

Alicia: My Story

Lesson Plan for Chapter 12

“Reunion”

TITLE: Inside an Underground Bunker

RATIONALE:

Lesson on bunkers/resistance is sparked from two different passages:

“I thought of my mother climbing out of the bunker and not finding me in the house.”

“It occurred to me that I could did my own bunker there; no one should be coming around to check this place for at least another month.”

This lesson will allow students to learn more about the experience of being in an underground bunker and the Warsaw Uprising as well as how to interpret, connect to, and analyze primary sources.

INSTRUCTIONAL OBJECTIVE(S):

Students will be able to:

- Analyze a photograph to gain a greater understanding of bunkers and Jewish Resistance.
- Recall the events of the Warsaw uprising.
- Use testimony to discuss the type of emotions people may have experience while hiding in the bunkers and participating in resistance movements.
- Reflect on *Alicia: My Story* in regards to survival, resistance, and underground bunkers.

NEXT GENERATION SUNSHINE STATE STANDARD(S):

Standard 1

Utilize historical inquiry skills and analytical processes

- **SS.912.W.1.3**

Interpret and evaluate primary and secondary sources

Standard 6

Understand the causes of WWII, the character of war at home and abroad, and its reshaping of the United States role in the post-war world.

- **SS.912.A.6.3**

Analyze the impact of the Holocaust during WWII on Jews as well as other groups.

COMMON CORE STATE STANDARD(S):

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

ESSENTIAL QUESTION(S):

- What significance do historical photographs play today? How are they significant in the future?
- Why is it important to understand the context of a photograph?
- How does testimony contribute to understanding a historical event?
- In what ways did Jewish people help themselves survive? Were these survival techniques a form of resistance?

MATERIALS:

- *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum* (book)
- Dry erase board / markers
- Computer access to testimony videos
- Primary / Secondary Source handout
- Copies of “Jew Inside Bunker,” “Destroyed Underground Bunker” and “Round Up the Jews” photographs (see Attachments)
- Copies of “Preparing for the Uprising and Building Bunkers” as well as “In the Bunkers during the Uprising” articles (see References)
- Alternative article: Student handout from *Echoes and Reflections* – “Active Resistance in the Ghettos and Camps” (see References)

PREPARATIONS:

- Arrange desks in groups of four
- Have testimony videos ready for viewing on the projection screen
- Prepare overhead transparencies of “Jew Inside Bunker,” “Destroyed Underground Bunker” and “Round up the Jews” photographs.
- Prepare copies of “Preparing for the uprising and building bunkers” as well as “In the bunkers during the uprising” articles
- Prepare copies of primary / secondary source handout

LESSON:

Introduction

- 1) Show students the photograph of the Jew inside the bunker for hiding during the Warsaw ghetto uprising (make sure caption is hidden). Have students in groups examine the photo and create hypotheses about the photo based on the following questions:
 - a. What do you think is happening in this photo?
 - b. What do you notice about the room?
 - c. What types of emotions are depicted from the man’s face in the photo?
- 2) Let them briefly also view the photograph of the destroyed underground bunker and the photograph of the roundup of the Jews during the Warsaw ghetto uprising.
- 3) Discuss/Review briefly what a primary/secondary source is. Include handout if needed.

Procedure

- 4) Have students individually read “Preparing for the Uprising and Building Bunkers” as well as “In the Bunkers during the Uprising”. Have students take notes when they read. *Alternative Article from Echoes and Reflections*.
- 5) On the board the class will create a Venn diagram together. In the middle of the Venn diagram have them place thoughts about the picture of the Jew inside the bunker that remained the same before and after reading about the picture within context. In the independent circles have one labeled “old thoughts about the picture before reading the text” and “new thoughts about picture after reading text,” to clearly show how thoughts about a photograph can change after putting a photograph in context. *Example Below*.
- 6) Next discuss topics as a class in regards to all three photos such as:
 - a. What is the person/people thinking in the photo?
 - b. Who is taking the photo?
 - c. What should the title of the photo be?
- 7) Next have students watch two, five-minute testimony videos from www.yadvashem.org, which accompany the articles that were read.

Assessment / Closure

- 8) Have students write a short personal reaction journal entry in reference to the testimonies. Have them recognize their own emotions, and those of the people giving the testimony. If you want to lengthen the assignment, have students also comment on the similarities and difference between the testimonies and “Alicia” in regards to survival, resistance, and bunkers.
- 9) Lastly students will be assessed orally by discussing the essential questions as a class.
 - a. What significance do historical photograph’s play today? How are they significant in the future?
 - b. Why is it important to understand the context of a photograph?
 - c. How does testimony contribute to understanding a historical event?
 - d. In what ways did Jewish people help themselves survive? Were these survival techniques a form of resistance?

Extensions

- Have students bring in a copy of a photograph from an event in their own life or ancestors life, and have them exchange the photo with another students. Have the student make predictions/hypotheses about what’s going on in the photo without background knowledge for homework. The next day have students get together a provide context for the photo. This will help reinforce what a picture can reveal on its own, and how the meaning of a picture can be added to or changed when put in context. This activity also allows students to connect to their own culture and background, as well as gives them a chance to share it in class (ELL).
- More information on teaching about primary and secondary sources can be found at <http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/~media/DDB83FE7F55C45B883A4ACCE4C319DB1.ashx>

REFERENCES:

Anti-Defamation League. (2005). *Echoes and Reflections: A Multimedia Curriculum on the Holocaust*. New York: ADL.

Berenbaum, M. (2006). *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum*. Washington, D.C: United States Holocaust Memorial Museum.

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Stroop, J. (n.d.). *In the bunkers during the uprising*. Retrieved from
http://www.yadvashem.org/yv/en/exhibitions/warsaw_ghetto_testimonies/bunkers.asp

Yad Vashem The Holocaust Martyrs' and Heroes' Remembrance Authority. (n.d). *January-April 1943: Preparing for the Uprising and Building for the Bunkers*. Retrieved from:
http://www.yadvashem.org/yv/en/exhibitions/warsaw_ghetto_testimonies/preparing_uprising.asp

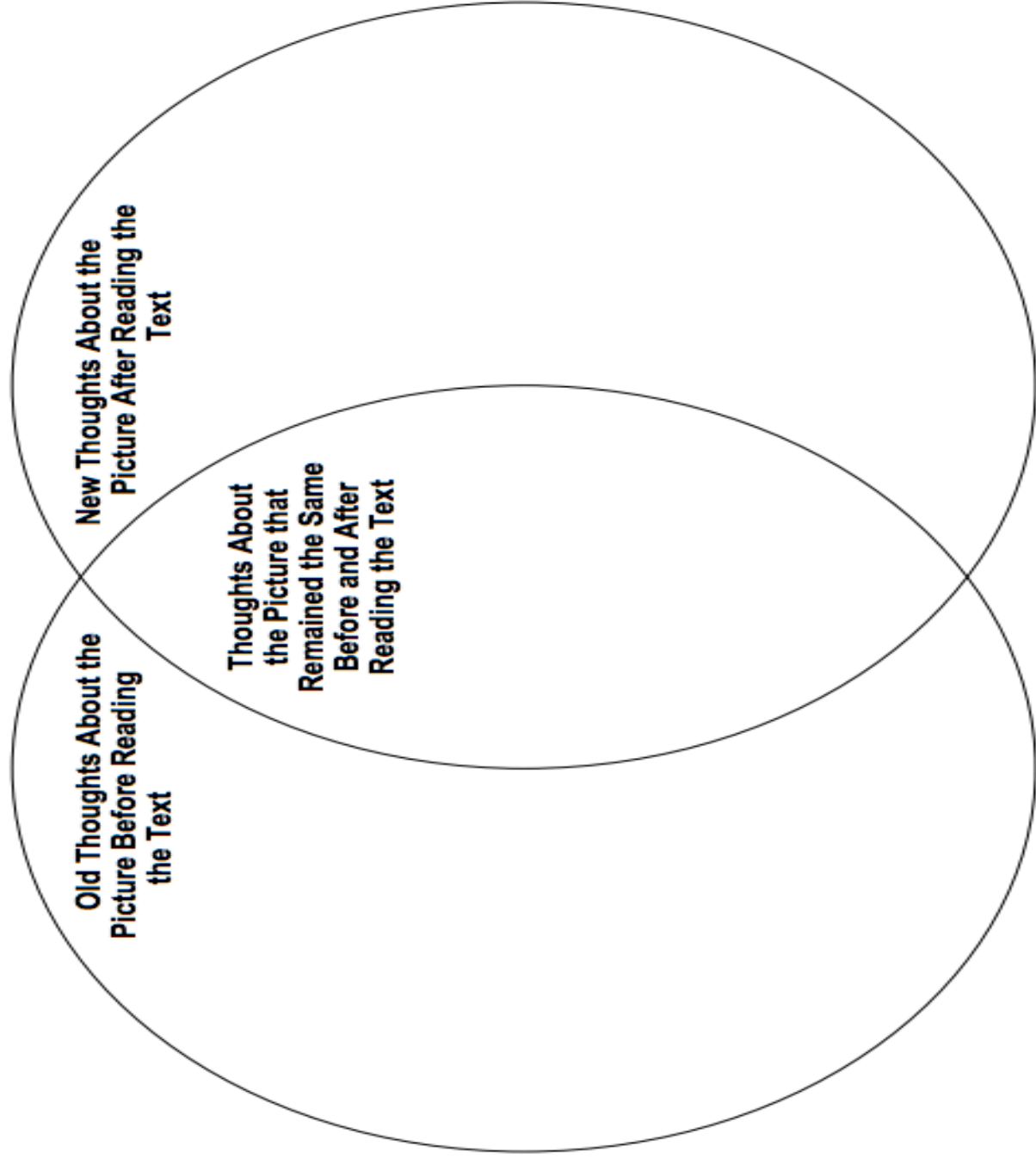
ATTACHMENTS:

- "Inside an Underground Bunker" Venn Diagram
- Photograph: "Jew Inside Bunker"
- Photograph: "Destroyed Bunker"
- Photograph: "Round up the Jews"

Inside an Underground Bunker

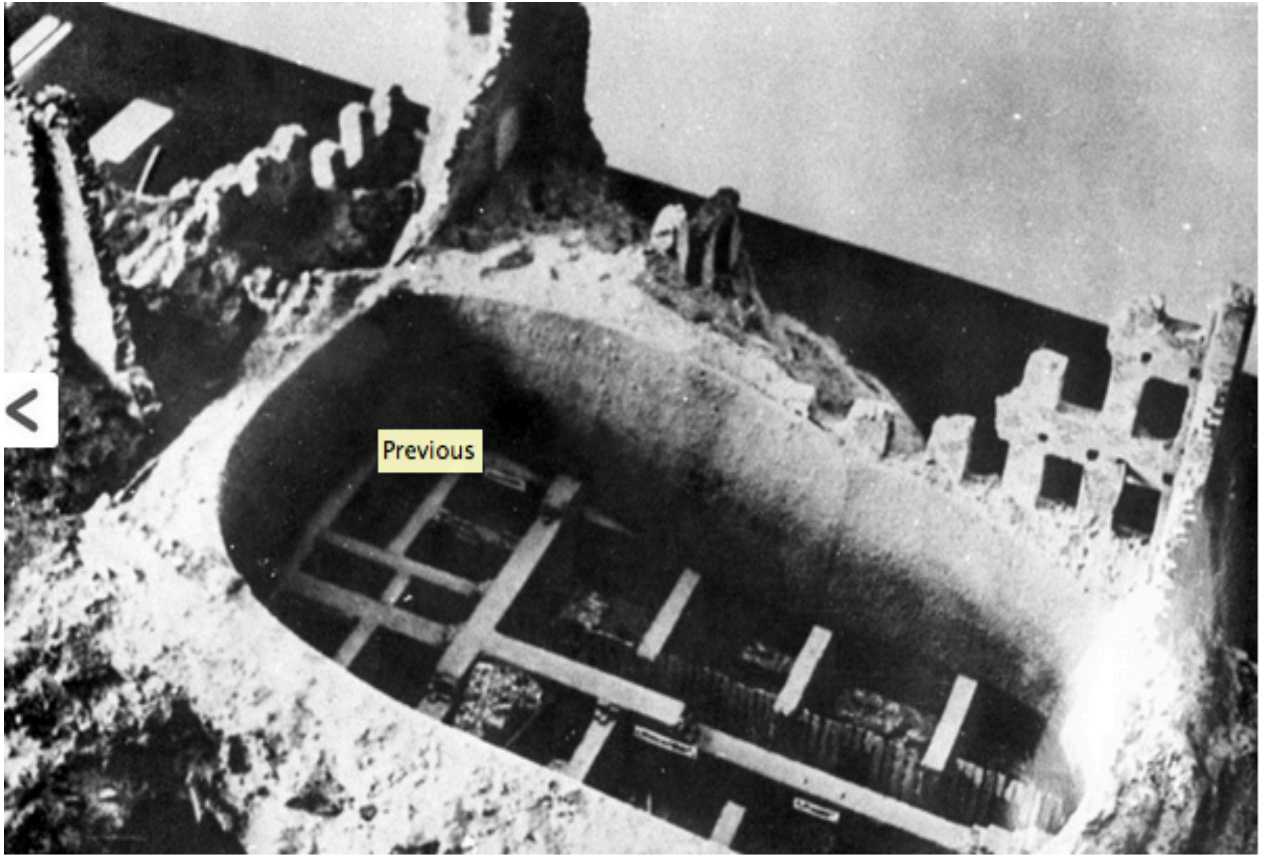
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“Jew Inside Bunker”



“Destroyed Bunker”



“Round up the Jews”