CHILDHOOD LOST

STUDY GUIDE

BY THE CHILD SURVIVORS/HIDDEN CHILDREN OF THE HOLOCAUST

PALM BEACH COUNTY, FLORIDA
Objectives

The objectives of this lesson are for students to gain understanding of how

- The Holocaust affected each country by gradually stripping away the basic human rights of Jews in Europe
- The Holocaust affected multiple countries, and how this tragic historical event unfolded in each of the countries described in this book.
- The Holocaust as an act of state sponsored violence.
- The apathy of the surrounding community fueled the state sponsored violence in all of the countries it affected, although in some more than others.

In addition, the objectives are for students to develop more tolerant attitudes towards groups and individuals who are different from themselves. The development of students who are critically compassionate is a central goal.

Finally, this curriculum adheres to the Sunshine State and Common Core Standards by exercising the use of Reading, Writing, and Mathematical skills. It also will inform students about European geography and will enhance their technological skills.

Materials required

- The book entitled Childhood Lost
- A current Microsoft Excel program
- A current Microsoft Word program

Activity 1: Reading and Analyzing the Stories of Two Survivors

Each student will read the stories of two Survivors from different countries so that the entire class can explore as many different perspectives as possible. This will also help students to understand that each Survivor’s story is different; even though there may be some identifiable patterns running throughout all of the stories. The following rubric will help students take notes as they read both stories.

Activity 1: Step A

Directions: Please use the following rubric as a guide to assist you in your understanding of a Survivor’s story.

Survivor’s Name___________________

Town and Country of Birth__________________________
Birth date_____________________

Date when anti-Semitism became a policy in his/her country__________________________

1. Category of child. More than one “yes” may be applicable to this section
   
a. Was the child hidden? _____yes _____no
   If the answer is yes, where was he/she hidden?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   b. Was the child rescued? _____yes _____no
   If the answer is yes, how was he/she rescued?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   c. Did the child live in a ghetto? _____yes _____no
   If the answer is yes, where was the ghetto located? What were the conditions of the ghetto?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   d. Did the child live in a concentration camp? _____yes _____no
   If the answer is yes, which concentration camp did she/he live in? Please describe the type of camp (death camp, work camp, etc.)
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   e. Was the child forced to participate in a death march? _____yes _____no
   If the answer is yes, name at least 3 specific details about this child’s experience of the death march.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Family and relatives of Child Survivor (students may want to insert a table like this into his/her essay).
3. Was there anti-Semitism in the community where the child grew up before the Nazis came?  
    _____Yes _____No  
    a. If there was anti-Semitism, how was it expressed?  
       ___________________________________________________________  
       ___________________________________________________________  
    b. If there was not anti-Semitism, how did the non-Jewish community react to the Nazi  
       takeover?  
       ___________________________________________________________  
       ___________________________________________________________  

4. How was the individual who narrated his/her story, able to survive?  
   ___________________________________________________________  
   ___________________________________________________________  
   ___________________________________________________________  

5. Where was this person when World War II ended in 1945? What happened to him/her after  
   the war?  
   ___________________________________________________________  
   ___________________________________________________________  

6. What struggles did this Survivor face after the Holocaust ended?  
   ___________________________________________________________  
   ___________________________________________________________  
   ___________________________________________________________  

7. How does this Survivor describe his/her emotional response to the losses he/she suffered  
   during the Holocaust? For example, if the Survivor lost a parent, did he/she have the chance  
   to grieve this loss after it happened? Does this Survivor describe his/her reaction as feeling  
   emotionally numb?  
   ___________________________________________________________  
   ___________________________________________________________  
   ___________________________________________________________  

8. How was this person affected by this traumatic event and how did he/she manage to adjust  
   to “normal” life again?
9. What effects did this experience have on his/her life and attitudes?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

10. How does he/she feel about being Jewish?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

11. If applicable, how does this survivor describe his/her feelings towards his/her perpetrators now?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

12. If applicable, how does this survivor describe his/her feelings towards those who helped during this journey?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

13. How did the Survivor feel about his/her parents at the end of the Holocaust, whether or not they survived?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

14. How do you think the Survivor feels telling his/her story? Why is it important to the Survivor to tell it? What is the life lesson that he/she intends to share?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Activity 1: Step B

Students will then write a summary paper about two stories by referring to the information outlined in the rubric. Students should be expected to summarize the information from the rubric, and they should be able to describe key commonalities between the two stories, as well as key differences. Students will be expected to discuss how the life lessons shared by the survivors apply to our lives today. Papers should be no longer than 5 pages, double-spaced, and typed. Maps, timelines, and any charts should be included at the end of the paper. With the exception of the chart developed in Activity 1 A, Question 2, these pages are not included in the page count.

Activity 2: Mapping the Path of a Survivor

Activity 2: Step A

Separate students into pairs, and have them choose from one of the Survivor’s stories in the book. Each pair of students should have a different survivors’ story. Have them list in chronological order all of the places the Survivor lived, either by force or by choice. Please include the year each event took place, whenever possible. Start with the Survivor’s place of birth. Students can follow the rubric below to help guide this activity. For some Survivors, all of the questions may be applicable. For example, if a Survivor was hidden, escaped, and then was sent to a concentration camp, students will answer all of the questions pertaining to this information. In other cases, not all of the questions will apply. For example, if a survivor was hidden and never discovered, then the questions pertaining to the concentration camp would not apply.

a. Name of Survivor___________________________________

b. Survivor’s place of birth____________________

c. Does the Survivor’s place of birth still have the same name? ___Yes ____No

d. If the Survivor’s place of birth does not have the same name, what is it called now?

________________________________________________________________________

________________________________________________________________________

e. Does the Survivor’s place of birth presently belong to the same country that it belonged to when the Survivor was born there? ___Yes ____No

f. If you answered “No” to the previous question, what country did it belong to then, and what country does it belong to now?

________________________________________________________________________

________________________________________________________________________
g. Was the Survivor hidden? If so, list all of the cities and countries where the Survivor was hidden.
________________________________________________________________________
________________________________________________________________________

h. Did the Survivor escape? If so, list the place or places the Survivor escaped to
________________________________________________________________________
________________________________________________________________________

i. Did the Survivor live in a ghetto or more than one ghetto? Please list the ghetto or ghettos where the Survivor was forced to live, and what country and city they were located in.
________________________________________________________________________
________________________________________________________________________

j. Was the Survivor sent to a concentration camp or more than one concentration camp? Please list all that apply, and the countries where they were located.
________________________________________________________________________

k. Was the Survivor forced to participate in a death march? Please note where the death march began, and where it ended for this Survivor.
________________________________________________________________________

l. How did the Survivor arrive where he/she is now? Almost all of the Survivors whose stories are in this book now live in the United States. Please list where the Survivor went after the war, and all of the subsequent places he/she was before arriving in the United States, or in the case of one Survivor, in Israel. You can use the following table to assist you.

<table>
<thead>
<tr>
<th>Name of Survivor</th>
<th>City and Country</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where he/she went after the war</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Where he/she went next</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Where he/she went next</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Where he/she went next</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Where he/she went next</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Activity 2: Step B**

Using the information collected in step A, each student pair should locate each place on a map or maps (you can use Google Maps - [https://www.google.com/maps](https://www.google.com/maps) or download maps from the internet - [http://www.printablemaps.net/](http://www.printablemaps.net/), and use arrows and colored pencils/markers to trace the path of the Survivor, beginning in his/her hometown and ending where he/she lives now in the United States. **If any of the cities, towns, or countries in the story go by a different name now or are considered to belong to a different nation please make note of that on the map.** For example, Vilna was a Polish city until 1939, but now it is called Vilnius, and it belongs to Lithuania.

Most of the Survivors in this book live in Florida now, or at the time of their death they lived in Florida. Please mark the city in Florida where they live/lived. However, if the Survivor whose path the students chose to map did not settle in Florida, they should mark the city, state, and country where they are now or where they last lived before they died. They should do this regardless of whether the city/town is in the United States or abroad.

**NOTE:** If you decide to use Google Maps, here is a tutorial for your reference - [http://www.youtube.com/watch?v=Mh8FFI6YR8U](http://www.youtube.com/watch?v=Mh8FFI6YR8U).

**Activity 2: Step C**

The teacher should have each pair of students present the information they found about the path of the Survivor to the class. This will expand students’ knowledge of world geography, and it will also have them exercise their technological skills by requiring them to find various locations on maps.

**Activity 3: Mathematics, Data, Statistics, and Technology**

Students will locate information in one of the stories they have read (or in another story) regarding the number of people either in the Survivor’s town or in their camp/ghetto. They will then use the tools in Microsoft Word to create histograms and other graphics to help illustrate the numbers of human beings affected by the actions and policies of the Nazis. Be sure to remind the students that each number is a person, and that by reading the stories of individuals, they can begin to understand that while 6 million Jews, or 11 million total Holocaust victims, seems hard to imagine, each of the 11 million people was an individual human being who was brutally murdered against their will. These human beings were not killed for committing real crimes. In the case of the Jews, they were murdered because they were born into an ethnic group that was chosen as the scapegoat for all of the world’s problems at the time. More than 200,000 Romani (also known as gypsies) were killed because they were not considered to be “fit” members of
society. Gypsies were stereotyped as uncivilized and inferior, and so they were killed. Individuals with birth defects or mental disorders, including alcoholics, were killed because they did not measure up to the Nazis’ delusional ideal of a perfect human being. In effect, most of those murdered during the Holocaust were killed because the Nazis perpetuated a system of hate that was sanctioned by the state. They were encouraged to kill all people who the state of Germany deemed to be inferior. Those who were found to be unsupportive of the Nazi regime and those who aided the hunted populations of the Holocaust and were caught were also killed or sent to concentration camps to starve and suffer from disease. Let us not forget that out of the 6 million victims, at least 1 and a half million were children. These children were killed because they were too young to provide any type of work service to the Nazis. Consequently, their “crime” was that they were the offspring of a certain group. Most of the children in Childhood Lost would have died had they not been hidden or rescued in some way.

Teachers: Each story is different. Students may need teacher assistance to determine what information to put into the graphic. After the student reads the story, s/he should refer to the text of the story to determine how many people were deported; how many people were put in a ghetto; how many people were shot; how many Jews lived in the area before and after the Holocaust—any information that can be represented in a histogram or other appropriate chart.

Demonstrating how to use technology

Using the LCD projector in your classroom or lab, show students how to use the following directions and to do each step. It is important to model this for students so that you get the intended end result, so using more than one Survivor’s scenario is recommended in the demonstration. This lesson will use Eta Levin Hecht’s story on pages 134-141 as an example.

Activity 3: Step A

Scan the story, paying close attention to population numbers. Jot down notes about the numerical data. The country used for this example is Lithuania. Although the story mentions a great deal of numerical data, the United States Holocaust Memorial Museum (USSHM) website provided additional statistical information about Lithuania during the Holocaust, particularly the number of people who survived the Kovno Ghetto/Concentration Camp. Depending on the country/story the student chooses, and the information he/she wants to display, he/she may need to refer to sources outside of the book for supplemental data. The graphic from the following example illustrates the tragic losses suffered by Lithuanian Jews by detailing the following information:

i. 3800 Lithuanian Jews were murdered in June 1941 by Germans and Lithuanian collaborators during the German occupation (p. 136)
ii. In June 1941 following the German occupation, hundreds of Lithuanian Jews (approximately 500) were taken to Lietukis garage and murdered there (p. 136).

iii. More than 29,700 Jews were forced into the Kovno ghetto in July 1941 (p. 136).

iv. Shortly after the Kovno ghetto was established, 500 Jews were deceived into volunteering to “work”, but they were in fact murdered in 1941 (p. 136).

v. On October 28, 1941, the “Grosse Akzie”, or “Great Action” took place in which 10,000 people were murdered. Almost half of these people were children (p. 137).

vi. After the Kovno ghetto had been converted into the Kovno Concentration Camp, it was razed to the ground by the Germans, and 2000 people burned to death trying to escape (p. 139).

vii. Approximately 3,000 people survived the Kovno ghetto/concentration camp. (USSHM website).

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**Activity 3: Step B:** Decide what you want the graphic to illustrate. For this example, we will create a Pie Chart because we are talking about what happened to groups within the total Jewish Lithuanian population as a result of the German occupation.

**Activity 3: Step C:** In Microsoft Word, select Insert→Chart→Pie Chart

**Activity 3: Step D:** An EXCEL spreadsheet will open along with your chart to allow you to change the data you find in the template. On the cell that says “sales”, change to “Lithuanian Jews after German Occupation”. Replace “1st quarter” with “1941 murdered by Germans and Lithuanians murdered in 1941”. Replace “people forced into Kovno ghetto in 1941” with “People forced into Kovno ghetto in 1941”. Replace “Individuals shot in 2 months after the ghetto was established” with “Individuals shot in 2 months after the ghetto was established”. Replace “1941 "Great Action" murders” with “1941 "Great Action" murders”. Replace “"Volunteer" doctors and lawyers murdered” with “"Volunteer" doctors and lawyers murdered”. Replace “Burned to death when Germans raised Kovno ghetto” with “Burned to death when Germans razed Kovno ghetto”. Replace “Survived the Kovno ghetto” with “Survived the Kovno ghetto”.
Activity 3: Step E: To do other kinds of charts, “RIGHT CLICK” over your legend and choose “Change Chart Type”. Choose “Column”>OK. Show students what happens. You can experiment here. Choosing an “Exploded Pie Chart” is interesting, and creating an X Y scatterplot allows students to integrate algebra and statistics methods. Encourage students to experiment with the data in the stories to create different types of graphics to make different points. The type of chart chosen should correspond with the point the students are trying to make. Here, we can tell just by looking at the chart that out of total number of Jews who were forced into the Kovno Ghetto, only about 1/10th, or 10 percent, survived. What else can we deduce? Lead a discussion with the students as they interpret what they see in the different types of graphics you show them.

Important note: Depending on the student, you may need to provide individual assistance to help students locate data within their story, and decide what they want their graphic to tell the reader. Does the storyteller describe how many people each year were deported/ murdered? You may want to compare which years were more “active” than others. Although all the survivors’ stories follow a similar pattern, information in some stories is easier to locate than in others.

This activity requires many different skills and although it CAN be used as an enrichment activity, it should NOT be reserved exclusively for higher level learners. ALL learners should do one chart.

Activity 4: Timeline of events in each country

This timeline will help students learn which particular countries were affected by the German occupation. Students with basic knowledge of the Holocaust may not realize how many countries were occupied by Germany, and how this forced expansion was received in different countries. These timelines will help students to understand how the rights of Jews were systematically taken away from them, and how the denying a group basic rights (for example, taking away a group’s citizenship) aids in enabling the denial of other rights (for example, the right to work or own property). The Holocaust was able to happen because Jews’ rights were gradually stripped away, until they no longer had any rights at all, until it was permissible by society for them to be arrested for being born Jewish.

Activity 4: Step A

Divide the class equally into pairs or groups, and assign them one of the following countries. Students will develop a timeline of key events that occurred in the country that is assigned to
their group. Each Survivor in *Childhood Lost* gives a brief history of the country where they lived when the Holocaust began to affect his/her life, and these countries are listed below.

<table>
<thead>
<tr>
<th>Austria</th>
<th>Hungary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belarus</td>
<td>Latvia</td>
</tr>
<tr>
<td>Belgium</td>
<td>Lithuania</td>
</tr>
<tr>
<td>Czechoslovakia</td>
<td>Poland</td>
</tr>
<tr>
<td>France</td>
<td>Romania</td>
</tr>
</tbody>
</table>

Once the pair of students or the group of students is assigned a country, the following questions will help students with the task of creating a timeline for that specific country. The first set of questions applies to all countries other than Germany, while the second set of questions applies to Germany only.

For all countries other than Germany from the date of German invasion to the end of the war

1. When did Germany occupy this country?
2. Was the country occupied by any country besides Germany? If so, by what country and over what time span?
3. When did the edicts against the Jews begin in this particular country?
4. In some of the countries mentioned above, ghettos were built to separate Jews from the rest of the population after forcing them from their homes. For the particular country that you were assigned, does the Survivor mention any ghettos that were established? If so, when and where were they established? What were they called? The story may not mention ghettos at all, or it may mention one or more than one ghetto.
5. When did the mass deportations of Jews from ghettos to concentration camps begin in this country?
6. Were there any other key events in this country that distinguish it from other countries during WWII?

For Germany, focus on 1933-1945

Starting in 1933

1. When did Hitler become Chancellor of Germany?
2. When did the edicts against the Jews begin in Germany?
3. Starting in 1933, what groups were rounded up first in Germany and forced to live in concentration camps starting in 1933?
4. When, and under what circumstances, did Hitler become Head of State?
5. When were the Nuremberg laws established, and what did they entail?
6. What key events led up to the official beginning of World War II?
**Activity 4: Step B: Critical questions**

Based on the two stories that each student read, students should be able to identify similar patterns that took place in each country that was occupied by the Nazis. These patterns reflect the systematic stripping away of Jews’ basic human rights.

In the country that is the focus of this timeline, how were the rights of Jews systematically taken away? What were the steps that took place between the Nazi takeover of the country and the Jews being murdered or forced into concentration camps or other situations of imprisonment?

**Activity 4: Step C: Presentation of Timeline to class**

Students can present their timelines in groups to the rest of the class. They should address the critical questions during this group presentation. This way, the entire class will have a more integrated understanding of how the Holocaust affected each individual country.

**Activity 5: Vocabulary and Historical terms**

**Activity 5: Step A: Useful vocabulary:** In groups, have students define the following important terms pertaining to the Holocaust. The first definition is already provided. Have students add terms and definitions to the list that they are unfamiliar with.

a.) Edict: A mandate, or a law. The edict to wear a yellow star.
   
b.) Kristilnacht

   c.) Partisan

   **Activity 5: Step B: Historical figures related to Survivors’ stories in Childhood Lost**

Depending on the size of your class, assign one (or more) of the following historical figures to each group. Students will write a brief biography about each person and will present a PowerPoint to the class. Students should be able to address the following in their presentation:

1. Who was this person? Does he/she have an alias?
2. What is this person’s historical importance?
3. When did this person impact history the most? When was this person most active?
4. Pictures of these figures and pictures depicting their activity, which will be explained to the class.

<table>
<thead>
<tr>
<th>Adolf Hitler</th>
<th>Bielski Brothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chiune Sugihara</td>
<td>General Hideki Tojo</td>
</tr>
</tbody>
</table>
Vladimir Lenin  
Benito Mussolini  
Alexander Bogdanov  
Joseph Stalin  
Nicholas Winton  
Heinrich Himmler  
Hermann Goering  
Oskar Schindler  
Josef Mengele  
Ilse Koch  

Winston Churchill  
Josef Stalin  
Franklin Roosevelt  
Edouard Daladier  
Charles De Gaulle  
Dr. Edvard Benes  
General Francisco Franco  
Antoon Mussert  
King Leopold III  
Ion Victor Antonescu

**Activity 6: Letter Writing**

Write a letter to one of the children. In your letter you may describe the effect of their story on your desire to make this world better. You may want to talk about positive actions can you take in your life to prevent hatred from spreading Try to make this as realistic as possible. You never know if you may need to console someone who has suffered unimaginable loss, so it is good to be prepared. You may want to ask students to look up information on what to say to people who have lost a loved one, and what not to say. This is a good way to tap into the funds of knowledge within the classroom to open up the classroom to anyone has suffered a traumatic event or the loss of a loved one. This should only be done as a way to open up dialogue within the classroom, calling only on students who want to share their experiences should be asked.

**Unit Assessment: Reflection**

For enrichment, have students create two or more charts and interpret and compare and contrast each one. The assessment will allow the student to connect his/her own life experiences to those of the Survivors’ in a creative fashion. The reflection should address the following questions:

- What factors that contributed to the Survivor’s ability to survive made the greatest impression on the student? (For example: Courage, perseverance, keen awareness, luck, help from others, etc.)
- Did the survivor’s story affect the student’s willingness to stand UP, not stand BY, when someone is being hurt, persecuted, bullied, teased and abused? If so, how? If not, explain.
- Can we relate anything in the student’s own life or school to some of the experiences of a Survivor? (For example: Experiences with imprisonment, ghettos, discrimination, bullying, racism, religious persecution, surviving hardships, etc.)
- Are there other genocides happening in the world, or have they happened recently, and how do they relate to the Holocaust?

By relating the experiences of these child survivors and hidden children to their own lives and the world around them, this exercise aims to encourage students to not only think critically, but to think compassionately. Students will reflect how human lives are destroyed when racist hatred towards a specific group of people is magnified to the point that it becomes state policy. They will also consider the strength and perseverance that was required by these Holocaust survivors to rebuild their lives after inconceivable loss. They will look at how dehumanization takes place, and how this facilitates the oppressors’ actions of unbelievable cruelty. The pyramid of hate can be used in this exercise to help students understand the psychological process that leads to these acts of cruelty. By recognizing the process, students will be better equipped with the necessary tools to stand UP rather than stand BY.

Students may do one of the following:

- Visual arts (drawing, painting, graphic arts, sculpture, movie, PowerPoint, etc.)
- Performing Arts (sketch/skit, song writing)
- Poetry
- Essay

OR

Make a presentation based on students’ own research of:
- Holocaust Art (survivor’s art, bystanders, etc.)
  http://www.ushmm.org/research/library/weblinks/?content=arts
- Music of the Holocaust
  http://www.ushmm.org/museum/exhibit/online/music/

We recommend the resources on the site of the United States Holocaust Memorial Museum, and have provided the links where students can learn more.
The Pyramid of Hate

The following diagram is a useful tool for aiding students’ understanding of how behaviors and beliefs that may initially appear inconsequential, such as resentment towards a specific ethnic group, can spiral into the realm of state sponsored violence if these attitudes are left unchecked. A frequent question among students of the Holocaust is “How could this happen?” The Pyramid of Hate demonstrates how the simple act of hatred on one end of the spectrum can lead to irreparable harm on the other end of the spectrum if it is encouraged by one’s social group, rather than discouraged. This is one reason why standing UP, rather than standing BY, is so crucial. Students should be able to give examples from the book of each of these levels of hatred at the end of this unit.
## Scale

<table>
<thead>
<tr>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium utilized was inappropriate and did not convey the student’s learning</td>
<td>Medium utilized was appropriate and somewhat conveyed the student’s learning</td>
<td>Medium utilized was appropriate and easily conveyed the student’s learning</td>
</tr>
<tr>
<td>No factors that contributed to the Survivor’s ability to survive were described</td>
<td>One factor that contributed to the Survivor’s ability to survive was described</td>
<td>At least 2 factors that contributed to the Survivor’s ability to survive were described</td>
</tr>
<tr>
<td>Student did not explain how (if at all) the Survivor’s story affected his/her willingness to stand UP (or stand by).</td>
<td>Student explained how (if at all) the Survivor’s story affected his/her willingness to stand UP (or stand by).</td>
<td>Student clearly explained how (if at all) the Survivor’s story affected his/her willingness to stand UP (or stand by).</td>
</tr>
<tr>
<td>Student did not relate any experience of a Survivor to his/her own life.</td>
<td>Student related one experience of a Survivor to his/her own life.</td>
<td>Student clearly related two or more experiences of a Survivor to his/her own life.</td>
</tr>
</tbody>
</table>
Domain 1: Classroom Strategies and Behaviors

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
  1. Providing Clear Learning Goals and Scales (Rubrics)
  2. Tracking Student Progress
  3. Celebrating Success

DQ6: Establishing Rules and Procedures
  4. Establishing Classroom Routines
  5. Organizing the Physical Layout of the Classroom

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge
  6. Identifying Critical Information
  7. Organizing Students to Interact with New Knowledge
  8. Providing New Content
  9. Chunking Content into “Digestible Bites”
  10. Processing of New Information
  11. Elaborating on New Information
  12. Recording and Representing Knowledge
  13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
  14. Reviewing Content
  15. Organizing Students to Practice and Deepen Knowledge
  16. Using Homework
  17. Examining Similarities and Differences
  18. Examining Errors in Reasoning
  19. Practicing Skills, Strategies, and Processes
  20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses
  21. Organizing Students for Cognitively Complex Tasks
  22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
  23. Providing Resources and Guidance

Lesson Segments Enacted on the Spot

DQ5: Engaging Students
  24. Noticing When Students are Not Engaged
  25. Using Academic Games
  26. Managing Response Rates
  27. Using Physical Movement
  28. Maintaining a Lively Pace
  29. Demonstrating Intensity and Enthusiasm
  30. Using Friendly Controversy
  31. Providing Opportunities for Students to Talk about Themselves
  32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
  33. Demonstrating “Withitness”
  34. Applying Consequences for Lack of Adherence to Rules and Procedures
  35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
  36. Understanding Students’ Interests and Background
  37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
  38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
  39. Demonstrating Value and Respect for Low Expectancy Students
  40. Asking Questions of Low Expectancy Students
  41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

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Common Core Florida Standards

Strand LAFS.1112.RH: Reading Standards for Literacy in History/Social Studies 6–12
- Cluster 1 LAFS.1112.RH.1: Key Ideas and Details
- Cluster 2 LAFS.1112.RH.2: Craft and Structure
- Cluster 3 LAFS.1112.RH.3: Integration of Knowledge and Ideas
- Cluster 4 LAFS.1112.RH.4: Range of Reading and Level of Text Complexity

Strand LAFS.1112.RL: Reading Standards for Literature
- Cluster 1 LAFS.1112.RL.1: Key Ideas and Details
- Cluster 2 LAFS.1112.RL.2: Craft and Structure
- Cluster 3 LAFS.1112.RL.3: Integration of Knowledge and Ideas
- Cluster 4 LAFS.1112.RL.4: Range of Reading and Level of Text Complexity

Strand LAFS.1112.RI: Reading Standards for Informational Text
- Cluster 1 LAFS.1112.RI.1: Key Ideas and Details
- Cluster 2 LAFS.1112.RI.2: Craft and Structure
- Cluster 3 LAFS.1112.RI.3: Integration of Knowledge and Ideas
- Cluster 4 LAFS.1112.RI.4: Range of Reading and Level of Text Complexity

Strand LAFS.1112.RL: Reading Standards for Literature
- Cluster 1 LAFS.1112.RL.1: Key Ideas and Details
- Cluster 2 LAFS.1112.RL.2: Craft and Structure
- Cluster 3 LAFS.1112.RL.3: Integration of Knowledge and Ideas
- Cluster 4 LAFS.1112.RL.4: Range of Reading and Level of Text Complexity

Strand SS.912.G: Geography
- Standard 1 SS.912.G.1: Understand how to use maps and other geographic representations, tools, and technology to report information.
- Standard 2 SS.912.G.2: Understand physical and cultural characteristics of places.
- Standard 4 SS.912.G.4: Understand the characteristics, distribution, and migration of human populations.
- Standard 6 SS.912.G.6: Understand how to apply geography to interpret the past and present and plan for the future.

Strand SS.912.W: World History
- Standard 1 SS.912.W.1: Utilize historical inquiry skills and analytical processes.
- Standard 6 SS.912.W.6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.

Strand LAFS.1112.SL: Standards for Speaking and Listening
- Cluster 1 LAFS.1112.SL.1: Comprehension and Collaboration read more
- Cluster 2 LAFS.1112.SL.2: Presentation of Knowledge and Ideas read more

Strand LAFS.1112.W: Writing Standards
- Cluster 1 LAFS.1112.W.1: Text Types and Purposes read more
Cluster 2 LAFS.1112.W.2: Production and Distribution of Writing
Cluster 3 LAFS.1112.W.3: Research to Build and Present Knowledge
Cluster 4 LAFS.1112.W.4: Range of Writing

Strand LAFS.910.WHST: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Cluster 1 LAFS.910.WHST.1: Text Types and Purposes
Cluster 2 LAFS.910.WHST.2: Production and Distribution of Writing
Cluster 3 LAFS.910.WHST.3: Research to Build and Present Knowledge
Cluster 4 LAFS.910.WHST.4: Range of Writing

Next Generation Sunshine State Standards and Student Objectives

SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

MU.912.H.3.2 Combine personal interest with skills and knowledge from a non-music class to explore, design, and present amusic-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.

VA.68.S.1.3 Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.

VA.912.S.1.3 Interpret and reflect on cultural and historical events to create art.
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<th>Ghetto/Camp /Death March</th>
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