

# *Holocaust Heroes*

## Teacher's Guide

**Grade Level:** 9-12

**Curriculum Focus:** World History

**Lesson Duration:** Three class periods

### Program Description

*Who Betrayed Anne Frank?* (39 Min.)—Uncover the last days of this teenager and her life in the “Secret Annex,” and discover who may have disclosed the Frank family to the Nazis. *Reunion: Children of La Hille* (15 min.)— Join a group of people who survived the Holocaust by hiding in the South of France as they meet again decades later.

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### Onscreen Questions

- What were the choices of those who came in contact with Anne Frank and her family?
  - Why would someone choose to betray the Frank family?
  - Why did men and women risk their own lives to help others during the Holocaust?
  - How can the choices we make affect other people?
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### Lesson Plan

#### *Student Objectives*

- Understand the power of stories from the past.
- Conduct interviews with family members or friends to learn stories from the past.
- Develop a scrapbook page based on a story unique to each student's family.

#### *Materials*

- *Holocaust Heroes* video and VCR, or DVD and DVD player
- Computer with Internet access

#### *Procedures*

1. Begin the lesson with a discussion of World War II and the Holocaust. What caused World War II? What happened during the Holocaust? Students' ideas may include the following:

- World War II was caused by the growing tide of fascism in Europe and imperialism in Japan. The United States entered the war when Japan attacked Pearl Harbor.
  - Adolf Hitler and the Nazis sent six million European Jews to their deaths in organized killings known as the Holocaust. Families were separated and destroyed.
2. Watch *Holocaust Heroes*. Tell students that the story of Anne Frank and the children of La Hille are just two examples of the many stories that come from families.
  3. Ask students if they are familiar with stories from their own families. The story could be from a war, an immigration experience, or an event unique to their family. Assign students to interview a family member or friend about a story that has affected their lives. The student will develop a scrapbook page of the event using segments of the interview, photographs, and souvenirs.
  4. Give students time in class to prepare interview questions. If students need help getting started, suggest the following questions:
    - When did this event take place?
    - Where did it take place?
    - What makes this event significant?
    - Was the individual involved in danger? If so, how did he or she escape?
    - Does this event continue to affect your family or friends? If so, how?
  5. Students may find it interesting to read additional stories from the Holocaust. There are many examples on the Web including
    - [http://nhs.needham.k12.ma.us/cur/wwII/%20WWII-p5-final/jsb\\_wwII\\_p5/esfira\\_annenberg.htm](http://nhs.needham.k12.ma.us/cur/wwII/%20WWII-p5-final/jsb_wwII_p5/esfira_annenberg.htm)
    - <http://www.ushmm.org/museum/exhibit/online/phistories/>
    - <http://www.ushmm.org/museum/exhibit/online/phistories/>
    - <http://www.ushmm.org/museum/exhibit/online/phistories/>
    - <http://www.remember.org/image/tamara/>
  6. For homework, have students conduct their interviews. Have them write up their interviews and prepare their page for the class scrapbook of stories. Remind students that their pages should also include photographs or mementos.
  7. Collect all the pages and compile them into a class scrapbook. Share the scrapbook with other classes and have it available for visitors to look through.

### Assessment

Use the following three-point rubric to evaluate students' work during this lesson.



- 3 points: Students were highly engaged in class discussions; developed detailed questions for their interviews; produced creative and informative pages for the class scrapbook.
- 2 points: Students participated in class discussions; developed adequate questions for their interviews; produced satisfactory pages for the class scrapbook.
- 1 point: Students participated minimally in class discussions; did not complete the questions for their interviews; did not complete pages for the class scrapbook.

## Vocabulary

### **fascism**

*Definition:* A political philosophy based on nationalism and often racism that seeks an autocratic form of government run by a dictator and allows no opposition

*Context:* Although fascism suppresses many individual freedoms, people accepted rulers like Adolf Hitler in the 1930s because they provided economic stability.

### **Gestapo**

*Definition:* The Nazi secret police, members had broad powers to act against “threats” to the state including arresting people and sending them to concentration camps.

*Context:* The Gestapo was considered above the law; it could order people to be tortured or executed without any judicial review.

### **Holocaust**

*Definition:* A period in the late 1930s through 1945 during which six million Jews were sent to death camps and killed as part of an organized extermination program

*Context:* The Holocaust is considered one of the darkest times in world history, during which innocent men, women, and children were killed for no reason other than their ethnic heritage and religious beliefs.

### **Kristallnacht**

*Definition:* Literally “crystal night”; November 9-10, 1938, when Nazi’s attacked German Jews and their property; the name refers to the broken glass that littered the streets after the destruction

*Context:* More than a thousand synagogues were damaged or destroyed during *Kristallnacht*.

## *Academic Standards*

### **Mid-continent Research for Education and Learning (McREL)**

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- World History: Era 8 – Understands the causes and global consequences of World War II
- Historical Understanding – Understands the historical perspective
- Language Arts: Viewing – Uses viewing skills and strategies to understand and interpret visual media
- Language Arts: Writing – Uses the general skills and strategies of the writing process

### **The National Council for the Social Studies (NCSS)**

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org/standards/strands/>

This lesson plan addresses the following thematic standards:

- Time, Continuity, and Change
  - Individuals, Groups, and Institutions
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## **Support Materials**

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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## **DVD Content**

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

### *How To Use the DVD*

The DVD starting screen has the following options:



**Play Video** – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

**Video Index** – Here the video is divided into four parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Curriculum Units** – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

**Standards Link** – Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources** – This screen gives the technical support number and Web site address.

## Video Index

### **I. Disappearing Into a City (Who Betrayed Anne Frank, Part I) (10 min.)**

See how one Jewish family attempted to escape Nazi persecution by hiding in a secret annex above a warehouse.

### **II. The Betrayal (Who Betrayed Anne Frank, Part II) (23 min.)**

Anne Frank has come to symbolize the millions of people who died in the Holocaust. Perhaps that is why the hunt for her betrayer it still important to so many people 60 years later.

### **III. Saving the Children (Reunion: Children of La Hille, Part I) (5 min.)**

Imagine being forced to leave your family, never to see them again. Hear the stories of Jewish children who faced that situation in order to escape the Nazi death camps.

### **IV. Reuniting and Remembering (Reunion: Children of La Hille, Part II) (10 min.)**

The end of World War II found the children of La Hille scattered across Europe and the U.S. Join them as they hold their first reunion.

## Curriculum Units

### **1. A Nazi Invasion**

*Pre-viewing question:*

Q: Have you ever been discriminated against?

A: Answers will vary.



*Post-viewing question:*

Q: What would you have done if you were a German Jew at the beginning of World War II?

A: Answers will vary.

## **2. Going Into Hiding**

*Pre-viewing question:*

Q: Have you ever spoken out against injustice?

A: Answers will vary.

*Post-viewing question:*

Q: Why did the Frank family go into hiding?

A: The Franks' eldest daughter Margot was ordered to report to a labor camp. The family's hiding place was ready and so Otto decided that, rather than allowing Margot to be taken away, it was a good time for them to disappear.

## **3. The Secret Annex**

*Pre-viewing question:*

Q: Have you ever had trouble keeping a secret?

A: Answers will vary.

*Post-viewing question:*

Q: Would you have helped hide the Franks at the expense of your own safety?

A: Answers will vary.

## **4. Staying Hidden**

*Pre-viewing question:*

Q: Have you ever hid from somebody?

A: Answers will vary.

*Post-viewing question:*

Q: Do you think Willem van Maaren betrayed the Franks?

A: Answers will vary.

## **5. Betraying the Jews**

*Pre-viewing question:*

Q: Have you ever betrayed another person?

A: Answers will vary.

*Post-viewing question:*

Q: Why did people betray Jews to the Nazis?

A: There were different reasons for telling the Nazis about hidden Jews. Some people betrayed those in hiding out of fear for their own safety. Others had personal grudges against the people in hiding. There were also professional Jew hunters. These people earned money for every Jew captured.



## 6. Otto and Anton

*Pre-viewing question:*

Q: Have you ever befriended a person you did not trust?

A: Answers will vary.

*Post-viewing question:*

Q: Why do you think Anton Ahlers allowed the Franks to go into hiding?

A: Answers will vary.

## 7. A Possibility of Blackmail

*Pre-viewing question:*

Q: What would you do if somebody tried to blackmail you?

A: Answers will vary.

*Post-viewing question:*

Q: Do you think Anton Ahlers was blackmailing Otto Frank?

A: Answers will vary.

## 8. Motives for Betrayal

*Pre-viewing question:*

Q: Why would a person betray another person?

A: Answers will vary.

*Post-viewing question:*

Q: What are the problems with the cases against Lena Hartog and Willem van Maaren?

A: Neither had anything to gain by betraying the Franks, and both had something to lose. Van Maaren was revealed to be a thief, and he was hiding a son who was supposed to go to Germany for work duty. If Hartog's motive for betrayal was to protect her husband, who was also wanted for work duty by the Germans, why didn't she warn him to stay at home on the day of the Franks' arrest?

## 9. Arresting the Franks

*Pre-viewing question:*

Q: Have you ever been punished for something that you didn't do?

A: Answers will vary.

*Post-viewing question:*

Q: What was Anne's life in the attic like?

A: During her two years in the attic, Anne took refuge in her diary. She loved to gaze at the chestnut tree in the courtyard and found peace in nature. She confessed that she had a crush on Peter, the son of the other family hiding in the attic. She began to think of herself as a writer, reworking her diary for publication.

## 10. Remembering Anne

*Pre-viewing question:*



Q: What are some different kinds of artifacts that allow us insight into the past?

A: Answers will vary.

*Post-viewing question:*

Q: Why is it important to remember victims of the Holocaust?

A: Answers will vary.

### **11. Sending the Children to Safety**

*Pre-viewing question:*

Q: What does freedom mean to you?

A: Answers will vary.

*Post-viewing question:*

Q: What do you think it is like to be forced to leave your family as a child?

A: Answers will vary.

### **12. Reunion of the Children**

*Pre-viewing question:*

Q: What is your definition of family?

A: Answers will vary.

*Post-viewing question:*

Q: Why do you think people form strong bonds to one another during times of crisis?

A: Answers will vary.

### **13. Honoring the Dead**

*Pre-viewing question:*

Q: What are some ways in which you remember deceased ancestors or loved ones?

A: Answers will vary.

*Post-viewing question:*

Q: What do you think it is like to reconnect with important people from your past?

A: Answers will vary.