

**THE HOLOCAUST REMEMBERED:
A MULTIMEDIA SHOWCASE &
CONTEST**

Developed by:

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Table of Contents

Overview of The Holocaust Remembered: A Multimedia Showcase and Contest.....	1 - 2
Suggested Timeline.....	3 - 4
Instructional Staff Memo Announcing the Showcase /contest.....	5
Suggested Teaching Topics and Information.....	6
Student Information and Project Suggestions.....	7 - 8
Showcase Flyer & Posters.....	9-11
Sample Announcement for your school TV Show.....	12-13
Sample Confirmation Letter to a Guest Speaker.....	14
Sample Letter to a Potential Donor.....	15
Sample Thank you Letter to Contributors.....	16
Memo to Instructional Staff with Updated Program Information.....	17
Class List/Chart of Contest Participants.....	18
Category Chart for Contest Judging.....	19
Final Schedule.....	20
Pizza Party Invitation.....	21
Final Statistics for 2004	22
Websites.....	23 - 24
Sample Rubrics.....	25 - 29
“Why Should We Teach the History of the Holocaust?”.....	30
Teaching Objectives.....	30
Florida Statute 233.061	31
Personal Commitment Pledge Form.....	32
Resources for Holocaust Education.....	33
“To the Teachers” by Elie Wiesel.....	34-37
Teacher’s Guide for the Holocaust Survivor Testimony.....	38-41

Deedee Toner
Library Media Specialist
South Dade Senior High

THE HOLOCAUST REMEMBERED: A MULTIMEDIA SHOWCASE & CONTEST

This school-wide, interdisciplinary program is designed to be used by a media specialist and a small committee of teachers and/or students who will organize and coordinate a showcase of Holocaust related projects from many departments. After Holocaust units have been taught by individual teachers, students will create projects on any aspect of the Holocaust as part of an assignment or for extra credit. A variety of media and formats may be used by students to express their work, including research papers with display boards, PowerPoint presentations, art of all descriptions, scrapbooks, quilts, poems, short stories, drama, dance, music, models of camps or hiding places, maps, and video and audio presentations.

Rubrics have been developed to assist teachers in grading and to guide students toward high standards. Only the projects that meet the highest standards will be entered in the contest but all worthy efforts may be displayed in the showcase. The purpose of the contest is to motivate students to learn about the Holocaust and to reward excellence. Cash prizes and quality gift certificates are awarded to first, second and third place winners in ten categories. "Best of Show"/Grand Prize Winners (first, second, and third) are chosen from the category winners and are awarded larger cash amounts. Additional prizes may be awarded for special categories such as Most Original, Best Combination Multimedia project, Best Researched, etc.

A weeklong series of speakers and events are hosted in the Library Media Center concurrently with the showcase. The Holocaust Remembered program culminates at weeks end in an Awards Ceremony / Pizza Party for all showcase participants. Resources that can be used to further engage the students include fieldtrips to the Miami Beach Holocaust Memorial, documentaries and feature films, and a performance by *Living Voices*, a live dramatic monologue combined with archival film footage (arranged through Dr. Miriam Klein Kassenoff, Education Specialist/Holocaust Studies/Department of Social Sciences, MDCPS). The community is involved in the judging of the projects, in donating gift certificates and cash prizes, and in attending the guest presentations and Awards Ceremony.

**"THE ONLY THING
NECESSARY FOR THE
TRIUMPH OF EVIL IS
FOR GOOD MEN TO
DO NOTHING".**

**Edmund Burke
British statesman & philosopher**

PROJECT OVERVIEW

THE HOLOCAUST REMEMBERED: A MULTIMEDIA SHOWCASE/ CONTEST

CURRICULUM AREAS: This is a school-wide, interdisciplinary program designed to include all subject areas. The Showcase is held in the Library Media Center and is organized by the Library Media Specialist.

TITLE OF THE PROJECT: The Holocaust Remembered: A Multimedia Showcase and Contest

THE PROJECT: The main purpose of the Showcase is to encourage students to be independent learners through creating original projects that incorporate a variety of skills and knowledge. The contest motivates students to create superior projects and challenges them to stretch beyond their usual efforts. Projects can be on any aspect of the Holocaust and can be presented using any medium or format. Entries include PowerPoint presentations, models of camps and hiding places, sculpture, collages, scrapbooks, and research papers with display boards. Past winners wrote an original poem/ song about Hitler and the Holocaust which they sang and recorded on a CD. The students preceded and concluded the song with excerpts taken from an archival BBC broadcast from the Internet. The result was very professional. Other winners wrote and performed an original piano piece and recorded it on video. As one student played the piano the other filmed him. They had a display board on the piano that contained an original poem and pictures of Holocaust victims. The camera close ups of the pictures coincided perfectly with the crescendos of the music creating an emotional experience for the viewer. Last year the winners made a life size statue of Adolf Hitler and placed it in a cage. The title of their project was "The Caged Beast". Showcase viewers were thrilled to see Hitler behind bars.

STANDARDS: The Showcase/Contest is designed to assist teachers in fulfilling Florida Statute 233.061, the State Mandate that requires public schools to teach the Holocaust.

THE STUDENTS: The Showcase/Contest is open to all students. Only the projects judged to be "excellent" by the sponsoring teachers are entered in the Contest. 130 students entered "excellent" projects in 2004. Many of those students were ESOL and ESE students. This program would work with any age group and achievement level because students can present their work in any way they like. Many students work with partners.

THE STAFF: Deedee Toner has been a Library Media Specialist since the year 2000. Before becoming a Media Specialist she taught Social Studies for six years. She was a "fellow" of the Justice Teaching Institute, sponsored by the Florida Supreme Court. She also participated in the Dade Academy of the Teaching Arts creating the ACE (Adolescents' Citizenship Education) Project. 2004 was the third year she organized The Holocaust Remembrance Showcase/Contest. She was inspired to organize the Showcase and speakers Bureau after hearing Miriam Kassenoff, Director of Holocaust Education, speak at a Media Specialists' function in 2000. Over the past several years contest judges have included Alumni, PTSA members, objective faculty and staff, and Holocaust Survivors.

MATERIALS AND FACILITIES: The Library Media Center is the perfect location for this program. Tables can be arranged to display the projects and computers can be used to view the PowerPoint presentations. Several classes can view the Showcase simultaneously and there is ample room for both the Showcase and audience seating for the guest speakers. A TV/VCR/DVD combination is needed as well as a CD /tape player. Materials created for the showcase/contest include letters to potential supporters and guest speakers, memos to faculty and staff with contest information and schedules, bibliographies, webographies and student information packets. Rubrics were used for consistency in judging and in guiding students towards high standards. Posters for advertising and an appearance on the school TV program are excellent for increasing interest. Visiting classrooms and department meetings to promote the contest is crucial to its success.

RESOURCES: The major resource for contest prizes is area businesses. All three years approximately seventy letters were written requesting gift certificates, free meals, books, etc. In 2002, 10% sent donations, in 2003 and 2004, 18% contributed mainly because library media vendors were included in the list of businesses solicited for donations. Vendors gave books and DVD's for prizes and the Alumni Association and PTSA made cash donations. Small grants have provided award money, as well as the South Dade Library Fund. In 2004, A Private, Non-profit organization donated \$500 towards cash awards. Approximately \$700 was awarded and more than 45 prizes and gift certificates were received. Miriam Kassenoff of MDCPS and Merle Safferstein of the Holocaust Documentation and Education Center in North Miami recommended the guest speakers. The Guest Speakers have included Holocaust survivors, an Allied Liberator of a Death Camp, and teachers with an expertise in Holocaust Education.

OVERALL VALUE: Students who strive to create excellent projects are initially motivated by the cash prizes. During the process of gathering information they get caught up in the unbelievable, horrible reality of the Holocaust. Trying to understand how such a thing could happen fosters the development and use of higher order thinking skills and an inquiry into human nature and self. The study of The Holocaust has the power to deeply effect and transform students. It has the potential to build character and can lead students to recognize and accept their responsibility in sustaining democratic institutions, values and human rights.

MORE INFORMATION:

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School mail code #7701

TIMELINE

Reserve the dates for the Showcase/contest with your activities director (High Schools) as early as possible in order to avoid conflicts with testing, field trips, etc.

Gather the names, addresses and phone numbers of potential donors on an on-going basis. Include all "partners", past supporters, PTSA and alumni association members. Ask students and faculty for suggestions.

If you are writing a grant do it as early as possible.

Locate funds for the pizza/awards party (activities director, PTSA, alumni, etc)

JANUARY

- Order/buy Holocaust Videos
- Order/reserve additional videos to supplement classroom instruction

FEBRUARY

Week One

- Make initial calls to Holocaust survivors to invite them as speakers and hosts

Week Two

- Attend Language Arts, Social Studies and Fine Arts Department meetings with project information

Week Three

- Write and send memorandums to all teachers officially announcing the Showcase Contest and prizes

Week Four

- Finalize speakers, dates and times
- Write letters to potential sponsors requesting gift certificates and merchandise

MARCH

Continue to attend department meetings throughout the month to promote the showcase/contest

Week One

- Send letters to potential sponsors requesting support

Week Two

- Make a student information sheet with project guidelines and suggestions
- Make a teacher information sheet with guidelines and rubrics

Week Three

- Update Holocaust bibliography and webography and make copies for teachers
- Visit classes to promote the showcase/contest and distribute information sheets
- Send memo to teachers with rubrics and updated information and instructions

Week Four

- Call and send invitations to Showcase contest judges
- Send official invitations to confirmed speakers with dates, times, and map

APRIL

Continue visiting classes throughout the month to promote the Showcase/contest

Week One

- Spring Break, no school

Week Two/Three

- Schedule classes for Holocaust survivors presentations
- Schedule classes to view exhibit
- Send memorandums with the above information to teachers
- Teachers choose projects that will be entered in the Showcase
- Teachers submit lists of students that have entries in the contest with the category and name of their projects.

SHOWCASE

LIBRARY CLOSED ALL WEEK

- The Library Media Center is transformed into the Multimedia Showcase
- Projects are arranged into a Showcase
- Project category lists for judging and invitations are prepared for the Showcase awards ceremony
- Final count for pizza/awards party. Order pizza

1st Day

- **Official beginning of The Holocaust Remembered: A Multimedia Showcase**
- Speaker presentation in the Media Center
- Class visitations
- Judges choose contest winners in the afternoon

2nd Day

- Presentations by Holocaust survivors in the Media Center. Classes attend to hear presentations and view exhibits

3rd Day

- Presentations by Survivors and class visitations continue.

4th Day

AWARDS CEREMONY

Holocaust contest winners announced at lunchtime awards pizza party attended by all participants in the Contest. Prizes will be awarded and pictures will be taken.

Reserve the dates for the Showcase/contest with your activities director as early as possible in order to guarantee that there won't be any conflicts with testing dates, field trips and other special events.

Gather the names, addresses and phone numbers of potential donors on an on-going basis. Include all "partners", past supporters, PTSA and alumni associations. Ask for donations from area businesses and any organization that your school has done business with in the past. Ask everyone for suggestions, including students.

If you are writing a grant, do it as early as possible.

TIMELINE

JANUARY

- Order/buy closed captioned videos for school wide viewing
- Order/reserve additional closed captioned videos to supplement classroom instruction

FEBRUARY

Week One

- Make initial calls to Holocaust survivors to invite them as speakers and hosts

Week Two

- Attend Language Arts, Social Studies and Fine Arts Department meetings with project information

Week Three

- Write and send memorandums to all teachers officially announcing the Showcase Contest and prizes

Week Four

- Finalize speakers, dates and times
- Write letters to potential sponsors requesting gift certificates and merchandise

MARCH

Continue to attend department meetings throughout the month to promote the showcase/contest

Week One

- Send letters to potential sponsors requesting support

Week Two

- Make a student information sheet with project guidelines and suggestions
- Make a teacher information sheet with guidelines and rubrics

Week Three

- Update Holocaust bibliography and webography and make copies for teachers
- Visit classes to promote the showcase/contest and distribute information sheets
- Send memo to teachers with rubrics and updated information and instructions

Week Four

- Call and send invitations to Showcase contest judges
- Send official invitations to confirmed speakers with dates, times, and map

APRIL

Continue visiting classes throughout the month to promote the Showcase/contest

Week One

- Spring Break, no school

Week Two

- Schedule Language Arts classes for Bernard Mayer book signing and presentation
- Schedule Social Studies classes for Holocaust survivors presentations
- Schedule classes to view exhibits

Week Three

- Schedule videos and documentaries on closed circuit TV
- Send memorandums with the above information to teachers

22nd and 23rd

- Teachers choose projects that will be entered in the Showcase
- Teachers submit a list of students, with the category and name of their projects, which are entered in the contest

24th

- The Library Media Center is transformed into the Multimedia Showcase
- Student list and invitations are prepared for the Showcase awards ceremony

25th

- Judges choose contest winners
- Special full length Holocaust films shown throughout the school

28th

- **Official beginning of The Holocaust Remembered: A Multimedia Showcase**
- Bernard Mayer's book signing and presentation in the Media Center
- Holocaust films shown throughout school

29th

- Presentations by Holocaust survivors in the Media Center. Classes attend to hear presentations and view exhibits

30th

- Presentations by Survivors and class visitations continue.

MAY

1st

- Presentations by Holocaust survivors and class visitations continue.

2nd

- Final presentation and class visitations in A.M.
- Holocaust contest winners announced at lunchtime awards party attended by all participants in the Contest. Prizes will be awarded and pictures will be taken.
- Official end of **The Holocaust Remembered: A Multimedia Showcase/Contest**

Arrangements for the party should also be made several weeks in advance. The activities director may be able to arrange and pay for the pizza and other refreshments. Otherwise, a donor/sponsor will have to be solicited.

MEMORANDUM

Mar. 10, 2004

TO: Instructional Staff
FROM: Deedee Toner, Library Media Specialist
SUBJECT: HOLOCAUST SHOWCASE AND CONTEST

The South Dade Library Media Center will be hosting a special program, **THE HOLOCAUST REMEMBERED: A MULTIMEDIA SHOWCASE AND CONTEST**, April 19th - 23rd. Teachers and students in all departments are invited to participate in this program, which is designed to encourage students to learn about the Holocaust, and to motivate them to create **excellent** Holocaust related projects. Projects are open-ended and may be about any aspect of the Holocaust. Students may receive credit/extra credit for their projects from more than one teacher if their projects encompass more than one subject. For example, a videotape of an interview with a Survivor could receive credit in video production as well as in history. **All students who want to enter the contest must have their projects pre-judged by a teacher. Only projects that are rated "excellent" on all criteria will be entered in the contest.** Teachers will determine which projects are "excellent" based on rubrics especially created for each category. Please use these rubrics so that projects within each category will be judged using the same criteria. These rubrics, along with additional contest information and guidelines, are available in the Media Center in a "Holocaust Packet". Please come by and pick one up if you are interested. Projects will be due the week of April 12th. Please allow time to pre-judge them before sending them down to the Library Media Center for display on Monday, April 19th.

There will be seven categories:

1. Powerpoint and Video presentations
2. Research papers, Surveys and Essays
3. Fine Arts: original photography, drawing, painting, collages, sculpture, etc.
4. Scrapbooks, Quilts and Diaries
5. Literary and Performing Arts: poems, short stories, drama, dance and music,
6. Models: camps, hiding places, bunkers, towns, etc.,
7. Illustrated Timelines, Banners with quotes & graphics and Maps of all descriptions
8. Web design
9. Miscellaneous

There will be 1st, 2nd, and 3rd place in each category. Prizes are \$25, \$15 and \$10, respectively. **All winners in each category will compete for the overall 1st, 2nd, and 3rd place prizes of \$100, \$75 and \$50, respectively.** There will also be gift certificates and prizes for honorable mentions and special entries such as Most Original, Most Interesting, etc. All students and teachers who participate in the **Showcase/Contest** will be invited to the awards banquet/pizza party April 23rd. There will be door prizes and the teachers with the most student entries will also win awards. I will be visiting classes throughout March and April to promote the Showcase/contest. Please invite me to speak to your classes if you are interested in participating in this program.

In addition to the **Showcase/Contest**, several **guest speakers** are invited to the Media Center and a professional dramatic performance by *Living Voices* is scheduled. Classes that study the

Holocaust will be invited to the events. A student information sheet will be available in the Media Center next week. An exact schedule of events will be sent out in April.

Thank you for your interest and support. I look forward to working with you and your students.

THE HOLOCAUST REMEMBERED: A MULTIMEDIA SHOWCASE AND CONTEST
April 19th - 23rd, 2004

STUDENT INFORMATION

Students are encouraged to create Holocaust related projects that will be displayed during the Multimedia Showcase in the Library Media Center, April 19th – 23rd. The projects will be due to teachers the week of April 12th. Projects should demonstrate a thoughtful examination of the actions and attitudes that allowed the Holocaust to occur. **All projects must be judged by a teacher using one of the rubrics specifically designed for this program.** Rubrics are available in the Library Media Center. *Only projects that receive a rating of “excellent” on every standard listed in the rubric will be entered in the contest.* Final judging will be done during the Showcase by a committee composed of several invited guests and selected faculty members.

Students are encouraged to do projects for extra credit if none of their teachers assign a project. Projects may receive credit in more than one class if it is related to more than one subject. For example, a video of an interview with a Holocaust survivor could receive credit in history as well as video production. **All projects must be approved and judged by a teacher, even if the project was not assigned. No projects will be entered in the Showcase/contest without the approval and rating of a teacher. Teachers will send all the projects to the Media Center April 19th.**

Students may use any format they desire for creating their work. You may use new technologies as well as established formats. You may work alone or with another person. The projects may be about anything related to the Holocaust. All cash prizes will be divided evenly between group members.

PROJECT CATEGORIES

- 1) **Powerpoint** presentations (must include a printout of all slides in the presentation displayed on a display board).
Video presentations. These may be original videos that you produce or archival newsreels and vintage film that you have spliced together. They should have either a voice over or subtitles. There should be a title at the beginning of the video as well as credits at the end.
- 2) **Research papers** with display boards
Surveys with statistical results represented in charts or graphs displayed on a board.
Essays that examine thought provoking questions
- 3) **Fine Arts**: original photography, drawing, painting, collage, sculpture, etc., (must include a written statement of what this art means to the creator and why he/she chose to do it).
- 4) **Scrapbooks, Quilts and Diaries**
- 5) **Literary and Performing Arts**: poems, short stories, drama, dance and music, (performing arts must be videotaped).
- 6) **Models**: camps, hiding places, bunkers, towns, etc., (an explanation of the model must be included).
- 7) **Illustrated Timelines, Banners** with quotes and graphics, and
Maps of all descriptions with a key.
- 8) **Web Design** – websites, posters posted on the web, web pages, etc
- 9) **Miscellaneous** entries

Student Info (continued)

All projects, except "The Arts", must have bibliographies. All photographs which are not original must be cited in the bibliography. Pick up a rubric for your type of project as a checklist/guide.

Topics for essays, research papers, and PowerPoint presentations

(Some of these topics could also be used in student surveys)

What were the conditions in Germany that made it possible for Hitler and the Nazis to gain power?
Biographies of perpetrators, victims, heroes and liberators
The Warsaw ghetto uprising
What happened to the camp survivors after the war?
The Ramifications of Prejudice, Racism and Stereotyping;
Citizen Responsibilities in a Democratic Society;
Peaceful Coexistence in a Multicultural Society/Tolerance of Diversity
Examinations of Basic Moral Issues and questions
Investigations of Human Behavior and/or Human Nature, etc.
Could something like the Holocaust happen, again?
Hate groups/skin heads, neo Nazis today, do they represent a threat to human rights?
What is the nature of propaganda and mass persuasion? How was it used by the Nazis?
What happened to the homes, paintings, jewelry, and insurance policies of Holocaust victims?
What is being done to compensate the victims, today?
Who were the "other" victims of the Holocaust?
Nazi youth programs.

CONTEST PRIZES

First, second and third place will be awarded in each of the seven categories. First place winners will receive \$25, second place is \$15 and third place is \$10. These 21 winners will compete for the "Best of Show" overall prizes. **First place will be \$100, second place will be \$75, and third place will be \$50. There will also be gift certificates and prizes for Honorable Mentions, Most Original, Best Researched, Most Interesting, etc. There will be approximately 40 winners.**

All teachers and students who participate in the showcase will be invited to the Awards Pizza Party on April 23rd. Exciting door prizes will be given away.

Classes that study the Holocaust will be invited to hear the guest speakers in the Library Media Center during the Showcase. Holocaust Survivor, Bernard Mayer, author of *Entombed*, will be here April 20th and will autograph copies of his book. The books will be available for \$5 each.

Please come by the Media Center to pick up a webography – a list of the best Holocaust Websites. Additionally, we have a large variety of books on the Holocaust, however you may also want to use the resources of the public library system. Encourage your teachers to check out our Holocaust videos to show your class.

Thank you for your interest in this program, and **GOOD LUCK! You could be the grand prize winner!!!**

ENTER THE HOLOCAUST
REMEMBERED

CONTEST

WIN

\$\$\$\$\$\$\$\$\$

AND PRIZES

PROJECTS DUE THE WEEK OF APRIL 12TH
Pick up contest information in the Library Media Center

**THE HOLOCAUST REMEMBERED:
A MULTIMEDIA SHOWCASE & CONTEST**

Hosted by the South Dade Media Center

April 19th – 23rd

Guest Speakers , Holocaust Survivors & Prizes

\$\$\$ * PRIZES * \$\$\$

Grand Prize - \$100 Dollars

Second Prize - \$75 Dollars

Third Prize - \$50 Dollars

MORE THAN \$800 IN CASH AND PRIZES !

**All showcase participants will be invited to
the awards party on April 23rd**

*Contest begins April 19, 2004, Projects due to
teachers the week of April 12, 2004*

INFORMATION AVAILABLE IN THE LIBRARY MEDIA CENTER

Announcement for Your School TV Show

Good Morning, **South Dade**.

I'm Ms. Toner from the Library Media Center.

I'm here to announce the upcoming Holocaust showcase and contest that will take place the third week of April.

Why should you care about this event?

Because we are giving away MORE THAN \$600 in cash as well as prizes (like CD's and books) and gift certificates to quality restaurants and a variety of other area businesses.

The overall 1st place winner will receive \$100

2nd place will receive \$75, and

3rd place will receive \$50.

There will be over 40 winners in the contest.

There will be 9 categories and each category will have a 1st, 2nd and 3rd place winner that will receive \$25, \$15, and \$10 respectively.

ADD IT UP!!!!

9 categories with 3 winners in each category. That's 27 people that will split \$450. Three of those people will be the grand prize winners and will win the big bucks!!!

We will also have special categories like **most original, best researched, most interesting, etc.** They will win gifts certificates and books.

The purpose of the showcase and contest is to motivate students to learn about the Holocaust and to create excellent Holocaust related projects. Any student at South Dade can participate **but your project must be sponsored by a teacher**. That teacher will judge your project and determine whether it can be entered in the showcase. Rubrics have been developed to assist teachers in grading and to guide students toward high standards. Only those projects that score excellent on every standard will be entered in the contest. **This contest is designed to encourage and reward excellence. All teachers and students with projects in the showcase will be invited to the Awards Pizza Party.**

If you win first place in your category and first place overall that's \$125! You could be the Overall winner of the 2004 Multimedia Showcase and Contest. Start thinking about your project NOW. You have plenty of time to create an excellent project. Please come by the media center for a student information sheet with project categories, suggestions and ideas.

GOOD LUCK AND SEE YOU SOON IN THE LIBRARY MEDIA CENTER.

SAMPLE GUEST SPEAKER CONFIRMATION LETTER
(Use your school letterhead)

XXXXXXXXXX
Miami, FL. 33183

March 28, 2004

Dear xxxxxxxx,

Thank you so much for agreeing to come to South Dade High School to give your testimony and to talk with the students and teachers. We are really looking forward to your visit, which is scheduled for:

XXXXXXXXXXXXXXXXXXXX

Please plan to arrive at least fifteen minutes before the scheduled time so you will be able to relax before you begin. You will be the opening speaker for our program.

On xxxxxxxx, we will be having the contest judging. We would be honored if you would be one of the judges. The judging will take place between 1 P.M. and 3 P.M. There will be approximately five judges but I haven't yet decided who they will be, except for you and Miriam Kassenoff, who is the director of Holocaust Education for Miami-Dade County. It will be a nice group and I expect that the students' projects will be worth looking at.

On xxxxxxxx, we will be hosting a performance by the Seattle based company, *Living Voices*. It is a dramatic monologue combined with archival film footage from World War II. It is a unique format and very powerful. We hope you will join us for one of the performances at either 8:30 A.M. or 9:45 A.M.

We will have two ROTC Cadets in front of the main entrance of the school who will direct you to parking the day of the judging. They will also direct you the day of your testimony.

I am looking forward to seeing you here at South Dade High School. The address and phone number are at the top of the page and if you would like to call me please dial extension #2252.

Sincerely,

Deedee Toner
Library Media Specialist

SAMPLE LETTER TO POTENTIAL DONORS

«First_» «Last_name»
«Company_name»
«Address»
«City» «State» «Postal_»
March 24, 2004

Dear «title» «Last_name»,

The South Dade Senior High School Library Media Center is hosting a special program, **THE HOLOCAUST REMEMBERED: A MULTIMEDIA SHOWCASE AND CONTEST**, April 19th - 23rd. The main objectives of the showcase/contest are to encourage students to learn about the Holocaust and to create superior projects that demonstrate their understanding of the ramifications of prejudice, racism, and stereotyping, and the role of the individual in sustaining democratic institutions and values. The contest will provide an incentive to strive for excellence and prizes will be awarded for the most outstanding projects.

I am writing to you in hopes that «Company_name» will support this school wide, interdisciplinary program by donating some gift certificates to our prize fund. With your assistance we will be able to offer exciting prizes that will really motivate our students to create quality projects. We will have approximately forty-five winners from nine distinct categories. Any prizes «Company_name» donates will be greatly appreciated and «Company_name» will be acknowledged for its support and generosity during the awards ceremony. You will also be named as a supporter in our promotional materials and in the newspaper articles that are being written to cover the events. We look forward to an exciting program and hope you will help us make it a success.

In addition to the showcase and contest, we have invited several guest speakers to South Dade to meet with our students. Bernard Mayer, a Holocaust Survivor and the author of **Entombed**, and Warren Melgaard, an allied liberator, will be here to tell their stories. Please call me at 305-247-4244 ext.#2252 if you would like to attend any of the events or if you have any questions, suggestions, or comments.

Thank you, «title»«Last_name», for your attention to this letter and for considering supporting our program. We hope to hear from you, soon.

Sincerely,

Deedee Toner
Library Media Specialist

SAMPLE THANK YOU NOTE TO CONTRIBUTORS

(Use your school letterhead)

Tom and Randy Kenworthy
XXXXXXXXXX

May 5, 2004

Dear Tom and Randy,

Thank you for supporting the special program the Library Media Center sponsored here at South Dade High School, **The Holocaust Remembered: A Multimedia Showcase and Contest**. Because of generous donations like yours we were able to offer awards that really motivated our students to create excellent projects. We had eighty projects that were truly superior. The showcase/contest was a huge success.

This was the first year that we organized the program here at South Dade and we were very pleased with the number of students who participated. There was just enough community/vendor participation to make it possible to award a variety of quality prizes (mostly books, DVD's and restaurant vouchers and gift certificates) to supplement our cash awards. Thank you for playing such a big role in making our program a success.

Our first place winners made a life size statue of Hitler, which they placed in a cage on wheels. They put a sign on the outside, which said "The Caged Beast". The statue was very impressive and the students were thrilled to see Hitler behind bars. The second place winner was a model of Kristalnacht, which was done with great care and attention to detail. The "architect" created and painted the scenery and enclosed the model behind a broken pane of glass. The third place award went to three girls that made a quilt in memory of Anne Frank. They used the latest computer technology to transfer pictures and quotes onto the handmade, full sized quilt. In addition to these overall winners, there were 1st, 2nd, and 3rd place winners in each of eight categories, as well as many honorable mentions that received recognition.

Thank you, Tom and Randy, for the DVD's you sent to us for our prize fund. Quality gifts like that really helped to make the program a success.

Very sincerely,

Deedee Toner
Library Media Specialist

MEMORANDUM
2004

April 12,

TO: Instructional Staff
FROM: Deedee Toner, Library Media Specialist
SUBJECT: HOLOCAUST REMEMBRANCE PROGRAM & SHOWCASE SET-UP

The beginning of our special program, **The Holocaust Remembered: A Multimedia Showcase and Contest**, is quickly approaching. In addition to the showcase/contest we will be hosting three guest speakers who will be talking about their experiences related to the Holocaust. All events will be held in the Library Media Center. Since the space is limited and the subject is sensitive, only classes who have studied the Holocaust will be invited to hear the testimonies. If your class is studying the Holocaust, please make sure that I know so that I can include you and your classes in the program.

The deadline for the Holocaust projects is April 16th. You may wish to make an earlier due date in order to have plenty of time to look them over. All student projects need to be approved and pre-judged by a teacher. Only those projects that are judged by the sponsoring teacher to be "excellent" on every standard may be entered in the contest. Rubrics have been designed for most of the categories and are available in the Library Media Center, please send a student to pick them up if you haven't already received them. Please stress to your students that this contest is about excellence. Just because they do a project doesn't automatically guarantee entrance into the contest. **The showcase set-up will be Monday, April 19th.** Please send all entries to the Library that morning before 9:45 A.M. We don't have space to store projects so please keep them in your rooms until then. **Please send all your projects together with the completed form on the back of this page, which must accompany the projects.** More forms are available in the library, if you need them. Please make sure the form is legible, preferably completed by one person that prints very neatly. These forms will be used to generate the master list for judging the projects as well as in creating the awards party invitations. Therefore, it is very important that your forms are legible, accurate and complete.

There will be a pizza party and awards ceremony on Friday, April 23rd, 10:30-12:30 for all participants in the showcase/contest. We will be awarding approximately 24 cash prizes (\$575), and a variety of books, CD's and gift certificates from area restaurants and businesses. There will be approximately forty-five winners, including door prizes.

The Library Media Center will be closed during the Holocaust Remembrance program from April 19th - April 23rd. The projects will be on display on the tables and the chairs will be arranged auditorium style for the speaker presentations. We will accept a very limited amount of students on passes for "emergency" computer needs and AR tests that you feel cannot be postponed. Thank you for your understanding and support.

THE HOLOCAUST REMEMBERED: A MULTIMEDIA SHOWCASE AND CONTEST

FINAL SCHEDULE

Monday – April 19, 2004

A.M. Set up the Library Media Center for the Showcase

P.M. Judging

Tuesday – April 20, 2004

A.M. Classes view showcase – by invitation

P.M. **Guest Speaker 1 p.m. – XXXXXX “Auschwitz today – reflections”**

Invited classes

- *Mr. Ford*
- *Mr. Leichner*
- *Ms. Alysworth*
- *Ms. Rob*
- *Ms. Hollinger*

Wednesday – April 21, 2004

A.M. Classes view showcase – by invitation

P.M. **Guest Speaker 1 p.m. – XXXXXXXXX, Allied Liberator of
Mauthausen Death Camp**

Invited Classes

- *Mr. Berkowski*
- *Ms. Henington*
- *Mr. Leichner*
- *Mr. Dentino*
- *Mr. Steenhoff*

Thursday – April 22, 2004

A.M. Classes view showcase – by invitation

P.M. **Guest Speaker 1 p.m.– XXXXXXXX, Holocaust Survivor and author**

Invited Classes

- *Ms. Lavery*
- *Mr. Leichner*
- *Mr. Ancona*
- *Ms. Redmond & Gonzalez*

Friday – April 23, 2004

A.M. **10:30 – 12:30 Awards Pizza Party** for all showcase/contest participants

The Holocaust Remembered: A Multimedia Showcase/Contest

Planned Activities April 22nd - May 3rd (tentative schedule)

April 22nd

- Living Voices – Live dramatic performance in the auditorium. Classes that have studied the Holocaust in depth will be invited.
- Holocaust documentaries will be shown on closed circuit TV.
- Showcase projects/contest entries will be chosen by teachers, (periods 2, 4, and 6). Please send entries to the 400 section of the Library Media Center.

April 23rd

- Showcase projects/contest entries will be chosen by teachers, (classes in periods 1, 3, and 5). Please send entries to the 400 section of the Library Media Center.
- Holocaust documentaries will be shown on closed circuit TV.

April 24th

- Bernard Mayer, Author of *Entombed* and a survivor of the Holocaust will be a guest speaker in the Media Center. He will also sell and autograph his books (\$3 a copy). Classes who have read his book will be invited.

April 25th

- Special full length Holocaust films will be shown throughout the School on closed circuit TV.
- Last call for all entries in the Showcase
- Early release

April 26th

- **Media center set up** (no classes held in LMC – relocate)

April 29th

- Official beginning of **The Holocaust Remembered: A Multimedia Showcase**
- Community, Media and invited guests attend to view exhibits
- Students with “live” performances perform
- Holocaust films shown throughout the school
- Judging of student projects

April 30th

- Presentations by Holocaust survivors(2) in the Media Center. Classes who have studied the Holocaust in depth will be invited to attend and to view the projects.
- Holocaust films will be shown throughout the school.

May 1st

- Presentations by Holocaust survivors (2) and class visitations continue.

May 2nd

- Presentations by Holocaust survivors(2) and class visitations continue.

May 3rd

- Holocaust survivor presentation (1) and class visitations continue in the morning.
- Lunch time party and awards for showcase participants.
- Official end of **The Holocaust Remembered: A Multimedia Showcase**

Final Statistics for The Holocaust Remembered Showcase/Contest 2004

- **18% of the businesses solicited for contributions sent prizes**
- **80 projects were entered**
- **130 students had projects in the Showcase/Contest**
- **\$635 was awarded to 41 students**
- **One (1) \$55 book was awarded as the 4th place overall prize (donated by the Miami Beach Holocaust Memorial Committee)**
- **19 gift certificates/restaurant vouchers were awarded to 31 people**
- **Two (2) DVD's were awarded**
- **25 books were awarded**

THE BEST HOLOCAUST WEBSITES

1. Cybrary of the Holocaust

The largest website on the Holocaust. It contains journal/book excerpts, narratives of survivors and rescuers, poetry, photographs, history and more.

<http://www.remember.org/>

2. An Auschwitz Alphabet

This page provides an overview of the most significant facts of life and death at Auschwitz, the most notorious of the Nazi death camps.

<http://www.spectacle.org/695/ausch.html>

3. Simon Wiesenthal Center

Named after the world famous Nazi war criminal hunter, the Center not only concerns itself with documenting the Holocaust and fighting the Holocaust deniers, it also focuses on racial hatred and all types of bigotry no matter at whom it is directed. <http://www.wiesenthal.com/>

36 frequently asked questions about the Holocaust (also available in Spanish).

<http://motlc.wiesenthal.com/resources/questions/>

4. U.S. Holocaust Memorial Museum

This site includes information on all aspects of the Holocaust; history and statistics, Museum tours, programs, films and lectures, conferences, teacher guidelines, frequently asked questions and a searchable database of the archives and library.

<http://www.ushmm.org>

5. State of Florida Commissioner's Task Force on the Holocaust

This education website includes links to Florida District Holocaust Coordinators and Holocaust Task Force affiliated centers in Florida, including the Holocaust Documentation and Education Center at FIU and the Florida Holocaust Memorial.

<http://www.firn.edu/doe/holocaust/index.html>

6. A Teacher's Guide to the Holocaust-The Florida Center for Instructional Technology

An overview of the people and events of the Holocaust through photographs, documents, art, music, videos, virtual reality movies, and literature. This site is truly excellent with a wealth of knowledge.

<Http://fcit.usf.edu/Holocaust/>

7. Anne Frank Online

This website has everything about Anne Frank, perhaps the most famous victim of the Holocaust.

<http://www.annefrank.com/>

MORE WEBSITES ON THE BACK OF THIS PAGE

8. Yad Vashem: The International School for Holocaust Studies

The Holocaust Martyrs, and Heroes', Remembrance Authority.
An official page honoring Holocaust rescuers, the " Righteous Gentiles".
Access the "Auschwitz Album" and other archival photographs.
<http://www.yad-vashem.org.il/>

9. Maven, the Jewish Portal

This site has links to numerous other sites related to the Holocaust, Anti-Semitism, Jewish life, issues and concerns.
<http://www.maven.co.il/subjects/ids178.htm>

10. Holocaust Memorial – Miami Beach

Visit our own South Florida Memorial
<http://www.holocaustmmb.org>

11. The History Place

This is a great website for any history related topic. The Holocaust timeline is extensive. Use this website to find information on Hitler, Nazis, anything related to history.
<http://www.historyplace.com/worldwar2/holocaust/timeline.html>

12. About

This is a great directory/search engine for anything. After typing in the URL enter Holocaust in the search field and many informative links will appear.
<http://www.about.com/>

13. Facing History and Ourselves

This is a national educational and professional development organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry.
<http://www.facing.org>

14. The Nizkor Project

This is an amazing website with over 400 links to sites about the Holocaust and present day human rights issues. It is a major Holocaust archive including extensive information, documents, testimonies and images including an in-depth treatment of the Einsatzgruppen mobile killing units that murdered thousands in Eastern Europe.
www.nizkor.org

15. MDCPS Subscription Databases

We have many academic databases that have a wealth of information about the Holocaust and everything else. To access the databases go to www.dadeschools.net and click on the **Education Portal** at the top of the page. Then click on **students** (or teachers). On the right side (yellow section) click on the **Virtual Library**. Then click on the **Magazine Room** or the **Reference Desk**. If you are asked for a password it is **miamdade**, (not Miami).

MODEL RUBRIC

Project Title _____

Name _____

CRITERIA	Excellent	Good	Satisfactory	Needs Improvement
The subject of the project is immediately evident.				
The model, and all of its components, including construction materials and props, accurately portray what is being represented.				
Adequate and accurate written information supports and explains the model.				
The model is neat, attractive, and well made.				
The model is creative and interesting.				
Materials and sources are properly cited in the bibliography.				
The project is of high school quality.				

In order for the project to be entered in the Holocaust Showcase Contest, it must receive a rating of "excellent" in each category.

THE HOLOCAUST: POWERPOINT PRESENTATION RUBRIC

Project Title _____
 Name _____

CATEGORY	Excellent	Good	Satisfactory	Unsatisfactory
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.

DISPLAY BOARD RUBRIC

Project Title _____

Name _____

CRITERIA	Excellent	Good	Satisfactory	Needs Improvement
The subject of the project is immediately evident.				
All information is stated in the student's own words and sources are cited correctly in the bibliography.				
All information is accurate and adequate.				
The display board is neat, attractive, and easy to read.				
If there is a sequence of events and/or topics, it is easy to follow and is well organized.				
Spelling, grammar and punctuation are correct.				
Pictures, diagrams, graphs, and other visuals add to the interest and quality of information.				
The project is of high school quality.				

In order for the project to be entered in the Holocaust Showcase Contest, it must receive a rating of "excellent" in each category.



TIMELINE RUBRIC OF THE HOLOCAUST

Name _____

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Documentation of Events	At least twenty- five (25) significant events are present. This includes date and description.	At least twenty (20) significant events are present. This includes date and description.	At least fifteen (15) significant events are present. This includes date and description.	Less than fifteen (15) significant events are present. This includes date and description.
Accuracy	All dates indicated on timeline are correct and are sequenced in the proper order. No spelling errors.	At least 1 of the dates or sequences is not in the proper order. 1 or more spelling errors.	At least 2 of the dates or sequences are not in the proper order. There are several spelling errors.	At least 3 of the dates or sequences are not in the proper order. There are many spelling errors.
Requirements	Written in the student's own words. Covers the events between 1933-1946. Goes beyond the requirements.	Meets the requirements of the timeline.	Does not meet the requirements of the timeline.	
Attractiveness	Legible typing or printing that is visually attractive.	Legible typing, or printing.	Marginally legible, typing, or printing.	Writing is not legible.
Bibliography	Three (3) or more sources were used and are correctly cited.	Two (2) sources were used and are correctly cited.	One source was used.	No bibliography

A rating of excellent must be received in every category in order to qualify for the contest.

SCRAPBOOK RUBRIC

Project Title _____

Name _____

CATEGORY	Excellent	Good	Satisfactory	Unsatisfactory
Content	Information is complete and is enhanced by accurate and appropriate details. The scrapbook is creative and interesting.	Main points are covered but lack some details. The scrapbook is presentable. The scrapbook is interesting.	Some main points and details are missing.	Main points are not complete and are greatly lacking in details.
Attractiveness	Pictures, photos, drawings, diagrams, graphs, etc., add to the overall effectiveness of the scrapbook; captions are relevant and explanatory. Everything is very neatly laid out.	Number and types of visuals are adequate as are captions.	More and better visuals could be used; captions only identify and label rather than explain.	Very little pictorial representation is present; captions are incomplete.
Theme	There is a wholeness about the scrapbook; the theme is consistent throughout. The cover clearly identifies the theme.	Most of the information relates to the theme of the scrapbook. The cover is relevant to the contents.	Only a portion of the information relates to the theme of the scrapbook. The cover is unclear in its message.	Confusing and/or inconsistent information.
Mechanics	The spelling, punctuation, and grammar are all correct.	Most of the spelling, punctuation, and grammar are correct.	There are many grammatical, spelling and punctuation errors.	The scrapbook is difficult to understand because of the many errors.
Bibliography	Three (3) or more sources were used and all are properly cited.	Two (2) sources were used and are properly cited.	One source was used or the citations are not correct.	No bibliography.

In order for the project to be entered in the Holocaust Showcase Contest, it must be rated "excellent" in every category.

WHY SHOULD WE TEACH THE HISTORY OF THE HOLOCAUST?

Through the study of history, we can examine what it means to be a responsible citizen. Students come to realize that.....

1. Democratic institutions and values are not automatically sustained, but need to be appreciated, nurtured and protected.
2. Silence and indifference to the suffering of others, or to the infringement of civil rights in any society, can, however unintentionally, serve to perpetuate the problem.
3. The Holocaust was not an accident of history, it occurred because individuals, organizations, and governments made choices that not only legalized discrimination, but allowed prejudice, hatred, and ultimately mass murder to occur.

TEACHING OBJECTIVES

To understand the ramifications of prejudice, racism, and stereotyping in any society.

To develop awareness of the value of pluralism and the tolerance of diversity.

To study the use and abuse of power, and the role and responsibilities of individuals, organizations and nations when confronted with civil rights violations or genocide.

To gain a perspective of how history happens and how a convergence of factors can contribute to the disintegration of civilized values. Part of one's responsibility as a citizen is to learn to identify the danger signals, and to know how and when to react.

Adapted from information disseminated by the Department of Social Studies, MDCPS, Division of Holocaust Education.

FLORIDA STATUTE 233.061

REQUIRED PUBLIC SCHOOL INSTRUCTION OF THE HISTORY OF THE HOLOCAUST

- (2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of the study, and employing approved methods of instruction, the following:
- (f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

PERSONAL COMMITMENT AGAINST PREJUDICE

I believe in the equality of humankind and in the equal rights of every individual
I believe it is wrong to be prejudiced or cruel, physically or emotionally, to any person or
group of people

I will not intimidate, be cruel or act superior to others
I will honor and support the equal rights of everyone
I will look deep into myself to see that I uphold this promise in every way
I will work to educate others so that they will not be prejudiced or cruel
I will act to stop prejudice and cruelty every time I am aware that it is happening or is about to
happen

I have the courage to take this stand

Signature _____

Date _____

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Signature _____

Date _____

RESOURCES FOR HOLOCAUST EDUCATION

Miami-Dade County Public Schools:

John R. Doyle, Administrative Director
Division of Social Studies 305-995-1982

Dr. Miriam Klein Kassenoff
Education Specialist / Holocaust Studies
Division of Social Sciences 305-995-1201

Community Resources:

Holocaust Documentation and Education Center
For Task Force Materials and to request a
survivor to visit your classroom.
305-919-5690

Holocaust Memorial – Miami Beach
To schedule student tours
(50 students per day limit)
305-538-1663

National Resources:

U.S. Holocaust Museum Bookstore
For all books
including posters and other resource material
www.holocaustbooks.org 212-488-6144

REFLECTION, REMEMBRANCE, RESPONSIBILITY

To the Teachers

by Elie Wiesel

April, 1945. Liberation. All I remember of that event, of that month, is that there was no joy. There was no joy in those who opened their eyes at the end of a nightmare. They were alive, but something of them had remained on the other side. In a way they were dead but did not know it. No dancing marked the occasion, no festivities, no exuberance, no speeches, no solemn declarations, nothing. Only emptiness, nothing else. Fatigue, perhaps. For months, for eternities, they had waited for this moment. Now it was here, but so many friends were not. So many comrades, so many faces and eyes vanished as they flickered in the middle of darkness. Darkness triumphed: not the glory of the flame, but its ashes.

The question of questions that we faced then and shall face forever is: What does one do with such knowledge? There were children who were my friends: some were eight years old, one was six, others were ten, twelve; the oldest – and I belonged to that group – were fifteen or sixteen. Those children were the real teachers of their generation and of all generations. Somehow they knew more about life and death, about the poetic aspect of immortality than the oldest of their old teachers.

There was an immense knowledge in those children, in those people whom we today call survivors, and perhaps they were crushed by it. They possessed all the questions and they knew there were no answers. There never will be; there never should be. And the more they knew, the more they accumulated, the less they knew. The more they read, the less they understood. The more they came to absorb, the more they felt that the words that served as vehicles were the wrong words. What, then, should they have done, what should we have done with our knowledge?

As teachers, surely you will agree that this is the problem man has faced since he supposedly became human. We could then have asked for the impossible, for we had lived the impossible. We could have imposed our will, our vision, on mankind. We could have asked for the ultimate redemption. We had an authority unmatched in history, the authority of cumulative suffering and the authority of remaining human. We spoke on behalf of a kingdom inhabited by martyrs and victims numbering six million. We had the power, the moral strength, to speak up and demand and compel mankind to change, to give up intolerance and hate, bigotry and fanaticism. We had the right then to say, "We are your teachers." And we had the power, the metaphysical power to say that we shall teach mankind how to survive without linking survival to betrayal.

But we did not know how to go about it. We were hesitant to speak. Had we started to speak then, we would have found it impossible to stop. Having shed one tear, we would have drowned the human heart. As invincible as we had been in the face of death and the enemy, we felt helpless then. How is man to make use of this pain? What if he decides to remain mute? And what if he chooses to carry his secret with him into his grave?

Such questions could not but haunt the teachers we became. The witnesses felt remorse; they were mad with disbelief. People refused to listen, to understand, to share. There was a division between us and them, between those who had endured and those who read about it or refused to read about it.

Many survivors will tell you today that they are tired. They really are. After the liberation all illusions were hopes. We were convinced that on the ruins of Europe a new world would be built, a new society would be formed. There would be no more wars, no more hatred, no more bloodshed. We thought people would remember our experience, our testimony, and how we managed to suppress our violent impulses to kill or to hate.

Well, look at the world today. People know little or nothing today, and therefore I believe no subject is more urgent, more burning, than the one you and I are teaching. No subject is more linked to justice than ours. But today the greatest injustice is being perpetrated: the obliteration of those memories, the erasing of those events... A real movement is afoot not only to rewrite history but to destroy it and in so doing to humble and humiliate those teachers who still not only remember but also carry their wounds secretly. If we are to believe those morally deranged, perverted, so-called historians, the Holocaust never took place, the victims did not perish. Auschwitz, they say, is a fraud, Treblinka, a lie. Belsen, a convalescent home...

What does one say to all this, and why have more people not protested?

I confess, I do not know how to respond to this situation. Are we really to debate these charges? Is it not beneath our dignity and the dignity of the dead to refute these lies? But then is silence the answer? Since silence never has been an answer, the survivors chose to teach – and what is their writing, their testimony, if not teaching? – to tell the tale and to bear testimony. But apparently their words have not been accepted. What then are they to do with their memories? They would much rather speak of other things . . .

But we go on teaching because we believe that our life is grace. No one in the world is as capable of gratitude as we are because we know what it means to live one extra moment, one extra day, and we know what it means to meet a smile and not a fist. Every word of friendship touches us. So we go on teaching. But we despair.

I cannot foresee a new Holocaust – a systematic undertaking with ghettos, camps, barbed wire. But given the proper circumstances - the political situation in the Middle East, the economic situation here – there could be an upsurge of anti-Semitism that would bring fear to this country.

If the teachers fail, and I include myself among them, if these desecrators succeed in erasing the memories of their victims, we shall experience something worse than we experienced then. We shall feel shame because we will have betrayed the victims for the last time – we will have completed the killers' work. Their task was to destroy the living Jews and burn dead Jews, and only now will they have succeeded.

Anyone who does not engage actively today in keeping these memories alive is an accomplice of the killers. Surely you teachers have read the history books, and you know that the killers' final step was to burn, to kill the killed, in order to erase their memory. If now such an attempt should succeed, we would have to hide ourselves, afraid to face people in the street because they would accuse us of having invented this tragedy.

So we teach. But how can I and you, teachers, explain to our students so many things related to the Holocaust? How can we explain to them the indifference of so many nations and so many leaders to so many Jews? I always start at the beginning; I go back to the roots. And when we read about the Evian Conference we remember that the *New York Herald Tribune* published a report under the headline "650,000 Exiled Jews Refused at Evian." Refused by the world, rejected by the world. As for the German papers, one headline read: "Jews for Sale ... Who Wants Them?" No one. An editorial stated: "Other nations pity German Jews, but nobody is ready to take them in." How can we explain that to our students? How can we explain to them that Switzerland, humanitarian Switzerland, suggested that Germany stamp Jewish passports with the distinctive "J" so that Jews could be refused visas everywhere, not only to Switzerland? How can we explain the *St. Louis*, the refugee-laden ship that was not allowed to land in the United States? What shall we say to our students when they learn that Jewish children were not admitted into the United States even though quotas were unfilled, and when they learn that while the ghetto fighters were fighting in Warsaw there was silence here? No wonder that gradually Hitler, Himmler, Heydrich, and their associates came to the conclusion that Jews were unwanted everywhere, that all nations would be glad to be rid of them, that what was taking place in Germany was an example to be followed. The Nazi leaders were convinced that one day all nations would be grateful to them for doing their work for them. Goebbels mentions this frequently in his diaries. The extermination of the Jews, he was convinced, was a service to humanity. What other conclusion was possible? The world was silent.

I confess I do not know how to teach these matters, especially the later periods, when we speak of that extraordinary confrontation between the killer and his victim; something happened there, something theological, metaphysical, something trans-historical and historical. I cannot comprehend them. How do you teach events that defy knowledge, experiences that go beyond imagination? How do you tell children, big and small, that society could lose its mind and start murdering its own soul and its own future? How do you unveil horrors without offering at the same time some measure of hope? Hope in what? In whom? In progress, in science and literature and God? In the viability of human endeavors? And what if man were but a spasm of history, a smile, a sneer, a rejection by fate? The Holocaust was preceded not by medievalism but by emancipation and enlightenment, by generations of humanists and liberal revolutionaries who preached their gospels, advocated their faith in universal brotherhood and ultimate justice.

The teachers in the ghetto were my heroes, but they had problems in explaining simple words to their young pupils. How do you describe to a child in the ghetto who had no bread what it is to have a cake? Or fruit? Or sugar? "What does an apple look like?" a child asks a father. Another wants to know, "What does happiness mean? Are there happy Jews in the world? Have there ever been?" And a third child inquires, "You told us that people are good at heart. Are they?" And a five-year-old girl asks, "Am I going to die? Have I lived enough?"

We read stories by and about teachers in the ghettos and are filled with admiration for their devotion, sacrifice, and courage. We can never know what they endured, what they knew. We will never know what their teaching meant to them and to their pupils, what it meant to teach children history, literature, fairy tales, geography, Bible and Talmud, and morality, knowing all the while that one month later, one week later, one day later, one hour later, they would be gone. That was part of the uniqueness of the experience. One hour before being led to the altar, children learned about the immortality of the Jewish spirit and about the invincibility of the human mind.

When we think of the past, we are faced with two options: we can despise the living or we can try to help them. We can either spread misfortune or we can curtail it. We can either join the madness, the criminal madness, or fight it with another madness, a humane madness. We possess

a strange truth that can either destroy or prevent destruction. How do we do it? As Albert Camus used to say, for modern man there are two options: one can either be a smiling pessimist or a weeping optimist. We study and we are both.

Our problem was and remains what to do with our words, with our tears.

We go back to our sources, hoping to find some links – not consolation. There can be no consolation.

When I teach these matters, I teach of children. When one thinks of children or reads of them, one usually sees images of innocence, sunshine, happiness, play, laughter, teasing, dreaming, simple chants, so much promise. But not for us because to us childhood meant something else. It meant death, the death of childhood.

Children for me evoke war, thunder and hate, shouts, screams, dogs howling. I see them in the street – hunted, beaten, humiliated. I see them walking and running like the old men and women who surround them – as though to protect them – without protecting them. There is no protection for Jewish children. Thirsty children, and all one wants is to offer them a glass of water. Hungry children, and all one wants is to give them a crust of bread. Frightened children, and all one wants is to comfort them. You watch them marching, marching, and you know they will never come back; and yet you go on seeing them, but they no longer see you.

So what do you do? I will tell you what I do. I teach. I teach about the children because those children became philosophers, they became theologians, they became historians, they became poets. And, in a strange way, whenever I need to be uplifted I read their poetry, and it breaks my heart at the same time that it lifts my spirit.

What can I tell you as a teacher who teaches young people? It is more than a matter of communicating knowledge. Whoever engages in the field of teaching the Holocaust becomes a missionary, a messenger.





TEACHER'S GUIDE
For The
HOLOCAUST SURVIVOR TESTIMONY

SUGGESTIONS
FOR THE TEACHER
WHEN INVITING
A SURVIVOR
TO A
SCHOOL

Written and Prepared by:

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Southwood Middle School

Co-authors: *Memories of the Night: A Study of the Holocaust*
Phone: (305) 995-1201

PRE-VISIT

1. When requesting a Holocaust Survivor to visit your class, please offer your home number and a good time the guest can call you. Trying to reach you at school can cause too much confusion and frustration due to your teaching schedule.
 2. If you want the news media to come, ask their permission first. Make certain your students have had a minimum of one week (2 weeks would be better) of an introductory lesson on the Holocaust.
 3. Prepare the students for the sensitive nature of this visit. Please instruct them in all the rules of proper etiquette when a guest speaks -- this is a good time to do a lesson in Character Education.
 - 4) Have a World and U.S. map handy in the classroom so visitor can trace his roots and journey which ultimately brought him to America.
 - 5) When speaking to the survivor-guest in your phone interview, ask what basic materials or equipment does he need?
 - ▶ microphone?
 - ▶ map?
 - ▶ water to drink?
 - ▶ table for display of pictures?
 - ▶ T.V. and/or V.C.R.?
- ** Ask for permission to videotape his presentation.

- 6) If possible, try to keep interruptions to your classroom to a minimum on day of visit.
- 7) Alert administrators, counselors, front office personnel of impending visit.
- 8) Appoint someone to greet the survivor/visitor and escort him to your classroom.
- 9) Make certain you tell the guest:
 - ▶ Date
 - ▶ Time
 - ▶ Place
 - ▶ Time allotted for presentation
 - ▶ Time allotted for questions and discussions
 - ▶ Grade level
 - ▶ General age group

It would be very nice to print all this out with clear directions to your school and mail to the guest.

DURING THE VISIT

- 1) Please remain in classroom at all times - to be of support - to assist and of course be coordinator of the discussion after the survivor's presentation.

- 2) If a student is disruptive, handle immediately one on one.
- 3) ** Special recommendation of Dr. Klein Kassenoff and Dr. Meinbach. Please limit audience to 75 students (2 classes). Survivors and students gain more in discussion and questions in smaller groups. Do not ask survivor to tell his story twice in one day -- it is too emotionally exhausting.

AFTER YOUR VISIT

- 1) Try and escort survivor out to the car or to the front door after presentation -- it can feel lonely to suddenly leave alone after such an emotional presentation. If possible have a person come from the community and drive the guest or suggest a friend come along so afterwards the survivor has someone with whom to talk to and process or connect.

**Final note: The Survivor Guest Visit is the most important lesson of the Holocaust unit. Both teacher and students' lives will be greatly affected by this visit and testimony. We are fortunate to still have so many of these martyrs among us. Honor them and learn from them.

RESOURCES FOR HOLOCAUST EDUCATION

Miami-Dade County Public Schools:

John R. Doyle, Administrative Director
Division of Social Studies 305-995-1982

Dr. Miriam Klein Kassenoff
Education Specialist / Holocaust Studies
Division of Social Sciences 305-995-1201

Community Resources:

Holocaust Documentation and Education Center
For Task Force Materials and to request a
survivor to visit your classroom.
305-919-5690

Holocaust Memorial – Miami Beach
To schedule student tours
(50 students per day limit)
305-538-1663

National Resources:

U.S. Holocaust Museum Bookstore
For all books discussed in our seminar,
including posters and other resource material
www.holocaustbooks.org 212-488-6144

**THE HOLOCAUST REMEMBERED:
A MULTIMEDIA SHOWCASE**

April 24 – May 3

Entombed

MY TRUE STORY:

*How Forty-five Jews Lived Underground
and Survived the Holocaust*



**HEAR THE TRUE STORIES OF
HOLOCAUST SURVIVORS
APRIL 30TH – MAY 3RD**

**MEET BERNARD MAYER APRIL 24TH
GET AN AUTOGRAPHED COPY OF ENTOMBED!**

VIEW STUDENT PROJECTS

Bernard Mayer

**SEE THE PROFESSIONAL DRAMATIC PERFORMANCE:
"LIVING VOICES"**

TEACHER MINI-GRANT FINAL REPORT FORM

Teacher's Name: Deedee Toner, Library Media Specialist
Grant Title: The Holocaust Remembered: A Multimedia Showcase and Contest
Impact II Adapter Grant
School: Southwest Miami Senior High School

BRIEF DESCRIPTION OF PROJECT AND OBJECTIVES

The Holocaust Remembered: A Multimedia Showcase and Contest was a school-wide, interdisciplinary program organized and implemented by the Library Media Specialist. Individual teachers taught Holocaust units using their own preferred methods. Students were encouraged to create original projects that incorporate a variety of skills and knowledge. These projects could be on any aspect of the Holocaust and could be presented using any format or medium. Rubrics were used for consistency in judging and in guiding students towards high standards. Only projects that were judged to be excellent on all standards were entered in the contest. Contest prizes and cash awards were presented to winners in **ten categories** as well as **Overall Winners** and **Honorable Mentions**. Community businesses were asked to support the program by donating gift certificates and prizes. The Alumni Association and PTSA were asked to make donations to the cash awards fund.

The main objective was for students to be active learners through creating projects that were truly excellent and demonstrated not only knowledge of the subject, but originality in the presentation. An in-depth study of the Holocaust also fostered the development of higher order thinking skills and invited an inquiry into human nature and self. The contest was designed to motivate students to challenge themselves to reach beyond their usual efforts and to "go for the gold". The secondary objective was to involve the community in encouraging creativity, excellence, and character development in our students.

PROJECT RESULTS:

1) Using the objectives listed on your grant application, briefly discuss the methods used to evaluate your result and state in full your quantitative results for each objective.

The Showcase/Contest objective from the grant states: "The main objective of **The Holocaust Remembered: A Multimedia Showcase and Contest** is to motivate and challenge students to create excellent projects that incorporate a variety of skills and knowledge. Their projects must demonstrate a thoughtful, sensitive examination of the actions and attitudes that allowed the Holocaust to occur. Projects that meet these criteria will be exhibited in the Showcase and entered in the contest. If there are 250 student projects that score 85 and above on the rubrics, and ten percent of the businesses contacted support our students with incentives, **The Holocaust Remembered: A Multimedia Showcase and Contest** will be considered a success, and the objectives will have been met."

The rubric grading scale was changed from numeric values to the qualitative values of Excellent, Good, Satisfactory and Needs Improvement. So instead of the objective being 250 student projects that score 85 and above, the objective was for 250 students to score at the excellent and good levels. **A total of 139 student projects scored "excellent" and "good" and were entered in *The Showcase*.** 87 were excellent and 52 were good. The goal of 250 projects was not reached because 2003 was a Southern Association of Colleges and Schools (SACS) Review year for Southwest High School. This yearlong process, with its myriad committee meetings, preempted, and replaced most regular department meetings. Promoting *The Showcase/Contest* at department meetings for several months preceding *The Showcase* is key to its success. More teachers from more departments participate because of this "face-to-face" promotion. Teachers also submitted fewer projects because rubrics were used and the standards were higher than in 2002. The good news is that the projects that were entered were truly excellent. The quality was exceptional, and the projects, as a whole, were superior to the projects of 2002. Many of these projects were done independently for extra credit, including three of the top four overall winners. Additionally, the objective to have ten percent of the businesses contacted support the *showcase/contest* was greatly exceeded. **Eighteen percent of the businesses contacted supported the program. This was an eight percent increase over the 2002 community support.** This increase is attributed to the fact that book vendors who do business with Southwest High School were asked for donations and there was a 100% favorable response from them. Three major vendors donated a total of thirteen high quality books. Also the Alumni Association donated \$250 to the prize fund. Out of 69 request letters sent to area businesses and vendors, 13 responded with gift certificates and prizes. A total of \$700 and 43 prizes were awarded to contest winners.

2) Tell one story of how your project helped one or more of your students.

Ariel, a junior, was a new student at Southwest. He previously attended Krop Sr. High in North Miami. He had been admitted to their music magnet program as a freshman. Ariel is musically gifted but academically lazy. He lost his position at Krop because of a low GPA and was required to attend the school in his home district, Southwest. Ariel was upset about not being able to pursue his musical education at Krop. He particularly missed the extra hours of music classes and the quality facilities and teachers in the Krop program. At Southwest his ability was immediately recognized and encouraged by his music teacher. However, Ariel was depressed and had few friends at his new school. His self-esteem had taken a major blow and his self-confidence was lacking. His teacher told him about the contest and helped him to focus on a project. Several times during the months of preparation, Ariel made excuses about why he couldn't continue. Excuses ranged from lack of parental support to losing the music he was composing. With his teacher's insistence and constant encouragement, Ariel finally completed the original piano piece. He won first prize and was featured on the "in-house" TV program, *Morning View*. Ariel has become a local celebrity and is already planning his project for next year. He is working on words for the music and has organized a small group of his new friends into a choral group to sing while he plays. Ariel has taken a leadership role among the students of the music department and has become an inspiration as well as a role model to Southwest students.



IMPACT II ADAPTER APPLICATION

Presented by



APPLYING FOR AN IMPACT II ADAPTER GRANT

A teacher seeking to become part of the IMPACT II network as an ADAPTER chooses one of the curriculum ideas profiled in past or this year's *IDEAS with Impact* catalogs and creatively modifies it to their own classroom. (For a list of past years' ideas, contact Lorna Valle, 305-892-5099, x18 or visit www.educationfund.org).

Adapter Grant awards average \$200. *To apply, you must contact the teacher who developed the idea before submitting your application.* Contact can be made by attending a workshop given by the disseminator, communicating via e-mail or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom. Project funds must be spent within the current school year or an extension must be requested. A final report and expense form with receipts are required. Periodic site visits may be conducted.

Deadline: November 1

1. GENERAL INFORMATION (Please TYPE. All information must be completed for consideration.)

A. Name: _____ B. School: _____
School Address: _____ City/State: _____ Zip Code: _____
School Phone: _____ School Fax: _____
C. Home Address: _____ City/State: _____ Zip Code: _____
Home Phone: _____ E-mail: _____

2. PROJECT INFORMATION

A. Title of Project (as it appears in the Idea catalog): _____ Catalog Year: _____
B. Name of Project disseminator(s): _____
C. You are **REQUIRED** to make direct contact with the disseminator(s) of the project you are interested in adapting **BEFORE** a grant can be approved.

I made contact via: Workshop/EXPO Telephone Visit Letter/E-mail
 Other (Please specify): _____

If no contact was made, please state why: _____

3. IMPLEMENTATION INFORMATION

A. Who are the students involved in your adaptation? How many? _____ Grade level(s)? _____
Ethnic distribution? _____ Achievement levels? _____
B. How will it help low-performing students in your classroom? _____

C. What is the educational need for this project in your class? (Use one additional page if necessary.)

D. How will you implement the project with your students and integrate it with your curriculum? What changes will be made from the original project ideas? Will you be adapting the project to fit with a current theme or event? (Use ONE additional page if necessary.)

E. May IMPACT II staff and teachers visit your class with prior approval? Yes No

F. Are you willing to help the disseminator network this idea? Yes No

4. BUDGET INFORMATION

A. What materials are needed to adapt this project to your class? *Be specific.* (Use ONE additional page if necessary.)

Item and Description	Cost	Source of funds (this grant, school funds, other)
_____	_____	_____
_____	_____	_____
_____	_____	_____
TOTAL REQUESTED \$		_____

5. COMMUNITY AND SCHOOL RESOURCES

A. What other persons, if any, will be involved in implementing this project? (e.g. teachers, specialists, library media specialists, para-professionals, parents, other volunteers) _____

B. What other resources does your school have to assist in adapting this project? (e.g. library materials, equipment, instructional materials, community agencies) _____

6. ADMINISTRATIVE SUPPORT (TO BE COMPLETED BY SCHOOL PRINCIPAL)

I support implementation of this project during this school year. Yes No

Principal's Comments: _____

Applicant's Signature _____

Principal's Signature _____

Date _____

Deadline for application is **November 1, 2006**. Send an original, typed application and **four** copies with **four** self-addressed mailing labels to:

The Education Fund, 900 NE 125th St., Suite 110, North Miami, FL 33161

*****This application may be photocopied to distribute to other educators.***