Course: LIT 2090

CRN _______________

Days & Hours Class Meets: ________________________________

Location of Class: ________________________________

Semester __________

Professor Richard A. Gair
Office: Building 8, Room 132
407-582-2641

Student Name: __________________________________________

Student Valencia ID #:V ________________________________

This booklet contains resource study sheets, activity sheets, a recommended reading list and other valuable resources to help you throughout the course.

It is REQUIRED that you have this booklet with you in each class as we will use many of the sheets in it to do in-class activities as well as homework assignments.

Author: Professor Richard A. Gair, Valencia Community College, Orlando, Fl. Copyright©2006
LIT 2090- Literature and Media of the Holocaust

Instructor: Professor Richard A. Gair
Office: Building 8, Room 132
Office Hours
Phone: 407-582-2641 or 407-299-5000 Ext. 2641
Cell: 609-744-6516
E-mail: rgair@atlas.valenciacc.edu

REQUIRED TEXTS (3)
Holocaust Literature Resource and Study Packet (Author: Professor Gair) available in the Valencia East bookstore.

NEEDED SUPPLIES:
- A one and one half (1 ½) inch loose-leaf binder
- One set of 10 or 12 tabbed dividers (Avery tab divider pages are best. The packet comes with a color coded Table of Contents cover page).
- A separate notebook or a section tabbed off in the loose-leaf for classroom note taking.
- A small journal book

COURSE DESCRIPTION:
The course will use the following types of literature to explore the topics listed:

- Personal memoirs, interviews and diaries
- Anthologies of literature
- Essays and commentaries and stories
- Reflections of survivors
- Art, poetry and music produced by the victims and survivors
- Video– documentaries, rare Nazi propaganda videos and printed matter
- Children’s art and poetry
- Survivor presentations to the class
- Possible field trip to the Holocaust Resource Center of Central Florida

Major Topics/ Concepts/ Issues
- Genocide and the Holocaust
- 20th Century Events Leading to the Holocaust
- Adolph Hitler and the Rise of the Nazi Party
- The Refugee Crisis and the Persecution Years in Germany
- The Ghettos
- The Final Solution
- Resistance: Courageous Acts in Desperate Times

$2$
The Rescuers (Oscar Schindler and others)
Liberation: Aftermath and the Pursuit of Justice
Reflection, Remembrance and Responsibility

GOALS: The following are the major learning outcomes I would like students to be able to display by as we progress through the course.
- Define and discuss the concept of Genocide and human rights.
- Cite examples of German government actions directed at the Jews before and during the Holocaust.
- Examine the rise of Adolph Hitler and the Nazi Party.
- Discuss the implications of the Nuremberg Laws.
- Describe and discuss the conditions and community in the Ghettos.
- Identify and discuss the major aspects of the Final Solution.
- Distinguish the various forms of resistance and their activities.
- Describe examples of rescuers and their motives.
- Describe and discuss the Liberation of the concentration camps.
- Analyze the lessons of the Holocaust in relation to reflection, remembrance, responsibility.

CORE COMPETENCIES:
Core Competencies: Valencia faculty has defined four interrelated competencies that prepare students to succeed in the world community. In this course, through classroom lecture and discussion, group work and other learning activities, you will further develop your mastery of these core competencies.

VALUE: make reasoned value judgments and reasonable commitments
* Recognize values as expressed in attitudes, choices and commitments.
* Distinguish among personal, ethical, cultural and scientific values.
* Employ values and standards of judgment from different disciplines.
* Evaluate your own and others’ values from individual, cultural and global perspectives.
* Articulate a considered and self-determined set of values with empathy and fair-mindedness, individually and in groups.

THINK clearly, critically, and creatively. Analyze, synthesize, integrate and evaluate in many domains of human inquiry
* Analyze data, ideas patterns, principles, perspectives
* Employ the facts, formulas, procedures of the discipline
* Integrate ideas and values from different discipline
* Draw well-supported conclusions
* Revise conclusions consistent with new observations, interpretation, or reasons with curiosity and consistency, individually and in groups

COMMUNICATE with varied audiences using varied means
* Identify your own strengths and need for improvement as communicator
* Employ methods of communication appropriate to your audience and purpose
* Evaluate the effectiveness of your own and others’ communication by speaking, listening, reading and writing, verbally, non-verbally and visually with honesty and civility in different disciplines and settings.

ACT purposefully, reflectively and responsibly
* Apply disciplinary knowledge, skills and values to educational and career goals
* Implement effective problem-solving, decision-making, and goal-setting strategies
* Act effectively and appropriately in various personal and professional settings
* Assess the effectiveness of personal behavior and choices
* Respond to changing circumstances with courage and perseverance, individually and in groups in your personal, professional and community life
REQUIREMENTS:
Class attendance
Weekly readings and written assignments
Classroom discussion and contributions
Viewing of course movies and videos and reactions in writing
Mid-term project
Final project

ALL WRITTEN WORK MUST BE WORD PROCESSED IN TIMES NEW ROMAN FONT, 12 POINT, AND DOUBLE SPACED. RUN SPELL CHECKER AND GRAMMAR CHECKER AS NEEDED. HANDWRITTEN WORK WILL NOT BE ACCEPTED.

Special Needs – Students with Disabilities
Students with disabilities who qualify for academic accommodations must provide a notification from the Office for Students with Disabilities (OSD) and discuss specific needs with the instructor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. The East Campus Office is located in Building 5, Room 216.

STUDENT ETHICS:

Students are expected to abide by the college's honesty policy and code of conduct as stated in the catalog. Students caught cheating on assignments or tests will receive a "0" which cannot be made up. Any additional action deemed necessary will be taken at the discretion of the instructor.

CLASS ROOM CONDUCT:

The culture of the college classroom requires individual responsibility and accountability for learning and classroom participation. Achievement in the reading process is grounded in a positive attitude and mastery of various reading strategies in order to ensure success. All students are expected to engage in classroom and out-of-class learning activities in order to show proficiency in such skills at the college level. It is therefore necessary and expected that all students will have a positive attitude toward and participate in all classroom activities in a manner that is conducive to the learning process for themselves and others. Your presence, participation, and success in this class will be viewed as a partnership in the learning process. If, for any reason, a student's classroom conduct interferes with the teaching process or the learning of others, the student will be requested to leave the classroom and an absence for the day will be recorded. Any subsequent disruption will be processed according to Valencia Community College Code of Student Conduct procedures.

CELL PHONES, BEEPERS, AND ANY OTHER COMMUNICATION DEVICES MUST BE INACTIVE (TURNED OFF) DURING CLASS TIME. A grade of “0” will be assessed when a phone or beeper interrupts class AND YOU WILL BE ASKED TO LEAVE.

DISCLAIMER:
Changes in syllabus and/or schedule may be made at any time during the term by announcement of the instructor. A revised syllabus may be issued at the discretion of the instructor.

HELPFUL RESOURCES:
- Professor Gair’s web site: http://home.cfl.rr.com/rgair (click on the link in the navigation map button labeled HOLOCAUST RESOURCES
- The Holocaust Education and Resource Center, Maitland, NJ
- United States Holocaust Memorial Museum in Washington, DC- Extensive web site.
- Yad Vashem- The Holocaust Memorial and Education Center in Israel web site.
- Valencia Library- Building 4
POLICIES AND PROCEDURES
You may NOT MISS MORE THAN 2 CLASSES. The attendance policy is that you may not exceed 150 minutes of missed classes. For a Tuesday-Thursday class that means that you will be dropped upon the third absence. DO NOT USE ABSENCES CARELESSLY…YOU NEVER KNOW WHEN A REAL EMERGENCY COMES UP. The attendance policy is a departmental policy and will be strictly enforced.
You are expected to be here at the beginning of class. Once I take the attendance and you are marked absent you will need to see me after class to change it if you are late.
THREE TARDIES WILL EQUAL A FULL ABSENCE.

Work Completion
and more.)

MAKE UP POLICY:
Students who are absent or tardy are responsible for contacting the instructor about the lessons and assignments missed. Make up work is only at the discretion of the instructor AND IS DUE UPON YOUR RETURN TO THE NEXT CLASS.

ONLY ONE ASSIGNMENT WILL BE ACCEPTED LATE FOR THE ENTIRE SEMESTER.

CAMPUS INFORMATION:
Instructional Media Center (IMC) Building 4, Room 101, Phone: ext. 2337
Learning Resources Center (LRC) Building 4, Room 201 (2nd floor), Phone: ext. 2459
Microcomputer Learning Center Building 4, Room 122, Phone: ext. 2430
Reading/English Computer Lab Building 4, Room 101
Hours: Mon-Thurs. 8:00 am to 7:30 pm
Fri. 8:00 am to 5:00 pm
Sat. 8:00 am to 11:30 am
Testing Center Building 4, Room 120

EVALUATION:

GRADING:

Grades
90 - 100 = A
80 – 90 = B
70 – 80 = C
60 – 69 = D
Below 60 = F
### Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments from Weekly Text Chapter Reading: Background Historical Chapters</strong></td>
<td></td>
</tr>
<tr>
<td>Written Assignments: Reactions to poetry, art, memoirs, music, commentaries, survivor presentations, field trip.</td>
<td>15%</td>
</tr>
<tr>
<td>Videos (movies, documentaries, survivor testimony videos): Reactions, Summaries, Study Guide Questions</td>
<td>20%</td>
</tr>
<tr>
<td>Class Discussion and Contributions: Classroom discussion about the weekly readings and literature and art, music, poetry and videos is vital to properly explore this topic. EVERY-ONE is expected to participate, share personal reactions, thoughts and perspectives on the material.</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-Semester Project: You will receive an list of Holocaust books from which you will choose the one you want to read independently. You will be given a set of questions or assignment sheet to complete and turn in when you have finished the book. This is in place of a midterm. I would rather have you READ AND REACT to literature than give you a test. This is a LITERATURE course after all.</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project: An independent research paper on one of the major topics studied during the course. Guidelines will be give during the course. This might be independent research, a field trip you take on your own and document through a report or you may arrange to personally interview a survivor and report on your experience. You would make all the arrangements and submit the questions you plan to ask in advance. You may have an original idea about a final project you would like to do. In that case, see me and we can discuss it. It must be a college-level project of course. More details will follow. This is in place of a final exam.</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Other Notes and Important Information
Analysis Sheet for Historical Literature of the Holocaust

1. Describe the actions, locations, customs and cultural assumptions and aspects.

1. Is there symbolism, motif or theme present? Explain each one that you find with examples from the work.

2. Are historical circumstances specifically mentioned? What are they? Why are they important to this work?

3. Does the author describe conditions with photographic detail, or is he / she less concerned with pictorial details and more with human and political issues? Give specific examples from the book to support your answer.

4. What values do the characters display?

5. Are the characters religious or not? To what degree do religion or philosophical thoughts govern the actions of the characters?

6. What assumptions do you think the author had about the literary interests of the audience?
Course of Study Writing Assignment (Due Date-______________________)

Address each of the following issues in writing: Be prepared to share your writing with the class. Use a separate page in your journal for each issue, leaving room to add more as you think further about it in the future, or discuss it in class. At least one paragraph should be developed for each question.

Is there anything about which you are still perplexed (confused) in regard to this history; and if so, what is it and why?

What issues and concerns still elude (escape your understanding) you in your effort to gain a clear understanding of the whats, whys, hows, wheres, and whens of the Holocaust?

What issues, events, and concerns do you feel you need to learn about in more detail, and why?

Are there any issues / concerns that you would personally be interested in researching on your own, and why?

What are the most significant insights, concepts, or pieces of information you have learned from your study of the Holocaust and why?

Writing Assignment- Write this on a separate page in your journal…with a heading “What I Never Want To Forget About The Holocaust”

Write down the facts, concepts, events, issues, and images that you never want to forget about the Holocaust. Be specific!

End of Course In-Class Discussion Questions (Be prepared to discuss these in class. You may prepare notes before class.)

Can any lessons at all be learned from the Holocaust? If so, what are they and why? If not, why not?

Can it be said that the history of humanity has been a history of progress in human relations? Why or why not?

Why should we, living after the fact, even care about the Holocaust?

Now that you know more about the Holocaust, do you think or feel you have a responsibility to be more aware and / or concerned about human rights abuses and genocide that occurs in your own lifetime? Why or why not? And if so, what will that look like in regard to your own actions?
Critical Approaches to Holocaust Literature

Moral / Intellectual

This approach is concerned with context and values. Does the work convey a lesson or a message? If so, how can it help the reader lead a better life and improve their understanding of the world?

How can you evaluate the ideas presented intellectually? Morally?

Topical / Historical

This approach:

• Stresses the relationship of literature to its historical period.
• Reflects on the intellectual and social world of the author.
• Examines when the work was written.
• Examines the circumstances that produced the work.
• Examines the major issues the work deals with.
Women and the Holocaust Activity

Hanna Szenes Faces Her Judges
“Blessed is the Match”

Get into groups of 4 or 5. Read the handout about Hanna Szenes and discuss the questions here. Have one group member record the group’s responses and be ready to share with the rest of the class.

Discussion Questions

1. Hanna could have remained in Palestine safely. Instead she chose to place her life in great danger by returning to Hungary to save Jews.

   What kind of person puts their life in danger when they don’t have to? What is loyalty? Is it one of Hanna’s personality traits? How can you tell? There was a movie made about Hanna named, “Hanna’s War”. Why is this a good title for the story of her life?

   Read the poem Hanna wrote, “Blessed is the Match”. What is blessed? What does the match symbolize? What is the flame? Does the flame symbolize anything?

Note: often you will see her name written as Hannah Senesh.
Blessed Is the Match  
**By** Hanna Szenes

Blessed is the match consumed in kindling flame.

Blessed is the flame that burns in the heart's secret places.

Blessed is the heart with strength to stop its beating for honor's sake

Blessed is the match consumed in kindling flame.
Movie…
Heil Hitler: Confessions of a Hitler Youth

Break up into 4 groups….

Discuss and answer the question for your group. Be prepared to share your results with everyone.

**Group 1:** Discuss the use of symbols and ceremonies— the pageantry and parades. Describe the reactions of the participants. Why do you think Hitler staged these rallies?

**Group 2:** What is patriotism? Is there such a thing as excessive patriotism? How do you react to the following: “My country, right or wrong”?

**Group 3:** Heck labels the Hitler Youth a “massive case of child abuse.” Why do you think he feels this way? Do you agree or disagree?

**Group 4:** What are the pros and cons of conformity? Give specific examples.
Holocaust Literature Suggested Reading List for Midterm

NO MIDTERM AND NO FINAL EXAM...IN FACT NO EXAMS AT ALL. In place of exams, you may choose from the following list of Holocaust related literature. You are to choose one of these books and read the entire book and write a report which will be handed in at midterm time. Since most of the books on this list are in my personal collection and I have read them you need to get my approval on your choice before starting it. Upon approval I will then let you know what I want you to include in your report. This may vary with each book as they all cover a different aspect or take a different approach to the Holocaust. The book must be approved by me no later than the 4th class meeting. The books with an asterisk are large enough books that they may be done half as a midterm and the second half as a final paper in place of a final project. The ones with (VCC) at the end of the entry mean that Valencia East Library has the book in its collection.

Neighbors by Gross
** All But My Life by Klein
** Heroes of the Holocaust by Geir
Auschwitz by Przytyk
** Conscience and Courage by Fogelman
** On Both Sides of the Wall by Meed
Dry Tears by Tec
This Way for the Gas Ladies and Gentleman by Borowsky
Assignment Rescue by Fry
Auschwitz by Nyisli
The Wannsee Conference and the Final Solution by Roseman
Sobibor, The Forgotten Revolt by Blatt
** Ordinary Men by Browning
** Hitler’s Willing Executioners: The Men of Battalion 101 by Goldenhagen
The Sunflower by Wiesenthal
Perpetrators, Victims and Bystanders by Hilberg
Europa Europa by Perl
The Survivor by De Pres
Survival in Auschwitz by Levi
Abe’s Story by Korn
Memoirs of a Warsaw Ghetto Fighter by Kazik
Hiding to Survive by Rosenberg
The Holocaust by Stadtler
The Hidden Children by Greenfield
Clara’s Story by Isaacman
** Women in the Holocaust by Offer (VCC)
The Cage by Sender
Witness by Greene and Kumar
The White Rose by Scholl
The Pianist by Szpilman
From the Ashes of Sobibor, A Story of Survival by Browning
** The Abandonment of the Jews by Wyman
Child of the Holocaust by Kuper
Five Chimneys by Lengyel
** The Catholic Church and the Holocaust, 1930-1965 by Phayer
Holocaust Testimonies: The Ruins of Memory by Langer
** Resistance by Gutman
In My Hands: Memoirs of a Holocaust Rescuer by Opdyke
** The Holocaust: The Fate of European Jewery 1932-1945 by Yahill
** The Bravest Battle: The 28 Days of the Warsaw Ghetto Uprising by Kurzman
Eyewitness Auschwitz by Muller
Ghetto Diary by Janusz Korczak
** Mengele, The Complete Story by Posner
Triumph of Hope: From Theresienstadt and Auschwitz to Israel by Elias
Hannah Senesh: Her Life and Diary by Senesh
Good and Evil After Auschwitz: Ethical Implications for Today by Bemporad (VCC)
Daily Life During the Holocaust by Nussbaum (VCC)
The World Must Know by Berenbaum
Voices from the Holocaust by Cargas (VCC)
The Holocaust in History by Marus (VCC)
Eyewitness Auschwitz by Muller
The Children of Willesden Lane...Beyond The Kindertransport: A Memoir of Music, Love and Survival by Mona Golabek and Lee Cohen

OTHER POSSIBLE CHOICES MAY BE GIVEN IN CLASS...WRITE THEM HERE:
Mini Research Assignment #1
Literature and Media of the Holocaust
Professor. Gair

Due Date:
Use the Internet…Professor Gair’s web site page Holocaust Resources and your own searching skills to find answers to the following questions. Use your word processor to type your answers 12 point Times New Roman font, double spaced). Answer in complete sentences and fully detailed paragraphs. At the end of each answer copy and paste the web address where you found the answer. Make sure to paraphrase your research in your own words, no copying and pasting from the web site.

1. Describe what happened at the Babi Yar ravine and why it is important to know about that event.

2. Explain what each one of these terms means:
   a. Gestapo
   b. Einsatzgruppen
   c. SS
   d. Judenrat

Fully describe what role each of these individuals played in the Holocaust. They are all perpetrators / collaborators.
   a. Joseph Goebbels
   b. Hermann Goring
   c. Heinrich Himmler
   d. Reinhard Heydrich
   e. Adolf Eichmann
   f. Albert Speer

What role did these two companies play in the Holocaust? What makes them collaborators (part of the group of perpetrators)?
   I.G. Farben Company
   J.A. Topf und Söhne (J.A. Topf and Sons)

5. Explain how each of the following terms relates to the causes (or excuses) the Nazis used to single out the Jews for total annihilation. (Hint: try searching on the web site www.aish.com for the term “why the Jews.” There is an entire online seminar that covers this question in detail. It will take you a while to work through all the screens in it, but it is well worth it.)
   a. Economic
   b. Chosen people
   c. Scapegoat
   d. Deicide
   e. Outsiders
   f. Racial Theory
Holocaust Poetry Response Worksheet

1. What does the title contribute to your understanding?

2. Who is speaking? Where is the speaker as the poem unfolds?

3. What is the situation being described? Are past events or present events influencing what the author wrote?

4. Are there any special words in the poem? What words need explaining in order for you to understand the poem? How does the explanation of that word help you understand the poem?


6. What is the main idea of the poem? What details make possible the formulation of the main idea?

7. Describe your response to the poem.
Literary Techniques to Look For in Holocaust Literature

Major Themes (Fundamental and often universal ideas explored in a literary work.)

Motifs (recurring structures, contrasts, or literary devices that can help to develop and inform the text’s major themes.)

Symbols (objects, characters, figures, or colors used to represent abstract ideas and concepts.)
Memorialization Activity

Break into small groups of 4 or 5.

Task:
You and your partners are to spend 10 minutes discussing these issues…

You have been charged with the task of creating a memorial to the Holocaust (It could be September 11, Vietnam War, etc.).

Discuss:

1. What is right? Wrong?
2. Who designs it?
3. How do you address the issue of sensitivity?
4. How is politics an issue?
5. When do you create it? (right after the event or many years later)
6. How will it (we) remember?
7. What value will it have?

Consider

1. Who or what is being remembered?
2. What are the elements of the memorial? (material, space)
3. Where does it go?
4. What do you call it?
Examining Poetry on the Holocaust

1. How does the text affect you emotionally? Intellectually?

2. What meaning does this piece have for you? What new insights about the Holocaust have you gained from reading it?

3. Is this a literary work that you will remember? Why or why not?

4. Write a letter to a character in the literature, and comment on key insights you gained, the most important new ideas/concepts/insights you gained. Tell them what you may never forget from their account...what you will always remember, and why?
POSSIBLE HOLOCAUST TOPICS FOR FURTHER INVESTIGATION

- Jewish life in Europe prior to the Holocaust years
- The long history of traditional Christian antisemitism
- Germany losing World War I and the burden and effect of the Versailles Treaty in Germany
- The outrageous inflation in the 1920’s, the Depression in the 1930’s, and the effects of both regarding the rise of the Nazi party
- The rise of the Nazi party during the Weimar Republic
- The Nazi takeover of Germany
- The bureaucratic (devoted to the details of administrative procedure) nature of Nazi policies, including the “legalization” of “exclusionary” (The act or practice of excluding.) policies
- The initial (and ongoing) legislation depriving Jews of their legal rights
- The role of propaganda in the Nazis’ effort to demonize (To represent as evil), ostracize (To exclude from a group), and isolate Jews and others
- The use of terror by the Nazis to instill fear and dread
- The concept of “racial hygiene”
- The Nuremberg Laws
- The Anschluss (A political union, especially the one unifying Nazi Germany and Austria in 1938.) The signing of the Munich agreement (Agreement concluded at Munich, September 29, 1938, between Germany, Great Britain, France and Italy)
- Kristallnacht
- The annexation of the Sudetenland (A historical region of northern Czech Republic along the Polish border. Long inhabited by ethnic Germans, it was seized by the Nazis in September 1938 and was restored to Czechoslovakia in 1945, after which the German population was expelled.) by Germany and the establishment of the Czechoslovak Republic
- The invasion of Poland by Germany and the beginning World War II
- Key groups involved (Germans and non-Germans)- perpetrators, collaborators, bystanders, victims, and rescuers
- The “euthanasia” of the mentally and physically handicapped
- Operation Barbarossa (World War II was the largest war ever fought and Operation Barbarossa, the codename for the invasion of the Soviet Union, launched the most terrible and bloody theatre in that war. Hitler expected the war for "Lebensraum in the east" (or living space) to establish Germany as a great world power.)
- The mass killings by the Einsatzgruppen
- The unique role of women in the Holocaust
- The Wannsee Conference, in which the “Final Solution” was discussed
- The establishment of the death camps
- Various victim groups- while the Jews were the primary target group, the Gypsies were also targeted for total annihilation.
- Death and life in the concentration and death camps
- Rescue
- The world’s response to the Holocaust
- Liberation of the camps
- The Nuremberg Trials
Substantive Writing
What is it and what does it require?

Before and after writing you may want to ask yourself the following questions to help focus your writing:

1. Why am I writing this? What is my purpose? What do I want the reader to come away with after reading this?
2. Is my writing clear and precise?
3. Have I explained special terms or vocabulary words to my readers?
4. Am I sure what I have said is accurate?

Principles of Substantive Writing (validated by research):

1. Choose a subject or idea of importance.
2. Decide on something important to say about it.
3. Explain or elaborate your basic meaning and ideas, reactions and feelings to what you are writing about.
4. Construct examples that will help the readers connect what you are saying to events and experiences in their lives. This will be harder when reacting to Holocaust related literature.
5. Construct one or more analogies and or / metaphors that will help the readers connect what you are writing about with something similar in their lives. Again, this is especially challenging when dealing with the Holocaust.
Review of a Holocaust Literary Work Essay

The major aim of your essay is to write a critical (evaluative) review that provides a general overview of the work. You essay should contain the following elements.

**INTRODUCTION** (1 paragraph): Tell how the work relates to the past and the present. Give a general overview of the book and its characters and setting.

**BODY** (This should be more than one paragraph.): Describe the strengths and weaknesses (if there are any) of the work. Tell who the main characters are. Describe the major events that take place and the role of the main characters in those events. If the events develop over a period of time tell what that order is. Describe the author’s role in the work. What is the final outcome of the work?

**CONCLUSION** (1 paragraph: Evaluate- Give your responses to the work and suggest how you think other readers might react to reading it. What were the main points, lessons, new insights that you gained from the work? Be specific.)
Think-Pair-Share “Harness” Activity

You will be assigned a prompt. Pair off with another person and designate who will be person A and person B.

Directions for Pairs:

1. Person A takes 2 full minutes to tell their story to B. B must be totally silent. B may not shake or nod his or her head. B MUST remain silent for the full 2 minutes.

2. If person A runs out of things to say before the 2 minutes are up the pair must still maintain total silence while A thinks of what he or she wants to say next.

3. After the 2 minutes are up, switch roles and repeat the process. Now A must be silent while B tells their story.

4. Finally, the last 2 minutes both person A and B may openly discuss their experiences.

The prompts are as follows (I will tell you which prompt your group or the entire class will use.)

1. Think of a time when you were discriminated against.

2. Think of a time when you acted against the norm.

3. Think of a time when you conformed to the rest of the group even though you knew it was wrong.

4. Think of the first time you realized that race or religion made a difference.

Questions to Consider as You Discuss the Prompts:

What happened?
How did you feel?
What was the outcome?
Group Activity

Each group will be assigned one of the following assignments. In your smaller groups spend about 5 minutes as a group discussing your assignment. One member of each group will be the recorder for the group. Be prepared to share your group’s findings with the rest of the class.

Assignment 1- “Upstander-Bystander”

What is the difference between these two types of people? Give examples of each. Why do some people choose to be Upstanders and why do some choose to be Bytsanders?

Assignment 2- “Antisemitism Lingers”

Why do notions of antisemitism continue to linger today when we see what the results of it lead to in Nazi Germany?

Assignment 3- “Judgment at Nuremberg”

The Nuremberg Trials had 4 distinct goals:
   1- To set a precedent
   2- To set or create an example.
   3. To punish the leaders, policymakers, and professionals.
   4- To bear witness for the victims.

The trial charged the defendants with 4 crimes:
   1- conspiracy
   2- crimes against the peace
   3- war crimes
   4- crimes against humanity

Discuss the following:
   What was the purpose of judgment?
      - To punish?
      - To get revenge?
      - To right wrongs?
      - To seek reconciliation or rehabilitate?

Whom do you try? Why?

What is the relationship between judgment and justice?
Writing an Essay about Historical Holocaust Literature

Your essay should contain the following elements and content.

**INTRODUCTION**: State your central idea and thesis statement. Aim to place the work in a historical context. Identify the work (title), time of publication, how it was composed, and any biographical information available about the author. Also, state the pertinent historical facts concerning the events and ideas in the work.

**BODY**: Show how the introductory paragraph details apply to the entire work. Include one or both of the following:

- Discuss how the work embodies the facts, or how the facts shape the work.
- Discuss literary matters (style, structure, tone, point of view, imagery, symbolism, theme or motif).

**CONCLUSION**: Determine which elements you have discussed earlier in the essay that seem out of date and which ones are relevant and important. Does the evil or events described seem relevant today? How?
Name: (Optional) ______________________________________________________

PLEASE ANSWER EACH QUESTION

What was the most important new learning that you gained from this course?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What part of the course touched you the most?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What lesson or lessons does the Holocaust teach you for today’s world?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Which book did you enjoy the most? Why?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Which book did you enjoy the least? Why?
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Were the questions you had about the Holocaust before the course answered by the end of the course? If not, what questions do you still have?
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Did the course make you look at your fellow human beings differently? Explain?
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

What part of the course do you think your teacher needs to change or improve for next year’s students?
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Would you recommend this course to other students? Why or why not?
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
Would you be willing to speak to students who are considering this course next semester, to tell them why you recommend them to take it?

How did you enjoy the trip to the JCC/Holocaust Education Resource Center?

How did you enjoy the survivor testimony we had in our class?

Have you ever visited the United States Holocaust Memorial Museum in Washington, DC? If so, what was your impression at the time. Now that you have taken this course would another visit produce a different reaction in you?
Last question...actually not a question...Please write a paragraph summarizing your feelings about the course. You may say whatever you want about any aspect of the course.

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Other Comments
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________