

Lesson Plan: Concluding Lesson

Procedures:

1. List the words “Courage,” “Responsibility,” “Respect,” “Citizenship,” and “Perseverance” in one column on the board. Next to the list write the word Hatred. Ask students to individually reflect and write about the possible relationships between these five concepts. You may want to use some of the following questions to guide student reflection:
 - How are the words in the list similar?
 - How would you characterize the relationship among the terms listed in the column?
 - How do these terms relate to hatred? Are they mutually exclusive? Do they contribute to one another? If so, how? If not, why not?
 - How could you demonstrate the relationship between these concepts using a picture, chart, or graph?
2. In a large class, discuss student responses to the questions above.
3. Inform students that they will be seeing one brief testimony clip.
4. Play testimony clip: *Testimony – Concluding Lesson*
5. After students view the clip, ask them to share their reflections on Robert Wagemann’s testimony.

NOTE: As class time permits you may want to choose between the following two activities as a conclusion.

ACTIVITY 1 – Fishbowl Discussion

6. Conduct a large class “Fishbowl Discussion.” In the center of the classroom, form two circles of chairs: one smaller circle of four to six chairs located in the center of a larger circle consisting of twenty or more chairs. During the fishbowl discussion, only students sitting on chairs in the inner circle may speak. Students seated in the outer circle must watch and listen to the dialogue of the inner circle. If students in the outer circle have thoughts they wish to share, they must wait until they are seated in the inner circle. After a few minutes of discussion, the participants in the inner circle are asked to switch seats with four to six students chosen by the teacher from the outer circle. The dialogue continues from that point. Students seated in the outer circle become members of the inner circle, and students who were seated in the inner circle remove themselves from the fishbowl. Students who were not seated in either the inner or the outer circle will now move to the chairs in the outer circle. The dialogue continues from that point. This process continues until the allotted time on the discussion topic has elapsed or all participants have an opportunity to participate in the inner circle at least once.

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The following questions can be used to conduct the “Fishbowl Discussion”:

- In Robert Wagemann’s testimony, he says that when there is hatred, there is no peace. How can courage, responsibility, and respect guard against hatred?
- Hedy Epstein says that because she knows what suffering is, she feels that it is her duty to be involved in her community. What responsibilities do you have toward your community? In what ways do you think you should be more involved in your community? How do you think you can make a difference?
- Felix Sparks, a liberator, says that there is no place in the world for intolerance. How does respect guard against intolerance? In what ways do you show respect toward others?
- Dina Gottliebowa-Babbitt describes her experience of being forced to wear the yellow star. This star officially marked her as being a non-citizen and a Jew. In what ways do people appear to be “different” at school? How are these people treated? How do you feel about the treatment of people in your school who are considered “different”? What can you do about this treatment?
- Esther Jungreis stated that the Jews resisted their persecution by supporting one another. What kind of support do you think young people need in order to persevere during difficult times in their lives? What kind of support do you get in your life? If you are not getting the support you need, how might you change this?
- Robert Wagemann talks about a day when we can go out on the street and have no fear of the person coming toward us. What makes us fear those who are different from us? How does this fear turn into hate and prejudice?

ACTIVITY 2 – Small Group Discussion

7. Divide the class into five groups. Give each group one of the questions listed in activity one. Instruct each group to read, discuss and write an answer to this question together. Inform students to create a presentation of their responses for the whole class. (If available, you can provide chart paper for presentations.)
8. Once students have concluded, have them make their presentations to the class. Allow for student questions and discussion during the presentations.

Lesson Plan: Concluding Lesson Personal Treasure Box

Procedures:

1. Before students begin, present the following quote and question to the class:

Anne Frank, a young person who hid from the Nazis with her family and eventually died in a concentration camp, wrote, "The final forming of a person's character lies in their own hands."

In what way can each of us be responsible for forming our character in a way that prevents hatred and intolerance?

2. Allow students to share their responses to both the quote and the question.
3. Inform students that they will have the opportunity to further develop and represent aspects of their character and personality by creating a Personal Treasure Box.
4. The Treasure Box will need to include at least two items that represent each theme they studied in *Creating Character*. Students will identify the people, places, ideas, traditions, etc. that represent Courage, Responsibility, Respect, Citizenship, Justice and Fairness and Perseverance in their lives.
5. Inform students that each of the items they selected to depict each theme must be displayed in their Treasure Box. Students can use symbols, pictures from magazines, photographs, drawings, copies of documents, poems, song lyrics, objects, etc. to complete the Treasure Box. The Treasure Box may either be a two-dimensional representation or an actual box of artifacts. Encourage creativity in the decoration and design of the boxes.
6. Instruct students that they will be presenting and sharing their Treasure Box with the class.
7. Teachers may choose to assess their students based on the contents of their Treasure Box, as well as their presentations.