

Dateline: 1939, Poland - Memories of a Jewish Child

Content Standards

C3 Civics Framework Grade 6-8

D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.

C3 Social Studies Framework 6-8

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

Texas Social Studies TEKS

113.18 (13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:(A) identify and describe common traits that define cultures and culture regions;(C) analyze the experiences and contributions of diverse groups to multicultural societies...

The Next Generation Sunshine State Social Studies Standards

SS.6-8.HE.1.1 Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

SS.6.W.1.3 Interpret primary and secondary sources.

SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.

Common Core State Standards for Language Arts

Speaking and Listening 6.1, 7.1, 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Speaking and Listening 6.2, 7.2, 8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Writing 6.7, 7.7, 8.7 Conduct short research projects to answer a question, drawing on several sources ..

Writing 6.8, 7.8, 8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source;...

Florida's B.E.S.T. Standards: Language Arts

ELA 6, 7, 8.C.4 Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.

Social Emotional Learning Performance Indicators

2B Recognize individual and group similarities and differences.

Stage E.1 Describe the basic rights of all individuals regardless of their social cultural affiliations.

Stage F.2 Identify ways to overcome misunderstanding among various social and cultural groups.

Stage F.3 Discuss stereotyping and its negative impact on others.

Stage G.2 Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation) in readings completed for coursework.

Stage H.1 Analyze the consequences of ignoring the rights of other people.

WIDA ELD Standard 5

English language learners communicate information, ideas, and concepts necessary for success in the content area of Social Studies.

Texas English Language Proficiency Standards

2C Learn new language heard in classroom interactions and instructions

2G Understand general meaning, main points, and details

2I Demonstrate listening comprehension

Appropriate for:	Student Background Knowledge:
<ul style="list-style-type: none">● Students in grades 6-8● English Language Learners● Social Emotional	Students should have some knowledge of: <ul style="list-style-type: none">● World War II (particularly Europe)● the Holocaust

Dateline: 1939, Poland - Memories of a Jewish Child

<p>Essential Question: How did the Holocaust take hold in Europe?</p>
<p>Learning Objectives: Students will:</p> <ul style="list-style-type: none"> • Identify how Poland and other European societies changed during the war • Identify examples of antisemitism and how they manifested in the Holocaust

Video - Memories of a Jewish Child 1930's Poland

Before viewing	<p>Bell Ringer:</p> <ul style="list-style-type: none"> • Ask students to answer: What was the Holocaust? How do you think we should stand up if we see people being mistreated? • For Differentiation Consideration, have a definition of the Holocaust or transition to primary language available. • Provide learners with a background of World War II and the concentration camps: After World War I, Germany experienced a decline, including financial instability and high unemployment. Hitler's Nazi party gained power in part by claiming it could solve these problems. In the Nazi view, Jewish people were not a religion group, but a race. At first, a part of Hitler's platform was to remove Jewish people from Germany. The policy eventually shifted to that of extermination, with the intention of eradicating all Jewish people. As Germany invaded Poland in the beginning of the war, and collaborated with other countries, this policy extended to other parts of Europe. Jewish people, along with other minorities targeted by the Nazis, as well as those deemed enemies of the Nazis, were transported to different concentration camps. Some of these camps used the prisoners for forced labor, while at others, they were killed immediately. • After the war, many of the surviving Jewish people left Europe for different places in the world, including the United States. <p>For further background information: provide students with relevant maps of Europe and concentration camp locations and timelines. You may wish to visit and some of the timelines and map resources at the following sites: United States Holocaust Memorial Museum, The Montreal Holocaust Museum, The Anne Frank House, The Museum of Tolerance, and the Kupferberg Holocaust Center.</p> <p>Differentiation considerations: Prior to watching the video, you want to have learners listen</p> <ul style="list-style-type: none"> • antisemite • gentile • ghetto • Auschwitz • had hope • chased us from our home • Yom Kippur • telegram
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	<ul style="list-style-type: none"> ● synagogue ● courtyard ● Treblinka ● shtetl ● Gestapo ● concentration camp
During viewing	<ul style="list-style-type: none"> ● Prior to playing the video, explain to learners that the video they will see will contain images and stories that will likely be upsetting. Teachers may need to be especially mindful for learners who are refugees or who have family who are Holocaust survivors. ● Play the video. After watching the video the first time, ask learners if they have any questions. Then tell learners that you will play the video again. This time they should jot down any years they hear Marian mention in her story. Replay the video. <p>Students may take notes on the Video Note-taking Guide in Reusable Resources.</p>
After viewing	<p>Class Activity:</p> <p>Questions for Discussion</p> <ul style="list-style-type: none"> ● What do you think a shtetl was like? Does it remind you of anything you know? Why do you think Jewish people would have lived in a Shtetl? You may wish to show students images of shtetls online (e.g., Virtual Shtetl https://www.sztetl.org.pl/en/towns/) ● Do you think Marian and her family knew what was happening at the concentration camps? How would they have received information? ● How did Marian’s life change from the beginning of the story to the end? Does it sound like the changes happened slowly or quickly? Why do you think her family was chased from their home? Why do you think Jewish people were not allowed in stores? Can you imagine this happening here (or has something like it happened here)? Why or why not? Are there ways we can prevent it? <p>Activity</p> <p>Have learners look at their notes of the years that Marian identified. They will perform a short research project in groups identifying major events during these years and creating a timeline of the events, showing the overlap between Marian’s experiences in Poland and aspects of World War II, including Hitler’s invasion of Poland.</p> <p>Differentiation Considerations: You may wish to distribute and have learners complete The Timeline handout from the English Language Development Handbook.</p> <ul style="list-style-type: none"> ● Marian describes a Gestapo soldier who said he would help them survive. What do you think he meant? How would a work camp have helped them survive? What do you think would have happened to the soldier if he was heard saying he would help a Jewish family? Why? ● Marian says her family “had hope.” Do you think they were right to have hope knowing what happened to them?

	<ul style="list-style-type: none"> • How do you think her experiences may have affected Marian and other survivors later? Do you think it was easy for her to tell her story? Why do you think it would be important to share? • The persecution of Jewish people in Europe was planned and systematic. However people all over the world, including millions of children, had their lives significantly impacted. How do you think war impacted people’s daily lives?
Exit Ticket	Distribute and have learners fill out the Walking in Someone Else’s Shoes handout from the Reusable Resources .
Extension Activity	<ul style="list-style-type: none"> • Learners can explore the YIVO Digital Archive on Jewish Life in Poland: http://polishjews.yivoarchives.org/ • Have learners write a letter to Marian or to another person who lived in Europe during World War II explaining how you think life has changed (or stayed the same) since this time. For Differentiation Considerations, you may wish to distribute the Letter Writing Organizer from using Reusable Resources to students who would benefit from it. • Please refer to the many graphic organizers, rubrics, and other materials in Reusable Resources for ideas for additional Extension activities.

Printable/downloadable: The Timeline handout from English Language Development Handbook	
<ul style="list-style-type: none"> • Letter Writing Organizer from the Reusable Resources. • Walking in Someone Else’s Shoes handout from the Reusable Resources. • Please refer to the many activities and handouts available in the Social Emotional Learning Handbook • Please refer to the many activities and handouts available in the English Language Development Handbook • Video Note-Taking Guide in Reusable Resources 	

Suggested Reading	
<ul style="list-style-type: none"> • <i>Milkweed</i> by Matt Berman • <i>What Was the Holocaust?</i> by Gail Herman 	

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Content Standards

C3 Social Studies Framework

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12. Analyze change and continuity in historical eras.

C3 Civics Framework

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Texas Social Studies TEKS

113.41 (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to: (C) analyze major issues of World War II, including the Holocaust

The Next Generation Sunshine State Social Studies Standards

SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.HE.1.1 Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

SS.912.HE.2.7 Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.

Common Core State Standards for Language Arts

Speaking and Listening 9.1-10.1, 11.1-12.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Speaking and Listening.9-10.5, 11.1-12.1 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing 9-10.8 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question...

Florida's B.E.S.T. Standards: Language Arts

ELA.12.C.4. Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.

ELA.11.C.4 Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts and synthesizing information from primary and secondary sources.

ELA.10.C.4 Conduct research to answer a question, refining the scope of the question to align with findings and synthesizing information from multiple reliable and valid sources.

ELA.9.C.4 Conduct research to answer a question, drawing on multiple reliable and valid sources and refining the scope of the question to align with findings.

Social Emotional Learning Performance Indicators

2B Recognize individual and group similarities and differences.

Stage H.1 Analyze the consequences of ignoring the rights of other people.

Stage I.4. Evaluate efforts to promote increased understanding among groups.

WIDA ELD Standard 5

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<p>Before viewing</p>	<p>Bell Ringer:</p> <ul style="list-style-type: none"> • What was the Holocaust? Do you think the signs occurred over a long time or that there were quick changes? Why? • For Differentiation Consideration, have a definition of the Holocaust or transition to primary language available. • Provide learners with background of World War II and the concentration camps:After World War I, Germany experienced a decline, including financial instability and high unemployment. Hitler's Nazi party gained power in part by claiming it could solve these problems. In the Nazi view, Jewish people were not a religious group, but a race. At first, a part of Hitler's platform was to remove Jewish people from Germany. The policy eventually shifted to that of extermination, with the intention of eradicating all Jewish people. As Germany invaded Poland in the beginning of the war, and collaborated with other countries, this policy extended to other parts of Europe. Jewish people, along with other minorities targeted by the Nazis, as well as those deemed enemies of the Nazis, were transported to different concentration camps. Some of these camps used the prisoners for forced labor, while at others, they were killed immediately. • After the war, many of the surviving Jewish people left Europe for different places in the world, including the United States. <p>For further background information: provide students with relevant maps of Europe and concentration camp locations and timelines. You may wish to visit and use some of the timelines and map resources at the following sites: United States Holocaust Memorial Museum, The Montreal Holocaust Museum, The Anne Frank House, The Museum of Tolerance, and the Kupferberg Holocaust Center.</p> <p>Differentiation considerations: Prior to watching the video, you want to have learners listen</p> <ul style="list-style-type: none"> • antisemite • gentile • ghetto • Auschwitz • had hope • chased us from our home • Yom Kippur • telegram
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After viewing	<p>Class Activity:</p> <p>Questions for Discussion</p> <ul style="list-style-type: none"> ● What do you think a shtetl was like? Does it remind you of anything you know? Why do you think Jewish people would have lived in a Shtetl? You may wish to show students images of shtetls online (e.g., Virtual Shtetl https://www.sztetl.org.pl/en/towns/) Have you seen examples of a Shtetl in film, literature, or other art? ● Do you think Marian and her family knew what was happening at the concentration camps? How would they have received information? How would this information have been received and interpreted differently today? Would the difference have an impact on their life? ● How did Marian’s life change from the beginning of the story to the end? Does it sound like the changes happened slowly or quickly? Why do you think her family was chased from their home? Why do you think Jewish people were not allowed in stores? Were these changes intentionally progressive? What happened to the shtetls and Jewish communities in Europe as a result of the Holocaust? Can you imagine this happening here (or has something like it happened here)? Why or why not? Are there ways we can prevent it? <p>Activity</p> <p>Have learners look at their notes of the years that Marian identified. They will perform a short research project in groups identifying major events during these years and creating a timeline of the events, showing the overlap between Marian’s experiences in Poland and aspects of World War II, including Hitler’s invasion of Poland.</p> <p>Differentiation Considerations: You may wish to distribute and have learners complete The Timeline handout from the English Language Development Handbook.</p> <ul style="list-style-type: none"> ● Marian describes a Gestapo soldier who said he would help them survive. What do you think he meant? How would a work camp have helped them survive? Why would young people have been taken to a work camp? What do you think would

	<p>have happened to the soldier if he was heard saying he would help a Jewish family? Why?</p> <ul style="list-style-type: none"> ● Marian says her family “had hope.” Marian survived but most of her family and millions of others were murdered Do you think they were right to have hope knowing what happened to them? Is it better to feel hopeful when faced with adversity or to be more pragmatic? Why? Can you think of examples from contemporary life that inform your answer? ● How do you think her experiences may have affected Marian and other survivors later? Do you think it was easy for her to tell her story? Why do you think it would be important to share? If Hitler had not invaded Poland how might life for Jewish people have been different? ● The persecution of Jewish people in Europe was planned and systematic. However people all over the world, including millions of children, had their lives significantly impacted. How do you think war impacted people’s daily lives? Did it have future repercussions today? How are children and survivors of war impacted today?
Exit Ticket	Distribute and have learners fill out the Walking in Someone Else’s Shoes handout from the Reusable Resources .
Extension Activity	<ul style="list-style-type: none"> ● Learners can explore the YIVO Digital Archive on Jewish Life in Poland: http://polishjews.yivoarchives.org/ ● View a “1000 Year History of Polish Jews” at Google Arts and Culture https://artsandculture.google.com/story/DwWxB806kgoA8A ● Watch all or selected parts of the documentary <i>Shtetl</i> from <i>Frontline</i> and write a 2-3 page response paper. https://www.pbs.org/wgbh/pages/frontline/shtetl/reactions/ ● Have learners research how children were impacted by the war either in the United States, a different place in Europe, or Asia. Compare and contrast to Marian’s experience. ● Please refer to the many graphic organizers, rubrics, and other materials in Reusable Resources for ideas for additional Extension activities.

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<p>Suggested Reading</p> <ul style="list-style-type: none"> ● <i>The Librarian of Auschwitz</i> by Antonio Iturbe” ● “Nazi Camps” <i>Holocaust Encyclopedia</i> https://encyclopedia.ushmm.org/content/en/article/nazi-camps ● “Shtetl” <i>The Yivo Encyclopedia of Jews in Eastern Europe</i> https://yivoencyclopedia.org/article.aspx/shtetl
