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FORWARD

The Avenue of the Righteous, an interfaith non-profit organization of religious, educational and civic groups of the North Shore Chicago area, is committed to the promotion of Righteous behavior for life in a pluralistic democratic society. The religious groups represented are Catholic Lutheran, Jewish, Quaker, Bahai, et al.

How the curriculum works:

The program is designed for three 45-minute class periods and is easily adapted to a variety of time frames.

It contains teacher directions, two videotapes and reproducible materials to stimulate discussion on moral decision-making

The materials are multi-ethnic, including quotations from the Qu'ran, the Torah, the Talmud, Martin Luther King, Jr., James Baldwin, and men and women rescuers from World War II.

The lessons include directions for opening the presentation, presentation for each video, group work, questions for discussion, and activities to close the lesson by relating the material to the student's academic and social world.

Everything a teacher needs for the presentation is delivered in this user-friendly package.

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PHILOSOPHY AND INSTRUCTIONAL OUTCOMES

We can expose our children to positive role models. We can teach our young people about moral decision-making. Young people can be taught they have choices in their behavior and that their choices bear consequences for the kind of world they wish to live in.

The Avenue of the Righteous is an organization of faith groups who have a common desire to honor the Righteous who hid Jews during the Holocaust. **You Can Make A Difference** is a three-day educational unit that uses the Holocaust as a case history to teach a model for moral decision-making based on the lives of the Righteous.

The goals of the program are as follows:

Help students identify decisions over which they have control in their lives.

1. Teach students that humans have a variety of moral choices in the ways they behave, and the decisions they make; perceive these decisions and roles in literature and social studies materials (*perpetrator, victim, bystander, rescuer)
2. Help students understand that these decisions have consequences for themselves, for their immediate community, and ultimately for the world in which we all must live.
3. To use the Holocaust as a case history from which to learn and live.
4. To learn that "you can make a difference."

The curriculum is built around the terminology / model "perpetrator, victim, bystander" first used by Raul Hilberg as the title of his book Perpetrator, Victim, Bystander: The Jewish Catastrophe, NY, Harper Collins, 1992. This curriculum uses the terms: "perpetrator", "victim", "bystander", and "rescuer" to relate to decision-making in literature, history, school and society.

PROGRAM OVERVIEW

Day 1:

- Introduce the terms "perpetrator, victim, bystander, rescuer" (graphics on pages 8-12)
- View the video "Rock in the Road"
- Present analysis of the choices for human behavior

Day 2:

- Introduce the Holocaust as an historic event
- Reinforce the terms "perpetrator, victim, bystander, rescuer"
- View the video *Emanuel Tanay* (from "Courage to Care")

Day 3:

- Compare the 1943 pastoral letter from the Lutheran Church of Denmark (page 18) to the Martin Niemoeller statement (page 17)
- View the video *Irene Opdyke* (from "Courage to Care") and pose Questions for Analysis (page 20)
- Reinforce graphic organizer "perpetrator, victim, bystander, rescuer"
- Discuss the implications for our lives today. Introduce quotation from Leon Bass, an African-American World War II veteran, educator, and civil rights activist (page 21)
- Introduce Quotes for Discussion (page 22)

Film Notes:

The video "The Rock in the Road" is available for purchase from BFA Educational Media, 2349 Chaffee Road, St. Louis, MO 63146. Phone 312/569-0211. The film is seven minutes long.

The videos of *Irene Opdyke* and *Emanuel Tanay* (total of 12 minutes in length) are profiles from the film "The Courage to Care" produced by Sister Carol Rittner, R.S.M. and Sondra Myers, Executive Producers and Robert Gardner, Producer and Director. The film was made possible by a grant from Mutual of America, NY. The film can be used by permission of Sr. Carol Rittner only as part of the **You Can Make A Difference** curriculum and may not be broadcast on cable, local or network television.

DAY I

YOU CAN MAKE A DIFFERENCE

GOALS

- A. Define and describe the roles of
- Perpetrator - those who commit crimes against other people or property
 - Victims - those who are receivers of direct or indirect acts of aggression
 - Bystanders - those who observe and/or have knowledge of the actions of the perpetrators
 - Rescuers - those who choose to act righteously, which is not always the same as heroically
- B. Show that we have choices in the way that we behave
- C. Give evidence that all of these behaviors are human
- D. Demonstrate that one person's actions can make a difference

ACTIVITY I - OPENING THE LESSON

- A. Introduce the terms (use enclosed vocabulary sheets as visual aids, pp.8-12)
- Perpetrator
 - Victim
 - Bystander
 - Rescuer
- B. Ask student to define or exemplify each term from history, literature or current events

ACTIVITY II - PRE-VIDEO QUESTIONS FOR THOUGHT

- A. Assist students in recognizing that each of the roles can change depending upon the circumstances
- B. Can a bystander become a perpetrator?
- C. Can a perpetrator become a bystander?
- D. Can a victim become a bystander?
- E. How could a victim become a perpetrator?
- F. What could lead a person to adopt any of these roles?
- G. Do you have to be extraordinary to be a rescuer?

DAY I-continued

ACTIVITY III - POST VIDEO QUESTIONS

DEVELOPING THE LESSON

- A. View the videotape "A Rock In the Road" (7 minutes)
- B. In what ways are all four men in the film alike?
- C. How do the first three men differ from the fourth man?
- D. Even though the fourth man was hurt, why do you think he covered the hole? How did he feel after he filled in the hole? How do you know?
- E. If you had tripped over the rock, what would your reaction have been? Why?
- F. How do the first three men react to the actions of the fourth man? How do you think they feel about what they have done?
- G. The first three men might have been angry at the rock or impatient with themselves for being so clumsy, but each took his anger out on someone else. Why do you think people behave this way? Give other examples of misdirected anger.
- H. Does it make people happy to make fun of each other? Do you remember a time when you made fun of someone? When someone made fun of you? Tell how you felt in both cases.
- I. How does taking out your anger on someone else create a chain of revenge?
- J. When something hurts us, does dealing with the source of the problem make us feel better?
- K. How does the story illustrate the saying "Do unto others as you would have others do unto you"?
- L. Do you think it is important to care about other people? Why?

ACTIVITY IV - CONCLUDING THE LESSON

- A. Break the students into small groups for the following discussion. Have them select a reporter for each group.
 - Can you think of any circumstances when you might have become a perpetrator?
 - Can you think of any circumstances when you might have become a rescuer?
 - Can you share an incident when you were or might have been a rescuer?
 - Can you share an incident when you were a victim or a bystander? How might a bystander become a rescuer?

ACTIVITY V - SUMMARY DISCUSSION

- B. Have students share findings or incidents from small group discussions.
 - What makes it possible for one person's actions to make a difference?
 - After today's lesson, what conclusions can you draw about the decisions people make in society, in history, in literature, in school?
 - Look for perpetrators, victims, bystanders, and rescuers in current event, literature or textbooks before the next lesson

DAY 2

GOALS

- A. Introduce students to the Holocaust as a time of decision-making
- B. Relate decision-making to citizenship and literature
- C. Look at roles of perpetrator, victim, bystander, and rescuer in an historical setting
- D. Provide a variety of examples of the concept of individual and personal choice in decision-making

ACTIVITY I - OPENING THE LESSON

- A. Review with students the vocabulary from Lesson #1 using the graphics as visual aids. (*perpetrators, victims, bystanders, rescuers* - pp. 8-12)
- B. Set the stage for viewing of videotape *Emanuel Tanay* by informing the students that today they will examine the use of the vocabulary words by applying them to an incident in history affecting a student their age.

ACTIVITY II - HISTORY OF THE HOLOCAUST

Read the narrative below to the students.

- A. The 1930's were a time of worldwide depression and unemployment. In 1933 Adolf Hitler became the world leader of Germany. He blamed Germany's problems on minorities. He told citizens that "no minorities meant no problems."
- B. His solution to global problems was to find a scapegoat and blame others by creating a victim. He said Germany used to be a perfect society where all of the people were perfect Germans - Aryan - blond hair, blue eyes, tall, not foreign. (Ironically, Hitler was none of the above.) So he began a program of discrimination against people who were not like this: Jews, Gypsies, retarded people, and homosexuals. Jews were labeled a special problem. Hitler's Nazi party passed laws and policies designed to solve "the problem" by isolating and discriminating against "victims." Groups of people became victimized when they were blamed for society's problems. Many victims felt that this was so crazy, it could not continue. They felt others would obviously come to their aid, as they were law-abiding citizens, proud to be German. When victims are blamed for a society's problems, other people defend themselves by becoming bystanders.

DAY 2- continued

ACTIVITY III – DEVELOPING THE LESSON

- A. Divide the class into three groups. Distribute the "Timeline of Laws and Events." (page 16) Group I reads the sheet as written. Group 2 reads the laws as if they were South African Blacks before 1994, substituting the word "black" for "Jew(ish)" in the laws. Group 3 reads the laws, substituting their religion or ethnicity for the word "Jew(ish)" in the laws.
- B. How are these laws different than constitutional rights in the USA, Canada or South Africa today?
- C. Under what conditions might you "fall for" the idea that world or personal problems could be solved by declaring one or two groups "the victim"?
- C. View the video *Emanuel Tanay*. Emanuel was a student your age when the Germans invaded his country with their "solution" to world problems. Be prepared to detect a decision that turned someone from a *bystander* to a *rescuer*.

ACTIVITY IV – CONCLUDING THE LESSON

- A. Following the viewing of *Emanuel Tanay*, organize the students into small groups of five each to discuss the following statements. Read each statement aloud. After each group has had a chance to analyze the statement, move to the next statement.

What caused the Village Elder to move from a bystander to a rescuer?

Discuss the truth of the statements that follow:

- He knew he would be rewarded as a rescuer after the war.
 - He knew the boy's father would repay him.
 - He knew the German police force could arrest him.
 - He knew that by using moral decision-making by his actions he could make a difference.
- B. Ask students to listen to the words written after World War II, attributed to Martin Niemoeller, a Protestant minister (page 17). What does this quote tell you in relation to the idea "by your actions you can make a difference?" (use Glossary on pages 23-25 as applicable)

PERPETRATOR

BYSTANDER

RESCUER

VICTIM