

# Remembering the Holocaust

**EDUCATION MATERIALS  
GRADES 9–12**



# REMEMBERING THE HOLOCAUST

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*Teachers: before students begin reading Remembering the Holocaust, you may want to prepare them by discussing the fact that many of the stories are very disturbing, especially when survivors relate the atrocities they witnessed.*

### Enduring Understanding

Oral histories are more than a traditional way of preserving history. Often passed down through generations, these stories are meaningful primary sources that help paint a more complete picture of the events of the past through the eyes of the people who lived it.

### Essential Questions

- How do oral histories complement other primary resources such as letters, photographs, journals, etc.?
- What similarities do oral histories have with diaries and journals? How are they different?
- Why might oral histories tell a different story than other primary sources and what can we do when sources disagree?
- What makes oral histories unique among primary resources? Why?

### The Student Will

- Demonstrate an understanding of the similarities and differences between oral histories and other primary sources.
- Compare and contrast oral histories and draw conclusions about a variety of themes and topics they introduce.
- Complete a local history research project.
- Create an original oral history project.



# PERFORMANCE TASKS

## Discussion Questions

As a class, begin by reading the book's introduction, which provides background on the oral histories including how they were collected.

Assign or have students choose one of the following discussion questions. Students should read the questions first, then read the suggested stories, taking notes on sections that are relevant to the question's topic. Students can then write an essay to answer the questions, discuss their answers in small groups, or present their thoughts to the class.

**Discussion Question 1:** In what ways were European Jews' experiences during the Holocaust the same, and in what ways were they different? Why were they different? Provide some specific examples.

Suggested stories:

- Manfred Swarsensky (Germany and Austria)
- Eva Lauffer Deutschkron (Germany and Austria)
- Flora Melkman van Brink Hony Bader (The Netherlands)

**Discussion Question 2:** How did Jews and non-Jews defy the Nazis in ways both big and small? Provide some specific examples.

Suggested stories:

- Manfred Swarsensky (Germany and Austria)
- Flora Melkman van Brink Hony Bader (Germany and Austria)
- Walter Peltz (Lithuania, Poland, and Ukraine)

**Discussion Question 3:** How did Jews continue to practice their religious and cultural traditions during the Holocaust? In what ways were they prevented from practicing in the ways they usually would? Provide some specific examples.

Suggested stories:

- Herb DeLevie (The Netherlands)
- Lucy Rothstein Baras (Lithuania, Poland, and Ukraine)
- Rosa Goldberg Katz (Lithuania, Poland, and Ukraine)

*Questions continue on next page*



**Discussion Question 4:** In her story, Rosa Goldberg Katz says of her experience at Auschwitz: “You can read a million books and see a million movies and it’s still not the way. You cannot describe it.” What do you think she means? How do the stories of actual Holocaust survivors compare to fictional stories you may have read in books or seen in movies and TV? Provide some specific similarities and differences.

Suggested stories:

- Manfred Swarsensky (Germany and Austria)
- Herb DeLevie (The Netherlands)
- Rosa Goldberg Katz (Lithuania, Poland, and Ukraine)

## Local History Research Project

Choose one of the storytellers from *Remembering the Holocaust* who settled in Wisconsin near where you live, or in an area of your choice. (Refer to the list below; some names appear in more than one city if that person lived in multiple cities).

First, read that person’s story from the book. Next, research the person’s life in Wisconsin. Search the internet and local library for stories about them, especially in local newspapers and on the websites of local organizations. Take notes as you research, and then write a short essay or give a brief presentation describing the person’s life in Wisconsin, including:

- Details about their families
- Their accomplishments (career, community involvement, etc.)
- How surviving the Holocaust affected their lives and the lives of their descendants
- What family members, friends, neighbors, and community members had to say about them

### Appleton:

- Henry Golde

### Madison:

- Manfred Swarsensky
- Eva Lauffer Deutschkron
- Suzanne Hafner Goldfarb
- Herb DeLevie
- Harry Gordon

### Manitowoc:

- Mayer Relles

### Merrill:

- Henry Golde

### Madison:

- Manfred Swarsensky
- Eva Lauffer Deutschkron
- Suzanne Hafner Goldfarb
- Herb DeLevie
- Harry Gordon

### Manitowoc:

- Mayer Relles

### Milwaukee (and surrounding area):

- Flora Melkman van Brink
- Hony Bader
- Walter Peltz

- Henry Golde
- Salvator Moshe
- Louis Koplin

### Monroe:

- Magda Moses Herzberger

### Oshkosh:

- Rosa Goldberg Katz

### Sheboygan:

- Lucy Rothstein Baras

### Superior:

- Mayer Relles



# Creating an Oral History

## Pre-Interview

Oral histories are primary sources historians use to gain personal stories of events from the past. These histories are a recollection of people, experiences, emotions, and thoughts from a specific time or event in history. Use the following guide to help shape your interview questions.

## Content Questions

- Discuss the type of interviews you would like to do (subject matter, time period, etc.).
- What historical information are you looking for?
- What type of person do you want to interview?

## Suggested Activities

- Research the culture of the person you will be interviewing. Consider:
  - Respect for traditions around sharing of information. Some religious practices and cultural traditions may be sacred and/or private and may not be discussed in the interview.
  - Specific greetings and salutations. (Mr., Ms., Mrs., Dr., etc.)
- Share your questions with your subject before the interview so they can be comfortable answering (or declining to answer certain questions).
- Your interview subject may wish to review the transcript before final publication. You should agree to this, since it can help you:
  - Ensure that traditional knowledge is treated appropriately or removed at the request of your subject.
  - Anticipate any potential conflicts regarding privacy.

## Designing and Conducting the Interview

- Introduction: Create a script that you will start the recorded interview with. You need to introduce yourself, the interview subject, the date, the location the interview is taking place, the purpose of the interview, and an explanation of the project.  
Example: This is [first, last name]. Today's date is [month, day, year]. I am at [location, city, state, at the house of       ]. I am interviewing [first, last name] about [theme/topic] for [class or project name]. Also with us is [first, last name] who is [job they are doing to aid in the preservation of interview].
- Gather biographical background of the person you are interviewing: full name, birth date, birthplace, and occupations. Write three warm-up questions to ask based on this biographical information to uncover more information.

- Write four open-ended questions that provoke stories and narratives to assist in gathering information or details about the event, time period, or experience you are researching.
- Write potential follow-up questions to clarify or expand on information from your subject.
- Make an appointment and be on time.
- Consider bringing a culturally appropriate gift.
- Explain to your subject what the project is about and why you are interested in learning more on the topic.
- Let your subject know how their information will be used and disseminated.
- Make sure your subject agrees to be recorded and signs the release.
- Bring your notes and other information along to guide the interview. When your subject strays away from your theme or questions, use your notes to return to the original question.
- If unclear about a response, repeat what you understood them to say to verify it is correct.
- Make sure you thank your subject for their time and express how appreciative you are of what they shared with you.
- Share a timeline detailing steps to publication, including time necessary for transcript review or privacy concerns.
- Send a thank you letter upon your return home.

Adapted from: Holt, Rinehart and Winston. Park City Museum. Engaging Students with Primary Sources.

# Standards Alignment: English Language Arts

The *Remembering the Holocaust* education materials can help meet or exceed a wide range of English Language Arts standards. Please see DPI's publication *Wisconsin Standards for English Language Arts* to see a breakdown of each anchor standard listed below.

From DPI's Wisconsin Standards for English Language Arts:

"To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts...By reading informational text, students build a foundation of knowledge that will also give them the background to be better readers."

## ANCHOR STANDARDS FOR READING

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

### Key Ideas and Details

- Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Anchor Standard R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
- Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.

## **Integration of Knowledge and Ideas**

- Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats.
- Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Anchor Standard R9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

## **ANCHOR STANDARDS FOR WRITING**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

### **Text Types and Purposes**

- Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
- Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### **Production and Distribution of Writing**

- Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
- Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
- Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others.

### **Inquiry to Build and Present Knowledge**

- Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
- Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **(Partial)**
- Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.





## **ANCHOR STANDARDS FOR SPEAKING AND LISTENING**

Overarching statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

### **Comprehension and Collaboration**

- Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### **Presentation of Knowledge and Ideas**

- Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## **ANCHOR STANDARDS FOR LANGUAGE**

Overarching statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

### **Knowledge of Language**

- Anchor Standard L1: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

- Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.comprehend more fully when reading or listening.

## Conventions of Standardized English

- Anchor Standard L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
- Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

## Standards Alignment: Social Studies

Reading the book *Remembering the Holocaust* and completing the student exercises can help meet or exceed the following select social studies standards and learning priorities for grades 9-12 (h):

### Inquiry

Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.

- Inq1.a: Develop questions based on a topic
- Inq1.b: Plan an inquiry

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

- Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry
- Inq2.b: Evaluate sources

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

- Inq3.a: Develop claims to answer an inquiry question
- Inq3.b: Cite evidence from multiple sources to support a claim
- Inq3.c: Elaborate how evidence supports a claim

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

- Inq4.a: Communicate conclusions
- Inq4.b: Critique conclusion

Standard SS.Inq5: Wisconsin students will be civically engaged.

- Inq5.a: Civic engagement



## Behavioral Sciences

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

- BH1.a: Individual cognition, perception, and behavior **(Partial)**
- BH1.b: Personal identity and empathy **(Partial)**

SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

- BH2.a: Relationship of people and groups

SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

- BH3.a: Social interactions **(Partial)**

## Geography

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

- Geog2.a: Population and place **(Partial)**
- Geog2.b: Reasons people move

Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.

- Geog4.a: Characteristics of place **(Partial)**

## History

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

- Hist1.a: Cause
- Hist1.b: Effect

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

- Hist2.a: Patterns stay the same over a period of time
- Hist2.b: Patterns change over a period of time
- Hist2.c: Contextualization



Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

- Hist3.a: Connections
- Hist3.b: Perspective
- Hist3.c: Current implications

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology).

- Hist4.a: Historical context
- Hist4.b: Intended audience
- Hist4.c: Purpose
- Hist4.d: Point of view (POV)

## **Political Science**

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

- PS2.c: Asserting and reaffirming of human rights **(Partial)**