A Teaching Guide for
Paper Clips

Partnerships Make A Difference

One Clip at a Time . . .
The Legacy Group of Partnerships Make A Difference is a non-profit organization dedicated to providing educators, parents and students with the tools and inspiration to do great things. We are experienced and committed educators whose ultimate vision is to help young people develop a sense of passion and purpose and learn to apply it throughout their lives.

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“CREATING A LEGACY”

Think for a moment about someone you admire. This may be someone who is still alive, or someone who is no longer living. It may be someone famous, or someone very close to you. In some way, this person has left or is leaving a special “mark on the world.”

Who is this individual? What qualities or accomplishments do you admire about him or her?

The traits and actions you identify are part of this person’s “legacy.” We use this word to describe things that a person or group leaves behind for future generations -- not just material things like money and possessions, but lessons and traditions that survive for years to come. These memorable lessons and traditions continue to instill a sense of pride, hope and inspiration.

As part of your preparation for a service-learning project, you and your students could view the film, Paper Clips. In this acclaimed documentary, you will see the theme of “legacy” over and over again. The legacies of those who died in the Holocaust . . . the legacies of those who survived . . . the legacies of those who fought to free the Jews and others who were persecuted. And as a moving testament to hope, forgiveness, education and growth, you will learn about the legacy that has been created by the students and staff at Whitwell Middle School . . . one paper clip at a time.

We have developed this “teaching guide” as a tool to (1) help prepare your students for viewing Paper Clips; (2) provide discussion questions/ideas to help students reflect on the meaning of the film; and (3) provide additional ideas to help students take the “next step” by considering their own “legacies in the making.”
This teaching guide is organized using the **What?, So What?, Now What?** model:

**What?**
- What happened during the Holocaust?
- What did the Whitwell Middle School students, staff and community do as part of their Holocaust study?

**So What?**
- What difference did the Holocaust make to the people who were directly and indirectly impacted by it?
- What difference did the Whitwell Middle School “paper clip” project make, and what gifts and character traits did the students, staff and community members demonstrate?

**Now What?**
- How can you and your students use your own gifts and strength of character to make a difference as a result of this experience? What important issues or needs, local or global, would you and your students like to address?

The background, ideas and activities that follow are offered as suggestions only. As fellow educators, we know that your time is limited and precious. We believe that you and your students will be moved simply by viewing *Paper Clips* and witnessing the loving accomplishments of the young people and adults of Whitwell, Tennessee. Taking time to see the movie is a significant step in itself.

Beyond this, it is impossible to watch this film and not see the connections between the Holocaust and tragic events that are happening in different parts of the world today. We are all affected because of the Holocaust and other times when innocent people are lost because of prejudice and intolerance. As Linda Hooper, principal at Whitwell Middle School, said, “What if those people had not been exterminated? Who was destroyed there? Was it a wonderful teacher? Was it an artist? And I think about all of the grandchildren who never came to be . . . all the children who never came to be.” *What does the world lose when people are lost because of prejudice and intolerance?*

Many of you will be able to connect this learning experience directly to your curriculum, and we hope this teaching guide is of support to you in those efforts. We hope that some of you and your students will be inspired to take action of your own after learning about what extraordinary
things can happen when some ordinary, “everyday” individuals become passionate about an issue and about their own learning.

We’d like to thank Dr. Marjori Krebs, University of New Mexico, for her contributions to this teaching guide. Good luck, and thanks for your participation in service-learning.

Kathy Meyer and Ellen Erlanger
Partnerships Make A Difference
SYNOPSIS
Whitwell, TN is a small, rural community of less than two thousand people nestled in the mountains of Tennessee. Its citizens are almost exclusively white and Christian. In 1998, the children of Whitwell Middle School took on an inspiring project, launched out of their principal’s desire to help her students open their eyes to the diversity of the world beyond their insulated valley. What happened would change the students, their teachers, their families and the entire town forever… and eventually open hearts and minds around the world.

*Paper Clips* is the moving and inspiring documentary film that captures how these students responded to lessons about the Holocaust -- with a promise to honor every lost soul by collecting one paper clip for each individual exterminated by the Nazis. Despite the fact that they had previously been unaware of and unfamiliar with the Holocaust, the students’ dedication was absolute. Their plan was simple but profound. The amazing result, a memorial railcar filled with 11 million paper clips (representing 6 million Jews and 5 million gypsies, homosexuals and other victims of the Holocaust) which stands permanently in their schoolyard, is an unforgettable lesson of how a committed group of children and educators can change the world one classroom at a time.

*Paper Clips*, presented by One Clip At A Time HMA, is a production of The Johnson Group, in association with Miramax Films and Ergo Entertainment. It was named one of the top films of 2004 (documentary) by the National Board of Review of Motion Pictures, has been acclaimed by critics as “Oscar caliber” (Joel Siegel, Good Morning America), and has received audience and jury awards at film festivals across the country.

(www.paperclipsmovie.com/synopsis)
PREPARATION IDEAS AND ACTIVITIES

The following ideas and activities are offered as suggestions to help prepare your students before viewing the documentary, Paper Clips. (If you prefer, you can also use these strategies for follow-up after viewing the film.)

1. Have your students consider the concept of “legacy.” What do they think the word means? Who are some of the people your students admire? What did each of these people do to make a positive difference? What gifts and character traits did they demonstrate while making a positive difference in your school, community or world? Ask students to look for the legacies of different individuals and groups as they view Paper Clips so you can discuss these role models later.

2. Ordinary, “everyday” people, like the students and staff at Whitwell Middle School, use their gifts and strength of character to do extraordinary things. Gifts are the abilities which we exhibit naturally and easily. The concept of gifts involves identifying, appreciating and “owning” the skills, talents and aptitudes that seem to be part of us from a very young age. Character traits are moral/ethical qualities connected with “doing the right thing.” There are many character traits worth admiring and aspiring to, and many of these are related to a foundation of treating others with kindness, honesty and justice, and doing what we can to “create a better world.” The “Verb List,” found on pages 25-26, is a good activity to help young people understand the concept of identifying and demonstrating gifts, and the concepts of legacy, gifts and character traits are discussed on pages 27-28. If time permits, have your students complete the “Verb List” activity. Ask them to think about the gifts and character traits that are demonstrated by the Whitwell students, staff and community members while they watch the video. Also ask them to hold onto their completed “Verb List” so they can think about the gifts and character traits they possess to contribute to any follow-up projects you might choose to do in the future.

3. Locate Whitwell, Tennessee on a map. Have students research the social, economic and racial/ethnic make-up of the town.

4. Discuss the meaning of “diversity.” Whitewell Middle School is a school community with no Jews, no Catholics and only five black children and one Hispanic. How does that relate to the diversity in your school setting?

5. Have your students find out everything they can about the Holocaust . . . the countries it touched, the people who were imprisoned and murdered, the reasons behind it.
6. Hitler killed six million Jews, including 1.5 million children. How much is six million? Have your students relate those numbers to a comparable city or country.

7. Research how and where the paper clip was invented and how it was used as a symbol during the Holocaust.

8. The United States Holocaust Memorial Museum has developed nearly 600 identification cards for people who lived in Europe during the Holocaust. About half of these cards represent people who hid or were rescued, or survived internment in ghettos or camps. The other half represent people who died as a result of the Holocaust. You will find an introduction and three ID cards on pages 29-33, representing a variety of experiences. Have your students read the stories and think about how the lives of each of these people might have been different if the Holocaust had never happened. How might the lives of future generations of each of these people been different?

9. Either before or after viewing the film, have students read *The Diary of Anne Frank*.

10. Invite a Holocaust survivor to speak to the students immediately following the screening of *Paper Clips*. Have students discuss possible interview questions in advance. (Some suggestions are found on pages 9-10.)

**VOCABULARY**

- tolerance
- intolerance
- prejudice
- diversity
- Holocaust
- legacy
- atrocities
- propaganda
- commitment
- stereotype
- extermination
- ghetto
- concentration camp
- cattle car
- internment
- liberated
REFLECTION IDEAS AND ACTIVITIES
After viewing *Paper Clips*, you can choose to use these suggested ideas and activities to allow students opportunities to reflect and attach personal meaning and insight to their experience. Effective reflection can be done in a variety of ways . . . journaling, poetry, developing charts and graphs, photo essays, drawing or painting, performing a dance or skit, utilizing music that reflects themes or feelings, teaching others something they have learned, and a variety of other strategies. The discussion questions offered below can be adapted to allow students to reflect in ways that are of interest to them. (Choose the ones you find most meaningful.)

DISCUSSION QUESTIONS
1. What did you learn from the film? Whom did you admire/respect? Why?
2. What impact did the project have on the Whitwell Middle School students? (What did they learn? How did they grow?) What about the school staff? The Whitwell community? Other adults who helped? Other people outside of the project and town?
3. What legacy did the students and teachers at Whitwell Middle School create?
4. What message or messages do you think the filmmaker wants us to come away with after viewing this film?
5. What gifts and character traits did the Whitwell Middle School students and teachers demonstrate while creating the “Paper Clip” project? (Use the “Verb List” and “Legacy” discussion found on pages 25-28 to brainstorm gifts/character traits that were demonstrated. Beyond the typical ideas, such as creativity, teaching, speaking, and organizing, don’t forget the less obvious responses like teamwork, caring, perseverance, patience, determination, hope/optimism. They also had to have “parking” committees, “landscaping” committees, etc. All of these “gifts” were needed to complete the project.)
6. One of the issues in the film was “intolerance.” Intolerance can begin with something as simple as name-calling or bullying. How should we respond to name-calling? Is it right to fight back?
7. Many of the Holocaust survivors heard from in the film lived with unsettled issues for many, many years and spoke with no hate in their hearts. How do we deal with hate? How do we let it go? Does that make us weak? Does that make us stronger? How can people deal with such emotions in a positive way?
8. Why did the Whitwell Middle School principal say that some people thought that “their little town” was an unlikely place for a project like this to happen?

9. Why did Peter Schroeder and Dagmar Schroeder-Hildebrand, German White House correspondents, want to be involved in the project?

10. Dayton, Tennessee is only 30-40 miles to the north of Whitwell. The Scopes trial was held there in 1925. The Ku Klux Klan was founded about 100 miles away in Pulaski, Tennessee in 1855. What is the significance of these events, and how do they relate to the prejudices responsible for the Holocaust?

11. What kind of prejudice or stereotype did the people of Whitwell think most people in the North have about them? What stereotype of people from the North did the people of Whitwell have? What can we draw from this?

12. Survivors spoke of being put in lines at the concentration camps . . . Some family members were put in the left line and some were put in the right line. The line you were assigned determined if you lived or died. Imagine if you were in that same situation, knowing that you might never see your mother, father, brothers or sisters again. Can you describe how you might feel in that situation?

13. How did the Whitwell Middle School assistant principal relate the prejudice and intolerance expressed during the Holocaust to his experience with race relations while growing up?

14. Why did the Whitwell staff decide to use a German railcar as a permanent memorial?

15. A Whitwell community member used her gift as an artist to create butterflies as a part of the memorial. Why did she use the butterfly as a symbol for the project?

16. Why were the letters and stories that came with many of the paper clips important?

17. What is the Kaddish Prayer, and what was the significance of reading it at the dedication of the memorial?

18. What current issues in the world does the Holocaust make you think of?

19. The students and teachers in the film worked hard to teach other people about something they felt passionately about. Are there issues in your life or in America for which you would be willing to do something to make a positive difference? What are they? Why are those issues so important to you?

20. If you and your classmates were going to do a similar project or something else of your own choosing, what are some things you could do by contributing your gifts and character traits?
SUGGESTED ACTIVITIES

1. The Whitwell Middle School students received a suitcase from students in Germany filled with notes they had written to Anne Frank. What is the significance of the messages from this generation of German citizens? After reading *The Diary of Anne Frank*, have your students write a letter to Anne about what they have learned about intolerance and prejudice, or their hope for the future.

2. Research to see if there are any Holocaust survivors in your community, and ask someone to come to speak to your class. You can also research “Holocaust Survivor Groups” on the internet to find speakers or possibly locate someone to interview by phone, letter or email.

   Some possible topics for crafting interview questions include:
   - life prior to Holocaust
   - arrival of the Nazis in the community
   - life in the ghettos
   - deportation
   - fate of family and friends
   - survival in the concentration camps
   - hiding and other means of escape
   - liberation
   - return to the community and reunion with family and friends
   - beginning a new life
   - religious attitudes and values
   - impact of the Holocaust experience on the survivor’s family
   - survivor’s feelings about Holocaust studies

Other possible questions include:
- What childhood memories stand out for you?
- Do you feel robbed of your childhood, and if so, how do you handle that sadness and loss?
- What keeps you from being hateful and depressed after such an experience?
- What lessons did your parents or others teach you that helped sustain/strengthen you in the camps?
- Are there things today that remind you of events during the Nazi buildup?
- What do you want us to remember and to pass on?
• Are there lessons you learned about yourself and how to handle difficult situations that you could pass on to us?

3. World War II-era German railcars were approximately 10 feet by 25 feet, and up to 200 people were crammed inside for transportation to the concentration camps. Often up to 30% of the people in a car did not survive the trip. Have students measure a 10’ by 25’ space and stand with their classmates in that space. If possible, add students until it becomes uncomfortable to add more. How many people are in the space? How many more would need to be added to reach 200?

4. The song in *Paper Clips* that plays while the train is making its way from Baltimore Harbor to Whitwell on September 11, 2001, and then plays again over the closing credits, is called *Jubilee*. Based on a traditional Appalachian song, new lyrics were written for the documentary by Charlie Barnett and Joe Fab. Have students read the lyrics (written below) and discuss what they believe the songwriters were trying to express.

**JUBILEE**

The sun came up on Monday morn,
The world was all in flames.
It’s all a mortal man can do
To make it right again.

Swing and turn, Jubilee.
Live and learn, Jubilee.

The moon came up, I stood my ground
And swore to not give in,
To never rest and do my best
To rid this world of sin.

Swing and turn, Jubilee.
Live and learn, Jubilee.

The one who spoke cried tears of hope
That we might change in time,
And when I looked into her eyes  
The fear I saw was mine.

Swing and turn, Jubilee.  
Live and learn, Jubilee.

The time had come to travel on.  
I made my way alone.  
My soul will mend at journey’s end.  
This road will take me home.

Swing and turn, Jubilee.  
Live and learn, Jubilee.

QUOTATIONS FOR RESPONSE: EXCERPTS FROM PAPER CLIPS
1. “You’ve embarked on a journey that begins in the brain, but ends in the heart.”
2. “We decided that our goal was to teach children what happens when intolerance reigns and when prejudice goes unchecked.”
3. “When I started this project, the person I was is not the person I am now.”
4. “Reading the letters, it’s like you get to know people who aren’t here anymore. And thinking about all the people, one by one, that they each had families, and they were each brothers and sisters, and they were daughters and sons.”
5. “I grew up a child who had no grandparents when others had them. All I wanted was people. I wanted them and I never had them.”
6. “Wherever hatred and prejudice live, it will find a wedge and a way into our lives. But because of what these young people are doing, we’re understanding that there is another way. And that way is the way of love, and we can reach out and embrace all people.”
7. “Future generations will have to learn about the Holocaust from their textbooks. We are the eyewitnesses that can, to a certain degree, tell what took place.”
8. “It made me realize that the next time I say the ‘Pledge of Allegiance,’ I want to think of how glad I am that this is a free country and that I have the right to do what I feel and say what I say. I’ll be much more respectful to it.” (It’s interesting to research the creation and evolution of the Pledge -- http://en.wikipedia.org/wiki/Pledge_of_Allegiance -- and learn that
the words “indivisible, with Liberty and Justice for all” are about the only words unchanged between 1892 and 1954.)

9. “Symbols make us think. Symbols can change the world. And sometimes symbols are all we have to help us maintain our resolve, even on our darkest and most tragic days.” In the film, Peter Schroeder says this as you see the railway car crossing a bridge on the way to Whitwell. The date is September 11, 2001. What do you think Peter meant by this comment?

10. “What if those people had not been exterminated? Who was destroyed there? Was it a wonderful teacher? Was it an artist? And I think about all of the grandchildren who never came to be . . . all the children who never came to be.” What does the world lose when people are lost because of prejudice and intolerance?

11. A former American soldier, involved in the liberation of a concentration camp, said, “Malka has found a resting place. Not in Austria, not in Germany, not in Poland. But Appalachia, Tennessee, I can’t get over it. It’s giving her a resting place among young people who love her and have compassion for her. You couldn’t ask for a better resting place than that.”

NOW WHAT?

CREATING YOUR LEGACY -- CONTINUED

“You are living proof that each and every one of us can make a difference and do his (or her) part to share a better world. When you ask the young and innocent, they will do the right thing. With tears in my eyes, I bow my head before you. Shalom.”

_Lena L. Ginter, Holocaust survivor (to the students of Whitwell Middle School)_

The Whitwell Middle School students have created a legacy of hope, tolerance and love that will last long after they leave middle school to pursue other challenges in their lives. What legacy will you and your students create?

Creating a legacy is all about making a difference in the lives of others and leaving your mark on the world in a positive way. It doesn’t have to involve doing things that help you make headlines or receive awards, but it will be a reflection of who you are and what you value. Your legacy is something that you will shape day by day through your actions, as you demonstrate your gifts and character traits. It will reflect the ways in which you choose to live your life with a sense of passion and purpose.
Whitwell Middle School students continue their legacy by giving tours of their “paper clip” memorial and teaching other students and adults about the Holocaust, prejudice and intolerance. The legacy of the Whitwell Middle School staff is a result of their evolving decision to use service-learning as an instructional strategy -- a strategy that addressed important issues, met actual needs, supported their curriculum, gave students opportunities to reflect on the meaning of their experience, and provided true service to others. Through their efforts, these educators are shaping their own legacies by “growing the next generation of caring and committed citizens” -- a generation determined to help tolerance triumph over hatred.

If you could help people understand and care more about a particular issue, need, event, etc., what would it be? How could you begin to get involved in a service-learning project?

“I just can’t wait until I get to college and they ask me if you’ve ever had a life-changing moment. The first thing that’s going to come out of my mouth is going to be the Whitwell Middle School Holocaust project. I just cannot wait until that moment happens.”

Whitwell Middle School student
ADDITIONAL RESOURCES

www.paperclipsmovie.com

_Six Million Paper Clips_ by Peter W. Schroeder and Dagmar Schroeder-Hildebrand (companion book to the film)

United States Holocaust Memorial Museum, www.ushmm.org

USC Shoah Foundation Institute: www.usc.edu/schools/college/vhi/

Anne Frank Center, USA Online: www.annefrank.com

www.teacheroz.com/holocaust.htm (This site lists many other websites that are resources for information about the Holocaust.)

Partnerships Make A Difference: www.partnershipsmakeadifference.org
A Service-Learning Project Planning Web

Everyday People Make A Difference

Helping Kids Create Their Legacies

Issue: Prejudice, Intolerance and Hatred
1. Who Needs Help?

- **School needs/issues**
  - A classmate needs a heart
  - Classmates bully other classmates

- **Community needs/issues**
  - Gang violence
  - Hate crimes increase in number

- **National/global needs/issues**
  - Shortage of organ and tissue donations
  - Racial and religious intolerance leads to violence and war

- **Issue Awareness and Selection**
  - What needs/issues concern us most?
  - Lack of access to affordable healthcare
2. How Can We Prepare?

- **Preparation/Planning**
  - How can we learn more about our issue?
  - How can we get ready to help?

- **Issue/Need**
  - Prejudice, intolerance and hatred

- **Identify gifts and interests of students**
  - Read a book: “Diary of Anne Frank”

- **Gather information**
  - (e.g. websites, guest speakers, articles, books, films, etc.)

- **Ability to organize**
  - Students at Whitwell Middle School

- **Study the legacies of positive role models**
  - Explore partnership possibilities (agencies, organizations, individuals)

- **Explore partnership possibilities**
  - Organization for Holocaust survivors
3. What Can We Do?

Direct Service
(providing help to those in need)
- Write and design children’s books illustrating the problems with bullying
- Contact government leaders about suggested improvements, support

Advocacy
(improving policies, changing “the system” for the better)

Education
(raising awareness, teaching others)
- Design brochure about your school’s efforts to combat bullying

Issue/Need
Prejudice, intolerance and hatred

Project Selection and Implementation
How can we help?
- How can we use our gifts?
- Photograph...
- Inspire...
- Analyze...
4. How Does It Connect?

Language Arts
- Write a letter to...

Social Studies
- Learn about the political and economic issues that led to the Holocaust

Math/Science
- Research and graph the number of teachers, artists, writers, scientists, etc. who were lost to the Holocaust

FCS/Arts
- Design and produce posters that honor local Holocaust survivors

Health/PE

The Legacy Group, Partnerships Make A Difference
5. What Did We Accomplish/Learn?

- Reflection
  - Create a powerpoint or video about the class project

- Celebration
  - Organize a reception and presentation for parents/other guests

- Reflection/Evaluation/Celebration
  - What difference did it make?
  - What "legacy" did we create?
  - As a teacher...
  - As a student...
  - As a class/school...

Issue/Need
Prejudice, intolerance and hatred

Self-assessment rubric
Additional Notes:
Instructions for the Verb List Activity

The Verb List activity sheet, found on the next page, was originally created by Daniel Porot and Mary Lynne Musgrove. We have adapted it to include additional verbs that relate to Gardner’s Theory of Multiple Intelligences.

You will notice that the verbs in this activity are all written in past tense. The past tense helps people recognize some activities they have done in the past that have been satisfying or fulfilling.

To lead students through the activity, simply hand out copies of the list and ask students to place a checkmark next to each verb that they like to do. It is interesting to see that students can do this with very little instruction or explanation.

Many people check a large number of verbs. That’s OK. When the checking is finished, ask your students to now go back over the verbs they have checked and place a circle around their five favorites.

Typically, a person’s responses to the Verb List reflect some of the individual’s key gifts and fascinations. Gifts are the abilities which we exhibit naturally and easily. Fascinations are topics, subjects, issues, courses, activities and hobbies that attract us and hold our interest and attention over time. With children, fascinations often blossom and fade with different stages of development.

Our gifts and fascinations are important because they enable us to live our lives with a sense of passion and purpose. And it is this sense of passion and purpose that, in turn, enables us to “create our legacies.”
Verb List - Short Version

Directions: Quickly read over the verbs found on this handout. Put a check mark next to each verb that you like to do. Go back over the ones you checked and circle your five FAVORITE verbs.

Achieved
Acted
Amused
Assembled
Budgeted
Built
Calculated
Classified
Coached
Collected
Communicated
Conducted
Constructed
Counseled
Created
Danced
Decided
Delivered
Designed
Directed
Discovered
Displayed
Dissected
Donated
Dramatized
Drew
Drove
Dug
Edited
Entertained
Established
Explained
Experimented
Financed
Fixed
Found
Gave
Guided
Had responsibility for
Helped
Hiked
Imagined
Improved
Influenced
Inspired
Interviewed
Invented
Investigated
Journaled
Judged
Kept
Lectured
Led
Learned
Lifted
Listened
Made
Managed
Mediated
Memorized
Mentored
Met
Modeled
Motivated
Observed
Operated
Ordered
Organized
Painted
Performed
Persuaded
Photographed
Planned
Played
Prepared
Presented
Printed
Problem-solved
Produced
Programmed
Proof-read
Protected
Publicized
Purchased
Questioned
Raised
Read
Recorded
Recruited
Rehabilitated
Remembered
Repaired
Reported
Represented
Researched
Risked
Sang
Scheduled
Sculpted
Served
Set up
Sewed
Shared
Showed
Sketched
Sold
Solved
Spoke
Started
Studied
Supervised
Talked
Taught
Tested & proved
Trained
Translated
Traveled
Tutored
Typed
Umpired
Understood
Won
Worked
Wrote

Developed by Daniel Porot and adapted by Partnerships Make A Difference 1999
Our instructional materials/activities contain several opportunities for students to personalize and enrich their understanding of each of the concepts explained below.

“CREATING A LEGACY”

Think for a moment about someone you admire. This may be someone who is still alive, or someone who is no longer living. It may be someone famous, or someone very close to you. In some way, this person has left or is leaving a special “mark on the world.”

Who is this individual? What qualities or accomplishments do you admire about him or her?

The traits and actions you identify are part of this person’s LEGACY. We use this word to describe things that a person or group leaves behind for future generations -- not just material things like money and possessions, but lessons and traditions that survive for years to come. These memorable lessons and traditions continue to instill a sense of pride, hope and inspiration.

Creating a legacy is all about making a difference in the lives of others and leaving your mark on the world in a positive way. You, too, are creating a legacy. It doesn’t have to involve doing things that help you grab headlines or awards, but it will be a reflection of who

you are and what you value. Your legacy is something that you will shape day by day through your actions, as you demonstrate your gifts and character traits. It will reflect the ways in which you choose to live your life with a sense of passion and purpose.

“GIFTS”

Gifts are the abilities which we exhibit naturally and easily. The concept of gifts involves identifying, appreciating and “owning” the skills, talents and aptitudes that seem to be part of us from a very young age.

Gifts are things that come so naturally to us that we can’t imagine anyone else not being able to do them or see them. We tend to take our gifts for granted. There are many kinds of gifts -- physical, intellectual, emotional, social, artistic and spiritual, to name just a few.

We did not earn these gifts, just as we did not “earn” birthday gifts -- they are a part of us and we simply “own” them. Because of this, we should be able to talk about our gifts naturally and with appreciation, not with embarrassment or shyness. We should also be able to freely acknowledge and appreciate the gifts of others. So often, we can accomplish more if we work as a team and utilize the gifts of everyone involved.
“CHARACTER TRAITS”

Character traits are moral/ethical qualities connected with “doing the right thing.” There are many character traits worth admiring and aspiring to, and many of these are related to a foundation of treating others with kindness, honesty and justice, and doing what we can to “create a better world.”

Some sample character traits are listed on this page. You and your students will certainly have ideas of your own to add. The examples have been selected from the following sources:


The Virtues Project. B.C. Ganges, Canada

Six Pillars of Character, The Josephson Foundation

<table>
<thead>
<tr>
<th>Sample Character Traits</th>
<th>Assertiveness</th>
<th>Caring</th>
<th>Citizenship</th>
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</thead>
<tbody>
<tr>
<td>Compassion</td>
<td>Consideration</td>
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<tr>
<td>Courtesy</td>
<td>Determination</td>
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- Assertiveness
- Compassion
- Courtesy
- Fairness
- Friendliness
- Helpfulness
- Humility
- Kindness
- Moderation
- Orderliness
- Perseverance
- Respect
- Self-Discipline
- Thankfulness
- Caring
- Consideration
- Determination
- Flexibility
- Generosity
- Honesty
- Joyfulness
- Love
- Modesty
- Patience
- Purposefulness
- Responsibility
- Service
- Tolerance
- Citizenship
- Courage
- Enthusiasm
- Forgiveness
- Gentleness
- Honor
- Justice
- Loyalty
- Obedience
- Peacefulness
- Reliability
- Reverence
- Tact
- Trustworthiness
DIVISION OF EDUCATION
RESOURCES FOR THE CLASSROOM

Identification Cards

Visitors to the United States Holocaust Memorial Museum's Permanent Exhibition receive identification cards. These identification cards describe the experiences of people who lived in Europe during the Holocaust. Designed as small booklets to be carried through the exhibition, the cards help visitors to personalize the historical events of the time. The identification cards also are available in the Personal Histories section of the multimedia Wexner Learning Center, located on the Museum's Second Floor.

During the Holocaust, Jews were the primary victims of the Nazis and their collaborators. Approximately six million Jewish men, women, and children were murdered. Roma (Gypsies), persons with physical or mental disabilities, and Slavic peoples also were targeted for destruction. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents, also suffered oppression and death.

The Museum has developed nearly 600 identification cards. Approximately half of them are about Holocaust survivors. These cards describe the experiences of those who hid or were rescued, as well as those who survived internment in ghettos and camps. The other half represent the experiences of people who died. The enclosed set of 37 cards is a small sample of the Museum's collection. The full set of identification cards is available in the Wexner Learning Center.

To create the identification cards, a team of five Museum staff members interviewed 130 survivors of the Holocaust. The survivors described their own experiences as well as those of relatives who died during the Holocaust. The identification cards were developed from those interviews and from other oral histories and written memoirs.

Each identification card has four sections. The first section provides a biographical sketch of the person. The second describes the individual's experiences from 1933 to 1939, while the third describes events during the war years. The final section describes the fate of the individual and explains the circumstances—to the extent that they are known—in which the individual either died or survived.

(OVER)
Most of the cards in this set are about individuals who were children (aged ten years or younger) when the Nazis came to power in Germany. The Division of Education chose these cards for classroom use because they describe experiences of people who were close in age to today’s middle and high school students.

Before incorporating the cards into a unit of study on the Holocaust, educators should review the full set of 37 identification cards to ensure the appropriateness for their students. Some educators have used the cards in conjunction with a Museum visit, others as a stand-alone activity.

After distributing the cards in the classroom, educators can encourage students to share their cards with one another. By reading a number of identification cards, students will learn about what happened to several individuals. This classroom set can effectively introduce some of the events of the Holocaust. It also illustrates the complexity of—and variation among—some people’s experiences.

For information about other resources provided by the Museum’s Division of Education, contact:

Education Resource Center
Division of Education
United States Holocaust Memorial Museum
100 Raoul Wallenberg Place, SW
Washington, D.C. 20024-2126

Telephone: (202) 488-2661
Fax: (202) 314-7888
Website: www.ushmm.org

The Wexner Learning Center, a state-of-the-art multimedia computer gallery located on the Museum’s Second Floor, is open to the public. Passes are not required. The Learning Center contains the full set of identification cards, as well as a broad range of articles, chronologies, maps, documentary film clips, survivor testimonies, photographs, artifact and document images, and music.
Bertha was the second of three daughters born to Yiddish-speaking Jewish parents in a village in Czechoslovakia’s easternmost province. Soon after Bertha was born, her parents moved the family to Liege, an industrial, largely Catholic city in Belgium that had many immigrants from Eastern Europe.

1933-39: Bertha’s parents sent her to a local elementary school, where most of her friends were Catholic. At school, Bertha spoke French. At home, she spoke Yiddish. Sometimes her parents spoke Hungarian to each other, a language they had learned while growing up. Bertha’s mother, who was religious, made sure that Bertha also studied Hebrew.

1940-44: Bertha was 11 when the Germans occupied [Belgium] Liege. Two years later, the Adlers, along with all the Jews, were ordered to register and Bertha and her sisters were forced out of school. Some Catholic friends helped the Adlers obtain false papers and rented them a house in a nearby village. There, Bertha’s father fell ill one Friday and went to the hospital. Bertha promised to visit him on Sunday to bring him shaving cream. That Sunday, the family was awakened at 5 a.m. by the Gestapo. They had been discovered.

Fifteen-year-old Bertha was deported to Auschwitz on May 19, 1944. She was gassed there two days later.
Inge was the only child of Berthold and Regina Auerbacher, religious Jews living in Kippenheim, a village in southwestern Germany near the Black Forest. Her father was a textile merchant. The family lived in a large house with 17 rooms and had servants to help with the housework.

1933-39: On November 10, 1938, [Kristallnacht, The Night of Broken Glass] hoodlums threw rocks and broke all the windows of our home. That same day police arrested my father and grandfather. My mother, my grandmother and I managed to hide in a shed until it was quiet. When we came out, the town’s Jewish men had been taken to the Dachau concentration camp. My father and grandfather were allowed to return home a few weeks later, but that May my grandfather died of a heart attack.

1940-45: When I was 7, I was deported with my parents to the Theresienstadt ghetto in Czechoslovakia. When we arrived, everything was taken from us, except for the clothes we wore and my doll, Marlene. Conditions in the camp were harsh. Potatoes were as valuable as diamonds. I was hungry, scared and sick most of the time. For my eighth birthday, my parents gave me a tiny potato cake with a hint of sugar; for my ninth birthday, an outfit sewn from rags for my doll; and for my tenth birthday, a poem written by my mother.

On May 8, 1945, Inge and her parents were liberated from the Theresienstadt ghetto where they had spent nearly three years. They emigrated to the United States in May 1946.
Gideon was known affectionately as “Gi” by his family and friends. His parents were descended from the Huguenots, French Protestants who came to the Netherlands in the 16th and 17th centuries. Gi had two brothers and two sisters, and his father worked in the insurance business.

1933-39: Gi had a large circle of friends, both Christians and Jews, and after school they all liked to get together. He and his friends enjoyed taking bike trips, having parties and playing records. In the mid-1930s his parents joined the Dutch Nazi party because it appeared to them, at first, to offer a good, orderly political system. They quickly abandoned the party, however, when they saw how brutally its members behaved.

1940-42: Gi completed a training course to be an actuary, and was working at an insurance company. Then on May 10, 1940, the Germans invaded the Netherlands, and by the 18th German troops had occupied Amsterdam. Gi and his brother began to work for the Dutch resistance. His parents helped to hide Jews. On Sunday, August 2, 1942, Gi and his brother were arrested and imprisoned.

Gi was executed by the Nazis on October 1, 1942, along with his brother and 18 other resistance fighters. He was 20 years old.