



Making Connections

The ideas below are offered as ways to extend the lessons in this unit and make connections to related historical events, current issues, and students' own experiences. These topics can be integrated directly into Echoes & Reflections lessons, used as stand-alone teaching ideas, or investigated by students engaged in project-based learning.

- 1** Newspapers are an excellent source of information when studying the Holocaust, and one way to engage students is to have them research news that was reported from their own town or city's newspaper. Students should utilize **Echoes & Reflections Timeline of the Holocaust** (timelineoftheholocaust.org) with the United States Holocaust Memorial and Museum's **History Unfolded** (newspapers.ushmm.org) project to research how certain events were reported in their local newspapers. Create a visual representation of certain events that happened during the Holocaust in juxtaposition to newspaper articles reporting on them from the United States.
- 2** Artists like Felix Nussbaum used their artwork not only as a catharsis, but also as a message to the world about their situations. Look at work done by artists today that speaks to the life of refugees and discuss the power of art to give voice to injustices. Create your own artwork to highlight an injustice or atrocity in the world today.
- 3** Students watch the film ***A Night at the Garden*** (www.youtube.com/watch?v=NC1MNGFHR58). While watching, students fill out the graphic organizer and answer the questions on the ***A Night at the Garden*** handout. For more information, go to the website behind the film: <https://anightatthegarden.com/>.
- 4** A common question asked is "Did all Germans agree with Hitler?" While the Nazis ran a totalitarian state, making it difficult for many to resist, a few Germans did act against the tyranny. Two examples include the Hampels and the White Rose. As students learn about them, discuss the challenges each faced, as well as the risks they took and why they were willing to do so. All were executed for their actions. Students should consider whether examples like these should be amplified as role models, or downplayed, since most Germans did not act in such a manner.
- 5** This unit includes information about the mass shootings that occurred in Eastern Europe. For more information, visit **Yad Vashem's Untold Stories page** (collections.yadvashem.org/en/untold-stories) and **Killing Sites Online Guide** (yadvashem.org/YV/en/about/institute/killing_sites_catalog.asp), as well as **yahadinunum.org** (yiu.ngo/en) to learn about Father Patrick Desbois' work in locating these mass graves and interviewing witnesses, many of whom were requisitioned to assist in these killings. Students can view videos of witnesses, most of whom were children at the time, and use the interactive map to locate towns and villages where the mass shootings took place.
- 6** The United States did make some attempts to rescue Jewish refugees during the Holocaust, although small and somewhat ineffectively. Research the Wagners-Rogers Bill, the War Refugee Board, and the Fort Ontario Emergency Refugee Shelter in Oswego, New York. Consider the responsibility of the United States to do more to rescue refugees during the war, especially since it was the end of World

War II and an Allied victory that ultimately ended the Holocaust. Write a journal response or short essay discussing your findings and analyzing the role the United States played in helping Jewish refugees.

7 There is an ongoing refugee crisis continuing today, the largest since the end of World War II. Utilize the **United Nations High Commissioner for Refugees** (www.unhcr.org/en-us/) website to learn more about the current situation. Consider research polls gauging the public's thoughts and fears on accepting more newcomers today. How are those similar to opinions during the Holocaust? Consider comparing quotes said by US leaders at both times, such as FDR's fear of allowing Jewish refugees into the US: "Now, of course, the refugee has got to be checked because, unfortunately, among the refugees there are some spies" (June 5, 1940) with US House Speaker Paul Ryan's hesitancy in taking Syrian refugees after the attacks in Paris in 2015, which was falsely blamed on Syrians. Ryan warned, "We cannot allow terrorists to take advantage of our compassion. This is a moment where it is better to be safe than sorry." (November 17, 2015).