

Integrating IWitness into Echoes and Reflections

Sample Suggestions by Lesson



Lesson 1: Studying the Holocaust

IWitness Integration: Assign Kurt Messerschmidt's Information Quest in the Activity section.

Lesson 2: Antisemitism

IWitness Integration: After watching Judith Becker's clip, search IWitness for another clip that demonstrates antisemitism in the schools. Use "school antisemitism," as the search term.

Lesson 3: Nazi Germany

IWitness Integration: Pair quotation from Reverend Martin Niemöller (p. 76) with testimony from Peter Feigl, Clip 30, as he invokes the use of the quotation to give his message to the future. For encyclopedia articles in IWitness on Martin Niemöller, use search term "Martin Niemöller" (USHMM) and "Niemöller, Martin" (Yad Vashem). A brief discussion might follow that illustrates the staying power and influence of the quotation—albeit with innumerable permutations—through the years.

IWitness Integration: Pair Student Handout 'What Rights Are Most Important to Me?' (p. 84) with testimony from Roman Kent, Clips 48-50, where he discussed his and his family's love of their family's dog, Lala. After students discuss their own rankings on the student handout, the Roman Kent clip is a powerful way to demonstrate one way the loss of rights affected a child.

IWitness Integration: Assign to small groups in a lab setting an interviewee from *Echoes and Reflections* who experienced the *Kristallnacht Pogrom*. Use the search term "Kristallnacht" or "November Pogrom" and then on the search results page. Examples are Esther Clifford, Herman Cohn, Alfred Gottschalk, John Graham, Henry Laurant, Liesl Loeb, Kurt Messerschmidt, Sol Messinger, Frank Shurman, H. Henry Sinason, and Dennis Urstein. Research the influences of the *pogrom* on their individual stories. Have students save a representative clip or clips (or construct a video project) to share with the class.

Lesson 4: The Ghettos

IWitness Integration: Pair #3 under Making Connections (p. 101) with Clip 104 in Kurt Messerschmidt's testimony in which he describes Theresienstadt. Also search the testimony of Kurt's brother, Henry Oertelt, who in Clip 89 describes the International Red Cross's visit to Theresienstadt.

IWitness Integration: Search testimonies of *Echoes and Reflections* interviewees for their recollections of experiences in other ghettos. Some examples are the Czestochowa ghetto – Malka Baran and Abraham Bomba; the Cracow ghetto – Leo Bach and Nathan Offen; the Kovno (Kaunas) ghetto – Brigitte Altman; and the Sighet ghetto – Anton Mason.

Lesson 5: The "Final Solution"

IWitness Integration: Assign Arrival at Auschwitz: Images and Individual Experiences Mini Quest

IWitness Integration: Pair the four photos from the Auschwitz Album located at the end of the lesson with testimony from Lili Meier, Clip 21, where she discusses the circumstances of acquiring the album.

IWitness Integration: In small groups, choose an interviewee from *Echoes and Reflections* and save a clip to share with the class that demonstrates the interviewee's 'road to Auschwitz,' to illustrate the range of divergent

experiences that led to convergence at Auschwitz. Use the search term “Auschwitz-Birkenau.” Interviewees to choose from include David Abrams, Leo Bach, Judith Becker, Milton Belfer, Leo Berkenwald, Ruth Brand, Daniel Geslewitz, Roman Kent, Julia Lentini, Ellis Lewin, Anton Mason, Joseph Morton, Kurt Messerschmidt, Eva Safferman, George Shainfarber, Dennis Urstein, and Itka Zygmuntowicz.

Lesson 6: Jewish Resistance

IWitness Integration: Assign Personal Strength to Survive Video Editing Activity

IWitness Integration: Assign Helen Fagin’s Information Quest Activity

IWitness Integration: Assign Ruth Brand’s Information Quest Activity

IWitness Integration: Pair Photo on Student Handout ‘Armed Resistance in the Ghettos and Camps,’ p. 172, with Testimony from Pèter Fischl, Clips 131-134, where he reads his original poem, “To the Little Boy with His Hands Up,” which was inspired by the iconic photo. A brief discussion could follow about ways students have seen or themselves used iconic photos or other famous works of art as inspiration for creative expression.

Lesson 7: Rescuers and Non-Jewish Resistance

IWitness Integration: Pair the topic Le Chambon-sur-Lignon from the Righteous among the Nations transparency master at the end of the lesson with Peter Feigl’s testimony, Clip 16, where he describes the people of Le Chambon, their motivation to help, and the risks they took.

IWitness Integration: Pair the topic Oskar Schindler from the Righteous Among the Nations (pg 187) with the testimonies from IWitness using the search term “Schindler Jews” or “Schindler’s list” to view a range of experiences of *Schindlerjuden*.

Lesson 8: Survivors and Liberators

IWitness Integration: Assign Howard Cwick’s Information Quest Activity

IWitness Integration: Assign New Beginnings-Journey to America Information Quest Activity

IWitness Integration: Search for and view examples of liberation experiences from *Echoes and Reflections* interviewees whose stories students were introduced to earlier in the curriculum. EX: Nathan Offen (Lesson 5: The Final Solution) and Kristine Keren (Lesson 7: Rescuers and Non-Jewish Resistance). Liberation clip for Nathan Offen is Clip 24, for Kristine Keren are Clips 22-23. In total, 40 of the 51 interviewees speak in some manner about liberation.

Lesson 9: Perpetrators, Collaborators, and Bystanders

IWitness Integration: Assign Voyage of the St. Louis: From Hope to Despair Video Editing Activity

IWitness Integration: In reference to Part 4: Holocaust Denial (p. 231-232), search IWitness with the suggested search term “Holocaust denial” to view the different ways survivors, liberators, and war crimes trials participants speak on the topic. Three interviewees talk on the subject in addition to Brigitte Altman: Herman Cohn, Paul Parks, and Dennis Urstein.

Lesson 10: The Children

IWitness Integration: Pair the Janusz Korczak handout (p. 272-273) with the search term “Korczak, Janusz” to view other interviewees in addition to Vladka Meed who speak about Janusz Korczak.