**Lesson Overview:**

Lesson Plan Title: Hidden: Lucia Hellman Interview and *Return to Rivne*

Name/Educational Institution: Desiree Corbett/Grimsley High School

Course: English II

Primary Category of Lesson: English

Grade Level: 9-12

Lesson Duration: Three 55 minute classes

**Lesson Summary:**

Students will read Lucia Hellman’s interview and watch the Centropa film, *Return to Rivne,* in order to compare and contrast different experiences of being hidden during the Holocaust as well as the danger and difficulties that faced those who chose to help by hiding Jews (and other persecuted groups) from the Nazi party. The students will discuss the themes of perseverance in difficult times, the struggle of man versus society and social injustice.

**Background Information:**

1. Context for Lesson- English II focuses on World Literature. Within the course students read fiction and non-fiction texts that focus on theme of the struggle of man versus society. Most of the texts that are read center on decisions individuals make that directly impact their role within the society that they live in.
2. Enduring Understanding-The goal of this lesson is for students to understand that during the 20th century Jews had many different experiences, some that were hidden during the Holocaust were able to survive with the help of others.
3. Goals-
	1. Students will be able to understand that Jews during the 20th century had different experiences.
	2. Students will be able to use different types of media about topics of the same theme.
	3. Students will be able to read, listen and view information in order to discuss common themes.
	4. Students will be able to discuss the lives of Jews in the 20th century living in different countries.
4. Centropa Resources:
	1. [Return to Rivne](http://www.centropa.org/centropa-cinema/return-rivne-holocaust-story)
	2. [Lucia Hellman Interview](http://www.centropa.org/node/88132)

Additional Resources:

1. [*The Book Thief "Are You Hiding from Hitler?"*](https://youtu.be/BIbNXmqdgMU)
2. Background Knowledge: Students will need to be familiar with World War II and the Holocaust.

**The Lesson:**

1. **Motivating** Students/Lesson Opening

Begin lesson with a brief review of the Holocaust (this lesson assumes students are familiar with the topic and have previously studied about the Holocaust). Review should include different groups of people who were persecuted as well as the roles of others during this time (persecutors, rescuers, bystanders, etc.)

Show students the following clip:

Clip from *The Book Thief*

[*The Book Thief "Are You Hiding from Hitler?"*](https://youtu.be/BIbNXmqdgMU)

**Journal Activity:** Would you choose to hide a persecuted person in your home knowing you might face the same punishment that they would if it is found out that you helped them? Why or why not?

Students will write down/journal why they think that someone would choose to hide a persecuted person in their home when they would face the same punishment.

Students will share their journal answers with a partner. Teacher will then select some students to share with the class.

1. **Day One: 55 minute lesson**

**Opening Activity (15 minutes):** Clip from *The Book Thief and* Journaling Activity (outlined above)

**Main Activity (40 minutes):**

Teacher will divide students into small groups (3-4 students).

Each group will be provided with a section of Lucia Hellman’s interview, scrap paper, a piece of large chart paper and markers. The groups will elect a member to read the selected part of the interview out loud. As students read, they will try to determine what part of Dr. Hellman’s life they are looking at (beginning, middle, and end), highlight important events from the passage, and determine the role of who was helping Lucia and her family. After creating a draft of their timeline, students will begin use the chart paper to create a larger timeline.

**Day Two: 55 minute lesson**

**Opening Activity (15 minutes):**

Students will work in pairs to answer the following questions.

Question: What would you need to hide a person in your home/on your family’s property/or at your place of work? Where would you hide them? How would you provide for this person without making it evident? (Buying food, disposing of trash, providing water, shelter, etc)

**Activity One (20 minutes):** Students will finish their timeline poster from the previous day and hang the poster in order to prepare for gallery walk. Teacher will facilitate helping groups place their posters in the proper order.

**Activity Two (20 minutes):** Students will view the entire timeline in a gallery walk. They will be required to write down 5 new things that they learned about Lucia Hellman’s life while viewing the timeline.

**Day Three: 55 minute lesson**

**Opening Activity (5 minutes):** Introduce Centropa film, *Return to Rivne*

Teacher will give a brief background introduction. Information about the film is available in the Centropa Study Guide for the film: <http://www.centropa.org/centropa-cinema/return-rivne-holocaust-story>

 **Activity One (25 minutes**): Students will watch film, [Return to Rivne](http://www.centropa.org/centropa-cinema/return-rivne-holocaust-story) (22:00)

 **Activity Two (25 minutes)**

After watching the film, students will be divided into small groups. Each group will be given a different topic to discuss using the interview with Lucia Hellman and the film, Return to Rivne as their source of evidence. One person in the group will act as the recorder of the group’s discussion. While groups are circulating the teacher will move among groups to help facilitate discussion as needed or listen to group.

Group Discussion Topics (group topics may be changed or double to best fit classes):

Descriptions of Life before the Holocaust

Descriptions of Life after the Holocaust

Description of Life While Being Hidden

Family Bonds

The Struggle of Man versus Society

**Concluding Activity:**

Each student may choose from the following options.

1. Create a visual (symbolic) representation about either the interview or the film (poster, prezi, collage, painting, drawing, film, etc.). Write a paragraph to explain your visual representation.
2. Write a reflective blog entry with photos (500 words) about either the interview or the film that focuses on a theme discussed (or another theme of your own choosing with teacher permission).

**Reflection:**

As I think about teaching this lesson, it is my hope that my students will see that there is more than just one story to be told. My goal is for them to see that as a part of a global community they need to read, listen to and see more than just one story. I would hope that other teachers will be able to use and expand this lesson plan to best fit it to their own curriculum and classroom. I think I will like consider other options for the concluding activity in the future in order to make the lesson more memorable for my students.