

# EDUCATION CATALOG

Choose from an array of activities to help your students understand the history and the lessons of the Holocaust.



2021/2022

Dear Educators,

We are so pleased that you have chosen the Holocaust Museum & Education Center of Southwest Florida to assist you in teaching your students the history and lessons of the Holocaust. Together we can meet the State of Florida mandate on Holocaust education and inspire your students to make connections between history and today.

In this Catalog, you will find helpful information about all the programs we offer. These include opportunities to host a PopUp Museum at your school or site, options in visiting our Museum, available opportunities for us to visit your classroom, and more.

Please consider these programs for your classroom and allow us to be a guide and resource in Holocaust Education. With your help, we honor our mission statement to teach the lessons of the Holocaust to inspire action against bigotry, hatred, and violence.

Thank you,

James 'Sam' Parish

Director of Operations/Education Specialist

The Holocaust Museum & Janet G. & Harvey D. Cohen Education Center

Our Business Sponsors:



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# POP UP MUSEUM

Host a version of the Holocaust Museum & Janet G. and Harvey D. Cohen Education Center at your school, library, museum, or other site. Save on travel, logistics, setup/breakdown, and other costs by hosting our PopUp Museum. Have Museum Staff set up your PopUp Museum, laying out artifacts to augment the History & Memory panels and the local Survivor/Liberator portraits.

What is a PopUp Museum?

The Holocaust Museum has taken its renowned exhibit and consolidated it into 17 foam wall panels. The light, easily transportable panels teach the scope of the Holocaust from Germany between the World Wars, through to Liberation, the end of World War II, and the creation of the word *genocide*. When able, we include a local component to the larger story.

The Holocaust History & Memory panels are numbered and replicated the Museum's main exhibit.

Add to that a series of black and white, professionally photographed portraits of local Holocaust Survivors and camp Liberators which arrive in a portfolio. Choose from the twenty-six portrait portfolio, 9 of which come with a corresponding QR Code mini-panel (Quick Response code, read by a free Smartphone application called a QR Reader). See and hear the Survivor retell their pivotal personal moments that fit into the historical context of the Holocaust. Portraits may be leaned, hanged, propped, or placed.

The only element missing for an impressive mini Museum at your location are artifacts! A box of artifacts and replicas is included along with foam display blocks which help for a dynamic display. The artifacts show elements of the Holocaust and are numbered to provide sequence.

Adding more local elements is the colorful, 7 piece Faktor Document wall. Follow the harrowing, tragic, yet hopeful story of Stanislaus and Sala (Sokol) Faktor from Eastern Europe to Naples, Florida. The lives of Stanley and Sally Factor (as they became in America) demonstrate the impact of the Holocaust and its local reverberations. The wall can be configured in a linear or circular fashion and traces their journey through an amazing array of documents donated to the Museum by a local resident.

Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org), 239-263-9200 ext. 206 to schedule the PopUp Museum at your school, library, museum, or other site.

# FLORIDA STANDARDS BASED SCHOOL PROGRAMS



# DR. SEUSS AND THE SNEETCHES

Grades 4-5

Students are familiar with the many stories of Dr. Seuss, and the lessons embedded in each story provide a great foundation for teaching students to treat one another kindly. This program begins by having students recognize the differences between two sneetches. The only difference is that one has a star on his belly and one does not. We will read *The Sneetches* as a class and then students will even have the opportunity to express their creativity by coloring in their own sneetches.

In this lesson, we will use Dr. Seuss's *The Sneetches* to uncover the truth about human differences. The ultimate takeaway lesson is that we are all equal.

This lesson is suitable for 4<sup>th</sup> and 5<sup>th</sup> grade students and the lesson can be modified according to the needs of your class. This lesson covers 4<sup>th</sup> and 5<sup>th</sup> grade Florida Standards for English Language Arts.



See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org), 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

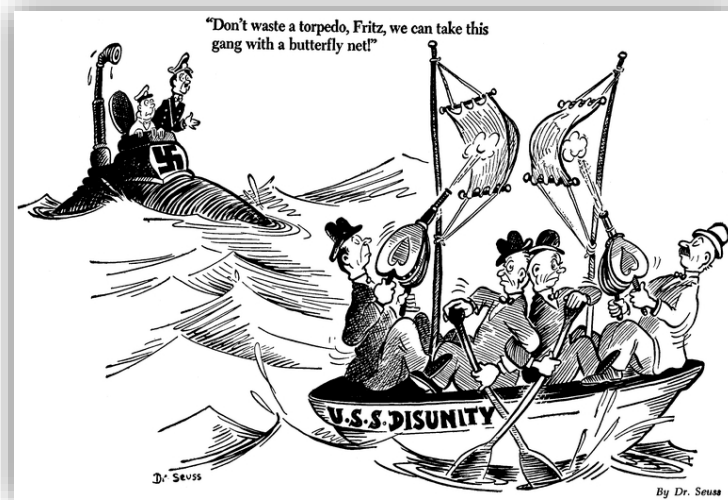
# DR. SEUSS GOES TO WAR

Grades 8, 9-12

Students are familiar with the many stories of Dr. Seuss, but his time as a political cartoonist during World War II is a lesser known part of his career. This lesson will challenge students to discover hidden messages within select political cartoons.

Students will learn about primary and secondary sources, and have the opportunity to observe both. They will analyze political cartoons, determine central themes, and use think-pair-share groups to discuss their findings. Students will also learn about the life of Dr. Seuss and they will consider what may have led him to become so political during the time period.

For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets, political cartoons, and a PowerPoint presentation. The lesson is suitable for 8<sup>th</sup>-12<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 8<sup>th</sup>-12<sup>th</sup> grade Florida Standards for both English Language Arts and Social Studies.



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# THE FAKTOR INVESTIGATION: KURT KRISZHABER

Grades 9-12

Years ago, a box of documents was given to the Museum after a local resident found them in her new home. The curatorial and education staff began the process of piecing together the lives of those to whom the documents belonged. After years of research, the story became one of our most fascinating exhibits. This lesson is derived from that exhibit, so your students can act as historians in the classroom.

Students will discover the process of how we learn history. They will be given both primary and secondary sources to analyze. They will use sources, maps, and worksheets to piece together the story of Kurt Kriszhaber. They will track his journey all over the world and discover how the Holocaust impacted this man's life.

For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets, primary and secondary sources, and maps. The lesson is suitable for 9<sup>th</sup>-12<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 9<sup>th</sup>-12<sup>th</sup> grade Florida Standards for both English Language Arts and Social Studies.



See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

This lesson is part of the Museum's 5-8-10 Program. Please also see the "5-8-10 Program" in this Catalog for more details.

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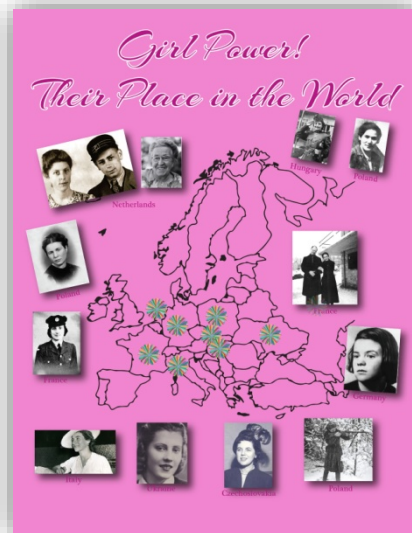


# GIRL POWER

Grades 8, 9-12

When students think of the Holocaust, they so often think of death and destruction. This program is designed to teach students about the more positive aspects of such a dark time. Students will learn about the heroic actions of 12 women who risked (and sometimes lost) their lives to help others during the Holocaust and World War II.

Students will work both in groups and independently to learn about 12 different stories. Students will discuss the qualities of a hero and even have the opportunity to identify with some of the heroes they will have read about.



For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets, diagrams, and a PowerPoint presentation. This lesson is suitable for 8<sup>th</sup>-12<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 8<sup>th</sup>-12<sup>th</sup> grade Florida Standards for both English Language Arts and Social Studies.

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# HANA'S SUITCASE

Grades 4-5

This program combines the history of the Holocaust with *how* we study it. Designed for a younger audience, this program addresses the process of making inferences about historical artifacts, discovering individual histories, and depicting historical scenes through creative art.

Students will learn the story of Hana Brady and her brother George, and of Fumiko Ishioka's journey in discovering Hana's fate. They will also have the opportunity to depict scenes from Hana's life through artwork.



For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets and a PowerPoint presentation. The lesson is suitable for 4<sup>th</sup>-5<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 4<sup>th</sup> and 5<sup>th</sup> grade Florida Standards for English Language Arts.

See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

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# HISTORY DETECTIVE

Grades 4-5

Historians strive to uncover the truth behind historical mysteries. This program will give students the opportunity to act as historians and understand the excitement that history detectives feel when they discover new stories. Students will learn the differences between primary and secondary sources.

For this program, a Museum Educator will come to your classroom. All materials will be provided, including primary sources and a PowerPoint presentation. This lesson is suitable for 4<sup>th</sup>-5<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 4<sup>th</sup> and 5<sup>th</sup> grade Florida Standards for English Language Arts and one 5<sup>th</sup> grade standard for Social Studies.



See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

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# IRENA SENDLER AND THE CHILDREN OF THE WARSAW GHETTO

Grades 5-8

In this popular program, students will learn about the heroic actions of Irena Sendler, who smuggled hundreds of children out of the Warsaw Ghetto at enormous risk during the Holocaust. A classroom set of *Irena Sendler and the Children of the Warsaw Ghetto* books will be donated to newly participating Collier County Schools. Each participating teacher will also receive a Teacher's Copy of the book.

In this lesson, a Museum Educator will come to your school and teach Sendler's story of heroism and self-sacrifice. Students will analyze original artwork from area resident and artist Bill Farnsworth. Students will learn about Sendler and use think-pair-share groups to analyze artwork pertaining to her story.

While Collier County Schools participate in this program, outside counties are encouraged to inquire about the program as well, as it is available on a first-come first-served basis. All materials will be provided, including a PowerPoint presentation. The lesson is suitable for 5<sup>th</sup>-8<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 5<sup>th</sup> grade Florida Standards for both English Language Arts and Visual Art.



**Program sponsored, in part, by Collier County Bar Association Foundation**

See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

This lesson is part of the Museum's 5-8-10 Program. Please also see the "5-8-10 Program" in this Catalog for more details. Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org), 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

# THE JOURNEY OF CURIOUS GEORGE

Grades 4-5

It is relatively unknown that the story of our beloved Curious George derived from Holocaust victims seeking refuge from Nazi Germany. Through this educational program, students will learn the true story behind their favorite monkey, while being exposed to 4<sup>th</sup> and 5<sup>th</sup> grade Florida Standards. As a class, students will learn about Curious George through Louise Borden's *The Journey that Saved Curious George* and they will analyze both primary and secondary sources.



For this program, a Museum Educator will come to your classroom to present the lesson. All materials will be provided, including worksheets and a PowerPoint presentation. The lesson is suitable for 4<sup>th</sup> or 5<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 4<sup>th</sup> and 5<sup>th</sup> grade Florida Standards for both English Language Arts and Social Studies.

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# THE MOTHER'S MEDAL

Grades 9-12

Designed for a more mature group, the Mother's Medal activity introduces two stark realities of the Holocaust. Using one authentic artifact from Nazi Germany, students learn how to define and interpret artifacts. Then the class is lead through a PowerPoint presentation that adds hints as to what the object really is. Ultimately, students perform the work of a historian in an attempt to determine what the object is.

Nicknamed the Mother's Medal, it is actually the Cross of Honor of the German Mother. It was awarded to women who performed, from the Nazi perspective, half of the most important Holocaust equation; reproducing healthy, approved, Aryan children.

Time permitting, the other half of the equation, that of exterminating the Jews of Europe, is demonstrated through using one original artifact from a local Holocaust Survivor. Her object is a letter received three years after the war showing the round up, arrest, transportation, and extermination of Ft. Myers resident, Renee Beddouk's mother and father. Two artifacts show the lengths the Nazis went to create their Reich, or Empire.

Students will learn the differences between primary and secondary sources. For this program, a Museum Educator will come to your classroom. All materials will be provided, including primary sources and a PowerPoint presentation. The lesson is suitable for mature 9<sup>th</sup>-12<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 9<sup>th</sup>-12<sup>th</sup> grade Florida Standards for both English Language Arts and Social Studies.

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## 5-8-10 PROGRAM

*The Holocaust Museum & Education Center of Southwest Florida is proud to present their 5-8-10 Program, which is designed to serve students in grades 5, 8, and 10 throughout Collier County. Each grade has a specific program outlined below. Schools outside of Collier County are encouraged to participate; however, they may only do so on a first-come first-served basis.*

### **IRENA SENDLER AND THE CHILDREN OF THE WARSAW GHETTO**

Grade 5

This is an outreach program, so the Museum will come to your school or classroom. See “Irena Sendler and the Children of the Warsaw Ghetto” in this Catalog for details.

### **MUSEUM TOUR/ACTIVITY & SURVIVOR/LIBERATOR TALK**

Grade 8

All Collier County 8<sup>th</sup> grades are invited to participate in a program sponsored by Suncoast Credit Union. The Museum waives the student entry fee and reimburses the school 100% of bussing and substitute teaching costs accrued in order to facilitate the visit.

Schools visit with as many as 60- 8<sup>th</sup> grade students per day for a tour (approximately 1 hour) and an activity (approximately 1 hour). In the days following the visit, a Holocaust Survivor or Liberator will go to the participating school to deliver a culminating talk (approximately 45-75 minutes). Scheduling Holocaust survivors and liberators is becoming increasingly difficult with time considering their ages, so please contact us about reserving your visitor in advance.

Schools outside of Collier may participate on a first-come first-served basis.

This is the Museum’s most popular and impactful program, so scheduling is limited.

### **HOLOCAUST EDUCATION CHALLENGE**

Grade 10

This is an outreach program designed to challenge your 10<sup>th</sup> grade students in discovering history. The Museum will come to your school or classroom and conduct an activity that deals with original Holocaust artifacts. Teachers may choose from our “Faktor Investigation: Kurt Kriszhaber” or “Mother’s Medal” activities. See each of those programs in this Catalog for details.

Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org), 239-263-9200 ext. 206 for scheduling activities in the 5-8-10 Program.



# HOLOCAUST OVERVIEW: History & Memory

Grades 5-12

If you want to teach the lessons of the Holocaust, but are unable to visit our Museum, this program is perfect for your classroom. A Museum Educator will come to your school and teach a general overview lesson of the Holocaust. He/she will use a PowerPoint presentation or Museum panels to present the information.

This program can be adjusted for any class period (45-90 minutes) and for grades 5-12. The educator can also be available to teach several lessons throughout the day to single classes, or teach one lesson in an auditorium.

Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org), 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.



# SURVIVOR/LIBERATOR TALK

Grades 5-12

Nothing captures the truth of the Holocaust better than hearing from a Holocaust Survivor or camp Liberator. The reaction from students is stunning as they see and hear from a person who is part of history. The talk helps student synthesize what they've read or watched on film.

The Holocaust Museum & Education Center of Southwest Florida is your best conduit to locating, scheduling, bringing, properly introducing speakers, assisting during the talk and with an optional Question & Answer portion, and more.

We work hard to locate the most appropriate speaker for your students' grade, age, level of maturity, and level of understanding. We attempt to connect the ideal speaker who aligns with the materials/lessons you have used to teach the Holocaust.

With advanced notice, the Museum tries to find speakers who are the best fit. For example, if you are a 5<sup>th</sup> grade teacher and used the Lois Lowry book *Number the Stars*, we would look for someone whose story aligns; someone who was a hidden child or lived in Denmark during the German invasion and round-up of Jews.

However, we also consider the Speaker's delivery, use of language, and approach to telling their story. For that same 5<sup>th</sup> grade teacher, we would refrain from speakers whose focus is more of a general history, includes graphic/adult topics, or whose story is delivered using high level language.

Lastly, the Museum works with a range of Survivors and Liberators. We can help provide a variety of speakers to engage and spark an interest in students from grades 5-12.

Our Holocaust Survivors include: Hidden Children, Refugees, Camp internees, Partisans, and Ghetto inhabitants. Often they experienced more than one of those situations!

The play, *In Flight: The Story of Sabine van Dam* may be used in place of the Survivor talk. See below.

Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org), 239-263-9200 ext. 206 to schedule a Survivor or Liberator talk at your school, library, museum, or other site.

## *In Flight: The Story of Sabine van Dam* (play)

Bring the drama to your auditorium, cafeteria, library, or even classroom in the form of a play. *In Flight: The Story of Sabine van Dam*, is a professionally written and acted play that combines the acting and writing expertise of Gulfshore Playhouse with the historical knowledge of the Holocaust Museum & Education Center of Southwest Florida.



Complex enough to tell the story of local, part-time Naples resident Sabine van Dam's harrowing Holocaust flight from the Nazis, yet simple enough to fit in a classroom without props, the play equates to a Survivor talk.

Lasting about the duration of a classroom period, the play takes students along with Sabine's family. They will see the family gathered together until the Netherlands are invaded. Students will see the family's fear, hiding from Nazis, betrayal by a Collaborator and imprisonment. A workshop, presented by the Holocaust Museum, provides an overview of the Holocaust and gives glimpses and direction for what the students will see in the play about Sabine. Options for a second introductory workshop are available.

The family of four is split up with the parents going to Auschwitz and the two sisters going to separate camps. Follow the sisters as they miraculously reunite in an orphanage, meet an unknown to that time uncle who hid in Switzerland, and learn the fate of the father and mother.

Time-permitting the actors are available for Question and Answer. A 3<sup>rd</sup>, culminating workshop is hosted by Gulfshore Playhouse where they relate the play to the students' current world.

Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org), 239-263-9200 ext. 206 to schedule the *In Flight* play and workshop/s at your school, library, museum, or other site.

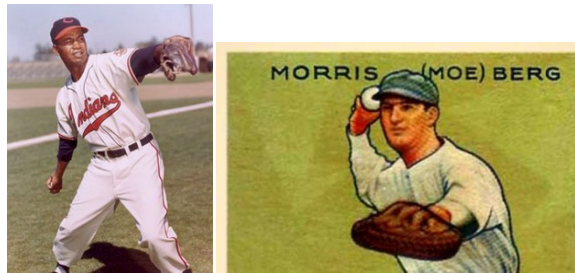
Alternate contact is Hester Kamin Gulfshore Playhouse Director of Education, [hkamin@gulfshoreplayhouse.org](mailto:hkamin@gulfshoreplayhouse.org) 239-261-7529 ext. 207

# Spring Training: Baseball & sWWII

## Grades 4-8

Play Ball! Students are introduced to the basics of America's Pastime and learn about selflessness, patriotism, and the sacrifices made by professional baseball players who served during World War II. This hands-on group activity promotes teamwork replicating that of a baseball team. There are players, a manager, a bench manager, and fans.

The class is broken into groups of nine, ideally, though other numbers can work. Each group of 9 is considered a team. A manager and bench manager is elected by the team. The team works together, after learning the basics of defensive (fielding) and offensive (hitting). They use baseball cards that were especially created that include both baseball and World War II statistics and information.



Once the defensive part of the team is applied to a baseball diamond, the players determine a batting order. The manager and bench manager have final say in determining the best defensive fit from among their cards and batting orders. An All-Star team has been fielded!

Each team selects one announcer. The announcer learns how a baseball stadium announces the player and then reveals their team. At the end the fans, the rest of the class, applauds. Once the teams have all been announced a discussion of their statistics and WWII related bios is discussed. Students learn that athletes sacrificed valuable years of their careers and, in a few cases, their lives.

Baseball cards include minor and major leaguers, Hall of Fame players, Negro League greats, famous players, unheard of players, and more!

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## Grades 5-8

Using a short video snippet they are introduced to the concept of Jewish stones to remember someone who has passed away. Students then listen to local Survivors brief, yet significant words via YouTube videos and read through their testimony summary fact sheets. They select someone who they connect with and detail basic information; name, date of birth/location if available, marriage date if available, date of death/location if available, and something unique and particular about that person.

They then translate the factual data into a Stone Memorial art project using Sharpies and stones (both provided). A video snippet from Schindler's List, age appropriate, is used to show the procession that was made by Survivors and their descendants that Schindler saved. Students make a similar procession, placing their stone in a pile, and returning to their seats with a REMEMBER button.



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# School for Barbarians: How to raise a Nazi

Grades 7-college

For the class that can sit still, this lecture is an eye-opener! An 8 panel exhibit, PowerPoint, and lecture tell the story of kids during Hitler's Nazi regime. The talk takes students on the journey of Franz Vogel, a fictitious German youngster, and follows him into the State Youth Program (Hitler Youth with the female equivalent BDM).

Students will see a reflection of themselves as they see Franz enter elementary school and proceed to our equivalent of middle school. Along the way he mandatorily enters the Jungvolk where he begins to learn everything National Socialist. From there it is more schooling and entrance into the Hitler Youth. We watch Franz as he volunteers for the infamous 12<sup>th</sup> SS Panzer Grenadier Hitlerjugend Division. By following Franz we follow German youth through to de-Nazification.

What would they do if required to enter an organization? How can a totalitarian regime force the destruction of religion, schooling, and the family to further their desire to control society? Would your students rebel, participate, spy, or help? It is a journey of difficult decisions.



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a Museum Educator to visit your school.

# The Swastika in America

Grades 8-college

The Swastika! Most people recoil at the ancient symbol and associate it with Adolf Hitler and the National Socialists (Nazis). Is the Swastika a symbol of hate, racism, and bigotry or one of peace, good luck, and spiritual victory? Or both?

Follow the history of the Swastika in America where it was common symbol. Did you know that the Swastika was used for an American military unit; the 45<sup>th</sup> Infantry Division from Oklahoma? It was based on the American Indian symbol of good luck. It was also used for American soda and whiskey makers. Novelty good luck coins boasted upturned horseshoes, 4 leaf clovers, and Swastikas.

However, there were also National Socialists (Nazis) in America as well. They, like their German compatriots, used the twisted version of the Swastika. An examination of the Swastika in America will cover its transition from symbol of peace and prosperity to one that paralleled Hitler's evil vision all right here in America!

Students follow its journey from one of peace and the positive, to one of death and negativity as people around the world seek to reclaim its original intent. They decide if the symbol is locked in time as a negative one, or if it can be reclaimed as a positive one. Depending on grade level and time, students then create an artwork using the Swastika and a positive message to help its reclamation. Higher level classes may just opt for Q&A/discussion.



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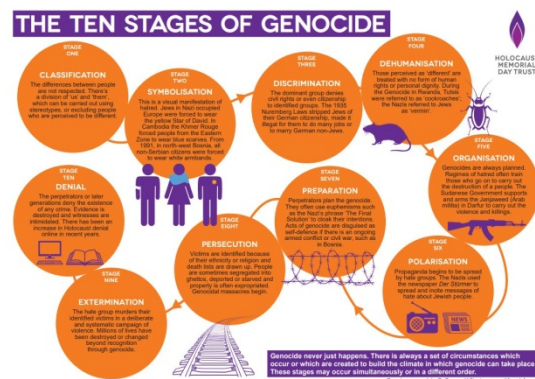
# Gun Control: Guns, Weimar, the 3<sup>rd</sup> Reich, & Beyond

## Grades 9-college (available in 2023)

Gun Control. It is a current, ongoing, and controversial topic. Is it new and particular to America or has the issue been addressed in the past? Is there a link between Weimar Republic law and the National Socialist (Nazi) approach to disarming Jews and other ‘enemies of the state’? Did that, in a small part, make the genocide known as the Holocaust more inevitable?

Beyond that, is there a link between extreme gun control approaches and the potential for other genocides? Explore the gun control approach of the Weimar Republic, Adolf Hitler’s National Socialist regime, and beyond. Examine other examples of genocides to draw parallels and differences.

Consider preconditions prevalent in other genocides from the 20<sup>th</sup> century using Dr. Gregory Stanton’s 10 Stages of Genocide. Does controlling the populace’s access to guns for defensive purposes fit within one of the 10 Stages scale? Is the condition an outlier, perhaps particular to a culture more gun-oriented? Is “sensible” gun control a possibility or does it inevitably leave a populace vulnerable in the event that an authoritarian government assumes control?



Presented in an unbiased, factual manner, the topic of gun control in Germany and other genocides is discussed. Students draw their own conclusions based on their pre-lecture perspective and from newly gained information and hopefully apply it to today.

See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org), 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.

# Supernatural: Hitler, Nazis & the Occult

Grades 8-college (available in 2023)

Was Hitler a Christian? Were the National Socialists (Nazis) generally religious or non-religious? Were they into the Occult? Did religion, if they had one, guide them politically, militarily, and, if so, to what degree?

How did the Nazis link the supernatural world with that of the sociopolitical? How did the Nazis, unlike other societies and cultures around the world, find a direct link between the occult and the National Socialist expression of politics?

The Nazis use of paganism, mythology, and occultism was a blend of the practical and the doctrinaire. Did it justify the rise of National Socialism? Did it justify the extent to which bigotry, hatred, and violence would grow into what is known as The Holocaust?

How could people from a sophisticated nation produce, elect, and support leaders who based their *Volksgemeinschaft*, or sense of national community philosophy, on the occult? Explore these unique concepts and its role in World War II and The Holocaust.



See appendix for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching and Differentiation Strategies, and Vocabulary words.

Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org), 239-263-9200 ext. 206 to schedule a Museum Educator to visit your school.



# FREQUENTLY ASKED QUESTIONS

## **What does it cost to have the Museum visit our school?**

The Museum will visit your school free of charge. Still, we appreciate any donation that your school may be willing to make to our Museum.

## **What does it cost for us to visit the Museum?**

If your class is visiting the Museum, we ask for a \$3/student donation. This does not apply to 8<sup>th</sup> grade students in Collier County, as their visits have kindly been sponsored by Suncoast Credit Union.

## **What educational programs can the Museum bring to our school?**

Please see the Table of Contents in this Catalog, which will show you all of the educational programs that our Museum offers.

## **Are there any Holocaust Survivors that work with the Museum?**

Yes. We have a number of Holocaust Survivors and camp Liberators who work with our Museum. Most live locally. Each survivor has a very unique story that will contribute to student learning about the Holocaust.

## **How many students can we bring to the Museum per trip?**

You may bring up to 60 students at one time. Most often, if your group exceeds 25 students, the students will be divided into two groups to tour the Museum and do an activity.

## **How do we register for a program?**

Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org), 239-263-9200 ext. 206 to schedule any educational program. If you know that you'd like to include our Museum's resources in your teaching of the Holocaust, please contact us as soon as possible. With advanced notice, you will be more likely to book the program of your choice, as our school calendar does fill up.

# Lesson Plans

In this section, you will find Florida Standards based lesson plans for the following programs.

You'll find each Lesson Plan includes a color code to quickly find important sections: Blue – "Introduction to Lesson;" Green – "Instruction;" Orange – "Guided Practice;" and Red – "Assessment."

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# DR. SEUSS AND THE SNEETCHES

<b>Topic:</b> Dr. Seuss and the Sneetches	<b>Grade Level:</b> Adjustable for grades 4-5
<b>Lesson Length:</b> 50 minutes	<b>Subject Area:</b> English Language Arts
<b>Florida Standards (ELA):</b>  LAFS.K12.L.1.1, LAFS.K12.L.1.2, LAFS.K12.L.3.4, LAFS.K12.R.1.1, LAFS.K12.R.1.2, LAFS.K12.R.2.6, LAFS.K12.SL.1.1, LAFS.K12.W.3.9  LAFS.4.L.2.3, LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.2.5, LAFS.4.RL.1.1, LAFS.4.RL.1.2, LAFS.4.SL.1.1, LAFS.4.SL.2.6  LAFS.5.L.1.1, LAFS.5.L.1.2, LAFS.5.L.3.5, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.3.8, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.RL.2.6, LAFS.5.RL.3.7, LAFS.5.SL.1.1, LAFS.5.SL.1.2, LAFS.5.W.3.9	<b>Anchor Standards (ELA):</b>  <b>LAFS.4.RL.1.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.  <b>LAFS.4.SL.1.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.  <b>LAFS.5.RL.1.2:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  <b>LAFS.5.RL.1.3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (LAFS.4.RL.1.2) I can determine the main idea of a text and explain how it is supported by key details in the text.</li> <li>- (LAFS.4.SL.1.1) I can engage in group discussions with diverse partners by building on others' ideas and still expressing my own clearly.</li> <li>- (LAFS.5.RL.1.2) I can determine the theme of a text and summarize the story.</li> <li>- (LAFS.5.RL.1.3) I can compare/contrast two or more characters in a text using specific details.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. How are the sneetches similar?</li> <li>2. How are the sneetches different?</li> <li>3. Is one sneetch better than the other?</li> <li>4. What lesson did the sneetches learn?</li> <li>5. How does this story remind you of situations in your life or school?</li> <li>6. How can you relate <i>The Sneetches</i> to your own life?</li> </ol>
<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- Depending on the level of the students, the Venn diagram can be done individually, in groups, or as a class.</li> <li>- After reading, the book can be passed around so students can view the images closer.</li> <li>- If some students finish quickly, they can color more sneetches.</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- Individual</li> <li>- Small group</li> <li>- Compare/contrast</li> </ul>
<b>Materials/Equipment:</b>	<b>Vocabulary (with definitions):</b>

<ul style="list-style-type: none"> <li>- Photos of sneetches</li> <li>- Venn diagram worksheets</li> <li>- <i>The Sneetches</i> book</li> <li>- Blank sneetches for coloring</li> <li>- Colored pencils</li> </ul>	<p>Peculiar: (<i>adj.</i>) strange or odd.  Clamber (<i>v</i>) to awkwardly climb or move.  Sly: (<i>adj.</i>) having a tricky or dishonest nature.  Contraption (<i>n</i>) a strange machine or device.  Precise (<i>adj.</i>) exact or accurate.</p>
<p><b>Introduction to Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>2. Students will be given a photo of two sneetches; one with a star and one without.</li> <li>3. Each student will also get a Venn diagram where they will be asked to write how the two sneetches are similar and how they're different.</li> <li>4. When the students are finished, the teacher will lead the class in a group discussion about the higher-order thinking questions.</li> </ol>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. How are the sneetches similar?</li> <li>2. How are the sneetches different?</li> <li>3. Is one sneetch better than the other?</li> </ol>
	<p><b>Differentiation Strategies:</b></p> <p>Depending on the level of the students, the Venn diagram can be done individually, in groups, or as a class.</p>
<p><b>Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Now, the teacher will read Dr. Seuss' <i>The Sneetches</i> to the class. As a group, the class will analyze the photos and discuss the higher-order thinking question.</li> </ol>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. What lesson did the sneetches learn?</li> <li>2. How does this story remind you of situations in your life or school?</li> </ol>
	<p><b>Differentiation Strategies:</b></p> <p>After reading, the book can be passed around so students can view the images closer.</p>
<p><b>Guided-Practice:</b></p> <ol style="list-style-type: none"> <li>1. Finally, students will have an opportunity to color their own sneetches. The purpose of this activity is to show students that while we are each unique, we are all still humans.</li> <li>2. Each student will get a worksheet with a blank sneetch to color.</li> </ol>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. How can you relate <i>The Sneetches</i> to your own life?</li> </ol>
	<p><b>Differentiation Strategies:</b></p> <p>If some students finish quickly, they can color more sneetches.</p>
<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. To close, the teacher will review questions with the group.</li> </ol>	<p><b>Review Questions (if applicable):</b></p> <ol style="list-style-type: none"> <li>1. How were the sneetches similar to and different from one another?</li> <li>2. How can this story help you in your relationships with other students at your school?</li> </ol>

# DR. SEUSS GOES TO WAR

<b>Topic:</b> Dr. Seuss Goes to War	<b>Grade Level:</b> Adjustable for grades 9-12
<b>Lesson Length:</b> Adjustable for 45 minutes or 90 minutes (90 minutes shown here)	<b>Subject Area:</b> English Language Arts/Social Studies
<b>Florida Standards (ELA):</b>  LAFS.K12.L.3.4, LAFS.K12.SL.1.1  LAFS.910.RH.1.2, LAFS.910.RH.2.4, LAFS.910.RI.2.4, LAFS.910.RI.2.6, LAFS.910.RL.3.9, LAFS.910.RST.2.4, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.2.4, LAFS.910.WHST.2.4  LAFS.1112.RH.1.2, LAFS.1112.RH.2.6, LAFS.1112.RH.3.8, LAFS.1112.RL.1.3, LAFS.1112.RL.2.6, LAFS.1112.SL.1.1, LAFS.1112.SL.2.4, LAFS.1112.W.2.4, LAFS.1112.WHST.2.4	<b>Anchor Standards (ELA):</b>  <b>LAFS.K12.SL.1.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <b>LAFS.910.RH.1.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  <b>LAFS.1112.RH.1.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  <b>LAFS.1112.RL.2.6:</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<b>Florida Standards (SS):</b>  SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.6.1, SS.912.A.6.2, SS.912.A.6.5, SS.912.A.7.12, SS.912.S.3.3, SS.912.W.7.9	<b>Anchor Standards (SS):</b>  <b>SS.912.A.1.2:</b> Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  <b>SS.912.S.3.3:</b> Examine and analyze various points of view relating to historical and current events.
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (LAFS.K12.SL.1.1) I can participate in conversations with partners, build on their ideas, and effectively express my own ideas.</li> <li>- (LAFS.910.RH.1.2/LAFS.1112.RH.1.2) I can determine the central idea of both primary and secondary sources and explain how key ideas develop.</li> <li>- (LAFS.1112.RL.2.6) I can analyze the political cartoons and explain how the author's point of view differs from that of the image itself.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. How is a primary source different from a secondary source?</li> <li>2. Why might a historian prefer to use a primary source, rather than a secondary source?</li> <li>3. What do you think the political cartoon says about the time period (globally)?</li> <li>4. What do you think the image says about American culture during the time period?</li> <li>5. What do you think drove Dr. Seuss to make such oppositional political cartoons during World War II?</li> </ol>

<ul style="list-style-type: none"> <li>- (SS.912.A.1.2) I can use primary and secondary sources to identify key details about a time period.</li> <li>- (SS.912.S.3.3) I can analyze many points of view relating to historical events.</li> </ul>	
<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- For ESOL students, higher-order thinking questions may be written on the board and also be available in the native language.</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- Small groups and pairs</li> <li>- Think-pair-share</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- Example primary and secondary sources</li> <li>- <i>Dr. Seuss Goes to War</i> image collection</li> <li>- <i>Dr. Seuss Goes to War</i> analyzing worksheets</li> <li>- <i>Life of Dr. Seuss</i> PowerPoint</li> <li>- Timeline on classroom whiteboard</li> <li>- Blank paper and colored pencils</li> </ul>	<b>Vocabulary (with definitions):</b> Primary Source: ( <i>n</i> ) pertaining to or being a firsthand account, original data, etc. Secondary Source: ( <i>n</i> ) pertaining to or being derived from original data. Isolationism: ( <i>n</i> ) a policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries.

<b>Introduction to Lesson:</b> <ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>2. Ask students the first higher-order thinking question. Students will then look at examples of both sources. As a class, they will determine which sources are primary and which are secondary. Now, the teacher will ask the second higher-order thinking question.</li> <li>3. Next, the teacher will explain that the political cartoons are secondary sources because they are replicated from the original images. Even with a secondary source like a political cartoon, a historian can make inferences about the time period he/she is studying.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. How is a primary source different from a secondary source?</li> <li>2. Why might a historian prefer to use a primary source, rather than a secondary source?</li> </ol>
	<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.</li> <li>- If applicable, students will be able to touch certain artifacts to help in their observations of them.</li> </ul>
<b>Instruction:</b> <ol style="list-style-type: none"> <li>1. The teacher will break students up into pairs (groups of 3 are fine). Each pair will receive a <i>Dr. Seuss Goes to War</i> image to analyze. Each image will have a worksheet where students can record their findings. This should take about 10 minutes.</li> <li>2. Next, the teacher will combine pairs to make groups of 4 students. The teacher will present the higher-order thinking question to the whole class. Each pair will present their findings about their analyzed image. Students must make sure to address the higher-order</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. What do you think the political cartoon says about the time period (globally)?</li> <li>2. What do you think the image says about American culture during the time period?</li> </ol>
	<b>Differentiation Strategies:</b> ESOL: If necessary, higher-order thinking questions can be written on the board in English and the native language.

	<p>thinking question in their groups. Students will have about 5-10 minutes to do so.</p> <p>3. After the think-pair-share session, the class will come back together and briefly discuss each image.</p>	
	<p><b>Guided-Practice:</b></p> <ol style="list-style-type: none"> <li>Now that the students have analyzed political cartoons, the teacher will present a 10-minute lesson on the life of Dr. Seuss via the PowerPoint.</li> <li>Discuss the higher-order thinking questions with the class.</li> </ol>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>What do you think drove Dr. Seuss to make such oppositional political cartoons during World War II?</li> <li>What other observations about Dr. Seuss' life do they think contributed to the satirical nature of his cartoons?</li> </ol>
		<p><b>Differentiation Strategies:</b></p> <p>ESOL: If necessary, higher-order thinking questions can be written on the board in English and the native language.</p>
	<p><b>Closure/Review:</b></p> <ol style="list-style-type: none"> <li>Finally, each pair will be asked to bring their political cartoon to the board and place it in the correct spot on the timeline. This will help students have a visual representation of when Dr. Seuss created each image and what was occurring during the war at the time.</li> </ol>	
	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>Now, students will be asked to use their political cartoon knowledge to draw their own. Each student may draw a political cartoon using one of the following subjects:             <ul style="list-style-type: none"> <li>Students running for student council</li> <li>Cafeteria food</li> <li>PE activities</li> <li>Yearbook activities</li> </ul> </li> <li>If students have another idea that they'd like to use, they must ask a teacher. Students may not draw images of current political issues.</li> </ol>	<p><b>Review Questions (if applicable):</b></p> <ol style="list-style-type: none"> <li>Why might a historian prefer a primary source, rather than a secondary source?</li> <li>How have Dr. Seuss' political cartoons helped us grasp the political environment of the United States before and during World War II?</li> </ol>

# THE FAKTOR INVESTIGATION: KURT KRISZHABER

<b>Topic:</b> Kurt Kriszhaber Investigation	<b>Grade Level:</b> Adjustable for grades 9-12
<b>Lesson Length:</b> Adjustable for 45 minutes or 90 minutes (90 minutes shown here)	<b>Subject Area:</b> English Language Arts/Social Studies
<b>Florida Standards (ELA):</b>  LAFS.910.L.3.6, LAFS.910.RH.1.1, LAFS.910.RH.1.2, LAFS.910.RH.1.3, LAFS.910.RH.2.4, LAFS.910.RI.1.1, LAFS.910.RI.1.2, LAFS.910.RI.2.4, LAFS.910.RI.3.7, LAFS.910.RL.1.1, LAFS.910.SL.1.1, LAFS.910.SL.1.2  LAFS.1112.L.3.6, LAFS.1112.RH.1.1, LAFS.1112.RH.1.2, LAFS.1112.RH.1.3, LAFS.1112.RH.2.4, LAFS.1112.RH.2.5, LAFS.1112.RH.3.7, LAFS.1112.RH.3.9, LAFS.1112.RI.1.1, LAFS.1112.RI.1.2, LAFS.1112.RI.2.6, LAFS.1112.RL.1.1, LAFS.1112.RST.3.9, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2	<b>Anchor Standards (ELA):</b>  <b>LAFS.910.RH.1.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  <b>LAFS.910.SL.1.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  <b>LAFS.1112.RH.3.9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Florida Standards (SS):</b>  SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.6.1, SS.912.A.6.3, SS.912.A.6.4, SS.912.G.6.4, SS.912.W.1.1, SS.912.W.1.3, SS.912.W.1.4, SS.912.W.7.6, SS.912.W.7.11	<b>Anchor Standards (SS):</b>  <b>SS.912.W.1.3:</b> Interpret and evaluate primary and secondary sources.
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (LAFS.910.RH.1.2) I can determine the central ideas of a primary or secondary source, and write a summary of how the key events/ideas develop.</li> <li>- (LAFS.910.SL.1.2) I can use multiple sources of information and evaluate the credibility of each source.</li> <li>- (LAFS.1112.RH.3.9) I can use both primary and secondary sources to understand an event or idea.</li> <li>- (SS.912.W.1.3) I can interpret both primary and secondary sources.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. Who is Kurt Kriszhaber?</li> <li>2. Why might a historian prefer to use a primary source for his/her research? Why were “enemy aliens” sent abroad from Great Britain?</li> <li>3. Why did Winston Churchill call the Dunera incident a “deplorable mistake”?</li> <li>4. Based on the documents, what were conditions like in Tatura?</li> <li>5. How does mapping our Krizhaber’s journey help us understand his life?</li> <li>6. How can historians use historical evidence to piece together history?</li> </ol>
<b>Differentiation Strategies:</b>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> </ul>



<ul style="list-style-type: none"> <li>- Use of document camera so all students can see mapping process.</li> <li>- Source titles can be available in other languages for ESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>- Think pair share</li> <li>- Character mapping</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- Sources 1-6</li> <li>- Maps for students</li> <li>- Markers for marking map</li> <li>- Website of unmarked grave</li> </ul>	<b>Vocabulary (with definitions):</b> <b>Refugee:</b> (n) a person who has been forced to leave his/her home due to war, natural disasters, or political unrest, etc. <b>Enemy Alien:</b> (n) a person who is nonnative to the nation in which he/she resides, but is considered an enemy of that nation. <b>Internment Camps:</b> (n) camps that house interned people.

<b>Introduction to Lesson:</b> <ol style="list-style-type: none"> <li>4. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>5. Teacher will then introduce the name <i>Kurt Kriszhaber</i>. Ask students if they can guess who he may have been based on his name (examples: was he Jewish? Was he a Nazi? Is this Holocaust or WWII related?).</li> <li>6. Based on the correct answers from this question, teacher will create a character map on the board.</li> <li>7. Now, the teacher will continue filling in the character map as he/she gives a brief bio on Kriszhaber (sample character map attached).</li> <li>8. Teacher will explain that we will be learning about this man's journey through using both primary and secondary sources.</li> <li>9. Ask students if they can explain the difference between a primary and secondary source. Provide a brief discussion on the difference.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. Who is Kurt Kriszhaber?</li> <li>2. Why might a historian prefer to use a primary source for his/her research?</li> </ol>
	<b>Differentiation Strategies:</b> N/A
<b>Instruction:</b> <ol style="list-style-type: none"> <li>1. Next, students will also receive their own blank maps to track Kriszhaber's life.</li> <li>2. The teacher will lead the students in drawing an arrow from Vienna to England and adding the dates (sample map attached).</li> <li>3. Teacher will hand students Sources 1 and 2, and ask if it is a primary or secondary source.</li> <li>4. Students will read Sources 1 and 2 to learn more about the treatment of enemy aliens in Great Britain.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. Why were "enemy aliens" sent abroad from Great Britain?</li> <li>2. Why did Winston Churchill call the Dunera incident a "deplorable mistake"?</li> </ol>
	<b>Differentiation Strategies:</b> The map can be projected onto the document camera so all students can see.

<p><b>Guided-Practice:</b></p> <ol style="list-style-type: none"> <li>1. Now, students will read Sources 3, 4, and 5 to determine the second tracking from England to Australia via the <i>HMT Dunera</i>.</li> <li>2. With the reading of each source, provide a brief discussion on topics like the <i>HMT Dunera</i> and internment camps in Australia. Also discuss the higher-order thinking questions about each document.</li> <li>3. The teacher will also lead students through finishing their map. The map will show Kriszhaber's full journey.</li> </ol>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. Based on the documents, what were conditions like in Tatura?</li> <li>2. How does mapping our Kriszhaber's journey help us understand his life?</li> </ol> <p><b>Differentiation Strategies:</b> Source titles can be available in other languages for ESOL students.</p>
<p><b>Closure/Review:</b></p> <ol style="list-style-type: none"> <li>1. After reviewing the map and Kriszhaber's final destination, the teacher will ask students to guess what they think may have happened to Kriszhaber.</li> <li>2. Students will read Source 6.</li> <li>3. Students will then view the site of his unmarked grave via internet.</li> <li>4. Teacher will introduce students to the project for a memorial or grave marker for Kriszhaber.</li> </ol>	<p><b>Review Questions (if applicable):</b></p> <ol style="list-style-type: none"> <li>1. How can historians use historical evidence to piece together history?</li> </ol>
<p><b>Source List:</b></p> <ol style="list-style-type: none"> <li>1. <b>Source 1:</b> (secondary source) <i>The Dunera Boys- 70 Years on After Notorious Voyage</i> article from BBC News.</li> <li>2. <b>Source 2:</b> (secondary source) Henry Kahn biography by the USHMM.</li> <li>3. <b>Source 3:</b> (primary source) Australian Prisoners of War form. This shows that Kriszhaber transferred from Hay to Tatura.</li> <li>4. <b>Source 4:</b> (secondary source) <i>Tatura-Rushworth, Victoria (1940-41)</i> article by the National Archives of Australia.</li> <li>5. <b>Source 5:</b> (primary source) letter from Kriszhaber to Sally Factor, 1941.</li> <li>6. <b>Source 6:</b> (secondary source) Kriszhaber's obituary, September 1946.</li> </ol>	

# GIRL POWER, GRADE 8

<b>Topic:</b> Girl Power	<b>Grade Level:</b> 8
<b>Lesson Length:</b> Adjustable for 45 minutes or 90 minutes (90 minutes shown here)	<b>Subject Area:</b> English Language Arts/Social Studies
<b>Florida Standards (ELA):</b>  LAFS.K.12.R.1.1, LAFS.K.12.R.3.9, LAFS.K.12.R.4.10, LAFS.K.SL.1.1  LAFS.68.RST.3.9  LAFS.8.RI.1.1, LAFS.8.RI.2.4, LAFS.8.RI.3.8, LAFS.RL.1.1, LAFS.RL.2.5, LAFS.SL.1.1	<b>Anchor Standards (ELA):</b>  <b>LAFS.SL.1.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>Florida Standards (SS):</b>  SS.8.A.1.7	<b>Anchor Standards (SS):</b>  SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
<b>Learning Objectives (address anchor standards):</b>  <ul style="list-style-type: none"> <li>- (LAFS.SL.1.1) I can engage in discussions with partners on grade 8 topics, build on others' ideas, and express my own clearly.</li> <li>- (SS.8.A.1.7) I can view historic events through the eyes of those who were there.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. What is a hero?</li> <li>2. What characteristics do you think it takes to become a hero?</li> <li>3. How does your hero display the characteristics of a true hero?</li> <li>4. How are you similar to and different from your heroes?</li> <li>5. How did you feel when you learned the fates of your heroes?</li> </ol>
<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- Writing definitions on board</li> <li>- Reading to students who struggle with grade-level material</li> <li>- Teacher assistance with Venn diagrams</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- Small group instruction</li> <li>- Venn Diagrams</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- Laminated hero descriptions (12)</li> <li>- Guided Reading worksheets</li> <li>- Girl Power PowerPoint</li> <li>- World Map (for projection under document camera)</li> </ul>	<b>Vocabulary (with definitions):</b> <ol style="list-style-type: none"> <li>1. Empathy: (<i>n</i>) the ability to understand and share the feelings of others.</li> <li>2. Resistance: (<i>n</i>) the attempt to prevent something by argument or action.</li> <li>3. Compassion: (<i>n</i>) concern for the sufferings or misfortunes of others.</li> </ol>

<b>Introduction to Lesson:</b>	<b>Higher-Order Thinking Question:</b>
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<ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>2. Ask students: what is a hero? Ask for some examples of famous heroes (like Superman or Spiderman). Let students to describe what types of characteristics a person must have to be that kind of hero (like superpowers, etc.).</li> <li>3. Next, ask students if they think heroes existed during the Holocaust. Also ask about situations where heroes may have existed. What kind of characteristics do those heroes have?</li> <li>4. After the brief discussion on heroism, the teacher will explain that students will be reading about several different heroes today.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a hero?</li> <li>2. What characteristics do you think it takes to become a hero?</li> </ol> <p><b>Differentiation Strategies:</b> The definition of "hero" may be written on the board for students who benefit from the visual representation.</p>
<p><b>Instruction:</b></p> <ol style="list-style-type: none"> <li>1. The teacher will break students up into 6 groups (groups of 2-5 students, depending on class size-smaller is better). Each group will receive 2 hero descriptions.</li> <li>2. Each group will read through the descriptions and use the guided-reading questions to help them analyze each hero. They may also use this time for a brief discussion on their heroes.</li> <li>3. Next, the teacher will use the Girl Power PowerPoint to give the class a brief description about each hero.</li> </ol>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. How does your hero display the characteristics of a true hero?</li> </ol> <p><b>Differentiation Strategies:</b> The teacher can read the hero descriptions to students who have difficulty with its reading level.</p>
<p><b>Guided-Practice:</b></p> <ol style="list-style-type: none"> <li>1. Now, students will reflect independently. After viewing a sample from the teacher, each student will create their own triple Venn diagram. They will compare both of their heroes to each other and to themselves. This will help students discover personal connections to each hero that they've learned about.</li> <li>2. Teachers may assist students in finding comparisons to themselves and their heroes.</li> </ol>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. How are you similar to and different from your heroes?</li> <li>2. How did you feel when you learned the fates of your heroes?</li> </ol> <p><b>Differentiation Strategies:</b> The teacher can partially fill in the Venn diagrams to help some students get started.</p>
<p><b>Closure/Review:</b></p> <ol style="list-style-type: none"> <li>1. Next, the teacher will project a map onto the board. Volunteer students will come up to the board and place a star on the map to represent each hero's country of origin.</li> <li>2. The teacher will close with a brief discussion about how heroes can be from all different places and walks of life.</li> </ol>	

# GIRL POWER, GRADES 9-12

<b>Topic:</b> Girl Power	<b>Grade Level:</b> Adjustable for Grades 9-12
<b>Lesson Length:</b> Adjustable for 45 minutes or 90 minutes (90 minutes shown here)	<b>Subject Area:</b> English Language Arts/Social Studies
<b>Florida Standards (ELA):</b>  LAFS.K12.SL.1.1, LAFS.K12.W.3.9  LAFS.910.RH.1.1, LAFS.910. RH.2.4, LAFS.910. RH.2.5, LAFS.910.RL.1.1, LAFS.910.RI.3.7, LAFS.910.RL.1.1, LAFS.910.SL.1.1  LAFS.1112.RH.1.2, LAFS.1112.RI.1.3, LAFS.1112.RI.3.7, LAFS.1112.RL.1.1, LAFS.1112.SL.1.1, LAFS.1112.W.3.9	<b>Anchor Standards (ELA):</b>  <b>LAFS.K12.SL.1.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <b>LAFS.910.RH.2.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.  <b>LAFS.910.RL.1.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>LAFS.1112.RI.1.3:</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>Florida Standards (SS):</b>  SS.912.A.6.3, SS.912.G.4.9, SS.912.P.10.11, SS.912.W.1.4, SS.912.W.7.11, SS.912.W.7.6, SS.912.W.7.7	<b>Anchor Standards (SS):</b>  <b>SS.912.P.10.11:</b> Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (LAFS.K12.SL.1.1) I can participate in collaborative discussions, build on others' ideas, and express my own.</li> <li>- (LAFS.910.RH.2.4) I can determine the meanings of words based on context clues in the text.</li> <li>- (LAFS.910.RL.1.1) I can cite textual evidence to support my ideas about the text.</li> <li>- (LAFS.1112.RI.1.3) I can analyze a sequence of events and explain how individuals and ideas interact over the course of a text.</li> <li>- (SS.912.P.10.11) I can understand how the roles of women and men are perceived in societies.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>6. What is a hero?</li> <li>7. What characteristics do you think it takes to become a hero?</li> <li>8. How does your hero display the characteristics of a true hero?</li> <li>9. How are you similar to and different from your heroes?</li> <li>10. How did you feel when you learned the fates of your heroes?</li> </ol>
<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- Writing definitions on board</li> <li>- Reading to struggling students</li> <li>- Teacher assistance with Venn diagrams</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- Small group instruction</li> <li>- Venn Diagrams</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- Laminated hero descriptions (12)</li> <li>- Guided Reading worksheets</li> <li>- Girl Power PowerPoint</li> </ul>	<b>Vocabulary (with definitions):</b> <ol style="list-style-type: none"> <li>4. Empathy: (n) the ability to understand and share the feelings of others.</li> </ol>

- World Map (for projection under document camera)	<p>5. Resistance: (n) the attempt to prevent something by argument or action.</p> <p>6. Compassion: (n) concern for others.</p>
<p><b>Introduction to Lesson:</b></p> <p>5. Teacher will introduce him/herself and give a brief introduction to the Museum.</p> <p>6. Ask students: what is a hero? Ask for some examples of famous heroes (like Superman or Spiderman). Let students to describe what types of characteristics a person must have to be that kind of hero (like superpowers, etc.).</p> <p>7. Next, ask students if they think heroes existed during the Holocaust. Also ask about situations where heroes may have existed. What kind of characteristics do those heroes have?</p> <p>8. After the brief discussion on heroism, the teacher will explain that students will be reading about several different heroes today.</p>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. What is a hero?</li> <li>2. What characteristics do you think it takes to become a hero?</li> </ol> <p><b>Differentiation Strategies:</b> The definition of "hero" may be written on the board for students who benefit from the visual representation.</p>
<p><b>Instruction:</b></p> <p>4. The teacher will break students up into 6 groups (groups of 2-5 students, depending on class size- smaller is better). Each group will receive 2 hero descriptions.</p> <p>5. Each group will read through the descriptions and use the guided-reading questions to help them analyze each hero. They may also use this time for a brief discussion on their heroes.</p> <p>6. Next, the teacher will use the Girl Power PowerPoint to give the class a brief description about each hero.</p>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. How does your hero display the characteristics of a true hero?</li> </ol> <p><b>Differentiation Strategies:</b> The teacher can read the hero descriptions to students who have difficulty with its reading level.</p>
<p><b>Guided-Practice:</b></p> <p>3. Now, students will reflect independently. After viewing a sample from the teacher, each student will create their own triple Venn diagram. They will compare both of their heroes to each other and to themselves. This will help students discover personal connections to each hero that they've learned about.</p> <p>4. Teachers may assist students in finding comparisons to themselves and their heroes.</p>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. How are you similar to and different from your heroes?</li> <li>2. How did you feel when you learned the fates of your heroes?</li> </ol> <p><b>Differentiation Strategies:</b> The teacher can partially fill in the Venn diagrams to help some students get started.</p>
<p><b>Closure/Review:</b></p> <p>3. Next, the teacher will project a map onto the board. Volunteer students will come up to the board and place a star on the map to represent each hero's country of origin.</p> <p>4. The teacher will close with a brief discussion about how heroes can be from all different places and walks of life.</p>	

# HANA'S SUITCASE

<b>Topic:</b> Hana's Suitcase	<b>Grade Level:</b> Adjustable for grades 4-5
<b>Lesson Length:</b> 50 minutes	<b>Subject Area:</b> English Language Arts
<b>Florida Standards:</b>  LAFS.K12.SL.1.2, LAFS.K12.SL.1.3, LAFS.K12.SL.2.4, LAFS.K12.SL.2.5  LAFS.4.RL.2.6, LAFS.4.SL.1.2, LAFS.4.SL.1.3  LAFS.5.SL.1.2, LAFS.5.SL.1.3	<b>Anchor Standards:</b>  <b>LAFS.K12.SL.1.2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>LAFS.4.SL.1.2:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>LAFS.5.SL.1.2:</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Learning Objective (address anchor standards):</b>  <ul style="list-style-type: none"> <li>- (LAFS.K12.SL.1.2) I can evaluate and use information presented in different ways.</li> <li>- (LAFS.4.SL.1.2) I can paraphrase information presented to me visually, quantitatively, and orally.</li> <li>- (LAFS.5.SL.1.2) I can summarize information presented to me visually, quantitatively, and orally.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. What is an inference?</li> <li>2. What kind of questions do you need to ask about an artifact in order to learn more about it?</li> <li>3. Why was Hana targeted during the Holocaust?</li> <li>4. What part of Hana's life do you think was the most difficult?</li> <li>5. Who is narrating the story?</li> <li>6. How does Hana's art help you to better understand her life and experiences?</li> </ol>
<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- For ESOL students, the higher-order thinking questions can be written on the board in both English and the native language.</li> <li>- Students who struggling with drawing may have the option of writing a short story about Hana.</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- PowerPoint presentation</li> <li>- Creative drawings</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- <i>Hana's Suitcase</i> book</li> <li>- Hana's Suitcase worksheets (1 per student)</li> <li>- PowerPoint presentation</li> <li>- Blank paper and colored pencils</li> </ul>	<b>Vocabulary (with definitions):</b> <b>Inference:</b> ( <i>n</i> ) ac conclusion reached on the basis of evidence and reasoning. <b>Artifact:</b> ( <i>n</i> ) an object made by a human, typically of cultural or historical significance.

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<b>Introduction to Lesson:</b> <ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>2. Begin by explaining to students that we will be learning the story of a girl who experienced the Holocaust. But first, ask students to describe an inference. Provide a brief description of an inference.</li> <li>3. Next, give students the worksheets. Ask students to observe the photos and fill in the worksheet that asks them what kind of questions they may need to ask in order to discover part of Hana's story.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. What is an inference?</li> <li>2. What kind of questions do you need to ask about an artifact in order to learn more about it?</li> </ol>
	<b>Differentiation Strategies:</b> For ESOL students, the higher-order thinking questions can be written on the board in both English and the native language.
<b>Instruction:</b> <ol style="list-style-type: none"> <li>1. Now, the teacher will share the story of Hana's suitcase by using the PowerPoint presentation. The teacher will stop throughout the story to ask the students questions and keep them engaged in the presentation. The teacher will also make sure to explain the different narrators throughout the story.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. Why was Hana targeted during the Holocaust?</li> <li>2. What part of Hana's life do you think was the most difficult?</li> <li>3. Who is narrating the story?</li> </ol>
	<b>Differentiation Strategies:</b> N/A
<b>Guided-Practice:</b> <ol style="list-style-type: none"> <li>1. Time permitting; students will have the opportunity to express their creativity by recreating a scene from the story. This will also help students identify with Hana, as she often drew and depicted scenes from her own life.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. How does Hana's art help you to better understand her life and experiences?</li> </ol>
	<b>Differentiation Strategies:</b> Students who struggling with drawing may have the option of writing a short story about Hana.
<b>Closure/Review:</b> <ol style="list-style-type: none"> <li>1. To close, the teacher will give a brief description of Hana's legacy and her brother George.</li> </ol>	<b>Review Questions (if applicable):</b> N/A



# HISTORY DETECTIVE

<b>Topic:</b> History Detective	<b>Grade Level:</b> Adjustable for grades 4-5
<b>Lesson Length:</b> 50 minutes	<b>Subject Area:</b> English Language Arts/Social Studies
<b>Florida Standards (ELA):</b>  LAFS.K12.L.3.4, LAFS.K12.R.3.7, LAFS.K12.SL.1.1, LAFS.K12.SL.2.4, LAFS.K12.SL.2.5  LAFS.4.RI.2.6, LAFS.4.SL.1.1, LAFS.4.SL.1.3  LAFS.5.RI.2.6, LAFS.5.RI.3.7, LAFS.5.RL.2.6, LAFS.5.SL.1.1, LAFS.5.SL.1.3	<b>Anchor Standards (ELA):</b>  <b>LAFS.K12.SL.2.4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  <b>LAFS.4.SL.1.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.  <b>LAFS.5.RI.3.7:</b> 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.  <b>LAFS.5.SL.1.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
<b>Florida Standards (SS):</b>  SS.5.A.1.1	<b>Anchor Standards (SS):</b>  <b>SS.5.A.1.1:</b> Use primary and secondary sources to understand history.
<b>Learning Objective (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (LAFS.K12.SL.2.4) I can present information and evidence so listeners can follow along and my style is appropriate to the task and audience.</li> <li>- (LAFS.4.SL.1.1/LAFS.5.SL.1.1) I can engage in collaborative discussions, build on others' ideas, and elaborate on my own.</li> <li>- (LAFS.5.RI.3.7) I can draw on information from multiple sources and find answers/solve problems quickly and efficiently.</li> <li>- (SS.5.A.1.1) I can use primary and secondary sources to understand history.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. How do we tell the story of those who came before us?</li> <li>2. What is the difference between the past and history?</li> <li>3. Using your senses, how does the candy feel, smell, look, sound, and taste?</li> <li>4. How can we use primary source artifacts to learn about history?</li> <li>5. Why is the perfume bottle significant?</li> <li>6. How can you use your knowledge as a history detective to help you learn more about the past?</li> </ol>
<b>Differentiation Strategies:</b>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- Analyzing artifacts</li> </ul>

<ul style="list-style-type: none"> <li>- For ESOL students, higher-order thinking questions may be written on the board in both English and their native language.</li> <li>- Struggling students may verbally tell their teachers about their observations instead of using written responses.</li> </ul>	
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- PowerPoint Presentation</li> <li>- Life saver candies (1 per student)</li> <li>- History detective worksheets (1 per student)</li> </ul>	<b>Vocabulary (with definitions):</b> Artifact: ( <i>n</i> ) an object made by a human being, usually of cultural or historical significance.
<b>Introduction to Lesson:</b> <ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>2. Begin with the PowerPoint presentation and ask students both higher-order thinking questions.</li> <li>3. Explain to students that we will practice observing artifacts with something simple and familiar.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. How do we tell the story of those who came before us?</li> <li>2. What is the difference between the past and history?</li> </ol>
	<b>Differentiation Strategies:</b> For ESOL students, higher-order thinking questions may be written on the board in both English and their native language.
<b>Instruction:</b> <ol style="list-style-type: none"> <li>1. Each student will be given a life saver candy. Teacher will give explicit instruction that students are not to eat the life savers, but rather observe them.</li> <li>2. Using Part I of their worksheets as a guide, students will address the higher-order thinking questions and write their answers on the worksheets. This will allow students to practice observing artifacts before they observe real artifacts.</li> <li>3. Last, the teacher will instruct students to taste the candy and write their findings on the worksheet.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. Using your senses, how does the candy feel, smell, look, sound, and taste?</li> </ol>
	<b>Differentiation Strategies:</b> Struggling students may verbally tell their teachers about their observations instead of using written responses.
<b>Guided-Practice:</b> <ol style="list-style-type: none"> <li>1. Now, students will observe the primary source artifact. This artifact is a perfume bottle from Paris during World War II. Students will be asked to analyze it to determine where it may have come from and how it may be significant. Teacher will use special gloves to hold the artifact and carry it around to students.</li> <li>2. Next, the teacher will finish the PowerPoint and share the story of the perfume bottle with the class. They will learn the bottle's origins and significance.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. How can we use primary source artifacts to learn about history?</li> <li>2. Why is the perfume bottle significant?</li> </ol>
	<b>Differentiation Strategies:</b> N/A

**Closure/Review:**

1. Teacher will close by asking students how they can use their knowledge as a history detective to help them learn more about the past.

**Review Question:**

1. How can you use your knowledge as a history detective to help you learn more about the past?

# Irena Sendler and the Children of the Warsaw Ghetto

<b>Topic:</b> Irena Sendler	<b>Grade Level:</b> Adjustable for grades 5-8 (grade 5 shown here)
<b>Lesson Length:</b> 50 minutes	<b>Subject Area:</b> English Language Arts/Visual Art
<b>Florida Standards (ELA):</b>  LAFS.K12.R.1.1, LAFS.K12.R.1.2, LAFS.K12.R.1.3, LAFS.K12.SL.1.1, LAFS.K12.W.1.3, LAFS.K12.W.3.9  LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.SL.1.1, LAFS.5.SL.1.3, LAFS.5.W.1.3	<b>Anchor Standards (ELA):</b>  <b>LAFS.5.RI.1.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  <b>LAFS.5.RL.1.2:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>Florida Standards (VA):</b>  VA.5.C.3.2, VA.5.C.3.3, VA.5.O.2.1, VA.5.O.3.1	<b>Anchor Standards (VA):</b>  <b>VA.5.C.3.3:</b> Critique works of art to understand the content and make connections with other content areas.
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (LAFS.5.RI.1.2) I can determine the main ideas of a text and support them with the details in the text.</li> <li>- (LAFS.5.RL.1.2) I can determine the theme of a story and talk about how characters respond to challenges in the story.</li> <li>- (VA.5.C.3.3) I can critique works of art to understand its content and make connections with other content areas.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. What is the Holocaust?</li> <li>2. What is a hero?</li> <li>3. How can interpreting artwork help us understand the author's perspective of Irena Sendler's story?</li> <li>4. How did Irena Sendler help children escape from the Warsaw Ghetto?</li> <li>5. What kind of risk did she take by helping those children?</li> <li>6. How can you relate to Irena Sendler?</li> <li>7. How can your poem show readers that you identify with her?</li> </ol>
<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- Higher-order thinking questions can be written on the board in English and the native language, if necessary.</li> <li>- Struggling students may give verbal answers rather than written responses.</li> <li>- Teachers may help struggling students in writing the first parts of the poem.</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- Analyzing art</li> <li>- Writing poetry</li> </ul>
<b>Materials/Equipment:</b>	<b>Vocabulary (with definitions):</b>

<ul style="list-style-type: none"> <li>- <i>Irena Sendler and the Children of the Warsaw Ghetto</i> book</li> <li>- PowerPoint Presentation</li> <li>- Worksheets</li> </ul>	<p>Hero: (n) a person who is admired for courage. Rescue: (v) to save someone from a dangerous situation.</p>
<p><b>Introduction to Lesson:</b></p> <ul style="list-style-type: none"> <li>- Teacher will introduce him/herself and give a brief description of the Museum.</li> <li>- Lead a brief discussion on the Holocaust and correctly define it as a class.</li> <li>- Teacher will ask students the higher-order thinking question and initiate a brief discussion on the definition of a hero.</li> </ul>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. What is the Holocaust?</li> <li>2. What is a hero?</li> </ol> <p><b>Differentiation Strategies:</b> If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language, if necessary.</p>
<p><b>Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will give each student a worksheet and ask them to fill in the first 3 questions individually. These questions ask the students to analyze an image from the story.</li> <li>2. Teacher will use the PowerPoint Presentation to tell the story of Irena Sendler.</li> </ol>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. How can interpreting artwork help us understand the author's perspective of Irena Sendler's story?</li> <li>2. How did Irena Sendler help children escape from the Warsaw Ghetto?</li> <li>3. What kind of risk did she take by helping those children?</li> </ol> <p><b>Differentiation Strategies:</b> Struggling students may give verbal answers rather than written responses.</p>
<p><b>Guided-Practice:</b></p> <ol style="list-style-type: none"> <li>1. When the PowerPoint presentation is completed, the students will finish the first part of their worksheets individually.</li> <li>2. Time permitting; the teacher will give a brief instruction on Haiku poems. Students will break up into groups of 3-4 (students must have the same worksheets) and complete the bottom half of the worksheet by writing poems. If there is not enough time for this portion of the activity, the worksheets may be left with the classroom teacher to use as a post-visit activity.</li> </ol>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. How can you relate to Irena Sendler?</li> <li>2. How can your poem show readers that you identify with her?</li> </ol> <p><b>Differentiation Strategies:</b> Teachers may help struggling students in writing the first parts of the poem.</p>
<p><b>Closure/Review:</b></p> <ol style="list-style-type: none"> <li>1. As a class, briefly discuss the poems. Discuss how artwork may help us identify with different areas in history.</li> </ol>	

# THE JOURNEY THAT SAVED CURIOUS GEORGE

<b>Topic:</b> The Journey That Saved Curious George	<b>Grade Level:</b> Adjustable for grades 4-5
<b>Lesson Length:</b> 50 minutes	<b>Subject Area:</b> English Language Arts/Social Studies
<b>Florida Standards (ELA):</b>  LAFS.K12.R.1.3, LAFS.K12.R.2.4, LAFS.K12.SL.1.1  LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RL.1.1, LAFS.4.RL.1.3, LAFS.4.SL.1.1, LAFS.4.SL.1.2  LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RL.1.1, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.RL.2.6, LAFS.5.SL.1.1	<b>Anchor Standards (ELA):</b>  <b>LAFS.4.RI.1.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.  <b>LAFS.5.RI.1.3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<b>Florida Standards (SS):</b>  SS.4.A.1.1 SS.5.A.1.1	<b>Anchor Standards (SS):</b>  <b>SS.5.A.1.1:</b> Use primary and secondary sources to understand history.
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (LAFS.4.RI.1.2) I can determine the main idea of a text and summarize the text with key details.</li> <li>- (LAFS.5.RI.1.3) I can explain the relationships between two or more characters or events in a historical text.</li> <li>- (SS.5.A.1.1) I can understand the use of primary and secondary sources when studying history.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. How is Curious George related to the Holocaust?</li> <li>2. Why was it important for the Hans and Margaret to escape Europe?</li> <li>3. How did they get the idea for Curious George?</li> <li>4. Why might they have changed the character's name after arrival into the United States?</li> <li>5. Why might a historian prefer to use a primary source?</li> <li>6. What can be a benefit of using a secondary source?</li> <li>7. How did Louise Borden use primary and secondary sources?</li> </ol>
<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- The class may take turns reading the story.</li> <li>- Students may assist by following along the reading with a pencil under the document camera.</li> <li>- Verbal responses accepted on analytical worksheets rather than written responses</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction/discussions</li> <li>- Individual work</li> <li>- Analyzing primary/secondary source documents</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- <i>The Journey That Saved Curious George</i> book</li> <li>- Worksheets 1-5</li> </ul>	<b>Vocabulary (with definitions):</b> Exchange: (v) giving something and receiving something of the same kind.

	Manuscript: (n) a book, document, or text that has not yet been published.
<b>Introduction to Lesson:</b> <ol style="list-style-type: none"> <li>Teacher will introduce him/herself and give a brief introduction to the Holocaust Museum.</li> <li>Teacher will give a brief, grade-appropriate introduction to the Holocaust.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>How is Curious George related to the Holocaust?</li> </ol>
	<b>Differentiation Strategies:</b> N/A
<b>Instruction:</b> <ol style="list-style-type: none"> <li>Now, the teacher will read <i>The Journey That Saved Curious George</i> to the class. For visual learners, it's best to have the book underneath the document camera during reading so students can follow along.</li> <li>During the reading, the teacher will pause for reactions, to ask questions, and to clarify ideas.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>Why was it important for the Hans and Margaret to escape Europe?</li> <li>How did they get the idea for Curious George?</li> <li>Why might they have changed the character's name after arrival into the United States?</li> </ol>
	<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>Depending on the level of the class, the teacher can decide to read the story himself/herself or by having the class take turns reading and passing the book.</li> <li>Students who have difficulty paying attention can take turns sitting at the document camera and using a pen to follow along in the reading.</li> </ul>
<b>Guided-Practice:</b> *If there is not enough time for this portion of the activity, the worksheets may be left with the class as a post-visit activity. <ol style="list-style-type: none"> <li>After the reading, the teacher will also give a brief description of primary and secondary sources.</li> <li>Next, each student will receive a worksheet. There are 5 different worksheets in total; each prompt students to analyze images from the story.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>Why might a historian prefer to use a primary source?</li> <li>What can be a benefit of using a secondary source?</li> <li>How did Louise Borden use primary and secondary sources?</li> </ol>
	<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>Students may use assistance from teachers in the classroom.</li> <li>Struggling students may be required to verbally respond to the prompts, rather than using written responses.</li> </ul>
<b>Closure/Review:</b> <ol style="list-style-type: none"> <li>When students have completed the worksheets, the teacher will briefly review each one.</li> <li>Teacher will close with discussion on Curious George in the United States.</li> </ol>	



# THE MOTHER'S MEDAL

<b>Topic:</b> Mother's Medal	<b>Grade Level:</b> Adjustable for grades 9-12
<b>Lesson Length:</b> Adjustable for 45 minutes or 90 minutes (90 minutes shown here)	<b>Subject Area:</b> English Language Arts/Social Studies
<b>Florida Standards (ELA):</b>  LAFS.910.RH.1.2, LAFS.910.RH.3.7, LAFS.910.RH.3.9, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.2.4  LAFS.1112.RH.1.2, LAFS.1112.RH.3.7, LAFS.1112.RH.3.9, LAFS.1112.RI.3.7, LAFS.1112.RST.3.7, LAFS.1112.RST.3.9, LAFS.1112.SL.1.1, LAFS.1112.SL.2.5	<b>Anchor Standards (ELA):</b>  <b>LAFS.910.SL.1.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  <b>LAFS.1112.SL.1.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>Florida Standards (SS):</b>  SS.912.A.1.2, SS.912.A.1.4, SS.912.A.6.1, SS.912.A.6.3, SS.912.P.10.12, SS.912.P.14.2, SS.912.S.4.9, SS.912.S.5.3, SS.912.S.6.3, SS.912.W.1.3, SS.912.W.7.6, SS.912.W.7.8	<b>Anchor Standards (SS):</b>  <b>SS.912.A.1.2:</b> Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  <b>SS.912.A.1.4:</b> Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  <b>SS.912.S.6.3:</b> Describe how collective behavior can influence and change society.
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (LAFS.910.SL.1.1/LAFS.1112.SL.1.1) I can initiate and participate in collaborative discussions, building on others' ideas while I clearly express my own.</li> <li>- (SS.912.A.1.2) I can use both primary and secondary sources to understand a historical period.</li> <li>- (SS.912.A.1.4) I can analyze how sources may be used to understand the significance of time periods and historical events.</li> <li>- (SS.912.S.6.3) I can describe how collective behavior can influence and change a society.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. What is the difference between the past and history?</li> <li>2. What is an artifact?</li> <li>3. How is a primary source different from a secondary source?</li> <li>4. Why might a historian prefer to use a primary source, rather than a secondary source?</li> <li>5. How do political concepts affect populations?</li> <li>6. How do civic groups form unique cultures?</li> <li>7. Why would Joseph Goebbels promote marriage?</li> <li>8. How can individual, strong leaders forge a nation's directions?</li> </ol>
<b>Differentiation Strategies:</b>	<b>Teaching Strategies:</b>

<ul style="list-style-type: none"> <li>- For ESOL students, the higher-order thinking questions may be written on the board in both English and their native language(s).</li> </ul>	<ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- Analyzing primary and secondary sources</li> <li>- Making inferences</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- Mother's Medal</li> <li>- Other primary/secondary sources</li> <li>- PowerPoint Presentation</li> </ul>	<b>Vocabulary (with definitions):</b> Aryan: ( <i>n, adj.</i> ) refers to a German person with blonde hair and blue eyes. Reich: ( <i>n</i> ) empire.
<b>Introduction to Lesson:</b> <ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>2. Ask students the higher-order thinking questions. Students will then be shown an authentic, primary source artifact from the Museum's collection. As a class, they will offer suggestions of what the object might be based on (like color, shape, materials, symbols, writing, and feel). They will recognize that it is a primary source.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. What is the difference between the past and history?</li> <li>2. What is an artifact?</li> <li>3. How is a primary source different from a secondary source?</li> <li>4. Why might a historian prefer to use a primary source, rather than a secondary source?</li> </ol> <b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.</li> <li>- If applicable, students will be able to touch certain artifacts to help in their observations of them.</li> </ul>
<b>Instruction:</b> <ol style="list-style-type: none"> <li>1. Next, the teacher will use a PowerPoint presentation to offer a wide variety of hints leading to determining what the object was and its impact/role during the Holocaust.</li> <li>2. Students will be asked to add knowledge gained to reinterpret the artifact until numerous clues have been revealed.</li> <li>3. Teacher will present the name/meaning of the artifact.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. How do political concepts affect populations?</li> <li>2. How do civic groups form unique cultures?</li> <li>3. Why would Joseph Goebbels promote marriage?</li> <li>4. How can individual, strong leaders forge a nation's directions?</li> </ol> <b>Differentiation Strategies:</b> If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.
<b>Guided-Practice:</b> <ol style="list-style-type: none"> <li>1. Time permitting; the teacher will present a second artifact in a condensed format revealing how students can extract information from a document.</li> </ol>	<b>Higher-Order Thinking Question:</b> Continue to discuss higher-order thinking questions from previous section.  <b>Differentiation Strategies:</b> N/A
<b>Closure/Review:</b> <ol style="list-style-type: none"> <li>1. Close by discussing the role of museums in our society. Teacher will explain that by visiting museums, they can observe primary sources to learn more about history.</li> </ol>	

# In Flight: The Story of Sabine van Dam (play)

<b>Topic:</b> <i>In Flight: The Story of Sabine van Dam</i> (play)	<b>Grade Level:</b> 6 <sup>th</sup> - college
<b>Lesson Length:</b> Adjustable for 45-60 minutes	<b>Subject Area:</b> Social Studies , Theater
<b>Florida Standards (SS)</b>  SS.6.W.1.6, SS.8.A.1.5, SS.8.A.1.7, SS.912.A.6.1, SS.912.S.4.1	<b>Anchor Standards (SS):</b>  <b>SS.6.W.1:</b> Utilize historical inquiry skills and analytical processes <b>SS.8.A.1:</b> Use research and inquiry skills to analyze American History using primary and secondary sources <b>SS.912.A.6:</b> Understand the course and causes of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world <b>SS.912.S.4:</b> Social Groups/Explore the impacts of social groups on individual and group behavior
<b>Florida Standards (TH):</b>  TH.68.C.1.3, TH.68.H.1.2, TH.912.C.1.6, TH.912.3.3	<b>Anchor Standards (TH):</b>  <b>TH.68.C.1/TH.912.C.1:</b> Cognition and reflection are required to appreciate, interpret, and create with artistic talent <b>TH.68.H.1/TH.912.H.1:</b> Through study in the arts, we learn about and honor others and the worlds in which they live
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (SS.6.W.1/SS.A.8.1) I utilize historical analysis skills including primary and secondary sources</li> <li>- (SS.912.A.6) I understand causes and effects of World War II on individuals and the United States</li> <li>- (SS.912.S.4) I can see how social groups can impact individuals and groups</li> </ul>	<b>Higher-Order Thinking Questions:</b> (optional with workshops) <ol style="list-style-type: none"> <li>1. How can dramatizing an aspect of history tell a broader story?</li> <li>2. What was the impact of the Nazi Party on other group and individual behavior?</li> <li>3. What was life like under Nazi occupation in the Netherlands?</li> <li>4. How was one girl, Sabine van Dam, affected by events beyond her control?</li> </ol>
<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instructions (workshop/s)</li> <li>- Observation at a dramatic presentation</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- PowerPoint (workshop/s)</li> <li>- Artifacts (workshop/s)</li> <li>- Handouts (workshop/s)</li> </ul>	<b>Vocabulary (with definitions):</b>  Resistance: ( <i>n.</i> ) an underground organization of a conquered or nearly conquered country engaging in

	<p>sabotage and secret operations against occupation forces and collaborators</p> <p>Stateless (<i>adj</i>): lacking the status of being a national or member of a nation</p> <p>Collaborator (<i>n</i>) someone who assists an enemy</p>
<p><b>Introduction to Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum if participating in workshop/s</li> <li>2. Ask students the higher-order thinking questions.</li> </ol>	<p><b>Higher-Order Thinking Question:</b></p> <ol style="list-style-type: none"> <li>1. How can dramatizing an aspect of history tell a broader story?</li> <li>2. What was the impact of the Nazi Party on other group and individual behavior?</li> <li>3. What was life like under Nazi occupation in the Netherlands?</li> </ol>
<p><b>Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Next, the teacher will use a PowerPoint presentation and hands-on worksheets and discussion to learn about WWII in the Netherlands, Resistance, and results.</li> <li>2. Students will be asked to 'put themselves in Sabine van Dam's shoes; what would they take if they were to become a refugee?</li> </ol>	<p><b>Differentiation Strategies:</b></p> <ul style="list-style-type: none"> <li>- If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.</li> </ul>
<p><b>Closure/Review:</b></p> <ol style="list-style-type: none"> <li>1. Students will attend the play, <i>In Flight</i>: the Story of Sabine van Dam</li> <li>2. An optional workshop follows to discuss the play and how to apply it to today's world</li> </ol>	<p>-Students who are unable to watch/listen the play may read or have the script read to them</p>

# Spring Training: Baseball & WWII

<b>Topic:</b> Spring Training: Baseball & WWII	<b>Grade Level:</b> Adjustable for grades 4-8
<b>Lesson Length:</b> Adjustable for 55-75 minutes	<b>Subject Area:</b> English Language Arts/Social Studies
<b>Florida Standards (ELA):</b>  LAFS.K12.W.3.7, LAFS.K12.W.3.9, LAFS.K12.SL.1.1, LAFS.K12.SL.2.4, LAFS.K12.SL.2.6, LAFS.K12.L.2.3, LAFS.K12.L.3.4, LAFS.K12.L.3.5, LAFS.K12.L.3.6, LAFS.4.RI.1.3, LAFS.4.W.3.7, LAFS.K12.R.3.7, LAFS.K12.SL.1.2 LAFS.K12.L.3.6, LAFS.5.RI.3.7, LAFS.5.SL.2.4, LAFS.5.SL.2.6, LAFS.5.L.3.5, LAFS.6.RI.3.7, LAFS.6.W.3.7, LAFS.6.SL.1.1, LAFS.6.SL.1.2, LAFS.6.SL.2.4, LAFS.6.SL.2.6, LAFS.6.L.3.4, LAFS.6.L.3.5, LAFS.6.L.3.6, LAFS.7.RI.2.4, LAFS.7.W.3.7, LAFS.7.SL.1.1, LAFS.7.SL.1.2, LAFS.7.SL.2.4, LAFS.7.SL.2.6, LAFS.7.L.2.3, LAFS.7.L.3.4, LAFS.8.RL.2.4, LAFS.8.RI.2.4, LAFS.8.W.3.7, LAFS.8.SL.1.1, LAFS.8.SL.2.4, LAFS.8.SL.2.6, LAFS.68.RH.2.4, LAFS.68.WHST.3.7, LAFS.68.WHST.3.9	<b>Anchor Standards (ELA):</b>  <b>LAFS.K12.SL.1.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <b>LAFS.K12.SL.2.4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>Florida Standards (SS):</b>  SS.4.A.7.3, SS.7.C.2.2, SS.7.C.2.3	<b>Anchor Standards (SS):</b>  <b>SS.4.A.7.3:</b> Identify Florida's role in World War II.  <b>SS.7.C.2.2:</b> Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.  <b>SS.7.C.2.3:</b> Experience the responsibilities of citizens at the local, state, or federal levels.
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (LAFS.K12.SL.1.1) I participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing my own clearly and persuasively.</li> <li>- (LAFS.K12.SL.2.4) I present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>- (SS.4.A.7.3) I can identify Florida's role in World War II as a military and cultural sporting asset.</li> <li>- (SS.7.C.2.2) I can evaluate the obligations citizens have to defend the nation during WWII.</li> <li>- (SS.7.C.2.3) I understand one major federal level responsibility of citizenship.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. What are some responsibilities of American citizenship?</li> <li>2. What is 'selflessness'? What is sacrifice?</li> <li>3. What leads people to determine volunteering for life-threatening duty?</li> <li>4. What words can you think of that pertain to specific niches?</li> <li>5. Would today's athletes meet the level of the Greatest Generation's in the event of service for country?</li> <li>6. How do Sports support American patriotism?</li> </ol>

<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- For ESOL students, the higher-order thinking questions may be written on the board in both English and their native language(s).</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- Team/group directed discussion and analysis</li> <li>- Making sequences</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- Baseball diamond, lineup cards, baseball cards</li> <li>- Baseball's Peculiar Language sheet</li> <li>- PowerPoint Presentation</li> </ul>	<b>Vocabulary (with definitions):</b> Can of corn: ( <i>n, adj.</i> ) refers to a routine fly ball. Walk-off ( <i>n, v, adj</i> ) refers to a hit that gives the home team a victory in the bottom half of the last inning . Southpaw ( <i>n, adj</i> ) refers to a left-handed pitcher. Pickle ( <i>n</i> ) refers to a run-down when a runner is caught between bases. Butcher boy ( <i>n</i> ) refers to when a batter squares to bunt, retracts the bat, and swats at it in a downward fashion in subterfuge Hot Stove ( <i>n</i> ) the period during the off-season when meetings are held and trades are made Baltimore Chop ( <i>n</i> ) a chopper that hits near home plate allowing the hitter to reach 1 <sup>st</sup> base safely K ( <i>n</i> ) shorthand for strikeout Texas Leaguer ( <i>n</i> ) bloop that falls between infield & outfield for a hit Mustard ( <i>n</i> ) speed associated with a pitch Chin music ( <i>n</i> ) a pitch intentionally thrown near the batter's head for intimidation or retribution
<b>Introduction to Lesson:</b> <ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>2. Ask students the higher-order thinking questions.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. What are some responsibilities of American citizenship?</li> <li>2. What is 'selflessness'? What is sacrifice?</li> <li>3. What leads people to determine volunteering for life-threatening duty?</li> </ol>
	<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.</li> </ul>
<b>Instruction:</b> <ol style="list-style-type: none"> <li>3. Teacher will use PowerPoint to introduce basic baseball concepts including positions and batting lineups. Class will be split into groups of 9 or less to form a team.</li> <li>4. 'Teams' will create an All Star team from provided baseball cards of players who all served during WWII</li> <li>5. 'Teams' select an Announcer to introduce the All Star team</li> <li>6. Students try to figure out Baseball's Peculiar language using context and clues</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>4. What words can you think of that pertain to specific niches?</li> </ol>
	<b>Differentiation Strategies:</b> If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.

**Closure/Review:**

7. Students select one player and volunteer to explain his WWII particulars such as Branch, rank, theater of war, medals earned, battles fought in, etc.

**Higher-Order Thinking Question:**

5. Would today's athletes meet the level of the Greatest Generation's in the event of service for country?
6. How do Sports support American patriotism?

**Differentiation Strategies:**

If necessary for ESOL students, they can write the particulars on paper instead of expressing verbally.



# Remember: Stone Memorial classroom art project

<b>Topic:</b> Remember: Stone Memorial classroom art project	<b>Grade Level:</b> Adjustable for grades 5-8
<b>Lesson Length:</b> Adjustable for 45-120 minutes	<b>Subject Area:</b> Visual Art/ English Language Arts/Social Studies
<b>Florida Standards (ELA):</b>  LAFS.K12.R.1.1, LAFS.K12.W.3.7, LAFS.5.RI.1.3, LAFS.5.RI.3.7, LAFS.5.W.3.7, LAFS.5.SL.2.5, VA.5.S.1.1, VA.5.S.1.3, VA.5.S.3.1 VA.5.O.3.1, VA.5.H.1.3, VA.5.H.3.1, VA.5.F.2.3, VA.5.F.3.1, LAFS.6.RI.1.2, LAFS.6.RI.3.7, LAFS.6.W.3.7, LAFS.6.SL.1.2, LAFS.7.RI.1.3, LAFS.7.W.3.7, LAFS.7.SL.2.5	<b>Anchor Standards (ELA):</b>  <b>LAFS.K12.W.3.7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  <b>LAFS.6.RI.3.7:</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>Florida Standards (SS):</b>  SS.5.A.1.1, SS.6.W.1.6, SS.8.A.1.5, SS.8.A.1.7	<b>Anchor Standards (SS):</b>  <b>SS.6.W.1.6:</b> Describe how history transmits culture and heritage and provides models of human character.  <b>SS.8.A.1.7:</b> View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.  <b>Anchor Standards (VA):</b>  <b>VA.5.S.1.3:</b> Create artworks to depict personal, cultural, and/or historical themes.  <b>VA.5.F.3.1:</b> Create artwork to promote public awareness of community and/or global concerns.
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (LAFS.K12.W.3.7) I conduct short research projects based on focused questions and demonstrate understanding of the subject under investigation</li> <li>- (LAFS.6.RI.3.7) I integrate information in varied media to demonstrate understanding of a topic</li> <li>- (SS.8.A.1.7) I am able to view historic events through the eyes of those who were there</li> <li>- (VA.5.S.1.3) I create artworks to depict personal, cultural, and/or historical themes.</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. What is personal testimony?</li> <li>2. What objects do religion/cultures utilize in memorials?</li> <li>3. What is permanence?</li> <li>4. What does 'selfless' mean?</li> </ol>

<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- For ESOL students, the higher-order thinking questions may be written on the board in both English and their native language(s).</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- Team/group directed discussion and analysis</li> <li>- Interpretation of information to memorial via art</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- One stone per student (provided), Sharpies, local Holocaust Survivor testimony fact sheets</li> <li>- Remember buttons</li> <li>- Two video clips</li> <li>- QR Code/YouTube videos accessed through Museum tablets</li> </ul>	<b>Vocabulary (with definitions):</b> Memorial ( <i>n, adj</i> ) serving to preserve, remembrance, an object that keeps memory alive such as a monument Remembrance ( <i>n</i> ) something done to honor the memory of a person or event Selfless ( <i>adj</i> ) having or showing great concern for other people, willingness to give unselfishly to others Star of David ( <i>n</i> ) a hexagram used as a symbol of Judaism Holocaust (defined at age-appropriate level) ( <i>n</i> ) systematic, state-sponsored persecution and annihilation of European Jews and other undesirables by Nazi Germany and its collaborators from 1933-1945
<b>Introduction to Lesson:</b> <ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>2. Ask students the higher-order thinking questions.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. What is personal testimony?</li> <li>2. What objects do religion/cultures utilize in memorials?</li> <li>3. What is permanence?</li> </ol>
	<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.</li> </ul>
	<b>Differentiation Strategies:</b> If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.
<b>Closure/Review:</b> <ol style="list-style-type: none"> <li>3. Students are shown age appropriate clip from Schindler's List memorial scene and participate in a procession in class. They leave stone and take a REMEMBER button. Discussion.</li> </ol>	<b>Higher-Order Thinking Question:</b>
	<b>Differentiation Strategies:</b> If necessary for ESOL students, they can write the particulars on paper instead of expressing verbally.

# School for Barbarians: How to raise a Nazi

<b>Topic:</b> School for Barbarians: How to raise a Nazi	<b>Grade Level:</b> 9 <sup>th</sup> -college
<b>Lesson Length:</b> Adjustable for 55-120 minutes	<b>Subject Area:</b> Social Studies
<b>Florida Standards (SS):</b>  SS.912.A.6.1, SS.912.A.6.3, SS.912.A.6.4, SS.912.W.7.8, SS.912.S.2.7	<b>Anchor Standards (SS):</b> <b>SS.912.A.6:</b> Understand causes and course of WWII, the character of the war at home and abroad, and its reshaping of the United States in the post-war world  <b>SS.912.W.7:</b> Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power  <b>SS.912.S.2:</b> Culture/Examine the influence on the individual and the way cultural transmission is accomplished
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (SS.912.A.6.3) I can analyze the impact of the Holocaust during WWII on Jews and other groups</li> <li>- (SS.912.A.6.4) I understand efforts were made to contract and grant rights for various populations during WWII</li> <li>- (SS.912.S.2.7) I am able to explain how various practices of a culture create differences within group behavior</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. How did the National Socialists plan to have their 3<sup>rd</sup> Reich last 1,000 years?</li> <li>2. Which are more effective for enculturation; propaganda, peer pressure, and reward, or family, school, and religion?</li> </ol>
<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- For ESOL students, the higher-order thinking questions may be written on the board in both English and their native language(s).</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction</li> <li>- Guided exhibit gallery walk</li> <li>- Q&amp;A</li> </ul>
<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- PowerPoint lecture</li> <li>- Museum panel exhibit and optional easels</li> </ul>	<b>Vocabulary (with definitions):</b> Weltanschauung ( <i>n</i> ) National Socialist philosophy of life whereby all facets served the National Socialist ideal Volksgemeinschaft ( <i>n</i> ) National Socialist philosophy, especially of Joseph Goebbels, of breaking down elitism and promoting unity

<b>Introduction to Lesson:</b> <ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>2. Ask students the higher-order thinking questions.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. How did the National Socialists plan to have their 3<sup>rd</sup> Reich last 1,000 years?</li> <li>2. Which are more effective for enculturation; propaganda, peer pressure, and reward, or family, school, and religion?</li> </ol>
<b>Instruction:</b> <ol style="list-style-type: none"> <li>3. (Optional) Gallery walk of 8 panel exhibit with discussion and Q&amp;A</li> <li>4. Lecture</li> </ol>	<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.</li> </ul>
<b>Closure/Review:</b> <ol style="list-style-type: none"> <li>5. Q&amp;A</li> </ol>	

# The Swastika in America

<b>Topic:</b> The Swastika in America	<b>Grade Level:</b> 8 <sup>th</sup> -college
<b>Lesson Length:</b> Adjustable for 45-60 minutes	<b>Subject Area:</b> Visual Art/Social Studies
<b>Florida Standards (VA)</b>  VA.68.H.1.1	<b>Anchor Standards (VA):</b>  <b>VA.68.H.1</b> Through study in the arts, we learn about and honor others and the world in which they live
<b>Florida Standards (SS):</b>  SS.912.A.5.9, SS.912.A.6.1, SS.912.S.4.1	<b>Anchor Standards (SS):</b>  <b>SS.912.A.5</b> Analyze effects of changing social, political, and economic conditions of the Roaring Twenties and the Great Depression  <b>SS.912.A.6:</b> Understand causes and course of WWII, the character of the war at home and abroad, and its reshaping of the United States in the post-war world  <b>SS.912.S.4</b> Explore the impacts of social groups on individual and group behavior
<b>Learning Objectives (address anchor standards):</b> <ul style="list-style-type: none"> <li>- (VA.68.H.1.1) I can describe how religious symbols can be described in/as art</li> <li>- (SS.912.A.5.9) I can explain support for 1920s sentiments regarding 'anti' movements</li> <li>- (SS.912.S.4.1) I can describe how individuals are affected by the different social groups to which they belong</li> </ul>	<b>Higher-Order Thinking Questions:</b> <ol style="list-style-type: none"> <li>1. What does the Swastika represent?</li> <li>2. How can a symbol that once represented peace and prosperity come to mean death and hatred?</li> <li>3. Was the Swastika ever used in America?</li> </ol>
<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.</li> </ul>	<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>- Whole group instruction with Q&amp;A</li> <li>- (Optional) Visual arts activity</li> </ul>

<b>Materials/Equipment:</b> <ul style="list-style-type: none"> <li>- PowerPoint lecture</li> <li>- (Optional) Paper, markers/colored pencils and internet access</li> </ul>	<b>Vocabulary (with definitions):</b> <p>Talisman (<i>n</i>) an object believed to bring good luck</p> <p>Plat (<i>n</i>) variant of plot; a map drawn to scale showing divisions of land</p>
<b>Introduction to Lesson:</b> <ol style="list-style-type: none"> <li>1. Teacher will introduce him/herself and give a brief introduction to the Museum.</li> <li>2. Ask students the higher-order thinking questions.</li> </ol>	<b>Higher-Order Thinking Question:</b> <ol style="list-style-type: none"> <li>1. What does the Swastika represent?</li> <li>2. How can a symbol that once represented peace and prosperity come to mean death and hatred?</li> <li>3. Was the Swastika ever used in America?</li> </ol>
<b>Instruction:</b> <ol style="list-style-type: none"> <li>3. Teacher will show PowerPoint with discussion and Q&amp;A</li> <li>4. (Optional) Class will be instructed on how to create a poster that 'reclaims' the Swastika by using it in the correct direction and adding a positive message</li> </ol>	<b>Differentiation Strategies:</b> <ul style="list-style-type: none"> <li>- If necessary for ESOL students, higher-order thinking questions can be written on the board in English and the native language.</li> <li>- Examples of positive Swastika art can be shown via computer.</li> </ul>
<b>Closure/Review:</b> <ol style="list-style-type: none"> <li>5. Discussion of art posters and/or topic</li> <li>6. Question; can the Swastika be reclaimed?</li> </ol>	

Please contact us for any questions regarding educational programs or to schedule an event. We look forward to working with you.

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