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Methods of Teaching the Holocaust to Secondary Students as Implemented by
Tennessee Recipients of the Belz-Lipman Holocaust Educator of the Year Awards

A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor in Education

by

Julie Patterson Mitchell

May 2004

Dr. Nancy Dishner, Chair

Dr. Stephen Fritz

Dr. Louise MacKay

Dr. Russell West

Keywords: Holocaust Education, Social Sciences, Language Arts, Middle School Curricula

ABSTRACT

Methods of Teaching the Holocaust to Secondary Students as Implemented by
Tennessee Recipients of the Belz-Lipman Holocaust Educator of the Year Awards

by

Julie Patterson Mitchell

Teaching the Holocaust is a challenging task. Not only do educators have a responsibility to impart the historical information surrounding these events, but issues of humanity are also an important part of the lessons. As of 2001, Holocaust education has been mandated by at least 6 states in the United States. At least 11 others, including Tennessee, have task forces or commissions responsible for promoting Holocaust education and providing professional development opportunities and materials for teaching such units. It is conceivable that additional states will enact legislation requiring Holocaust studies.

The purpose of this qualitative study was to explore methods of teaching Holocaust education in a variety of subject areas to secondary students in grades 7 through 12, as implemented by recipients of Tennessee's Belz-Lipman Holocaust Educator of the Year Awards. These individuals have been recognized, through an application and committee selection process, as outstanding and successful teachers in this field. The researcher interviewed 17 of the 39 award recipients from across the State of Tennessee to determine commonalities in the resources, materials, and instructional methods used by the teachers. The participants included 4 males and 13 females, representing language arts (8) and social science (8) teachers from the middle school and high school levels. One participant taught a class in which students could obtain credit in both academic areas.

The findings of this study included the importance of teacher training in this area; participants spoke of regularly attending sessions offered by reputable Holocaust organizations. This study also found commonalities in resources and materials used, such as specific titles of poetry, literature, and movie selections. Additionally, instructional methods such as group discussions, writing assignments, student project activities, and assessment strategies were frequently discussed. The importance of personalizing Holocaust history was emphasized throughout the study. The results indicate that students and teachers benefited from these lessons.

While the findings of this study significantly contribute to the field of Holocaust education in Tennessee, the need for additional research is also addressed. To ensure successful, meaningful, pedagogically sound lessons, attention to this topic must be an on-going endeavor.

DEDICATION

This research project is dedicated to
the man who wanted to get married—knowing I was beginning a dissertation:

my wonderful, patient, and caring husband,

Larry.

I am so thankful God brought you into my life!

And to my parents,

Alvin and Vicki Patterson.

Thank you for always encouraging me to do anything I dreamed.

This work is also dedicated to

the memory of my grandfathers,

Mr. Emary Bryant and Mr. Cas Patterson,

Veterans of World War II.

Although their military units did not enter the Concentration Camps,

their service and dedication to this country

surely contributed to the liberation of the Holocaust victims

and ensured that Freedom lives on.

Finally, this study is dedicated to

the millions of Holocaust victims,

those who perished and those who survived.

May your experiences never be forgotten.

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I am forever indebted to many people for helping me meet this goal and reach this point in my educational career. It is with great sincerity that I wish to thank the “Murphy Sisters.” Kathy Murphy, Joy Yates, and Dr. Sherry Shroyer: sharing this experience with you has made it all worthwhile! The classes, the Ireland trip, qualifying exams, and this dissertation would not have been the same without you. Together, this has been an exciting adventure. Thank you for your friendship, your input, your encouragement, and especially your prayers. Kathy, thank you for serving as peer debriefer for this study! I share this step of completion with all of you!

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I would also like to acknowledge the Belz-Lipman Holocaust Educator of the Year recipients who participated in this study. This project would have been impossible to complete without your willingness to share your amazing stories. You have been a true inspiration to me and I hope to incorporate many of your ideas into my own classroom. Your dedication and passion for Holocaust education is important to the future of our students and society. Thank you also to Ruth Tanner of the Tennessee Holocaust Commission for providing me with the contact information for the participants.

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Finally, I acknowledge my Lord and Savior, Jesus Christ. I know, with complete certainty, that it was His plan for me to have this experience. Beginning this program required me to give up something that I dearly loved, but completing it has resulted in lifelong friendships and relationships that I would otherwise have never received. Once again, He has undeniably shown that Jeremiah 29:11 is true: “‘For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not harm you, plans to give you a hope and a future’” (NIV).

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CHAPTER 1

INTRODUCTION

According to the United States Holocaust Memorial Museum (USHMM) (1995), located in Washington, DC, the Holocaust “was the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945.” Six million Jews, the primary victims, were murdered during this time. In addition, millions of other victims were also targeted, including Gypsies (Roma and Sinti), Jehovah’s Witnesses, handicapped individuals, homosexuals, Soviet prisoners of war, and political dissidents. These catastrophic events had far-reaching effects around the world, and the impact of such actions continues to influence lives today. However, as the years pass, fewer and fewer first-hand witnesses remain to share their tragic stories with others. It is important, therefore, to teach young people about these lessons now. Holocaust education has become an important part of the school curriculum. As of 2001, six states, (California, Florida, Illinois, Massachusetts, New Jersey, and New York) have enacted legislation to ensure that the study of the Holocaust is a part of the curriculum in schools. In 1990, Illinois became the first state to require Holocaust education in all public elementary and high schools (Holocaust Memorial Foundation of Illinois, n.d.). Florida claims to be the first state requiring instruction in Holocaust history, passing such a law in 1994. As an example of state legislation, Governor Lawton Chiles (Spiro, 1994) signed into law Florida Statute 233.061 which reads:

The history of the Holocaust (1933-1945), the systematic planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

At least 11 other states have Holocaust task forces or commissions responsible for promoting Holocaust education and providing professional development opportunities and materials for teaching such units. These states include Connecticut, Georgia, Indiana, Nevada, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and Washington. In addition, the USHMM and other reputable Holocaust organizations provide an abundance of information and resources for educators to use in the classroom. In fact, recent attempts have been made to provide federal grants to Holocaust education programs for carrying out such lessons. Introduced by Representative Carolyn Maloney in April 2001, the Holocaust Education Assistance Act would allow the Department of Education to authorize \$10 million to eligible programs for the purpose of promoting Holocaust education. The funds would be distributed over a five-year period. Although the bill was referred to the Subcommittee on Education Reform, no further action has been taken (Maloney, n.d.). A similar bill was introduced in the Senate in April 2002, but was also referred to a committee.

Why teach and study the Holocaust? According to *Teaching about the Holocaust: A Resource Book for Educators* (USHMM, 1995), teaching and studying the Holocaust allows individuals to investigate human behavior and the meaning of responsible citizenship. The USHMM gives three concepts that students can come to realize by studying about the Holocaust: 1) that appreciation, protections, and nurturing are required to sustain democratic institutions, 2) that silence and indifference can perpetuate problems, and 3) that the Holocaust was not an accident. Such a study allows educators to explore a multitude of topics that affect students on a daily basis, including discrimination, hatred, tolerance, and others. Since history often occurs in cycles, studying and understanding the Holocaust may assist in preventing another tragedy of such magnitude.

Holocaust education presents many challenges. How does one comprehend an astronomical number such as 12 million—the estimated total number of people who perished during the Holocaust (USHMM, 1995)? How does one personalize Holocaust history by translating statistics into real people? There are a variety of activities to assist with these concepts. Furthermore, there are many areas of the curriculum in which the Holocaust can be taught. Such a topic may obviously be included in such subjects as American history or world history, but the Holocaust is also a popular topic in many language arts classes (both in reading and writing). In addition, Holocaust education may be implemented into classes of geography, religious studies, current events, music, and art. With such a variety of opportunities for teaching, how does one choose where to incorporate the lessons and how should they be taught?

Statement of the Problem

The purpose of this study was to explore methods of teaching Holocaust education in a variety of subject areas to secondary students in grades 7 through 12, as implemented by recipients of the Belz-Lipman Holocaust Educator of the Year Award. This award is presented annually by the Tennessee Holocaust Commission on Education. Recipients have been recognized as outstanding and creative educators in the area of Holocaust education. Specifically, the study sought to discover the following: (a) recipients' rationales for teaching about the Holocaust, (b) training/preparation for teaching such a unit, (c) methods of instruction implemented by the recipients, (d) activities and/or resources used in the classroom, (e) effectiveness of the methods and activities/resources implemented, and (f) evidence of the effectiveness of Holocaust education. Data were gathered by conducting long interviews with

the award recipients. Rich description was used to report the findings of the study and sought to reveal the best practices implemented by those recognized as outstanding Holocaust educators.

Significance of the Study

The significance of this study lies in the fact that six states currently require inclusion of the Holocaust in their curricula. It is conceivable that additional states will make such a requirement in the future. Furthermore, Holocaust education task forces throughout the United States and other countries are diligently working to assist educators in teaching this topic and to educate the general public about this horrific chapter in world history. Teaching the Holocaust to any group of individuals is a challenging task. This is especially true for secondary students because they are at an age where “fitting in” is an important part of the socialization experience. As they strive to develop their own identities, many are faced with difficult decisions. Peer pressure often encourages compliance with the “norm”—whatever that may be in any given school or community. Others seek to defy the norm. Ultimately, they are making decisions about such issues as prejudice, tolerance, and responsible citizenship within their schools and communities. In order to use the Holocaust to teach about history, as well as these issues, it is vital that appropriate and successful materials, activities, and methods be identified for implementation.

Reputable Holocaust organizations and institutions frequently search for examples and evidence of successful, meaningful, pedagogically sound lessons relating to the Holocaust. For example, the USHMM (n.d.) recently encouraged educators to submit such lessons to the museum for consideration to be included on the museum’s web site. Several of these lesson plans, designated as Belfer Exemplary Lesson Plans, were chosen by the museum. Educators are

now able to access the lessons in various formats via the World Wide Web. Similarly, the Tennessee Commission on Holocaust Education annually seeks out successful educators and lessons to be recognized as outstanding in this area. Other Holocaust commissions and organizations give similar recognitions and awards, including the following: Holocaust Educator Awards, named for survivors Joseph Korzenik and Joseph Zola, presented by the Greenberg Center in the Greater Hartford Area, the Holocaust Educator of the Year Award presented by the Holocaust Human Rights Center of Maine, the Teachers' Awards for Excellence in Holocaust Education presented by the Holocaust Commission of the United Jewish Federation of Tidewater (Virginia), and the Spirit of Anne Frank Awards presented by the Anne Frank Center USA.

Methods of teaching about the Holocaust can be shared by educators in professional development seminars, within and between local school systems, and even via the Internet. Possibilities of interdisciplinary units involving the Holocaust also abound. Recipients of Tennessee's Belz-Lipman Holocaust Educator of the Year Award have been recognized for their outstanding and successful contributions to this field of education. Their insights and experiences can be valuable to other educators, as well as Holocaust organizations that are engaged in on-going efforts to develop teaching manuals and other resources for educational purposes. These insights and experiences were gathered by conducting interviews with the award recipients and have been reported using thick description. Therefore, the teaching methods explored in this study will provide educators and others with practical ideas for teaching this topic to secondary students.

Research Questions

The following research questions were addressed in this study:

1. Why do Belz-Lipman Award recipients teach a unit of study relating to the Holocaust?
2. What type of training or professional development activities have Belz-Lipman Award recipients received/participated in for preparation to teach a unit of study relating to the Holocaust?
3. What activities and/or resources, related to the Holocaust, are used in the classrooms of recipients of the Belz-Lipman Award?
4. What methods of instruction are used by teachers who have received the Belz-Lipman Holocaust Educator of the Year Award?
5. What methods and activities/resources do award recipients believe are most effective in teaching about the Holocaust?
6. What observed benefits do Belz-Lipman recipients believe to be a result of Holocaust education?

Assumptions

It is assumed that respondents truthfully answered questions during the telephone, individual face-to-face, and focus group interviews and they shared information from their own personal experiences. It is also assumed that interviewing techniques provided the best way to answer the research questions presented in this study.

Limitations

This study was limited to secondary teachers in the state of Tennessee who have been recipients of the Belz-Lipman Holocaust Educator of the Year Award. The study was also limited due to the participation of only 17 of 39 recipients. Due to the nature of qualitative research, the findings cannot be generalized to other populations; however, it is hoped that transferability may be possible to other similar situations.

Overview of the Study

Chapter 1 has introduced this qualitative study by presenting information concerning the importance of Holocaust education in today's secondary school curriculum. As of 2001, 6 states have enacted legislation requiring inclusion of this topic in the curriculum and at least 11 other states promote and encourage Holocaust studies. This fact aides in establishing the significance of the study, which was also presented in Chapter 1. The primary purpose of this study was to explore methods of teaching Holocaust education in a variety of subject areas to secondary students in grades 7 through 12, as implemented by recipients of the Belz-Lipman Holocaust Educator of the Year Award. This award is presented annually to three secondary teachers in the State of Tennessee who have demonstrated excellence and creativity in teaching this topic. This chapter also provided specific research questions and addressed assumptions and limitations of the study.

Chapter 2 presents a review of the literature and begins with a historical overview of the Holocaust. This is followed by rationales for teaching the Holocaust and methodological and pedagogical issues relating to this topic. Activities, materials, and resources are examined for potential use in a variety of academic areas while teaching this unit. The literature review also

provides information concerning the use of technology resources as part of Holocaust education. Furthermore, in-service and teacher training opportunities are discussed so that teachers may become aware of the importance of serious preparation for teaching this topic to secondary students. Finally, Tennessee's Belz-Lipman Holocaust Educator of the Year Award is discussed as an example of recognition of outstanding educators in this field.

Chapter 3 presents the methodology of conducting this study. It includes the researcher's personal biography, which explains why the study was undertaken. Qualitative research is discussed, with an emphasis on focus groups and other interviewing techniques as a method of data collection. Participants are also described and issues of trustworthiness are discussed. The remaining chapters will provide findings, conclusions, and recommendations resulting from this qualitative study.

CHAPTER 2

LITERATURE REVIEW

Introduction—An Historical Perspective

Prior to discussing specific methods of teaching the Holocaust and related issues, it is necessary to provide a brief historical overview of the Holocaust. The following overview was obtained from various documents published by the United States Holocaust Memorial Museum (USHMM) in Washington, DC, as well as Bauer's *A History of the Holocaust* (1982) and Rogasky's *Smoke and Ashes: The Story of the Holocaust* (1988). Bauer's work provides a scholarly history and is written on an adult level. Conversely, Rogasky's writing is suitable for use in a secondary school classroom and is written on a level that could be understood by most secondary school students. According to the USHMM (1995), "The Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945" (p. 87). Six million Jews were murdered during the Holocaust, making them the largest group targeted by the Nazis. However, other groups were also victims. Gypsies (Roma and Sinti), Jehovah's Witnesses, political dissidents, Soviet prisoners of war, homosexuals, and the physically and mentally disabled were among the victims. Individuals from these groups composed an additional 6 million people murdered by the Nazis.

The Holocaust is generally divided into two main phases: the years prior to the war from 1933-1939 and the years during World War II from 1939-1945. Adolf Hitler became the Chancellor of Germany on January 30, 1933. He was the leader of the National Socialist German Workers (Nazi) Party, a right-wing political entity. He quickly gained dictatorial powers and began putting into place the practice of racial ideology. The Nazis believed the

Aryan race (Nazis defined Aryans as anyone of German or German-related blood) were superior to other races and that there was a struggle between them and the non-Aryan, or inferior, races, including the Jews (Bauer, 1982; Rogasky, 1988).

By 1933, Jews were removed from government jobs and in 1935 the Nuremberg Laws were enacted. These laws defined Jews by their grandparents' religious affiliation, stating that anyone with even one Jewish grandparent was also considered to be a Jew. In 1938, all Jewish children were expelled from public schools (Bauer, 1982; Rogasky, 1988).

The Nazis also forced the Jews out of German economic life between 1937 and 1939. The economic attack on the Jews turned into physical destructions of Jewish businesses and synagogues in 1938. Organized riots, called pogroms, began to occur. In November 1938, one of the largest pogroms occurred throughout Germany. The result of "Kristallnacht," the "night of broken glass," resulted in the destruction of thousands of Jewish-owned businesses, homes, and synagogues. In addition, 30,000 Jews were rounded up and sent to concentration camps (including the first camp established at Dachau in 1933) on that particular night (Bauer, 1982; Rogasky, 1988).

Groups considered racially or genetically "inferior" were subjected to forced sterilization procedures as well as other medical practices. These people were viewed as burdens on society and the Nazis wanted to prevent them from having children who might also be racially or genetically "inferior." Physically and mentally ill persons were one of the main groups for which the Nazis held this view (Bauer, 1982; Rogasky, 1988).

Many Jews escaped Nazi persecution between 1933 and 1939 by fleeing to other countries. Palestine, the United States, and Latin America were among the common destinations. Others went to different parts of Europe and were later caught. Some countries,

including the United States and Canada, were not willing to allow large numbers of refugees into the country (Bauer, 1982; Rogasky, 1988).

World War II began on September 1, 1939, when Germany invaded Poland. In the same year, Hitler authorized the T-4 Program, which was a euthanasia program organized to kill the institutionalized mentally and physically ill. The program was carried out at specially equipped killing centers in Germany and Austria (Bauer, 1982; Rogasky, 1988).

As the war continued, hundreds of new concentration camps were established to accommodate the massive numbers of prisoners being rounded up by the Nazis. Most of the new camps were located in the occupied territories of eastern and western Europe. Ghettos were also established during this time. These ghettos segregated the victims, primarily Jews, from the rest of the population. Among the most famous ghettos were the Warsaw Ghetto and the Kovno Ghetto (Bauer, 1982; Rogasky, 1988).

Death camps, also known as extermination camps or killing centers, began to be established between 1942 and 1944. Unlike the large numbers of concentration and slave labor camps, there were six killing centers. These six centers—Chelmno, Majdanek, Sobibor, Belzec, Treblinka, and Auschwitz-Birkenau, were all located in semi-rural areas of Poland. They were equipped with gassing facilities in order to carry out the “Final Solution”—the policy calling for the extermination [murder] of the Jews (Bauer, 1982; Rogasky, 1988).

The murder of millions of victims occurred with help of collaborators in many countries and was also facilitated by the indifference of bystanders. However, there were people who worked as part of the resistance movement and helped to save thousands. In some cases, these acts of resistance were successful because many people worked together. For example, the citizens of Denmark cooperated in rescuing almost the entire Jewish population of the country by

smuggling the Jews into neutral Sweden on boats. In other cases, individuals risked their lives to save the victims targeted by the Nazis. Swedish diplomat Raoul Wallenberg is credited with saving approximately 70,000 Jewish lives (Rogasky, 1988).

Nazi Germany surrendered on May 7, 1945, marking the end of World War II in Europe. Many of the camps were liberated by members of the Allied Forces and were turned into camps for displaced persons—those who could not return to their homes or had no family members left. World War II ended when Japan surrendered later the same year (Bauer, 1982; Rogasky, 1988).

Between November 1945 and October 1946, the Nuremberg Trials were held for war crimes against humanity. At the conclusion of the first major trial, Nazi officials received various punishments for their participation during the Holocaust. Twelve Nazis were sentenced to execution, three to life imprisonment, four received various prison terms, and three were acquitted. The State of Israel was established in May 1948, as a homeland for the Jewish people. Many Holocaust survivors and their families continue to live there today (Bauer, 1982; Rogasky, 1988), as well as other areas throughout the world. It is estimated that more than 92,000 survivors immigrated to the United States after the war (“What Lessons...,” n.d.).

Rationales for Teaching the Holocaust

Why teach and study the Holocaust? As has previously been discussed, the USHMM (1995) has stated that teaching and studying the Holocaust allows individuals to investigate human behavior and the meaning of responsible citizenship. According to the museum, studying this topic assists students in realizing three concepts: that appreciation, protections, and nurturing are required to sustain democratic institutions, that silence and indifference can perpetuate problems, and that the Holocaust was not an accident. Such a study allows educators

to explore a multitude of topics that effect students on a daily basis, including discrimination, hatred, tolerance, and others.

Before beginning a unit of study related to the Holocaust, it is essential that educators develop sound rationale statements (Totten, Feinberg, & Fernekes, 2001). These statements should include both cognitive and affective levels; this unit should focus not only on thinking skills but also on the feelings evoked from it. Language should be used carefully in rationale statements. For example, the statements should avoid comparisons of pain and the use of clichés. Furthermore, teachers should be careful not to include words or phrases that would lead students to believe that the Holocaust was so unreal that it would be pointless to try to study or understand anything about it. Totten et al. cited Lawrence Langer who stated, “What we confront is not the unimaginable, but the intolerable, a condition of existence that so diminishes our own humanity that we prefer to assign it to an alien realm” (p. 5).

It should be noted that teachers need not approach this important task alone. There are benefits to involving students in the process of developing rationale statements. By allowing them to have input, they are immediately encouraged to begin thinking about the Holocaust. Their participation in this activity also helps them personalize the history, motivates them to become more engaged in the study, and helps them see the study’s relevance to their lives, communities, society, and world in which they live (Totten et al., 2001).

According to Totten et al. (2001), there are several factors that influence the development of rationale statements, including the aims in teaching this history, prior knowledge of the history, the particular academic area or course of study where the Holocaust will be included, abilities and levels of the students, the amount of time to be devoted to this topic, and the availability of instructional resources and materials. However, by taking the time to develop

strong rationales, the statements will also assist educators with developing goals and objectives for the study, the content to be used, and the instructional methods and material or resources to be employed throughout the unit (Totten et al.).

Methodological and Pedagogical Issues

Before teaching any unit on the Holocaust, there are methodological and pedagogical issues that must be considered. Many organizations devoted to Holocaust education offer suggestions and guidelines for teaching about this time in history. The USHMM offered 14 methodological considerations in its book, *Teaching About the Holocaust: A Resource Book for Educators* (1995). Among those considerations were the following: provide a definition for “holocaust,” avoid comparisons of pain, and avoid giving students overly simplified answers to difficult and complex questions.

Teachers should also avoid descriptions that are stereotypical. In relationship to this, it is important to be precise in the language used during teaching the unit (Florida Atlantic University’s Holocaust Outreach Center [FAU HOC], n.d.; USHMM, 1995; Weitzman, 1997). For example, avoid distorting the facts by using terms such as “all” or “always.” Not everyone in Germany was a Nazi and during the Holocaust, resistance was not just an activity exhibited by the use of weapons (USHMM, 1995).

Another methodological consideration of teaching Holocaust education is the challenge of translating the statistics into real people. The number 12 million is difficult to comprehend and it is important to personalize the history for students (Markman, 1996; USHMM, 1995; Weitzman, 1997; Wilkins, 1996). Students need to understand that the events of the Holocaust affected real people from real families, many of them just like the students themselves. The

literature presents numerous examples of methods for teaching Holocaust education. Many of these methods are demonstrated in lesson plans that are available from a variety of sources. The methods for teaching about the Holocaust are as varied as the topics that may be discussed as part of a Holocaust unit of study. Educators use various techniques to assist learners in visualizing the number 12 million. Several examples are discussed later in this chapter.

Educators must be careful to select appropriate materials and learning activities for students (USHMM, 1995; Weitzman, 1997). The material used to teach the Holocaust should be varied, yet meaningful. Graphic images are not necessarily the most appropriate images for students and, therefore, should be carefully considered and evaluated before being used in the classroom (USHMM, 1995). The USHMM (1995) recommended that the main pieces of the Holocaust curriculum should include materials that do not exploit the memories of the victims or the emotional vulnerability of students. Accepted educational materials are suggested by most reputable Holocaust organizations throughout the United States, as well as in other countries. In many cases, some of the materials can be obtained directly from the organizations giving the recommendation. However, teachers should still evaluate the materials before use to insure that they are appropriate to the needs of the individual classroom and meet the desired objectives.

In addition to the materials used to teach about the Holocaust, the learning activities used during the unit must be carefully considered. Holocaust education should promote critical-thinking skills and thought-provoking activities (USHMM, 1995). Many Holocaust organizations have included this objective in their mission statements and/or organizational objectives (FAU HOC, n.d.; Florida Holocaust Museum, 2001; Holocaust Center of Northern California [HCNC], n.d.). The USHMM (1995) emphasized the problems that emerge when inappropriate activities are employed. Crossword puzzles and word searches devalue the

importance of history. Constructing camp models generally do not adequately meet the real objectives relating to Holocaust study. In addition, the USHMM (1995) pointed out the dangers of allowing students to participate in activities designed to simulate Holocaust experiences. These activities give students a false impression of knowing how the victims felt and during participation the students often lose sight of the real purpose intended. Survivors and others involved in the Holocaust are often the first to testify that it is difficult to even find words to explain their experiences.

Courses for Incorporating Holocaust Studies

The Holocaust can easily be incorporated into a variety of courses that are commonly included in the current curriculum of schools throughout the United States. Seven of these courses are discussed in the Teaching Guide of the USHMM (1995) by providing rationales for inclusion and methodological approaches appropriate to each course described. The courses mentioned include United States history, world history, world cultures, government, contemporary world problems, literature, and art and art history. Although all of these courses may not be a part of every school's curricula, there is a significant chance that one or more of them are offered to the students.

In addition to including Holocaust studies into a single course, there is also the possibility of using the topic as the theme for an interdisciplinary unit. The literature revealed several proponents of this approach (Berke & Saltzman, 1996; Clark & Dobkin, 1996). According to Berke and Saltzman, interdisciplinary units are the only way to provide students with the many different perspectives that comprise this history; teaching the topic within one academic area leaves the learner with a limited view from only one area. They described teaching the topic to

college students in which they investigated three different strategies, all of which could be modified and incorporated into many secondary school settings. The first involved shared classes in which psychology and English students were paired with each other to teach what they had learned about the Holocaust in their respective classes. The second strategy involved encouraging students to take two classes during the same semester that focused on Holocaust studies from two different perspectives. This approach involved the two professors serving as co-instructors or team teachers in each other's classes so that the students were exposed to more than one academic viewpoint. The authors did point out the need to use this approach cautiously so that students did not become mentally or emotionally overwhelmed with the amount of information and exposure to it. Finally, the third strategy used was that of planned visits by the professors to the other's classes. This allowed them to share the two perspectives with the students, but was not as overwhelming as the second approach. Furthermore, the third approach involved assigning a few common texts to the students for study throughout the interdisciplinary unit (Berke & Saltzman).

Suggested Topics for Holocaust Study

The research offered suggestions for the topics that should be considered for inclusion when teaching about the Holocaust. These topics serve as a guide for incorporating these lessons, regardless of whether the teacher is using a single academic area or an interdisciplinary approach. Weitzman (1997) suggested several topics for helping students put the Holocaust into historical perspective, including the rise of Hitler and the Third Reich, the roots of anti-Semitism, and Jewish life and culture before the Holocaust. The USHMM (1995) concurred. Lee (1998) and Kleg (1995) agreed that the roots of anti-Semitism should be included in the

study. Furthermore, both the USHMM (1995) and Weitzman stated that topics included in the unit should also include information about other victim groups, spiritual and physical resistance, and the roles played by rescuers, bystanders, and collaborators. In addition, the reaction of other countries, particularly the United States, should be included (USHMM, 1995).

Personalizing History

In his social studies activity book, *Holocaust*, Lee (1998), offered a suggestion for helping students realize the number of Jews killed by the Nazis. Lee gave the number of Jews killed in eight European countries, and suggested students use a United States map to find a city of the same population. Students were then instructed to mark those cities off the map. A discussion could be added to the activity to discuss the impact of such a loss. There are numerous activities and resources that can be used to personalize this history for students. Other suggestions from the literature include collection activities, identification cards, reading various activities, and the use of videos and testimonies.

Collection Activities

Pennies, bottle caps, and aluminum can tabs have all been collected in an effort to reach the number and represent the victims who perished during the Holocaust. A true success story related to this effort emerged in Mahomet, Illinois with the help of seventh-grade social studies teacher Kevin Daugherty (Lillig, 1999). Daugherty and a colleague launched an aluminum can soft drink pop-tab collection with their 625-member student body. The goal was to collect 6 million tabs to represent the number of Jewish victims of the Holocaust. The project gained

national media attention, and a notice was placed on the Internet. The number of tabs eventually reached 11 million, with contributions coming from all 50 states and 8 foreign countries (Lillig).

Two thousand people, including a Holocaust survivor, attended the May 1997 unveiling of the tab collection. According to Robert Silverman, director of the Jewish Federation in Champaign, the tabs “became ‘windows’ offering young people a new perspective on a tragedy of staggering proportions” (Lillig, 1999, p. 24). The pop tabs were eventually turned into a huge memorial sculpture entitled “Wings of Witness.” New York artist Jeffrey Schrier was inspired to create the butterfly sculpture by the book *I Never Saw Another Butterfly*, a collection of poetry and drawings by children held in the Terezin Ghetto of Czechoslovakia during the Holocaust (Lillig). The final lines of the book’s title poem reads, “Only I never saw another butterfly. That butterfly was the last one. Butterflies don’t live in here, in the ghetto” (Friedmann, 1942/1993, p. 39). The sculpture represents the victims who were never again seen alive. Similar activities have been conducted at other schools in the country, involving collections of different types of items. There are reports of successfully meeting the collection goals.

Identification Cards

The USHMM provides an excellent source for personalizing Holocaust history. The museum has designed a collection of identification cards—nearly 600 different ones—that describe the lives and experiences of people living in Europe at the time of the Holocaust. Individual’s names and pictures are included on the cards. Each of those featured in the identification cards was in some way persecuted by the Nazis. The cards were designed to assist the museum’s Permanent Exhibition visitors in personalizing the history of the Holocaust. The

museum's Division of Education also makes this resource available to educators for classroom use.

Read Across America Project

In New Jersey, students participated in a Read Across America project to help personalize Holocaust history. Using 600 survivor names obtained from Israel's Yad Vashem, students made business-sized cards with the survivors' names. The cards also included the international symbol for Holocaust remembrance: butterflies. All students received a card. Books were read in honor of the survivors and paper butterflies recorded the names of the books read, the names of the students who read the books, and the honorees' names. At the end of the project, more than 1,600 books had been read. Students also received a visit from a childhood friend of Anne Frank, Hannah Pick, who spoke to the students about her experiences. Pick's name had been on one of the cards designed to honor and remember the survivors (Reading for remembrance, 2001).

Diaries and Memoirs

Personal accounts of Holocaust survivors can help students get beyond the massive numbers of people involved. According to Weitzman (1997), "Stalin is reputed to have said that the murder of one is a crime, but the murder of millions is just a statistic." Diaries and memoirs, videos, and oral histories provide numerous and varied experiences of people who lived during the Holocaust. Avoiding over-generalizations is a necessity, but these accounts provide students with opportunities to translate the numbers into real people.

According to documents obtained from conferences at the USHMM (*Using Diaries*, 1998), there were several differences between diaries and memoirs. Diaries are usually written in innocence and often begin and end with “why.” According to Markman (1996), incorporating one or more Holocaust diaries into the study “takes students, however vicariously, on a journey with the writer that has no rival in literary genres or in the proximity to the Holocaust experience” (p. 146). Conversely, memoirs are usually full of “agonizing detail” because the writer is looking back on past experiences without having to speculate about the outcomes of the events (*Using Diaries*, 1998).

Anne Frank: The Diary of a Young Girl (Frank, c1953) is perhaps the most well-known diary used in Holocaust education. It is the story of a Jewish teenager growing up during the Holocaust. Frank’s diary offers an extremely personal account of her own experiences of living in hiding with her family. In addition to the book, teacher guides are available. Guides such as “Anne Frank in Historical Perspective: A Teaching Guide for Secondary School” (Grobman & Fishman, 1995), assists teachers in helping students understand the diary by using photographs, maps, and short essays. Other literature (Bamuel, 1995) suggested providing students with information about the Frank family prior to the war. The Frank family had fled to the Netherlands from Germany after Hitler came to power in 1933. Providing background information helps students understand that the Frank family was an “ordinary” family before the rise of Hitler and the Nazi Party.

Totten (2001b) cautions educators about the limitations of first-person accounts. One first-person account, alone, cannot adequately provide students with the full story of the Holocaust. Therefore, it is important to incorporate accounts from several different perspectives whenever possible. It is also important to note that earlier accounts are likely to include more

accurate information, for as time passes and memories fade, later accounts may have been influenced by experiences that have occurred since the Holocaust. However, these accounts are invaluable classroom resources when used in a pedagogically sound manner.

Videos and Testimonies

First-person accounts such as video and audio taped testimonies are additional ways to personalize Holocaust history. Both are useful in the classroom. Speaking of incorporating audio taped testimonies in the classroom, Wilkins (1996) said, “I have learned that helping my audience identify with the victims on a personal level is key to ensuring interest, empathy, and enthusiasm for learning” (p. 159). Many video documentaries of Holocaust survivor testimonies have been compiled. The USHMM uses many of their survivor videos in the museum’s Permanent Exhibition. In 1995, the museum and Home Box Office created a documentary entitled *One Survivor Remembers*. The video mixed on-location footage, photographs, archival footage, and the personal testimony of Gerda Weismann Klein. Mrs. Klein was a teenager at the time of the Holocaust. She survived numerous atrocities, including a death march, until she and her fellow prisoners were liberated by the American army. Her touching story gives students another opportunity to see a real person behind the statistics.

The Bay Area Holocaust Oral History Project was organized to conduct and collect detailed oral history interviews with survivors and witnesses. Survivors and witnesses who participated in the interviews have provided invaluable accounts of their experiences during the Holocaust. The archives contain more than 1,500 testimonies, many of which are videotaped oral histories. These videos are available to schools for use in teaching about the Holocaust. The Project also provides a database that includes information such as names, camps and ghettos,

and other information to help borrowers decide which oral histories may be most useful for them. The database also provides a keyword search option for narrowing topics. By using the project archives, the Bay Area Oral History Project hopes to counteract hate crime actions and similar activities (Bay Area..., n.d.).

Some Holocaust survivors, including Gerda Weismann Klein, willingly speak at conferences and various activities about their experiences. These extraordinary individuals provide insight into one of the most tragic events in world history. Oral histories and testimonies complement other documentation relating to the Holocaust, provide a fuller picture of the historical events, and reveal viewpoints not previously expressed in written sources (“Studying the Holocaust,” 1997). Weitzman (1997) also advocated inviting survivors into the classroom as a way of personalizing Holocaust history for students. He also stated that visits from survivors help contradict the belief some hold that the Holocaust did not happen. Kalau (1996) likewise noted that guest speakers bring a reality of this history into the classroom.

Some organizations devoted to Holocaust education and the preservation of witness testimonies include a Speaker’s Bureau (FAU HOC, n.d.; HCNC, n.d.). The Holocaust Center of Northern California (HCNC) is one such organization. One purpose of the Speaker’s Bureau is to arrange for Holocaust survivors and liberators to speak at schools. These speakers visit individual classrooms as well as speak at school-wide assemblies. Speakers include not only camp and ghetto survivors, but also hidden children, partisans, and eyewitnesses such as liberators. These presentations are tailored to the ages and curriculum needs of the audience. When speaking at school-wide assemblies, the HCNC uses a moderator who gives a brief overview of the Holocaust and World War II. This overview is usually conducted with a slide presentation. Next, survivors speak of their personal experiences and are followed by liberators

who give the listeners an American perspective of the events. Lastly, students are given opportunities for a question-and-answer session with the speakers. The HCNC Speaker's Bureau provides before and after resources for teachers to use in the classroom (HCNC, n.d.).

However, there are weaknesses related to the use of oral testimonies. Weitzman (1997) suggested consulting Holocaust or Jewish institutions for qualified speakers. Eyewitness accounts are subjective by nature, someone's perception can change over time, and memories are not always accurate. Therefore, it is important not to rely on oral history as the sole source for historical documentation ("Studying the Holocaust," 1997).

Educators, the USHMM, and other similar institutions provide learning opportunities for those interested in Holocaust education. Individuals involved in the tragic events of the Holocaust also serve as leaders in the field. Collectively, these organizations and individuals inspire learning in an effort to prevent another atrocity of such magnitude. They provide numerous methods for teaching about the Holocaust. Population comparisons and collections to represent the numbers of victims assist in the comprehension of sheer numbers involved in the Holocaust. Identification cards, diaries and memoirs, and videos and testimonies translate the statistics into real people. These activities equip new learners with valuable information and lessons to share with others. The result is lifelong learning of one of the most important events in world history.

Using Film to Teach the Holocaust

In addition to using videos of survivor testimonies, there are other types of films and videos used to teach about the Holocaust. These include many different titles, a number of which have been popular among the general public in recent years. One of the most popular is

Schindler's List. The literature review provided two teaching guides to be used in conjunction with the movie. Hulkower and others (1994) created a guide for the movie that included overviews of Krakow and suggestions for viewing preparation. In addition, topics for discussion after the viewing were also offered. Presseisen and Presseisen (1994) emphasized that *Schindler's List* provides opportunities to teach critical thinking skills and helps students “develop skills that serve the learner as citizen and human being” (n.p.).

There are both pros and cons to using video or film in conjunction with teaching the Holocaust. According to Michalczyk and Cohen (2001), this medium exposes viewers to both the historical events of the Holocaust as well as “the psychology and behavior of both victim and victimizer” (p. 203). However, there are considerable challenges to be faced when using such resources. As with other materials selected for inclusion with this unit, videos should be carefully reviewed by the teacher prior to showing them in the classroom (Doneson, 2001; Michalczyk & Cohen; USHMM, 1995). Teachers must also decide how to address the issue of Hollywood’s depiction of people, places, and events, especially when it applies to docudramas. Finally, class time constraints play an important role in how effectively some videos may be used (Michalczyk & Cohen; USHMM). Considering the fact that many secondary school schedules do not allow for the viewing of a complete film within one class period, it may prove useful in many cases to use selected clips of films, which would be effective in conveying and/or reinforcing information about certain topics within the study (Michalczyk & Cohen).

In choosing videos for classroom viewing, the USHMM (1995) offered several guidelines. In addition to considering factors such as the length of the film, teachers should also take into account the intensity of the information presented. Graphic images and descriptions should be used sparingly and should only be included to the extent necessary to meet the

objectives of the lesson. The museum's teaching guide contains an annotated videography of suggested titles that are appropriate for middle school and high school students and have proven to be engaging for them. Likewise, Michalczyk and Cohen (2001) offered a selection of film and video titles, categorically arranged, that may be useful to educators in a classroom setting. Each of these listings provides a brief description of the film and succinct explanation of how the title may be effectively used.

Holocaust Literature

In addition to the numerous Holocaust diaries and memoirs in existence, there are also a large number of other Holocaust-related titles that can expose students to a variety of literary genres. Shawn (2001) quoted Albert H. Friedlander who stated, "In the literature of the Holocaust, there is conveyed that which cannot be transmitted by a thousand facts and figures" (p. 139). As with the first-person accounts, fiction works can also be used to personalize this history (Markman, 1996; Shawn, 2001; Stephens, Brown, & Rubin, 1995; Totten, 2001a). This diversity allows students to learn about the Holocaust from multiple perspectives (Markman, 1996; Stephens et al.) and can be found in works of historical fiction, poetry, drama, and others. With such a large assortment of titles and genres available to educators, how does one go about choosing those to incorporate into the classroom? Several authors offer suggestions for making those decisions. According to Shawn, Holocaust literature should highlight Jewish experiences and include works that reflect not only Jewish responses during the Holocaust, but also daily life before the war. The stories selected for classroom use should also bring the students back into the present by including those that offer messages of hope and the determination of survival. When choosing Holocaust literature, educators must consider the historical accuracy of the

selected works (Shawn; Stephens et al., 1996; Totten, 2001a). Language arts teachers do not always have the historical background knowledge of those teachers in the social studies classroom and therefore rely on the accuracy of literature (Shawn). It is vital that educators provide language arts students with the historical background of the Holocaust to accompany the literary studies (Totten, 2001a). Additional considerations for the selection of appropriate Holocaust literature include choosing titles that are engaging for the students, readable, and limited in the presentation of horrific images (Shawn; Totten, 2001a).

Kalau (1996) stated that one of the challenges of Holocaust education is persuading students to examine their own attitudes about the issues brought to life by this study. Therefore, the literature included in this unit should motivate students to participate in such self-examination. The titles should also provide opportunities for students to evaluate the individual and societal issues that are at the heart of Holocaust education (Markman, 1996; Shawn, 2001; Totten, 2001a). In conjunction with this thought, students should be given occasions throughout the study to reflect on their learning, clarify any misconceptions that may have arisen, and express their feelings and opinions through class discussions and/or writing opportunities (Stephens et al., 1995; Totten, 2001a). The stories should also inspire further Holocaust studies (Totten, 2001a).

Extensive commentary on the selection of Holocaust literature is provided in Stephen et al.'s (1995) *Learning About the Holocaust: Literature and Other Resources for Young People*, which includes several pertinent chapters pertaining to this area of Holocaust studies. The chapters provide information about carefully evaluated Holocaust titles by including general information, summaries, and teaching considerations for each. The titles are assigned suggested levels to indicate what may be the most appropriate school level for implementation. A number

of other resources contain significant bibliographic information and suggestions for use with specific grade levels (Shawn, 2001; Totten, 2001a; USHMM, 1995). Additionally, Chapter 7 of *Teaching and Studying the Holocaust* provides 32 instructional strategies for incorporating literature into a Holocaust unit. Each strategy is based upon the personal experiences of the author and those of other successful Holocaust educators (Totten, 2001a).

In contrast to the literature that personalizes the Holocaust for students and helps them see the reality of these experiences, there also exists a collection of Holocaust denial literature. According to Huerta and Shiffman-Huerta (1996), “Not exposing students to Holocaust denial literature leaves them open to denialist arguments when they eventually and inevitably encounter them” (p. 187). Although it is probable that introducing such literature into the classroom will meet with resistance, such exposure can teach students to formulate their own answers to the denialists’ accusations concerning the falsehoods of the Holocaust. Pamphlets are often the first type of denial literature a student is likely to come into contact with and therefore, should be a first consideration for classroom introduction. Denial pamphlets by authors such as Mark Weber, Robert Faurisson, Fred A. Leuchter, and others are fairly short in length and can be read and discussed in class. These writers attempt to influence readers enough for them to begin questioning the facts of these events. Even if students do not come across the actual paper pamphlets, they will likely encounter such material on the Internet and should be educated in how to deal with it. This can only be accomplished through open and free discussion (Huerta & Shiffman-Huerta).

Drama in Holocaust Studies

Using drama in Holocaust studies not only introduces students to another literary genre, but also offers a unique experience that may not be achieved by simply reading other types of literature. Participating in dramatic experiences, either as an audience member or as a part of the cast and crew delivering an actual dramatic production, allows students to truly interact with the history. The literature revealed a variety of teaching strategies for incorporating drama into the classroom. These ranged from reading plays in class to participating in the actual research, writing, and complete production of a Holocaust drama (Stephens et al., 1995; Zatzman, 2001). Zatzman pointed out that the inclusion of drama activities in a Holocaust unit allows students to take ownership of their learning and to deepen their understanding of these events. Likewise, Stephens et al. stated, “Through drama, we see the people, hear their words, know their hearts, and connect their experiences to our own” (p. 107).

A prime example of the impact dramatic activities can have on students is reflected in a play written by four Kansas teenagers (Conrad, 2002). The high school students researched information for a project that would demonstrate their classroom motto, “He who changes one person, changes the world entire” (p. 7). They came across information about Irena Sendler, a brave lady who saved 2,500 children from the Warsaw Ghetto by having them adopted into Polish homes. The students recounted Sendler’s rescue efforts by writing a play, *Life in a Jar*. The title was inspired by the lists of children’s names, which Sendler put inside jars and buried in her garden. The lists were hidden so that someday the children could be found and told their true identities. The student-written play was not only welcomed by local audiences but also received national attention. When it was discovered that Sendler was still alive, a Jewish educator and businessman raised enough money to send the students and their teacher to Poland to meet the

rescuer. The students not only met Sendler but also several of the people she had saved from the ghetto. This drama experience has encouraged further research and participation by additional students. The group was invited to perform at the Krakow Festival in 2003.

Writing Activities

Writing activities are often used when teaching about the Holocaust. Writing assignments allow students to use critical-thinking skills and put that information onto paper (USHMM, 1995). They also allow students to reveal their opinions, beliefs, concerns, and understanding of the information that is being covered (Thomas, 2000; Toll, 2000). Students may participate in creative writing activities such as one-act plays, which require students to combine their higher-level thinking skills with historical content (Goldfarb, 1994). In an article by Majorie Callahan Ritchie (2001), the author explained a culminating writing activity completed by her students after reading a non-fiction Holocaust novel. The diary project required students to “assume the persona of a European teenager in the early 1940s” (p. 18). The students then wrote diary entries from that person’s point of view, being careful to include only historically accurate information concerning specific events, places, and other similar information. In the article, Ritchie (2001) commented on the impact the lessons had on the students as demonstrated in their writing assignment: “Their developing awareness of ethical behavior was evident in the demonstration of the moral responses of the characters in the journals.” Wilkins (1996) wrote of a very similar activity completed by college students in which they assumed the identity of someone who lived during the time period and was from Germany, Poland, Holland, or Hungary. Wilkins’ article also pointed out a similar effect experienced by the students as a result of the writing assignment. Heath (1996) noted that

teachers can also help personalize history for students by keeping personal travel journals that can be shared in the classroom, taking students to the places and events from the teacher's written words and perspective.

Totten (1998) described an extensive research activity that provided students an opportunity to respond to Holocaust literature. According to the author, this writing activity is most suitable for high school students, particularly those in advanced classes. The purpose of the research project was for students to discover ways in which Holocaust authors' experiences may have influenced their writing, including plots, themes, character development, and other literary elements. The project combined reading and writing activities, as the students were required to do extensive reading of the author's works or about the selected author in a variety of sources. The final research paper not only provided a way for students to learn about the logistics of formal writing, but to also participate in a Holocaust unit of study. Various contests are sponsored by organizations such as the USHMM, HCNC, and Florida Holocaust Museum, to encourage and reward student efforts at writing about the Holocaust.

Using Music to Teach the Holocaust

Teachers also use music as a way to teach students about the Holocaust (Liebman, 1999). Musical compositions can be incorporated into many other subject areas where the Holocaust is being taught or Holocaust music can be used in a specific music class to enrich the content of the unit (Liebman). There are several reasons to use music with this topic of study, including the view that "music has the power to convey the emotions behind the words created by those who experienced certain events" (Chartock, 2001, p. 285). This means that songs may also stir the students' emotions, reaching them on the affective level.

However, it is important that teachers who use music present it with relevant historical content and background. Songs composed during a historical period are significant primary sources. They may provide students with historical and personal illustrations. Their description of events differs from those in a textbook (Chartock, 1999). Unlike many textbooks, songs and music help students remember what they are learning (Chartock, 1999), even after the lessons have ended.

It should be noted that there are many facets of Holocaust music. Chartock (2001) pointed out that students should be exposed to the ways in which music was used during the Holocaust-- by both victims and perpetrators. Many of the victims used music to express their “feelings of despair and hope for survival” (Chartock, 2001, p. 280). For them, it was an act of resistance against the demands and commands of their oppressors (Liebman, 1999). At the same time, the Nazis used music as a way to arouse nationalism and to manipulate and control human behavior (Chartock, 2001).

Using Art to Teach the Holocaust

As with the written word and music, art served as another form of self and societal expression during the Holocaust. Activities involving art provide students the opportunity to view the Holocaust from yet another perspective and through the use of another medium. A large variety of Holocaust art is available to educators for use in the classroom. Werb (2001), in her discussion of using these resources, emphasized the importance of putting all works of art used into the proper historical context. She divided the possibilities into four topical categories. Nazi art can be examined to teach students about the ideas and beliefs of the Nazi regime as well as how art was used as propaganda technique. Outside art involves works such as political

cartoons, which revealed worldviews and responses to the events occurring during the period of the Holocaust. An investigation and examination of victim art exposes the experiences of the Holocaust victims, much of which was created as a form of resistance and under extreme danger of possible severe punishment if caught. Finally, Werb contends that students can also benefit from studying art produced in the aftermath of the Holocaust, including works completed by survivors and others. The USHMM (1995) also offered similar reasons for including Holocaust art as part of the unit and suggested a similar division of the various types of works.

Posters

Another common resource used for teaching about the Holocaust involves the use of poster sets developed by various organizations (Florida Atlantic University's Holocaust Outreach Center [FAU HOC], n.d.; HCNC, n.d.; USHMM, 1993). These poster sets generally include curriculum guides for teachers to use and activities and/or questions to be used in the classroom. The poster set designed by the USHMM includes nine posters that highlight some of the artifacts included in the museum's exhibit. Other historical documents have also been reproduced and appear on the posters. The accompanying teacher guide provides background information to the teacher about all elements included on the poster. In addition, there are questions for discussion that were tested in classrooms prior to their inclusion in the guide. The poster set is designed to be a supplementary source for educators. Although useful and appropriate for various age groups, the poster set was not designed to be used alone in teaching about the Holocaust.

Teaching Trunks

Teaching trunks are another method of teaching students about the Holocaust. Teaching trunks are designed for use by one teacher in a single classroom or by a team of teachers for an interdisciplinary unit. Many states with Commissions on Holocaust Education or other similar institutions, including Tennessee and Florida, supply teaching trunks upon request. The Florida Holocaust Museum provides teaching trunks for a period of one month to six weeks. Trunks are available for different grade levels and are designed to meet national, state, and local standards. Florida's trunks build upon each other, providing a spiraling curriculum that can be used to provide greater insight into the Holocaust as the grade level increases. The multimedia contents include information about perpetrators, bystanders, victims, and rescuers for middle school students. The theme at the middle school level is "Investigating Human Behavior." The contents focus on how individual and group choices can affect not only individual lives, but also the lives of others. The high school level teaching trunk focuses on the historical impact of the Holocaust. It includes non-fiction items, memoirs, diaries, and biographies (Florida Holocaust Museum, 2001). Tennessee's Traveling Teacher Resource Trunks also include multi-media tools with a variety of resources for both students and teachers. They focus on both the historical and literary perspective of the Holocaust and are "intended to promote critical thinking" ("Traveling Teacher Resource Trunks," n.d., n.p.).

CD-ROMs

One teaching and learning resource available to Holocaust educators is CD-ROM. CD-ROMs commonly combine various sources to relay the story of the Holocaust or certain aspects of it. The multimedia activities often include maps, photographs, text, music, video clips, and

narration. Survivors' stories, told by survivors themselves, are common features of CD-ROMs. A variety of topics is available in this format. *Lest We Forget: A History of the Holocaust* and *Historical Atlas of the Holocaust* focus on the history of the event. A literary viewpoint is taken in *Images of the Holocaust: A Literature Anthology*. In addition, *Stories From the Warsaw Ghetto: Voices From the Past* and *Survivors: Testimonies of the Holocaust* provide opportunities to see and hear survivors' testimonies. This sampling of titles provides an overview of what is now available for study. Despite the variety of topics, Symer (2001) noted that CD-ROM use has declined in recent years due to the abundance of resources now available on the Internet.

As with other resources, CD-ROM evaluation is extremely important (Gewertz, 2000). Teachers must decide if the program is appropriate and beneficial to the students. For example, *Survivors: Testimonies of the Holocaust* has been praised by some and criticized by others. The CD-ROM program is a creation of the Shoah Foundation, which began working in 1994 (Gewertz). Founder Steven Spielberg included respected historians as part of the organization, whose goal is to interview and record survivors' testimonies. In 1999, the foundation began customizing its information for schools (Gewertz). One result of this effort was *Survivors*.

The Shoah Foundation provided training and materials for teachers in five school districts to participate in a pilot program. Teachers in Chicago; Fairfax County, Virginia; Long Beach, California; Portland, Oregon; and Sarasota, Florida used the program in a variety of ways. The CD-ROM was most commonly incorporated into history and English classes. Several history classes used the program during units of study on the Holocaust and/or World War II. Students explored the dangers of prejudice and the responsibilities of citizens and governments. They participated in class discussions and wrote reflections in journals. In Long Beach, eighth-grade

United States history students used *Survivors* to assist them in designing a magazine about different types of oppression. At least one middle school and one high school in the system used the CD-ROM as part of their character education programs. Fairfax County English students used it in conjunction with their studies of Anne Frank.

Teachers involved with the pilot of *Survivors* have praised the program for personalizing Holocaust history and making it more meaningful to students. According to Bernadette Glaze, Fairfax County's Advanced Academic Programs Specialist, the CD-ROM materials have allowed them to 'look at the study of the Holocaust in a more humanistic vein' (Gewertz, 2000, n.p.). Rositta Kenigsberg, author of Florida's statute mandating Holocaust studies, stated that the type of oral history presented in *Survivors* 'brings the lessons of the Holocaust alive and allows it to be more of a personal learning experience...' (Gewertz, n.p.). Margolis (2001), although not a participant in the pilot program, has adamantly stated the opposite. After reviewing the CD-ROM, Margolis criticized the program for depersonalizing the characters by not revealing their last names, nor mentioning their specific Jewish identities. He further criticized the program's use of oral history because the interviewers are not named or seen and for the lack of thick description. He maintained that the four featured survivors cannot truly be representative of all Holocaust survivors as only a small percentage of those came to the United States as presented in the program.

Margolis (2001) also stated that the program presented all information as sound fact and that it left no room for analysis or questions. He stated that *Survivors* should allow and encourage users to ask questions and discuss similar events that may have occurred in history. He said the program provided no way for students to connect the events of the Holocaust to today.

Despite Margolis' (2001) judgment that the program was not interactive, but only entertaining, pilot participant Lisa Rybicki stated that students enjoyed interacting with the survivors' stories by being able to click or access other areas and information within the CD-ROM. The Palm Beach County resource teacher said the students also enjoyed following the stories straight through and they strongly connected with the narrators, Winona Ryder and Leonardo DiCaprio (Gewertz, 2000).

In contradiction to Margolis' (2001) statement that he considers *Survivors* "a failure as history, as media, and as pedagogy" (n.p.), pilot participants stated that the materials help bring a deeper level of understanding to students concerning issues of tolerance and prejudice (Gewertz, 2000). Furthermore, the teachers using *Survivors* stated that the testimonies "make a compelling lesson even more powerful" (n.p.).

Regardless of opinion, the number of copies sold indicates a positive reception among educators and others. According to the Shoah Foundation, 14,000 copies of the program were sold to schools and the general public between January 1999 and November 2000 (Gewertz, 2000).

Internet Resources

The Internet has given educators access to abundant support materials for teaching about the Holocaust. Timelines, photographs, primary sources, and other items are available. In addition, some sites provide opportunities for individuals to interact with survivors, liberators, and other witnesses of the Holocaust.

With so many resources now available to educators, preview and evaluation of materials is a necessity for a successful and meaningful Holocaust studies program (Anderson, 1998;

Ariew, 2000; Symer, 2001; Tomei, 1996). The literature provides reference to and/or commentary on many Internet sites that have been identified as useful and appropriate materials for educators to employ in the classroom. These sites include those maintained by companies selling Holocaust-related materials, Holocaust institutions and organizations, higher education institutions, and those created by both teachers and students. This review focuses on a select number of sites from the abundance of those found on the Internet and mentioned in books.

Purchasing Resources via the Web

Educators desiring to purchase CD-ROMs or choosing to supplement Internet resources with audio- and videocassettes, books, posters for classroom display, or other Holocaust-related items can often place orders via the World Wide Web. The Jewish Media Catalog serves Northern California and provides access to educational videos pertaining to the Holocaust (Till, 1998). Chartock (1998) described another company, the Social Studies School Service, as a social studies teacher's "major resource 'bible'" (p. 40). It has an entire web site dedicated to educational Holocaust materials for young people (Shane, 1998). Many museums, including the United States Holocaust Memorial Museum, also have online bookstores where orders for materials can be placed.

Locating Age-appropriate Materials

Educators must determine a beginning point for locating Holocaust-related information on the World Wide Web. With so many possibilities, locating appropriate materials is crucial. Anderson (1998) suggests enlisting the assistance of librarians and media specialists for this task. Ariew (2000) suggested two web sites that could fulfill the beginning task, both of which focus

on quality resources for middle school students and other age groups. The first site, Study Web, provides an annotated list for each given site. Annotations also include the site reviewer's name. The other web site, Homework Central, includes a search engine that allows users to choose a certain age group from a pull-down menu. The site then lists resources appropriate to that group.

Holocaust Cybrary

The Cybrary of the Holocaust is an Internet library of Holocaust resources and targets its information at students and teachers (Symer, 2001). A site rich in full text documents and graphics (Mellendorf, 1998; Shane, 1998), it is one of the most comprehensive Holocaust web sites available (Mellendorf; Shane; Till, 1998). However, Symer offers several words of caution concerning the site. He noted that primary documents within the Cybrary contain no contextual information. In addition, the creators of the site do not provide credentials for their Holocaust-related work.

Internet Projects

There are several types of online projects available in Holocaust studies. Students, ages 12-17, can participate in the Holocaust/Genocide Project ("Holocaust/Genocide Project" [H/GP], n.d.). This international, nonprofit, telecommunications project involves teachers and students from around the globe. To date, there have been participants from at least 13 countries on 6 continents. The purpose of the project is "to promote education and awareness and to encourage the application of this knowledge in a way which makes a positive difference in the world" ("H/GP," n.d.). The project provides facilitators and project mentors, lesson plans for teachers, guidance for students, and online resources. Interactive activities include an international

computer online teleconference, writing and compilation of an annual student-produced magazine, and a two-week study trip to Israel and Poland. The Holocaust/Genocide Project web site provides a significant amount of contact information including names, telephone numbers, addresses, and electronic mail addresses (“H/GP,” n.d.).

One of the best responses to Holocaust denial is the Nizkor Project (Till, 1998). This college project (Till, 1998) includes well-organized Frequently Asked Questions (FAQs) (Mellendorf, 1998; Shane, 1998; Till) as well as other features. The site has over 11,000 files (Landesman, 1998; Mellendorf) and links to other Holocaust sites, including those dealing with Holocaust denial (Landesman; Mellendorf; Till). Nizkor is a Hebrew word meaning “we will remember” (Landesman; Shane; web site).

Facing History and Ourselves (FH&O), a leading organization that offers an extensive Holocaust-related curriculum and teacher training, also provides a web-based curriculum that focuses not only on the Holocaust but also on lessons of tolerance, citizenship, and the values of democracy (EduNet, 2001). The multimedia, interactive site is a valuable resource for students and teachers. In addition to the student activities and resources, Facing History and Ourselves also has an Online Campus for teachers (FH&O, n.d.b). This useful feature is designed for middle and high school teachers who are using or would like to use the organization’s materials and practices in their classrooms. The web-based learning community offers a variety of teacher resources and allows participants to share their ideas and experiences with others (FH&O, n.d.).

Museums

The United States Holocaust Memorial Museum is one of the first sites that teachers and students should consult for information (Symer, 2001). This is the leading American institution for Holocaust research and documentation (Symer) and includes photos, documents, and museum exhibits (Mellendorf, 1998; Shane, 1998; Symer). A compelling feature of the site is the Holocaust teaching guide available to educators (Ariew, 2000; Symer). Despite this important feature, Symer stated that “the section of the Web site called ‘Learning About the Holocaust’ contains disappointingly little information” (p. 231) and that “students may find the site somewhat visually boring and graphically inconsistent” (p. 231). Yet this interactive site is one of the most frequently hyperlinked Holocaust sites on the World Wide Web (Mellendorf).

Other notable Holocaust museums accessible via the Internet include the Museum of Tolerance and Yad Vashem. The Museum of Tolerance is associated with the Simon Wiesenthal Center and is located in Los Angeles. This multimedia learning center is one of the largest on the web (Symer, 2001) and includes numerous texts and photographs. In addition, online exhibits are available to visitors (Shane, 1998; Symer). Israel’s Yad Vashem is the national Holocaust memorial of the Jewish people (Mellendorf, 1998; Symer). According to Shane, it is probably the oldest Holocaust Museum in the world. Despite the fact that few full text documents (as compared to the number of holdings) are currently available online, teachers and students should visit the site to check for additions (Mellendorf, 1998; Shane; Symer).

Virtual Tours and Exhibits

Anne Frank is probably the most well known teenager of the Holocaust. Her diary is included as part of numerous language arts/literature curricula across the country. The Internet provides several sites specifically related to this young Holocaust victim. The previously mentioned Cybrary offers a lesson plan (Symer, 2001), while other sites offer additional information. Photos, texts, and diary pages are accessible at the Anne Frank Center USA (Ariew, 2000). Till (1998) stated that the best Anne Frank source was provided by Ohio University's Jewish Studies Program. Interested individuals can take a virtual tour of the house where Anne Frank and her family hid from the Nazis at a site maintained in the Netherlands (Ariew). In addition to touring the house, the site contains class activities and discussion topics for teachers. The site also features diary excerpts in Anne's own handwriting as well as rewritten portions that Anne hoped to someday have published (Ariew).

The Internet provides other distance education opportunities allowing students to take virtual tours of museum exhibits and other Holocaust locales. For example, the United States Holocaust Memorial Museum allows visitors to tour exhibits of the museum via the Internet in order to explore such topics as "*Kristallnacht*," "*The Voyage of the SS St. Louis*," and many others (USHMM, n.d.). The Holocaust Memorial Center also provides several online exhibits including "The Burning of the Books Hall of Cultures," "Family Life," and the "Gates of Auschwitz" (Till, 1998). A virtual tour of the Dachau Concentration Camp is available by L'Chaim: A Holocaust Web Project (Till). The El Paso Holocaust Museum and Study Center also provides virtual exhibits about the Holocaust (Till).

While some Internet sites only provide a means for users to visit the site by clicking through a series of pages or sections, others provide more advanced methods of interaction

during the virtual visit. In Waunakee, Wisconsin, middle school students participated in such a tour of the Museum of Tolerance, located in Los Angeles (Canada, n.d.). As a result of a summer workshop, one teacher worked with the school system's distance education network director to plan the virtual fieldtrip. This collaboration provided a trip that complemented the curriculum and also resulted in a grant to finance the experience. The students studied about the Holocaust in social studies class and had also read Anne Frank's *Diary of a Young Girl*. The \$250 fee (per 90-minute connection) was covered by a grant that also allowed participation by several other schools.

The virtual tour was guided by the museum's Educational Outreach Coordinator. The lab used by the middle school students had two-way audio and video so students and presenters could see and talk to each other. Two other schools were able to participate in this same format and six other schools participated as view only participants. However, view only sites could phone in questions to the moderator enabling them to interact during the tour. The tour also provided students with an opportunity to interview a Holocaust survivor. According to Canada (n.d.), "electronic fieldtrips provide a new perspective on learning and the world" (n.p.).

Teacher Training and In-Service

It is important that educators preparing to teach about the Holocaust receive in-service training opportunities whenever possible. Many Holocaust organizations dedicated to promoting Holocaust education provide workshops and training sessions for those interested. Many also provide resources and materials for use in the classroom. The USHMM provides several summer conferences for educators from across the United States. The Arthur and Rochelle Belfer National Conference for Educators was designed for teachers who have taught about the

Holocaust for less than five years. For those who have attended the Belfer Conference, or for those who have taught the topic longer than five years, the USHMM offers the Arthur and Rochelle Belfer Conference: A Next Step. In addition, the Mandel Fellowship Program is a more in-depth conference for those who have taught the Holocaust more than five years.

Other organizations also offer workshops for educators (FAU HOC, n.d.; FH&O, n.d.; HCNC, n.d.). Some workshops are held during the summer, while others are held at various times throughout the year. In-service opportunities range from one day to several weeks, depending on the depth and amount of information being covered. Many are designed to help teachers personally understand the Holocaust and to provide resources and appropriate teaching methods for use in the classroom (FAU HOC, n.d.). The HCNC is recognized as a leader in Holocaust education in the state of California. It is a state-approved resource, recognized by California State Assembly Bill 3216, for the topic. The center has trained more than 400 teachers in northern California for teaching the Holocaust (HCNC, n.d.). The Internet home page for Facing History and Ourselves (n.d.a) provides links to information concerning the professional development opportunities offered by the organization, as well as the links to obtaining the resources they have developed.

Several of the organizations providing teacher training have also developed a teacher's guide or curriculum. The teaching guide designed by the USHMM (1995) has been referenced throughout this literature review. The Tennessee Holocaust Commission recently distributed a new book to all high schools in the state. The book, *The Holocaust and Other Genocides* (Smith, 2002), has a companion teacher's guide to assist educators in involving students in this topic.

Welker (1996) compared the curricula developed by three different states mandating Holocaust education and found strengths and weaknesses in each. In reviewing the curricula of

New York, Pennsylvania, and Ohio, he found that all lacked a strong rationale for the Holocaust lessons. Absent from the Pennsylvania curriculum was a listing of primary source documents, photos, and eyewitness accounts; however, these were included by the other two states. One strength of the Pennsylvania guide was the overview of each chapter, a useful tool for teachers without a great deal of previous background knowledge about the Holocaust. The New York and Ohio guides suggested a minimum of two weeks for teaching this unit. A sample unit was provided in the New York curriculum, while the Ohio curriculum was designed as a complete 10-day unit. One of the greatest strengths of the Ohio guide is that it was developed by teachers based on their most successful Holocaust education teaching strategies and included these best practices. It should be noted that the curricula reviewed by Welker were developed several years ago: New York in 1985 and 1986, Pennsylvania in 1990, and Ohio in 1994. It is possible that modifications have been made to the guides since his reviews.

Three years after Florida Statute 233.061 was passed, Geiss (1997) conducted research at a Florida middle school to determine compliance with the law. After finding a large degree of noncompliance, largely due to lack of resources and teacher training, the researcher developed a Holocaust curriculum to be used at the site school. The curriculum included suggested projects and teacher resource packets for the three grade levels. The development of these teacher aides, along with training for using them, resulted in dramatic improvement of student and teacher knowledge concerning the Holocaust. This type of research, and its successful results, indicates the importance of teaching training and resource availability.

Recognizing Excellence in Instruction—

The Belz-Lipman Holocaust Educator of the Year Award

The Belz-Lipman Holocaust Educator of the Year Award was established by Jack A. Belz and Ira I. Lipman in 1995. Since its inception, the award has been annually presented to three secondary school teachers in the state of Tennessee, typically one from each Grand Division of the state. Several years have included more than three recipients. The honorees must be full-time middle or high school teachers within the state. However, they may teach in public, private, or parochial schools.

Applicants must have taught about the Holocaust for a minimum of two years. Through the application process, the award recognizes those who have demonstrated excellence and creativity in the development of a Holocaust unit of study. Applicants are required to provide information such as the materials and resources they use for teaching the Holocaust lessons, as well as a description of the instructional methods used during the unit. In addition, evaluation methods are described by the teachers. The application requests a syllabus or sample lesson plan for the committee to review. Student and administrator recommendations are also a part of the application process. Award recipients receive a cash award of \$1,000 each. This monetary award can be used to purchase materials for classroom or school use within the Holocaust study or it may be used to attend national or international conferences relating to Holocaust education.

Summary

This chapter reviewed literature pertaining to Holocaust education and included several different topics. Prior to discussing methodological and pedagogical issues, a brief historical overview of the Holocaust was provided, as well as rationales for teaching this topic to students.

Suggested topics for inclusion in a Holocaust unit of study were described. Additional topics included activities and resources to assist educators in personalizing Holocaust history for their students, as well as further activities and resources for consideration within various academic areas. The use of technology resources during Holocaust studies was also examined. Emphasis was placed on the importance of carefully previewing and examining all materials and resources prior to implementing them into the Holocaust unit. Finally, staff development and in-service opportunities were discussed to provide educators with sources of training for teaching this important, yet sensitive, topic. Chapter 3 will present the methodology used for this qualitative research study. Additional chapters will present the findings, summaries, and conclusions for the study.

CHAPTER 3
METHODS AND PROCEDURES

Personal Biography

As a high school sophomore, I watched a movie titled *Escape from Sobibor*. The movie told the fact-based story of the largest successful escape from a Nazi death camp during the Holocaust. I watched this movie not in a history class, but in a Bible class where recent lessons had focused on the persecution of the Jews as described in the Old Testament. In fact, I never really studied about the Holocaust in high school or in college. Yet the images of that movie never left me.

I had only been teaching junior high social studies a few years when I traveled to Maryland to visit a friend. She took me to Washington, DC for a day of sightseeing, but the day-long rainfall forced us to do most of our sightseeing indoors. A new museum had opened only a few months earlier so we decided to spend the morning touring it. This was my first visit to the United States Holocaust Memorial Museum.

Touring the USHMM is an experience that cannot adequately be described with words. It is a tremendous learning experience and a tremendous emotional experience. It is a trip that takes you into the inconceivable evil perpetrated by the human mind and carried out by human hands. Yet you exit the tour by viewing interviews with Holocaust survivors, leaving you with a multitude of emotions, including amazement and wonderment at the power of the human spirit to overcome the evil acts by surviving such horrific experiences.

Several years after that first museum tour, a brochure came across my desk advertising an educators' conference concerning Holocaust education. I jumped at the opportunity to attend the Arthur and Rochelle Belfer National Conference, hosted by the USHMM. This amazing

conference gave me an opportunity to obtain a wealth of valuable information about the Holocaust, why to teach it, and methods and materials to use in the lessons. In addition to pedagogical and methodological issues, this conference provided extra opportunities to tour the museum, interact with Holocaust survivors, and explore the museum's resource center for educators.

Counting my first tour of the USHMM, I have now visited five times. The last four visits have been in conjunction with attendance at education conferences. Each visit results in a greater knowledge and understanding of the events surrounding the Holocaust. Watching *Escape from Sobibor* provoked my interest in that first tour of the USHMM, even though it occurred many years later. That first tour sparked my interest in attending the conferences. The conferences, in turn, provided me with the knowledge and resources to teach this topic to my students. Each of these personal experiences has guided me to this qualitative research study.

Rationale for Qualitative Research

Cresswell (1998) defines qualitative research as “an inquiry process of understanding based on a distinct methodological tradition of inquiry that explores a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting” (p. 255). Along with this definition, Cresswell offers eight specific reasons for conducting qualitative research. These include the nature of the research question (“how” or “what” rather than “why” as in quantitative research), the need for exploration of the topic, the need to present a detailed view of the topic, an opportunity to study individuals in their natural setting, an interest in a literary style of writing,

the receptiveness of the audience, and the researcher's role as an active learner. Several of these reasons are relevant to this specific study and are discussed below.

Qualitative research involves questions of "how" or "what." The purpose of this study is to determine what teaching methods, activities, and resources are used by Belz-Lipman Holocaust Educator of the Year Award winners while teaching a unit of study relating to the Holocaust. Secondly, this topic needs to be explored as various states continue to encourage teaching of the Holocaust or mandate its inclusion into the curriculum by law. There were many rationales for teaching the Holocaust cited by these organizations as well as numerous lesson plans and suggested resources. However, there seemed to be a limited body of organized information concerning successful methods, activities, and resources gathered from any specific group of educators who actually teach this topic.

By using qualitative methods of inquiry, I have attempted to provide a detailed view of the recipients' experiences as Holocaust educators. While the goal was not to prescribe a step-by-step lesson plan, a detailed account of the teaching methods and resources and/or materials should provide the reader with information to develop such a unit of study if the opportunity or need arises. I believe this was best achieved by writing in a narrative or literary style, rather than with numbers and quantitative statistical analyses. I also believe there are specific audiences who will be receptive to this study and interested in the findings, particularly those involved in Holocaust education or those seeking to become involved in this area. Finally, a great deal has been learned from these outstanding educators and the stories they have told. In fact, I not only gained information to be reported in the study's findings, but also gathered ideas that can be incorporated into my own classroom for lessons on the Holocaust.

Development of Focus Group Guide

Before conducting interviews with the award recipients, an interview protocol document (or guide) was developed (Appendix A). As suggested by Creswell (1998), the guide included several components. A heading was included for the purpose of recording basic information such as date and place of interview and the names of the focus group participants. The header also served as a reminder to the interviewer to review the purpose of the study before the questioning and discussion began. The second part of the guide included the guiding questions that were asked to each focus group and are described below. Space was provided for taking notes as interviewees responded. In addition, all focus group interviews were tape-recorded. The questions followed Gall, Borg, and Gall's (1996) description of a semi-structured interview. This procedure is one in which "the interviewer asks a series of structured questions and then probes more deeply with open-ended questions to obtain additional information" (p. 769). In conjunction with this, the questions also followed Krueger's (1998) suggestions for five categories of questions, each assisting with the flow of the interview. Finally, the guide included information for ending the interview, such as closing comments that thanked interviewees for their participation and informed them of potential future contacts regarding the research study.

As mentioned, the semi-structured interview technique was employed. Although Gall et al. (1996) describe this as a quantitative interviewing method; it was suitable for this particular study. This technique allowed the researcher to seek clarification or elaboration of answers given during the focus group sessions. It also allowed the use of open-ended questions during the focus groups, which provided a greater opportunity for discussion among the participants. It has been noted that interactions among focus group participants "stimulate them to state feelings, perceptions, and beliefs that they would not express if interviewed individually" (Gall et al., p.

308). The questions included in the focus group guide were developed as a result of extensive reading concerning Holocaust education, my personal experiences with teaching this topic, and review of the Belz-Lipman Holocaust Educator of the Year Award application.

The focus guide included five categories of questions: opening, introductory, transition, key, and ending (Krueger, 1998). The opening question (“What is your name, when did you receive the Belz-Lipman Award, what subject and grade level do you currently teach, and where do you teach?”) was designed to encourage everyone to speak early in the interview. This question could be answered quickly and was included to help the participants feel a sense of community during the interview. This information was not formally analyzed during the study but was included as general information.

The second category of question was the introductory question (“How did you become interested in Holocaust education?”), described by Krueger (1998) as a time for participants to reflect on their experiences with the main topic. It served as the beginning of the conversational element of the interview.

The transition category was used to begin moving the discussion toward the main questions relevant to the study (Krueger, 1998). This question (“What are your reasons for teaching a unit of study relating to the Holocaust?” and “What training or preparation have you had for teaching this unit?” and later in the study “How do you measure the effectiveness of these methods and resources and/or materials?”) connected the participants to the investigative topic. During this category, participants became aware of how their fellow focus group members viewed the topic.

The driving questions of the study were the key questions (“What teaching methods do you use when teaching about the Holocaust?” and “What activities and/or resources do you use

while teaching about the Holocaust?”). These questions generally required the most time to be answered and discussed. Furthermore, the moderator may need to pause or probe more during this time than any other portion of the interview (Krueger, 1998).

The last questions or ending questions were designed to bring closure to the session. These questions were extremely important to the analysis of the study. Krueger (1998) noted three types of ending questions; this focus group interview used two of those. The “all-things-considered” question (“What do you believe to be the benefits of lessons relating to the Holocaust?”) allowed participants to state their final views and feelings concerning this topic. This interview guide also consisted of a final question that was asked after the participants had received a brief verbal summary of the session, insuring that nothing had been missed.

The interview guide was designed for use with any interviewing technique employed in this study: focus groups, individual face-to-face or individual telephone. Although focus groups were the first choice for this study, all of these techniques were appropriate. Consistent use of the guide, regardless of interviewing technique, kept all interviews focused on the purpose of the study.

Pilot Study

A pilot study was conducted in order to test the focus group interview guide and to give me an opportunity to practice the interviewing process. According to Gall et al. (1996), conducting a pilot study helps ensure that the guide and procedures “yield reasonably unbiased data” (p. 316). The pilot study took place in Spring 2003 and included three teachers from the Bradley County School System. One focus group participant taught middle school language arts, one taught high school language arts, and one taught middle school social studies. The pilot

study did not include Belz-Lipman Award recipients; however, all participants were educators who currently teach or have taught a unit of study relating to the Holocaust. Pilot participants were asked to make suggestions concerning the wording of questions, additional questions, deletion of questions, and other suggestions they believed to be beneficial. However, the pilot participants did not suggest any changes to the interview guide.

Participants

This study involved recipients of Tennessee's Belz-Lipman Holocaust Educator of the Year Award. The honor is presented annually to three full-time middle or high school teachers in public, private, or parochial schools, generally, one from each of the state's three Grand Divisions. However, there have been years when more than three recipients have been honored with the award. In accordance with the award application requirements, all recipients have taught about the Holocaust for a minimum of two years. There have been 39 recipients since the award began in 1995. Names of the honorees, along with mailing address contact information, were obtained from the Tennessee Holocaust Commission. This initial communication also revealed that of the 39 honorees, one is deceased, two are now retired from teaching, and two have moved outside the state of Tennessee.

Belz-Lipman Award recipients were chosen as the focus of the study primarily because they have been recognized, through an application and committee selection process, as demonstrating creativity and excellence in the field of Holocaust education. In this respect, they may be viewed as a homogenous sample. However, they also represent different subject areas, different grade levels, and different geographic locations. Having obtained this honor, recipients have also demonstrated that they are well-informed about this topic. They are, therefore,

information-rich cases—a significant factor in qualitative research sampling (Cresswell, 1998; Gall et al., 1996; Krueger, 1998).

During Summer 2003, letters were mailed to award recipients currently living in Tennessee to inform them of the purpose of the study and request their participation. The letter (Appendix B) explained that the primary method for gathering data would be focus group interviews, which would be scheduled after responses were returned. The participants were asked to respond by returning a participation agreement/information form by the specified date (Appendix C). Originally, a series of five focus groups was planned based on the geographic locations of the recipients. According to the information obtained from the Tennessee Holocaust Commission, most of the recipients were clustered within five geographic areas: Nashville (13), Memphis (8), Kingsport (6), Knoxville (6), and Chattanooga (2). One recipient was considered an “outlier,” not living in close proximity to any of the cluster locations and was, therefore, invited to participate in the Memphis, Nashville, or Chattanooga focus group. These totals did not include the two recipients who had moved from Tennessee prior to the beginning of this study, but they did include the two recipients who had retired. However, responses to the first letter resulted in a very small number of recipients agreeing to participate in the proposed focus group sessions.

As a result of the low response rate received from the initial mailing, a second letter was mailed to recipients late Summer/early Fall 2003. As part of the second letter (Appendix D), award recipients willing to participate in the study but unable to attend a focus group were asked to consent to an individual telephone interview or an individual face-to-face interview. Focus group interviews were still included as an option for participation. Again, the recipients were asked to return a participation agreement form (Appendix E). The second mailing returned a

significant number of acceptances for participation, with most agreeing to telephone interviews. The researcher began scheduling and conducting these interviews immediately following receipt of the responses.

It was important to have as many of the recipients as possible participate so that relevant themes and patterns could be detected. Even after the two mailings, a need for additional participants remained so follow-up telephone calls were made to those for whom the researcher was able to locate the telephone numbers, but who had not responded to either letter. These follow up telephone calls resulted in additional participants for the study. The 2003 recipients were contacted via electronic mail, as this was the only contact information available to the researcher. The final study was conducted by completing 2 focus group sessions, including 6 participants, 1 individual face-to-face interview, and 10 individual telephone interviews.

The total mailings, including the two traditional and electronic attempts, and the follow-up telephone calls brought the total number of participants for this study to 17. This number reflects 44.5% of the 39 Belz-Lipman recipients since the award's inception. However, it should be noted that one award recipient is deceased and the two who had moved from Tennessee prior to this study could not be included in the true number of possible participants as no contact information was available. Reducing the possible number to 36, the 17 recipients represent a participation rate of 47%. The 4 males and 13 females included recipients from 9 of the 11 years the award has been given and came from across the State of Tennessee. There were five (29%) participants from East Tennessee, eight (47%) from Middle Tennessee, and four (24%) from West Tennessee. Both middle school (6) and high school teachers (11) were included. Eight recipients taught language arts at the time they received the award and eight taught in the area of

social sciences. One recipient taught a class in which students could receive a foreign language credit and a social science credit at the time the award was presented. Several participants did note that their teaching duties and/or positions had changed since that time.

Data Collection and Data Analysis

Data were collected and analyzed in a systematic and verifiable way, as suggested by Krueger (1998). This process included sequencing interview questions the same way for each interview, regardless of the type, as was previously discussed. Notes were taken during all interviews and all interviews were audio recorded. Transcripts were made of each session as soon as possible following the interview.

Coding of data was completed electronically with the Qualitative Solutions and Research Non-numerical Unstructured Data Indexing Searching and Theorizing (QSR-NUD.IST), Version 4.0, software program. This program allows researchers to categorize qualitative data into themes or categories for analysis. Using this process, the researcher investigated emerging themes within each interview and compared them between interviews as well.

All data collected were retained to provide verification of the analysis. This includes jottings and field notes, transcripts, early coding reports, rough drafts, and other applicable materials. A study must be verifiable in order to be regarded as trustworthy. Specific techniques for ensuring the trustworthiness of this study are discussed below.

Trustworthiness

Lincoln and Guba (1985) addressed the need to establish trustworthiness in qualitative research studies. In so doing, they developed the categories of creditability, transferability, dependability, and confirmability. There are specific strategies for assessing each category. Use of these strategies not only assists researchers in designing their studies but also assists readers in determining the worth of the study. Similarly, Cresswell (1998) described eight verification procedures for establishing trustworthiness in qualitative research, recommending that researchers engage in a minimum of two during any given study. The researcher chose to use several of these techniques, including member checking, rich, thick description, a peer debriefer, and an external auditor.

The most important procedure for establishing credibility in a qualitative study is member checking (Lincoln & Guba, 1985). This process involves asking participants to verify accuracy and interpretations by reviewing collected data, including jottings and notes, interview transcripts, rough drafts, and final reports of the research findings. At the end of each interview, a verbal summary of the session was given to the participants. This allowed any obvious mistakes or misinterpretations to be revised quickly, prior to leaving the session. Within approximately one week of each completed interview, full transcripts were sent to each participant (either electronically or by mail) for review. They were asked to respond only if corrections, revisions, or clarification of any statement or topic needed to be addressed. Only one participant returned the entire transcript.

One of the most common procedures used for establishing trustworthiness in a qualitative study is rich, thick description. Although qualitative research is not conducted for the purpose of making generalizations, the use of rich, thick description provides an opportunity for the reader

to make decisions concerning transferability. Using this process, the researcher has attempted to describe the participants and the study in such detail that the reader can decide if the information is transferable to similar settings or situations in which they may participate or be familiar.

In qualitative research, “peer review or debriefing provides an external check of the research process...” (Creswell, 1998, p. 202); it helps ensure the dependability of the study. The peer debriefer is someone who helps keep the researcher honest by asking hard questions about various aspects of the study, such as the methods, meanings, and interpretations. In addition, the peer debriefer allows the researcher to share feelings and ideas about the study as it is being conducted. Fellow doctoral student Kathy Murphy fulfilled the role of peer debriefer for this study. She attended the pilot focus group, serving as recorder for that session. She also met with the researcher monthly and communicated on a more regular basis via electronic mail concerning the study.

Finally, an external auditor examined the process and the study to determine accuracy and to ensure the “findings, interpretations, and conclusions are supported by the data” (Cresswell, 1998, p. 202). The auditor was given access to the raw data and other materials related to the study to confirm the findings. The auditor also reviewed the study for bias and informed the researcher of any problems detected. Dr. JoAnn Higginbotham fulfilled the role of auditor for this study. Dr. Higginbotham is a professor in the Helen DeVos College of Education at Lee University, located in Cleveland, Tennessee. She had no direct connection to this specific study; however, she has done extensive research, writing, and lecturing in the field of multicultural education—an area in which Holocaust education and many of its related topics may be included.

Summary

Qualitative research methods were used to discover how Belz-Lipman Holocaust Educator of the Year Award winners teach about the Holocaust and what materials and/or resources they use during the unit of study. This information was obtained through a series of interviews, including focus groups, face-to-face, and telephone interviews. The focus group guide was designed based on the literature review, my personal experience of teaching this topic, and review of the Belz-Lipman Award application. I served as moderator and recorder of each session. Trustworthiness for the study was established by using member checking, a peer debriefer, and an external auditor.

The collected data were analyzed using the computer software program QSR-NUD.IST. Comparisons of emergent categories and themes were made within each focus group and between all interviews in an effort to determine the best practices, as they relate to Holocaust education, of the award recipients. Additional information is reported in the following chapters. Chapter 4 presents the analysis of the data and Chapter 5 presents the summary, conclusions, and recommendations resulting from this qualitative research study.

CHAPTER 4

ANALYSIS OF DATA

The purpose of this qualitative study was to explore methods of teaching Holocaust education in a variety of subject areas to secondary students in grades 7 through 12, as implemented by recipients of Tennessee's Belz-Lipman Holocaust Educator of the Year Award. By using various interviewing techniques, including focus groups, face-to-face, and telephone interviews, the researcher attempted to discover common teaching characteristics of these individuals who have been recognized as outstanding and creative educators. I sought to determine their best practices by examining the evolution of their Holocaust units, from the development of their personal interests in this topic to their perceived benefits of teaching these lessons.

During analysis of the data, several themes emerged. Broad themes surfaced around the following issues: ways teachers became interested in the Holocaust as a topic, reasons teachers incorporated Holocaust lessons into the classroom, teacher training, resources and materials used, instructional methods used, assessment strategies, and benefits of the lessons. Several of these themes emerged among all participants, regardless of subject area or grade level. However, in limited cases, there were sub-themes that developed specifically among those teaching high school or middle school and/or the academic disciplines of language arts and social sciences, particularly during discussions of literature selections used. These are clearly presented throughout the chapter.

Becoming Interested in the Holocaust

At the beginning of the interview the participants of this study were asked to describe how they became interested in the Holocaust as a topic. As they shared this information, most were able to pinpoint a specific experience or series of experiences that had sparked their interest. Although not all participants became interested in the same way, the interest seemed to develop within two broad categories: exposure to Holocaust studies as a student and exposure to Holocaust and/or Jewish-related information from family and friends.

Several of the participants noted that their interests in the Holocaust had begun as students: middle school students, high school students, and even as college students. These initial interests lingered in their minds and eventually found voices in their classrooms. Several participants specifically mentioned that their interest was sparked as students when they read *The Diary of Anne Frank*. Although not part of a classroom assignment, Participant 11 shared her personal story of how deeply the diary had affected her as a young teenager. She remembered,

I got so involved in reading that. I guess it was because I was about the same age as Anne was. I actually started writing a diary myself and I had a dedication page in my diary to Anne Frank and said that more or less because like since her life was ended too quickly that I would like her to live through mine. So instead of having “Dear Kitty,” it was “Dear Anne.” And so that was how it started.

Participant 3 also shared a personal, teenage experience, which occurred outside his hometown that he recalled having been a key event in the development of his interest in the Holocaust:

...when I was like middle school or early high school [place name] had the Nazis marching and so I remember that was the first thing: like “what was a Nazi?” because I was 12 or 13 and you hear things and then in high school [we] had a Holocaust Remembrance Day and I was asked to read the Niemoeller poem, the Martin Niemoeller and so I remember doing that so that was kind of the first wave of what it was.

For others the interest began in high school. Participant 15 said, “I’ve always been interested in the Holocaust, even as a high school student.” Participant 14 recalled how her interest developed during high school as well:

Well, it started a long time ago in high school. I had a teacher who had worked as a psychologist with prisoners and he had us to read the book, Victor Frankel’s *Man’s Search for a Meaning*. And I read that book and I just could not believe the things that had happened. So I think it started in high school.

This psychology perspective was also the spark that ignited Participant 5’s interest in Holocaust studies. She explained:

I think I had a high school psychology teacher who did a couple of things in a high school psychology class. One, I remember dealing with Milgram...but she also did a lot about stereotyping and groups and human understanding or the lack of it so I kind of had a different hook. You know, I really had the hook that the movement has become now. It wasn’t as much of a history base initially. I mean, I ended up with a lot of history here and there on the Holocaust, but it was more about human understanding or different issues in terms of dealing with psychology.

Participants also spoke of collegiate opportunities they had for learning about the Holocaust. For some, college allotted them the chance to further an interest that had been sparked at an earlier time. Participant 1 had such an opportunity and shared the following about his personal experience:

...in college, my undergraduate work, I had to take a course called Literature for Young Adults and one of the major projects was to create a six to eight week thematic unit for an eighth-grade literature class. So I really didn’t know what to do and my professor sat down and said, “Well, what are you interested in?” And I said, “Well, I love the Holocaust.” And she said, “Well, there’s a ton of young adult literature out there. Why don’t you focus on that?” And so it just kind of went from there and I was able to use that unit in my student teaching and I’ve actually used parts of it every year since.

Participant 6 also mentioned becoming interested in Holocaust studies while doing her student teaching, stating that she had been exposed to very little Holocaust information during high school. She said,

I learned nothing about the Holocaust when I was in high school. All I learned about was that we were in a war called World War II and that there was a bad guy named Hitler and that was pretty much [all], you know. There was really no in-depth study at all about the Holocaust and the causes and what happened after. And I stumbled across Corrie Ten Boom's story *The Secret Room*, which is a chapter from her book *The Hiding Place*. She was a Christian. I just became very interested in it and went and actually after reading the chapter in the lit book (doing my student teaching with a 10th-grade class) I decided that I wanted to read the book. I went and got it and I was just, I was blown away. Well, that just blew me away so much, and especially now looking back on it, was that I started from a Christian respect or perspective. And normally you would start from a totally different angle. But starting from that, I guess looking back on it; it just seems even more miraculous as involved as I am with it. I guess that was the starting point...

For other participants of this study, interest in the Holocaust developed as a result of family and/or friends sharing information with them. Participants from two different generations shared how their interests were sparked by talking with individuals who actually experienced the World War II era. Participant 10, whose grandfather is a World War II veteran, said, "...it occurred to me that that group of people were dying and that they all had fascinating, unbelievable, untold stories. So I really got started through World War II. And then the Holocaust stories were even more fascinating." During the 1950s, Participant 2 discovered that the neighbors with whom she shared a back porch were Jewish. She gave an amazing account of what she learned about them:

First of all, I discovered she was Jewish. I had known only two Jewish families in my entire life. When I discovered she was Jewish, I was completely fascinated, learning everything I could about Jewish religion and Judaic activities, just everything. She was such a new window for me. We talked and then I discovered she had grown up in Lodz in Poland and had lived in a ghetto. The only reason her parents didn't end up in the transportation when they began to move people out of Lodz was the fact that her mother was the cook and housekeeper for, I guess, one of the ghetto commandants, I don't really remember. It's been since 1954. Her father was a barber and he kept their hair cut. That's what his job was. They allowed [name] to stay with her parents. They didn't send her away, as they did in a lot of cases so the three of them came through that period of history, together, which was very unusual for that particular area and that particular time in history. When I found this out I just began to ask question after question. I know she must have been absolutely stunned that I would be so nosy, but she seemed to enjoy talking about it. I have learned since that at that time in history most survivors would not talk about it. But she had been so young when she was there, she was five or six years

old, when she was in the ghetto that she probably, and didn't have the same memories, that a lot of Holocaust survivors had. Anyway, I was so intrigued at the whole event in history, since my knowledge as a student had been two sentences in my textbook. And unfortunately, that was true all the way up through the '70s and '80s. But at any rate, that was the spark.

For two of the other participants, their initial interests broadened due to their children studying the topic at school. The children would come home and share with the parents what they were learning. Participant 7 read *Night* at the same time her daughters read the novel in high school. Although she had previously been interested in the topic, she was not working as a teacher at the time. It was this novel that made her decide to teach the topic in her classroom if she ever returned to teaching. A similar experience was mentioned by Participant 4, who stated,

...when our daughter was in high school, she had a course that used the Facing History and Ourselves material. And we discussed it a lot at the dinner table. And I just thought, "If I ever go into education, that is a curriculum that I would like to have something to do with."

She too eventually joined the teaching profession and incorporated those lessons.

Reasons for Teaching the Holocaust

At least 6 states in the United States require Holocaust education as part of the state curriculum and at least 11 others recommend teaching the topic. Although Tennessee does not mandate instruction in this area, the state does have an active Holocaust Commission that encourages teaching of the Holocaust. With this thought in mind, participants were asked to explain why they taught lessons relating to the Holocaust. Although this study did not focus on formal, written rationale statements, most participants did give specific reasons for teaching the unit. From this discussion two main themes emerged: participants teach about the Holocaust because its lessons and/or subject matter can be used to meet state standards and curriculum objectives and because of an overwhelming personal need to teach others about this horrific

event in an effort to increase tolerance, empathy, and like characteristics. In some cases, both of these reasons were discussed by the award recipients.

Although not all participants had become interested in the same way, each had developed a sincere desire to share these lessons with others, not only the lessons of historical fact, but those of humanity as well. Participant 14 gave an honest and straightforward answer when asked why she chose to include Holocaust studies in her classroom. She said,

First of all, it's important to me. I teach it personally because I have had friends whose families were in different concentration camps. So it's been a personal thing. Secondly is because I try to teach sensitivity and caring and compassion. I don't see a lot of that happening. It's happening, but not as much as I would like and I think when people become aware of other people's suffering, not just their own, then I think they start thinking about treating everybody fairly and equally.

She later went on to say, "It's part of our curriculum too." Similarly, Participant 1 also mentioned the relationship between the topic and the curriculum and the desire to teach lessons of humanity:

...the drama *The Dairy of Anne Frank* is part of our textbook...I wanted, I guess I've always taken to heart "those who don't study the past are condemned to repeat it" and that's one thing that I wanted to do was show the children the horrors and the dangers of profiling people for one difference or another and then to expose them to some great literature as well.

For one participant, the decision to incorporate Holocaust studies at any length came almost by accident. She described how she had given her students an opportunity to watch a made-for-television movie in the mid-1970s entitled *The Holocaust*. Promising her students extra credit and in-class discussion for watching the show, she came across a startling realization on the day following the airing of the portion of the movie depicting the concentration camps and gas chambers. Participant 2 discovered:

My students came back to school the next day and they were just open-mouthed. And their comment, almost in total was, "[Name], we didn't know white people did this to white people." I still get goose bumps when I think about it, and I looked [at] this class

that was 90% black and I thought, “these children think all in humanity is color-based, and I have to do something about it.” And I figured Holocaust studies would be the best way to do it.

And an entire unit was borne out of that experience. Participant 4 also mentioned a heart-felt desire to share this information with students. She stated,

The main reason for doing it is children need to know. We should never forget that segment of our history and they then look at Bosnia and Kosovo and Iraq and all these different places with a little bit different eye. You know? They have a better understanding of what can create the opportunity for places like that to exist. I just want them to know. You know?

The data also revealed that several participants used the Holocaust as a theme to teach curriculum objectives in a variety of areas, particularly within language arts and social sciences. Participant 8 mentioned that she “inherited a curriculum from the previous teacher that incorporated *Anne Frank* into the 10th-grade curriculum.” Participant 13 noted that when she taught language arts “it fit in eighth-grade language arts because we were reading *The Diary of Anne Frank*” and that after changing subject areas, she was also able to incorporate the topic into social studies. In addition, Participant 3 explained the range of possible implementation by saying,

I think that’s the tension in this topic because on one hand there’s a way, there’s a lot of jumping off points and there’s a lot of similarities that connect it to other things, but there’s also this uniqueness to it that you can’t just say slavery is anti-Semitism is genocide is [sic]. They’re not the same so it’s like you want them to see connections with like dictators in other countries, but yet it is very unique, what happened was very unique to target this group. You know there’s always uniqueness arguments about it so it’s like you have to do both...

Two participants included the topic as part of a year-long theme that incorporated many different subjects and/or ideas. In each of these instances, teachers used a co-teaching approach in an effort to maximize the benefits of the lessons and meet as many learning objectives as possible. Focusing on the humanities, Participant 9 used the Holocaust theme as a basis for

teaching students about different cultures. She pointed out that she and her co-teacher for the unit “agreed that the Holocaust, although it mostly took place in Germany, or we tend to think of it [that way], it really covered a lot of Europe. It was a cultural phenomenon and that’s what we wanted to get across.” She later explained,

We really tried to hit every single, English, history, art, psychology, we tried to hit every single class we could possibly hit in the humanities that dealt with it because it was life, you know. So it all dealt with the Holocaust.

For Participant 12, the theme of the Holocaust was used for a social ethics class:

We really were looking for an event, sort of a case study that we could tap into when we talk about every issue. If I could make it real simple: when we talk about individual freedom, individual responsibility, well, is there a case study we could tap into when we teach that? And then when we talk about corporate responsibility, what could we tap into? And the social responsibility and so on and so forth. I have to admit, I don’t know who, where, when, but it then dawned on us, “hey, we could use the Holocaust as a singular event and then we could use the Holocaust throughout the entire year and just keep referring back to it. Remember when? Remember when? Remember when?” It worked incredibly well for us.

As participants discussed their reasons for teaching these sensitive, yet important lessons, they also emphasized their desire to help the students grasp the sometimes forgotten element of hope that lies within the depths of the Holocaust. Teaching a sobering topic such as the Holocaust can be a daunting task and many teachers specifically mentioned that they felt it was extremely important not to leave the students feeling helpless and hopeless at the unit’s end.

Participant 14 explained, “I usually begin my unit with something the children can understand and I try not to focus just on the negative part, but on the hope.” Participant 6 also said, “One of my goals when I teach it is that I don’t want to leave those kids hopeless. I always want to leave those kids with something....you really do have to leave them with hope.” Participant 4 offered this thought:

It’s a really heavy subject. I don’t want my kids to feel like, I want them to appreciate what they have and the fact that they are free and that nothing like this must ever happen

again and they will have to be the people to prevent it. But I don't want them to just walk around under some heavy, gloomy cloth with a black cloud hanging over their head.

Teacher Training

The data revealed that teachers of the Holocaust are eager to learn about methods and resources for best helping their students to understand this difficult topic. Teachers readily shared experiences regarding the training they had received in preparation for this unit. While the training was sometimes informal and sometimes formal, it became clear that it was an ongoing process; participants often spoke of attending seminars on a yearly basis.

A large portion of informal training discussed by the participants included statements regarding personal reading and research. The participants indicated they engaged in these activities by their own initiative and did so in an effort to improve their lessons, as well as their own personal knowledge. Speaking of informal training, Participants 1 and 7 made extremely similar statements. Participant 7 stated, "I've done a lot [of] reading on my own." Likewise, Participant 1 noted, "I've done a ton of research on my own" and Participant 11 concurred, "Well, I'm an avid reader so I would read anything I could get a hold of on that [the Holocaust]."

Personal reading was again mentioned by Participant 2:

My goodness. First of all, I read everything I could get my hands on. And I could not begin to give you a bibliography. I would just go to libraries and check out books. And I went to the Jewish Community Center and got books and films from them.

Participant 8 made the following statement concerning informal training:

I did a lot of personal reading on the background and history of the Holocaust. I also did a lot of research on the Internet...I also just kept an eye out for anything I could find relating to it or that I thought we could incorporate.

In much the same way, Participant 15 revealed,

Okay, a lot of it was, as you say, just researching it on my own, just getting in there and slinging it around and doing a lot of reading on young people's level as well as a lot of research in terms of history. I have been to some Holocaust conferences in terms of the Holocaust Museum in Washington, DC and that helped, but really what I did before that, in terms of just self-education was probably more advantageous than anything else. When I began to teach it and could get on the Internet and find hundreds and hundreds of different kinds of sources, I really began to broaden out and research it in many different areas. I think it's probably more self-taught.

Participant 16 stated that he and his colleague "didn't know any more than the kids" the first year they taught about the Holocaust. Therefore, informal training became inevitable.

Participant 17 went on to explain,

We learned literally alongside our students and I think, for us and that group of kids that just graduated, it was a very good bonding experience in that they saw us as learners, as lifelong learners....you know, we were right in there with them digging through the encyclopedias. And they would say, "Well, what about" blah, blah, blah and we would say, "I don't know. Let's look." And we'd get on the Internet and search and the parents would search and search and we began to get this reputation in the community of hey, we didn't know it and we weren't afraid to say we didn't know it. We'd look.

A topic of this magnitude necessitates a dedication to learning as much as possible and presenting the information in a manner most appropriate for the students. In addition to the informal training to which participants devoted time, many also received formal training for teaching these lessons by attending conferences and seminars conducted by various reputable Holocaust organizations. Three organizations were mentioned numerous times by the participants: the United States Holocaust Memorial Museum in Washington, DC, Facing History and Ourselves, and the Tennessee Holocaust Commission. All participants who had attended one or more of these organizations' events spoke of them in a positive manner. Speaking of the conferences, collectively, Participant 16 pointed out that "you learn something new at every conference or anything you go to....you learn something new because each person has different information or they tell you something new."

The United States Holocaust Museum in Washington, DC offers in-depth seminars to educators. Although these conferences are in-depth, there are several different levels from which educators can choose to obtain the greatest possible benefit from their attendance. These levels are primarily based on the years of experience a teacher has in teaching the Holocaust. Participants spoke of having attended both the Belfer I and Belfer II conferences at the museum, as well as having attended conferences designed specifically for Tennessee teachers in conjunction with the Tennessee Holocaust Commission.

Speaking of the Tennessee teachers' seminar held at the museum in Washington, Participant 1 said, "I probably learned more in those four days than I did during all of my own research" and "it has helped me reorganize my unit. I really enjoyed it." He gave two specific examples of how the seminar helped him present the lessons when he returned to the classroom. The first was that the seminar helped provide a well-developed definition of Holocaust. He explained by saying,

I know I had never been able to give my students what I thought was a good definition of the Holocaust until this summer. They really put it into words that my students can understand. I leave it on the board or I am now. I leave it on the board through the whole unit so they can look back up and see that it was systematic. It was state-sponsored and that it wasn't just Jews. It was others. And it wasn't just Nazi Germany. It was their collaborators as well.

Participant 1 went on to describe how he had completely rethought the way he usually opened this Holocaust unit with his students. Before attending the conference at the USHMM, he had always begun by dividing his students into two groups based on some physical characteristic and subsequently showing favoritism to one group and discriminating against the other—"to show them what it felt like, I thought, to show them what I thought it felt like." He thoughtfully recalled,

He [conference speaker] said one of his rules, or guidelines for teaching the Holocaust, is to avoid comparisons of pain. And I thought, “Well, why? I think that’s great. It helps bring it home to them.” But he said, “There are better ways to bring that home to your students.” He said, “Because there is no way for them to grasp the true feeling, the enormity of the emotion connected with the Holocaust and of the pain.” So I thought about that all summer so when I started this year, I did not do that....But that really brought it home to me: that you can’t compare the pain at all. I’ve been through some horrible things in my life. I lost my mother at a young age, but it can’t compare with seeing her taken off to a gas chamber. To me, I think I’m a much better teacher because of that one thing.

Participant 16 mentioned that attending one of the Belfer Conferences provided “some guidelines” for teaching about the Holocaust. Participant 6 attended numerous conferences at the USHMM. Her experiences with formal training from that institution led her to make the following recommendation:

If I had to tell somebody one thing to do, I would definitely tell them to do the Belfer [Conference]. That puts you so in touch with so many resources. It makes it real, but they don’t overdo it. I don’t know how I can explain that. I mean, they want you to offer all sides of it.

Participants throughout the state used the resources and attended seminars and other exhibits sponsored by Facing History and Ourselves, a Memphis-based organization. The organization provides formal training for the use of its curriculum, which will be further mentioned in the data analysis section titled *Resources and Materials*. Several participants mentioned attending these seminars. According to Participant 11, “I have to say that that group provided me with unlimited opportunities to meet other people, meet guest speakers that they would have to come in a particular field....But Facing History has just such unlimited things to do.” Participant 2 explained that after being introduced to the organization she

...had some sort of structure to work with. They gave me a copy of that very first book that was published and I used that as a basis and when I taught it the last time...I was still using that same book as a basis. To me, it was so good.

Her formal training with Facing History even provided her with an opportunity to further that training in Europe, seeing, feeling, touching, and smelling actual Holocaust sites during a three-week study tour.

The training Facing History and Ourselves provides its participants can be the foundation for not only an informative, but also a memorable Holocaust unit. After having spent several years with this curriculum, Participant 4 used it to assist in preparing her students for a fieldtrip to a Holocaust exhibit being sponsored by the organization. She shared the following occurrence at the exhibit:

[The] guides came to me afterwards and they said, “Your children are too well-informed. They were telling us things. We were so embarrassed because we did not know as much as they did.” They said that of the other teacher who brought her kids too. And I said, “Oh but isn’t it wonderful, all this Facing History training that I have?” And they said, “Oh yes, it is wonderful.”

Facing History and Ourselves was described by Participant 6 as “very good.” She spoke of a teacher training session the organization conducted at her school only a few days into summer vacation. Despite the fact that the session was not as diverse as she had hoped in terms of expanding the topic beyond just that of the Holocaust, she described it by saying, “It was awesome. It was incredible....we had been out of school three days and we go back in the classroom for three days. Normally, everybody would be moaning and groaning, but you couldn’t wait to get there.”

Teachers also commented on the importance of the work done by the Tennessee Holocaust Commission and their endeavor to train teachers and provide educational materials concerning this topic. The organization offers conferences on various topics relating to Holocaust studies, including an annual fall seminar that drew the attention of many of this

study's participants. Several of them spoke of attending this conference yearly, including Participant 12 who stated,

We religiously attended the Educational Outreach program that Vanderbilt, Tennessee Holocaust Commission does. Of course, we used to just bug Ruth Tanner. We could bring three students and we would be like "we've got 10, can we bring 10?" So we were terrible. We would go to that. Our students would go to that. There's a whole week-long list of activities that we would participate in as part of that, that whole event...[we] attended the Tennessee Holocaust Commission training, which I'll just say the resources they have, the books and the events, the films, all of the resources, the expertise they have, from a teacher's standpoint makes it much easier. So if I can put a plug in and a kudos to the Tennessee Holocaust Commission, they made everything we did much, much easier.

Recalling her training from the same organization, Participant 8 said, "I got a lot of resources from that conference." In addition to the annual conference, the Tennessee Holocaust Commission also has sponsored the Anne Frank Institute, which several participants discussed. The organization also sponsors seminars at the United States Holocaust Memorial Museum, which was mentioned earlier.

Resources and Materials

Holocaust education is quite different today than it was 20 years ago. Today educators have an overwhelming amount of resources and materials available for teaching this topic. One of the purposes of this study was to determine if there were commonalities in the types of resources and materials used and/or if specific items/titles were used by a significant number of the participants. As the interviews took place, a number of resources and materials in various categories were repeatedly cited. These included discussions concerning the usefulness of resources from the organizations where formal training had been received, the use of newspapers in the classroom, poetry and literature selections, and specific movie titles.

Among the most important resources participants used were those they had obtained during or as a result of their formal training sessions. These materials sometimes served only as a teacher resource or reference for the lessons and at other times involved items that were also used by the students. Teachers also spoke of obtaining materials from the training organizations at times apart from the formal sessions. The participants referred not only to the items they freely acquired as a result of seminar and conference attendance but also of resources they purchased through the organizations.

The United States Holocaust Memorial Museum includes an excellent bookstore where conference attendees and visitors alike can purchase books, videos, and other materials. The participants expressed how pleased they were to find quality resources there. Participant 11 made the following comment: “The resources they have there for educators is just wonderful.” Participant 6 shared, “...the best maps I got were in Washington because I had a terrible time trying to find things...” Other participants obtained free materials from the museum by making requests through the organization’s web site.

Several resources were obtained from Facing History and Ourselves by those who participated in the organization’s training sessions and conferences. Although participants did not always reference specific titles, they did frequently speak of these items and their usefulness, indicating that these resources played primary roles in the development of their lessons. Some participants used classroom sets of books from Facing History, choosing certain excerpts for focusing on specific topics. The abundance of primary sources available from the organization were also mentioned and Participant 11 spoke of using the activities Facing History prepared to be used in conjunction with exhibits they sponsored. According to Participant 5, “I was obviously part of the Facing History and Ourselves bandwagon because I like the way they put

things together...” She affirmed this statement by explaining how much she had used her “old resource book” and by saying, “Probably more often than not I have relied on Facing History...”

Speaking of the Tennessee Holocaust Commission, Participant 14 commented, “I’ve called them. They’ve sent me things. Whenever I feel like I need something, they are usually very good about sending me things that I need.” Participant 1 also expressed appreciation for the same organization by stating, “Ruth Tanner at the Tennessee Holocaust Commission has been wonderful to put me in contact with different sources...” When Participant 8 was asked about using their items, she responded by saying, “I used many of those to teach about the Holocaust...” and Participant 12 described the Commission as having “excellent resources.”

One particular resource offered by the Tennessee Holocaust Commission that was referenced by participants is the organization’s relatively new project titled, *The Holocaust and Other Genocides: History, Representation, Ethics*. This book and accompanying Teacher’s Guide were recently distributed to high school teachers in the state. In fact, several Belz-Lipman recipients were part of creating this resource. It was described by Participant 5 as “a very useful resource book” and in reference to it, Participant 12 said, “I think it’s a very good book. It’s obvious that it’s a book written by educators for educators.”

The participants of this study also discussed the Teaching Trunks available to educators from the Tennessee Holocaust Commission. These trunks can be borrowed from the Commission for a period of time or purchased for the school to keep; something that Participant 1 is currently interested in doing. He stated, “...I’m trying to buy one of those or raise the money to buy one of those trunks right now....I am trying to get the banks in our town to donate one, but at \$3,000 they’re a little steep.” The school of Participants 16 and 17 currently houses one of the Teaching Trunks. Participant 6 commented that the trunks worked very well in her

classroom and that “there’s a lot of good stuff in them.” She also said the students were quite enthusiastic about the resource: “The kids want to dig into [it] as soon as you bring [it] into the classroom.” Even participants who did not actually use the trunks spoke of their usefulness.

Participant 5 said she did not use the trunks in her classroom because “I don’t need it because I’ve been doing this for so long.” However, she went on to explain that

I think that [trunk] would be something that would be informative for people who do not have access or either that they can’t take a professional day or they can’t financially afford to go to Chattanooga or Memphis or wherever, in terms of reimbursements for stay [to attend formal training seminars and obtain resources].

As a general resource, several of this study’s participants discussed using newspapers in the classroom in conjunction with teaching about the Holocaust. The newspapers are used by students during selected activities and assignments and by teachers for creating points of reference such as bulletin boards. The teachers often obtain the newspaper clippings from others. For example, Participant 1 complimented a colleague who was “...all the time clipping things out of the newspaper for me...,” which he later used to create a bulletin board display entitled, “The Holocaust: Fact or Fiction?” Participant 6 explained that students often cut Holocaust-related articles from the newspaper and bring them to her. These actions are an encouragement to her as an educator “because then I know they’re reading it and they don’t have to.” Participant 16 spoke of using a newspaper that was an educational supplement in South Carolina’s *The Post and Courier*. She described the resource as “...full of activities from the ladder of prejudice to the aftermath, from how you get there to how you end. And it was, it was the most amazing newspaper...” Participant 13 uses current newspapers in the classroom as well as older ones as a resource for students to learn about this topic. She uses a resource called *New York Times: Live From the Past*, which allows students to read Holocaust-related articles as they actually appeared in the *New York Times* at the time these events took place.

When Participants 16 and 17 were asked about the general resources and materials that they used for teaching the Holocaust, they excitedly shared how their Holocaust-related project had provided them with an amazing opportunity to obtain a wide variety of resources, particularly books. Before working on the major project, the school “might have had one or two [Holocaust books] in our library.” However, during the project, which is described in the section titled *Instructional Methods*, the school has received donations of “enough to teach the Holocaust for an entire year...” Participant 16 elaborated on this statement: “We probably had 30 or 40, maybe more than that, authors of Holocaust books and survivors who have sent us either a classroom set for our kids, signed by them, or just send us one signed by them and those are all in the library.” According to Participant 17, they received eight or nine classroom sets of Holocaust-related books to be used in teaching this subject.

Several of the participants interviewed specifically mentioned using poetry in their classrooms along with the Holocaust lessons. Of those, the majority used poetry from the compilation entitled *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp 1942-1944*. Used by both middle school and high school teachers, the collection includes both poems and artwork that were written and drawn by children held at the Terezin Ghetto in Czechoslovakia during the Holocaust. In addition to the book, there is also a video that showcases the same poems. Participant 1 explained how he used the video to accompany the poems:

I have a video called *The Journey of Butterfly*, which is basically where they took, I believe it was the Harlem Boys' Choir...They take them back to Terezin where these poems were found and they sing these poems. And then some of those children who survived, of course they're elderly now, but they come out and are talking. We don't, through that we don't necessarily get through the mechanics of poetry, but we're still able to see that there is a lot of poetry from the Holocaust.

Despite the fact that both middle school and high school teachers spoke of using the poems, Participant 10 expressed the concern that the poems may be better suited to older students. She used the poems with high school juniors, who prompted her to give the following explanation for her apprehension: “That really distressed my students though. I think that’s for older students....They were very distressed that the children were gone....They were 11th-graders. It was U.S. history and they were quite distressed that the children were gone.”

The language arts teachers included in the study use many different literature titles in addition to poetry. Several titles emerged throughout the study, such as *Night*, *The Diary of Anne Frank*, *Number the Stars*, and *The Devil’s Arithmetic*. Although these books cannot be viewed as inclusive of all Holocaust accounts, they do provide differing points of view and a limited variety of literary genres. *Night* was more likely to be used as a required classroom assignment by high school teachers, even though middle school teachers had also incorporated it into their lessons. Participant 14 used the novel’s title on a bulletin board to convey the literal and figurative meaning behind it. “I did it with all different kinds of newspapers and the words night, night, night, letting the children know that it was really night, not just night but metaphorically it was a dark time.” Possibly his most well-known work, Elie Wiesel’s personal memoir, *Night*, is the account of his extraordinary experience as a prisoner at Auschwitz. The novel was described in many different ways by participants. One participant stated that when she began teaching she actually used the novel as a way to get the students’ attention and that the book helped them “see what it’s like if you live...” Likewise, Participant 8 voiced the opinion that “it really grabs their attention, is fairly short, and really packs a punch” and Participant 5 described it as “most definitely a useful tool.” Comparing it to another Holocaust title,

Participant 6 said, “I like *Night* a whole lot better, but I think *Night* is a little harsher. It’s a little harder for the kids to take.”

In contrast to the high school teachers, middle school teachers mentioned *Number the Stars* and *The Devil’s Arithmetic* as titles that may be incorporated more often into their lessons. *Number the Stars* was used by several participants and described as a “pretty simplistic story” that focused on the heroism displayed during the Holocaust. Lois Lowery’s fictionalized account of the rescue efforts of the Danish people focuses on 10-year-old Annemarie Johanssen and her family’s attempts to help their Jewish friends escape from Denmark into neutral Sweden in the 1940s. Participant 1 explained that he was using several novels during the unit, allowing different classes to read different titles. He cited a few titles and explained why certain books were better suited to certain groups of his students. In describing his lessons he said,

[*The Devil’s Arithmetic* is a] wonderful book, but there’s no way I’d let that basic group read that book. It’s just too heavy for them so they’re reading *Number the Stars*, which is written on about a fifth-grade level, maybe even lower than that. But they’re getting the same gist as those in the higher group who are reading *The Devil’s Arithmetic*, but it eases them into it a little more.

The Devil’s Arithmetic was also mentioned by several participants and was described by them as “one of the ones they [students] like the best” and “probably the most popular.” Also a fiction selection, author Jane Yolen writes about a teenage girl who is taken back in time at a family seder. Finding herself in a 1940s Polish Jewish village, she is taken with the other villagers to a concentration camp. Her experiences help her realize the importance of bearing witness to history. This title was recently made into a movie, which is also used by some participants.

One of the most widely recognized and most widely read Holocaust titles is *The Diary of Anne Frank*. Although the diary is not specifically mentioned by name in the language arts curriculum in Tennessee, it is found in numerous texts used throughout the state. Consequently,

it was mentioned numerous times during this study. The diary, which was written during the Holocaust, is the very personal account of a young teenage girl experiencing life in hiding along with her family and several others. While the diary was used in class more often by middle school teachers, several high school teachers also stated that they had used it in their classrooms.

Participant 8 did voice the following concern over using the title with high school students:

...I found that 10th-grade boys just would not read it. Some of my really good students would trudge through it, but even the girls didn't really seem to enjoy it. I suggested to the middle school teachers that it should be incorporated more at that level.

On the other hand, middle school teachers stated that the title was suitable for middle school students and they explained why. Participant 15 said that during the years of middle school "there's something in there that, in that change that they do identify with Anne Frank and not only with her, [but] the Holocaust experience. The experience of suffering I think junior [middle school] students can identify with."

For many participants, incorporating *The Diary of Anne Frank* as a reading assignment involves reading the drama version or play. This version of the diary is the one commonly found in many textbooks and can be easily incorporated into the classroom. This particular genre was also described as an appropriate resource for middle school students. According to Participant 11, "I found that the play, especially at that age level, was much more appealing than reading the diary at first because of the length and the fact that you got everybody involved in the class."

In addition to using *The Diary of Anne Frank*, participants also used a variety of other resources and materials associated with the title. These included other books, movies or television programs, and taking the students on field trips to exhibits or plays that reinforced or extended and enriched their reading and study of Anne Frank. For those participants who discussed using a movie version of *The Diary of Anne Frank*, most spoke of incorporating the

1950s black-and-white version. Participant 11 commented, “I personally like that one a lot more than some of the newer ones.” Similarly, Participant 1 said, “I always show the old black and white version of *The Diary of Anne Frank*.” Explaining why he chose to use the older version as opposed to the more recent television version of the story he said, “we watch that [television version], but I don’t show the whole thing because I don’t think all of it’s appropriate for middle school.” Another film title relating to Anne Frank that was referenced by participants was *Anne Frank Remembered*. This film focuses on an interview with Miep Geis, who among others helped the Frank family hide in the secret annex during the Holocaust. Participant 11 said that her students found that film “...fascinating because they were someone after we read that she [Miep Geis] was a real person and just an ordinary person....they said, ‘She [Miep Geis] could be someone’s grandmother today....’”

Participants also incorporated other movies into their lessons about the Holocaust. They gave a variety of titles, but several were mentioned repeatedly. One of the titles most often mentioned was *Schindler’s List*. This movie, or portions of it, was used by some participants during class and by others as an after school activity. Participant 17 recalled having her Holocaust education students come to her home to watch the movie when it first came on television:

...the kids were all laying in the floor and not one time did those kids even look around, bat an eye, or giggle. I mean it was literally like watching 16 little adults just laying there, studying this film and watching this film. And it’s good to see them take it so seriously. I mean, they’re 13-year-olds. Everybody comes in with preconceived ideas of what 13-year-olds are silly and they don’t pay attention and this is all a big joke to them...And that wasn’t the case.

Participant 3 reflected,

What’s interesting now is now that *Schindler’s List* has been out for 10 years a lot of the kids haven’t seen it. And so last spring it was almost the most powerful timing. My kids

[who] were like sophomores were blown away because they had never seen it before whereas before that a lot of them had been exposed to it.

Schindler's List is based on the book by the same name. It is a fictionalized account of the true story of Oskar Schindler, a German businessman who rescued more than 1,000 Jews during the Holocaust by allowing them to work in his factories.

Another film participants spoke of using was *The Courage to Care*. This title was described as “a good one,” “one of my favorites we use,” and by Participant 15 as “one of the best videos.” She offered a brief summary of the film and explained why students enjoy viewing it.

It is a number of people who resisted and helped people survive around the world and it gives them, while they're telling their story, you see the pictures of these people as they were back then in that time period and in the film you get to meet each one of these people who were still alive when the video was made. The kids really enjoy that because it's like, “Oh wow, look at that. That's what Howie looks like.” The kids are just really excited about that. So *The Courage to Care* is a really good one.

The film *Not in Our Town* was cited by several participants as a good “modern example” of Holocaust-related situations. The made-for-television movie depicts the true story of hate groups in Billings, Montana during the early 1990s, focusing on December 1993. As the hate groups attempted to harass and persecute the Jewish and African-American citizens of the town, the other townspeople fought back. According to Participant 7, “The people stood firm and they drove them from their town.” This movie was used both by participants teaching middle school and high school. It helped drive home the fact that discrimination against the Jewish people was not isolated to the Holocaust of World War II or the time before. As Participant 7 went on to note, “The kids are pretty shocked to learn that stuff like that is happening in this country.” However, the movie also shows that young people can help fight against intolerance, prejudice, and discrimination.

Although films were shown by the majority of participants, there were concerns voiced over this particular type of resource. Speaking of certain films or videoed interviews with survivors, Participant 7 noted, “But all of these people have accents that are hard to understand for the kids and they have trouble staying focused. That’s a bit of a barrier.” Others expressed concern over the feeling that “...kids are already seeing so much video that the power of the spoken word and written word...are much more indelible...” Similarly, Participant 16 stated, “A lot of those, especially the older movies are so graphic and so what I think is if you show too many of them you desensitize kids to what you’re trying to teach.”

The resources and materials and specific items/titles discussed in this section are by no means an inclusive list of those shared by the participants. Numerous others were readily shared as being extremely effective in the classroom but may have been described by only one or two participants during the interviews. This section has only focused on those things that were used by a significant number of award recipients.

Instructional Methods

The Holocaust-related resources and materials used by participants of this study were invariably linked to the instructional methods practiced in their classrooms. In most cases, the two questions were discussed together as participants readily described how they used the materials at the time they were referenced in the interview. However, there were a number of themes that surfaced as instructional methods were discussed. These included teaching through group discussions, writing assignments, student project activities, and the use of video clips. Participants also brought the lessons to life for students by teaching them about the events through field trips and guest speakers. Finally, participants noted that these instructional

methods were ever-changing as they attempted to develop the most successful and meaningful lessons for their students.

One instructional method repeatedly employed by participants of this study was class and/or group discussions. Participants emphasized the importance of allowing students to talk about the issues that are so inextricably woven into the context of these lessons. Because these are lessons of humanity and often linked to extremely sensitive topics and issues, it was vital that students be able to express and share their feelings as the information was revealed. All participants referenced class discussions as they explained various instructional methods, activities, and resources used in their classrooms.

Participant 15 stated that her students discussed information about things they were reading as well as activities such as timelines. She also explained why she often chose to allow the students to have discussions in small groups rather than with the entire class. She stated,

We do have a lot of class discussions. Well, I don't want to say class discussions because they wouldn't talk. We have discussions with three or four students who kind of pick their group. I usually do let them pick their group so they're with people who they are comfortable to say what they really feel.

Participant 12 spoke of instances where the students were in charge of the discussion.

We did, and again these were seniors, what I might call Socratic seminar or a time when I might become invisible in the back of the room and the students, a couple of students were given a responsibility of leading a discussion on a given topic. And that was successful sometimes and not so successful others.

He also shared how his classes were given a unique opportunity to hold class discussions not only among themselves but with students from another school through videoconferencing.

Twice per month, the students were able to videoconference for approximately one hour with students of a similar age in a New Jersey school. He explained, "The other teacher and I tried to

make it mostly students talking with and presenting to other students as opposed to either he or I being talking heads...”

Participant 7 also stated that she used a great deal of class discussion during these lessons. She allowed the students to assist in leading these by having them make up the questions to be discussed in class. “I define for them what discussion is: it can’t be a yes or no answer and it can’t be right or wrong and they make up as good of questions as the study guides have.” In addition, Participant 4 also emphasized class discussions as a major part of her lessons. She said,

My classes are all a lot of discussion. I don’t, contrary to what it sounds like in this interview, I do not often lecture. If I do, it is for no more than 10 minutes in a class period because they, I’m rather dramatic and they don’t really tune me out, but I don’t want to bore them. And so my class is very student-centered. They do the examining. I do the presenting of the problem and they do the examining of the problem I guess is what I’m saying.

On the other hand, Participant 1 had a different approach, feeling that leading the discussion himself was the best method for his classes. He said his classes were “mostly class discussion, we do a ton of that because I feel that it’s something an eighth-grader is not going, without someone definitely leading them in a discussion; they’re not going to grasp the true gist of it.” He gave an example from his classroom of discussing the groups of people targeted by the Nazis. When he told the students that homosexuals were one of the targeted groups, one student laughed and said he thought the homosexuals had gotten what they deserved. The teacher explained he felt that

...if I had just given them an activity to do in their own little group they would not have gotten the vastness of that, you know? And when he said that, the rest of the kids just went “uhhh.” They couldn’t stand it and they really told him how stupid they thought he was. But if they had been doing group work on that thing, a lot of them probably would have had the same opinion. But with me leading it, it went in a little better direction, I think.

Another effective instructional strategy used by the participants was that of writing activities. These assignments took various forms and were described by some as journaling and by others as reflection or reflective writing. The number of writing assignments also varied from participant to participant with some incorporating it on a daily basis and others using it only at selected times during the unit. Writing assignments also came in the form of poetry and essays. Many of the language arts teachers were working to meet curriculum objectives of learning to write essays so these were included often as part of a larger project. There was also much mention of essay questions, which were frequently given as part of a test or exam. These essay test questions are discussed further in the section of this chapter titled *Assessment Strategies*.

According to Participant 2, “This was the best place, the best kind of class to really emphasize writing skills.” Several participants spoke of using journaling activities on a regular basis, including Participant 13. Likewise, Participant 3 includes daily writing activities for his students. He said, “...they always have to write a journal entry every night and I know [name] has done that too and that’s really powerful because it gives them a chance to process what they’re seeing, dialogue with you, you can dialogue back with them.” He mentioned that he usually gives writing prompts, but sometimes gives “a free write based on the day of what it is.” Participant 10 also used writing prompts. She stated, “My whole culminating activity is writing. My students wrote, they could write whatever they wanted and I had all this guidance and prompts and stuff...”

Participant 7 said she usually gives writing prompts to her students because they “do a lot of journal entries.” One of the first prompts given “is more scaffolding.” The students are asked to tell what they would think, what they would do, and how they would feel if they were told to pack up everything because they were going to be taken away in one hour.

And most of them don't dream that it ever really happened to somebody. Of course they say all these macho things like, "I would just get a gun and run away" or "I would just hide in my closet." And then I tell them that if you did that they would search you out and kill you. It's kind of an eye-opener to them.

Several other participants presented a similar scenario to their students for other activities.

Participant 14 mentioned that she does not use journaling as much as she has previously, but her students do a great deal of reflective writing, as well as writing together in pairs.

Participant 11 said that she had her students write "reactions" to some of the things they read, such as *The Diary of Anne Frank*, which included questions within the textbook that were often used as writing prompts for the students. Students of Participant 12 completed reflective work as part of the interviews they conducted with survivors.

Participant 1 was a recipient who spoke of using the writing activities only at key junctures in the unit. He explained why he changed his once daily writing requirement:

I used to do it everyday, but it got to be, they got to where they dreaded the writing more than anything and now I do it just at certain points in the material where it's effective. For instance, the first three or four chapters out of *The Devil's Arithmetic*, they're bored out of their mind. It would not do to have them write about that. But man, when they're taken on that train and they're taken to the concentration camp and that little girl dies, that's when they're ready to share and open up. And I think that's, to me that's when it's the most effective, at the most important parts of the material.

Participants also incorporated writing activities into other assignments. For the Yom Hashoah celebration, observed in April, students of Participant 15 build "a wall of memory" by writing poems on a piece of paper that is designed to look like a brick. This writing activity takes formation as the students read testimonies of those who experienced the Holocaust firsthand. They choose one to two paragraphs from the testimony, write it down as prose, and then work with a partner to turn it into poetry. This is accomplished by dropping out words or rearranging them until the students "have finally turned it into a poem." The poems are then displayed on the "wall of memory." According to Participant 15, "That is very, very powerful."

Participant 8 used a unique approach to teaching the Holocaust. She focused on the propaganda used during the Holocaust, a theme mentioned by only two other participants in this study. However, she did use writing activities in her lessons, including having her students write “a propaganda essay about a TV commercial or a poster.” Prior to the essay assignment, students had learned to analyze the posters by discussing them in class and completing a great deal of “in-class writing about them also.” She tried to help the students understand that “whoever controls the medium controls the message.” Participant 16 also described using the theme of propaganda with her students. By looking at current magazine and newspaper articles, the students “learn about different media approaches that campaigns still use today and how they were just as effective in ’33 as they are in 2004.”

Participant 5 pointed out that there are challenges with using a large number of writing activities during this unit.

I do journal. That’s probably the hardest thing with 100-some-odd students. You know, how do you decide “I’m going to do this with this period and this period, but not that period”? And that’s been my biggest problem for over a decade now or almost a decade with this is how to deal with that kind of volume.

Despite the challenge, the writing activities discussed were described as an effective means of allowing students to share what they were learning as well as what they were feeling and thinking during the unit.

A different instructional method used by the participants was that of teaching students through project assignments. The content and format of the projects varied greatly among the participants. Some projects were given as individual assignments while others were group activities. They ranged from specific topics and instructions to broad guidelines that permitted the students to choose something that particularly interested them from the lessons. The majority

of participants who used projects as an instructional method included presentation of the project as a requirement.

Participant 14 explained that her students were given a list of 12 different projects they could choose from. "...some may involve role-playing, collages, diaries....essay is one of the projects, an extra essay they can do." Her students were permitted to do research projects and/or to make things.

I had one little boy that designed a concentration camp. He did the research on it. His father helped him and he brought it in and that was the best thing he did all year. He didn't like to do the writing so what I try to do is touch on the multiple intelligences. I look at where the students are, the things they like to do, and I try to bring the Holocaust to them based on what they like to do in the class.

Participant 4 also used projects as part of lessons on the Holocaust. She explained that her students "have opportunities to be as creative as they want to" and that she had received a variety of different projects over the years, including buildings of Auschwitz, paintings, stained glass projects, poetry, and "regular reports on different things. They could do a regular report if they wanted to. Some children aren't creative." Rather than providing her students with a list of topics, Participant 4's students were given very few guidelines: "the only guidelines they had were that it had to be in some way associated with something we had studied." The study was divided into three segments and included the Holocaust, the Civil Rights Movement, and community involvement. Students chose Holocaust related projects "8 times out of 10."

Participant 11 explained how the old-fashioned book report had become a major project for her students while studying about the Holocaust. The project included several different components: vocabulary, geography, content timeline, character information, general book information, and project covers. For the vocabulary portion of the project, students were required to locate 25 words of their choice and "simply write down the word and its part of

speech and definition and also the page number on the book in which they found it.” For geography, students used a variety of resources to trace the journey of whomever they read about and complete appropriate maps depicting the locations. “First I wanted a large map where they indicated all these countries in it and they got more detailed and smaller as they got more information. And then they had a good idea of where things were because they had no idea.” She emphasized, “...it goes from larger to the smaller in the geography part.” The events of the book were placed on a timeline to show that students knew the content of the book. As Participant 11 pointed out, some books gave specific dates, making the timeline activity very easy. Other books, however, were not so specific, forcing the students to “really use some ingenuity to figure it out so they had to go first event, second event...They could not put down exactly what month things happened.” Another component of the project included information about the characters in the book.

They also then did a list of, I didn't use the term characters because characters makes things seems to be fiction, so they made a list of the important people in the book and they divided them into three categories if they could: victims, rescuers, and well really victims, rescuers and perpetrators. And they had to name them and give relationships to one another and some type of physical description if possible, if not, informative description about jobs or whatever they had. If they were perpetrators, perhaps their rank or whatever they were in that.

The book report projects also included a page with general information about the book including title, author, publisher, publication date, and similar information. Finally, the students also received points for decorative covers. According to the teacher,

The project is a lot of work, but I've found it really is worthwhile. And the kids were very impressed with their final documents. They think, “I really did all this.” Because they were used to doing a little two-page book report that they probably copied from the jacket of a book and so this was really something that had a lot of meat to it and they really took pride in what they had done.

She continued by saying, “the project really became a very meaningful thing” and “a lot of them really ended up, wanted to keep the projects.” All of the books used for this project were nonfiction selections relating to the Holocaust.

Participant 6 worked with fiction books relating to the Holocaust and she too used a different twist on the book report. For her students, the book report became a campaign project. The students tried to convince others to read the book by giving a creative sales pitch. She said, “It’s amazing what they do.” Both participants who spoke of book report projects mentioned that they often tell students about some of the books prior to the assignment. Participant 6 stated, “Sometimes I give them a preview of what some of them are about.” Likewise, Participant 11 said, “I would do short little book talks when I brought them in and introduce them. ‘You might want to read this. This is about a boy. You might like this.’”

On the other hand, Participant 5 indicated concern over the fact that sometimes the projects merely became “something people either choose to do it because they wanted to or they didn’t.” Participant 3 spoke of how he had moved away from projects as culminating activities in recent years. He indicated that his instructional style had changed and now included more film clips, still pictures, and meaningful writing assignments. He stated,

I think now I’ve changed in the way that it doesn’t have to be this big monster culminating activity. And I don’t think there’s anything wrong with that. It’s just that I’m content now that the knowledge itself of this history is kind of life changing.

For many participants, the project assignments were research-based activities. In some cases these were individual assignments while other participants made these group projects. Often they revolved around the background of the Holocaust and were used at the beginning of the unit as an introduction or during the unit to augment information presented in class.

Participant 12 explained an Internet project his students researched for class. Students worked in small groups to research information relating to the Holocaust. They used the information to create a “Holocaust encyclopedia online” that included “web pages with different topics.” The effort was to be a collective work and available to the public. The students received responses, both positive and negative, from people who accessed the site. He explained:

It was sort of, oh probably, once a week, once every other week we would get an email from somebody sometimes vehemently opposed to what we were doing. As long as the language was acceptable I would share it with the class. That was a real point for discussion. At other times it would be somebody saying, “this is great” or “I’m a survivor and I really like this specific entry” or whatever. That was kind of a neat thing too.

Unfortunately, the student-created site is no longer available online.

Participant 6 shared both individual research activities used as an introduction to the unit and larger projects used as culminating activities. At the beginning of the unit, students select Holocaust related topics to research and subsequently share with the class. Topics have to be “really specific.” Each student then teaches the class about the researched topic because “kids are going to learn quicker from kids than they will from a teacher.” The information from each presentation is then incorporated into a test that is taken by all students. At the end of the unit, students completed a larger project that was part of an interdisciplinary unit and included several different subjects. The projects were all put on display at a year-end event. According to Participant 6,

The kids all had to do a project. They were incredible! You should have seen some of them. They were just absolutely incredible! One kid actually made a bunk in his vocational class. He made a bunk! We had those who made the Jewish Star, the Star of David, and they did candles. It was just really a lot of things. It really took you a while to walk around and look at all the things. It was just incredible.

Participant 8 also used small group research activities to begin the unit. She used the same procedure as Participant 6, having students present the information to the class and subsequently testing all students over the information. However, unlike Participant 6, Participant 8 gave specific topics for the students to research. “Topics included such things as the Early Years, Hitler’s Rise to Power and the Rise of the Nazis, Fascism and Socialism, Concentration Camps, and the Different Victim Groups and Why They Were Targeted.” Likewise, Participant 9 also used research activities to assist in introducing students to the various topics associated with the Holocaust. Again, students researched the information and orally presented their findings to the class. For Participant 9, her students’ topics included things such as Holocaust art, economics, Jewish immigration, and others.

Oral presentations of the projects and/or research were the norm rather than the exception among participants utilizing this type of instructional method. Concerning projects Participant 1 stated, “I don’t allow it just to be something that [students] come and hand in to me....if it’s a project they know up front that you’ve got to do it in front of class. It has to be a presentation.” Participant 6 pointed out that her students presented projects in class “...because I’m a big believer in making kids get up in front of class.” Participant 14 always had students share their projects in class because “I think projects are meant to be shared.” In some instances, students shared their projects in other classes as well.

One of the longest on-going projects was conducted by Participants 16 and 17 and involved a collection activity for the purpose of assisting students in visualizing the number 11 million. The first year the participants taught about the Holocaust, a student survey, completed by those involved in the after-school learning opportunity, revealed that the students could not get beyond the massive number. The participants began to brainstorm a way for them to see

what 11 million looked like. According to Participant 17, the following year, a student was researching information about the Holocaust and came across a resource that explained “that during the War, Norwegians wore paperclips on their collars as a sign of protest to the Nazi regime.” The students decided to attempt the collection of 11 million paperclips, enough to represent the number (according to some sources) of Holocaust victims. A website about the project was posted and at the end of the first year of the project, the students had collected 250,000 paperclips. Although there were slumps followed by large receipts occasionally, the power of the media proved itself when the project was featured by several major newspapers and a television network, all within approximately a seven-day period. Following that coverage, the participants and their students processed 24 million paperclips in 6 weeks. The donations, which often included letters, came from all 50 states and 40 foreign countries and were received from people of all walks of life, from Holocaust survivors to national presidents to kindergarten students. The more than successful collection was completed in approximately two years. When asked if the number of paperclips had truly helped the students comprehend the astronomical number, Participant 16 responded by saying, “Oh yeah! They got it!...And then some!”

However, the project did not end there. Eleven million of the paperclips are now permanently housed in a railcar exhibit at the school. The railcar, actually used to transport victims during the Holocaust, was flown from Germany to the United States at no cost to the participants’ school, thanks to the generous donations and assistance from numerous individuals and companies.

This chapter previously mentioned several movies that were frequently used by participants to teach about the Holocaust. The medium of film can be a very effective tool in conveying messages to students that may be difficult to explain by other means. Among participants of this study, many emphasized that they used small portions or clips of films, rather

than the entire length of a video, to teach students concepts relating to the Holocaust or to show them examples of events and/or people that had been discussed in class.

Participant 12 had a very specific reason he chose to use film clips to accompany his Holocaust lessons as opposed to showing Holocaust films in their entirety. He said,

I tell you, I did that a lot with videos and I know teachers do that too where you would just show 10 or 15 minutes of something and then that's it. The problem with most of the videos, and you know it, and in my case I had whatever it is, four months to teach this and then you get this video and if you watched it in its entirety it would go from the beginning to the end each time and people don't need to see that over and over again. But you'd remember, "all right, this video is really good about ghettos and this one is good about liberation"...

Participant 17 noted that "it's just as effective" to sometimes use video clips as it would be to use the complete film.

Participant 2 also explained why she used film clips during her lessons about the Holocaust. She stated,

...there are just hundreds and hundreds of film clips that can be used to illustrate and redefine or to validate some of the terms that are used in Holocaust studies and I used a lot of film clips because it's such a hard, it's such a hard subject to teach that you have to be careful to keep it from being just a set of facts, because if it becomes a set of facts, it loses its humanity. And if you can show these clips from movies, these are real people that they can identify with...

She gave several examples of film clips that she used during her Holocaust lessons to help students understand the meanings of some of the vocabulary terms they encountered, such as pogrom. For this, the film clip used was not from a Holocaust film, but a clip from *Fiddler on the Roof*. The students viewed only the scene that begins with the wedding and the village constable and his henchmen coming in to destroy the wedding and the village settlement. In the clip, the constable returns the following day and informs the citizens that they only have three days to pack their belongings and leave. Although the character Tevye questions why they must go, the constable merely replies that there is trouble in the world and he is only following orders.

The scene ends with the citizens packing their belongings and leaving the village. Participant 2 then explained the following activity she used to further help the students understand the concept:

Once we have watched that I have the students, I usually try to do it on a Friday, and when they come back on Monday they must have a list of ten items they would take if their family had three days, and I remind them that they're not ever going to come back home and this is it. And most of the time, and Monday we read the list, those who want to share. We talk about why they choose certain things. Most of the time they will choose a photograph album, a religious book, maybe something, a family memento: grandma's scarf, a piece of jewelry, something. The list includes things like that. And then they get kind of teenage and have their CD player. Occasionally you'll have some who will bring things like matches, a flashlight, personal hygiene products, and that kind of thing. But it's interesting to hear that. I've had only one really off the wall. One kid was going to take his golf clubs...And I remind them, it's what you take, you tote. There's no U-haul, no sled, no wagons. It has to be something that will fit in your backpack. So that's really interesting, but then they understand the real significance of a pogrom. And it's not just burning a cross in somebody's yard. It goes far deeper than that.

Participant 2 cited other film clips and how she used them to teach the students about difficult issues. These included a scene and song from *South Pacific* that included the lyrics "you have to be taught to hate, carefully, carefully taught to hate" to assist in discussing what she described as "the idea that children are not born with prejudices and hatreds, that these have to be taught."

Other participants spoke of using film clips from actual Holocaust titles. Participant 7 said that she mainly used excerpts from *Schindler's List*, explaining that

one of the comments that the man made at the Holocaust workshop was that *Schindler's List* was pretty accurate, especially at the clearing of the ghetto scene and so that's mainly what I show. And a little bit of what it's like after they get to the camp from the ghetto.

Participant 3 used the same clip: "I just show like the ghetto clearings. It wasn't the whole movie...and obviously I had led them up to that."

As the participants spoke of using only clips of films, it was obvious that the videos were carefully selected and used at times and surrounding topics when they would have the most

impact. They were not used just for the purpose of watching for pure enjoyment or a day off in the classroom. Participant 11 pointed out that “Even when we looked at film in the classroom, I told them [students] that we never look at movies in this classroom just for fun. We always look at them to learn something from them.”

Participants enhanced and reinforced the lessons presented in the classrooms by taking students on field trips to Holocaust related stage productions, exhibits, museums, and other places. These trips provided students with various opportunities to gain a better understanding of the information presented in class as well as share what they had learned with others. Several classes saw dramatic productions of *Anne Frank* or other artistic productions performed on stage. For example, Participant 14 incorporated dance into her lessons about the Holocaust by taking students to see performances relating to the topic and by having people come to the school to perform Holocaust dance pieces.

Field trips included visits to traveling exhibits sponsored by organizations such as the Tennessee Holocaust Commission and Facing History and Ourselves. Participant 11 explained that whenever her students visited an exhibit, she always visited beforehand to discover the educational opportunities awaiting them. Her students were required to complete some type of questionnaire or activity while touring the exhibit. She said,

I have done that for anything that we have gone to, any type of exhibit or if we were going to take them to a movie. I feel that if you haven't seen it, you really don't know what the opportunities are for them to learn something from it and again with this accountability age right now, you've got to have something on paper and pen that you can grade so I thought that doing some type of questioning, just factual type and also then you can have some essay type where they can think and ponder on what they've seen. So I've always done that.

For the students of Participant 9, their questioning activities relating to the field trip came prior to the trip. They researched background information on the Holocaust in preparation for

meeting with professors at one of Tennessee's universities. The students and teachers were given an exciting opportunity to learn more about the Holocaust from several professors who spoke on various topics related to the theme. According to Participant 9,

We met an art professor and they showed us all the art connected with the Holocaust and explained. Oh, it was just wonderful! We met with a history teacher, of course, who talked about, you know, all the different people involved, not just Hitler. We met with a psychology professor who talked about why. I mean our question is always why would you allow yourself, why would 6 million people walk to their deaths. So we talked about the psychology of it.

The students spent two days visiting the college and meeting with the professors for short periods of time. "The professors were very informative, gave handouts..." The students greatly benefited from the experience.

The United States Holocaust Memorial Museum was a field trip destination for several of the participants and their students. Participant 15 recalled the anticipation of eighth-graders:

We usually go about day three and the kids, they just can't wait and the whole time we're there I see the excitement still carries over. They're very anxious to get there. They're very anxious to see it and at the Holocaust Museum, you know the room with all the, I call it the altars in there, the white room? We usually finish up in there. And again, that's a very powerful experience, but that is something they really cannot wait to do because of studying the Holocaust as seventh-graders.

Students in the school of Participant 1 also look forward to the visit. He described how the museum tour for his students was shortened at one time to only include the portion of the exhibit titled, Daniel's Story, which is designed for younger audiences. The decision was made by a school guidance counselor who expressed that the permanent exhibit was 'just too heavy.' He explained the disappointment of the students at not getting to see that portion of the museum, which they described as 'the real stuff.' The permanent exhibit was returned to the tour itinerary several years later. The result: "It's been overwhelming. Yeah, they're [students] sad when

they leave the museum, but they always say it's their favorite thing to do in Washington." Other participants described successful and meaningful visits to the museum as well.

The Paperclip Project conducted by Participants 16 and 17 have given them several unique opportunities for field trips. They and their students have participated in Student Awareness Days in Miami where the students were grouped with others from all different backgrounds and ethnic groups. These "mixed and matched" students were seated at tables with a Holocaust survivor and an adult facilitator

...and they had a list of questions that they asked and it was a very interesting process to watch them speak, to talk, to just hear their questions, to see just how similar they were. And these were kids who probably had never even seen or thought about having any similarities with those other than they are. It was just a very interesting experience.

Several of their students have had an opportunity to travel to a different area and stay in the home of a Jewish family during the trip. In addition, the two participants and two of their students will soon be traveling to Germany for 11 days "to speak to schools about our project and about Holocaust education."

Perhaps one of the most moving instructional methods implemented by the Belz-Lipman recipients was that of teaching the students about the Holocaust through the eyes of those who actually experienced it. This was not only accomplished by reading diaries, memoirs, and poetry written by survivors or simply by watching movies about them. The recipients discovered ways to truly bring history to life by inviting survivors into their schools, by encouraging students to attend community functions where survivors would be speaking, and even by having students interview survivors in their homes or other locations.

The participants thoughtfully recounted many touching visits from survivors and others who were in some way involved in this period of history. Students in the classroom of Participant 3 had an opportunity to hear about the experiences of a man who was a liberator. He

did “such a good job taking the kids back to like small town life before, in Tennessee before the war and then going off [to war] and then he actually was one of the liberators.” Participant 14 has also been fortunate enough to have one of the camp liberators visit her school. In addition, she has had a number of survivors and children of survivors serve as guest speakers.

Participant 15 recalled having Mira Kimmelman visit her school to speak to the students. Describing Ms. Kimmelman she said, “...she brings the emotion with her every time and I don’t know how the woman does that, but she does. And the kids really respond to her.” Students were even given the opportunity to purchase Ms. Kimmelman’s books and briefly speak with her individually if they chose to do so. Other participants have also enjoyed having Ms. Kimmelman visit her school on a number of occasions to speak to students. When Rosemary May, survivor of Bergen-Belsen, visited the school of Participant 7, “she was fascinating. You could hear a pin drop.”

Other schools have been fortunate to have Marion Pritchard visit and speak to the students. Ms. Pritchard was a rescuer from Holland during the Holocaust. “She talked and really moved the students” in such a way that the classes of Participant 11 used grant money they had received for the purpose of completing an outdoor project to create a memorial in Ms. Pritchard’s honor. This was accomplished by planting a tree, similar to what was done at the memorial garden at Yad Vashem, Israel. The memorial included a bronze plaque at the base of the tree to commemorate her visit.

Visits by survivors can be very moving experiences, as evidenced by the account shared by Participant 6. She has had several different survivors come to her school, including a husband and wife, both survivors, who met and married after coming to the United States. Mr. Rosenfelt cried as he shared with the students how he had stuffed his pockets with oranges and other things

aboard a ship after being picked up by the Americans. He wanted to save the food to share with others, but officials told him that he could get food to eat anytime he wanted it.

So when he was telling the story he sobbed and here's this big gift basket of fruit and stuff [a gift from the students] and so then the kids started crying. I actually didn't know what to do and they, a couple of them, got up and went over to him and I kind of said [to herself], "You know what? I'm going to just sit here because this is their thing and [I'm] going to let them do their thing."

Participant 2 chose to have her students find guest speakers who would come and speak to the classes on various issues and topics that they discussed during the course of the year. The students received

a list of kinds of speakers and these included veterans, anybody who had been in the military, or anybody who had parents who had lived in [a] country that was experiencing some serious problems—had lived there or still had family living there or there were lawyers...

The lawyers often worked with the Equal Employment Opportunities Commission and they would explain discrimination lawsuits: how they were filed and how they were settled.

Veterans, priests, and a variety of others typically made up the yearly list of guest speakers.

However, according to Participant 2, every year brought a special surprise speaker that she never would have imagined coming. For example,

...one year the little boy, actually he was 15 or 16 years old, asked if he could bring his grandfather in and I said, "Yes. What would your grandfather talk about?" [The boy replied], "Well, he was a security guard at the Nuremberg Trials." It was like whoa! He was one of the ones who carried the prisoners from their cell, the first group that was tried at Nuremberg, you know the top 10, he had one he carried from the cell to the room where they stripped their clothes off and then put their courtroom clothes on and had to stand in the room with them. I've forgotten which one it was, but it was one of the names that I recognized. And he had been there as an 18-year old. He went into the military right after the war was over and was shipped immediately to Germany and given that detail. And I sat there with my mouth open the whole time he talked.

Another surprise came the year that a student brought a survivor of genocide in a different country: Armenia. In his 80s, the man told of his experience of leaving Armenia, along with his

mother, at the age of five. They walked into a neighboring country to escape, but his grandmother died in the desert. He was still very angry with the Turks. From this guest speaker, the students were exposed to another point of view extending from a genocidal experience, but one different from the Holocaust. In addition to these, Participant 2 “always had a survivor speak. [Place] has a wonderful list of survivors that are willing to share their experiences. That was all very much an important part of the curriculum.”

For Participant 4, several different speakers had visited her classroom over the years and she always encouraged her students to go and hear speakers at community events. She shared about a very meaningful visit from a survivor who was a psychologist living in California at the time. With great emotion she recalled,

She had been in concentration camps, but her feeling was so different from a lot of Holocaust survivors because a lot of Holocaust survivors, well Elie Wiesel: we can never forgive. And as good a human being as he is, we can never forgive, we can never forget. And this woman said, “Put it behind you. Take those things and put it behind you. Make sure it never happens again. But it takes away love if you’re filled with no forgiveness.” And I had kids all over the room who were just crying when this woman finished. One young girl went up to her, and I’m sure they still correspond, but she called her Grandma Ellie. But one girl went up to her and she said, “I know I’ve never had an experience like yours, but your story touched my heart so much because my family is in such a horrible state that almost everything you said touched me.” And I was standing there with tears rolling down my eyes and all down my face. And she took that child in her arms and said, “Precious, we all have to be able to forgive. If we can’t really forgive, we can’t really live.” And I thought, “Oh my God.”

When a different survivor visited the school of Participant 1, some of his students had very stereotypical views of Jewish people. Through the survivor’s visit

They were able to see he was just a sweet, little, kind, old man like their grandfathers and they were able to hear some of the stories he told of some of his personal experiences and it really brought it home to them.

He said that his students described the event this way: ‘The greatest thing that we did was having the survivor come to speak because it put a human face on everything.’ The same

survivor even invited the Belz-Lipman recipient and his students to attend a Days of Remembrance Ceremony where the survivor recognized him and those attending the ceremony with him. For the students, “that made such an impact on them because they got to see some of the Jewish customs and hear the prayers. It was really neat.”

Participant 15 stated that some of her students attend the Yom Hashoah celebration held at one of the local synagogues, even though attendance to the event is not a class requirement. She described it as “a good experience” and explained,

Well, I have had a couple of students, not the majority, but a few who will be brave enough to go up either to the speakers of the evening or the Rabbi in the synagogue to tell them how much this has meant to them. You feel that if you can even reach one or two like that, that’s wonderful.

Several students, along with Participant 7 took advantage of an amazing opportunity to hear survivor and author Elie Wiesel speak at a local venue one evening. According to Participant 7, the students “thought it was fantastic” and Mr. Wiesel was “an amazing speaker...very witty, but also very philosophical. It was a great moment.”

Participant 9 incorporated a field trip into the opportunity for students to hear guest speakers. They visited a Jewish tabernacle where survivors told their stories from different rooms. Although the survivors had been asked to speak for only a short period of time, most spent a significant amount of time sharing their experiences. The students were free to move from room to room as they chose to so that they could hear as many different speakers as possible. Survivors and students alike cried as the stories were revealed. According to Participant 9, “It was fabulous.” She recalled that the survivors were

...very open. They let the students ask them anything. And they were, some of them were reconciled to, they were happy and they had grandchildren. Some of them were so bitter that, and you know the kids got to see the whole spectrum. They all had different experiences. They were all mistreated horrendously. They, some of them had the tattoos,

depending on which concentration camp they went to. It, I've never taught a class, before or since, like that.

For students in the class of Participant 12, opportunities to interact with survivors and liberators came in a different format. Rather than only hearing the personal account of one survivor who spoke to the whole class, the students, in small groups of two or three, went and interviewed survivors and liberators who lived in their local area. With the assistance of the Tennessee Holocaust Commission, the students wrote interview questions and contacted those to be interviewed. They wrote letters to introduce themselves and asked permission for the interview. They then set up times and places for the interviews to be conducted. The sessions were both videotaped and transcribed. According to Participant 12,

They all, of course, were very frightened. The truth is some of the Holocaust survivors are very friendly and amiable people and some of them are older kind of gruff people so they had varied experiences. But they all came away with almost an incredible sense of being a part of history, you know? Any course you study places and names and you see a movie or two and yet they all came away with a sense of "oh my gosh, I talked to somebody who" whatever....And it was fun to continue to study the Holocaust and then one of them [say] "oh my gosh, that's exactly what my survivor said" or to say "well you know, this was the experience of my survivor at this camp." You know what I'm saying, so it brought the study to the, the historical study alive."

The interviewing experience was so powerful that it was only conducted one year. Participant 12 stated that it was something that just could not be duplicated so the videotapes from those interviews were used in later years. He concluded by saying, "They're [students] sitting in their [survivors] living room and they pull out their scrapbook that has their ticket or their card or their ration card and they're like 'wow, this is real.' They had a, it was powerful."

During a media interview concerning their Paperclip Project, Participant 16 commented that his students "had never seen a Jew or met a Holocaust survivor." With the power of the media in action, that statement resulted in visits from several people who experienced the Holocaust. According to Participant 16, "Within what, 4 or 5 months, we probably had 10 or 11

Holocaust survivors through here. Some from New Jersey, some from New York, Atlanta.”

Participant 16 continued by sharing about a visit from four survivors who flew to Tennessee from New York to meet with the students. The three gentlemen and one lady spoke at a local church one evening and at the school the following day.

I think it was just, it was overwhelming for our kids because one of the gentlemen got up and spoke about his brother and about being separated from his brother and how he prayed that his brother would not be sent to where he would ever die and they needed 100. And he said, “I was 100 and my brother was 101.” And of course, he just cried and if you can imagine 200 eighth-graders and seventh-graders, total silence in a huge [inaudible] room, just silence. And all you could hear was this elderly gentleman, who was in his 80s, just sobbing. Well, there were football players crying, I was crying, [name] was crying, [name] was crying. I mean everybody was crying. And as soon as it was over, of course, I mean we were getting ready to hustle our kids right on out. Oh no. They went through and hugged every one of them and just wanted to like—It was the most amazing experience for our kids. I think that was kind of how we ended the day. I don’t know that we even, know that we did anything else. I don’t remember anything from the rest of that day, but then they, the survivors came over and just kind of spent the day with them and they just sat and talked with them and laughed with them about their grades. You know?

Clearly, the survivors made a lasting impact on the students and teachers. As the years pass and those who lived through this period of time continue to age, hearing survivors and others who were involved in the Holocaust experience speak is an opportunity that will soon be gone. As Participant 6 told her students, “your grandchildren will never meet a survivor. You are very fortunate. Think of all the people in the world who will never meet one.”

As the participants discussed these instructional strategies, they emphasized that these lessons are constantly being reviewed and revised in an effort to make them more effective and meaningful for students. This process is an ongoing one and requires teachers to consider factors such as the topics being covered, the materials and resources being used to teach those topics, as well as the audiences to which they are presented. Teachers of the Holocaust must be flexible and willing to change a lesson to best suit the students. As Participant 5 noted, “It’s ever

changing and one's approach to it, even though there's still a historical foundation, still beyond that I think it's different depending on how many kids or the age of the kids." Participant 10 explained this concept by stating, "...you have to change what's going on [with the lesson] for the generation of students" and according to Participant 1, "...you have to be flexible with the kids and their personalities and the makeup of each class..." Likewise, Participant 12 gave a similar statement:

I'm one of those teachers, and I'm sure you're the same way; you never do anything the same way twice. And you think, "How can I make it better?" And it was interesting dynamically, especially with the senior elective class, the dynamics would change. Often times, it was the honor students, the AP level students. Often what would work with them might not work with another group.

Participant 2 also pointed out that she too made constant changes to better her lessons.

I was constantly rewriting and redoing and changing and sometimes I would not teach the same thing, would not teach the same way. If I had two classes of modern history I wouldn't teach the same thing because I would teach it the first time and realize that it didn't go over too well. So before I taught it the second time, two hours later, I would make some changes.

Participant 2 explained that the Holocaust could be a beginning for many other topics. She revised her lessons in order to help her personally, as well as to help meet the needs of the students.

I'd add to and change this and so on. But as a foundation, I found it was absolutely a wonderful place to begin and use as a springboard and then the more I taught the more I realized that you could use this as an idea and branch off and pull in other materials so I used a lot of other materials, everything from movies to Dr. Seuss in order to make it different for me every year so I could stay enthusiastic and fresh and then also just to look at the makeup of my class to make adjustments to the needs of my students as they changed over the years. And they did. That first group of students in the eighth-grade that year were African-American history students and then by the time I was at [school name] I was teaching a class called modern history and these were 11th and 12th-grade students who had a history background, either world history or U.S. history or both. So naturally, it was very different. My approach was very different for those students than it had been for the eighth-grade students.

Throughout the interviews participants made references not only to the instructional methods and the accompanying resources and materials that they currently used, but also to those that they had used in the past and even that they planned to use in the future. Phrases such as “one year I did,” “I use it sometimes, I don’t use it all the time,” and “this year I did something different” were extremely common. Comments such as these indicated that participants were willing to alter what might not have been successful or that they recognized the need to make time to include new or different elements. Participants were also planning for future lessons as evidenced by such phrases as “a project that I’m wanting to do this year” and “I’m going to bring in other things...when I teach this year.” This idea of the necessity for Holocaust educators to be open to change was summed up by Participant 5 when she plainly stated, “I think the message is different things work at different times.”

Assessment Strategies

During the interviews, participants were asked about the assessment strategies they used to measure what students had learned from the Holocaust unit. How effective had the lessons been? Most of the recipients spoke of using objective tests and quizzes to measure the factual information that was covered and/or included in the standard required objectives. These types of tests were generally used to question students about things such as names, dates, order of events in novels, and similar items. Learning this historical foundation was vital to studying the Holocaust. These lessons were extremely important; however, participants indicated that much of the lessons’ effectiveness was sought by investigating the more personal lessons students garnered from the experience. In an effort to discover this element of learning, much of the

testing that took place included essay questions. The participants used an assortment of question styles for these tests.

Participant 15 noted several questions that she commonly uses on the essay tests she administers to students and she also stated her rationale for using essay questions. She said,

I think I probably use essays more in terms of trying to respond to what this has meant to them personally. You know, like pick one of your favorite quotes from the book and tell how this relates to your life or have you experienced prejudice in your life and was there anything in this book that you could identify with? Has the study of the Holocaust changed you in any way?

Participant 11 used similar essay questions as a concluding portion of a larger project the students were required to complete. The questions included things such as

Give an example in your life when you've ever been a victim, a bystander, or a perpetrator. And would you do something differently today after having gone through this unit than what you did at that instance. A lot of times kids would talk about having been bystanders like when a bully was picking on somebody else...And to me that was part of the purpose, the main purpose of teaching this unit was to give people the courage to stand up for what is right.

Participant 14 stated she liked essay tests, but when using them she always makes sure to "give the students different topics to select from."

Participant 12 found a different approach to the essay questions worked well for him and his student population. Students were given the essay questions for the test at the beginning of the unit, knowing which ones would be used for each test throughout the study. Many students were then able to work on their essays as the study unfolded.

It was kind of nice sometimes, not very often, they would say, "Well, I'm trying to figure out how this." They were asking the questions and trying to figure out how to put A, B, and C together because they knew the question already...They had to work on finding the answer.

Similarly, Participant 10 provided a way for students to work on the test questions prior to the exam although they may not have been aware of the exact questions. Students were told they

could use their writing assignments and activities, which had been completed during the study, “to be a tool they could use on their test.”

For many language arts teachers, learning to write essays was a part of the required curriculum. Therefore, essay questions were commonly incorporated into their assessment activities. This was the case for Participant 8 whose students completed an out-of-class essay for a mid-term exam and an in-class essay for a final exam. However, she stated, “The bright students ‘knocked it out.’ The low students were about 50/50 on it. I think some of them understood a lot more than they showed in their writing.” As a history teacher, Participant 2 also used essay questions on the final exam. She explained,

I loved my exam. I could hardly wait to read my exam. I gave them eight discussion questions and they were questions that would have something to do with content, but were fun and I could tell by reading how much they had absorbed in the class. One of the questions was “A Streetcar Named Society: who gets on the streetcar, who’s allowed to get on, where do they sit, what price do you pay to get on the streetcar, where does it go, where is it coming from?” I would put maybe 15 little prompts in there and they could pick as many as they wanted to answer this “Life is a Streetcar Named Society.” One question was Katherine Anne Porter’s book *The Ship of Fools* and we had talked about her book *The Ship of Fools* and they knew the gist of the book and I said, “Let’s pretend you’re preparing the manifest for the Ship of Fools. Who do you think needs to be put on this ship that will just sail the oceans? Name 10 people. They’re not ever going to be able to land again. You’re putting them on this ship and they’re going to have to live together.” And then the next question was, “Of the people that you have on that ship, who is going to emerge as the leader and why do you think that person is going to be the leader of that Ship of Fools?” Well, you can imagine. If I have 30 students, I get 30 wonderful versions.

Participant 2 gave several other examples of the essay questions she used and also explained that different questions were used at different times.

Participant 3 also used essay questions as part of the final exam; however, the essays were actually optional for the students. For a portion of the final exam, students were given a choice between writing an essay or “...they could go do like three hours of community service. But it wasn’t like Boy Scouts or whatever. It had to be with an organization that promoted

tolerance to do that.” He explained that the teachers really wanted the students involved in such an experience and admitted “...most of them decided they would do the three hours. I mean it wasn’t the whole exam, but we made the other option really not very fun so they would all go and do it.” This assessment strategy was “...sometimes the final plea for like tolerance and making a difference...”

In addition to the essay questions included on various tests, participants also described other assessment strategies used. For example, many of the instructional methods and activities previously discussed in this chapter were included as part of the assessment. In some cases, the projects became a rather large part of the student’s grade. Participant 11 stated that the “project would probably be 50% of their grade for that unit” while Participant 9 said, “...the big chunk of their grade was a visual/audio presentation at the end of the year.” However, students received grades for many different things: group and individual projects, presentations, writing activities apart from tests, objective quizzes and tests, and other assessable activities completed as part of the unit’s requirements. Participant 14 explained why she uses a variety of assessment strategies:

It’s a mixture. I give like a project grade. I give quiz grades, effort grades. It’s a mixture of things. I don’t look at just one thing, like a project. Some people are not project people. I’m a good test-taker, you know, but not those big tests like SAT and all that, but regular school I do very well. Some children are good writers. They can write excellent essays. Some children can’t so I have at least five different things I can use or criteria for the students.

In contrast, even though she tested students over much of the information, Participant 17 said, “I don’t necessarily record it as part of their instructional grade.” Due to the nature of Participant 16’s instructional schedule (meeting after school), his assessments were not formally recorded as part of the students’ grades. He had the following thoughts concerning the assessments:

And even though you don't do a formal assessment when teaching the Holocaust, it's a lot easier to see an end result than it is when you're teaching American history in the classroom and giving formal grades. It's easier to see them make gains by teaching the Holocaust...

Benefits of Lessons

Every award recipient interviewed communicated that teaching lessons about the Holocaust resulted in positive benefits. In many cases, participants mentioned specific benefits for both teachers and students. These benefits ranged from the simple idea that teaching about the Holocaust allowed the teachers to share a topic they were passionate about to the belief that students left these lessons with a more tolerant attitude toward others.

Teachers of the Holocaust are passionate about their lessons. It is not a subject that everyone can effectively teach. Those who are successful are quick to admit that they feel deeply about this topic. Participant 1 stated, "I get to spend six to eight weeks discussing something I love to study. I don't like the events that happened, but I love to study it. I always enjoy just looking at those materials again and again and I enjoy seeing the kids get into it." Participant 11 stated that her students knew about her "passion and love for it" and that "it's just something that I want to continue to learn about and share." Likewise, Participant 6 acknowledged that the success of her Holocaust lessons must be partially attributed to her love for the subject. She explained it by saying "I've had more success with the lessons of the Holocaust than anything I've ever done in my life. And I think too that some of that is attributed to my excitement in the subject and the enthusiasm I have for learning about it. You know as well as I do that that's contagious."

Participants also expressed the belief that lessons about the Holocaust are very engaging for students; that they become active learners during this unit. Participant 7 described her

students during these lessons by saying “you have them with you the whole time you study it. They’re very involved...” Similarly, Participant 6 stated, “I’ve found with the Holocaust that they will [read more]. I mean I have to make them stop reading.” “It got everybody’s interest in some way or other” was Participant 9’s description. Still another participant, Participant 10, said, “I think that kids are engaged in this. They really care. It’s something, you don’t generally have to ask them twice to become involved in this study.” She continued by saying, “from a teacher’s perspective...it’s nice to have students be interested or eager or willing to participate in the [learning] process.”

Not only did the teachers witness the students’ engagement in the learning process in the classroom, but they also received messages from parents about the students’ interest in the lessons. Several participants mentioned conversations with parents regarding the Holocaust unit of study. Participant 6 discovered that many of her students’ parents had not learned a great deal about the Holocaust as students themselves so today’s “...kids go home and they teach them [parents]. Then you really see the kids come alive.” Participant 15 recalled,

I have a lot of response from parents who say that when we study the Holocaust unit their children are very interested in talk at the dinner table and ask them “do you remember what Grandpa did in World War II?” They’re just trying to make some ties to their own families. But parents inevitably tell me that that some of the most, that their child becomes the most interested in that material than anything else we do throughout the year.

Participant 7 stated, “I’ve even had parents that come at conferences and say ‘Well, he really likes what he’s studying about right now. He talks about that at home.’” She said that some of her students “say they’ve gotten their parents or with whomever they live involved. I think it’s sort of, it’s good to see something you do in the classroom carry over to the families. You don’t see that much.” She also mentioned, “I’ve had some parents who have read *Night* while their kids are reading it because their kids have started talking about it.” Participant 16 described how

parents were involved in the lessons, the first year they were taught, almost to the same extent that the students were, including doing homework and reading assignments.

Enthusiasm for the thought-provoking lessons of the Holocaust seems to have a domino effect: teachers inspire students and students, in turn, often inspire their parents or other adults to develop an interest in this topic. As mentioned above, the parents sometimes become eagerly involved in the learning process as well. In some cases, both students and parents have heard about the lessons previously taught by participants of this study as well as some of the activities conducted by them. Participant 1 shared the following memorable experience with a parent of one of his students:

I know I have one student whose mother is our computer aide and she came to me, probably the first week of school and she said, "I want to start the Holocaust." And I said, "What do you mean?" And she said, "Well, I've just heard that you do a great big unit on the Holocaust and I'm ready to start it." And I said, "Well [name], we can't do that yet. I don't want to start out the year like that." Well, come to find out, her parents, excuse me, her grandparents on her father's side, were in Germany and were teenagers during World War II and they were Communists or their families were Communists and you know what Hitler did with the Communists...But she was so interested in that because of what she heard about her grandparents.

Another benefit of these lessons was that the interest developed by students in the interviewees' classrooms did not end with the academic year in which the lessons were taught. Participant 17 explained that as a result of the lessons taught at the middle school level, the high school has seen the need to order additional Holocaust-related books and resources for the library because there is such a demand for the materials as the students move from the middle school to the high school. The success of the middle school program has also resulted in the establishment of two scholarships for high school seniors who have been through the Holocaust education program and plan to attend college.

Several participants shared that students often returned in following years to borrow materials for additional study. They also returned to say that the Holocaust lessons were some of the most unforgettable lessons they studied and to share with the interviewees the impact the lessons had had on their college experiences and life. According to Participant 6,

And I think, another thing that I've found, the really rewarding part to me is having students who when they get out of my tenth-grade class or whatever will come back as juniors or seniors because they're doing research work and they've chosen a topic that has to do with the Holocaust and they come to me because they know I have the materials.

Participant 1 also spoke of students returning after leaving his class. He explained that their interests are piqued in these lessons as middle school students and

...a lot of them will come back after they've gone to high school and they'll say, "Man, you know what? We had to do a research project in such and such class and I did it on the Holocaust because I remembered what you told us." So it kind of gets them to be a life-long learner, so to speak.

The lessons even followed students into their college experiences. Participant 11 shared,

They would look forward to coming back. I would have people who would come back after they were in college or after college. I actually had some students whose children are now going to school there in kindergarten or first grade, but they talk about things that really touched them and that was a unit that really touched them. They remember....And it is a unit that touches your emotions so I think that also, because it touches emotions, is something that stays with them for a long time.

Participant 12, pleased to have learned that several former students had further pursued the topic beyond high school, made the following statement: "...you have alumni come back and say 'oh, I remember that.' I'm surprised at how many come back and say 'oh, I took a Holocaust class in college.' They basically said, 'I knew so much more than my colleagues.'" He expressed joy in the knowledge that he was able to have a part in "plant[ing] the seed." Participant 4 shared several examples of conversations with former students' regarding the Holocaust lessons:

Over the years many of them have come back. One girl said to me, "The things I learned in your class helped me more in college than anything else I had, even English. And I

said, “Wow, what a compliment. What do you mean?” She said, “It was a life lesson, [name]. It was something I began to think about how people felt about themselves and me and how I felt about them.” And she said, “It’s changed my life.” And other kids come back and say things like, “modern history was the best class I ever had. It helped me more than anything.” So when that happens, I figure it must have made some sort of impact on their lives. I had one child come back during one of our Christmas programs, winter Christmas programs, and he was sitting on the front row and after it was all over he came up to me and said, “You probably don’t remember me.” And I said, “Oh darling, I remember your face, but I simply can’t remember your name.” And he told me his name and he said, “I want you to know that when I heard [school name]’s program was denied, I knew I had to come because I had to tell you how much of an impact you and that course had on me. It sent me to college. I married a woman who graduated from [school name]. We have two small children and I’m in seminary. And I said, “Oh my gosh, that is wonderful!” So those are the warm fuzzies.

Participants also extensively discussed their belief and hope that students became more tolerant of others by experiencing the lessons of the Holocaust and conveyed the feeling that this was one of the most positive benefits of the lessons. Although tolerance is not an easily measured personality trait, the interviewees were able to give specific examples of situations when students demonstrated greater tolerance during and/or after participating in the Holocaust unit. Participant 9 recalled a portion of the class being taught and how a Holocaust theme was incorporated with other topics, including foreign languages. By having students teach each other two completely different foreign languages, the students were forced to practice tolerance.

According to Participant 9,

I think the biggest thing they got was learning to be tolerant. I really, I really believe that—even of each other because they were intolerant of some—some were more intellectual than others and they, and some learned, because they were teaching others the two languages, it was readily apparent, “sure you’re taking Spanish and you’re doing really good in it but German is altogether different.” And you have to be patient teaching this one that is having trouble with German and you have to be patient with...so I think they really learned, all aspects, how to be more patient with people. Not necessarily dramatically different people like black versus white, just little things.

Participant 16 stated, “...I think these kids change a lot over the course of a couple of years.”

Participant 17 reflected:

Between their seventh, from where they start at [as] seventh-graders and end as eighth-graders, who their social compadres are, I guess for lack of a better term, it's incredibly different. Kids that you would never see normally associate together, they're going home with each other, they're, they're talking to each other, they're laughing with other, they're saying things to each other.

Participant 11 explained her observations this way:

...I think that you can see, after teaching the unit, a little different atmosphere in the classroom and the hallways, that people, that children I think are much more conscious of one another and kinder to one another. I think it has a long-range effect. It's not just teaching something that happened in the past. It really can be, I think, life-changing.

The issue of developing tolerance as a result of the lessons was also connected to the belief that students became better decision makers concerning their actions around people who were different from them or when they found themselves around others who were being intolerant; that they developed a compassion for humanity. For example, Participant 4 explained that

when I saw a child or when I saw a child in the hall acting differently than I had seen them act before, helping someone who needed help or not checking somebody that they probably would have checked before; those sorts of things make a difference. But that, to me, tells me they learned something.

Participant 5 agreed and stated simply, "It's about being conscious about humanity." Participant 1 expressed his conviction that the students are "learning maybe to tolerate each other a little more. And I do believe that with all my heart. I think that they're seeing each a little differently and they're seeing the world a [little] differently." Participant 10 went on to give another example of the benefit of students' abilities to develop compassion and understanding during this unit:

I was thinking about benefits that I don't know if I planned it this way or not. I don't know if this is the way I wanted it, but this is what it does for me and I think for the students as well, is that it takes the emphasis off of self and all the crying and all the whining that my boyfriend broke up with me and I can't find my bag and I lost this and I

lost that and I made an F and whatever. For a moment in time, in my room while we're studying the Holocaust it just seems like all of those other problems don't come into my room because the material is such, because for teenagers, everything is self. Self and self is in the world and the world is revolving around me and for just a few minutes they can see how the world is about somebody else.

Participant 15 shared a moving story from an experience she had as a result of teaching about the Holocaust in her classroom. She said,

I had one student who wrote me in an essay; he told me that he had been approached by a member of the KKK that his dad belonged to and had been asked to join and that after the study of the Holocaust he knew that he did not want to be in that group. And then when we talked later, of course he would never reveal the name. He said the person who invited him was a very well-respected person in our community, but he would never identify of course who that person was. But I felt like if I could just, there were certainly other people who have had that experience, but he was the only one who was friendly enough with me to reveal that.

We discussed the fact that years had passed since the student had been in her class and how it would be interesting to speak with the student in a few years. Concerning that discussion,

Participant 15 replied,

Because this student is currently a senior in high school, I do meet him. He works in the local co-op, and I do meet him occasionally when I go in there. We still chat back and forth and I'm sure that sometimes when I meet him on his own I would like to ask him the question "has this continued to have any effect on your life? What do you feel now, looking back on it?" And I'm sure I'll get an answer. But I just haven't had the opportunity to meet him by himself actually. But the benefits, I think the benefits go with ideas like tolerance of others, of respect for others, or you, the necessity to act like an informed citizen, not just go along with the crowd. I think those lessons are very apt.

The participants also confessed that they may not have had the opportunity to witness the students' development of a tolerant attitude, but they spoke with great conviction that this was a benefit. According to Participant 6,

I think, I would like to think, they learn tolerance for people who are different from them; that after the lessons [are] over with they stand back and look at that physically or mentally handicapped person and think, "how could I help them?" rather than "I wonder what happened to him?" I'd hope that lessons of tolerance would be the biggest thing they'd get from it...

Likewise, Participant 3 explained it by saying,

...we may not even see the benefits of what they're getting from it until later. I think of the short run it's the danger of inaction. I think that's a huge one. I mean if they can understand the danger of inaction, the danger of being passive in the face of discrimination or intolerance, the danger of staying silent that that's huge. I think that's a huge benefit and so therefore the positive of taking action, of taking a stand even when, taking a stand even when it's unpopular, kind of the analogy of how everything in Germany was legal, but that didn't make it right. So understanding the difference between legal and moral and sometimes those don't go together, so seeing the difference between that and that's where going back to the ethical, so they develop and ultimately I hope a connection with others. I mean that's what I think is the long term, that they feel this connectedness to society so that they're not going to go and do something that's harmful, but that rather they see a connectedness that even though somebody is Jewish and they've never met a Jewish person before that they now feel like there is some shred of connection with them and there's compassion. You know, compassion for others.

The students are not the only ones to have benefited from these lessons of tolerance, compassion, and understanding. The teachers also articulated ways that the lessons had led them to grow in these areas as well. Participant 12 said that as a result of teaching these lessons, he felt he had become

...incredibly sensitive to the plight of immigrants in our own country. You can't help but be sensitized to the events in Iraq and Africa and whatever is going on. You can't help, but your mind blinks back to the thought, "this is the Holocaust happening again." You know what I'm saying? On one hand, it's an incredible ethical burden to be sensitized; [it] makes life more difficult.

According to Participant 14,

Well, for me, I think I've become, well I've always been sensitive. I've [become] more open-minded. I'm more appreciative of other, other cultures. I did not know a lot about Jewish culture since I did not grow up around a lot of Jewish people, didn't [know] why people did certain things the way they did so I'm aware of that. I have traveled a lot more. I've been more willing to be with people who are different.

Participant 11 shared the same sentiment:

I think they've [lessons] made me a better person, a better teacher and a better person because I think it's made me much more open to differences, really opened my world up....But I think on a personal level it has made me much more compassionate, less judgmental. I hope anyway, and a better person....

Several participants also discussed how these lessons inspired them to be better teachers, to evaluate their lessons with a more critical eye, to question the topics they were teaching and why. Participant 13 said,

In teaching the Holocaust, it's one of the things that has made me think more about why I teach the way I do, why I pick the topics I do, why I present things in front of them because I'm presenting, I'm putting primary source material as much as possible in front of them. I'm choosing the material. I've very conscious of the fact that I'm choosing the material so I was beginning to feel kind of critical toward myself....And so I have to question what I'm doing and I want them to be certain at all times, in whatever unit I teach, that I have chosen materials or individuals who have written a textbook have chosen materials, individuals who have written whatever book I've put in front of them have chosen materials and may have chosen not to choose other materials and maybe there are some things that are not available that we would want.....it makes me continually question what I do, how I do it, and why I do it.

Describing how the personal relationships formed with students during this unit also influenced the development of the lessons, Participant 16 explained,

They teach us a lot about who we are and who we need to be, makes you think about what you do before you, because it's easier to just do your own thing when these kids are not, you know you're not really connected to these kids, they're just one of your students. But when you're really connected to them and you get to be really personal with them, they're sort of like your own child I guess you would say.

Participant 11 shared her experience of writing a Remembrance Service as part of her Holocaust lessons. The topic had become so important to her and the students that it was vital that the ceremony be written and ultimately conducted with the utmost reverence and respect. To help ensure this, she consulted a Remembrance Ceremony book written by Elie Wiesel and discussed the plan with her pastor to determine

whether this would be appropriate to do in our church or not. I also went and met with a rabbi and asked if we were doing this if any Jewish people would find it offensive in any way, I didn't want to do it. It was a wonderful experience to be able to do all of that.

Within this topic of Holocaust studies, even the amount of information available to educators is overwhelming. This is another reason educators verbally recognized the benefit of lesson evaluations. Participant 3 stated,

You always get into this history and you think, “oh my gosh. There’s so much I don’t know. I don’t know nearly so much as I thought.” And so it’s like you keep peeling the onion and peeling the onion and he realizes how many stories and I think that’s good. I think otherwise your teaching goes flat if you just think “I know everything there is to know on this one topic and now I’m just going to convey it.” Because it’s like you always have to tinker with it, with the content, with the personality of the classes, and how you, so I think it’s just reminding that it is incredibly complex. Teaching is incredibly complex, good teaching and then this history is complex so you need to keep going with it, not just stop and say, “I’m done.” It’s the whole cliché of the lifelong learner, but I think it’s completely true with this. You can’t just stop learning.

Summary

As the data were collected and analyzed, a number of major themes emerged concerning Holocaust education. The themes revolved around the following issues: ways teachers become interested in the Holocaust as a topic, reasons teachers incorporate Holocaust lessons into the classroom, teacher training, resources and materials used, instructional methods used, assessment strategies, and benefits of the lessons. These themes were presented by using thick description; revealing the information through the words of the participants as shared during the interviews. All participants have been recipients of Tennessee’s Belz-Lipman Holocaust Educator of the Year award. The information gathered from the data analysis will be used to present findings, conclusions, and recommendations for further study in Chapter 5.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Recipients of the Belz-Lipman Holocaust Educator of the Year Award have been recognized as outstanding and creative educators in the field of Holocaust education. For this qualitative study, the researcher interviewed 17 recipients of this award, 4 males and 13 females. The purpose was to explore methods of teaching this topic in a variety of subject areas to students in grades 7 through 12. The participants, from across the state of Tennessee, included language arts and social studies teachers at the middle school and high school levels. This chapter provides a summary of the data analyses as well as conclusions and recommendations for practice and further research. Holocaust organizations may use this information to determine what successful educators consider to be the most effective methods for teaching this subject to secondary students. Furthermore, educators of this topic are encouraged to use this information as a model of best practices implemented by those who have been recognized for their achievement in this area. It will also help them develop their own units of study.

Summary

The qualitative methodology used during this study included several interviewing techniques for the purpose of gathering data that could be revealed through rich, thick description. The researcher conducted interviews with 17 recipients of the Belz-Lipman Holocaust Educator of the Year Award with 10 teachers participating in telephone interviews. Six teachers participated in focus group interviews and one interview was conducted as an individual face-to-face interview. The award is generally given to one recipient in each of Tennessee's three Grand Divisions annually. However, some years included more recipients,

with several coming from the same Grand Division. This study included five recipients from East Tennessee, eight from Middle Tennessee, and four from West Tennessee. There were eight language arts teachers and eight social science teachers representing both the middle school (6) and high school (11) levels. One teacher represented both categories, teaching a class in which students could obtain a foreign language credit and a social science credit. It should be noted that teaching assignments or duties have changed for several teachers since receiving the award. Finally, the study included at least one recipient from each year the award has been presented, with the exception of two.

The interview transcripts were coded into categories for the data analyses and revealed a significant amount of information, focused around several themes. During this study, recipients shared why they incorporated this topic into their classrooms, including how they became interested in the Holocaust, and what training they had received for teaching these lessons. Additionally, they discussed the resources and materials used by them as well as the instructional methods they employed during the Holocaust unit. Finally, the participants expressed what they believed to be the benefits that resulted from these lessons. A summary of each of these categories follows.

Reasons for Teaching About the Holocaust

The State of Tennessee has an active Holocaust Commission, which works to promote Holocaust education throughout the state. However, there is not a law mandating the inclusion of the topic in the curriculum, as is the case with several other states in the United States. Therefore, participants were asked why they included these lessons in their classrooms. The literature emphasized the importance of developing sound rationale statements prior to teaching a

unit about the Holocaust (Totten et al., 2001) and although formal written rationale statements were not investigated during this study, participants did give specific reasons for teaching this topic. Not only did they discuss the fact that teaching this topic allowed them to meet a variety of state standards and objectives, but they also discussed including these lessons because they felt students needed to know about these horrific events to learn the dangers of prejudice and intolerance. This reasoning was consistent with the literature, which stated that these lessons should include both cognitive and affective levels, focusing not only on thinking skills, but also on the feelings evoked from it (Totten et al.). The latter rationale for including these topics was also congruent with another literature finding, which indicated that teaching this topic allows individuals to investigate human behavior and the meaning of responsible citizenship, including the exploration of individual and societal issues such as discrimination, hatred, tolerance, and others (USHMM, 1995). In fact, participants' discussions of why they taught this unit focused more on reasons of learning about humanity than on learning specific historical dates and similar information; however, the historical background did comprise an extremely important element of the lessons.

In order to truly understand why teachers felt it was necessary to incorporate Holocaust studies, it was important to recognize how they became interested in the Holocaust as a topic. In many cases, the events that sparked their individual interest served as the impetus to later teach about this subject. Many teachers identified significant events during their years as students that caused them to become lifelong learners of the Holocaust, while others reflectively shared personal stories of family and friends who had shared information with them, resulting in their interest. Although personal interest was not a part of the literature review, it became an

important aspect of this study, allowing the researcher to better understand the participants' passions for Holocaust education.

Teacher Training

The literature emphasized the importance of teacher training in preparation for teaching these sensitive lessons. Many reputable Holocaust organizations throughout the country offer a wide variety of staff development seminars and conferences for educators (FAU HOC, n.d.; HCNC, n.d.). These ranged from one-day seminars to conferences that lasted for one week or more. The literature reflected that these were especially prominent in states that required Holocaust studies and/or those that included an active Holocaust Commission. Tennessee teachers received in-service opportunities on a regular basis from organizations such as the United States Holocaust Memorial Museum, Facing History and Ourselves, and the Tennessee Holocaust Commission. Interviews with the award recipients revealed that they were active participants and attendees of conferences offered by each of these three organizations. All 17 participants noted attendance at one or more of these organizations' training sessions and spoke of using the information and materials obtained at the conferences. For many of the participants, attending some type of Holocaust education training or in-service sessions was an on-going and yearly event.

In addition to the formal training sessions attended by the participants, they also discussed taking part in informal training, such as personal reading and research. Participants commonly made statements such as "I read everything I could get my hands on" or "I've done a ton of research on my own." These activities were completed to increase the participants' personal knowledge of this topic as well as to improve their lessons. This informal training

played a significant role in teaching about the Holocaust. The literature revealed that there are numerous resources available to educators that provide suggested bibliographies, videographies, Internet sites, and other information that would prove useful to those who are interested in engaging in informal training of this type (Ariew, 2000; Chartock, 2001; Mellendorf, 1998; Till, 1998; USHMM, 1995).

Resources and Materials

The Holocaust teaching resources and materials available to today's educators for teaching about the Holocaust are numerous and varied. They extend to all grade levels and can be incorporated in a wide array of subject areas. It would have been impossible to investigate all resources in the literature review. Likewise, it would have been impossible for participants to give an all-inclusive bibliography of every resource and/or material they incorporated into their lessons. However, the literature stressed the importance of reviewing material before implementing it into any Holocaust program of study (Ariew, 2000; Symer, 2001; Tomei, 1996). It is vital that the resources used by teachers be appropriate for the students. This appropriateness must take into consideration both age and maturity level of the students (USHMM, 1995; Weitzman, 1997). As revealed in the literature, several participants of this study discussed specific titles and/or items that were or were not considered appropriate for their specific age of students. In some cases, teachers explained how age was not the only determining factor for material selection, stating that some resources or materials were not necessarily appropriate for use with all classes of the same grade level.

Several commonalities were noted among the participants as they discussed the various resources and materials they used in their classrooms. They spoke of using the materials and/or

resources from their formal training sessions, as well as specific titles of poetry, literature, and movie selections. Of the eight participants who specifically mentioned using poetry with their Holocaust lessons, the majority of those spoke of incorporating the book titled *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp 1942-1944*. Literature selections most frequently mentioned by the participants included the following: *Night*, *Number the Stars*, *The Devil's Arithmetic*, and *The Diary of Anne Frank*. A number of films or movies were also used by the participants. The most commonly cited titles included *Schindler's List*, *The Courage to Care*, and *Not In Our Town*. Newspapers, current and reprints, were also used as resources by a number of the participants.

Several of the award recipients participating in this study mentioned the Teaching Trunks provided by the Tennessee Holocaust Commission. The participants viewed these trunks as useful teaching tools for this topic. The literature review and the award recipients described them as including a variety of resources appropriate for the specific grade level and age of students ("Traveling Teacher Resource Trunks," n.d.). The literature also revealed that other states provide similar Teaching Trunks designed to assist teachers with this unit (Florida Holocaust Museum, 2001).

Instructional Methods

Teachers are unique individuals who have their own personalities and preferred teaching methods. It is, therefore, no surprise that the participants' instructional methods were as varied as the resources and materials they chose to use with their lessons. Despite this, a significant number of the participants employed similar instructional methods. The award recipients commonly taught these lessons, at least in part, through group discussions, writing assignments,

and student project activities. Group discussions ranged from small groups to large groups and varied in format, including discussions led by teachers and opportunities for students to lead the discussions. The writing assignments also encompassed an assortment of methods. Some teachers incorporated reflective writing and/or journaling activities. While some used these exercises on a daily basis, others used them only at specific times during the unit. Several participants were focused on essay writing so this type of assignment was frequently mentioned as part of the lessons. The student project activities included numerous choices for students, such as essays, poetry, collection activities, artwork, the construction of Holocaust-related artifacts, and many others.

Participants also discussed using video or film clips, as opposed to using entire movies as a way to teach or reinforce previously learned Holocaust-related concepts or information. The use of this instructional method stemmed from the belief that viewing the Holocaust in its entirety many different times through various films was something that the students did not need to do. This method was also employed because certain films have scenes that are especially effective for specific topics within the Holocaust. At times, however, films were used in their entirety.

The award recipients commonly took students on field trips to Holocaust-related exhibits, museums, plays, and other community events. Furthermore, 16 of the 17 participants discussed bringing in guest speakers as a way to personalize this history for the students. Much of the literature focused on the importance of this personalization aspect of the lessons (Lee, 1998; Lillig, 1999; Reading for remembrance, 2001; USHMM, 1995; Weitzman, 1997). These guest speakers included a range of individuals but focused on liberators and Holocaust survivors.

Finally, participants commonly mentioned that their instructional methods were ever-changing as they worked to make the lessons more meaningful for their students.

The study also revealed that participants incorporated a variety of assessment strategies into their instructional methods. They used both objectively-scored and subjectively-scored tests to determine what students had learned from these lessons. Objectively-scored tests, such as multiple choice, completion, or matching, were most often used to test students on factual information from the unit. Subjectively-scored tests, primarily essay, were often used as a way to determine the impact the lessons had on the students' personal lives. Participants also assessed students through writing assignments, projects, and other activities. Only two participants did not normally include the Holocaust activities as part of the students' formal assessments.

Resources, Materials, and Instructional Methods Found to be Most Effective

Through discussions of the resources and materials used and the instructional methods employed, the participants emphasized certain items and/or methods they perceived as the most effective tools for teaching about the Holocaust. In some cases, the most effective tools were those noted in the previous two sections of this chapter, as they had been mentioned by a significant number of participants as useful during this unit of study. Other materials, resources, and/or instructional methods that were perceived as extremely effective in teaching these lessons may have been mentioned by only one or two participants and as a result, were not reported in this study. (Appendix H provides a list of resources and materials mentioned by the participants throughout the study.)

Participants overwhelmingly emphasized the effectiveness of having guest speakers visit their classrooms or providing other types of opportunities for students to hear, meet, and interact with Holocaust survivors and others involved in these events. Participants described these experiences as “fascinating,” “fantastic,” “amazing,” “fabulous,” and “powerful.” These opportunities allowed the students to actually put a human face on what they had been studying. In describing the effectiveness of this activity, participants noted that students felt it was ‘the greatest thing we did’ and that “they all came away with an incredible sense of being a part of history.”

Benefits of Lessons

All participants noted positive benefits that resulted from the Holocaust lessons. They discussed benefits not only for the students but also for the teachers. The participants described these lessons as having an amazing impact on those involved. Teaching the Holocaust gave participants an opportunity to share a topic about which they were passionate with their students. Their enthusiasm for the lessons helped the students become interested as well. According to the participants, one of the benefits was that the students were actively and eagerly engaged in the learning process throughout the unit. They often shared with their parents the information they were learning in class, resulting in more people learning about and developing an interest in this topic.

Teachers also described the benefits of returning alumni who often came to express their appreciation to the educators for including these lessons. The former students not only came to borrow materials from the participants only a few years after being in their classes, but they also returned after entering college or completing school to share the impact the lessons had on their

educational careers and on their lives in general. These episodes of sincerity, kindness, and gratitude reinforced to this study's participants the importance of these lessons.

Another benefit of the Holocaust lessons was that both students and teachers became more tolerant of others by studying what can happen when prejudice, discrimination, intolerance, and apathy envelop individuals and society as a whole. Participants cited specific examples of seeing students act more positively toward others at school, or they revealed how the lessons had affected them through their writing assignments. In addition, teachers indicated that they too had become more tolerant, open individuals, sensitive to the plight and needs of others and more willing to interact with those different from themselves.

Another benefit referenced by the participants was that teaching these lessons prompted them to become better teachers. Sharing the Holocaust with secondary students is a huge responsibility and the award recipients took this job extremely seriously. These lessons compelled them to question what they were teaching and why and to carefully evaluate the information they used to relay the messages of the Holocaust. As a result, many of the participants expressed that they had become better teachers because of the experience.

Conclusions

Through data analysis and the literature review, this study has shown that teaching the Holocaust should be taken seriously and should be approached with a strong rationale for doing so. While this topic can be used to teach state standards and objectives in various subject areas and used as a theme for educating students about issues of humanity, informal and/or formal training for teaching this unit is of the utmost importance. Those who are passionate about this subject, as were each of the participants interviewed for this study, must be willing to engage in

both personal reading and research and formal training sessions conducted by reputable Holocaust organizations. Dedication to such activities increases the likelihood that these lessons will be successful and have a lasting impact on those involved.

These informal and formal training sessions also promote careful consideration of the selection of Holocaust-related materials and resources to be used in the classrooms. It was clear that certain materials and resources were better suited to students of specific ages and maturity levels. Teachers must review materials prior to use and accept the fact that things that work with and for one class of students may be inappropriate for others. Secondary teachers sometimes have the idea that keeping all classes of the same grade level and subject area on the same curriculum page (including the use of resources and materials) is the best plan and most often the easiest one for the teacher; however, this topic of study is definitely one in which that theory may have to be abandoned.

There are several resources and materials, as revealed and discussed by the participants, that have stood the test of time. Because the study included participants from 9 of the 11 years since the inception of the Belz-Lipman Award, it was clear that several of the titles mentioned have been used over a long period of time. It can, therefore, be concluded that literature titles such as *The Diary of Anne Frank*, *Night*, and movies such as *Schindler's List* will continue to be useful tools in teaching about the Holocaust. As the base of Holocaust-related resources and materials continues to grow, it is expected that additional titles will become what may be classified as Holocaust "classics" in future years.

Concerning the instructional methods employed by the participants during these lessons, it was apparent that teachers agreed on the importance of using techniques that would personalize this history for the students. The methods themselves were not extremely different

from those that are perhaps used on a regular basis by teachers for other topics. However, the combination of methods within this topic resulted in successful and meaningful lessons. The magnitude of the Holocaust necessitates an opportunity for students to verbally discuss and/or write about their thoughts, feelings, questions, and concerns surrounding the issues and information presented to them. Failing to commit time to group discussions and/or writing activities would surely leave the students feeling lost and hopeless. Even with such activities, it is impossible to answer all questions that arise or to fully understand the events. Guest speakers also played a vital role in allowing the students to personalize this history. By listening to and interacting with survivors and others who had experienced the events of the Holocaust, students were given the opportunity to place a human face on what they had studied. These remarkable individuals allowed the students, for a brief moment in time, to become a part of history as they shared their amazing and heart-wrenching stories. The Belz-Lipman recipients diligently worked to bring such opportunities to their students. Similar efforts should be continued by educators, for soon there will be no survivors left with whom to speak or personally interact; there will only be the audio and video taped versions of the interviews they granted.

All participants of this study indicated there were positive benefits that resulted from the Holocaust lessons. These benefits were evident in the daily lives of the students as teachers observed them in the hallways and classrooms of the schools. It was evident in the things they shared in their writing assignments and in personal conversations. While it is true that some benefits may be far-reaching and never known by the teacher, it is also a benefit to know that the seed has been planted. Although opponents of Holocaust education argue that teaching this topic may have an extremely negative impact on students (Glidden, 2001), it can be concluded from

this study that positive benefits abounded. An important point is that these benefits not only impacted the students but parents and teachers as well.

Conclusions from this study are carefully taken into account due to its limited scope. A feature of qualitative research is that these results cannot always be generalized to other populations; however, it is hoped that the findings and conclusions can be transferred to others who find themselves in the role of Holocaust educator. While conclusions were drawn from the similarities of lessons described by the 17 participants, it is recognized that further similarities could develop as a result of interviewing other teachers of this topic. However, it also assumed that interviews or other research conducted with additional teachers would result in an even greater variety of materials, resources, and instructional methods being referenced.

Recommendations for Practice and Further Study

Based on the review of literature, the gathering and analysis of data, and personal experiences of teaching this topic, the researcher makes the following three recommendations for practice. First, school systems and/or individual schools should provide opportunities for educators of this topic to attend training sessions, conferences, and/or seminars related to Holocaust education. Ideally, funding would be provided for teachers to attend approved sessions with registration or other fees for those that may be offered outside the teacher's immediate geographic area. In addition, in-service or staff development credit would be awarded to those attending.

Secondly, school systems and/or individual schools should maintain and provide an updated resource list of Holocaust education materials and resources for educators. This list should include information such as where to obtain materials, approximate cost if applicable, and suggested age or grade levels where the materials should be used. An updated list of resources

currently housed by individual school systems and/or individual schools should also be provided for educators. Finally, teachers and media/library specialists should work together to develop a supply of appropriate resources based on the needs of teachers and students.

Thirdly, more school systems, schools, and teachers should consider using the Holocaust as a theme to teach larger societal values such as responsible citizenship. Particularly for social studies teachers, this avenue would assist with fulfilling the state requirement of teaching students about individuals and group interactions.

This study was limited to recipients of Tennessee's Belz-Lipman Holocaust Educator of the Year Award and included only 17 participants. As a result, several questions developed during the study and, therefore, lead to the following suggestions for further research. Because the findings of this study cannot necessarily be generalized beyond the 17 participants, it is recommended that other teachers of Holocaust education be included in a similar study, particularly those from states that may recognize outstanding educators with awards similar to the Belz-Lipman Award. In addition, research should be conducted with teachers in states that mandate Holocaust education. It would be interesting to compare the lessons and attitudes of teachers who teach the subject simply because they have a personal interest in it and a desire to teach it as opposed to those who teach it because they are required to do so.

Additional research should also be conducted with educators who have attended formal Holocaust education training seminars and implemented those teaching strategies into the classroom, as well as used the resources obtained from attendance. This type of study should be done to determine the effectiveness of the training sessions and to determine the degree of implementation. This type of research could focus on the training offered by only one organization or compare several organizations. However, careful consideration would have to be

given to the fact that some organizations require attendees to agree to implement the strategies and resources they obtain.

It is also recommended that research be conducted with students who have participated in Holocaust education lessons. This type of research could be conducted in a number of ways including pre- and post-lesson interviews or surveys with students to investigate their attitudes of topics such as tolerance and prejudice. The research with students could also be conducted with those who participated in Holocaust studies one or more years ago in an effort to determine any long-range effects the lessons may have had on them.

Furthermore, it is recommended that survivors, liberators, and others involved in the Holocaust experience be included in further research to discover what they believe should specifically be taught about the Holocaust and included in these lessons. Their insight into what can be learned from these atrocities is an immeasurable resource that will soon be extinct.

One final recommendation for further research is to explore the possibility of mandating Holocaust education for secondary students in the State of Tennessee. This research would demand a multi-faceted approach and necessitate the involvement of all stakeholders, including educators, parents, students, Holocaust survivors, and others. Considering the curricula demands currently placed on teachers, it would be important for educators to view the possible addition of this requirement as a positive and welcomed teaching opportunity, not as the burden of another curriculum objective that lacks the time to be thoroughly met.

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APPENDICES

APPENDIX A FOCUS GROUP/INTERVIEW GUIDE

Date:

Place:

Interviewees:

(Briefly describe the purpose of the study before the questioning begins.)

Good morning/afternoon/evening! I want to welcome you to our focus group session today. My name is Julie and I would like to begin today by telling you a little about the purpose for you being here. I am in the process of completing my doctoral studies at East Tennessee State University and have chosen to write my dissertation about methods of teaching the Holocaust to secondary students. In my study, I am seeking to discover methods of teaching about the Holocaust to secondary students in a variety of subject areas. Specifically, my study will seek to discover six things, all of which will be covered in our focus group session questions. You have been chosen as participants in my study because you have been recognized as outstanding and creative educators in this field with a state award: the Belz-Lipman Holocaust Educator of the Year Award. Your names were obtained from the Tennessee Holocaust Commission. I will be asking you several questions today and I would like to encourage open discussion and participation. Each of you is important to this study and I would like to hear from everyone concerning each question, so don't be shy! There are no right or wrong answers. I want you to view this as an open forum where you can share your expertise and experiences with your colleagues and myself. The entire session will be recorded so that I can accurately complete transcripts of the session and analyze the data as accurately as possible. In addition to the tape-recorder, I also have an assistant moderator/peer reviewer working with me today. I'd like to introduce you to Kathy Murphy. She is a fellow doctoral student and high school teacher and she will be taking notes for us today during our session. This will assist me just in case the tape-recorder doesn't work or isn't clear enough. She will also give you a verbal summary at the end as we conclude our time together. You will be receiving a transcript of our session, which I will discuss more after our session. One last item before we begin our discussion, although we will be using names today, you will not be identified by name within the written narrative of my study. Each participant will be assigned a number that will be used instead. Does anyone have any questions before we begin?

1. *Let's start with some background information as a way of introducing ourselves, I will begin... My name is Julie Patterson Mitchell and in addition to being a doctoral student at ETSU, I teach seventh-grade social studies—specifically, world geography—at Lake Forest Middle School in Cleveland, Tennessee. This is the subject area in which I incorporate Holocaust studies. Now, if you will, please share with us your name, when you received the Belz-Lipman Award, what subject and grade level you currently teach, and where you teach?*

2. How did you become interested in the Holocaust?

3. Why do you teach a unit of study relating to the Holocaust?

4. What training or preparation, formal or informal, have you had for teaching this unit?

5. What instructional methods do you use when teaching about the Holocaust?
 - Which have you found to be more successful? Are there some you have discontinued using or find less successful?

6. What activities and/or resources do you use while teaching about the Holocaust?
 - Which have you found to be more successful? Are there some you have discontinued using or find less successful?

7. How do you measure the effectiveness of these instructional methods, activities and resources?

8. What do you believe to be the benefits of lessons relating to the Holocaust?

9. Have we missed anything? (*ask after verbal summary has been provided by recorder*)

(Thank the interviewees for coming and inform them of any possible future contacts, including sending complete transcripts to each for review.)

I want to thank you for being here today to participate in this focus group session! I appreciate your willingness to come and share your thoughts and ideas concerning teaching about the Holocaust. I have certainly enjoyed learning from you and gathering information for my study and I hope that you have learned some useful ideas from your colleagues as well. I want to remind you that you will be receiving a complete transcript of this session within one week. When you receive it, I would like to ask you to read through it and be sure that the information contained within it is accurate and a true reflection of what you have shared here today. If you notice any inaccuracies or you feel that something you said needs to be further clarified, please contact me immediately. Contact information will be included with the transcript. Also, if you did not previously request a copy of the study and you decide that you would like to receive one, please let me know today. Again, I can't thank you enough for being here! Thank you for sharing your expertise and your time with us!

APPENDIX B
COVER LETTER TO AWARD RECIPIENTS REQUESTING PARTICIPATION

Julie Patterson Mitchell
2701 Franklin Avenue NW
Cleveland, TN 37312

Award Recipient
Street Address
City, State, Zip

Dear Belz-Lipman Holocaust Educator of the Year Award Recipient,

I am a doctoral student at East Tennessee State University and am conducting a study concerning methods of teaching the Holocaust to secondary students. This is my dissertation topic in the Department of Educational Leadership and Policy Analysis. As a recipient of the Belz-Lipman Holocaust Educator of the Year Award, you are a rich source of information and your experience in this area is of great interest to me.

I am asking you to participate in a focus group interview to be held in June or July 2003. The focus group will be held in a location within the geographic area in which you live or work (_____). This will be an opportunity for you to share your methods, materials, and activities with the researcher and your colleagues who have also received this same award. If you choose to participate, I ask that you do the following:

1. Return the enclosed agreement form by M/D/Y.
2. Participate in a focus group interview to be held this summer. Scheduling will be completed after participation agreements have been returned. Each session will last from one to one and one-half hours. Every effort will be made to accommodate the majority's request concerning scheduling.

Please indicate your response by returning the enclosed form. You may send the form in the enclosed self-addressed stamped envelope or you may fax it to me at one of the following fax numbers: (423) 478-8832 or (423) 479-4489.

If you have any questions concerning the study or the focus groups, please feel free to contact me. I can be reached at one of the following: (423) 614-0958 or (423) 476-4291. You can also send questions to my email address: jpmitchell12c@yahoo.com

I want to thank you in advance for your willingness to participate in this study. Your experience will provide valuable information and will form the basis for this research project. If you would like to receive a summary of the completed study, please check the appropriate box on the enclosed agreement form. I look forward to meeting with you.

Sincerely,
Julie Patterson Mitchell

APPENDIX C
FOCUS GROUP PARTICIPATION AGREEMENT

Focus Group Participation Agreement

Name _____
(Please Print)

_____ Yes, I will participate in a focus group to discuss methods of teaching the Holocaust to secondary students.

_____ No, I cannot participate.

If "yes" is your response, please complete the following information.

In what year did you receive the Belz-Lipman Award? _____

At the time you received the award, at what school did you teach? Subject? Grade level?

At the present time, at what school do you teach? Subject? Grade level?

Address you prefer the researcher to use:

(Street Address) (City, State) (Zip)

Phone number you prefer the researcher to use: _____

Fax Number: _____ Email Address: _____

Month/Weeks you could be available for a focus group session (Please circle ALL that would be possible):

JULY 14-18 JULY 21-25 JULY 28-31
AUGUST 4-8

Time of day preferred for focus group session: ___ Morning ___ Afternoon ___ Evening

_____ Yes, I would like to receive a summary of the results of the study.

Please return this completed focus group participation agreement by fax (423-479-4489 or 423-478-8832) or by mail in the enclosed self-addressed stamped envelope no later than M/D/Y.

APPENDIX D
FOLLOW-UP LETTER TO AWARD RECIPIENTS REQUESTING PARTICIPATION

Julie Patterson Mitchell
2701 Franklin Avenue NW
Cleveland, TN 37312

Recipient's Name
Street Address
City, State, Zip
MM/DD/YY

Dear Belz-Lipman Holocaust Educator of the Year Award Recipient,

I am a middle school social studies teacher and department chairperson in Bradley County. I have been teaching for 12 years and have spent approximately four of those years incorporating Holocaust education into my curriculum. I am also a doctoral student at East Tennessee State University and am conducting a study concerning methods of teaching the Holocaust to secondary students. This is my dissertation topic in the Department of Educational Leadership and Policy Analysis. As a recipient of the Belz-Lipman Holocaust Educator of the Year Award, you are a rich source of information and your experience in this area is of great interest to me. In fact, your expertise and knowledge of this subject will be the foundation of my research and forms the basis of my study.

Several weeks ago, you should have received a letter from me asking you to participate in a focus group interview to be held during the summer of 2003. The focus group was to be held in a location within the geographic area in which you live or work. However, I received only a very small number of responses who were able to participate in these sessions on the suggested dates. Therefore, I would like to ask you to reconsider participating in one of these sessions by selecting one or more available dates listed on the enclosed agreement form. While the length of each session cannot be predetermined, it is estimated that focus groups will last several hours. I truly believe that you will benefit from this time spent with colleagues who share your passion for this topic and who have also been rewarded and recognized for their work in this area.

In the event that is impossible for you to participate in a focus group interview, I would like to ask you to participate in an individual face-to-face interview or a telephone interview to discuss Holocaust education. Scheduling options will be limited for face-to-face interviews due to the time required to make multiple trips to various parts of the state. Due to work schedules, telephone interviews must begin at or later than 5:00 p.m. during the week. However, morning, afternoon, or evening interviews would possible on Saturdays. No interviews will take place on Sundays. All long distance expenses will be paid by the researcher.

If you are willing to participate in any way, I ask that you do the following:

1. Return the enclosed agreement form *within two days* of receiving it (it is extremely important that I receive the agreement form, regardless of your decision).

2. Participate in a focus group session OR an individual face-to-face interview OR an individual telephone interview to be conducted during August or September. Scheduling will be completed after participation agreements have been returned. Every effort will be made to accommodate the majority's request concerning scheduling for focus groups and any specific request for other interviewing methods.

Please indicate your response by returning the enclosed form within two days of receipt. You may send the form in the enclosed self-addressed stamped envelope or you may fax it to me at one of the following fax numbers: (423) 479-4489 or (423) 478-8832.

If you have any questions concerning the study or the telephone interviews, please feel free to contact me. I can be reached at one of the following: (423) 614-0958 or (423) 476-4291. You can also send questions to my email address: jpmitchell12c@yahoo.com

I want to thank you in advance for your willingness to participate in this study. Your experience will provide valuable information and, as stated earlier, will form the basis for this research project. As a teacher who has taught the Holocaust to secondary students, I know the challenges and rewards you reap from these lessons. If you would like to receive a summary of the completed study, please check the appropriate box on the enclosed agreement form. I look forward to hearing from you.

Sincerely,

Julie Patterson Mitchell

APPENDIX E
INTERVIEW PARTICIPATION AGREEMENT (2)

Name _____
(Please Print)

_____ Yes, I will participate in an interview to discuss methods of teaching the Holocaust to secondary students. I would be available to participate in the following type(s) of interviews:
_____ Focus Groups _____ Telephone _____ Face-to-Face

_____ No, I cannot participate.

If "yes" is your response, please complete the following information.

In what year did you receive the Belz-Lipman Award? _____

At the time you received the award, at what school did you teach? Subject? Grade level?

At the present time, at what school do you teach? Subject? Grade level?

Address you prefer the researcher to use:

(Street Address) (City, State) (Zip)

Phone number you prefer the researcher to use: _____

Fax Number: _____ Email Address: _____

Please mark ALL dates you would be available for interviews in the appropriate section(s)

SATURDAY FOCUS GROUPS	TELEPHONE INTERVIEWS	FACE-TO-FACE INTERVIEWS
_____ September 6	_____ September 1-6	_____ September 1-6
_____ September 13	_____ September 8-13	_____ September 8-13
_____ September 20	_____ September 15-20	_____ September 15-20
_____ September 27	_____ September 22-27	_____ September 22-27
_____ October 4	_____ September 29-Oct. 4	_____ September 29-Oct. 4
_____ October 11	_____ October 6-11	_____ October 6-11
_____ October 18	_____ October 13-18	_____ October 13-18
_____ October 25	_____ October 20-25	_____ October 20-25
	_____ October 27-31	_____ October 27-31
Preferred Time of Day: _____ Morning _____ Afternoon _____ Evening	Preferred Day of Week: M T W TH F S	Preferred Day of Week (Chatt./Knox. Only M-F): M T W TH F S

_____ Yes, I would like to receive a summary of the results of the study.

Please return this completed interview agreement by fax (423-479-4489 or 423-478-8832) or by mail no later than M/D/Y.

APPENDIX F
AUDITOR'S REPORT

To: Julie Patterson Mitchell, Doctoral Candidate, ETSU

Fr: Jo Ann Higginbotham

Re: Final Audit Report

It has been a privilege to conduct the audit for this dissertation concerning methods of teaching the Holocaust. The care and detail with which the researcher transcribed the interviews was evident throughout the procedure. The audit revealed the dependability and credibility of the tapes, transcripts, and data analyses.

Dependability was noted in the fact that there were few transcribing or typing errors and these did not affect the Data analysis or categorization. The researcher was very clear and consistent in her interview questions and accurately recorded the responses cited by the participants.

Through several meetings with the researcher during the auditing process, the categories and critical incidents outlined were found to be in congruence. In a final meeting on March 2, 2004, it was confirmed that the data gathered through interviews, the transcriptions, the categorization, the congruence of incidents and categories, and the identification of categories are dependable and credible.

This study will definitely be a contribution to the literature of this field through presentations at local, state, and national conferences. It will also be a rich source for journal publications. This is a passionate work from which the researcher should sense a depth of accomplishment.

APPENDIX G
BELZ-LIPMAN HOLOCAUST EDUCATOR OF THE YEAR
AWARD RECIPIENTS

1995

John Foreman*
Nancy Hayes Henry
Donna Pass
Andrea Joy York*

2000

Carmen Anderson*
Barbara Fowler
Sherry Jones
Freda Snyder
Sandra Roberts*
Heatharlynne Wilkes*

1996

Karen White Barksdale
Chaney Cruze
Randall Littlefield

2001

Shelta Banks*
Joy McCaleb*
Kim Rominger
Jana Wills
David Alan Smith*

1997

Paul Fleming*
Sue Lockett
Marcia Torbett*
June Whitehead*
Sarah Zimmerman

2002

Catherine Fisher
Hardy Thomas
Nancy Kemp

1998

Tracy Babbitt
Marilyn Elliott
Donna Hardy*
Vickie Wright

2003

Duane Eliff*
Sue Chaney Gilmore
Nola Henderson
Nancy Schwartz*

1999

Carol Beene*
Helen Norton*
Kim Sharp
Charlotte Stroud*

*Indicates participants of this study

APPENDIX H
RESOURCES/MATERIALS REFERENCED BY RECIPIENTS

The following resources/materials were mentioned by participants of this study for use during a Holocaust unit. Authors, titles, and additional information are presented as accurately as possible. Many of the resources and materials listed can be obtained from reputable Holocaust organizations such as the United States Holocaust Memorial Museum, Facing History and Ourselves, and the Tennessee Holocaust Commission. The appendix is divided into four categories: Bibliography, Videography, Internet Sites, and Miscellaneous.

Bibliography

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- Bitton-Jackson, L. (1997). *I have lived a thousand years: Growing up in the Holocaust*. New York: Simon & Schuster.
- Block, G., & Drucker, M. (1992). *Rescuers: Portraits of moral courage in the Holocaust*. New York: Holmes & Meier.
- Bunting, E. (1980). *Terrible things: An allegory of the Holocaust*. New York: Harper and Row.
- Del Calzo, N. (1997). *The triumphant spirit: Portraits and stories of Holocaust survivors...Their messages of hope and compassion*. Denver, CO: Triumphant Spirit.
- Drucker, M., & Halperin, M. (1994). *Jacob's rescue*. New York: Random House Children's Books.
- Facing History and Ourselves. (2002). *Race and membership in American history: The eugenics movement*. Brookline, MA: Facing History and Ourselves Foundation.
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- Geis, M., & Gold, A. L. (1988). *Anne Frank remembered: The story of the woman who helped to hide the Frank family*. New York: Simon and Schuster.
- Golabek, M., & Cohen, L. (2002). *The children of Willesden Lane: Beyond the Kindertransport: A memoir of music, love, and survival*. New York: Warner Books.

- Haun, M. D. (1992). *Stepping on the cracks*. New York: HarperCollins.
- Hughes, D. (2001). *Soldier boys*. New York: Simon & Schuster Children's.
- Jones, L., & Newman, L. (1997). *Our story: Life and death on the south side of Chicago*. New York: Washington Square Press.
- Kimmelman, M. R. (1997). *Echoes from the Holocaust: A memoir*. Knoxville, TN: University of Tennessee Press.
- Klein, G. W. (1995). *All but my life*. New York: Farrar, Straus, & Giroux.
- Levoy, M. (1987). *Alan and Naomi*. New York: Harper Trophy.
- Lowry, L. (1989). *Number the stars*. Boston, MA: Houghton Mifflin.
- Lowry, L. (1993). *The giver*. Boston, MA: Houghton Mifflin.
- Matos, C. (1993). *Daniel's story*. New York: Scholastic.
- Michener, J. A. (1976). *Source*. New York: Ballantine Books.
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ten Boom, C., & Sherrill, J. (1971). *The hiding place*. Minneapolis: World Wide.

Volavkova, H. (Ed.). *I never saw another butterfly: Children's drawings and poems from Terezin Concentration Camp 1942-1944*. New York: Schocken, 1993.

Vos, I. (1991). *Hide and seek*. Boston: Houghton Mifflin (Trade).

Weitz, S. S., & Cogley, S. B. (1993). *I promised I would tell*. Brookline, MA: Facing History and Ourselves National.

Wiesel, E. (1982). *Night*. New York: Bantam.

Yolen, J. (1988). *The devil's arithmetic*. New York: Viking.

Videography

NOTE: Countries of origin and movie studios are not included in the following citations. Most of the entries included in the videography are available from reputable Holocaust organizations and/or from local video retailers/rental stores.

Antholis, K. (Director). (1995). *One survivor remembers* [Drama].

Attenborough, R. (Director). (1987). *Cry freedom* [Drama].

B.B.C. Production. (1969). *The Warsaw Ghetto* [Documentary].

Bergman, D. (Producer). (1990). *The Holocaust as seen through the eyes of a survivor*.

Blair, J. (Director). (1995). *Anne Frank remembered* [Documentary].

Chomsky, M. J. (Director). (1978). *Holocaust* [Television miniseries].

Colla, R. A. (Director). (1996). *Hidden in silence* [Drama].

Collier, J. F. (Director). (1975). *The hiding place* [Drama].

Deitch, D. (Director). (1999). *The devil's arithmetic* [Drama].

Dornhelm, R. (Director). (2001). *Anne Frank: The whole story* [Drama/Biography].

Frye, R. E. (Director). (1996). *The journey of butterfly*. [Documentary].

Gardner, R. (Producer/Director), Rittner, C., & Meyers, S. (Executive Producers). (1986). *The courage to care* [Documentary].

Gold, J. (Director). (1987). *Escape from Sobibor* [Drama].

Harris, M. J. (Director) & Oppenheimer, D. (Producer). (2000). *Into the arms of strangers: Stories of the Kindertransport* [Documentary].

Home Box Office. (1991). *Heil Hitler! Confessions of a Hitler youth* [Documentary].

Impact America Foundation. (1993). *Auschwitz: If you cried, you died* [Documentary].

Jewison, N. (Director). (1971). *Fiddler on the roof* [Musical/Drama].

Joffe, R. (Director). (1984). *The killing fields* [Drama].

Kazan, E. (Director) & Zanuck, D. F. (Producer). (1947). *Gentleman's Agreement* [Drama].

Kramer, S. (Director/Producer). (1961). *Judgment at Nuremberg* [Drama].

Lanzman, M. (Director). (1985). *Shoah* [Survivor testimony].

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Milgram, S. (Producer). (1962). *Obedience: The Milgram experiment*. [Documentary].

Moll, J. (Director). (1998). *The last days* [Survivor Testimony].

Ostrow, M. (Director). (1994). *America and the Holocaust: Deceit and indifference* [Documentary].

Peters, W. (Director/Producer). (1984). *A class divided* [Television broadcast]. Public Broadcasting System.

Peters, W. (Producer). (1970). *Eye of the storm* [Television broadcast]. ABC News.

Reiner, R. (Director). (1996). *Ghosts of Mississippi* [Drama].

Riefenstahl, L. (Director). (1934). *Triumph of the will* [Documentary].

Robbins, J. & Wise, R. (Directors). (1961). *West Side story* [Musical/Drama].

Rossiter, M. (Director). (1995). *Nazi designers of death*.

Sorkin, A. (Writer), Graves, A. & Misiano, C. (Directors). (2001). Isaac and Ishmael [Television series episode]. In A. Sorkin (Producer), *The west wing*. Burbank, CA: National Broadcasting Company.

Spielberg, S. (Director). (1993). *Schindler's list* [Docudrama].

Stevens, G. (Director). (1959). *The diary of Anne Frank* [Drama/Biography].

Wrye, D. (Director). (1997). *Not in this town* [Drama].

Internet Sites

Anne Frank House. (n.d.). Retrieved on March 25, 2004 from <http://www.annefrank.nl>

Children of Survivors. (n.d.). Retrieved on March 25, 2004 from <http://www.remember.org>

Florida Holocaust Museum. (n.d.). Retrieved on March 25, 2004 from <http://www.flholocaustmuseum.org/>

United States Holocaust Memorial Museum. (n.d.). Retrieved on March 25, 2004 from <http://www.ushmm.org>

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Delbo, C. (various books).

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The record: The Holocaust in history, 1933-1945. (1978). New York: Anti-Defamation League of B'nai B'rith.

United States Holocaust Memorial Museum's Artifact poster set with teacher guide.

Us and them [Magazine].

VITA

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Education: Bradley County Public Schools, K-12
 Bradley Central High School, 1989
 Lee College, Cleveland, Tennessee
 B. S. Social Science, 1992
 Tusculum College, Greeneville, Tennessee
 M. A. Ed., Education, 1996
 East Tennessee State University, Johnson City, Tennessee
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Professional
Experience: Social Studies Teacher, Bradley County Schools, 1992-Present
 Social Studies Department Chair, Trewhitt Junior High/
 Lake Forest Middle School, 1996-Present
 Team Leader, Lake Forest Middle School, 2002-Present

Presentations: Bradley County Historical Society
 Bradley County Schools Staff Development
 Tennessee Reading Association
 Tennessee Association of Middle Schools

Honors, Awards,
and Professional
Organizations: Trewhitt Junior High School Teacher of the Year, 1997 & 1998
 Bradley County Teacher of the Year, 1998
 4-H Teacher Leader Award, 1998
 Who's Who Among America's Teachers, 2000 & 2001
 Nominee, Disney's American Teacher Awards, 2002
 Alpha Delta Kappa
 Tennessee Association of Middle Schools