

HOLOCAUST MEMORIAL

Holocaust Memorial Miami Beach

Lesson Plan: Concentration Camp Culture: The Orchestra

Time	Objectives & Activities	Standards/-Benchmarks
It is estimated that this lesson should take 35 minutes	Objectives: <i>Grades 5 & up</i> - Students will understand the reasons for orchestras and bands in concentration camps. - Students will understand how music was used in concentration camps.	SS.6.W <i>World History</i> SS.6.W.1 <i>Utilize historical inquiry skills and analytical processes</i> SS.6.W.1.3 -Interpret primary & secondary sources SS.6.W.1.6 -Describe how history transmits culture and heritage and provides models of human character.
	Materials: - Chalkboard &/or tablet and markers - Writing material - Web access for music - Photograph of concentration camp orchestra (attached or accessible on the web) - Lyrics to the songs	
	Procedures/Activities: - Vocabulary– review words with students (concentration camps, etc) - Facilitator will ask students to close their eyes and listen to music. - Facilitator may play some snippets of the following compositions: http://www.youtube.com/watch?v=5Wj0tVjVuBg Die schönste Zeit des Lebens (The Best Time of Life) http://www.youtube.com/watch?v=fOk8Tm815IE Beethoven's Fifth Symphony Questions for discussion: - What do you feel when you hear music? - What is the irony within the photograph? - Who is in the picture? - Do you think musicians were volunteers? - What their facial expressions tell us? - Where do you think they are going? - What type of music do you think they played? - What do you think is the purpose of using music in the camps? - Facilitator may choose to play the songs <i>J'attendrai ton retour</i> (lyrics in the references) and/or <i>Alle Vogel sind schon da</i> and have a discussion with his/her group about the tone of the music and the message of it. - Why would the Germans choose to have the orchestra play "I shall wait for your return" or "All the birds are back again"?	LAFS.5.RI <i>Reading Standards for Informational Text</i> LAFS.5.RI.3 <i>Integration of Knowledge and Ideas</i> LAFS.5.RI.3.7-Draw on information from multiple print or digital sources demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. MU.5.H <i>Historical and Global Connections</i> MU.5.H.1 -Through study in the arts, we learn about and honor others and the worlds in which they live (d). MU.5.H.1.1 -Identify the purposes for which music is used within various cultures. MU68.H <i>Historical and Global Connections</i> MU.68.H.2 -The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.
	Assessment: Write a 250 page essay: describe why you think music has always played a significant role in societies. What do you think was the purpose of parading a prisoner to the gallows while playing music?	

HOLOCAUST MEMORIAL

Holocaust Memorial Miami Beach

		MU.68.H.2.1 -Describe the influence of historical events and periods on music composition and performance. MU.912.H.2 -The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged. MU.912.H.2.1 -Evaluate the social impact of music on specific historical periods. SS.912.W.1 <i>Utilize historical inquiry skills and analytical processes</i> SS.912.W.1.3 -Interpret and evaluate primary and secondary sources SS.912.W.1.4 -Explain how historians use historical inquiry and other sciences to understand the past
	<u>Follow Up (Homework, Reports, Etc as needed)</u> [To be Determined by the teacher]	



NOTES:

The lesson plan corresponds to Holocaust Memorial panel #35 in the Arbor of History. It can be used as a pre or post visit classroom lesson and is also can be adapted to be used independent of a site visit.

***Support for Reading/Strategic Imperatives:**

This lesson plan supports “Areas of Focus” Number 1 – Strengthen Foundation Skills, of the Florida’s Next Generation PreK-20 Education Strategic Plan. Two of its objectives

HOLOCAUST MEMORIAL

Holocaust Memorial Miami Beach

are “to increase rigor of standards to improve student achievement in VPK–12” and “to utilize assessment to direct instruction effect and student outcome.”

Link to PDF about Education Strategic Plan:

<http://fldoe.org/core/fileparse.php/7568/urlt/0073746-strategic.pdf>

Background information:

The inmates had to perform for hours at roll-call regardless of weather conditions. After roll-call the other inmates, who were assigned to slave labor detail, marched out to work to the beat of music. Then in the evening, when these work details returned totally exhausted, they were again welcomed by the musicians as they marched back to their barracks. Again to the beat of music in order to be counted. Music was ordered for all official events such as the announcing of a speech by the Lagerführer - commandant. Or, to meet the daily incoming transports delivering its cargo of human flesh to the camps. Jews arriving at these camps to be killed were given the impression that their "new home" was not all that bad. The orchestras had to play when new arrivals, selected to be gassed, were sent directly to the gas chambers. They also had to play during the dreaded Selectionen - selections when the less healthy and sick were separated from the healthier ones who were still capable to work yet another day. And they had to play when executions were ordered such as the hanging of prisoners who had attempted escape. Last but not least, they had to perform to satisfy the pleasures of their tormentors, the men and women of the SS.

The lineup in the camp orchestras varied from a temporary trio in Treblinka with mandolin, violin and a wind instrument, to the **eighty-strong long-term symphony orchestra in the main camp at Auschwitz**. In most cases, however, they were medium-sized groups consisting predominantly of wind and string instruments. Except in the case of the women's camp of Birkenau, which had the only female orchestra, all these groups consisted exclusively of men.

About Picture 35

The picture shown in the Holocaust Memorial has been cropped to only show the orchestra. In reality, the picture shows the orchestra followed by a cart with an inmate. This is the story behind the picture: **Hans Bonarewitz**, the prisoner escaped from camp Mauthausen, is brought “in Nazi circus style” to the gallows on a makeshift cart pulled by fellow inmates. The camp orchestra had to continuously play the song *J'attendrai ton retour*- I shall wait for your return. Another song, the traditional German children's song “*Alle Vogel sind schon da*- All the birds are back again,” was played immediately before execution

References:

<http://www.holocaust-lestweforget.com/orchestra.html>

<http://www.music.ucsb.edu/projects/musicandpolitics/archive/2007-1/fackler.html>

J'attendrai ton retour <http://www.youtube.com/watch?v=ApMGZVyEtAY> or

<http://www.youtube.com/watch?v=bEl85PynzeY> or

<http://www.youtube.com/watch?v=Uqvr6igV3Wc>

HOLOCAUST MEMORIAL

Holocaust Memorial Miami Beach

Alle Vogel sind schon da <http://www.youtube.com/watch?v=fgp3YDTZZEo> or
<http://www.youtube.com/watch?v=S0e3xvXgJC4>