



The Texas Holocaust and Genocide Commission, coalesced by Senate Bill 482, was established to ensure that resources are available to students, educators, and the general public regarding the Holocaust and other genocides. Please visit our website, [thgc.texas.gov](http://thgc.texas.gov), for more resources for the classroom.

## Student Objectives\*:

1. Students will be able to retell/summarize the main points of a liberator's oral history as an example of US involvement in WWII and/or an example of genocide.
2. Students will be able to explain, analyze and/or evaluate the accounts of liberation of concentration camps in order to understand US influence on human rights in the world.
3. Students will be able to compare and contrast experiences shared in a speaker's story in order to examine perceptions of concentration camps and the people held there.
4. Students will be able to locate and/or describe sites and events identified in a speaker's account, i.e., concentration camps, in order to explore the characteristics of Hitler's Nazi regime.

## Texas Essential Knowledge & Skills (TEKS):

### **World Geography Studies:**

(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:

- (B) assess causes, effects, and **perceptions of conflicts between groups of people**, including modern genocides and terrorism;

### **World History Studies:**

(12) History. The student understands the causes and impact of World War II. The student is expected to:

- (A) describe the emergence and **characteristics of totalitarianism**;
- (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and
- (C) explain the major causes and **events of World War II**, including the German invasions of Poland and the Soviet Union, **the Holocaust**, Japanese imperialism, the attack on Pearl Harbor, **the Normandy landings**, and the dropping of the atomic bombs.

(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:



(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;

(D) identify **examples of genocide, including the Holocaust** and genocide in the Balkans, Rwanda, and Darfur;

(F) **assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.**

## United States History Studies Since 1877:

(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:

(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;

(D) **analyze major issues of World War II, including the Holocaust**; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;

(E) **analyze major military events of World War II**, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and **the liberation of concentration camps.**

\*Student objectives are intended to correlate with the TEKS that are in bold.



## Lesson #1: Student Objectives #1 & #2

1. Students will be able to retell/summarize the main points of a liberator’s oral history as an example of US involvement in WWII and/or an example of genocide.
2. Students will be able to explain, analyze and/or evaluate the accounts of liberation of concentration camps in order to understand US influence on human rights in the world.

Approximate Time: Four 50-min. class periods

- Day One: Activity #1
- Day Two: Activity #2
- Day Three: finish Activity #2
- Day Four: Activity #3 & Writing

Materials:

- The teacher should preview the Oral Histories in order to appropriately select preferred video segments. Recommended for this lesson: Dippo, Josephs, Stern, Valls, Wessels.
- Butcher paper, various colored markers, tape, didactic journal (notebook paper or copy paper separated into two columns; an example is included).

Procedures:

- Split up the class into small groups; each group is now a “family.” Each group should tape on the wall (or board or floor) a few feet of butcher paper; each group should have its own color of marker, and a didactic journal for each group member.
- Groups will require capability of listening to/watching an Oral History together.
- Rubrics for writing assessment can be copied for each student.

Bell Ringer/Hook:

- Imagine you and your “family” are told you have to vacate your home immediately. You don’t know how long you’ll be gone or if you’ll ever return. You are allowed to take one backpack each, so you must plan carefully what you’ll need to survive.
- Make 3 columns on your butcher paper. In the first column, list what you need to have to survive in hiding. Do not share your list with any other “family.”
- Note for teacher: You should be prepared for questions about whether they’re in hiding now or in the past, whether they can hide inside or outside, etc. You can decide how you want to proceed with those answers. The point is that everything they expected to be able to keep was taken away anyway.

**(Day One) Activity #1: Going into hiding**

1. At the teacher's direction, each "family" rotates to the next group's paper (in other words, the next station or center); the "family" should take its colored marker with them as they rotate so that they can be identified by marker color. (You might rotate clockwise or whatever works in your classroom space.)
2. The teacher should explain that there was no certainty in the plans your "family" made. Look at this group's list and place checkmarks with your "family's" colored marker next to items that are the same as your "family's" original list.
3. At the teacher's lead, discuss similarities and differences the "families" found.
4. Leave the butcher paper in place to return to later.

**(Day Two) Activity #2: Survival**

1. At the teacher's direction, groups should listen to/watch the Oral History video assigned.
2. Using Didactic Journals, each member of the group should take notes in the left column of the journal while listening/watching the speaker's story.
3. The group may decide to pause as needed while listening to record thoughts, feelings, questions, comments, judgments, etc. in the right column of the Didactic Journal. After the assigned length of the video is completed, the group should write an extended reflection and/or connection in the right column. Suggested questions to guide reflection:
  - a. Based upon the speaker's rate of speech, expression/inflection, infer what he is thinking. What conclusions can you draw about how he feels recalling these images from his memory?
  - b. What evidence or details from the video lead you to that inference?
4. The group may discuss, share or submit journals.

**(Day Three): Finish Activity #2**

5. The "family" should return to the butcher paper that follows the one they put checkmarks on; in other words, they are at their third station.
6. Look at the list in the first column to remind you what you may have taken with you. But, now you have nothing. Everything you were told you could pack has been stripped of you, including the clothes on your back, jewelry, even gold teeth.
7. Count off within your group, e.g., by 5's if there are 5 people.
8. At the teacher's direction, regroup by number. Now, not only don't you have your personal belongings, but you don't have your "family" anymore either.
9. In your new group, in the second column of your butcher paper, list as many words to describe how you feel in your new group.
10. Switch Didactic Journals and read the summary of an Oral History that you did not listen to/watch yourself.



11. Looking again at the butcher paper, place checkmarks next to any of the feeling words in column 2 that match the feelings the speaker seemed to have had based on the summary you read.
12. Discuss/debrief as a class.

### (Day Four) Activity #3: Liberation

1. As a whole class, watch the trailer/preview of Hartman's liberation of Buchenwald.
2. Teacher should model summarizing this Oral History and the breakdown of this account of liberating a concentration camp in order to understand US influence on human rights in the world.
3. Individually, students can then return to the first Oral History they watched and revise their summary from the left column of the Didactic Journal as well as include thoughts, feelings, questions, comments, judgments, etc. from the right column of the Didactic Journal. This writing (an essay or reflection paper) can be evaluated with a rubric.
4. From your individual seat, at the teacher's direction, find your original "family." This may require some milling around and asking questions of others who may have been absent for some time.
5. With your original "family," at the teacher's direction, go to the fourth butcher paper or station. In the third column on that paper, discuss with your group the experience you had being separated and listening to others' accounts. Make a list of things the liberators said they did or images they remember.
6. Discuss with your group: do you think you would've survived? Why or why not? At the bottom of your group's butcher paper, write the number of people in your group who say they wouldn't have survived.

Assessment: Didactic Journal; Essay/Reflection Paper (see handouts)

### Reflection:

- For as many people as the liberators saved, they witnessed and knew that many had not survived the conditions at the concentration camp. This exercise was intended to simulate these experiences so that students can connect to them.
- Using class participation and the essay/reflection paper in Activity #3, the teacher can assess learning.



Student's name: \_\_\_\_\_

Date/Class: \_\_\_\_\_

**Didactic Journal**

<i>Oral History (Speaker's name):</i>	<u><i>Summary of Oral History (What happened?)</i></u>	<u><i>Thoughts, feelings, questions, comments, judgments, etc. (What do I think and feel about what happened?)</i></u>



Essay/Reflection Paper

Writer's name:

**Texas Liberators Oral History Project**

Date:

Class:

<i>Criteria for evaluation:</i>	<i>Self-evaluation:</i>	<i>Teacher evaluation:</i>
<p>1. <b>Focus &amp; Content:</b> A summary of main events is retold clearly and accurately. An evaluation of the liberator's account is stated and supported with evidence (details) from the recording.</p>	<ul style="list-style-type: none"> <li>• Do I retell the main ideas in my own words?</li> <li>• Are my ideas in the order they occurred even if they weren't told that way?</li> <li>• Do I show that I understood the oral history by presenting my ideas in clear sentences?</li> <li>• Do I explain my own ideas coherently?</li> </ul>	
<p>2. <b>Organization &amp; Style:</b> Writing is in logical order, in formal style that reflects the topic.</p>	<ul style="list-style-type: none"> <li>• Are the events in chronological order?</li> <li>• Does each paragraph begin with a new topic followed by supporting details?</li> <li>• Are there smooth transitions to connect ideas?</li> </ul>	
<p>3. <b>Conventions:</b> Writing is virtually free of error.</p>	<ul style="list-style-type: none"> <li>• Have I proofread my writing?</li> <li>• Have I corrected any spelling, especially of foreign locations and names, grammar, etc.?</li> <li>• Do my errors interfere with meaning?</li> </ul>	



## Lesson #2: Student Objectives #3 & #4

1. Students will be able to compare and contrast experiences shared in a speaker's story in order to examine perceptions of concentration camps and the people held there.
2. Students will be able to locate and/or describe sites identified in a speaker's account, i.e., concentration camps, in order to explore the characteristics of Hitler's Nazi regime.

Approximate Time: Four 50-min. class periods

- Day One: Activity #1
- Day Two: Activity #2
- Day Three: finish Activity #2
- Day Four: Activity #3 & Writing

### Materials:

- The teacher should preview the Oral Histories in order to appropriately select preferred video segments. Recommended by concentration camp for this lesson:
  - Bergen-Belsen: Valls, Waters
  - Buchenwald: Canafax, Hartman, Watson
  - Dachau: Anderson, Buchanan, Havey, Josephs, Miller, Morgan
  - H"uls: Wessels
  - Landsberg: Womack
  - Mauthausen: Dippo, Rohn
  - Nordhausen: Danner, Liberman, Reynolds, Stern
- Venn diagrams
- Maps of Nazi-occupied Europe
- Project materials, e.g., sketch/drawing paper, construction paper, photographs, etc.

### Procedures:

- Split up the class into small groups randomly, based upon learning abilities, or interest in the subject. It is easier to compare Oral Histories from liberators who were at the same camp.
- Groups will require capability of listening to/watching an Oral History together.
- Rubrics for project assessment can be copied for each student.

### Bell Ringer/Hook

- Explain: Perception is reality.
- The teacher might explore video examples or posters that surprise the viewer or are deceiving.

### (Day One) Activity #1: The way we say it

1. As a whole class, watch the trailer/preview of Canafax's liberation of Buchenwald.



2. Teacher models taking notes about this Oral History--identifying events, memories, etc. as well as word choice that the speaker uses:
  - a. Why does Canafax say that he didn't like to use the word "inmate" or "residents"? What connotation does that word have? Why doesn't he want to use it?
  - b. What other words could he use? Why?
  - c. Why do you think he chooses to use the word "people"?
  - d. What background knowledge does he have about the people at the concentration camp?
  - e. What does it mean to be "politically correct"? Why did/did not the soldiers or civilians of the 1930s and 1940s worry about being "politically correct"?
3. Using a Venn diagram, the teacher can compare and contrast Canafax's account with another account that the entire class watched, i.e., Hartman's liberation of Buchenwald used for Lesson Plan #1. Or, another story about the Holocaust that the entire class knows can be used to identify similarities and differences.

(Day Two) Activity #2:

1. The teacher assigns a pair of Oral History videos to each group based on ability, interest, etc. Each member of the group should take notes while listening/watching the speaker's story, listing events, memories, and also word choices that the liberator uses to describe the place, people, etc. The group may decide to pause as needed while listening to discuss thoughts, feelings, questions, comments, judgments, etc. (a Didactic Journal can be used for this activity).
2. Using Venn diagrams, the groups of students should individually complete similarities and differences based on the pair of Oral Histories they viewed.
3. A comparison-contrast essay can be composed based on the findings; prewrite and/or draft using similarities and differences gleaned from this assignment. See rubric for ideas. Students may decide to discuss similarities or differences if sufficient evidence supports the points.
4. Share or "publish" the essays in small groups to allow for discussion.

(Day Three) Activity #3: The way we see it

1. Post a map gallery around the classroom.
  - a. Maps should correlate with the locations (cities, towns) of the concentration camps listed above as referenced by the liberators who were interviewed.
  - b. Maps can show the "blueprint" of concentration camps.
  - c. Maps can show Allied invasions, Nazi occupation, battles, etc.



2. Using a Gallery Walk-Around Summary (Change the Page Layout to Landscape to print), locate and/or describe sites identified in a speaker's account, i.e., concentration camps, in order to explore the characteristics of Hitler's Nazi regime.

(Day Four) Activity #4: The way it is

1. Create the following **Language Centers** for students to rotate to in small groups:
  - a. **Euphemisms**
    - i. Students will be able to define euphemism, identify examples and bring to mind examples.
    - ii. Euphemism (a word or phrase used in place of a term that might be considered too direct, harsh, unpleasant, or offensive). Define the term, euphemism (a word or phrase used in place of a term that might be considered too direct, harsh, unpleasant, or offensive).
    - iii. See **Language Centers #1** handout: pass away/die; plump/fat; golden years/old; let go/fire someone from a job; challenged/disabled.
    - iv. Define the term, connotation (an additional sense or senses associated with or suggested by a word or phrase. Connotations are sometimes, but not always, fixed, and are often subjective).
    - v. Hitler conjured the euphemisms, "The Jewish Problem," and "The Final Solution," to explain the extermination and genocide of the Jews and other groups of people he deemed undesirable. Also, "concentration camp" or "labor camp" characterized what was really a death camp. The military and civilians use euphemisms to convey a particular connotation, sometimes without realizing the impact of their word choice.
  - b. **Informative language**
    - i. Students will be able to define informative language, identify examples and develop examples.
    - ii. Informative language (language that communicates information, i.e., facts that can be deemed true or false).
    - iii. Students may decipher among informative language and language that expresses emotion or commands, i.e., label sentences I, E, or C.
  - c. **Current events**
    - i. Students will read articles about current events, identify facts, informative language, emotional language, and/or any euphemisms.
    - ii. Students may highlight facts in one color and other types of language in another color on copies of current events.
    - iii. Students may share current events (that they know or research using electronic devices if available).
  - d. **Propaganda**
    - i. Students will be able to define propaganda and explore examples, either those used during WWII by the Nazis and/or other examples.



- ii. Propaganda (information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view—*Google*).
- iii. Students may be able to devise their own propaganda for a purpose monitored by the teacher.



Comparison/Contrast Paper

Writer's name:

**Texas Liberators Oral History Project**

Date:

Class:

<i>Criteria for evaluation:</i>	<i>Self-evaluation:</i>	<i>Teacher evaluation:</i>
<p>1. <u>Focus &amp; Content</u>: A comparison and/or contrast of liberators' accounts are explained clearly and accurately. Each main idea is stated and supported with evidence (details) from the recording.</p>	<ul style="list-style-type: none"> <li>• Do I explain the main ideas, e.g., each similarity, each difference, clearly?</li> <li>• Do my ideas accurately reflect the events?</li> <li>• Do I show that I understood the oral history by presenting my ideas in clear sentences?</li> <li>• Do I explain my own ideas coherently?</li> </ul>	
<p>2. <u>Organization &amp; Style</u>: Writing is in logical order, in formal style that reflects the topic.</p>	<ul style="list-style-type: none"> <li>• Are the events in chronological order or order of importance?</li> <li>• Does each paragraph begin with a new topic followed by supporting details?</li> <li>• Are there smooth transitions to connect ideas?</li> </ul>	
<p>3. <u>Conventions</u>: Writing is virtually free of error.</p>	<ul style="list-style-type: none"> <li>• Have I proofread my writing?</li> <li>• Have I corrected any spelling, especially of foreign locations and names, grammar, etc.?</li> <li>• Do my errors interfere with meaning?</li> </ul>	



Gallery Walk-Around Summary

Name:

**Texas Liberators Oral History Project**

Date:

Class:

<p><i>Choose at least 3 maps. Locate the concentration camps recalled in the liberators' accounts.</i></p>	<ul style="list-style-type: none"> <li>• <i>What major cities are close by?</i></li> <li>• <i>What major battles were fought close by? When?</i></li> <li>• <i>What concentration camps are nearby?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What facts, events, landmarks, symbols, buildings, signs, etc. were recounted in the liberators' stories and/or on the maps you viewed?</i></li> <li>• <i>What does this convey about the Nazis? Describe the Nazi occupation of the city/concentration camp., i.e., how they treated prisoners, etc.</i></li> </ul>
<p>1. <u>Map # _____</u></p>	<ul style="list-style-type: none"> <li>• Cities:</li> <li>• Battles:</li> <li>• Dates:</li> <li>• Camps:</li> </ul>	
<p>2. <u>Map # _____</u></p>	<ul style="list-style-type: none"> <li>• Cities:</li> <li>• Battles:</li> <li>• Dates:</li> <li>• Camps:</li> </ul>	
<p>3. <u>Map # _____</u></p>	<ul style="list-style-type: none"> <li>• Cities:</li> <li>• Battles:</li> <li>• Dates:</li> <li>• Camps:</li> </ul>	
<p>4. <u>Map # _____</u></p>	<ul style="list-style-type: none"> <li>• Cities:</li> </ul>	



	<ul style="list-style-type: none"> <li>• Battles:</li> <li>• Dates:</li> <li>• Camps:</li> </ul>	
<p>5. <u>Map #</u> _____</p>	<ul style="list-style-type: none"> <li>• Cities:</li> <li>• Battles:</li> <li>• Dates:</li> <li>• Camps:</li> </ul>	



Language Centers #1

Name:

Texas Liberators Oral History Project

Date:

Class:

Key Terms:	Examples:	Reflections:																								
<p>1. Define the term, <u>euphemism</u>:</p>	<p>Teacher's examples:</p> <table border="1" data-bbox="516 451 909 745"> <thead> <tr> <th>Euphemism</th> <th>What it means</th> </tr> </thead> <tbody> <tr> <td>Pass away</td> <td>Die</td> </tr> <tr> <td>Plump</td> <td>Fat</td> </tr> <tr> <td>Golden years</td> <td>Old</td> </tr> <tr> <td>Let go</td> <td>Fire someone from a job</td> </tr> <tr> <td>Challenged</td> <td></td> </tr> </tbody> </table> <p>My group's examples:</p> <table border="1" data-bbox="516 850 909 1285"> <thead> <tr> <th>Euphemism</th> <th>What it means</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table>	Euphemism	What it means	Pass away	Die	Plump	Fat	Golden years	Old	Let go	Fire someone from a job	Challenged		Euphemism	What it means											<p>Hitler conjured the euphemisms, "The Jewish Problem," and "The Final Solution," to explain the extermination and genocide of the Jews and other groups of people he deemed undesirable. Also, "concentration camp" or "labor camp" characterized what was really a death camp. The military and civilians use euphemisms to convey a particular connotation, sometimes without realizing the impact of their word choice.</p> <ul style="list-style-type: none"> <li>• How do you imagine this word choice influenced citizens, soldiers, youth?</li> </ul>
Euphemism	What it means																									
Pass away	Die																									
Plump	Fat																									
Golden years	Old																									
Let go	Fire someone from a job																									
Challenged																										
Euphemism	What it means																									



Language Centers #2

Name:

Texas Liberators Oral History Project

Date:

Class:

Key Terms:	Directions/Examples:	Reflections:
<p>2. Define the term, <u>informative language</u>:</p>	<ul style="list-style-type: none"> <li>Emotional language probably expresses... _____, such as, dream, freedom, or even math. It might be different for different people.</li> <li>Commands probably express... _____, such as, "Do your homework," or "No Trespassing."</li> </ul>	<ul style="list-style-type: none"> <li>Which of the three types of language was probably used more often by Nazi soldiers? Explain your choice(s). What does that tell you about the Nazi soldiers?</li> </ul>
	<ul style="list-style-type: none"> <li>Label sentences I (Informative), E (Emotional), or C (Commands).</li> </ul> <ol style="list-style-type: none"> <li>"I walked in and heard a muffled uprising," said Valls.</li> <li>"...dead silence..." (Stern).</li> <li>Townsppeople helped put the remains in trenches. (Stern)</li> <li>"Believe me..." (Morgan).</li> <li>"...people in strange striped clothes..." (Hartman).</li> <li>"What we saw was worse than a battlefield," said Dipppo.</li> <li>"Danger: Typhus" (Miller).</li> <li>On Dec. 7<sup>th</sup>, he saw the Japanese fly over the base he was building, so he joined the Navy (Liberman).</li> <li>"I didn't think humans could treat humans like that," said Watson.</li> <li>"...can't forget it...would like to forget it" (Womack).</li> </ol>	<ul style="list-style-type: none"> <li>Which of the three types of language was probably used more often by the liberators while being interviewed? Explain your choice(s). What does that tell you about these U.S. soldiers?</li> </ul>



Language Centers #3

Name:

Texas Liberators Oral History Project

Date:

Class:

<i>Key Terms:</i>	<i>Directions:</i>	<i>Reflections:</i>
<p>11. List <u>current events</u> you already know about:</p>	<ul style="list-style-type: none"> <li>• Choose ____ of the articles available for you to read at this center.</li> <li>• Read the article(s).</li> <li>• Reread the article(s) and highlight as follows:</li> <li>• _____ = facts.</li> <li>• _____ = emotional language.</li> <li>• _____ = euphemisms (if any).</li> </ul>	
	<ul style="list-style-type: none"> <li>• Article #1: Title _____</li> </ul>	<ul style="list-style-type: none"> <li>• Article #1 used _____ language the most often.</li> <li>• Article #1's main idea is...</li> </ul>
	<ul style="list-style-type: none"> <li>• Article #2: Title _____</li> </ul>	<ul style="list-style-type: none"> <li>• Article #2 used _____ language the most often.</li> <li>• Article #2's main idea is...</li> </ul>



Language Centers #4

Name:

Texas Liberators Oral History Project

Date:

Class:

<i>Key Terms:</i>	<i>Examples:</i>	<i>Reflections:</i>
12. Define the term, <u>propaganda</u> :	<ul style="list-style-type: none"> <li>Choose ____ examples of the posters and images displayed to analyze.</li> </ul>	
<i>Teacher's Model answers for Reflections column:</i>	<ul style="list-style-type: none"> <li>Propaganda #1: Title or Text to identify _____</li> </ul>	<ul style="list-style-type: none"> <li>Propaganda #1's main idea is...</li> <li>Propaganda #1's intended audience is...</li> <li>I infer the meaning and the audience based upon...</li> </ul>
	<ul style="list-style-type: none"> <li>Propaganda #2: Title or Text to identify _____</li> </ul>	<ul style="list-style-type: none"> <li>Propaganda #2's main idea is...</li> <li>Propaganda #2's intended audience is...</li> <li>I infer the meaning and the audience based upon...</li> </ul>



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### Assessment of Texas Essential Knowledge & Skills (TEKS):

Based upon the learning from the Oral Histories and the activities...

1. What were some of the **perceptions of conflicts between the following groups of people?**
  - i. **The Jews and the Nazis**
  - ii. **Prisoners of concentration camps and the soldiers who *imprisoned* them**
  - iii. **Prisoners of concentration camps and the soldiers who *liberated* them**
  - iv. **The U.S. soldiers and the Nazis**
  - v. **The U.S. soldiers and local people they encountered in European towns and cities**
2. What are **characteristics of totalitarianism?**
3. What **events of World War II** exhibit **characteristics of totalitarianism?**
4. Explain the major causes of **the Holocaust** and **the Normandy landings**, according to the liberators' stories.
5. Identify **examples of genocide during the Holocaust.**
6. **Based on the recordings of these oral histories (and other resources), to what degree have American ideals advanced human rights and democratic ideas throughout the world?**  
Explain.
  - a. [http://www.cbs.com/shows/60\\_minutes/video/3oJ8O9WKqdmCieH1sfj6fMq7J\\_jFwCeH/saving-the-children/](http://www.cbs.com/shows/60_minutes/video/3oJ8O9WKqdmCieH1sfj6fMq7J_jFwCeH/saving-the-children/)
  - b.
7. **Analyze major issues of World War II, including the Holocaust. For instance, break down the oral histories into main categories, problems countries faced, reasons the countries entered the war or could not defend themselves, etc.**
8. **Analyze major military events of World War II, including the liberation of concentration camps.**