***Being Courageous?!: A Centropa Lesson Plan***

***What is Courage in the Holocaust and Today?!***

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**Course:**

History, Social Studies

**Primary Category:**

Holocaust, WWII, Current Social Issues

**Grade Level:**

13-15 years old

**Total Time:**

Two 50 minute lessons

**Background Information:**

Context:

History courses are geared to give students a basic understanding of events and obtain the ability to connect the past with the present. In World War II students are expected to have more knowledge about Nationalism, socialism, and the events surronding the Holocaust and its impact in the 21st century.

Enduring Understanding:

The main idea of the lesson is for students to be able to realize that throughout their lives there will be opportunities to show “courage” and be able to rise up to help others in need and fight for what is right.

Goals/objectives:

The student will be able to:

* Understand what is courage/courageousness.
* Watch the videos and distinguish examples of courage in them.
* Be able to collaborate in groups to obtain this knowledge and respect each other’s opinions.
* Connect examples of courageousness to the present.
* Adopt this attitude of Being Courageous to their everyday life.
* Students will obtain skills in reproducing and expressing their viewpoints, understanding history processes, analyzing the causes and effects of historical events, justifying their viewpoints

Centropa Sources:

* Return to Rivne: A Holocaust Story <https://www.centropa.org/centropa-cinema/return-rivne-holocaust-story>
* Leo Luster “The Past is Another Country” <https://www.centropa.org/centropa-cinema/leo-luster-die-vergangenheit-ist-ein-anderes-land?subtitle_language=>
* Teofila Silberring -- So that Memory Doesn’t Die <https://www.centropa.org/node/60518?subtitle_language=>
* Lilli Tauber- A Suitcase for of Memories <https://www.centropa.org/centropa-cinema/lilli-tauber-suitcase-full-memories?subtitle_language=>

Any needed background skills or objectives needed:

Students need to have a background on; what is Nazi party/regime, major events and timeline of WWII and the circumstances and experiences of the Holocaust as well as the systematic removal of rights of Jews by the Nazi party. Students should be able to understand history processes, analyze the causes and effects of historical events.

**The Lesson:**

Day 1

Intro: 20 mins

1. Students will brainstorm by themselves the following questions: Teacher will write “What is Courage” on the board for the students to see. Teacher will then use the questions below to ask students while they are brainstorming to help. 2-3 mins
   1. What is courage?
   2. What does courage mean?
   3. What are the keywords you think of when you hear the word “courage.”
2. After brainstorming for a few minutes the students will give the teacher their answers to the questions. Students can either write on the board themselves, on sticky notes and place on the board or the teacher can write their answers for them. 5 mins
3. Teacher will then give them the official definition of courage according to Merriam-Webster: Courage is the mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty 2 min
4. Teacher will then play the story “The Man with the Red Bandana” <https://www.youtube.com/watch?v=zmSTunqmxO0> and have students look for examples or courage in the video and discuss after the video. Use the definitions on the board to help guide the students into answering how he was showing courage. 10 mins

The Lesson: 25 mins

1. The teacher will then play *Teofila Silberring -- So that Memory Doesn’t Die* for the entire class from 5:50-12:00 minute mark. 6 mins
   1. This is the guiding question for the video (teacher can add them to a sheet for students, project on board, or write on the board). Teacher can also supplement with pictures and more.
      1. While watching the video, you will see several people being courageous. You need to pick two people during the video and have examples of how they were courageous.
2. The class will then discuss together the different people from the video and how they were courageous. Possible answers include; Toska’s mother because she tried to stop German soldiers; her aunt because she brought her to her apartment and afterwards when she was in the ghetto she offered her food; Oskar Schindler, a German businessman, who saved “his” Jews from gas chamber; Polish women who shared food at Schindler’s factory; 7 mins
3. Students will be divided into groups by the teacher in order to watch the three videos, two groups per video. Each group will be given the corresponding questions and video biography for each video and the times to watch. 2-3 mins
4. Students will then watch the videos in their groups and then discuss and answer the questions while they watch. Students will need to be respectful of other groups and make sure to answer all questions. Teacher will walk around and guide students as needed. 10 mins

Concluding Activity: 5 mins

1. Teacher will tell students to think about what they saw and how they answered questions on sheets about “Courage.'' Then the teacher will tell the to look for examples of courage after they leave class and try to think about examples that they have seen before.

Day 2

Intro: 5 mins

Students will go back to their groups from the previous day and they have 5 minutes to discuss what they watched before and how “courage” was apparent in the video.

The Lesson: 30

1. Students will then be assigned a group number from within their current groups so they can break out and teach the other students about the video they have watched already. Teacher will try to make groups as even as possible and make sure there is at least one representative from each video. 3 mins
2. Students will then compare in their new groups how each video showed courage. They will teach their new group about the video they watch and show examples as needed. Students will be told to write down examples of each video on their sheet and how courage was shown. 15 mins
3. Teacher will then discuss with the entire class how each video showed courage. Students will give the teacher examples from the video and the class can discuss how there are multiple ways to show courage. 12 mins

Concluding Activity: 15 mins

1. Each student will then need to find a modern example of courage to share with the class. This can be something they have personally witnessed or something they have heard about or discovered on their own. Students will share with the class till the end of class.
2. If the class finishes early or those teachers with longer classes can show the video selections to the entire class so they can see about each person themselves.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Return to Rivne: A Holocaust Story**

Shelly Weiner and Raya Kizhnerman live in Greensboro, NC. But these two kindly grandmothers were born in the bustling city of Rivne—then in Poland, now in Ukraine. In 1941 20,000 Jews lived in Rivne, but when the German Wehrmacht and the Waffen SS stormed into town, they planned on murdering every Jew they could find. How Shelly and Raya survived the massacre is a story they tell themselves, not long after they visited Rivne in 2013.

<https://www.centropa.org/centropa-cinema/return-rivne-holocaust-story>

Watch from: 5:16-12:00

1. Who are the people in this story (not just the main people)?
2. How did the sisters mother save her kids and what actions did she take?
3. What kind of risks do you think the family on the farm was taking by helping her family?
4. Can you find a comparison from *Return to Rivne* with the first video?
5. Describe one example of how you showed courage in your life?

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Leo Luster “The Past is Another Country”**

Leo tells us about the thriving Jewish life in Vienna during the interwar years, which came to a halt with the annexation of Austria to Nazi Germany in March 1938. Eight months later, after the infamous Kristallnacht Pogroms against Jews, his father was arrested and lost his job while the Luster family was thrown out of their home. In September 1942 Leo and his parents were deported to Ghetto Theresienstadt. After two years Leo and his father were deported to Auschwitz-Birkenau. In January 1945 Leo was sent on a death march but could survive. He was freed by the Red Army and was able to find his mother again. In 1949 they moved to Israel where Leo met his future wife and found a new home.

<https://www.centropa.org/centropa-cinema/leo-luster-die-vergangenheit-ist-ein-anderes-land?subtitle_language=>

Watch from: 12:30-17:50

1. Who are the people in this story (not just the main people)?
2. Do you think that Luster’s participation in Jewish Resistance was an action of courage?
3. Does Luster continue to be courageous throughout his life?
4. Can you find a comparison of Luster’s action with the first video?
5. Describe one example of how you showed courage in your life?

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lilli Tauber- A Suitcase for of Memories**

Lilli Tauber grew up in a small town in Austria, Wiener Neustadt, where her parents tended the family store. Then came 9 November 1938--the pogrom known as Kristallnacht. Her father was arrested, Lilli was thrown out of school, and when her father was released, her parents got Lilli onto a kindertransport to England. From her refuge in Great Britain, Lilli wrote countless letters to her parents. And they wrote to her--not only from Vienna, but from a ghetto they were sent to in Poland. At war's end, Lilli returned to Vienna to look for them. Perhaps they too would return. But the letters Lilli found in a suitcase told a terrible, heartrending story. And then there were the pictures her father had sent back.

<https://www.centropa.org/centropa-cinema/lilli-tauber-suitcase-full-memories?subtitle_language=>

Watch from: 0:45-2:20, 8:05-12:10, 27:50-28:30

1. Who are the people in this story (not just the main people)?
2. Describe an example of the Lilli Tauber video where her parents showed courage.
3. Explain your feelings when you are away from your parents or alone.
4. Can you find a comparison of Tauber’s action with the first video?
5. Describe one example of how you showed courage in your life?