

VOICES
PEACE • PRIDE • ACTIVISTS • SOCIAL ACTION

LEST WE FORGET
Discrimination in Disguise

For seven weeks I've lived in here,
Penned up inside this ghetto.
But I have found what I love here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.

That butterfly was the last one.
Butterflies don't live in here,
In the ghetto.

*...I never saw another butterfly...
Children's Drawings and Poems from
Terezin Concentration Camp, 1942-1944*



Toy Butterfly
*Tell Them We Remember: The Story of the
Holocaust.*
United States Holocaust Memorial
Washington D.C.

Grade Level

6-8

Curriculum Area

Language Arts • Social Studies • Technology

Overview

Among Jewish organizations are also to be found some whose major aim is to fight anti-Semitism both in this country and abroad, and to protect the rights of Jews everywhere. The chief organizations that carry on these tasks are the American Jewish Committee, the Anti-Defamation League of B'nai B'rith, and the American Jewish Congress. Each organization is independent; each protect the civil rights of Jews, just as the NAACP protects the civil rights of Blacks, and operate by way of research, discussion, and legal action. In the 1920's, 1930's, and 1940's, discrimination against Jews was endemic in many occupations: among major corporations of almost every kind, in which Jews could not get jobs as executives; in colleges and universities, where Jews could not get jobs as teachers. This discrimination began to weaken only after the horrors of World War II, as our society became more liberal and tolerant. Fortunately, this movement to tolerance was aided by the passage of laws forbidding discrimination in employment, education, and housing. In this work, Jews were closely associated with Black and other civil-rights leaders. The Civil Rights Acts of 1964, 1965, and 1968, banning discrimination in public facilities, employment, government programs, voting and housing.

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Objectives

To gain an understanding of concepts such as prejudice, discrimination, anti-Semitism, stereotyping, conflict, conflict resolution, and justice.

To reflect on the role and responsibilities of individuals, groups, and nations when confronting human rights violations.

To understand that the Holocaust was not an accident of history; nor was it inevitable (United States Holocaust Museum) 1993). It happened because individuals, groups and governments made choices to allow prejudice, discrimination, hatred, and violence to occur.

To develop and understanding that anti-Semitism has been and remains a serious concern of most Jewish Americans.

Key Words

historical fiction

Definition-based on historical events, while imposing imaginative and narrative treating of the truth.

Context-So I created little Annemarie and her family, set them down in a Copenhagen apartment on a street where I have walked myself, and imagined their life there against the real events of 1943. *Number the Stars*, Lois Lowry

tone

Definition-the feeling the author shows toward the subject of the story.

Context-A language is the words we use.

ghettos

Definition-a section of a city, especially a thickly populated slum area, inhabited predominately by members of a minority group. Formerly, in most European countries a section of a city which all Jews were required to live.

Context-The Germans aimed to control this sizeable Jewish population by forcing Jews to reside in marked off sections of towns and cities the Nazis called "ghettos" or "Jewish residential quarters".

diary

Definition-a written record of one's experiences, observations, and feelings.

Context-On June 12, 1942, Anne Frank celebrated her 13th birthday. She received a diary from her father.

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Key Words

survived

Definition-a person or thing that survives.

Context-The young people who survived to become adults passed on the stories of relatives and friends who had been killed, with the hope that the terrible crimes of the Holocaust would never be forgotten or repeated. *Tell Them We Remember: The Story of the Holocaust*, Susana D. Bachrach

Activities

Activity

The history of the Holocaust represents one of the most effective and most extensive documented, subjects for examination of basic moral issues. An inquiry into the Holocaust yields critical lessons for an investigation of human behavior. A study of the Holocaust also addresses one of the central tenets of education in the United States, which is to examine what it means to be a responsible citizen. Using first person testimonies, including yearly historical overviews, maps, and timelines provides a historical context.

Activity

Any historical literature needs to be evaluated both as history and as literature. Being historically accurate is not the only test, which lies as much in what is left out as in what is not included. Nowhere is this more apparent than in Holocaust literature, and nowhere is it more difficult to find a work of literature that can come close to conveying the enormous scope and magnitude of this event. Without a doubt, the most widely read work in Holocaust literature read by young people is *Anne Frank: The Diary of a Young Girl*. Read, *Anne Frank Remembered: The Story of the Woman who helped to Hide the Frank Family*. The failure to confront the full horror of the Holocaust or examine the historical facts of the period occurs in Anne's diary because it is a diary, a personal record. Anne is writing about what she knows, which is the impact of events on her own life, not the events themselves. Written from a child's point of view. Create a response journal comparing her account with *Anne Frank Remembered*.

Activity

Poetry and art

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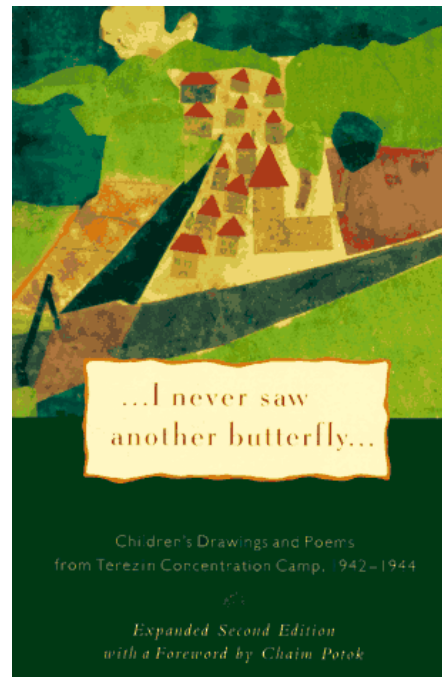
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Testimonies of the Holocaust
Resources

- Bachrach, Susan D. *Tell Them We Remember: The Story of the Holocaust*. Washington, D.C.: United States Holocaust Memorial Museum. 1994.
- Greenfield, Howard. *The Hidden Children*. Boston, Massachusetts: Houghton Mifflin. 1993.
- Grant, Carl A. *Educating for Diversity: An Anthology of Multicultural Voices*. Boston, Massachusetts: Allyn an Bacon. 1994. (Pages 129-138)
- Lowry, Lois. *Number the Stars*. Boston, Massachusetts: Houghton Mifflin. 1989.
- Social Education. *Teaching About the Holocaust*. Volume 59 Number 6. October 1995.
- Survivors: *Testimonies of the Holocaust*. New York, New York: Knowledge Adventures. 2001.
- Volavkova, Hana. *I never saw another butterfly: Children's Drawings and Poems from Terezin Concentration Camp 1942-1944*. New York, New York: Schocken Books. 1993.



...I never saw another butterfly...
Children's Drawings and Poems from
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Internet Links

Teachers

<http://teacherlink.edu.usu.edu/TIresources/longterm/LessonPlans/socst/FARMER/Jewish.html>

<http://teacherlink.ed.usu.edu-holocaust>

<http://fcit.coedu.usf.edu/Holocaust>

Students

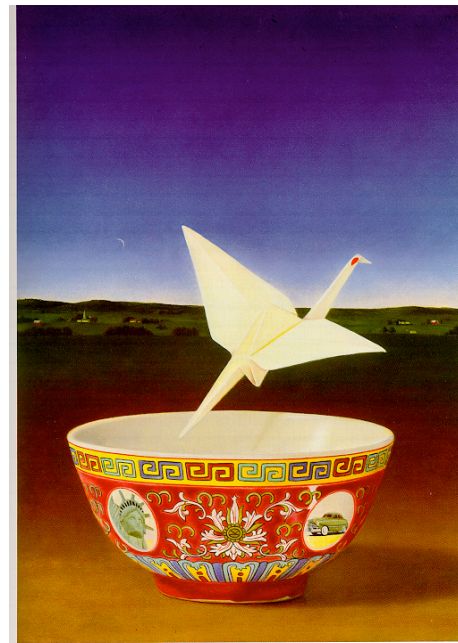
http://www.uen.org/utahlink/lp_res/AnneFrankTimeline.html

<http://www.ncsa.uiuc.edu/edu/classroom/k12-projects/fall/anne/index.html>

http://qumran.com/anne_frank/

Textbooks

- **The World
Twentieth Century
World War II**
Chapter 20 Lesson 1
Pages 587-595
- **Number the Stars**
Chapter 20 Lesson 2
Pages 596-601
Harcourt Brace and Company
- **Write Source**
Writers Inc Sourcebook
D.C. Heath and Company



On Wings of Peace Sheila Hamanaka 1995

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Standards and Expectations

A study of the Holocaust can be effectively integrated into any number of subject areas. Sample curricula and lesson plans, currently in use around the country have been collected by the United States Holocaust Memorial Museum and are available for reference purposes.

Assessment

Students will develop a deeper respect for human decency. They will recognize the deeds of heroism demonstrated by teenagers and adults in Ghettos and concentration camps.

Students will explore the spiritual resistance evidenced in the literary responses, which portray the irrepressible dignity of people who transcended the evil of their murderers, as found for example, in their clandestine writing of diaries, poetry, and plays. Students will create poetry, essays, and diaries of their own and illustrate them.

Kathleen Smith/LK
MMTEP
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