

# ***Holocaust Remembrance Specials***



## **Teacher's Guide**



# ***HOLOCAUST REMEMBRANCE SPECIALS***

**An instructional television series  
produced by  
Instructional Television,  
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and ETV in SC  
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**User guide curriculum developed by:  
Dianne Gregory, ITV**

**User guide developed/edited by:  
Dianne Gregory and Rhonda Raven, ITV**

**Series production by:  
*Dum Spiro, Spero – While I Breathe, I Hope*  
Jim Eddins, Producer/Director, ETV**

***Paul Argiewicz: Holocaust Survivor*  
Renee Layson, Editor, ITV  
Bette Jamison, Producer/Director, ITV**

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# ***Holocaust Remembrance Specials***

The series, ***Holocaust Remembrance Specials***, is comprised of two programs produced and directed by Bette Jamison of the Office of Instructional Television for the State Department of Education with South Carolina ETV. ***Paul Argiewicz: Holocaust Survivor*** and ***Dum Spiro, Spero – While I Breathe, I Hope***, a concert of remembrance, are powerful presentations bringing to the forefront the horrors of the Holocaust.

## **Grade Level:**

Based on the South Carolina Social Studies Academic Standards, this series is recommended for grades 5-12.

## **Guide Components:**

- Program Descriptions
- Vocabulary
- Discussion Guide
- Classroom Activities
- South Carolina Curriculum Standards
- Selected Internet Resources

## **Program Description:**

***Paul Argiewicz: Holocaust Survivor*** is a powerful interview with Paul Argiewicz from Salem, Wisconsin as he visits Newberry, South Carolina. At the time World War II broke out, Paul was a ten year old Jewish boy growing up in Poland. As anti-Semitic groups were formed, Jews were portrayed as villains and were separated from Gentiles and placed in ghettos. Having lived in a barbed wire ghetto without food for one year, Paul Argiewicz was sent to the Auschwitz Concentration Camp never seeing his mother or father again. After being kept in a dungeon, he told the authorities that he was eighteen years old when he was much younger in order to be able to work. Because his mother was from Bavaria, Paul Argiewicz believes that he was sent “to the right” to work in a quarry with other adults.

As #176540, Paul Argiewicz kept his faith in God as he learned to become an electrician. Liberated by the 67<sup>th</sup> Combat Engineers, Paul shares his many journeys as he fought to survive the Holocaust. We follow Paul as he travels continents to locate his lost sister, Lucy, finding her through amazing circumstances.

Proud of his American citizenship, Mr. Paul Argiewicz shares many of life's lessons with us. Appreciative of all that America has to give, Mr. Argiewicz encourages students to take advantage of every opportunity by staying in school, loving your country, and accepting everyone as an individual. Taking the horrific experiences of the Holocaust and turning them into positive lessons of survival is the true gift given by Paul Argiewicz.

The program, *Dum Spiro , Spero – While I Breathe, I Hope*, is a performance of the students from the SC Governor's School for the Arts and Humanities. The performance includes the strings ensemble's interpretation of D'mitri Shostakovich's *Chamber Symphony, Op. 110a*, directed by Jim Eddins. Warsaw Interpretive Dance, Drama, and Music appeal to our senses and the remembrance of the Holocaust. George Santiano's soliloquy reinforces the experience. The production concludes with Michael Horvit's choral presentation, "Even When God is Silent." The student presentation enhances the emotional tones of the Holocaust.

### **Vocabulary:**

Anti-Semitic

Atrocities

Concentration Camps

Gas Chamber

Gentiles

Ghetto

Holocaust

Nazi

Nazism

Propaganda

Survivor

Swastika

### **Discussion Guide:**

1. Discuss the causes of World War II. Discuss what you already know about the Nazis.
2. What factors led to Hitler and the Nazi Party gaining power in Germany? Why did the German people support their take-over?
3. Discuss what the students already know about the Holocaust. Imagine what it would be like to be a German person of your age during World War II.
4. Propaganda played a major role in manipulating the thoughts and actions of the German people. How does propaganda impact us today?
5. Do you believe that it would be possible for a similar tragedy to occur today? Why or why not?

## **Classroom Activities:**

Activities should be simplified or enriched based on the developmental level of the students. Portions of all activities can be utilized with a range of students.

1. **Personal Impact:** After viewing the interview with Mr. Paul Argiewicz, have students discuss/write the impact his personal story had on their view of the Holocaust.
2. **Interview Scrapbook:** After viewing the video, have students develop a questionnaire to use in an interview of a family member or friend who served our country during a conflict in history, preferably one who served in World War II. The story should be from a war experience, immigration experience, or an event unique to that individual that made a significant impact on his/her life. Students should share the interview with the class. Each student should prepare an event page sharing segments of the interview, photographs, and souvenirs. Class pages can be compiled for a scrapbook.
3. **Short Story:** Imagine that you have just avoided persecution by the Nazi army. Describe your journey of escape in a descriptive writing narrative.
4. **Research/Debate:** Have students research contemporary hate groups. Teacher should supervise selection and follow-up. After dividing the class into groups, students will participate in a debate on tolerating the existence of hate groups.
5. **International Summit:** Plan for the class to hold an international summit of world leaders on how to promote racial understanding across the nations. Develop steps that the leaders could take to prevent atrocities taking place in the future.

# South Carolina Curriculum Standards

## SOCIAL STUDIES ACADEMIC STANDARDS

### GRADE 5

#### United States Studies: 1865 to the Present

**Standard 5-4:** The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

#### Indicators

5-4.4 Explain the principal events related to the United States' involvement in World War II—including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki—and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)

### GRADE 7

#### Contemporary Cultures: 1600 to the Present

**Standard 7-3:** The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.

#### Indicators

7-3.6 Compare the emergence of nationalist movements across Europe in the nineteenth century, including the unification of Italy, the unification of Germany, and Napoleon's role in the spreading of nationalism. (H, P, G)

**Standard 7-5:** The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.

#### Indicators

7-5.6 Summarize the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the "Final Solution," and the war crimes trials at Nuremberg. (H)

## **HIGH SCHOOL CORE AREA**

### **Global Studies**

**Standard GS-5:** The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that took place throughout the world during the early twentieth century.

#### **Indicators**

GS-5.6 Exemplify the lasting impact of World War II, including the legacy of the Holocaust, the moral implications of military technologies and techniques such as the atomic bomb, the human costs of the war, and the establishment of democratic governments in European countries. (H, P)

## Selected Internet Resources

The Selected Internet Resources can be used both by the instructor and by students. Supervision of student use of Web sites is recommended. Other site resources are available. The sites were active at the time of publication.

Knowitall.org – There are many resources to use on this Web site to support the information in this guide. Go to **Search ETV** and view Social Issues using keyword “Holocaust.” This will highlight several available resources. <http://www.knowitall.org/>

ETVStreamlineSC – ETV’s StreamlineSC is a standards-based video-on-demand service with 40,000 plus video clips. <http://www.myetv.org/education/streamlinesc/>  
By using the “advanced search” module using the “keyword” Holocaust, the following resources are listed: 9 videos (listed below) with teacher guides, 23 video clips, 38 articles, 4 images, 5 calendar events, 5 quizzes and 1 Learning Tool lesson plan.

**America in the 20<sup>th</sup> Century: World War II: The Road to War**  
**Holocaust Heroes**  
**Netfiles #301: Research Applications**  
**One Human Spirit**  
**Religions of the World: Judaism**  
**The Holocaust: In Memory of Millions**  
**The Holocaust: A Teenager’s Experience**  
**Witness: Voices from the Holocaust**  
**World War II**

Web project of Southern Poverty Law Center

<http://www.tolerance.org/teach/resources/survivor.jsp?source=yahooss&segment=osr&paidkeyword=holocaust>

Historical overview, thought-provoking stories

<http://search.aish.com/holocaust/default.asp?s=o&k=theholocaust>

Encarta Article

[http://encarta.msn.com/encyclopedia\\_761559508/Holocaust.html](http://encarta.msn.com/encyclopedia_761559508/Holocaust.html)

Wikipedia Encyclopedia Site

<http://en.wikipedia.org/wiki/Holocaust>

Shamash, the Jewish Network

<http://shamash.org/holocaust/>

The Holocaust Martyrs’ and Heroes’ Remembrance Authority

<http://www.yadvashem.org/>

Holocaust Survivors

<http://www.holocaustsurvivors.org/>