

PROJECT TITLE:	
It's Over....Now What?	
How did displaced person camps, ORT, UNRRA, Kindertransports and the Displaced Persons Act of 1948 help displaced persons of World War II.	
AUTHOR: Margi Roache	SUBJECT & GRADE LEVEL US History, 7th Grade

CLASSROOM PRACTICE (DOCUMENT #1)

1. HI Overview & Teaching Thesis:

It is important that our students understand the full impact of war and human conflict. Specifically, what happens when the shooting stops? Where do the people whose homes have been bombed or towns destroyed go? What happens if you are a citizen of a country that you are now afraid to be in? It is by no means meant to completely cover the experiences of all the DPs during the time period after World War II, rather a snapshot of what these people went through during and after the war in an effort to survive. The kit uses personal narratives, documents and historical articles to give students that snapshot of the human impact WWII had. Five different subjects are explored, the Kindertransport, Lithuanian Diaspora, UNRRA, (pronounced un-rah) the ORT and the US Displaced Persons Act of 1948. How did the DPs and refugees put their lives back together? What agencies were there to help? This lesson is designed to be a culminating lesson for the end of the World War II unit. The plight of Displaced Persons after WWII is often overlooked not only in our textbooks but our standards as well. This kit will give students a chance to see what the impact of war can be on civilians caught in the middle of war zones.

2. Suggested Grade Level and Length of Activities:

7th Grade; One 90 minute block class.

3. Significance & Relevance:

The years following WWII were turbulent at best for the DPs of Europe. As a result of present day wars around the globe and natural disasters such as the Tsunami in 2004 and Hurricane Katrina in 2005, the world is again being faced with large numbers of displaced peoples. In order for our children to better understand and empathize with the plight of these people they need to have some background as to what has happened in the past, what worked, what didn't. This lesson is designed to be a culminating lesson for the end of the World War II unit, it's aim is to help students gain not just knowledge of DP's, but also empathy with their plight and struggles hopefully helping them to become better equipped to deal with present and future crises.

Selected State & National Standards –

Virginia SOL's

- USII.1b – The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to make connections between the past and present.
- USII.1d -- The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to interpret ideas and events from different historical perspectives.
- USII.1e – The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to evaluate and debate issues orally and in writing.
- USII.1i -- The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the people and nations responded to positive and negative incentives.

National History Standards

- NSS-WH.5-12.9 ERA 9: The 20th century since 1945: Promises and paradoxes. The student in grades 5-12 should understand the search for community, stability, and peace in an interdependent world
- NSS-G.K-12.2 Places and Regions – As a result of their activities in grade K-12, all students should understand how culture and experience influence people's perceptions of places and regions. NSS-GK-12.4 Human Systems – As a result of their activities in grades K-12, all students should
 - Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surfaces.
- NSS-G.k-12.6 The uses of geography – As a result of their activities in grade K-12, all students should understand how to apply geography to interpret the past.

OAH Historical Inquiry Skills

Historical Comprehension

- 2A – Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to those developments, and what consequences or outcomes followed. . – *Students will read narratives, articles and documents and examine photographs from the time to help gain an understanding of some of the struggles and obstacles displaced persons had to contend with after World War II and how different policies and organizations helped them to rebuild their lives.*
- 2E – Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and the historical event occurring there. – *Students will use maps to how Europe changed from 1938-1945. They will also use maps to see the distances traveled by some displaced persons.*

Historical Analysis and Interpretation

- 3D – Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes and fears. – *Students will read narratives, articles and documents and examine photographs from the time to help gain an understanding of how displaced persons perceptions of how their lives were and would be changed because of changing political boundaries as well as experiences from the war years.*

4. Modifications, Differentiation, and Extensions

- **This lesson can easily be modified to a regular jigsaw by having the students switch groups. This will however take more time and extend the lesson to two days.**

- **An extension for the lesson is to take one or more of the narratives, copy them and have students trace their journey on the map. There are several narratives located at <http://dpcamps.ort.org/dp-stories/marcus/> Students could be assigned one or choose their own. A good supply of atlases will be needed for this.**

Lesson Overview

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Title: It's Over, Now What? Guiding Questions 1. What would you need in order to survive if you were forced out of your home? 2. Where do people go for help when there is no where to turn? 3. What responsibility do you think governments of the world have toward displaced persons that are not their citizens? 4. What obstacles do people have with movement after war?	1. Students will be able to define displaced person. 2. Students will be able to explain how displaced person camps, ORT, UNRRA, Kindertransports and the Displaced Persons Act of 1948 aided refugees and displaced persons before, during and after World War II. 3. Students will use geographic and political information to describe the likely effects both had on refugees and displaced persons during and after World War II.	A. Student activity sheets that students record answers as well as reactions to material presented. (supports objective 1 and 2) B. RAFT assignment asking students to write a letter. (supports objective 1 and 2) C. Map activity done at the end of the lesson, that has students comparing before and after WWII Europe. (supports objective 3)	A. PPT to start the lesson will help students by giving them additional background information on what they are about to do as well as 'setting the stage' so to speak for the lesson. B. Group work, discussions requiring students to read and/or analyze parts of documents and photos. Students will work together to both go through the materials and come to a better understanding of the topic. They will show this with both their activity sheet and sharing with the class. C. The class activity with the map of Europe will help the students to understand how the political boundaries played a part in the dilemma many DPs found themselves in.

5. Related Materials and Resources:

- Activity sheets for whole class A & B
- Activity sheets for each group – labeled – 5 total
- Documents for each group – labeled – 7 total
- Map of Europe 1938
- Cartoon of Lithuanians fleeing Stalin
- Copy of minutes of weekly DP Commission meeting
- Copy of RAFT – final assessment
- Copy of rubric for Raft
- PowerPoint for lesson

6. Annotated Instructional Bibliography

Good Books that give excellent perspective on Displaced Persons

- Byers, Ann. *Saving children from the Holocaust: the Kindertransport*. Berkeley Heights, NJ: Enslow Publishers, 2012. Print.

This book was great, the author gives some excellent background information, includes many photographs and several personal narratives that really bring the events alive. The book is written for 6th to 10th graders, but as they are using primary sources it makes the book a quick read and very informative.

- Hoffman, Betty N.. *Liberation: stories of survival from the Holocaust*. Berkeley Heights, NJ: Enslow Publishers, 2012. Print.

This book like the one above was excellent. The background information is plentiful, yet it is a quick read. There are many photographs and again several personal narratives that bring the events alive.

- Hitchcock, William I.. *The bitter road to freedom: a new history of the liberation of Europe*. New York: Free Press, 2009. Print.

This book is fantastic. It gives a great account of what was happening in Europe post WWII. The book is a good read, but if you are in a rush and want some background knowledge, the chapters are written so that you can hop around without losing what is happening.

Great Websites for quick information.

- <http://www.ushmm.org/>

This site is almost overwhelming. Don't let the vast amount of information intimidate you. The site has a search engine and many great background articles. There are also plenty of personal narratives and maps to help explain the content. There is even a section on tips for teaching the content.

- <http://www.ibiblio.org/pha/policy/1943/431109a.html>

This is the text of the agreement for UNRRA. It's a long read, but helpful to understand some of the workings of the organization.

- <http://dpcamps.ort.org/>

This is part of the World ORT website. It gives wonderful background knowledge of ORT and its role in the DP camps after WWII. There is also a selection of personal narratives and a video that help explain the content.

- <http://www.chgs.umn.edu/museum/exhibitions/displaced/>

This is a fabulous collection of pictures taken by Maxine Rude of various DP camps after WWII. The pictures bring a better understanding of daily life in the camps.

- http://www.bbc.co.uk/history/worldwars/wwtwo/refugees_01.shtml

Excellent site. BBC does a great job of giving some background on groups other than Jewish that were affected and came displaced by World War II. The website is easy to read and understand and easy to navigate.

- <http://www.kindertransport.org/history.htm>

This site gives a good and detailed history of the Kindertransport. There is a good amount of background information that explains how the transport came about and why as well as the restrictions it had.

- <http://www.holocaustresearchproject.org/holoprelude/kindertransport.html>

This is another great site for the Kindertransport, the background information is very informative and goes into a bit more detail with the origins and people who made it possible. There is a narrative included that while fascinating to read is heartbreaking.

- <http://meljay.hubpages.com/hub/Lithuanian-Diaspora-A-History-of-WW-2-Lithuanian-Displaced-Persons>

This site is interesting. The plight of Lithuanians during and after WWII. There are some excellent cartoons and pictures on the site as well as some links and information on other sources.