

Lesson Title: Jewish Life in Europe – “Camera of My Family”

<b>Lesson Details:</b>		
<u>Unit:</u> Before the Holocaust: Jewish Life in Europe and the Rise of Nazism in Germany	<u>Duration:</u> Two 45 to 50 minute class sessions, not including extension activities	
<b>Lesson Notes for Teachers:</b>		
<p>The film <u>Camera of My Family</u> serves as an excellent introduction to the Holocaust for several reasons:</p> <ol style="list-style-type: none"> <li>1. It gives a brief overview of the entire Holocaust era.</li> <li>2. It tells the story of a Jewish family with deep roots in German history. As a result, students will see that Jews had a life in Germany before the Holocaust. They belonged in and contributed to the culture in which they lived. This perspective will help students avoid the mistake of seeing Jews <u>only</u> as victims.</li> <li>3. Catherine Noren uses family photos and reminiscences to tell this story. Almost all students will be able to connect with her perspective since they also have family histories and probably have relatives they have met primarily through photos and/or stories.</li> </ol>		
<b>Design Questions/Lesson Focus/Marzano Elements:</b>		
<p>What conditions are necessary for people to feel “at home” in a society?</p> <p>How do people demonstrate that sense of belonging?</p> <p>What would have to happen to make people feel unwelcome in a place where they previously believed that they belonged?</p> <p>What strategies can be used to protect people from the type of rejection experienced by Catherine Noren’s family?</p>		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 6 – Identifying Critical Content	<u>X</u> Deepening or Practicing DQ3 Main Element: 17 – Helping Students Examine Similarities and Differences	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing (in the Extension Activities)
<b>Focus Standards/Benchmarks:</b> 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.		
<ul style="list-style-type: none"> <li>• LAFS.K12.R.3.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (DOK2)</li> <li>• 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.</li> <li>• SS.912.S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.</li> </ul>		
<b>Daily Learning Goal and Scale (Student-friendly language)</b>		
Students will develop an overview understanding of the course and consequences of the Holocaust in Germany by analyzing the experiences of Catherine Noren’s family over time and by drawing conclusions from those experiences that can be applied in other contexts.		
<u>2.0 Simpler Content</u>	<u>3.0 Target</u>	<u>4.0 More Complex</u>

Lesson Title: Jewish Life in Europe – “Camera of My Family”

<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Recognize that Jewish people had a long history in Germany prior to the Holocaust.</li> <li>2. List the elements of Catherine Noren’s story that are common to the human experience.</li> <li>3. Understand the destructiveness of the Nazi antisemitic program by witnessing its impact on Catherine Noren’s family.</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Summarize the experiences of Jewish people in their long history in Germany prior to the Holocaust.</li> <li>2. Compare the universal elements of Catherine Noren’s story by comparing her remembrances of her family with their own.</li> <li>3. Analyze the destructiveness of the Nazi antisemitic program by exploring its impact on Catherine Noren’s family overall and in detail.</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Assess the complex interplay between antisemitism and assimilation and their impact on the lives of German Jews.</li> <li>2. Evaluate the responses of Catherine Noren’s family members to the situation in Holocaust-era Germany and consider potential alternative responses, both in historical context and in other times, places, and circumstances.</li> <li>3. Formulate potential responses to curtail society-wide threats from antisemitism and other forms of prejudice, assessing possibilities for success.</li> </ol>
--	---	---

**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.
- Monitoring of group discussions
- Teacher use of probing and redirecting questions
- Student written responses to the Camera of my Family worksheet questions.
- Student use of the “Family Tree” chart, both during class and after homework.
- Exit slip at the end of the first class period asking students to respond in one sentence to explain Catherine Noren’s final observation in the video that we must preserve memory of the past if we are to have a future. Students should indicate whether they agree or disagree and explain why. (I agree because \_\_\_\_\_ or I disagree because \_\_\_\_\_.)

**Lesson Sequence:**

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

The teacher should bring in one or a few family photos from special occasions. Examples of such occasions might include birthday parties, holiday celebrations, weddings, graduations, or vacations. These may be personal or from famous people known to the students. Many such images are available online, but the teacher should refrain from using images that were obtained without the knowledge or consent of the subjects.

1. Display the images at the beginning of class and ask students to describe the most likely reason these photos were taken and preserved. Allow discussion to continue until the idea emerges that people like to preserve memories.
2. Ask students to give examples of the types of memories people usually try to preserve through methods such as keeping a family photo album or school yearbook. Ask them also to give examples of the types of events that are usually not preserved in this way.
3. Ask students to speculate on reasons someone might want to preserve unpleasant memories and the methods they might use.

**Instruction Steps:**

Lesson Title: Jewish Life in Europe – “Camera of My Family”

1. Introduce the topic by reading aloud the brief selection from pages 2 and 4 from Tell Them We Remember: The Story of the Holocaust or summarize the content.
2. Introduce the video by telling students that they are about to learn about a German-Jewish family that was victimized in the Holocaust. Identify the narrator as a Holocaust survivor whose immediate family emigrated from Germany when she was just a few months old.
3. Emphasize the fact that her family history in Germany goes back much farther than the video. Records can be traced with certainty to the early 1600's.
4. Pass out Handouts # 1 and 2
5. Show the video.
6. Allow students time to complete the worksheet. Discuss the student responses as a group.

**Adaptation/Differentiation Strategies:**

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

The teacher may stop the video at key points of the narrative to check for student understanding.

The teacher may identify key terms in the text and video 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 video prior to viewing (such as World War I and the Great Depression).

**Extended Learning:**

1. The questions from the video may be completed for homework, if there is not enough time in the class period to finish.
2. Students may also value the experience of investigating their own family histories. The blank family tree form can serve as a starting point. Students can begin in class by jotting down information that they know. They can ask parents and perhaps even grandparents for more details at home. This can be a quick and informal exercise or it can be an extended project. Students could even bring in photos and family stories and create decorative family tree displays.
  - a. **Note:** For the purpose of this activity, it doesn't matter which "branch" of their family tree students might choose to investigate. It also doesn't matter whether they are related by birth or by adoption. The purpose is to highlight our connections to the people and places of our past and to highlight the fact that all people have these connections (even if they are not as well-known and documented as Catherine Noren's).
3. Students may, individually or as a group, research the online testimony of a Holocaust survivor and use Catherine Noren's storytelling techniques to communicate their family history to the class. One great resource for testimonies that can be used in this way is [www.centropa.org](http://www.centropa.org). The Centropa website contains written survivor testimonies, family photographs, and examples of short films that have been created to tell family stories.
4. Students may write a short narrative essay to describe what the history of Catherine Noren's family might have been like if Hitler and the Nazi movement had never come to power. How would Catherine's life and her relatives' lives differed? How would the lives of their non-Jewish neighbors been different?

**Resources and Materials:**

1. Tell Them We Remember: The Story of the Holocaust
2. Handout # 1: "The Strauss Family Tree" (Three pages)  
*Reproduced from The Camera of My Family, pages 5-7  
 Published by Alfred A. Knopf, New York, 1976.*

Lesson Title: Jewish Life in Europe – “Camera of My Family”

(Note: The Strauss Family Tree traces Catherine’s relatives through her grandmother Meta Strauss-Wallach. The video also includes many relatives from the side of her grandfather Moritz, but his family tree was too extensive to reproduce here.)

3. Handout # 2: Camera of My Family Discussion Questions
4. Video: Camera of My Family (19 minutes)
5. Handout # 3: Blank Family Tree Form (optional)
6. Website – [www.centropa.org](http://www.centropa.org)