

Lesson Title: Rescuers – Liberation

Lesson Details:				
<u>Unit:</u> Rescue	<u>Duration:</u> One to two 45-50 minute class periods			
Lesson Notes for Teachers:				
<p>The defeat of Germany meant liberation for the victims of Nazi tyranny. The victorious soldiers of the Allies brought freedom and hope. No two prisoners experienced liberation in exactly the same way, but for all it had been a moment that was eagerly anticipated. Nevertheless, its arrival was bittersweet. Survivors of the Holocaust were at the beginning of a new struggle to assess their losses and to rebuild their lives. They knew that, for the most part, their homes, communities, and loved ones were gone. The occupying authorities only dimly understood their plight, and in some places, they even faced renewed antisemitic violence (ironically, from others who had been freed from the Nazis). As a result, liberation was a major milestone for the victims of the Holocaust, but certainly not the end of the story.</p>				
Design Questions/Lesson Focus/Marzano Elements:				
<ol style="list-style-type: none"> 1. What did liberation mean to the victims who had survived the Holocaust? 2. What did liberation mean to those who had fought militarily to defeat Nazi Germany? 3. What did liberation mean to those who had resisted Nazi Germany from within? 4. How does the liberation of victims from Nazi tyranny shape our view of our own history from this era? 5. What can we learn about prejudice and racism from the last days of the Holocaust? 				
<input checked="" type="checkbox"/> Introducing New Knowledge DQ2 Main Element: 11 – Helping students elaborate on new Content	<input checked="" type="checkbox"/> Deepening or Practicing DQ3 Main Element: 17 – Helping students examine similarities and differences	<input checked="" type="checkbox"/> Generating Hypotheses DQ4 Main Element: 22 – Engage students in cognitively complex tasks involving hypothesis generation and testing		
Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.				
LAFS.K12.R.1.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LAFS.K12.R.3.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 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.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims				
Daily Learning Goal and Scale (Student-friendly language)				
Students will compare two accounts of liberation, one from a survivor and one from a liberator, to evaluate the impact of liberation based on the perspectives of the authors, the circumstances they faced, the significance they attached to the event, and the effect it had on interpretations of the history of this period.				
2.0 Simpler Content	3.0 Target	4.0 More Complex		

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Students will:	Students will:	Students will:
<ol style="list-style-type: none"> 1. Recall details from accounts of liberation from a survivor and also from an American soldier. 2. Recognize the dire, life-threatening conditions that constituted the setting for liberation accounts. 3. List from the accounts the challenges that faced the newly freed prisoners. 4. Summarize the significance of the liberation experience as expressed by the writers of the selected passages. 	<ol style="list-style-type: none"> 1. Analyze accounts of liberation from a survivor and also from an American soldier. 2. Evaluate the impact of the dire, life-threatening conditions that constituted the setting for liberation accounts. 3. Interpret the accounts to analyze the challenges that faced the newly freed prisoners. 4. Evaluate the significance of the liberation experience as expressed by the writers of the selected passages. 	Research multiple accounts of liberation from the perspectives of various survivors and liberators to create a deeper understanding of liberation and to create a theory that explains the widely diverse reactions to it.

Formative Assessment Strategies/Monitoring for Desired Effect:

- Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities.
- Teacher use of probing and redirecting questions based on the introduction video testimony excerpt and the selected text readings from Gerda Weissmann and Kurt Klein.
- Student written and oral discussion responses to the “Discussion Questions from the “Liberation Quotes: Two Voices” handout questions.

Lesson Sequence:

Introduction/Hook: (May be done with students individually or organized into small groups.)

Tell students that they will see and hear an interview excerpt from a Holocaust survivor who had been liberated from Auschwitz by Allied soldiers from the Soviet Union (the Red Army). Her name is Paula Lebovics. The excerpt offers a description of her liberation and how she experienced it and reflected on it afterward. This video testimony may be accessed from the USC Shoah Foundation’s iWitness website. (<http://iwitness.usc.edu/SFI/BrowseTopics.aspx>) From the main page, search for the term, “Liberation” and select the testimony excerpt from Paula Lebovics. It is 1:33 minutes in length. If you want to access the full testimony, you will have to register with the site. Registration is free for teachers and will give you access to many full testimonies as well as educational materials and activities. Give yourself a few days to register and become familiar with the site prior to teaching this lesson.

Play the video selection.

Ask students to summarize Paula’s description of liberation, including what part of the experience surprised her most.

If you plan to devote only one class period to this lesson, then use this video for introduction purposes only. If you plan to use two class periods, then you may extend the discussion to other testimony excerpts from some of the other survivors and soldier/liberators who spoke about the experience. There are 16 others accessible through the main portal of the USC Shoah Foundation’s iWitness website, including excerpts from Kurt Klein and Gerda Weissmann Klein. Be aware that these excerpts reveal that Kurt and Gerda eventually marry, so don’t use these if you plan to reveal this at a later time.

Lesson Title: Rescuers – Liberation**Instruction Steps:**

1. As an introduction to this topic, read pages 76 – 79 from Tell Them We Remember.
2. Pass out the three quotations of the handout, “Liberation Quotes – Two Voices”.
3. Tell students that they are going to read an account of liberation as written by a Holocaust survivor. Then they are going to read an account of liberation by an American soldier. The third quote is a funeral message written by the survivor who wrote the first account.
4. DO NOT tell students that these two quotes are actually describing the same event. Some students will figure this out, but for those who don’t, it comes as a nice surprise. Don’t give any more information about the story or the writers than is revealed in the quotations.
5. Have the students read the selections silently, or read them aloud as a group.
6. Pass out the question sheet and allow time for students to answer the questions. They may work alone or in groups.
7. Discuss the students’ responses in class.
 - At the end of the lesson, reveal the three surprises about these quotes:
 - The two quotes are describing the same liberation event.
 - The American soldier, Kurt Klein, was a German Jew who managed to emigrate to the United States in 1937. He left Germany because of increasing danger from the Nazis. When the U.S. entered the war, he enlisted as an American soldier and participated in the defeat of Nazi Germany. Unfortunately, his parents, who had not gotten out of Germany in time, perished in Auschwitz.
 - On June 18, 1946, Gerda Weissmann and Kurt Klein were married in Paris. They enjoyed a long family life together. The last two quotes were taken from their recent book, The Hours After: Letters of Love and Longing in War’s Aftermath, St. Martin’s Press, New York, 2000.

Adaptation/Differentiation Strategies:

The teacher may divide the reading selections into smaller chunks and check for understanding at key points.

The teacher may read one or more of the selections aloud, or have students do so.

The teacher may identify key terms in the texts prior to use and introduce this vocabulary prior to the lesson.

The teacher may provide the students with basic background information about the historical events mentioned in the texts (such as “death marches”).

Extended Learning:

Students may learn more about Gerda’s experiences in the Holocaust by reading her autobiography, All But My Life. Class sets of this book may be borrowed from the Holocaust Center.

There is also an award-winning documentary film about her story entitled, “One Survivor Remembers”. It may be viewed in its entirety at <http://www.tolerance.org/kit/one-survivor-remembers>. Please be aware that the first few minutes of the film contains graphic film footage of death and Nazi brutality. These scenes will not be appropriate for all students.

Resources and Materials:

1. Tell Them We Remember by Susan Bachrach
2. Handout: “Liberation Quotes: Two Voices”
3. Worksheet: “Liberation: Two Voices – Questions”
4. The Teaching Tolerance website: <http://www.tolerance.org/kit/one-survivor-remembers>