

World War II is Over, Now What?

Objectives

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 WWII.
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.

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.

I. Preparing for the lesson

- a. Print activity sheet A.
- b. Print activity sheet B, the map of 1938 Europe and copy it on the back of sheet A. Make copies for each student.
- c. Divide the class into five mixed-ability groups of 3-5 students. They should be seated together in a way that will allow them to discuss the articles their group is assigned.
- d. Make copies for each group from the folders labeled 1-5. Make one copy of each document for each student in the group.
- e. Print the text on the Kindertransport from <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005260>
For Group 2
- f. Print text on the ORT from <http://dpcamps.ort.org/dp-stories/ort-and-the-rehabilitation-of-holocaust-survivors/>
and the text from <http://dpcamps.ort.org/dp-stories/marcus/> for Group 3.
- g. Write the guiding questions on the board for the students to see and refer to throughout the lesson.

- II. PowerPoint – Displaced Persons Overview, this is a brief ppt to set the students up for independent group work and to help give them some background knowledge on the subject. Follow the talking points and guiding questions as needed.

- III. Start the PowerPoint with the definition of displaced persons. Read or have a student read that slide. Students should write the definition on their activity sheet A.

Take five minutes to brainstorm with the class on what types of situations during World War II could cause someone to become displaced and what does someone need to survive and start a new life? Possible answers are:

1. Forced migration, ie concentration camps.
2. Town and/or country invaded
3. Home and/or town destroyed in fighting.
4. Food, shelter, job, money

- IV. Advance to the background slides. Read this aloud or have a student read the slide. On the first background slide be sure to convey to the students that these are only some of the groups that were displaced during this time. On slide two be sure to go over what repatriated means. The students need to understand what a displaced person and a displaced person camp is. The information on these two slides will help with that.

- V. The next two slides are primary source documents. The first one is a copy of minutes from a weekly meeting of the Displaced Persons Control Commission, this slide simply shows the whole page of part of the document the next slide shows a close up of part of the notes explaining the dilemma of Jewish Germans who had had their citizenship taken away and if they would be permitted to leave Germany if they wanted. This is a good example of some of the questions that came up during this time and how the situations could be complicated. Read this part to the class or have a student read it. Refer back to the guiding questions for brief class discussion. Other questions can be: What does it mean to be stateless? The goal with these two slides is to let the students discover just how complicated the situation was. The second slide is a map of a DP camp in Bavaria and a picture of DPs arriving in New York, NY. The map of the DP camp will give students an idea of how big the camps were and the picture shows the DPs were just regular people, like them. Ask students if anything in either picture stands out to them, what is it and why?

- a. The PPT should take no more than 10 minutes.
- b. The last two slides are for later in the lesson. Slide 8 is a political cartoon that is in the Lithuanian groups folder. While that group is sharing show this slide and let the group explain the cartoon.

- VI. Students will now look at group work. Each group will have 20 minutes to read over the materials for their group and answer the questions on the activity sheet.

- i. Assign the following roles to each group
 1. Timekeeper to be sure the group doesn't lose track of time.
 2. Task controller to be sure the group stays on task.
- ii. Tell the groups that at the end of the group work they will each share what their group has learned with the entire class. They will use their activity sheets to guide them on what to share with the group.

- iii. During group work the teacher should be circulating between groups to help as needed. The teacher may find it helpful to give each group a signal to show if they need help, for example display a red sheet of construction paper if your group needs help.
- VII. While in groups students will read the articles and look at any pictures in their folders to answer the questions on the activity sheet with their folder. The teacher should circulate to help facilitate the groups.
- VIII. Once all groups have completed the activity they will each be given 3-5 minutes to share their information with the class. Students should fill out the grid on Activity sheet A during this time. It doesn't matter what order the groups go in for this informal presentation.
 - i. Have groups state their groups subject and briefly say what it was. For example, "Our group had UNRRA, that was an organization formed to help displaced persons during and after WWII."
 - ii. Next groups will present what they discovered in their packets. For example, "This is a speech by President Roosevelt in which he....." "This picture shows how the UNNRA..."
 - iii. The students talking points should be what is on their activity sheets as well as anything they may have found particularly interesting.
 - iv. The students should provide information to help their classmates fill in the grid on activity sheet A.
 - v. Students should be ready to answer questions from their classmates. Since this is a short lesson it is very possible that questions can be asked that the students don't know...or that the teacher doesn't know. On one section of the blackboard record any questions that cannot easily or quickly be answered. This list can be revisited the next day as a follow up to the lesson.
- b. Total group work and sharing – 45 – 50 minutes
- IX. Advance the ppt to the map showing Europe during the Cold War. Have students mark the western outline of the Soviet Union border on their map of 1938 Europe. This does not have to be perfect, simply a bolder line to show the difference between pre and post war Europe. As a group discuss some of the differences in the map of 1938 and the Cold War map showing the USSR. 1) What differences do they see that might have caused some of the DPs to not want to return home? (Their homes are now under Soviet control) Next look at the map and discuss 1) What obstacles might the DPs have encountered in moving to and from camps, to homelands searching for family? (transportation, money, borders) 10 minutes
- X. Introduce the final activity. Students will complete a RAFT. Their Role is a student, their audience is the Department of Education, their format is a letter and their task is to write a letter to the DOE explaining why information on Displaced Persons should be included in the state standards. This activity should be started in class and finished for homework.