

UNDERSTANDING THE HOLOCAUST PROJECT

June, 2011

ISTE 2011 Handout

The Western New York Regional Information Center (WNYRIC) along with:
Dutchess County BOCES- New York - **Ei8ht** - **Arizona PBS**
As well as collaborative professionals from across the world



Virtual Streets of Amsterdam

You see, to understand history, to love history, to appreciate all its meaning and nuances, we must see into it. We must look into history through our own minds eye.
-Project Mission

wnyric

VIRTUAL ENVIRONMENTS FOR SOCIAL STUDIES LEARNING

THE HOLOCAUST

This project is designed to give students a unique and deeper understanding of the Holocaust that corresponded with World War II. This is a multidimensional project involving traditional learning methods that range from reading the famous non-fiction book, *Anne Frank- Diary of a Young Girl*, to having a virtual environment experience where students can role-play, create an exhibit like a museum curator, make machinima (movie making), as well as, a multitude of multidisciplinary Common Core based learning outcomes.

Features of the project involve:

- Giving students a safe experience in a virtual environment.
- Provide a “minds-eye” view of history.
- Provides Common Core experiences across subject areas.



Presenters:

Susannah Renzi- DC Boces
Kimberly Flack- PBS Eight
Andrew Wheelock- WNYRIC

Visit our project Wiki:

<http://bit.ly/holocaustproject>

Or Email AWheelock@e1b.org for more info

COMMON CORE STANDARDS ADDRESSED

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10 COMMON CORE BASED ASSIGNMENTS

This project was developed with Common Core objectives in mind.

Below is a list of just some of the standards addressed

Assignment 1: Describe What You See

Date: April 1943: You are a bystander walking the streets of Amsterdam.

First: Using as many senses as you can, describe what you see as you walk around the street. Remember: Put yourself in that time period.

Second: Make an inference on how it might sound and smell here.

Third: Write a diary entry or postcard talking about your walk through the streets as if you were there.

Take a photo using your built in camera and save it to your computer. You may use this image for your journal entry. (W.7.3, 4)

Enrichment: Imagine you are a Nazi informant looking for Jewish families in hiding. What clues would you be looking for as you walk the streets? Create a presentation of these clues. (W.7.11)

Assignment 2-Calculating Spaces

Find out the measurements of Anne's room and have calculate the area of the space (Anne's Room) <http://www.annefrank.com/who-is-anne-frank/faqs/> (7.G.4-6)

Enrichment:When you get home, compare the area of Anne's room to the area of your own bedroom and think about the question: How much space do you need? (7.G.4-6)

Assignment 3: Economics and Business

Read Anne's Diary Entry's about these locations by finding and clicking on the black and yellow Literature Connection Buttons on the walls. Then read about the Opekta Company at using the following website:

<http://www.annefrankguide.net/en-US/default.asp>

Using pictures taken from these locations with your camera, please write about what the Opekta company was and try to find out if there are still companies like this today. (WHST.6-8.1, 7)

Assignment 4: Transportation and Technology

Find and take pictures of various modes of transportation both outside and inside the annex.

Write an essay about how these items are similar and different from today. How would they make life simpler or more difficult compared with today's technologies? (WHST.6-8.2)

Enrichment:Make a multimedia presentation of transportation and technologies from now and then (i.e.-digital storytelling project, interactive poster, etc.) (W.7.11)

Assignment 5: Art and Artifacts

The picture in the museum is from art that was stolen by the Nazi's during World War II. Write about why you think the Nazis felt it was necessary to steal art in the areas the conquered. (W.7.1)

Enrichment: Research artifacts of Judaica that may have been stolen during this time period and create a piece of art that reflects the style of the time.(W.7.11)

Citation:

Einsatzstab Reichsleiter Rosenberg Foto-Mappe Nr. 8

Artist: François Boucher

Title: Salon Scene

Confiscated Collection: R 861 (Alexandrine Rothschild Collection, Boulogne)

Assignment 6: Health and Nutrition

After reading the *Diary of Anne Frank*, students will identify the foods the Franks mention. Students will determine the type of nutrition they are receiving and evaluate what might be missing from their diet. In the end, each student will do the following assignment: Imagine you live in the annex with the Frank family and write a series of journal entries describing the foods you miss. (WHST.6-8.7)

Assignment 7: Evaluating Choices

Create a persuasive argument on this topic: In the end, do you think the Frank family should have gone into hiding in the annex? Why or why not? (W.7.1)

Enrichment:In the kitchen area many discussions took place over meals. Choose one of the months and years the Franks were in hiding. Do some research on how the Nazis were treating Jews at that time. Write a dialogue of a discussion between characters that involves someone trying to persuade the others that they should come out of hiding and report themselves or try to escape. (W.7.1)

Assignment 8: Wildlife of Amsterdam

Looking out the attic window, what wildlife would Anne have been able to see? Do research on birds/ mammals of Amsterdam. Create a multimedia presentation (slideshow, interactive poster, etc.) of the wildlife of the area. (W.7.11)

Enrichment: Create a sketchbook of animals that Anne might have drawn. (W.7.11)

Assignment 9

Reflection Candle-Students will go to the Reflection area of the museum and make a reflection candle. (W. 2.4.7.9)

Assignment 10- Curator at a Museum

Students will import their powerpoint presentations to make a display in the Holocaust Museum. (W. 2.4.7.) (SL. 5)



When we discussed developing curriculum assignments for the Anne Frank project, the Common Core Standards had just been adopted in NYS. As a result, I read through the document and began to think about types of assignments we could develop that would align to the standards and the content of the project. Additionally, I wanted to make sure we touched on all the curriculum areas of Middle School (PE would be a difficult one to include): Art, ELA, FACS, Math, Science, and Social Studies so all students would be able to find an assignment that was potentially interesting to them. We also realized we should add some options for differentiation, so students who were more motivated could have a chance to dig deeper.

-Susannah Renzi

“Unlikely adventures, require unlikely tools.”

-Mr. Magorium

(Mr. Magorium's Wonder Emporium,2007)

PROJECT TEAM

JUNE 2011

ISTE 2011 Edition

Our Team:

Mary O'Brien- 3rd Grade Teacher Maine- Virtual Architect of Anne Frank Annex

Kim Prentis- Australia- Boat Builder and new project builder for Medieval Sim!

Susannah Renzi- Curriculum Specialist extraordinaire

Darlynda Miktuk- Project editor/ Core Curriculum support

David Klevan- Guidance, inspiration, and support- US Holocaust Memorial Museum contact.

Drew Kahn- Theater Arts- Buffalo State College- Anne Frank Project

Andrew Wheelock- Project Director- Technology Coordinator WNYRIC

Kim Flack- Ei8ht – AZ PBS Liaison and content contributor.

Chris Poette - Micro Computer Technology Specialist, WNYRIC

THIS PROJECT WOULDN'T BE POSSIBLE WITHOUT A HIGHLY COMPETENT TEAM OF INDIVIDUALS, MANY GIVING THEIR TIME FREELY, THAT CAME TOGETHER TO CREATE AN EDUCATIONAL

Project Builder



This project was a collaborative effort by a variety of people from all over the world. Mary O'Brien is a teacher from Maine who has been instrumental in the building of the Annex. Kim Prentis from Australia lent his building skills toward building of the canal boats of Amsterdam and the cattle car exhibit in the virtual museum. Kim Flack from Ei8ht has been our link to PBS at large and is aligning our project with all the powerful resources at PBS. Susannah Renzi used her experience as a middle school teacher to design content based lessons that is essential toward making a quality educational experience. Darlynda Miktuk, was instrumental in reviewing the project from top to bottom for educational relevancy. Drew Kahn, from the Anne Frank Project, has been willing partner for bringing Higher Ed experience and student connections. Chris Poette is the technician that is relied on for all things technical. David Klevan, from the US Memorial Holocaust Museum provided the spark for this project through his work at the Kristallnacht exhibit in Second Life. Lastly, Andrew Wheelock has been lucky enough to plant the seed of an idea among the team and nurtured it to grow into a powerful learning experience for students.





azpbs.org/asset
az.pbslearningmedia.org



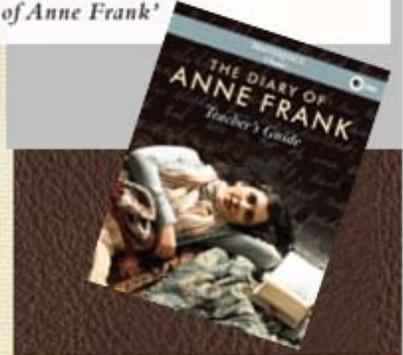
MASTERPIECE
40 YEARS



Masterpiece Theater for Middle School Students?

*"When I write, all my sadness disappears."
Anne Frank in 'The Diary of Anne Frank'*

PBS' Masterpiece Theater celebrated its 40th Season in 2011! During its forty-year storied history — the longest-running prime time drama in American television — Masterpiece has remained steadfast in our commitment to bring the best in literature-based drama, mysteries filled with eclectic characters, and groundbreaking contemporary works. "The Diary of Anne Frank" was a production airing in April 2010 that connected teachers, Twitter, digital storytelling through video diaries, and an in-depth *teachers' guide still widely distributed online today*. Based on Francine Prose's work, *Anne Frank: The Book, The Life, The Afterlife*, audiences are challenged to think about new roles for the young heroine. Who would have thought Anne Frank was a revisionist! The screenwriter argues Anne Frank's voice is stronger than J.D. Salinger and Mark Twain when it comes to speaking directly to young people because she is writing directly AS a young woman herself!



Other PBS programming will hopefully find its way into the project...

this is just the beginning!

Swimming in Auschwitz



Why PBS?

PBS and our member stations is America's largest classroom, the nation's largest stage for the arts and a trusted window to the world. In addition, PBS's educational media helps prepare children for success in school and opens up the world to them in an age-appropriate way. Eight – Arizona PBS is a "major market group" station serving 85 percent of the viewing households but the outreach team provides online and face to face support to 100 percent of the state as well as reaching out and connecting to educators throughout the U.S. Eight – Arizona PBS' educational outreach leadership and professional development team of experienced, certified classroom teachers and curriculum director bring local PBS perspectives to this virtual interactive experience with Western New York Regional Schools, Islands of Enlightenment partnership.

Educational Outreach (KAET-Phoenix) met Western New York Regional Schools Virtual Pioneers in Second Life. Kimberly Flack has been providing connections to PBS local and national content to educational groups meeting virtually since 2009, when introduced through ISTE.

We would LOVE to have more local PBS stations involved!

