

The Wedding Band - Lesson Plan w/Michigan State Standards (Holocaust Memorial Center TAG - Ingham ISD)



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| Title | What The Wedding Band Saw - The Study of a Primary Source |
| Content area | English Language Arts/History |
| Suggested grade level | MS/HS |
| Suggested timeframe | One or Two Lesson Periods |
| Developed by | Paul Bach, Ben Pineda |
| Content standards | <u>Social Studies Standards</u> World History-10th Grade: 7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide. U.S. History-9th Grade: 7.2.4 Responses to Genocide – investigate the responses to Hitler’s “Final Solution” policy by the Allies, the U.S. government, international organizations, and individuals. |

ELA Standards

Key Ideas and Details - 3. 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.

Text Types and Purposes - 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing - 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge - 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Historical Context

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| Information needed/Holocaust topics | <p>The Wedding Band</p> <p>This wedding band was found at Dachau by a US soldier. While the specific date is not known, it was after the camp had been liberated. The soldier had been assigned to a work detail where he had to load cases and boxes of items onto a military truck and then escort it to Salzburg. Most of the contents of the cases and boxes were plainly visible. For example, there were two cloth sacks filled with gold dental fillings, many boxes with small personal items (like cigarette cases and glasses), and several cardboard boxes with wedding bands. He took one wedding band from the box and kept it.</p> |
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| Recommended contextualizing resources | <p>Recommended Resources:</p> <ul style="list-style-type: none">● USHMM (United States Holocaust Memorial Museum) |
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| | <ul style="list-style-type: none">● Yad Vashem● Facing History and Ourselves● Echoes & Reflections |
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Goals & Objectives

Upon completion of this lesson, students will know:

- background, setting and details of examples of genocide atrocities

Upon completion of this lesson, students will understand:

- how some genocide practices were planned and enacted
- how goods and personal items were taken from Jews, without their consent, and prepared for transport.

Upon completion of this lesson, students will be able to:

- reflect, discuss, and write about the many atrocities against Jews that left them separated from loved ones, stripped of all belongings and dignity, and forced into inhumane and murderous treatment within death and work camps.
- evaluate perspectives from that time period - focus on the events of Salzburg and the use of trucks to transport precious cargo, from people to cherished items, never to be seen again. Timelines could be used here, testimonials, etc. as the exact date of the artifact is not known. Students could reflect, based upon background knowledge of deportation to the camps, how this ring may have come to be found at liberation.
- understand the effects of life in the camps, in the case of the wedding band, Dachau, as well as what the liberators encountered upon entering the camps as the ring was found at this time.
- write a reflective narrative that uses a coherent and creative perspective of historical knowledge, such as conditions in ghettos and camps, the emotional trauma families and individuals had to endure together and separated, and the lasting impact for survivors of the Holocaust.

Procedure

After prior study of the concentration and extermination camps involved in the Holocaust, teacher will introduce students to item "Wedding Ring" from the *Holocaust Memorial Center's* collection and provide the back story to it.

Students will engage in discussion with the teacher first asking if there is anything more they wished they knew. After responses, if necessary, teacher will clarify there was more than one single box of rings, then guide students in considering the questions:

1. Why do you think the man - the liberator - took the ring?
2. Do you think it was right or wrong for him to do this?
3. How do you think the original owner may have felt about this?
4. What story do you think the ring reveals about what occurred to the Jews in the camps?
Base your answer on our prior study. What do you already know from any historical sources we have used-testimonials, timelines, photographs and more?

Based on time (possible second class period)-Students will then be assigned to write their version of the story from the perspective of the ring (personification), almost a life story as if it were telling what had happened to it. This could take the form of homework, a group project, a scaffolded writing throughout the week that is an online discussion board. Because of the numerous possible perspectives, the storytelling can be rich and diverse.

Group project extension - Students can also write a reflection piece that speaks from the perspective of other inanimate objects and their owners (who could range in age and backgrounds)

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Materials & Resources Used (if applicable)

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| Materials | <ol style="list-style-type: none">1. Picture of the "Wedding Band"2. Descriptive narrative to introduce the "Wedding Band"3. Writing materials4. Art supplies5. Research sources (online, text) |
| Resources | |