

World War II

How Did World War II affect people around
the world?

A 5th Grade Unit by ValaRee Allen



(Jewish Refugees Leave Germany)

Table of Contents:

[Overview and Rationale](#)

[Teacher Background Information](#)

[Unit Planning Chart](#)

[Organization and Subject Matter Overview](#)

[Goals and Objectives](#)

[Lesson Plan #1](#)

[Lesson Plan #2](#)

[Lesson plan #3](#)

[Lesson Plan #4](#)

[Additional Learning Activities](#)

[Assessment
Appendices](#)

[Back to home page](#)

Overview and Rationale

The thematic unit that I have created on World War II is intended for 5th grade and up. World War II was a major turning point in world history. World War II is one of the many major events that should never be repeated. That is why future generations should be taught the significance of it and the many mistakes that were made. Eric digest states "Good history teaching emphasizes global turning points --- those events that have had the most far-reaching consequences, for the largest number of people, across the broadest areas of the Earth. Knowledge of World War II and other global turning points in history advances one's understanding of how our contemporary society developed. This knowledge, of course, is the necessary foundation for effective thought and action by our students about the important political events and public issues of their lives."

The NCSS stresses the importance of helping our students become good active citizens. To become good active citizens they must have knowledge of the events and issues of the past. As students learn about World War II they will gain an understanding of the effects and difficulties of being active in the wrong way. They will learn the importance of understanding and accepting others. The NCSS states "The United States and its democracy are constantly evolving and in continuous need of citizens who can adapt its enduring traditions and values to meet changing circumstances." It is essential for teachers to understand this as they teach history to students.

In the Utah State Core Curriculum one of the objectives is to learn the causes and effects of World War II. This unit entails lessons on how World War II affected different people around the world. It also goes into some things that caused World War II.

As this matter is taught to the students the teacher cannot help but have an overwhelming feeling. Some of the material is difficult to deal with as an adult. If it's hard for adults then to students it could be even more difficult. The events that occurred in World War II can be difficult to cope with and to understand. This is a topic that should not be glorified but should be treated sensitively. It can be an emotional experience for students studying the Holocaust and just studying about War in general. This should be taken into consideration as teachers prepare lessons and activities. Some lessons or activities may need to be modified according to different classes.

It is important that this unit is meaningful to students. I have kept this in mind as I put it together. There are lots of stories about real people. When students learn about real people it interests them more. It brings it down more to their level.

The purpose of this unit is to not only get students interested in World War II, but to also help them link the past to the present. It's supposed to help the students to see that people need to be tolerant and excepting of everyone. With what they learn from this unit they should have the ability to analyze and

form opinions of their own about issues and events that are occurring in the world today.

Students could also link the past to the present by pulling in some family ties. It could get them interested to know if their ancestors participated in WWII and where they were at the time. For example, my Grandma Allen lived in Holland at the time of the war. She was only 8 years old. Although she was not Jewish and she did not have to go to a concentration camp, she saw some horrible things that kids that age should never have to see. She has told us stories that will stick with me forever. Stories that help me understand who she is and where she came from and why she is the way she is. This is a big reason that I'm so interested in studying World War II. It really makes it meaningful to see what the people close to you and people related to you experienced during this time.

From this unit students will see that ordinary people can do extraordinary things as they read Number the Stars. This will help students want to become better citizens and do things for the common good. It will hopefully help students see that they can make a difference if they really want to. They may be ordinary, but they can do extraordinary things.

[Back to home page](#)

[Back to home page](#)

Teacher Background Information

World War II was a major turning point in world history. World War II involved the largest armed forces, the longest battle lines, and the most destructive weapons of any war. It is a very complicated issue when you get into all the technicalities and political stuff of the war. I'm just going to provide a brief overview from various resources.

Adolf Hitler was the leader of the Nazi Party in Germany. He believed that German people were superior to all others. Everybody that is except for Jews and Gypsies. Hitler wanted to be able to rule all of Europe. He also wanted to eliminate everyone he considered inferior. This included Jews, Gypsies, and handicapped. With Hitler as the leader, Germany began to take over countries and occupy them. Part of it also stemmed from World War I. Most Germans believed that the territory taken from them was taken unfairly.

In October of 1939 Hitler took over Poland. In 1940 German proceeded to take over Denmark, Norway, Holland, and Belgium. As you can see Hitler gained a lot of power.

Hitler was able to get a lot of people to conform, but not all people agreed with his Nazi plans. There were many acts of resistance and rescues. One of the biggest acts of resistance was in Denmark, which the students will read about in [Number the Stars](#).

The people of Denmark really respected King Christian X. He was a brave man who rode on his horse unguarded and alone every morning greeting his people. He like the rest of Denmark was not going to let the Germans completely take over. A rabbi was told by a German official named G.F. Duckwitz that the Germans were going to relocate the Jews. The rabbi told the Jewish leaders of the community so that the Jews could all flee. All of the Jews fled and the Danes took them in and hid them. Close to 7,000 Jews out of 8,000 were saved.

Concentration camps were formed where millions of Jews and others were sent to be exterminated (also known as the Holocaust). Some survived but the things they went through in the concentration camps were horrific. There were 5.6 to 5.9 million Jews killed.

The United States was reluctant to enter the war. They wanted to stay out of Europe's problems until the morning of December 7th, 1941. This was the day that Japan bombed Pearl Harbor at about 8:00 am. There had been no formal declaration of war so it was a surprise attack. It caught the whole island off guard. Somewhere around 220 people died. (To gain a better understanding of the Pearl Harbor bombing the movie "Pearl Harbor" is really good.)

The bombing of Pearl Harbor was of course reason enough to get the United States involved in the war. The United States retaliated by dropping the Atomic bomb on Hiroshima and Nagasaki Japan. According to Toshi Maruki, in [Hiroshima No Pika](#), "The atomic bomb was unlike any explosive ever used before. The destruction on impact was greater than thousands of conventional bombs exploding all at once, and it also contaminated the area with radiation that caused deaths and illnesses for many years following the explosion." From this we can see that thousands died. Those who didn't die were left homeless, and many ended up with radiation sickness.

The human cost of the war was tremendous, but casualty figures cannot always be obtained and often vary widely. Most experts estimate the military and civilian losses of Allied forces at 44 million and those of the Axis at 11 million. The total number of civilian losses includes the 5.6 million to 5.9 million Jews who were killed in the Holocaust. The USSR official total, military and civilian, is given as more than 20 million killed. The United States, which had no significant civilian losses, sustained more than 400,000 deaths.

Allies: Britain, France, United States, and Soviet Union

Axis: Italy, Germany and Japan, Austria

Neutral Countries: Portugal, Spain, Ireland, Sweden, Switzerland

[Back to home page](#)

Unit Planning Chart

Teacher Resources	Social Studies	Math	Science
<p><u>A People's History of the United States</u> by Howard Zinn</p> <p><u>Hiroshima No Pika</u> by Toshi Maruki</p>	-Study how WWII affected people around the world	Have students look at charts and graphs of casualties and those who survived. Do adding and subtracting.	Have students study the science of the atomic bomb.
<p>www.holocaust-trc.org/lesson.htm</p> <p>remember.org/educate/moretta.html</p> <p>www.education-world.com/a_lesson/lesson187.shtm</p>	-Identify prejudices then and now	Have students look at maps of Denmark and Sweden. Teach them how to use a map scale and figure out how far some Jews had to go to escape to safety.	Have students create a U-boat similar to those used in WWII
Language Arts/Reading	Art	PE	Technology
Reading <u>Number the Stars</u> and article on the Holocaust	Have students make poster boards that illustrate a theme of <u>Number the Stars</u> .	Have students come up with their own escape route out of a country.	Use internet to research atomic bomb.
Write journal responses			
Write books about what they learned			
Music	Oral Language	Guest Speakers/Field Trips	
Listen to religious music that Jews might have listened to during WWII to help give themselves comfort.	Debate	Have someone come and talk about their experience in WWII.	
Listen to some music that might have been part of the Danish culture while reading <u>Number the Stars</u> .		Have someone come and talk about the Jewish culture.	

Organization and Subject Matter Overview

	Day 1	Day 2	Day 3	Day 4	Day 5	NCSS and state standards
Week 1 Introduction and excerpts from Diary of Anne Frank	<u>Introduce WW II</u> The cause of World War II. Ask students to go home and find out if their grandparents or great Aunts or Uncles lived through WWII. Have students set up a time to interview them. Bring any artifacts back to school from WWII that you could put in your classroom.	Talk about countries involved using maps (Axis and Allies). Talk about the countries occupied by Germany. Follow up on any family members of students who remember the War.	Prejudice. Talk about the Jews being discriminated against captured and taken to concentration camps. Why people are discriminated against. If that still happens today. Follow up on any family members of students who remember the War.	Lesson #1	Talk about personal experiences of children and others in concentration camps. Follow up on any family members of students who remember the War.	Time Continuity, & Change (II letter e) under IV Individual Development & Identity (letter b). standard 3 Objective 2 in Utah core curriculum
Week 2 Denmark Number the Stars	Intro. to Number the Stars. Show where Denmark and Copenhagen is on a map. Tell that Denmark was occupied by Germans. Germans had control of Denmark people.	Read Number the Stars and discuss	Read Number the Stars and discuss	Read Number the Stars and Discuss	Read Number the stars and Discuss.	under IV Individual Development & Identity (letter b)
Week 3 Number the Stars continued	Read Number the Stars and discuss.	Read Number the Stars and discuss	Lesson #2	Lesson #3	Talk about the bombing of Pearl Harbor. Show a map of Pearl Harbor. Talk about the deaths, and the surprise.	
Week 4 Hiroshima Bombing in Japan	Introduce the retaliation of the Atomic Bomb. The damage done by it	Lesson #4	Have students research atomic bomb and both views	Have students research atomic bomb and both views	Have a debate Show map of Japan and point out Hiroshima. Read, <u>Hiroshima</u> No Pika	Time Continuity, & Change (II letter e) Culture (I letter b)

This unit is organized in way of chronological order and also by themes. The classroom needs to be set up so that students are able to work effectively in groups.

Goals and Objectives

One of the main questions that will be addressed in this unit is how World War II affected people around the world. As the National Council for the Social Studies states under Time Continuity, & Change (II letter e), students should be able to “develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.” From this unit students should be able to show empathy towards those discriminated against by learning about the events that happened in World War II. One of the activities that will help them to accomplish this is when they read the story about a girl and her family that were in concentration camps and went through a lot of turmoil. As students hear the book Hiroshima, No Pika and research the atomic bomb they will also gain empathy for the people of Japan after experiencing the atomic bomb. After gaining this empathy for the people who suffered in World War II they will understand the importance of developing a toleration and sensitivity towards others beliefs.

Also in the NCSS under Culture (I letter b) it states “explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference”. The activity that will help the students with this is when they have their debate about the atomic bomb. They will see the different views from the two different cultures.

Another thing that will be covered in the NCSS is under IV Individual Development & Identity (letter b) which states, “describe personal connection to place-as associated with community, nation, and world.” Students will do this as they research their grandparents and great grandparents and ask them what kinds of effects World War II had on them.

As students study about Hitler and his followers they will gain an understanding for the NCSS under Individuals, Groups & Institutions (V letter b). This standard states, “Analyze group and institutional influences on people, events, and elements of culture.

Under Global Connections (IX) letter (b) states “analyze examples of conflict, cooperation and interdependence among groups, societies, and nations.” War is all about conflict between nations and conflict among groups. World War II is a big example of a conflict between Hitler and his followers and the rest of the world.

In the Utah State core curriculum under Standard 3 objective 2 it says to analyze the major effects and causes of World War II. The causes and the effects of the war will be studied in this unit. The first lesson plan addresses some of the causes of World War II. It also addresses the affects that it had on the Jews. The story they have to read does a really good job of showing this.

Lesson Plan #1

Title of Lesson: Prejudice

Teacher: ValaRee Allen

Date: 10/16/03

Time Allotted: Approx. 2 hrs or more

Grade Level: 5th grade

Number of Learners: 28

Unit Theme: World War II

Standard Met: See below

Goal: The learners will be able to identify how people around the world were affected by World War II.

Objectives:

1. Students will be able to identify how Jews were discriminated against.
2. Students will be able to identify some of the tragedies that happened in concentration camps.
3. Students will be able to identify what kind of prejudices we see today in everyday life.
4. Students will be able to identify some of the rights and freedoms we enjoy today.

Materials Needed:

1. Timeline provided below. Make a transparence out of it, or enlarge enough for each student to see, or provide a copy for each student.
2. Worksheet provided below for each student where they rank their most important freedoms.
3. A copy of the story provided below for each group of students.

Motivation: Ask students to think about some of the rights and freedoms that they enjoy right now. Write on the board their responses. Some examples are freedom of religion (worshipping as they please), freedom of public speech, freedom to leave their house when they want, etc.

Procedures:

1. Put students in groups of 4 or 5.
2. Hand out these worksheets and have students complete them individually.

Name _____

Rights & Freedom

1. Looking at the rights and freedoms below think of the ways you and your family would be affected if the rights below were revoked.

Remember that if they were revoked, this would mean giving up things you already have. Rank these according to what is most important to you.

Rank these rights from 1 to 8 --- 1 being MOST important to you.

The right to...

_____ own or use a public telephone

_____ date/marry whomever you choose

_____ vote

_____ own bikes

_____ use public transportation

_____ own a radio, CD player, Nintendo...

_____ own a pet

_____ leave your house whenever you choose (You would still be able to leave the house, but there would be strict limitation on when you could go out.)

3. Within their groups have the students discuss the decisions they've made and why they made those decisions. Why are those things most important to them?
4. Explain to students that the Jewish people had their rights taken away before and during WWII (during Hitler's reign). It started off with just little things that were not necessary, but eventually many people had all of their freedom taken away and many necessities taken away. When Jews were taken to Concentration Camps soldiers told them exactly what to do or they would beat or kill them. The Jewish people had to do useless and very difficult work. They often times had very little food for nourishment, and lived in very unclean places with no source of heat in the winter or air conditioning in the winter.
5. Use the time line below to show students what happened to the Jewish people's rights during Hitler's reign.
6. In their groups have the students read through the article below.
7. After finishing the article have students discuss with their groups their feelings on it.
8. Have students now write a letter to Hitler (Make sure they realize he's not still alive.). Tell Hitler their feelings after learning the things they did today.
9. Next have the students list down on a piece of paper some prejudices that occurred among the Jewish people, and prejudices that occur today in daily life.

Accommodations: If you have any foreign language speakers in your class make sure the article on the holocaust is provided in their language.

Closure: Ask if any students would like to share with the class the letters they wrote to Hitler.

Assessment/Evaluation:

1. Collect student's lists of prejudices of Jews and of everyday life today.
2. Informally assess if students understand rights and privileges today as you write on the board what they tell you.
3. Collect letters to Hitler to gain an understanding of their thoughts on the Holocaust.

HISTORY OF THE HOLOCAUST - TIME LINE

1933

The Nazi party takes power in Germany. Adolf Hitler becomes chancellor, or prime minister of Germany.- Nazis 'temporarily' suspend civil liberties

- The Nazis set up the first concentration camp at Dachau. The first inmates are 200 Communists.

- Books with ideas considered dangerous to Nazi beliefs are burned.

1934

Hitler combines the positions of chancellor and president to become 'Führer' or leader of Germany.'

- Jewish newspapers can no longer be sold in the streets.

1935

Jews are deprived of their citizenship and other basic rights.

- The Nazis intensify the persecution of political people that don't agree with his philosophy.

1936

Nazis boycott Jewish-owned business.

- The Olympic Games are held in Germany; signs barring Jews are removed until the event is over.

- Jews no longer have the right to vote.

1938

German troops annexed Austria.

- On Kristallnacht, the 'Night of Broken Glass,' Nazis terrorized Jews throughout Germany and Austria - 30,000 Jews are arrested.

- Jews must carry ID cards and Jewish passports are marked with a "J."

- Jews no longer head businesses, attend plays, concerts, etc.;

- All Jewish children are moved to Jewish schools.

- Jewish businesses are shut down; they must sell businesses and hand over securities and jewels.

- Jews must hand over drivers' licenses and car registrations.

- Jews must be in certain places at certain times.

1939

Germany takes over Czechoslovakia and invades Poland.

- World War II begins as Britain and France declare war on Germany.

- Hitler orders that Jews must follow curfews; Jews must turn in radios to the police; Jews must wear yellow stars of David.

1940

Nazis begin deporting German Jews to Poland.

- Jews are forced into ghettos.

- Nazis begin the first mass murder of Jews in Poland.

- Jews are put into concentration camps.

1941

Germany attacks the Soviet Union.

- Jews throughout Western Europe are forced into ghettos.

-Jews may not leave their houses without permission from the police.

-Jews may no longer use public telephones.

1942

Nazi officials discuss the 'Final Solution' - their plan to kill all European Jews - to the government officials.

-Jews are forbidden to: subscribe to newspapers; keep dogs, cats, birds, etc; keep electrical equipment including typewriters; own bicycles; buy meat, eggs, or milk; use public transportation; attend school.

1943

February: About 80 to 85 percent of the Jews who would die in the Holocaust have already been murdered.

1944

Hitler takes over Hungary and begins deporting 12,000 Hungarian Jews each day to Auschwitz where they are murdered.

1945

Hitler is defeated and World War II ends in Europe.

- The Holocaust is over and the death camps are emptied.

- Many survivors are placed in displaced persons facilities.

1946

An International Military Tribunal (Judicial assembly) is created by Britain, France, the United States, and the Soviet Union.

- At Nuremberg, Nazi leaders are tried for war crimes by the above Judicial assembly.

1947

The United Nations establishes a Jewish homeland in British-controlled Palestine, which becomes the State of Israel in 1948.

MEMORIES OF MY CHILDHOOD IN THE HOLOCAUST

by [JUDITH JAEGERMANN](#), nee Pinczovsky

“One day, when I was eleven and a half years old, Mama received a printed summon, instructing us to appear at Prague's Exhibition Halls, in order to join a "transport" (i.e. the actual deportation convoy of human beings to the concentration camps) which would drag us into the unknown.

Papa was at that time in the Karlien prison and I can well remember that dear Mama had done everything possible to have Papa join us at the "transport". As a matter of fact he had been released and had been delivered to the Exhibition Halls, where everyone was waiting to be shipped on. Everything went so fast. It had been very hard for me to cope with this sudden change in our lives and for me the only little light in this situation, had been the fact, that after his long detention, I could finally hug and kiss my dear Papa again, having missed him so much during his absence from home. I had been allowed to visit him sometimes and he could only stick a finger through the very dense fence and was then overjoyed that I could kiss his finger. Since I was the youngest of 3 girls, I was also the most spoilt one by Papa. At the Exhibition Halls we had the first roll-calls, during which we were to stand very rigid at attention.

One day we were very suddenly called for a roll-call. The shouting and the inhuman behavior of the Germans frightened me so much, that, while standing there, I simply fainted. Since then I was very sad during all those years of our detention, during which I spoke very little. I always accepted everything quietly, without budging. This was due to a very strong internal feeling, which told me in my deep sadness and despair, that there is just nobody to turn to.

After a couple of days we were sent from Prague to Theresienstadt. It was an enormous confusion. Men, women and children, all were separated; my sister Ruth and I were transferred to a children's home. From the very first day I reached Theresienstadt, I was crying there all the time. I simply couldn't get used to this situation of being without my parents and I even isolated myself from the other children. This continued for a couple of weeks, until one day I simply escaped from the children's home and ran straight to Mama.”

After being transferred to another concentration camp, Judith recalls more...

"I was only thinking: "Where did they take Papa? Will we ever see him again? What will happen to all of us now?" After we were given the clothes to wear, we had to stand in line again to be tattooed.

To stand around for hours was not unusual in Auschwitz. Mama was standing in front of me, then I and behind me my sister Ruth. Mama was given number 71501, I was 71502 and Ruth got 71503. It was very painful and when I wanted to take my hand away because it hurt, I was given a slap in the face. It was a big, ugly Polish woman who did the tattooing.

In short - it took only a couple of hours after our arrival to Auschwitz and we were no human beings any more, but only numbers and none of us could do or say anything about it.

After the tattooing, we were driven into barracks without mattresses. From now on the women had to live squeezed together, on three levels of bunk beds. It was terrible and cold, and we didn't know what the next minute would have in store for us. The only thing one could do, was to swallow hard and to suffer in silence.

The food was some kind of feed, called soup, a dark, watery liquid, for which one had again to stand in line in order to get some of it into a small tin bowl - not even full. Within a couple of weeks we all became thin, numb and listless, just as those who had been before us in Auschwitz. Our camp was called Birkenau. B 2 B. Block 12.

The roll-calls in Birkenau were horrible. They drove us already at half past four in the morning from the barracks and would let us stand for hours at a time at attention, either in the freezing cold or during a heat-wave... My feet were totally frost-bitten. I had only wooden house-shoes which were constantly falling off my feet, because Birkenau had during winter heavy mud in which my house-shoes got stuck...

On July 5th, on Mama's birthday again we were standing in line, four rows deep and had of course not the faintest idea what was going to happen to us next. Anyhow, we always stayed together and rubbed each others cheeks, so that we would look healthier and more capable to work. While we were standing there to wait for our destiny, I saw Papa standing at a distance watching the selection process. At that very moment I knew that I would never see my dear Papa again, no matter where we would be going now.

I tore myself away from my row and ran to him, not listening to the shouts of the women, that all would be punished or killed because of my leaving the row. I hugged Papa with all my strength and knew instinctively that this was our farewell forever. Then I walked calmly back to my row, feeling that I had said

goodbye to Papa, who was standing there crying. I was lucky that none of the SS people had watched me. And that's how we continued to stand and wait what Mengele had decided for us. Nobody ever knew at this point, which side meant life and which side meant death. As if by miracle all three of us were pushed to the same side and that's how we stayed together again.

As said before, we only didn't know whether this meant life or death. We saw how children were torn away from their mothers and I can still vividly recall today the cries of those mothers.

We arrived in Hamburg. Hamburg had more water and all of us were quite happy that after a long time we finally could somehow wash and drink. In the beginning we even got a little more food, but then winter came. Again it was snowing heavily and we had to shovel the snow from under a bridge in the icy cold. I can remember that one day during work, I blacked out and kind of started to sleep. Suddenly I felt as if someone wakes me and I saw the faces of many women over me. I overheard them saying: "The little one almost froze to death". They let me lie down for a little while longer and then many girls started massaging me and rubbing me, so that I started to feel my body, hands and feet again.

We had many rats in our barrack, which at night would crawl over us. We had to get used to that too and learned to live with it.

One night, when we returned dead-tired from work, the camp had disappeared. It had been bombed by the British and totally wiped out; we had nowhere to put our head.

Some girls, who for some reason had stayed in the camp that day, had been killed or injured. Our doctor had also been hit and injured. And one of our guards was lying there stretched out and dead. I still can see the picture before my eyes. And that's how we have been once more sent on; again into uncertainty, without anything tangible, only fear in our souls, hungry and uprooted, not knowing what else is in store for us. And always in a herd. The only thing I kept thinking about, the only important thing, was to stay together, because that was the one thing that kept us alive. Many women, who had been alone, just didn't care any more, they didn't want to live any more and finally died due to emotional exhaustion.

It was an icy cold day and even the SS woman had permitted to improvise a small fire, so that we could warm our hands, which were stiff from the cold. Therefore each of us had looked for a small piece of wood or paper, in order to put it into a pail, which was lying there in the ruins of one of the houses, in order to light a fire.

The SS woman had the matches and after long efforts we succeeded to get these wet pieces of paper and the few pieces of wood to burn.

Naturally, it smoked quite a lot and it also smelled bad, but we were happy and proud to have succeeded and the entire group was standing around the pail, their hands stretched out. We also moved our feet in order not to freeze.

All of a sudden, we heard - coming from the ruins - a man shouting: "What are you doing here, you dirty Jews? Get away from there, at once, you scoundrels!". Of course, everybody was frightened, even our SS woman didn't know who could be behind those stones. Everyone ran away as fast as they could and we could hear that the man came closer. Since I was the last one, because I couldn't walk that fast, this man got hold of me and poured the entire contents of the burning pail over my head and neck. I fell, due to pain and fear, while all the girls were ahead. Only Mama turned around for me and when she saw me on fire, she pulled me with all her strength and cried out for help.

That's why some of the girls came back and their hands patted my rags in order to extinguish the fire. It burned terribly and I was lucky that I had been wearing a rag around my head, which prevented me from getting deep burn wounds.

That same evening, when we came back from work, even camp commander Spiess ordered that I be given a second helping of soup. However I was so terrified and unhappy after the day's events, that I couldn't eat it.

This same Spiess had almost once beaten Mama to death with a revolver, because Mama had found a potato peel. She said that he wanted to shoot her, but possibly the revolver hadn't been loaded and therefore he had beaten her with it on her head like a madman, until foam appeared at his mouth. For many weeks Mama couldn't go to work and her head was terribly swollen.

My grief, not to have Mama with me at work, was considerable and I had the most terrible and fearful mental images, fearing that I wouldn't find her again. But the camp responsible had kept her busy in the camp during her illness.

After many days of walking and after the house-shoes fell off from some swollen feet, we arrived in Bergen-Belsen. Though we had absolutely no notion where we were, we learned it afterwards.

The very first sight of this ghastly camp, was a huge hill of naked, dead people, who were practically only skeletons.

Such a terrible and frightening sight I even hadn't seen in Auschwitz and right away I was thinking that within a few short days we would be looking the same, stacked like these ones. Because we wouldn't be able to take it much longer. Since we had lost a number of women from exhaustion on our way, I felt that we too were nearing the end.

The ones who were still alive, could move only very slowly; it looked like a "slow motion picture".

We had been for approximately two weeks in this snakepit, without eating or drinking. People died like flies; they simply collapsed. Death was everywhere and everywhere death was anticipated.

One morning we heard tanks and someone came into our barrack and said: " Kids, we are free!!!" But nobody moved, because nobody had any strength left over to be happy. All of us were already so apathetic, that even with the best of intentions, this is almost indescribable."

After the British rescued them...

"The British soldiers taught us to walk again, just as one would teach a small child. So we stayed on for some more time, until they organized the repatriation, for each one to go back to his homeland.

We got a little more strength, thanks to the many vitamin pills we were taking and also some bread and milk. I was thinking again of my dear Papa, who most certainly would not be alive any more. He had been all the time alone and had had no news from us. It was indeed very sad when we reached Prague and of course didn't find him there any more. And thus we received from the Joint fitting clothes and food supplies. More or less we started to look like human beings.

The memory of the heaps of the degraded naked corpses, before they had been thrown into mass graves will always stay vivid in my memory. Bergen-Belsen was a ghastly camp, without hope or life.

On our way from Bergen-Belsen to Prague, after the liberation, we made several stops. When the train would stop, we could even leave the train for a few minutes.

One of these stops was Pilsen in Czechoslovakia. When the people saw us, they asked us from where we were coming and about the meaning of the tattooed numbers on our arms. We told them that we had spent 3 1/2 years in concentration camps and that we had gone through hell. Upon which these people asked us: "And why didn't you stay where you were? Who needs you here?"

My terrible traumatic memories will never leave me. Everything is still very much alive in me.

My dearest Mama will always stay sacred to me. G. bless her memory. She was my guardian angel during the most horrible times."

Lesson Plan # 2

Title of Lesson: 7,000 Jews saved

Teacher: ValaRee Allen

Date: 10/15/03

Time Allotted: 45 min - 1 hr

Grade Level: 5th grade

Number of Learners: 28

Unit Theme: World War II

Standard Met:

Goal: The learners will be able to see how World War II affected people around the world.

Objectives:

1. Students will be able to demonstrate an understanding of the geographic location of Denmark, Copenhagen, and Sweden
2. Students will be able to demonstrate an understanding of one character in Number the Stars.
3. Students will demonstrate an understanding of the unity of the Denmark people to help save 7000 Jewish people.

Materials Needed:

1. An enlarged copy of the map below or just a transparency to show on the overhead.
2. A copy of the map below with nothing labeled on it for each student in the class.

Motivation: Ask the students if they can even imagine being AnneMarie and always having to fear for your life. Ask students how it would be having to hide your identity, not letting anyone know who you really were.

Procedures:

1. Ask students if they have any idea how many Jewish people that lived in Denmark were saved by their friends.
2. Explain to students that the Danish Resistance managed to smuggle almost its entire Jewish population to safety, nearly 7000 Jewish people out of 8000 Jewish people in Denmark were able to escape being captured by the Germans.
3. Ask students why they think that so many Jewish people were saved.
4. Why was Denmark different than all the other countries that Germany occupied?
5. Ask the students to recall how the Jews escaped. (Going over to Sweden which was not a German occupied country.)
6. Ask students to think about how they would have responded in the same situation.
7. Help students make some comparisons about how helping their friends could be similar to friends of the Jews helping them.

8. Using the map below show students Denmark and Sweden. Show them the departure cities and the arrival cities.
9. Ask students to write a journal response in Annemarie's or Ellen's point of view.
10. Next pass out the blank maps of Denmark and Sweden and ask them to label where Denmark, Copenhagen, and Sweden is.

Accommodations: For those students who finish early ask them to take another characters point of view and write another journal entry.

Closure: After students have completed journal entries, allow them to share what they write if they would like to.

Assessment/Evaluation:

1. Look at students maps to make sure they labeled Denmark, Copenhagen, and Sweden correctly.
2. Read through journal entries to see if students have an understanding of the character in the book.
3. Throughout the discussion informally assess the students to see if they had an understanding that Jewish people in Denmark were saved by their friends and community members pulling together to help them.



Lesson Plan #3

Title of Lesson:

Teacher: ValaRee Allen

Date: 10/15/03

Time Allotted: 45 min - 1 hr

Grade Level: 5th grade

Number of Learners: 28

Unit Theme: World War II

Standard Met:

Goal: The learners will be able to see how World War II affected people around the world.

Objectives:

1. Students will identify one important theme out of Number the Stars
2. Students will identify how the theme affected characters in the story during the time of WWII.
3. Students will connect theme to their own lives

Materials:

1. Poster board for each group of 3 students
2. Markers, and crayons

Motivation: Ask students if they would like to do an art project today. Tell them that after reading Number the Stars they are going to do a little art project out of it. Ask students to recall some of the important events in Number the Stars.

Procedures:

1. After students have recalled a few of the main events ask them if they know what the theme of the book means.
2. Explain to them that some books have several themes. The theme is the meaning of the book. Sometimes the theme is hidden, and sometimes the theme is told.
3. Tell the students that Number the Stars has a few themes in it. Help them to identify one or two (bravery, friendship, etc.)
4. Tell the students that in groups of three they're going to find a theme in the book and do a poster collage on it.
5. After they have found a theme to use ask them how that affected the main characters in the book especially during the war. Such as how did someone using courage affect the main characters especially during the time of war. Tell them to include that in their poster.
6. Put students into groups of three.
7. Tell them to write the theme on the poster board that they have chose to use from the book. They then can draw pictures of examples throughout the book that lead to this theme. Tell them to write little captions under the pictures they draw telling what the picture is about.

8. After they have completed their poster ask students to write a story about when the theme they have used has happened in their lives.

Accommodations: For those students who finish early ask them to list in order important events that happened in the book.

Closure: Have students share and explain their posters with the class.

Assessment/Evaluation:

1. Look at student's posters to make sure they understood some of the main themes in the book.
2. Also look at the poster boards to see if the students were able to see how the theme affected the characters in the story during the time of war.
3. Look at student's papers to see if they were able to connect the theme to their own life.

Lesson Plan #4

Title of Lesson: Hiroshima

Teacher: ValaRee Allen

Date: 10-10-03

Time Allotted: 2-3 days

Grade Level: 5th grade

Number of Learners: 28

Unit Theme: World War II

Standard Met: See below

Goal: The students will be able to identify how people around the world were affected by World War II.

Objectives:

1. Students will be able to demonstrate an understanding of events of the bombing of Hiroshima.
2. Students will be able to demonstrate an understanding of the effects of the bomb on the people of Hiroshima.
3. Students will be able to demonstrate empathy towards the sensitive nature of this topic among the Japanese no matter what side they're arguing.
4. Students will be able to demonstrate an understanding of persuasion.

Materials Needed:

1. The book Hiroshima No Pika, by Toshi Maruki
2. Access to computers and library for children to research
3. Map provided below of Japan. (Can be blown up, or you could make a transparency of it, or make a copy of it for each student).
4. Picture provided below of the bombing.
5. Booklet with lines and places for pictures. One for every 2 students.
6. Crayons and markers

Motivation: Ask students to think about what happened in Pearl Harbor that we learned about yesterday. Ask them how learning about that event made them feel. Tell them that they're going to learn what the United States did in return.

Procedures:

1. Tell the students that after the Pearl Harbor bombing people were very angry with Japan.
2. After a long hard decision President Truman decided to drop the Atomic bomb on Japan believing it was in the best interest of ending the war. The atomic bomb had never been used before in a war. It was a very destructive weapon that caused a lot of damage and devastation to the Japanese people.
3. Show the map below of Japan and point out Hiroshima and Nagasaki.
4. Read Hiroshima No Pika by Toshi Maruki.

5. Ask students to write a reflection in their journal. How did the book make them feel.
6. Allow any students to share if they would like to.
7. Tell the students that the atomic bomb is still a controversial issue today. Tell them that we're going to research both sides of dropping the bomb. We'll research the people for it and the people against it.

Split students up into two different groups. For and against the dropping of the atomic bomb. Allow students sufficient time to research. (This may be a couple of days).

Allow them to use the Internet and the library. These are some helpful web sites.

www.ohiou.edu/perspectives/9701/bomb2.htm

<http://www.mtholyoke.edu/acad/intrel/hiroshim.htm>

http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/ferrell_book.htm

www.nuclearfiles.org/hiatomicbomb/hirohimadecision.htm

www.atomicmuseum.com/tour/decision.cfm

8. Have each student write down their strong points for their argument.
9. Have a class debate. Let the students know that their purpose is to convince the opposite party that they have the best argument. Following this lesson plan are some useful rules you can give students for the class debate.
10. Following the debate come together as a class and talk about why the US dropped the atomic bomb. Ask the students to think about some alternative ideas to dropping the atomic bomb. Could it have been handled better and how?

Accommodations: Be sensitive to what nationalities are in your class.

Closure: Pair students up into partners. Pair each student up with someone that took the opposing viewpoint from him or her. Ask them to write a book with pictures on what they've learned. Allow them to share if desired.

Assessment/Evaluation:

1. Assess the students through listening to their debate
2. Look through the books they composed.

Extension: Ask students to consider what the effects would be if an atomic bomb was being dropped now. What is going on in the world today that has to do with Nuclear Weapons?

DEBATE RULES

No put downs.

You must raise your hand if it's not your time to speak.

Teams lose 1 point for each interruption.

Teams lose 1 point for whispering while another speaker is talking.

(Adapted from: Sylvia Reed)

Map of Japan



Additional Learning Activities

1. Divide the class into small groups. Select a situation where a character in Number the Stars faces a major decision. Brainstorm and list the impact the decision had on the outcome of the book and the effect it had on the other characters. List other decisions the character could have made in this situation and those results. The entire class should discuss each group's findings.
2. Have students write a newspaper article that talks about the Jews being freed.
3. Have the class choose a part of the book that they liked the most (emotional content, mystery, adventure story, heroism, love story) and write several paragraphs to justify their point of view.
4. Have students get into small groups of 4-5. Agree upon a character in the story that seemed like an ordinary person but did heroic things. What made their actions heroic? Brainstorm some things that we as citizens can do today to help make a difference. Create a presentation to give in front of the rest of the class
5. The Jews were not the only ones the Germans tried to extinguish. Find stories to see what happened to the gypsies, the Armenians and the Poles.
6. Find maps of prewar and postwar Europe. Map the routes escaping Jews took from each country.
7. The Star of David that plays such an important role in the story could be explained by someone who knows its significance.
8. Show students some different points of view that historians have on WWII.
9. Have students research and gather dates to make their own timeline of what they find important in WWII.
10. Have students do a pop up book on the atomic bomb being dropped on Hiroshima, and the effects of it.
11. Explore why the Jews were the ones chosen to be exterminated. How did they become the outsiders and what are some examples of outsiders in our society?
12. Have students' select one character from the Number the Stars and write a journal entry as that character. It could be Ellen, Annemarie, Uncle Henrik Kirsti, King Christian X, etc.

13. Ask students what some things are that we need to have peace. Have them brainstorm and make a poster listing the things we need for peace.
14. Identify examples of courage, and friendship in Number the Stars
15. Have students create a data retrieval chart.

DATA RETREIVAL CHART

WORLD WAR II EVENTS AND EPISODES	
YEAR:	
COUNTRY:	
LEADER:	
EVENT:	
YEAR:	
COUNTRY:	
LEADER:	
EVENT:	
YEAR:	
COUNTRY:	
LEADER:	
EVENT:	

Adapted from: Dr. Deborah A. Brynes

Assessment

Assessment should include a variety of different ways that students can show what they have learned. You will find that throughout this unit students are assessed in various ways. Assessment is one of the most important parts of instruction. Assessment shows if the students are learning what you are teaching them. It shows if your instruction methods are effective or if you need to modify them. Assessment shows where the students' developmental level is and what they are ready to learn next. Assessment should be constantly used and constantly changing helping, and forming the teachers instruction. Here are some of the forms of assessment used throughout this unit.

1. Collect student's lists of prejudices of Jews and of everyday life today.
2. Informally assess if students understand rights and privileges today as you write on the board what they tell you during lesson #1
3. Collect letters to Hitler to gain an understanding of their thoughts on the Holocaust.
4. Look at students maps to make sure they labeled Denmark, Copenhagen, and Sweden correctly
5. Read through journal entries to see if students have an understanding of the character in the book.
6. Throughout the discussion informally assess the students to see if they had an understanding that Jewish people in Denmark were saved by their friends and community members pulling together to help them
7. Look at student's posters to make sure they understood some of the main themes in the book.
8. Also look at the poster boards to see if the students were able to see how the theme affected the characters in the story during the time of war.
9. Look at student's papers to see if they were able to connect the theme to their own life.
10. Assess the students through listening to their debate. Did they have an understanding of the effects of the atomic bomb on the people in Japan? Did they have an understanding of why the United States dropped the bomb? Have they formed an opinion on if it was ethically right or not?
- 11.2. Look through the books they composed on what they learned in lesson #4.
12. Look at student's data retrieval charts to see if they understand the main events of WWII.

Appendices

Websites

www.carolhurst.com/titles/numberthestars.html

www.teacherlink.usu.edu/tlresources/units/byrnes-literature/simpson.html

fcit.coedu.usf.edu/holocaust/activity/Intermed.htm

www.remember.org/

www.education-world.com/a_lesson/lesson187.shtml

encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761563737&pn=1&s=1#s1

www.holocaust-trc.org/lesson.htm

Books

A People's History of the United States By: Howard Zinn

Hiroshima No Pika By: Toshi Maruki

Number the Stars by Lois Lowry

The Diary of Anne Frank Portrait of a Young Girl by Anne Frank