

Lesson 7, “Research” through the use of the text and Internet, Living On: Portraits of Tennessee Survivors and Liberators, a project of the Tennessee Holocaust Commission

I. Standards:

GLE=0801.4.1, 0801.4.2, 0801.4.3;

SPI=0801.4.3 (Determine the most appropriate research source for a given topic.), **0801.4.4** (Distinguish between primary sources, such as, interviews, letters, diaries, newspapers, autobiographies, and personal narratives, and secondary sources, such as, reference books, periodicals, Internet, biographies, and informational texts.).

Checks for Understanding=0801.4.3, 0801.4.4, 0801.4.5, 0801.4.6, 0801.4.7, 0801.4.8, 0801.4.10, 0801.4.13, 0801.4.17, 0801.4.18.

II. Set:

How many of you are familiar with the Internet social network, MySpace? What kinds of images, statements, facts, etc. are found on people's sites? Do you always believe everything you read on MySpace? How can you tell if someone is quoting someone else, fabricating a statement, or trying to evoke certain feelings in the reader? Today, I'm going to lead you to a very important website created by the Tennessee Holocaust Commission. On that website, you will find extremely interesting and important biographies, as well as, photographs of some very special people living in Tennessee. The project we're going to be working with is called, "Living On." It began as a documentary project that includes portraits of survivors, liberators, U.S. Army witnesses, hidden children, and refugees from the Holocaust who now reside in our great state. The portraits were first revealed to a select group of individuals, including the people photographed, and later became a traveling exhibition. Then, the project became available for viewing on the Internet through the Tennessee Holocaust Commission's website, which is where we will conduct our lesson today. Now, there is a book called, Living On, that contains all of the photographic portraits and biographical sketches that we will be discussing (Teacher will show the book to the class.).

III. Lesson: (Students will need Internet access to participate in this lesson.)

Teacher will write the following information on the board for all students to see:

Primary sources include, but aren't limited to, interviews, letters, diaries, newspapers, autobiographies, and personal narratives. Secondary sources include, but aren't limited to, reference books, periodicals, Internet, biographies, and informational texts.

Today, we are researching information by using a secondary source, the Internet. There are seventy-four individual photographic portraits online at the Tennessee Holocaust Commission/"Living On" website. The portraits/biographies are listed by these categories: *Survivors, Refugees, Hidden Children, Liberators, and U.S. Army Witnesses*. Students will be assigned a name of an individual who is portrayed in the "Living On" section of the website. Students will locate information by going to: www.tennesseeholocaustcommission.org. It will be each student's responsibility to record biographical information by taking notes on the assigned person. After the students have conducted the research, and watched the web video of their assigned person, they will be ready to informally discuss their findings.

IV. Guided Practice:

Students should now be familiar with the biographical sketches from "Living On." Each student will create a "His Space" or "Her Space" (on paper) by stating the most important facts about the individuals they've studied. In this activity, the student will list the name of the individual, his/her birth date and birthplace, outline/create a timeline of the journey made by this person during World War II, family information, religion, and how he/she came to live in Tennessee. Each student will have an opportunity to share his/her information with the class by stating some important facts about the researched individual. Another possibility is to have students begin their oral presentation by telling at least one thing that they will remember about their assigned person. Teachers should remember to stress the importance of subject matter to the students and its sensitivity. This is a means of paying tribute to the "Living On" participants by getting to know them better.

V. Independent Practice:

Students will be instructed to continue their research at home by preparing a map locating the following information about their assigned individuals: birthplace, residence before, during, and after the war, possible camp locations, factories, hiding places, liberated sites, etc. Time will be given at the beginning of next day's class for discussion.

(Provide these websites for further study: www.ushmm.org, www.yadvashem.org, www.jewishgenerations.org).

VI. Conclusion:

What is the difference between primary and secondary sources? Is the Internet considered a primary or secondary source? What is an autobiography called? What about a biography such as we've seen today? Remember, some of these sources can be interchangeable. For example, not all Internet sites are secondary sources, but for the most part, they are considered just that. Anything that is written by first-hand experience, discussion, etc. is a primary source. If someone has to relay the message, it's a secondary source.