

ECHOES OF THE HOLOCAUST

Studying the Holocaust Through Film

Lesson Plan

This DVD is a film that provides the viewer with four testimonies from Holocaust survivors as they walk through the Holocaust Memorial in Miami Beach entitled "The Sculpture Love and Anguish". The memorial opened in 1991 to provide the community with a graphic representation of the Holocaust using the artistic sculpture of Kenneth Triester as the center piece of relating the events of the Holocaust.

The film is dedicated to the survivors who frequent it, and to those who are the docents who relate their personal accounts to different student groups that visit the site.

In 2006, the Memorial's leaders embarked on a mission to preserve some of the survivors' tours on film, so that the echoes of their words live on. With each passing year, there are fewer survivors left. Echoes of the Holocaust captures four of the Memorial's remaining survivors.

Objectives : The film is a **56 minute DVD** which will engage students as they hear the survivors share their accounts of surviving the Holocaust.

1. Students will understand the historical background of Jews in Europe prior to the Holocaust through first hand survivor testimony and graphic displays of photographs and artistic sculptures.
2. Students will hear the testimonies of survivors as they relate their personal accounts at the Memorial.

Teaching Recommendations

1. *The film should be viewed in two segments to allow students to reflect on each survivor's testimony and provide for greater time to engage students in discussions and critical thinking activities as a result of hearing and seeing the survivors testimony.*
2. *The teacher should preview the film prior to introducing the lesson. By previewing the film, the teacher may generate other ideas to enhance the lesson plan presented.*

Part I: This lesson is structured for a 50 minute period – if there is a different time frame, you may want to adjust the activities accordingly.

1. Introduce the Holocaust to the students by soliciting from the students what they may already know about this historical event of the 20th century. (5 minutes)
 - a. Question: *What words come to mind when I say Holocaust?*
 - b. Possible student responses: Jews were killed, gypsies, homosexuals, six million, Nazis, Germany, World War II, Death Camps, Concentration Camps, Genocide, etc.
 - c. Allow for a few minutes of responses listing the words on the board as students say them.
2. Teacher: Using holocaust terminology *what kind of person is a "survivor?" Does anyone in the class know any survivors or have ever heard a survivor speak? (If yes, What can you tell us about the survivor you know or heard?)*

3. Today we're going to hear from survivors who will describe the events of their involvement in the Holocaust using the pictures and sculpture of the Holocaust Memorial: Love & Anguish.
4. View the film (two 15 minute segments = 30 minutes) – after each survivor you can stop the film and review the survivors presentation by asking questions regarding his/her presentation, emotionality, intensity, passion for telling their story.

After viewing the 2nd segment of the film teacher has students break up into small discussion groups to complete The following activities: (15 minutes)

Using a Venn Diagram have students identify the presentations of the two survivors indicating their uniqueness and what they had in common.

Students share their individual Venn diagrams with one another and discuss the uniqueness and commonalities of the presentations.

Teacher instructs students to list 3 new facts that they learned about the holocaust on a sheet of paper to be handed in at end of class.

Part II: This lesson is structured for a 50 minute period – if there is a different time frame, you may want to adjust the activities accordingly.

1. Teacher asks students to summarize the first two Survivors accounts and what they discovered in their Venn diagram exercise.(5 min)
2. View Part II of the film. (30 minutes)
3. *Discuss this segment of the film using a Venn diagram have students identify the presentations of these two survivors indicating their uniqueness and what they had in common. (5 min)*
 - a. *Students share their individual Venn diagrams with one another and discuss the uniqueness and commonalities of the presentations.*
4. *Discussion of the entire film's imperative: (10 min)*
 - b. *How important is it to hear the testimonies of Survivors?*
 - c. *Who will be able to testify about the events of the Holocaust in the next two generations?*
 - d. *Which one of the presentations had the most significant impact on you?*
 - e. *What was it about the presentation that struck you as impactful?*
 - f. *Teacher instructs students to list 3 additional new facts that they learned about the holocaust on a sheet of paper to be handed in at end of class.*

Optional: If you have the time – you might consider showing the film in four 15 minute segments using each individual Survivor's presentation as a trigger for discussion for the period, culminating in a full discussion at the end of the 4th segment.

Part III: This lesson is structured for a 50 minute period – if there is a different time frame, you may want to adjust the activities accordingly.

1. Teacher begins the film immediately without review (to preserve time for discussion at end of period)
2. View film – (23 minutes)

Students are asked to discuss some of the following questions: (27 minutes)

- a. How did this film impact your thinking?
- b. What did the film provide you with regarding understanding of the Holocaust?
- c. Discuss how anti-Semitism set the stage for the Holocaust.
- d. How was Hitler able to implement the Final Solution?
- e. How does prejudice factor into the Holocaust?

Distribute the poem “I Never Saw Another Butterfly”

Have students read the poem that was read by Elizabeth Taylor in the film.

How does the young boy describe the concentration camp?

Have students write a concise paragraph of what this film and these past three lessons mean to them. They can write it in poetic form or prose.