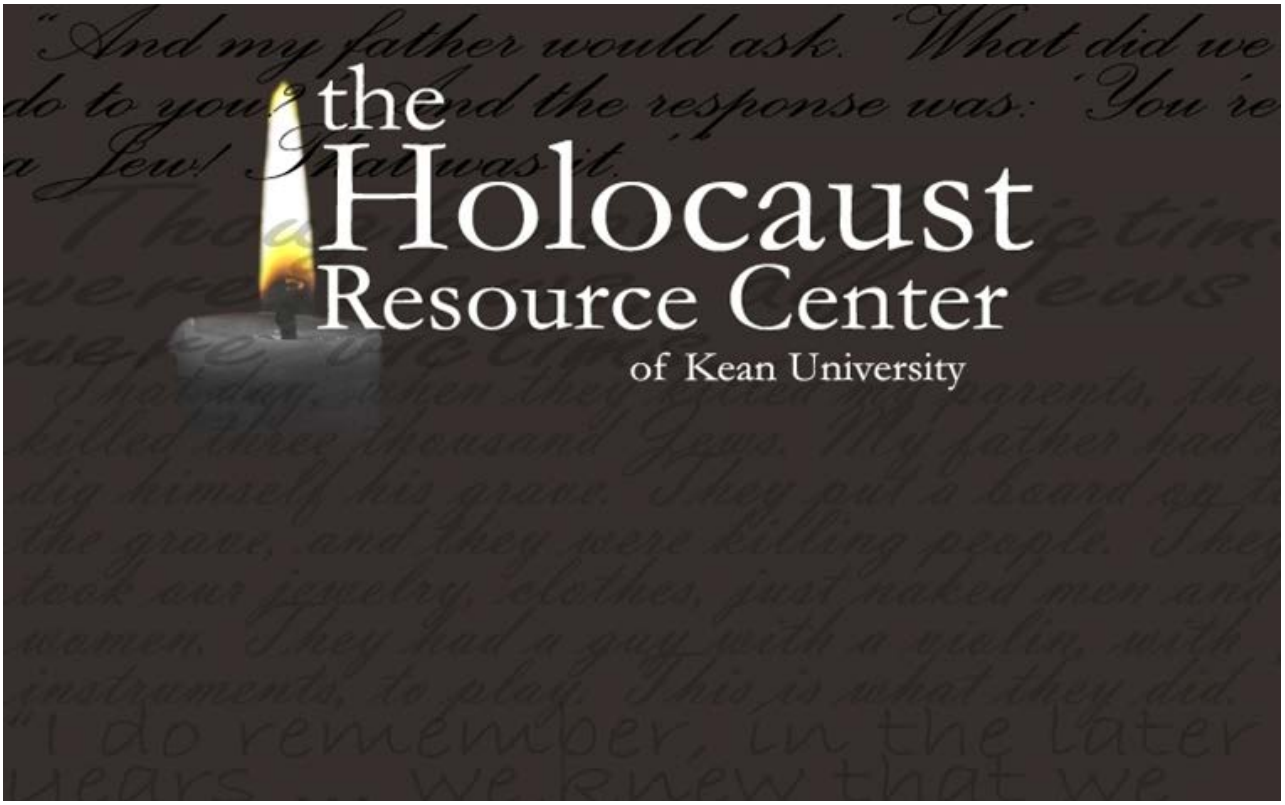


LIBERATOR TESTIMONY

CURRICULUM GUIDE

Acknowledgements and Introduction

Many people have made significant contributions to the research that led to this curricular development. The members of the Holocaust Resource Foundation have inspired and supported the activities of the Holocaust Resource Center at Kean University since the center's inception in 1982. We are deeply grateful for their continued support. Dr. Joseph J. Preil, the founding Director of the Holocaust Resource Center is the ultimate visionary who oversaw the creation of 220 original Survivor and Liberator testimonies. All testimonies are housed in the Holocaust Resource Center and offer learners a very unique opportunity to gain insight into the Holocaust experience. It is not easy to find appropriate words to state the value of such holdings. But it is imperative to share these valued resources with as many individuals as possible. Thus, the beginning of many important curricular endeavors.

In 1994, the State of New Jersey signed into law the Holocaust and genocide mandate which required every Board of Education in the state to include Holocaust education in curriculum. The importance of Holocaust education remains and must remain at the center of educational discourse and pedagogy. Dr. Paul Winkler, the Executive Director of the New Jersey Commission on Holocaust Education insures the mandate is fulfilled. Students must be consistently challenged to examine concepts of cruelty, aggression, inhumanity, prejudice, scapegoating and genocide, the culmination of societal evil. This curriculum guide will enable educators to offer students an opportunity to examine such difficult concepts but also challenge students to make practical, positive applications to society. Current events around the globe and in the United States prove much work needs to be done. This is not a deterrent, rather a call for action. Together, we must join together to create a world that reflects a peaceful, respectful environment. In honor of those lost and those who survived the Holocaust, we must rededicate ourselves to meaningful educational experiences.

Mission Statement of Holocaust Resource Center:

The Holocaust Resource Center (HRC) is a joint initiative between the University and the Holocaust Resource Foundation, a private philanthropic organization. The Center collects academic and instructional material to strengthen and commemorate education about the Holocaust, other genocides and issues of diversity and prejudice. The HRC partners with educators, community organizations and scholars to offer programming and disseminate information. This programming provides educators with continuous learning to fulfill the New Jersey state mandate to teach about the Holocaust. It also supports the intellectual and personal growth of educators and University students.

Vision Statement of Holocaust Resource Center:

The HRC aspires to be a regional leader in academic and support services provided to educators in area schools. We endeavor to support community members and educators in their aim to strengthen the conditions for a just and humane life. The HRC strives to be the foremost repository of Holocaust survivor testimonies, scholarly books and educational audio-visual materials and to make these materials accessible to educators in the region.

To the Teacher:

This curriculum guide is designed to allow educators and students to supplement Holocaust studies curricula through the prism of American Liberators. As the American Army moved eastward toward Germany during World War II, the Russian Army moved westward. Both nations, allies at the time, uncovered the unimaginable. They discovered and liberated countless concentration camps. American Liberators have been interviewed about their experiences. The year 2015 marks the 70th anniversary of the liberation of the camps. This guide will give students a unique glimpse into what was witnessed upon liberation.

This guide includes instructional and pedagogical approaches that challenge students on the cognitive and affective levels. Provided below are methodologies on how to successfully include Liberator testimony into classroom discourse. Current crises should be examined throughout the unit. How can the teacher tie current events to the historical past? Consider the following:

Students will study a unit on liberation during the Holocaust; given the world today, in what ways can students become upstanders so that THEY will not have to be liberators in their lifetime?

Liberator testimonies have been edited into vignettes which range between three (3) minutes and twelve (12) minutes and can be accessed via desktop, laptop, tablet or cell phone on the following website: https://www.youtube.com/playlist?list=PLU0OVRbhFK0pHFDFPIGTOhBqRPJcAPbPp

Throughout the guide are several pedagogical approaches including connections to Common Core Standards and New Jersey Core Curriculum Content Standards. The suggested approaches are written as standards based activities with flexibility to modify the lessons for individual needs and ability levels.

Created by:
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with the technological help of Ms. Kira Richards

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Liberator Curriculum

Appropriate for courses in: United States History II, World History, Holocaust Studies, Genocide Studies, European History, Civics, Sociology, Psychology, World Literature, American Literature

Grade Levels 7-12

"The things I saw beggar description...The visual evidence and the verbal testimony of starvation, cruelty and bestiality were so overpowering...I made the visit deliberately, in order to be in a position to give first hand evidence of these things if ever, in the future, there develops a tendency to charge these allegations to propaganda." --General Dwight D. Eisenhower on his visit to Ohrdruf concentration camp

Unit: Holocaust Liberator Experience through Testimonies
This unit will provide a conceptual overview of the Holocaust concentration camp experience from an interdisciplinary perspective using testimonies of American Liberators. As American forces pushed into Nazi occupied Europe, they uncovered the depths of inhumanity and cruelty. It should be stated that not only American forces liberated concentration camps but British and Soviet forces did as well. This unit of study will focus on American Liberator testimony given at Kean University. Unprepared to unearth evidence of the Nazi Final Solution, Liberators responded in various ways. Some reacted with anger while others repressed the sights of sheer depravity. In the totality of war, Liberators had witnessed the horror of battle but experientially little could parallel the surreal horror of a concentration camp. As Liberator Herb Carlson explained "I never suspected the depth of it. I never suspected the cruelty of it. I never suspected the obscenity of it." The lessons of the Holocaust are vast. One unique prism is through the lens of Liberator testimony. In the vignettes below, one will find eye witness accounts of Survivor reaction, the response of the local population and challenges made by Liberators to create a more just and humane world for all. Students will view testimony through various constructs, collect evidence, evaluate qualitative data, draw conclusions and create a final work.

Essential Question (s)	**Enduring Understanding (s)**
1. What do Liberator testimonies collectively reveal about the Nazi state-sponsored Final Solution? 2. What do the testimonies reveal about the physical, emotional and psychological condition of Survivors upon liberation? 3. How do the concepts of human depravity, prejudice and discrimination inform viewers of contextual history?	1. Individuals can understand the importance of historical events over time. 2. Human response to drastic societal change is often varied. 3. Recognize the challenges set forth in the testimonies in regards to moral courage, education and activism. 4. Cruelty and compassion, meanness and kindness, bystanders and courage to care of individual human beings provides a powerful legacy for future generations as well as our own.

Common Core Content Standards
English Language Arts, History/Social Studies – Grades 6 - 8

CCSS.ELA-LITERACY.RH.6-8.1 – Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2 – Determine the central ideas or information of primary and secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.5 – Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6 – Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.7 – Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8 – Distinguish among fact, opinion, and reasoned judgement in a text.

Common Core Content Standards
English Language Arts, History/Social Studies – Grades 9 – 10

CCSS.ELA-LITERACY.RH.9-10.1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

CCSS.ELA-LITERACY.RH.9-10.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5 – Analyze how a test uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital form.

CCSS.ELA-LITERACY.RH.9-10.9 – Compare and contrast treatments of the same topic in

several primary and secondary sources.

Common Core Content Standards
English Language Arts, History/Social Studies – Grades 11-12

CCSS.ELA-LITERACY.RH.11-12.1 – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.4 – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-LITERACY.RH.11-12.6 – Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 – Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Career and Technical Education (CTE)
Content Area: 21st Century Life and Careers

9.3.12.AR-VIS.2 – Analyze how the application of visual arts elements and principals of design communicate and express ideas.

9.3.12.AR-VIS.3 – Analyze and create two and three-dimensional visual arts forms using various media.

New Jersey Core Curriculum Content Standards – Social Studies 6.1

U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Era: The Great Depression and World War II (1929-1945)

6.1.12A.11.b – Compare and contrast differing perspectives about how the United States

should respond to aggressive policies and actions taken by other nations at this time.

6.1.12.A.11.e – Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.D.11.d – Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

New Jersey Core Curriculum Content Standards – World History/Global Studies 6.2

All students will acquire the knowledge and skills to think analytically and systemically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era: A Half-Century of Crisis and Achievement (1900-1945)

6.2.12.A.4.d – Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma, and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12.C.4.c – Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.D.4.g – Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".

6.2.12.D.4.i – Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe long-term consequences of genocide for all involved.

Contextual Geography of Liberation:



Link:

https://mail.google.com/mail/u/0/?ui=2&ik=c979611cfd&view=att&th=14ead704300eb055&attid=0.1&disp=safe&realattid=f_iccfw9f90&zw

Source: U.S. Holocaust Memorial Museum

Please note – Omitted from the map is Vught concentration camp found in northwest Holland. Vught was liberated by the 4th Canadian Armor Division and the 96th Battery of the 5th Anti-Tank Division.

Suggested Pedagogical Approaches:



Caption: Former prisoners of Wöbbelin Concentration Camp being taken by stronger fellow inmates to hospital for medical attention after nearly starving to death before U.S. troops of 82nd Airborne Division liberated camp.

Source: Photographer Ralph Forney/LIFE Picture Collection/GettyImages
Note: Testimony of Liberator of Wöbbelin Concentration Camp Leonard Linton included in this guide.

Using this photo:

This complex photo tells multiple stories. Ask students to consider the following:

1. Who is featured in the photo? (Note: soldier far right)
2. What might a Liberator be thinking while witnessing this scene?
3. What might a Survivor be thinking while witnessing this scene?
4. How does this photo tell a powerful story?
5. How could a society perpetrate such bestiality?

Using Liberator testimony:

Testimonies can be divided into six themes:

1. Forewarning (warning signs)
2. Reaction of Liberators
3. Condition of Survivors (physical, emotional, psychological)
4. Survivor Reaction to Liberation
5. Response of Local Population
6. Moral and other Human Value Challenges for the Future

Essential Question Theme 1: How did prior knowledge of Nazi activity impact specific Liberators? (Example: Knowledge of Nazi Anti-Semitic activities prior to September 1, 1939)

Essential Question Theme 2: Liberators testify they were "shocked" by what they uncovered as they liberated concentration camps in Austria and Germany. What adjectives are used to describe their initial reactions?

Essential Question Theme 3: What do the testimonies reveal about the physical, emotional and psychological conditions of Survivors upon liberation?

Essential Question Theme 4: What were the varied responses by Survivors to liberation?

Essential Question Theme 5: What role did "ordinary men" and/or "ordinary Germans" play in the annihilation campaign?

Essential Question Theme 6: How do Liberator testimonies challenge individuals to exercise the courage to care in the world today?

All testimonies on the following site:

https://www.youtube.com/playlist?list=PLU0OVRbhFK0pHFDFPIGTOhBqRPJcAPbPp

Name:	Theme 1	2	3	4	5	6
Bass, Leon		X	X	X		X
Butensky, Henry	X	X	X	X		X
Carlson, Herb	X	X	X			X
Coulston, John	X	X	X	X		

Farinella, John		X	X	X		X
Gerenstein, Irving	X	X	X	X	X	
Goldberg, Milton/ Weitzman, Reuben		X	X	X	X	X
Holland, Elbridge		X	X	X	X	X
Lasky, Sol		X	X	X	X	X
Linton, Leonard	X	X	X	X	X	X
Mazurkiewicz, Albert	X	X	X			X
Merel, Lee	X	X	X	X	X	X
Nadich, Judah		X	X	X		X
Quinn, Kevin A.		X	X			X
Ricklis, Henry		X	X	X		X
Schacter, Herschel		X	X	X		X
Tisch, Richard		X	X	X		X
Wegard, Victor	X	X	X	X	X	
Weinstein, Alvin		X	X	X		

Students will watch a specified number of Liberator vignettes. **Testimonies can be found at the following website:**
https://www.youtube.com/playlist?list=PLU0OVRbhFK0pHFDFPIGTOhBqRPJcAPbPp

a. Divide students into small groups and assign three testimonies each. They should watch testimonies and create a list of common themes that emerge. Once they have generated a list of themes, they should form a larger group to share their findings. Students should utilize information from all testimonies to generate a new thematic list. Once the list is generated, they should devise a chart similar to the model above. Once all information has been gathered and organized, students should synthesize a written response to: Citing specific examples or quotes, what do Liberator eye witness accounts collectively reveal about the Nazi state-sponsored Final Solution?

b. Divide students into groups and have them watch testimony according to individual theme. They should select quotes from the testimony that best exemplifies their assigned theme. Each group should work to answer the Essential Question related to assigned theme. Groups should make presentations to the class, using multimedia, to report their findings. After group presentations, thematic groups should reconvene to synthesize a written response to: What do Liberator testimonies collectively reveal about the Nazi state-sponsored Final Solution? Students should cite specific quotes or examples that illustrate their position.

c. The following Liberators testified on the liberation of Dachau concentration camp: Carlson, Holland, Lasky, Mazurkiewicz, Quinn, Ricklis, Tisch and Weinstein. Students should watch each eye-witness testimony of Dachau liberation and produce a written compare/contrast paper on similarities/differences between experiences. Additionally, students should record their initial thoughts/feelings after watching each testimony. The following chart could be utilized:

	Summary of Testimony:	Initial Reaction to Testimony: How does the testimony make you feel? What do you think?
Carlson:		
Holland:		
Lasky:		
Mazurkiewicz:		

Tisch:	
Ricklis:	
Quinn:	
Weinstein:	
What are the main similarities/ differences between testimonies?	

After students have completed the chart above. The class should discuss their own personal reactions to hearing the testimony. What do students think? What do they feel? Students should then discuss compare and contrast portion of chart? How did the liberators react to what they saw? What adjectives were used to describe the sights? Conceptually, what do the testimonies reveal about the concept of us vs. them? What do they reveal about the concept of "the other"? How do the testimonies challenge modern society? Based on what they've seen, what thoughts do they have about the world they live in today?

d. The following Liberators testified on the liberation of Buchenwald concentration camp: Bass, Farinella, Schacter. Students should watch eye-witness testimony of Buchenwald liberation and produce a written compare/contrast paper on similarities/differences between experiences.
   Summary of Testimony: Initial Reaction to testimony: How does the testimony make you feel? What do you think?

Bass:	
Farinella:	
Schacter:	
What are the main similarities/ differences between testimonies?	

After students have completed the chart above. The class should discuss their own personal reactions to hearing the testimony. What do students think? What do they feel? Students should then discuss compare and contrast portion of chart? How did the liberators react to what they saw? What adjectives were used to describe the sights? Conceptually, what do the testimonies reveal about the concept of us vs. them? What do they reveal about the concept of "the other"? How do the testimonies challenge modern society? Based on what they've seen, what thoughts do they have about the world they live in today?

e. Liberator Victor Wegard was trained in the United States in 1944 to enter concentration camps to gather evidence of crimes against humanity and war crimes. The significance of this testimony is reflective of what the U.S. knew in relation to the concentration and death camps. The evidence gathered by Wegard's team was used later in post-war justice trials. This testimony is interesting because Wegard was ordered by the American Army to find evidence against Nazi perpetrators however, in an ironic turn of events, ordered to act as a defense attorney for accused perpetrators at the lesser known Dachau Trials. Students should watch Wegard's testimony noting the juxtaposition between the Nuremberg Trials and the Dachau Trials. Additional information on Nuremberg can be found on the Facing History and Ourselves website: http://www.facinghistory.org/videos/facing-history-scholar-reflections-nuremberg-trials. Students should briefly research the Dachau Trials for further understanding. They should formulate answers to the following:
    a. What would you have done with the perpetrators? Shoot them? Or put them on trial? Justify your answer.
    b. Based on your research, were the trials an example of justice or revenge? Were the trials victors (winners) punishing the losers? Explain your answer.
    c. How is justice achieved given what transpired during the Holocaust?

d. What were the main differences between the two post-war trials?

f. Liberator Leon Bass shares with viewers the unique perspective of serving in segregated armed forces but at the same time fighting to free those in Europe who were oppressed. Bass often used the phrase "not good enough" to describe his experiences of societal and institutional racism in the United States. Ask students to research Bass's personal experiences by identifying a source or suggest the following websites:

http://www.npr.org/templates/story/story.php?storyId=97552131

http://www.ushmm.org/educators/lesson-plans/holocaust-unit/resources/handout-2

Ask students to prepare a written response to the following:

1. In terms of Bass's personal experience, what did he mean by "not good enough"?
2. What did Bass realize after his experiences in Buchenwald concentration camp?
3. How did his experiences transform his thinking?
4. Ultimately, how did Bass channel his knowledge?
5. Identify one current societal or global situation that involves prejudice and bigotry. How can Bass's message be applied to the situation?

g. Students should watch one testimony illustrating each of the six themes. They should select a quote from the testimony that best illustrates the theme and create a chart modeled after the one below. Students will compare/contrast thematic quotations.

Liberator	Thematic Quote
Theme 1 Henry Butensky	"It was 1933, 1934 when Hitler got into the beginnings but '38 with Kristallnacht and Jews starting to be persecuted, my home was a hot bed of discussion and talk and so on because we had relatives in Europe, some were coming here and they had all kinds of stories to tell and so on. They told about in Warsaw, the Jewish bench, in the schools where some of my cousins were not allowed to go to school but any how we were exposed to a lot of the rumblings and groanings that were taking place in Europe....I heard about Kristallnacht in 1938, we knew about it and most of us felt all Jews should get out."
Theme 1	Student selected quote

Theme 1 Compare/contrast	After analyzing both quotations, write a compare/contrast piece by answering the following: 1. How do the quotes make you feel? 2. How are the quotes similar/different in meaning? 3. Do the quotes relate to the world in which we live? How?
Theme 2 Irving Gerenstein	“”My feeling itself was anger, I suppose...But I couldn’t get over the fact how people could do such things to people...I had never seen anything like that. I had never experienced anything like that. Of course, going through France and Belgium...seeing death in itself and dead bodies and planes shot down...you get hardened to certain things, like the concentration camp and Nordhausen...My God, did this go on in Poland and Czechoslovakia?...It was unthinkable that one people would do this against another people...but when you witness it, you realize it was true. If you want to call it history, this was history.”
Theme 2	Student selected quote
Theme 2 Compare/contrast	After analyzing both quotations, write a compare/contrast piece by answering the following: 1. How do the quotes make you feel? 2. How are the quotes similar/different in meaning? 3. Do the quotes relate to the world in which we live? How?
Theme 3 Herschel Schacter	“We got to Buchenwald. And there we were in front of the huge gate at the entrance of Buchenwald...I walked down into this area called das kleine Lager. There was a string of low barracks and again the scenes that met my eyes were just incredible. There they were—I’m sure many people have seen pictures of just raw planks of wood. There were hundreds, men, a few boys, there were no women in Buchenwald, looking down on me. There they were, strewn over stinking, scraggly straw bags. Just skin and bones. More dead than alive. Looking down at me out of haunting, crippling eyes, paralyzed with fear....How these people survived defies again any understanding. Thank God, many did survive.”
Theme 3	Student selected quote

Theme 3 Compare/contrast	After analyzing both quotations, write a compare/contrast piece by answering the following: 1. How do the quotes make you feel? 2. How are the quotes similar/different in meaning? 3. Do the quotes relate to the world in which we live? How?
Theme 4 Leon Bass	"And so this young man, who spoke English, began to tell us about Buchenwald...He spoke perfect English, and he was Polish. So he explained to us the composition of this place, that these people were Jews and Gypsies, they were trade unionists and Communists...He went through a litany of groups, saying these people were incarcerated there because they, if I can use a term I used before, saying they were not good enough. Saying they had been put here for one purpose and that was to be worked until they died, starved until they died...."
Theme 4	Student selected quote
Theme 4 Compare/contrast	After analyzing both quotations, write a compare/contrast piece by answering the following: 1. How do the quotes make you feel? 2. How are the quotes similar/different in meaning? 3. Do the quotes relate to the world in which we live? How?
Theme 5 Leonard Linton	"A large nation of educated people like the Germans who can be engineers on one side, who produce people like Goethe and their famous musicians, artists, architects, great thinkers, philosophers and what have you. That a nation like that could sink to such behavior? Of course, they were saying they didn't know anything about it, they had no idea they had concentration camps like that. To this day, I cannot buy that. In Germany they were docile, servile and were certainly I heard them cheer myself in 1933 when Hitler was making his demented speeches."
Theme 5	Student selected quote

Theme 5 Compare/contrast	After analyzing both quotations, write a compare/contrast piece by answering the following: 1. How do the quotes make you feel? 2. How are the quotes similar/different in meaning? 3. Do the quotes relate to the world in which we live? How?
Theme 6 Judah Nadich	"The Holocaust needs to be studied in much greater depth than it has been. Because in the first time in human history it shows the depths of human depravity, how far human beings can go in practicing evil toward other human beings. We have to study the period of the DP camps in order to learn how human beings can resist, how human beings can overcome the worst that other human begins can do to them. The strength of the human personality."
Theme 6	Student selected quote
Theme 6 Compare/contrast	After analyzing both quotations, write a compare/contrast piece by answering the following: 4. How do the quotes make you feel? 5. How are the quotes similar/different in meaning? 6. Do the quotes relate to the world in which we live? How?

Summative Evaluation:

Students should examine the following passage from the UNESCO Constitution adopted on November 16, 1945:

"That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed"

Students have studied a unit on liberation during the Holocaust; given the world today, in what ways can students exercise the courage to care and be proactive upstanders so that THEY will not have to be liberators in their lifetime?

Students should prepare a written piece that addresses the meaning of the quotation using information from specific testimonies.

Option 2:

Students should examine the following passage from the Universal Declaration of Human Rights adopted December 10, 1948:

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Using information from the unit of study and current human rights crises, at home or abroad, students should write a letter to the editor of a local newspaper addressing the following: To what degree has humanity fulfilled the challenge in Article 1? Is it possible for humanity to achieve equal rights and brotherhood? How?

Sources:

Preil, J. J. (2001). Holocaust Testimonies: European Survivors and American Liberators in New Jersey. New Brunswick, NJ: Rutgers University Press.

Map: U.S. Holocaust Memorial Museum

Picture: Photographer Ralph Forney/LIFE Picture Collection/GettyImages

Video: Facing History and Ourselves - www.facinghistory.org