

Among the Righteous: Lost Stories from the Holocaust in Arab Lands

Lesson Plan

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Objective: World War II was a global conflict yet most students are familiar with the events in Europe or Asia. Fewer will understand the roles of combatants and victims elsewhere. Understanding the dimensions of the Holocaust in French North Africa and the decisions made by inhabitants there is crucial to understanding the moral and ethical issues presented in this program.

Required Materials: PBS Website: <http://www.pbs.org/newshour/among-the-righteous/index.html>

Anticipatory Set:

Using the map (<http://www.pbs.org/newshour/among-the-righteous/map.html>) teachers should introduce or review the geography and imperial relationships between Europe and North Africa prior to the outbreak of World War II. Instruction should include a brief overview of the legacy of the Roman Empire in the Mediterranean Basin, the Jewish Diaspora, and the establishment of Dar al Islam throughout North Africa and extending into the Iberian Peninsula after the 7th century CE to contextualize the rich cultural mix found in the region prior to the 20th century.

Procedures for Teachers:

Using the timeline (<http://www.pbs.org/newshour/among-the-righteous/timeline.html>) students should be able to compare regional points of view (North America, Europe, Africa, and the Middle East) leading to conflict or cooperation among various nations or colonies. This will be either a review or could serve as an introduction depending upon the curriculum and grade level.

Basic vocabulary should be introduced or reviewed prior to viewing. Helpful glossaries can be found online, including <http://fcit.usf.edu/holocaust/resource/glossary.htm>

Introduce the concept of the Righteous to students and discuss why this has been a mission for many since the Holocaust. http://www1.yadvashem.org/righteous_new/index.html

Show students the brief preview <http://www.pbs.org/newshour/among-the-righteous/index.html> and ask them to brainstorm why this effort is so important 60 years later. Ask them to debate the reasons the historical record should be accurate after so many years?

If time does not permit the showing of the entire program, teachers should preview each of the segments of the program and choose those that students can compare and contrast according to criteria that reflect curricular or community objectives. Classroom discussion and the posting of student responses in the room or on an interactive smartboard will facilitate the sharing of student data.

Plan for Independent Practice by Students:

After viewing the program and careful consideration of the relevant historical issues, students should analyze the content of the program and blog about their conclusions. Students should be

directed to share examples of how individuals have made important difficult moral decisions that impacted lives in their own families, schools, communities, nations and around the world by applying the lessons learned from the Righteous and the search to find them. This may help to convince young people that the need to be vigilant is not just in the past. Students should join the discussion about the project on the Website by coming up with questions to ask host Robert Satloff <http://www.pbs.org/newshour/among-the-righteous/index.html>

A helpful source concerning authentic audiences and digital literacy includes perspectives from teachers and students may inspire these independent practices can be found at: <http://learning.blogs.nytimes.com/2010/03/22/10-ways-to-promote-writing-for-an-authentic-audience/>

National Standards for History:

Era 8 : A Half-Century of Crisis and Achievement, 1900-1945

STANDARD 4 The causes and global consequences of World War II.

Standard 4B The student understands the global scope, outcome, and human costs of the war.

Analyze how and why the Nazi regime perpetrated a “war against the Jews” and describe the devastation suffered by Jews and other groups in the Nazi Holocaust.

<http://nchs.ucla.edu/standards/world-standards5-12.html>