



# UK-JHF Lesson

University of Kentucky-Jewish Heritage Fund  
Holocaust Education Initiative

## Lesson Title: Mapping a Survivor's Journey

### Lesson Overview

<b>Suggested Grade Level</b>	6-12th Grades—Scaleable for both middle and high school
<b>Time Required</b>	2-3 days, or 100-150 minutes of instruction
<b>Subject</b>	US History, World History, Geography, ELA
<b>Relevant Courses</b>	Social Studies United States History 1877-Present World History Geography
<b>Kentucky Curriculum Standard(s) Addressed</b>	<p><b>HS.G.GR.1</b> - Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p> <p><b>HS.UH.CO.2</b> - Evaluate domestic response to migration and immigration in the United States from 1877-present.</p> <p><b>RI.11-12.3</b> - Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.</p> <p><b>Note:</b> this lesson can be adapted to the middle school standards which build towards the standards listed above.</p>
<b>Summary/Rationale</b>	<p>The first goal of this lesson is to introduce students to the concept of antisemitism. Students will be able to define antisemitism as a dangerous and violent force against Jewish people that has existed throughout time, the effects of which are not limited to the Holocaust or World War II. Furthermore, antisemitism existed, and continues to exist, all over the world, including the United States and in Kentucky.</p> <p>The second goal of this lesson is to humanize the impact of wartime displacement and disruption during World War II through the lens of Sylvia Farber Green's life story. Green was a Jewish, German woman who survived the genocidal policies of the Nazis during the Holocaust when members of her family did not. Green immigrated to Lexington, Kentucky, where she married and made a postwar life for herself and her family. Furthermore, Green's movement from Germany to Kentucky represents the global impact of genocide on the state of Kentucky. While American soldiers fought in World War II on battlefields in Europe, American civilians experienced the war on the home front in a variety of ways including coming into contact with survivors who sought refuge in the United States.</p>

	<p>Day one of the lesson plan introduces students to antisemitism and the violence and prejudice it drove during the Holocaust and beyond in Germany, Poland, and the United States. Before the lesson begins, the pre-assessment will gauge students' background knowledge about antisemitism. Afterward, students will watch a video produced by the United States Holocaust Memorial Museum explaining antisemitism. Following the video, students will be divided into groups to conduct a jigsaw activity with selections from an oral history interview with Holocaust Survivor Sylvia Farber Green conducted by Arwen Donahue of the United States Holocaust Memorial Museum.</p> <p>Day two of the lesson plan immerses students in Sylvia's journey by tracing her movements using Google Earth and listening to selected portions of her oral history interview. Finally, students will complete the post-assessment handout to record their knowledge after the lesson is finished.</p>
<b>Featured Materials/ Content</b>	<p>Materials/Content are listed in the recommended order they are introduced to students.</p> <ol style="list-style-type: none"> <li>1. <a href="#">Mapping a Survivor's Journey--Pre-Assessment</a></li> <li>2. <a href="#">Antisemitism Video</a></li> <li>3. <a href="#">Handout #1: Sylvia's Timeline</a></li> <li>4. <a href="#">Sylvia's Journey on Google Earth</a></li> <li>5. <a href="#">Handout #2: Excerpts from Sylvia's Interviews (Timestamps Included)</a></li> <li>6. <a href="#">Handout #2: Excerpts from Sylvia's Interviews (No Timestamps)</a></li> <li>7. <a href="#">Handout #3: Interview Excerpts For Classroom Listening</a></li> <li>8. <a href="#">Complete Sylvia Interview #1: January 11, 1996</a></li> <li>9. <a href="#">Complete Sylvia Interview #2: April 22, 1999</a></li> <li>10. <a href="#">Mapping a Survivor's Journey--Post-Assessment</a></li> </ol>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is antisemitism?</li> <li>• When and where does antisemitism take place?</li> <li>• What impact did the policies of Nazi Germany have on the movement of people during the Holocaust? How did this forced movement impact families?</li> <li>• How was Kentucky influenced by the wartime movement of people from Europe? How does the movement of people impact Kentucky today?</li> <li>• Where did the Holocaust take place? Why is this question more complex than it might initially seem?</li> <li>• What were the impacts of antisemitism on the lives of Kentuckians and/or Holocaust survivors?</li> </ul>
<b>Learning Outcomes</b>	<i>After this lesson, students will be able to . . .</i>

	<ul style="list-style-type: none"> <li>• Define antisemitism and explain its connections to the forced wartime movements and displacement of European families during the Holocaust.</li> <li>• Identify the many locations where the Holocaust and antisemitism took place, including in Kentucky.</li> <li>• Trace the travel and displacement of a Holocaust survivor who eventually settled in Kentucky by mapping her family's movements on Google Earth.</li> </ul>
<b>Teacher Planning and Research</b>	<ol style="list-style-type: none"> <li>1. Review excerpted handouts of Sylvia Farber Green's interview and determine if all sections are appropriate for your students. For example, at the end of pg. 4 and top of pg. 5 on handout two, there is a brief mention of rape.</li> <li>2. Decide to cut or otherwise edit portions of the interview in keeping with students' potential responses and teaching contexts.</li> <li>3. Consider how to prepare students for engaging with emotionally intense content, whether that involves previewing material with content warnings, inviting students to engage with particular portions and not others, and/or reviewing or establishing classroom norms for how students and teachers might care for themselves and others throughout the lesson.</li> <li>4. When reviewing Sylvia's interview selections in handout two, we determine how many groups of students they want to create for the "jigsaw" activity (details below), and potentially divide up portions of the interview to correspond to the number of groups.</li> </ol>
<b>Lesson Created By</b>	<p><b>Andy Smith</b>, Paul Laurence Dunbar High School  <b>Cassandra Jane Werking</b>, University of Kentucky  <i>Fayette County Public Schools District</i></p>

# During the Lesson

## Instructional Sequence

### Day 1 (50 minutes):

#### 1. Pre-Assessment (10 minutes)

Students complete this pre-test assessment: [Mapping a Survivor's Journey--Pre-Assessment](#)

#### 2. Defining anti-Semitism (13 minutes)

Introduce students to the history of antisemitism by showing the following 13 minute video: [Antisemitism Video](#)

#### 3. Mapping Sylvia's Journey Through a Small-Group "Jigsaw" Activity (15-20 minutes)

Break up class into your chosen number of groups to complete a "jigsaw" activity in which students are responsible for working together to trace Sylvia's journey from Europe to Kentucky. Each group will read a different excerpt from the transcript of the interview conducted by the United States Holocaust Museum with Holocaust survivor, Sylvia Farber Green included in [Handout #2: Excerpts from Sylvia's Interviews \(No Timestamps\)](#). For information related to carrying out jigsaw activities see [Jigsaw Instructions](#).

- a. **Expert Groups:** Provide all students with [Handout #2: Excerpts from Sylvia's Interviews \(No Timestamps\)](#), divided up according to the number of groups that best suit your classroom. Instruct students, in their "Expert Groups," to review their assigned portion of the interview while preparing to teach other students about the specific location(s) that Sylvia traveled to and why that corresponds to their assigned part of the text. If your students would benefit from hearing portions of audio-recorded Sylvia's interview and they have the available technology to pull up and play sections (ideally in headphones) of Sylvia's interview that correspond to their assigned section—whether before or after they read and discuss the text in small groups— then you can make that option available to them.
- b. **Jigsaw Groups:** After students move into new groups in which there is at least one "Expert" to present on each assigned portion of the interview, instruct them to take turns teaching one another about the different location(s) of Sylvia's movements from Europe to Kentucky. If helpful, you may provide students with [Handout #1: Sylvia's Timeline](#) and invite them to fill in the appropriate blanks as they listen to their peers present, or provide them with the version of [Handout #1: Sylvia's Timeline](#) that is fully filled out. Additionally, if you think it would be possible and appropriate for your students, as students are presenting, invite them to use [Sylvia's Journey on Google Earth](#) presentation to narrate and follow along with Sylvia's journey.

### Day 2 (50 minutes):

#### 1. Review Sylvia's Journey (as needed, 10 minutes)

Teacher uses [Sylvia's Journey on Google Earth](#) to review Sylvia's travel and displacement as a class. The google deck guides students from location to location.

2. **Reflecting on Sylvia's Experiences of anti-Semitism and in Kentucky: Review and/or Discussion (30 minutes)**

Students listen to parts of the interviews when Sylvia specifically described her experiences as a survivor in Kentucky. Teachers may choose the excerpts that are the most powerful and adjust time spent on listening accordingly. All excerpts total 30 minutes, but individual timestamps are listed in [Handout #3: Interview Excerpts For Classroom Listening](#). It is important to note that the published version of the interview in Sylvia Farber Green, interview by Arwen Donahue, "Chapter 1: Sylvia Farber Green," in *This is Home Now: Kentucky's Holocaust Survivors Speak* blends Sylvia's words together from two interviews conducted in 1996 and 1999. Therefore, her words were not taken verbatim from the interviews. Both interviews are composed of three parts each.

1. [Complete Sylvia Interview #1: January 11, 1996](#)
2. [Complete Sylvia Interview #2: April 22, 1999](#)
3. [Handout #3: Interview Excerpts For Classroom Listening](#)

3. **Post-Assessment (10 minutes)**

Students complete post-test assessment: [Mapping a Survivor's Journey--Post-Assessment](#)

## Assessment(s)

Link to handout to be completed by students before lesson begins: [Mapping a Survivor's Journey--Pre-Assessment](#)

Pre-Assessment
1. How did Holocaust survivors come to live in Kentucky? Share anything you know about the conditions that influenced Holocaust survivors' decisions to come to Kentucky, and any knowledge you have about their journeys. Feel free to use the example of a specific Holocaust survivor who came to Kentucky in your answer.
2. What is antisemitism?
3. Name one or two examples of how antisemitism impacted the lives of Holocaust survivors living in Kentucky.
4. What questions do you have about the lives of Holocaust survivors in Kentucky?

Link to handout to be completed after lesson ends: [Mapping a Survivor's Journey--Post Assessment](#)

Post-Assessment
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1. How did Holocaust survivors come to live in Kentucky? Share anything you know about the conditions that influenced Holocaust survivors' decisions to come to Kentucky, and any knowledge you have about their journey. Feel free to use an example of a specific Holocaust survivor who came to Kentucky (e.g., Sylvia Farber Green's story).
2. What is antisemitism?
3. Name one or two examples of how antisemitism impacted the lives of Holocaust survivors living in Kentucky. Feel free to use examples from Sylvia Farber Green's experiences in Winchester and Lexington.
4. What questions do you have about the lives of Holocaust survivors in Kentucky? You may write specific questions about the experiences of Sylvia Farber Green and her family if you would like to.
5. What parts—if any—of Sylvia Green's story made an impact on you?

## Links to Necessary Resources and Handouts

- [Handout #1: Sylvia's Timeline](#)
- [Handout #2: Excerpts from Sylvia's Interviews \(Timestamps Included\)](#)
- [Handout #2: Excerpts from Sylvia's Interviews \(No Timestamps\)](#)
- [Handout #3: Interview Excerpts For Classroom Listening](#)
- [Mapping a Survivor's Journey--Pre-Assessment](#)
- [Mapping a Survivor's Journey--Post-Assessment](#)
- [Sylvia's Journey on Google Maps](#)
- [Complete Sylvia Interview #1: January 11, 1996](#)
- [Complete Sylvia Interview #2: April 22, 1999](#)

## Following Up and Additional Resources

## Suggested Modifications and Accommodations

- Depending on your students' strengths and accessibility needs, you may consider providing students with options for how they present the selection of the text for which they are the "Expert" in the jigsaw activity (e.g., presenting orally, writing out a summary, previewing the material ahead of time, audio or video-recording their explanation to be played aloud instead of presenting "live," presenting in pairs or small groups instead of individually, etc.)
- Consider providing students with additional options, accommodations, or modifications as needed (or helpful) for completing the pre- and post-assessments, including but not limited to allowing additional time, inviting students to complete the assessments in their heritage languages or with the help of a language specialist, inviting multimodal formats for response (e.g., audio or video-recordings, drawing or sketching a concept map, etc.).

## Additional Resources

- Option for extension activity : interested students can read the entirety of Sylvia's interview as it appeared in:
  - Sylvia Farber Green, interview by Arwen Donahue, "Chapter 1: Sylvia Farber Green," in *This is Home Now: Kentucky's Holocaust Survivors Speak* (Lexington: The University Press of Kentucky, 2009), 22-41.

## Cross-Curricular Connections

- Engaging with selections of Sylvia's interview, or the oral history interview in its entirety, may be easily adapted to fulfill English/ELA content area goals, or perhaps for students studying the German language.

## Citations

*Sylvia Farber Green, interview by Arwen Donahue, "Chapter 1: Sylvia Farber Green," in This is Home Now: Kentucky's Holocaust Survivors Speak* (Lexington: The University Press of Kentucky, 2009), 22-41.

*Sylvia Farber Green, interview by Arwen Donahue, Oral History Interview with Sylvia Farber Green, United States Holocaust Memorial Museum, January 11, 1996.*

*Sylvia Farber Green, interview by Arwen Donahue, Oral History Interview with Sylvia Farber Green, United States Holocaust Memorial Museum, April 22, 1999.*

"Why the Jews: History of Antisemitism." United States Holocaust Memorial Museum. Video,  
<https://www.ushmm.org/antisemitism/what-is-antisemitism/why-the-jews-history-of-antisemitism>.