



LESSON PLAN: Living with the Memory of the Holocaust

INTRODUCTION

In this lesson, students grapple with the effects of trauma on Holocaust survivors and their courage, bravery, and willingness to share their stories, particularly after the arrest, trial, and execution of Adolf Eichmann in 1961. Students are confronted with various academic studies that were inspired by the Holocaust to seek to understand human behavior and the propensity for individuals to conform to the evil intentions of others.

- 1** Students learn about the growing documentation of the Holocaust through the testimonies of survivors. Students view the first two minutes of this short video of renowned scholar Deborah Lipstadt (https://www.youtube.com/watch?v=Wnpc8_hfxdQ) talking about how the Trial of Adolf Eichmann was based on the testimonies of survivors and became a catalyst for survivors to share their stories widely¹.
- 2** Students watch the testimony of **Fritzie Fritzshall (bio) (Clip #74 + #75)** and discuss the testimony of Holocaust survivors with the following questions:
 - Why would a survivor want to tell their story?
 - How might telling such a traumatic story impact a survivor and their families?
 - What are the challenges, benefits, and detriments to sharing their stories?
 - Consider: What does hearing survivors' testimony add to our knowledge of the Holocaust?
- 3** In small groups or in pairs, students read the ***Understanding Trauma*** handout. They highlight important phrases and annotate the handout with their thoughts and reactions. They discuss these with their partners or groups.
- 4** In small groups, students analyze the ***Artwork of Holocaust Survivors*** handout as a mode of expression to describe, cope, and survive through the trauma inflicted upon the victims and consider these questions to discuss each work of art:
 - Students participate in a See-Think-Wonder for each image².
 - What emotions are conveyed in the artwork?
 - What is missing from each work of art? How does this help convey its message?
 - How does each work of art demonstrate the persistent trauma with which survivors contend?
- 5** Students watch **Sam Gottesman (bio)** and discuss these questions:
 - How did the death of Sam's father affect him? How did it force Sam to confront the loss of his family from the Holocaust?
 - Describe some of Sam's medical ailments. What was causing them?
 - How is Sam's determination and resilience to work through his trauma demonstrated?
 - Emotion can be a powerful source of knowledge. What have you learned from Sam's emotions and your own while watching his testimony?

¹ The ***Eichmann handout*** will be on the right hand rail to provide context.

² ***See-Think-Wonder fillable PDF***.

- 6** Students consider the effect of the Holocaust and how its history affected and continues to affect our understanding of human behavior thorough the *Studies of Human Behavior Inspired by the Holocaust* handout. Utilizing the case studies and quotes within the handout, in pairs or in small groups, students create a diagram / graphic organizer / visual chart that seeks to understand the actions of individuals and groups and the responsibilities of said individuals / groups / governments.
- a) Students conduct a think-pair-share and discuss their response to the final reflection: How do we preserve hope in the midst of humanity's failure in a world where the Holocaust was perpetrated?

ESTIMATED COMPLETION TIME: 60 - 90 MINUTES