

<i>Alicia: My Story</i> Lesson Plan for Chapter 7 “The First ‘Action’ ”	
TITLE	Fear and Resolve – Surviving Terrible Conditions
RATIONALE	In this lesson students will learn about what it was like to live in a state of constant fear of death or imprisonment due to the Nazi occupation. Through personal accounts students will attempt an understanding of what people endured and what affect it had on them both mentally and physically in their attempts to hide.
INSTRUCTIONAL OBJECTIVE(S)	Students will be able to: - Reflect upon how people cope in the situations with a real possibility of death or imprisonment. - Comprehend in what ways the use of mass terror had such a profound impact on Alicia and the other personal accounts that will be used in class.
NEXT GENERATION SUNSHINE STATE STANDARD(S)	SS.912.W.7.6 <i>Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</i>
COMMON CORE STATE STANDARD(S)	CCSS.ELA-Literacy.RI.11-12.7 <i>Integrate and evaluate multiple sources of information presented in different media formats as well as in words in order to address a question or solve a problem.</i>
MATERIALS AND RESOURCES	- Class set of <i>Alicia: My Story</i> - Web videos from IWitness (Video “Life in Fear”) - Class set of “Fear and Resolve” handout to facilitate small group discussion (to include written personal account) - Whiteboard - Markers
PREPARATIONS	- First arrange students to view the web videos from IWitness. - Once complete place students into small groups of 3-4 to discuss how the use of terror has affected the lives of the people in the videos and Alicia.
INTRODUCTION	1. Begin with the videos of personal accounts selected from IWitness. These videos will not be set up by the teacher but viewed in order for students to come up with their own opinions of each account. 2. Once the videos are complete, ask the students what they took away from the accounts and what affect they had. 3. Once group discussion is complete students will take part in a class-wide discussion on the effects of mass terror and the human costs of its use.

PROCEDURES	<ol style="list-style-type: none"> 1. Introduction 2. Personal Accounts Viewed (IWitness video “Life in Fear”). 3. Short class discussion on what impact the video had on the students. 4. Students given “Fear and Resolve” handout to facilitate small group discussion. 5. Students break into small groups in order to write and discuss what impacts the use of mass terror has on population. 6. Students participate in class wide discussion on the use of mass terror and its effect on a population. 7. Closure
CLOSURE	Students will share their personal opinions on how they would act in the situations that have been presented to them in the video and the written account. This is intended for reflection of the impact fear can have on people and what they have to do to cope.
ASSESSMENT	<ul style="list-style-type: none"> - Assessment will take place as part of the group discussion and reflection. - Each group will be requested to turn in the completed handout with their reflections written down. Students must clearly articulate the impact of fear and terror on Alicia, the IWitness accounts, and the written personal account from “Fear and Resolve”. - Students will also be asked to contrast and compare each account to find similarities & differences in how people reacted.
EXTENSIONS/ MODIFICATIONS FOR DIFFERENTIATED INSTRUCTION	<ul style="list-style-type: none"> - Use of videos - Handouts to facilitate discussion. - Small group work (sheltered collaborations)
REFERENCES	<p>IWitness video “Life in Fear” (includes personal accounts from Jewish Holocaust Survivors: Leon Wise, John Horak, Fanny Cooper, Szyfra Altstock, Irene Binzer, Jack Aizenbergm Alicia Appleman-Jurman)</p> <p>Appleman-Jurman, A. (1988). <i>Alicia: My story</i>. Toronto: Bantam Books.</p> <p><i>Young Moshe’s Diary</i>. (1971). Jerusalem: Yad Vashem, pp. 58- 59.</p>

ATTACHMENTS:

- “Fear and Resolve” Handout

Fear and Resolve

Read the following passage

Dutch born Moshe Flinker (1926-1944) was from a wealthy, orthodox family. His parents fled with Moshe and his six siblings to Brussels, there they survived most of the war. In his diary, Moshe expresses the pain he feels for the spiritual plight of his brethren. Moshe and his family were sent to Auschwitz, where he and his parents perished.

January 7, 1943

Last night my parents and I were sitting around the table. It was almost midnight. Suddenly we heard the bell: we all shuddered. We thought that the moment had come for us to be deported. The fear arose mostly because a couple of days ago the inhabitants of Brussels were forbidden to go out after nine o'clock. The reason for this is that on December 31 three German soldiers were killed. Had it not been for this curfew it could have been some man who was lost and was ringing at our door. My mother had already put her shoes on to go to the door, but my father said to wait until they ring once more. But the bell did not ring again. Thank heaven it all passed quietly. Only the fear remained, and all day long my parents have been very nervous. They can't stand the slightest noise, and the smallest thing bothers them. This small event showed me how much we fear deportation. Although so far everything has passed peacefully, that little ring of the bell was able to disturb our lives profoundly and fill our hearts with fear.

Young Moshe's Diary, Yad Vashem, Jerusalem 1971, pp. 58- 59.

Based on this reading and the video accounts by Jewish Holocaust survivors write down your responses to the following questions on a separate piece of paper. Be prepared to share your responses with the rest of the class in a group discussion setting.

1. What are some of the things that the Nazis did that instilled fear within the hiding Jews?
2. What are some of the emotional responses that the survivors had to living in a state of fear?
3. How did each account differ from one another, what aspects of the accounts are similar?
4. What do you think are the human costs of the situations that have been described to you (how does it negatively impact the people living in fear)?
5. What account had the biggest impact on you and why?
6. If you were in the same situation as one of the people who gave an account, what would you do? How would you cope with the dangerous situations that these people were in?
7. What have you learned from these accounts?