

## Lesson 10 THE CHILDREN

### Making Connections

The additional activities and projects listed below can be integrated directly into the lesson or can be used to extend the lesson once it has been completed. The topics lend themselves to students' continued study of the Holocaust as well as opportunities for students to make meaningful connections to other people and events, including relevant contemporary issues. These activities may include instructional strategies and techniques and/or address academic standards in addition to those that were identified for the lesson.

1. Visit IWitness ([iwitness.usc.edu](http://iwitness.usc.edu)) for activities specific to Lesson 10: The Children.
2. Child survivors are the last living witnesses to the Holocaust. Contact a local Holocaust museum or resource center to request a child survivor visit the classroom. As a class, generate a list of relevant questions to ask the survivor in advance of his or her visit.
3. Many communities have museums, centers, memorials, or survivors and refugees who can share their personal experiences with human rights violations and genocides in addition to the Holocaust, thereby promoting awareness on a range of topics and often encouraging civic action. Such resources are often representative of a particular community's history and/or immigration experience. For example, the Oregon Nikkei Legacy Center in Portland ([oregonnikkei.org](http://oregonnikkei.org)) reflects the large Japanese-American population in the Pacific Northwest and their experience with internment during World War II, and because states including Maine and Idaho are home to many refugees from war-torn Sudan, groups like the Holocaust and Human Rights Center of Maine ([hhrc.uma.edu](http://hhrc.uma.edu)) and the Idaho Human Rights Education Center ([idaho-humanrights.org](http://idaho-humanrights.org)) have made it part of their mission to educate the community on the genocide in Darfur by providing resources, exhibits, and speakers. Following a visit to a local museum or center or after meeting with a guest speaker, have students conduct a short research project to answer a self-generated question based on something they have seen or heard that they would like to explore further.
4. As a class, read and discuss current and past reports from *The State of the World's Children* on the UNICEF website [unicef.org/sowc](http://unicef.org/sowc).
5. Have students plan an event in their school or community commemorating Holocaust Remembrance Week (Yom Hashoah Week), which is usually observed in the United States in April, a week after the end of the Passover Holiday. Yom Hashoah marks the anniversary of the Warsaw Ghetto Uprising. Invite parents, family members, community members, and school staff and students to the event. As a class, decide what the day will include and what each student's role will be. Additional information about Yom Hashoah and guidelines for planning commemoration activities are available on the Echoes and Reflections website.
6. To provide an opportunity for students to learn more about individuals who survived genocide and human rights violations, help them create a book club to meet on a regular basis either in person or online. Share selected titles with book club members, but let the students come to consensus on which book to read. Students should also decide when they will meet, how much of the book they will have read prior to meeting, and the role they will play in the discussion (e.g., decide if there will be a "discussion leader" for each title). Teachers are encouraged to

help facilitate book club meetings, but resist turning the club into an extension of the academic day.

Below is a list of sample titles only; this list is not intended to be comprehensive. Teachers are encouraged to share titles that are age appropriate.

- *A Long Way Gone: Memoirs of a Boy Soldier* (Ishmael Beah)
- *Farewell to Manzanar* (Jeanne Wakatsuki Houston and James Houston)
- *First They Killed My Father: A Daughter of Cambodia Remembers* (Loung Ung)
- *Hidden Roots* (Joseph Bruchac)
- *Left to Tell: Discovering God amidst the Rwandan Holocaust* (Immaculee Ilibagiza)
- *Not My Turn to Die: Memoirs of a Broken Childhood in Bosnia* (Savo Heleta)
- *Rena's Promise: A Story of Sisters in Auschwitz* (Rena Kornreich Gelissen)
- *Tears of the Desert: A Memoir of Survival in Darfur* (Halima Bashir)
- *The Knock at the Door: A Mother's Survival of the Armenian Genocide* (Margaret Ahnert)
- *Ticket to Exile: A Memoir* (Adam David Miller)