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idea packet

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Bystanders No More!



**“Even in darkness it is possible to create light”
Elie Wiesel**

Bystanders-No More!

Idea Packet

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Bystanders-No More! Introduction



Welcome to a project dear to my heart! You cannot teach children empathy. Some children are visual learners, auditory learners and tactile learners. No matter what learning style a child is, you can usually reach them with "By Standers-No More!" ELL students will learn using visual and peer navigation. The approach used in this project is helpful is showing a way to help students become aware of empathy and begin to use it in their everyday life no matter where they are from.

The hope is that this project becomes available for the entire school curriculum, grades Pre-K through 5th grade by using age appropriate materials. This is, also, a great beginning stage to be used from 6th grade to 12th grade. As of now, this educational resource is specific to the fifth grade curriculum, in the Miami-Dade County Public Schools, as the Holocaust is a mandatory subject. How this is taught is up to each individual teacher. This is an excellent resource for the 5th grade teacher to use as an introduction to this very delicate history.

I welcome your thoughts and insights to make this a better curriculum.

Hugs,
Susan

BASICS

There are basics to learn in every project. With Bystanders-No More!, you need to make a checklist of what you can and cannot do.

___ You may **NOT** use any type of role-playing.

___ It is important to make the people, who died in the Holocaust, not victims but people that is sensitive, whether it is a movie or a book being read, make copies of these forms and then give this permission slips to administration.

___ Be flexible...it is okay to say you do not know certain facts but assign researchers.

___ Sheet Protectors (once you have a photo that you love, a letter, or anything that may be a primary document, you will want to protect it!) so that students' may talk about it and handle them,

___ Computer (for signing into some of the fantastic programs available on the internet)

___ Internet websites (as with all projects, you want to be prepared!!! Do a lot of research that is meaningful to you and is age appropriate to the students)

___ Camera (used to create a classroom photo book or to communicate the research and the many activities you'll be doing by showing parents the photos like on a story board on construction paper!)

___ Time (you will need ample time for the students being on the internet-you will be covering all Florida Standards). Do what you feel you are comfortable with...

___ Arrange to have a Holocaust speaker come to your classroom at the end of the year or whenever you feel your students are ready. Do have the students write down questions they would like answered. Do **NOT** have the students write a standard thank you to the speaker-it needs to come from their hearts.





Goals and Objectives-Following the Florida Standards

Goals and Objectives

The objectives to "Bystanders No More!" are as follows:

- 📖 What is extremely important is talking about how the *German* society was like **before** World War I-this sensitizes the students so they can feel for this society and realize they are humans just like themselves.
- 📖 The students will recognize that these were real people with real families who had friends, neighbors and a true sense of belonging-they were *Germans* first, then *Jewish*. You show them the working class of the *German* people and explain what occurred after World War I. The Treaty of Versailles sanctioned *Germany* and made the *Germans* feel ashamed.
- 📖 Everyday, the students would have a five-minute reflection journaling time at the beginning of the day or if they need longer to use this as homework reflection.
- 📖 iWitness program (an historical research begun by Steven Spielberg who went around the globe to capture live testimony since he realized the survivors were close to all disappearing soon) would be used to gather information online from the witnesses to explain the Holocaust or any other area of the world who have been persecuted or whose lineage has been involved in genocide. This may be done in collaboration with another student or students for projects and to find differences and similarities in testimony-students will understand the value of live testimony and be able to sort out the good and bad in this way of research.
- 📖 You cannot create empathy but you are able to instill empathy. Apathy is created when you don't care. Researching these testimonies doesn't allow apathy to creep in but it may create sensitivity. While accumulating their testimony, they will be gaining a tremendous amount of geography and understanding which countries were involved in WWII. They will discover which countries were neutral in Europe and inference as to why they thought these countries might have been neutral countries.

- 🗨️ In addition, students need to understand that it is up to them to create a world where the Holocaust should never happen again to anyone...brainstorm how they may be able to do this with their peers.



Florida Standards

Social Studies:

SS.5A.1.1 Use primary and secondary sources to understand history

SS.5.A.1.2 Use timelines to identify and discuss time periods

SS.5.C.3.1 Describe the organizational structure (legislative, executive and judicial branches) and powers of the federal government as defined in Articles I, II and III of the U.S. Constitution

SS.5.C.3.2 Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights

SS.5.C.3.2 Give examples of power granted to the federal government and those reserved for the states

SS.5.C.3.6 Examine the foundations of the United States legal system by recognizing the role of the courts interpreting law and settling conflicts.

SS.5.G.1.2 Use latitude and longitude to locate places

SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information

SS.5.G.4.1 Use geographic knowledge and skills when discussing current events

SS.5.G.4.2 Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state or national problems

Language Arts:

LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)

LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes

LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem

LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described

LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics

LAFS.5.RL.4.10 By the end of the year, read and comprehend literature/informational text, including history/social studies, science and technical texts, including stories, dramas, and poetry, at the high end of grades 4-5 text complexity band independently and proficiently

LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital source summarize or paraphrase information in notes and finished work, and provide a list of sources

LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflections and research

LAFS.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly

LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally

LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

LAFS.5.L.3.5 Demonstrate understanding of figurative language word relationships, and nuances in word meanings





Course Outline and Overview of School Year



This project is about how the Holocaust began, what the Holocaust was and brainstorming what the students could possibly do to prevent anything like this from happening again. You first, as an educator, show and display on the Smartboard pictures from the Internet and film clips (G-rated as you do not want to scare the students, just inform them about what life was like before, during, or after WWI, and leading up to WWII).

What is extremely important is talking what the German society was like before World War I-this sensitizes the students so they can feel for this society and realize they are humans just like themselves. The students will recognize that these were real people with real families who had friends, neighbors and a true sense of belonging-they were Germans first, then Jewish. You show them the working class of the German people and explain what occurred after World War I. The Treaty of Versailles sanctioned Germany. Everyday, the students would have a five-minute reflection journaling time at the beginning of the day. iWitness program (an historical research begun by Steven Spielberg who went around the globe to capture live testimony since he realized the survivors were close to all disappearing soon) would be used to gather information online from the witnesses to explain the Holocaust or any other area of the world who have been persecuted or whose lineage has been involved in genocide. This may be done in collaboration with another student or students for projects and to find differences and similarities in testimony-students will understand the value of live testimony and be able to sort out the good and bad in this way of research. You cannot create empathy but you are able to instill empathy. Apathy occurs when you don't care-researching these testimonies don't allow apathy to creep in but create sensitivity. While accumulating their testimony, they will be gaining an awareness of geography and understanding which countries were involved in WWII. They will discover which countries were neutral in Europe and inference as to why they thought these countries might have been neutral countries.

I am repeating this to emphasize the importance of this program.





Begin with a in depth look of German families in Germany before WWI, during WWI and after WWI-the students will identify with the German people as people with friends, a deep-grounded loyalty to their country, a proud people, and the working together relationship among all people living in Germany. (This will expand later to other countries involved.)

October

Talk about the uprising in Germany after WWI resulting from the Treaty of Versailles and the sanctions placed on Germany. What did the Treaty of Versailles entail? Why was it imposed? How did Germany feel about this treaty? How was it even remotely possible that Hitler would become Germany's next leader? After discussing the election process in Germany, ask if this process could happen in the United States-why or why not? Discussion with the class...

November

Begin the novel, "Behind the Bedroom Wall," since this is told by a non-Jewish 12-13 year old girl which the students are able to identify with-be able to relate to her and her position. This is also great at this time of the year since the message is about loyalty and about family.



This is a great time to reflect on our world today and yesterday; a look at genocides around the world-Rwanda, The Armenians, The Turks, Iran, Syria, just to name a few. Incorporate this with the holiday season and explore other religions with their holidays showing acceptance.



JANUARY

Begin the New Year with "Number the Stars," talk about Norway, Finland, Sweden, Switzerland-how are they involved? Why did Sweden remain "free?" Did this show a turning point? Were people in society beginning to show resistance? What is resistance? What does "choiceless" choices mean?

February

"Daniel's Story" (with parental consent). This story is historical fiction based on a real story-it is a little more graphic and will only be pursued with parental consent. You may substitute this book with the ones I list for March.

March

"Esperanza Rising" (deals with the Mexican immigration into the United States) and/or "A Knock At the Door" (a book about the Armenian genocide). Have literature circles where students of the same book read together and develop their own projects and rate themselves by a student-made rubric scale showing participation and understanding within their groups.

April

(TESTING window); watch the Holocaust Memorial Service from Washington, D.C. via PBS in late April...very moving ceremony. This usually occurs right after testing. I know that this is a very stressful time for you and just allocated this resource...more may be done if you have the time. Prior to showing this, explain why this ceremony takes place every year, during the watching have the students write down questions about what they are watching and afterwards break into groups to have feelings shared and questions answered. Come together and find out what the students learned from this live ceremony and if their questions were answered-find out the questions they wrote down as you circulate around the room.





Culminating our yearlong study with literature and with history combined, a Holocaust Survivor should be invited to come and speak to the students; making "Stars of Hope" (Jewish Stars hung up about the room with what they hope their future will be like an acrostic poem about what the Holocaust learning unit meant to them encircling the star); thank you notes written to the Holocaust presenter and possibly with any money left over, present the presenter with a meaningful gift. Sometimes, the best gift is what the students' write. Maybe attach the students' photo to what they write. This is the timeframe when the students should be writing their own questions down in a journal to ask the Holocaust survivor. In addition, while the Holocaust survivor is presenting, they could write down additional questions.

This is also a great way to wind down the school year-very thought provoking time in the classroom life! Actually, calms the classroom down for a nice closing of the school year.



ANYTHING ELSE that comes along and adheres to the Florida Standards, use it!!!!



About Lesson Plans



Lesson plans for this sensitive subject need to take into account the following protocols:

- 📖 Within all your lesson plans, you may NOT role-play and pin other students against one another-this would only enable the perpetrators.
- 📖 Ask questions-find an expert when you do not know the answer-it is one of the darkest histories of mankind.
- 📖 Do not give an answer that you do not know the answer to-it is okay to say, I do not know the answer and say let me find out or does someone wish to look it up.
- 📖 Make sure that you are on websites that are honest websites-too many are the ones that look real but are formed by neo-nazis or by people who do not like Jewish people.
- 📖 Try not to have the students say "Jew"-it is a derogatory term-rather say "Jewish person"
- 📖 Please make sure that the students understand that being Jewish is not a race, but rather a religion.
- 📖 Perpetrators had a choice, Jewish people did not have a choice.
- 📖 **Thou shall not be a perpetrator. Thou shall not be a victim. Thou shall not be a bystander.** You may use this to make a sign in your classroom, if you'd like.
- 📖 **ALWAYS PREVIEW** the materials first!!!

The moral of this lesson: Lesson Plans are made to be BROKEN!!!

What I mean by this, if students become so involved in a subject matter that takes their interest to a higher educational experience, let this be your lead. Follow what the students want to know. They will be more thoughtful. Their questioning will become at a much higher level using "thinking questions" which falls right in line with the FSA guidelines.



Lesson Plan 1

Subject/Grade Level: Fifth Grade

This frame was used from Echoes and Reflections

This is an introduction to the Holocaust Unit BEFORE beginning the Holocaust as I am working with ESOL students and ESE students who have virtually NO KNOWLEDGE of the Holocaust and are primarily NOT Jewish. I think this is a goal not in your wonderful curriculum. Also this is for 5th grade students. Even though you asked for a 30 minute lesson plan, this will either be done in an hour as a introduction and/or take place over a 3 week period because there is more to cover in 5th grade so they are able to understand-there is a lot of background knowledge not developed yet in fifth grade.

Goal	Students will be able to understand the culture of the European peoples in their countries, focusing mainly on Germany; to try and establish some type of empathy for each student in one way or another; understand that when you are against a group of people, this is wrong and must never happen again.
Learning Objective(s)	-pass out a pre-test to see what the students know about the Holocaust (maybe the day prior) -Understand the "climate" of the European nations -Understand WWI and its ramifications -Understand the Treaty of Versailles and why it was sanctioned -Understand why Germany's disposition prior to WWI and how this eluded to Hitler's eventual climb to and rise in popularity --If time permits, how was anti-Semitism introduced-whether you are Jewish or not, it occurs today when you select a group of people to "pick" on like the Muslims, Syrians, Venezuelans, etc. (Continued on the next page)

<p>Academic Standards to be Addressed (if applicable)</p>	<p>Social Studies: SS.5.A.1.1 use primary and secondary source to understand history SS.5.A.1.2 use timelines to identify and discuss time periods SS.5.C.3.1 describe the organizational structure (legislative, executive and judicial branches) and powers of the federal government as defined in Articles I, II and III of the US Constitution SS.5.C.3.2 explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights SS.5.C.3.2 give examples of power granted to the federal government and those reserved for the states SS.5.C.3.6 examine the foundations of the United States legal system by recognizing the role of the courts interpreting law and settling conflicts. SS.5.G.1.2 use latitude and longitude to locate places SS.5.G.1.4 construct maps, charts, and graphs to display geographic information SS.5.G.4.1 use geographic knowledge and skills when discussing current events SS.5.G.4.2 use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state or national problems</p> <p>(The reason I am bringing in the US balance of power is to show WHY this could not happen in the United States and how this occurred in Germany.)</p>
<p>Background Knowledge (what students need to know prior to participation in this activity/mini-lesson; including background on anti-Semitism)</p>	<p>Show some video clips and iWitness videos to enhance the learning experience about the cultural background in Germany to begin the empathy process-having the students try to make a personal connection; -use the video clips from the iWitness website; -introduce Anti-Semitism, not just against the Jewish people but against all "groups" of people as it is occurring world-wide in today's world; that as our future generation, we are depending on them to eradicate this in their future for generations to come by being proactive and tolerant of others and their individual beliefs and values-every one is human and needs to be treated as human beings with dignity and understanding. Comes under the category of "hate" Use: http://iwitness.usc.edu/SFI/Activity/DoActivity.aspx?stp=8e3aee23-183d-4144-92eb-f69405acb3ca</p>
<p>Vocabulary</p>	<p>WWI, Treaty of Versailles, chancellor, Hitler, Holocaust (maybe), Kristallnacht, Arbeit Macht Frie (maybe), collaborator, visual history testimony, propaganda, concentration camp, bystanders, brown shirts, tolerance (the maybe is in case you just wish to only introduce WWI and the German community. You will eventually introduce these words throughout your lessons in the future)</p>

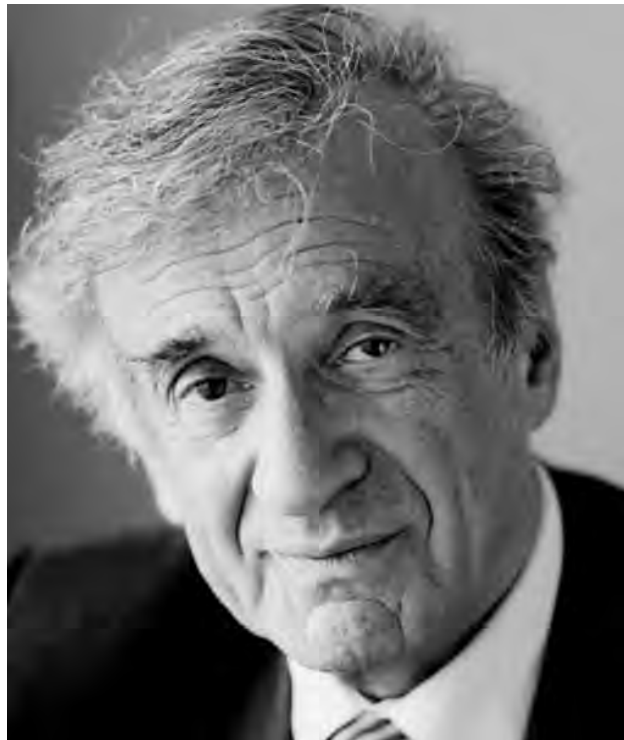
<p>Materials Needed</p> <p>(include at least one primary source from Echoes and Reflections)</p>	<p>http://www.history.com/topics/world-war-i/treaty-of-versailles https://prezi.com/t3ms2z-j0k2i/how-did-wwi-effect-germanys-society-and-culture/ http://www.history.ucsb.edu/faculty/marcuse/classes/33d/projects/1920s/Econ20s.htm (as a handout)</p> <p>http://iwitness.usc.edu/SFI/BrowseTopics.aspx using Renée Firestone's testimony about how a Gentile apprentice who eventually took over her father's business refused to help her family when her family was placed in a ghetto...AND Kurt Messerschmidt's testimony about his description of Kristallnacht and how life changed for him and his family/bystanders/brown shirts/, collaboration, disapproval as silence-"silence was the harm"</p> <p>http://iwitness.usc.edu/SFI/Activity/DoActivity.aspx?stp=8e3aee23-183d-4144-92eb-f69405acb3ca About Hate</p>
<p>Procedures</p> <p>(step-by-step directions for implementing the activity or lesson, including all instructional strategies to be used)</p>	<ol style="list-style-type: none"> 1. display a world map and European map close-up (can be done with the computer and Smartboard or a visual method with an actual map or with a globe) 1B. http://www.history.com/topics/world-war-i/treaty-of-versailles https://prezi.com/t3ms2z-j0k2i/how-did-wwi-effect-germanys-society-and-culture/ Play these clips so the students understand the ramifications of the Treaty of Versailles and how this impacted Germany's Society 2. students collaborate by sharing their feelings 3. play the testimonies for the whole class to hear at the same time, not individually (located in Materials Needed) 4. Have students play these same testimonies by themselves for the second time and jot down some reactions in their journals what they are hearing-no guidelines for the reactions 5. http://iwitness.usc.edu/SFI/BrowseTopics.aspx -research propoganda-there are two clips to watch-only watch Esther Clifford
<p>Assessment</p>	<p>-Use as Home Learning, have the students make a reflection journal and write down what they thought about the material presented to them...How would they feel if they were a German citizen after the Treaty of Versailles. Have them write in this reflection journal an answer for this question.</p> <p>-following day, hold an open class discussion then break into small groups</p> <p>-teacher walks around the classroom to visit each of the small groups to see what they are able to help with group leaders</p> <p>-group leaders write down questions that the students have and write down their a-ha moment or major take-away; may also share their written journal</p>

My Reflection

(explain how your activity or lesson demonstrates sound pedagogy for teaching about the Holocaust)

- it's factual
- sequential for understanding the timeframe
- vocabulary is introduced for background knowledge
- once vocabulary is introduced it becomes a part of the student's prior knowledge (don't own it yet but were exposed to this information)
- internalize student's reflections-written in their journals
- bring in and assign materials that are for the appropriate age.

This is only the beginning...imagine the effect of more exploration and literature throughout the school year.



"I swore never to be silent
whenever and wherever
human beings endure
suffering and humiliation.
We must always take sides.
Neutrality helps the oppressor,
never the victim.
Silence encourages
the tormentor,
never the tormented."
- Elie Wiesel

Photo Credit: Sergey Bermeniev/npr
HistoryByZim.com





Lesson Plan 2 and Throughout the Rest of the School Year



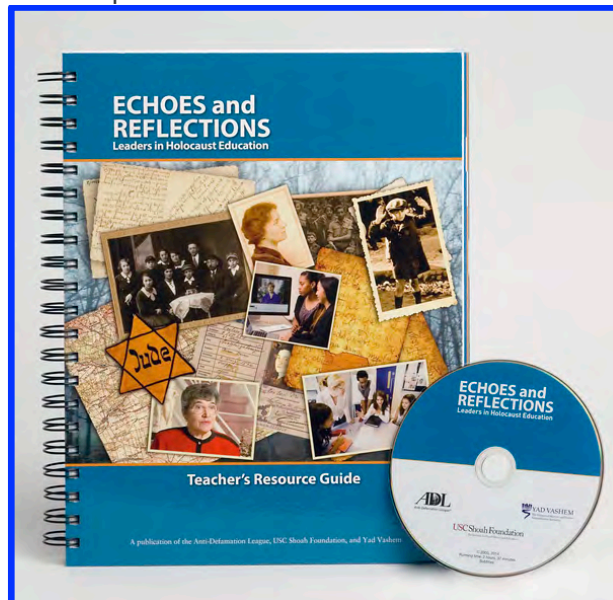
Seriously, I cannot do any better than this resource
<http://holocaust.umd.umich.edu/lul/>

This invaluable resource has everything you could possibly need, video clips, vocabulary, etc. and it is ALL DIGITAL!!! It took me hours to find this online because I only had the book edition without the tapes. I was looking to see if I could purchase the tapes. One resource lead to another resource and was able to locate this wonderful site. You probably, after you preview first, have these lessons on the Smartboard/Promethean Board for the whole class and develop the detailed questions for a wonderful class discussion.

or use the resource from Echoes and Reflections (if you take a 3 hour course from them AND it's free!!!)

Attend a Program and Receive:

- 1 A complimentary copy of the *Echoes and Reflections*
- 2 *Teacher's Resource Guide*
- 3 The opportunity to explore effective strategies for teaching the Holocaust to today's students
- 4 Access to professional development credit

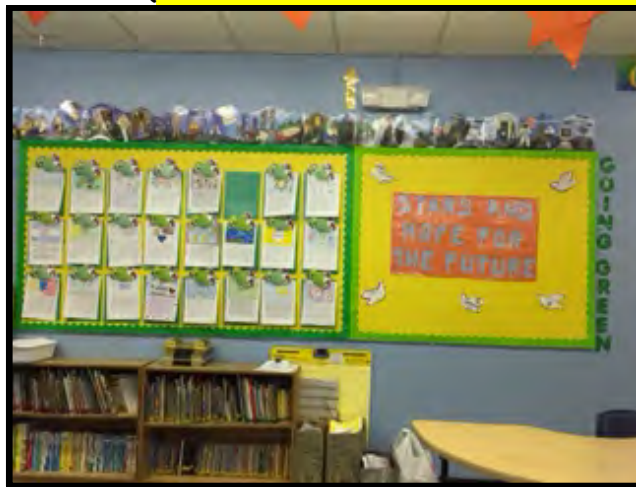


Lesson Plan 1, I composed myself. This lesson is the crux of the Holocaust beginning. You MUST humanize the people in the concentration camps-DO NOT victimize them. If I produced more lesson plans, these plans would have made use of these two sites and I did not want to plagiarize.

Classroom Activity Photos



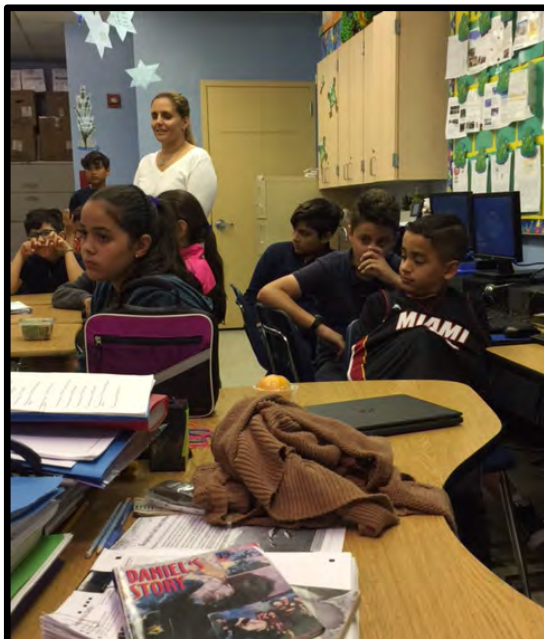
Making "Stars of Hope" at the end of the Year- how they wanted the world to be for them in the future. (DO NOT USE YELLOW for the stars)



The right bulletin board set up for the "Stars of Hope," saying "Stars and Hope for the Future." Students chose their "best written" paper on the Holocaust and shared with the Holocaust Survivor.



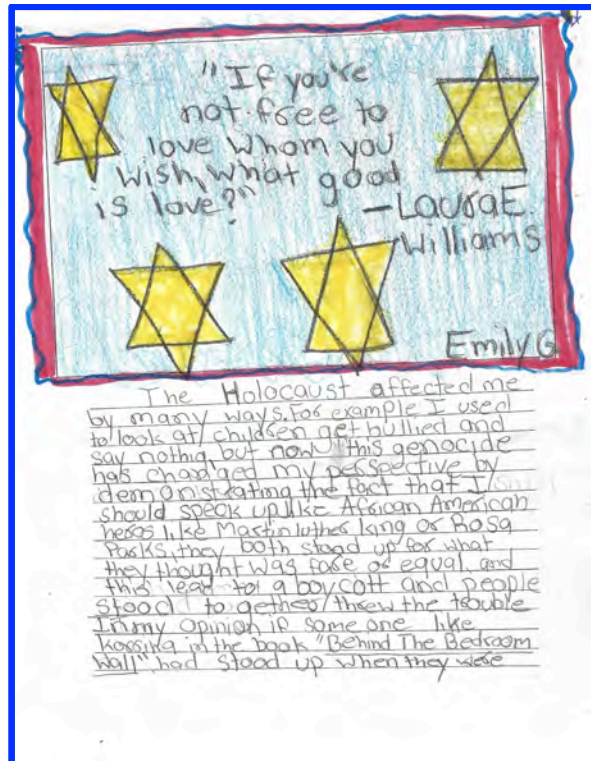
A student is sharing her written paper with Holocaust Survivor, David Mermelstein.



Fifth Grade teacher, Cary Cabrera, was listening with the classroom as David spoke about his experiences. Look how intent the students are! This was the first year Cary and I taught the Holocaust together!



Students working together



A student's written paper about "Behind the Bedroom Wall" by Laura Williams





Resource List/Bibliography



Echoes and Reflections: <http://echoesandreflections.org> This is where you may take modules online and learn at your own pace. Once you complete three hours of education, they will send you their own program free of charge broken into ten segments with a DVD. They incorporate their lessons with iWitness. This is geared towards grades 6-12 grades but may be modified for lower grades as well.

Echoes and Reflections Modules: <http://echoesandreflections.org/the-lessons/lessons-components/> When you go on this site, you will have to make a username and password.

Holocaust Museum of Miami Beach: <http://holocaustmemorialmiamibeach.org>
Great place to find Holocaust Survivors, educate yourself and take the students on a Field Trip to.

Holocaust Survivor: <http://holocaustmemorialmiamibeach.org/about/speaker/>
You may register here to have someone contact you about a Holocaust survivor speaker.

iWitness: <http://iwitness.usc.edu/SFI/> When you go to this website, you will see a RED register bar. Register! Very simple and then you will have primary testimony that the students may hear. BE SURE to review the tapes prior to make sure they are age appropriate. There are 1000s of interviews, not only about the Holocaust but of any nation having genocides like Rwanda. Steven Spielberg actually made this a possibility. He realized that very soon there would no longer be live testimony and he and his camera crew went searching for all survivors that wished to be taped and recorded for others to hear their stories forever.

Life Unworthy of Life: <http://holocaust.umd.umich.edu/lul/> This educational program was once sold for a lot of money! University of Michigan and their faculty chose to make this resource available free of charge to educators. There are lesson plans and clips galore to help you with your planning. This was very difficult to find BUT I am so glad I found it to share with you.

Dr. Miriam Klein Kassenoff, Curriculum Support Specialist, M-DCPS: a child survivor who is a wealth of information. She puts together the Holocaust Summer Institute, and more workshops during the school year, she visits schools to make sure that educators are teaching correctly, and may be contacted at: mkassenoff@dadeschools.net She is the author of "Memories of the Night: A Study of the Holocaust" co-authored with Anita Meyer Meinbach.

Summer Institute of Holocaust Studies University of Miami:

<https://sites.education.miami.edu/institutes/> (link may change yearly but you may "google" to find this site) This is the University of Miami's site page to sign up but the actual sign-up for teachers will be on MyLearningPlan. If you truly want to know how to teach the Holocaust to your students, Dr. Miriam Klein Kassenoff (Curriculum Support Specialist-M-DCPS), a child survivor, educates you far more than you can imagine. She is inspirational and only brings the "best of the best" speakers to this week-long summer institute which usually occurs the week after MDCPS lets out. Once you attend this one, she invites you, as a graduate, to attend two more during the school year at one-day educational review experience. In my opinion, you will never regret going.

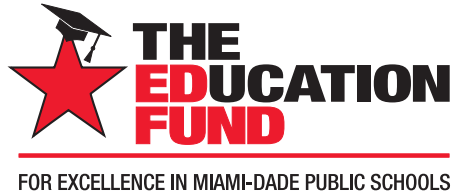
United States Holocaust Memorial Museum, Washington, D.C.:

<https://www.ushmm.org> What a fantastic resource, what knowledge there is, and they are always willing to help you with your questions.

Yad Vashem: www.yadvashem.org Holocaust Museum in Jerusalem, Israel-largest Holocaust Museum in the world.



**"Even in darkness it is possible to create light"
Elie Wiesel**



Apply for an Ideas with **IMPACT** Adapter Grant!

All Miami-Dade County public school teachers, media specialists, counselors or assistant principals may request funds to implement any project idea, teaching strategy or project from the 2017 Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2017-18. Most catalogs can be viewed on The Education Fund's website at educationfund.org under the heading, "Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from \$150 - \$400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Friday, June 1, 2018.

APPLICATION DEADLINE:
December 13, 2017
Apply online at educationfund.org

For more information, contact:

Edwina Lau, Program Director
305.558.4544, ext. 113
elau@educationfund.org



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