



# South Carolina

## Full STEAM Ahead:

### Connecting Library of Congress Primary Sources and Graphic Novels

#### Lesson Plan Template

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**Grade Level(s):** 7th Grade

**Subject:** English Language Arts

**Length of Class:** 90 minutes

#### Image



[Austria, May 1945 - Hungarian Jews after removal from Nazi concentration camps to facilities provided by US Army 121st Evacuation Hosp.: men lying on straw inside building (#206817)]

<b>Image Citation:</b>	
Austria, May- Hungarian Jews after removal from Nazi concentration camps to facilities provided by US Army 121st Evacuation Hosp.: men lying on cots inside building #206820. Photograph. Retrieved from the Library of Congress, < <a href="http://www.loc.gov/item/2006685875/">www.loc.gov/item/2006685875/</a> >.	
<b>Lesson Title:</b>	Going Beyond “I Survived” : Analyzing the Lives of Holocaust Survivors Following Liberation
<b>Overview:</b>	Students will analyze and explore primary sources to build a deeper understanding of the ongoing human struggle following liberation from Nazi concentration camps during WWII.
<b>Learning Objective:</b>	I can connect and evaluate information found in primary and secondary sources to produce a presentation for my peers.
<b>Standards:</b>	<p><b>RIStandard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p><b>RIStandard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p><b>RIStandard 8:</b> Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p><b>RIStandard 10:</b> Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.</p> <p><b>Inquiry Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p><b>Inquiry Standard 4:</b> Synthesize integrated information to share learning and/or take action</p>
<b>Essential Question:</b>	What is next for the survivors of Holocaust after liberation?
<b>Supporting Question(s):</b>	<p>What does liberation mean?</p> <p>What comes after liberation for survivors?</p> <p>What is a displaced persons (DP) camp?</p>

	<p>What might a survivor need to rebuild their life?</p> <p>In what ways did Bluma and Felix have to rebuild following liberation in <u>We Survived the Holocaust: The Bluma and Felix Goldberg Story</u>?</p>
<b>Digital Primary and Secondary Sources:</b>	<p>Austria, May- Hungarian Jews after removal from Nazi concentration camps to facilities provided by US Army 121st Evacuation Hosp.: men lying on cots inside building #206820. Photograph. Retrieved from the Library of Congress, &lt;<a href="http://www.loc.gov/item/2006685875/">www.loc.gov/item/2006685875/</a>&gt;.</p> <p>Baker, Frank W. <i>We Survived the Holocaust: The Bluma and Felix Goldberg Story</i>. Edited by John Shableski, Imagine &amp; Wonder, 2022.</p> <p>“Collections   USC Shoah Foundation.” USC Shoah Foundation  , <a href="https://sfi.usc.edu/what-we-do/collections">https://sfi.usc.edu/what-we-do/collections</a>. Accessed 29 April 2023.</p> <p>“Daniel Geslewitz.” YouTube, USC Shoah Foundation, 2018, <a href="https://youtu.be/eMBYj9H4z0s">https://youtu.be/eMBYj9H4z0s</a>. Accessed 30 April 2023.</p> <p>“Malka Baran.” YouTube, USC Shoah Foundation, 2018, <a href="https://youtu.be/Z3XhWkhhOhE">https://youtu.be/Z3XhWkhhOhE</a>. Accessed 30 April 2023.</p> <p>“South Carolina Council on the Holocaust.” South Carolina Council on the Holocaust, <a href="https://scholocaustcouncil.org/survivor.php">https://scholocaustcouncil.org/survivor.php</a>. Accessed 29 April 2023.</p> <p>Stories Of Survival, <a href="http://storiesofsurvival.org">http://storiesofsurvival.org</a>. Accessed 29 April 2023.</p>
<b>Required Classroom Materials:</b>	<p>SmartBoard, Library of Congress Primary Source Analysis Tool <a href="#">Worksheet</a>, Student devices (chromebook, etc.), <u>We Survived the Holocaust: The Bluma and Felix Goldberg Story</u> by Frank W. Baker with Tim E. Oglie, Access to StoryBoardThat (subscription required) or Paper and Art Supplies (markers, colored pencils, etc.) for a hand drawn storyboard.</p>
<b>Classroom Environment:</b>	<p>Teacher will utilize an interactive white board for initial presentation, students are seated in small group desk arrangements allowing them to collaborate with classmates through the research and creation process</p>

<b>Differentiation and Adaptations:</b>	Students will have the option to research and create their final product with a partner if they choose. Students will also have the option to create their final product digitally or by hand using paper and art supplies.
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<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed</b> 90 mins	<b>Detailed Description of Teaching and Learning</b>
5 mins	<p><b>Warm up: Image Analysis</b> Show image from LoC on SmartBoard and facilitate discussion through:</p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Reflecting</li> <li>● Questioning</li> </ul> <p>Using the Library of Congress Primary Source Analysis Tool Worksheet as a guide. Ask students guiding questions such as: What do you think will happen to these people next? Where will they go? What do they have to deal with now that they are “free”?</p>
25 mins	<p>Re-read the chapter “Landsberg, Germany,” (pages 79 - 86) together and encourage students to take notes about the lives of the Goldbergs immediately following liberation.</p> <p>Have students engage in Think-Pair-Share and then facilitate whole class discussion using guiding questions such as: Why was liberation both an end and beginning for the survivors of the Holocaust? What steps did they have to take to begin rebuilding their lives? What hurdles did they have to overcome?</p> <p>Add reflections to a T-chart on the SmartBoard as groups share out.</p>
8 mins	<p>With a partner, view the videos of survivors Daniel Geslewitz (<a href="https://youtu.be/eMBYj9H4z0s">https://youtu.be/eMBYj9H4z0s</a>) and Malka Baran (<a href="https://youtu.be/Z3XhWkhhOhE">https://youtu.be/Z3XhWkhhOhE</a>) and consider what life looked like for them following liberation.</p> <p>In small group and whole class discussion, compare Malka’s and Daniel’s experiences with that of Bluma and Felix.</p>

52 mins	Using the <i>SC Holocaust Council</i> link as a starting point, choose another survivor to research. Create a StoryboardThat (storyboardthat.com) or draw a 6 panel storyboard summarizing their life after liberation. What obstacles did they face? How did they “heal”? How did they return to “normal” life?
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<b>Assessments:</b>	<p>What are the evaluation (informal and formal) tasks for this lesson? How do the evaluation tasks connect with the learning objectives? How do the evaluation tasks demonstrate student learning? How will students receive feedback?</p> <ul style="list-style-type: none"> <li>● Whole class and partner discussions</li> <li>● Jots and reflections from re-reading of <u>We Survived the Holocaust: The Bluma and Felix Goldberg Story</u> passage</li> <li>● Student created research storyboard (6 panels)</li> </ul>
<b>Learning Extensions:</b>	<p>Go to the USC Shoah Foundation Collections (<a href="https://sfi.usc.edu/what-we-do/collections">https://sfi.usc.edu/what-we-do/collections</a>) and research genocides that have occurred in other areas of the world. What is an overall theme or message you have learned in your research? What is the importance of documenting these events in history?</p>