

Social Studies Lesson Plan
Grade 11 – Lesson 2 – Aftermath of the Holocaust

Unit of Study	Lesson Title	Duration of Lesson	Date(s)
Aftermath of the Holocaust	Postwar American Policy and Jewish Immigration	55 Minutes	
Design Question/Focus of the Lesson/Addressing Content			
1. What was the effect of prejudice and racism on refugees from the Holocaust? 2. What were the obstacles to Jewish immigration after World War II? 3. Why did President Truman use the power of executive order to enact the “Displaced Persons Act” of 1948?			
<input checked="" type="checkbox"/> Introducing New Knowledge	<input checked="" type="checkbox"/> Deepening or Practicing	<input checked="" type="checkbox"/> Generating and Testing Hypotheses	
Learning Goals/Objective (Based on standards.)			
<ul style="list-style-type: none"> • SS.9.12. A. 6.1: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States’ role in the post-war world. • SS.9.12. A. 6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups. • 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 the text. • RH.11-12.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 			
Scale			
2.0 Simpler Content	3.0 Target (Objective)	4.0 More Complex	
Students will understand prejudices towards refugees from the Holocaust.	Students will explore issues surrounding the restrictions on Jewish Immigration after World War II.	Students will examine Congressional refusal to permit Jewish immigration and President Truman’s decision to use the power of executive order to enact the “Displaced Person’s Act” of 1948.	
Assessment and Monitoring (Checks for content and desired effect.)			
Teacher observation of students’ group research. Analysis of primary source documents and the policy that was accepted from the information. Group discussion of the end goal of how prejudice and restriction led to a change in US Immigration policy.			
Critical Information Chunks/Close Read (As determined by learning targets.)			
Essential Vocabulary: Repatriation, Immigration, quotas, executive order			
Instructional Strategies/Lesson Activity			
Warm Up Activity: Remediation and Review			
Teacher and students will quickly review the key points of the Allied Policy on Repatriation and the Harrison Report. Listing responses on a white board, ask students to predict the effect of these documents on Jewish refugees.			
Activity 1. What happens to those who can’t be repatriated?			

The teacher will:

Ask students to form four circles in the classroom.

Distribute the handout, “Summary Biographies of Survivors featured in DVD, *The Human Cost of War*,” which identifies those interviewed in DVD.

Draw the “Understanding Survivors Journey Chart” (attached) on the whiteboard leaving enough space for students to place their group’s responses to the questions.

Video: *The Human Cost of War* located at <http://www.nextgenerations.org/oral-testimony-project.html>

- Assign each group one of the four Holocaust survivors and ask students to view the video using the following questions:
 1. How did each of the Holocaust survivors in the film reconstruct their lives?
 2. What happened to those who tried to go back to their homes?
 3. From the DP camps, where did the interviewees go? Did they face restrictions; if so, what?
- After viewing the video, each group will discuss the Holocaust Survivors’ response to each of the three questions.
- Each group will write its response to each question on a 5x7 post it note and place the notes on the chart at the front of the room.
- The class as a whole will compare and contrast the experiences of each survivor using the attached chart. Teacher will record responses on the chart.
- From the chart responses, the class will discuss the ethical and moral obligations of the United States to assist survivors of the Holocaust to rebuild their lives.

Activity 2: Assessment and Homework Assignment.

Teacher will distribute copies of President Truman’s Executive Order 225, the Displaced Persons Act.

<http://www.presidency.ucsb.edu/ws/?pid=12942>

Based on what students have learned about Allied Refugee Policy and the experiences of individual Holocaust Survivors after World War II, students will write a paragraph responding to the following question:

Why did President Truman issue Executive Order 225, the Displaced Persons Act?

Adaptations for Unique Student Needs

Essential Vocabulary: Ask students to define the word and explain its significance in their native language.

In the opening activity, give students a Displaced Person Camp map (attached) to help them identify where these people came from and what were the problems with their migration to these camps.

Center Activity / Group work would help students to learn new vocabulary and concepts by working with other students.

Assignment(s)

Teacher Observation during guided discussion based on the “Post Activity” questions

Homework Paragraph in Activity 2

Resources and Materials

Text: Chapter 17, The United States in World War II, in *The Americans*, Holt, McDougal.

Teacher Background Information:

1. United States Policy and its Impact on European Jews
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007652>
2. United States Policy Toward Jewish Refugees, 1941–1952
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007094>
3. American Immigration Policy 1945-1950
http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%203541.pdf

Film: <http://www.nextgenerations.org/oral-testimony-project.html>

Document: <http://www.presidency.ucsb.edu/ws/?pid=12942>

Understanding Survivors' Postwar Journey to Rebuild Their Lives

Name	Place of Liberation	Destination immediately after Liberation	D.P. Camp Experience	Other Experience	Final Destination	Length of time to reach final destination
Morris Friebaum						
Ida Lederman						
Esther Stengel Mandel						
Sam Ron						

Biographical Summaries of the Survivors Featured in *The Human Cost of War*

Morris Friebaum

- Born: Warsaw, Poland - 1927
- Escaped from the Warsaw Ghetto in late 1941
- On the run/hiding in Polish countryside, late 1941
- Imprisoned in the Jewish Ghetto in Radom, Poland, early 1942
- Prisoner, Wiess slave labor camp, Radom, Poland, 1942-1944
- Death March from Radom to Tomaszow, Summer 1944
- Transported to Auschwitz then further to Vaihingen Concentration Camp, Germany, end of Summer, 1944
- Transported to Hessental Concentration Camp, Germany, October, 1944
- Transported to Dachau concentration camp, Germany, early April, 1945
- Death March from Dachau to Garmisch-Partenkirchen, Germany, end of April/first days of May, 1945
- Liberated near Garmisch-Partenkirchen on May 2, 1945
- Very short stay in DP Camp near Mittenwald, Germany, May, 1945
- Worked for the United States Army in Frankfurt am Main, Germany, 1945
- Emigrated to the United States in September, 1946

Ida Lederman

- Born: Trzebinia, Poland—1919 (19 Kilometers from Auschwitz)
- September 1939, fled east to Kszeszowiec and returned to Trzebinia
- Early 1940, Trzebinia became a Ghetto under Sosnowiec Judenrat Leader
- May, 1942, among women deported to Gross Rosen subcamp, Grünberg
- Transferred to Gross-Rosen subcamp Neusalz
- Death March, January 26 – March 11, 1945 from Neusalz to Flossenburg Concentration Camp
- March 19 – March 24, survived death train transfer from Flossenburg to Bergen-Belsen
- Liberated at Bergen-Belsen, April 15, 1945
- November 7, 1946, married Daniel Schwarz at Bergen-Belsen DP Camp
- Daughter Terri born August 8, 1947 at Bergen-Belsen DP Camp
- April, 1948, Emigrated to Montreal, Canada

Esther Stengel Mandel

- Born: Krilov, Poland—1924 (on Ukrainian border 60 miles east south east of Lublin)
- Family went into hiding in eastern Poland and Russia, 1939
- Evacuated by Russians to Siberian Forced Labor Camp, Novosibirska, 1940
- Transferred to Forced Labor Camp in Sverdlovsk, Kazakhstan, 1944-45

- Married Maurice Mandel in Kazakhstan, Russia, 1945
- Repatriated from USSR to Wroclaw, Poland, 1945
- Smuggled from Poland to Germany through the Brihah, late 1946
- Emerged into DP Camps in the American Zone, 1946
- First Child Born in Eschwege bei Kassel DP Camp, 1948
- Emigrated to the United States, 1951

Sam Ron

- Born: Kazierza Wielka, Poland (near Krakow)
- Served German occupiers as forced labor while still living in KW, 1939-41
- Went into hiding with family, Fall 1942
- Arrived in Krakow Ghetto, November, 1942
- Deported to Plaszow Concentration Camp, March 1943
- Transferred to Pionki Labor Camp, September, 1943
- Transferred to Sachsenhausen Concentration Camp, Germany, late Summer 1944
- Death March from Sachsenhausen KZ, early April, 1945
- Death March abandoned by SS/liberated, May 2, 1945
- Returned to Krakow to search for family, June, 1945
- Joined the *Bricha*, Summer 1945
- Accompanied 1100 Children and Young People to Palestine, April, 1946