

EDUCATOR SUBMITTED LESSON PLAN
HOLOCAUST MEMORY IN ISRAEL

SUBJECT AND GRADE LEVEL

Holocaust; 9th/10th Grade

AUTHOR(S)

Anne and Jerry Lidsky (2012)

ENDURING UNDERSTANDING

Remembering without vengeance

ESSENTIAL QUESTION(S)

- What made the museum visit personal to the narrator?
- What makes some memories more sacred than others?
- What was the mindset of the survivor who spoke to the students?
- What are the consequences of such hatred?
- What made the boy struggle with the shoes?
- How did the narrator finally come to terms with his Addidas shoes?

OBJECTIVES:

Students will:

- Be able to discuss the role of the Holocaust in Israeli society and the importance of remembering without vengeance.

ASSESSMENT:

Students will show an understanding through their small group reports.

MATERIALS, SUPPLIES AND RESOURCES

A copy of *Shoes* by Etgar Keret for each student, paper and pens for note taking

ACTIVITIES AND PROCEDURES

The class of 21-24 students will be divided into 3 small groups of 7 or 8. The facilitator will begin with basic information (being sure to ask students of their own knowledge) regarding numbers of survivors who immigrated to Israel and numbers to US. Discuss possible differences and realities of impact of large numbers in a Jewish State versus experience in US. Each group gets 2 questions (above) and a copy of the story. Give them basic information about Keret (born in Tel Aviv to Holocaust survivors). Students sit in circles in different areas, read story aloud, each reading a few lines (students can pass on reading). Discuss answers to 2 questions and eventually gather as a whole group and report back on their questions and answers.

NOTES

Teachers/staff are encouraged to share any relevant stories of survivors, especially in Israel (Spielberg testimonial collection)