

SAMPLE UNIT PLAN
Reaction to Nazism
Developed by Iree Reich

Documents:

Article, “Germans Use Students Exchanges as Weapon in Propaganda Drive”, *The American Guardian*, 1937

Article, *Student Strike Called to Protest Nazi Educational Atrocities*, 1937

Letter, to chairperson of Shaker Heights Schools Board of Education from I.R. Morris, 1937

Letter, to Paul Hutchinson of the *Christian Century*, 1937

Letter, typed and corrected by hand, to visiting Nazi Students from Exiled Children of Germany, (English translation), n.a.

Telegram to Bishop Francis J. McConnell signed by Rabbi Abba Hillel Silver, 1937

Grade Level: High School

Time Allocation: 4 sessions

A. OBJECTIVES

The students will

1. Identify the role of the Cleveland Jewish community in controlling the introduction of Nazi propaganda into the Cleveland area.
2. Compare the concerns of the Jewish and Christian communities regarding the infiltration of Nazism in the late 1930's.
3. Identify the founder of the League for Human Rights.
4. Evaluate the means the League for Human Rights used to stop the exchange of Cleveland and German students.

B. EXAMINING THE DOCUMENTS: QUESTIONS TO CONSIDER

1. How did the rise of Nazism affect local activities, such as student exchanges?
2. Why did the League for Human Rights try to prevent a German-American student exchange in the late 1930s?

3. What were the means used to influence local educational leaders to change their stance about the German student exchange visit?

C. SUGGESTED LEARNING ACTIVITIES

1. Have students read “100 German Exchange Students need host!” (http://www.germanways.com/students_German-exchange.htm) followed by questions such as:

- a. What type of exchange student trips have the students taken or are there exchange students at their schools?
- b. With what countries would students like to have an exchange program?
- c. To what countries would they not want to travel and why?

2. Introduce edited letter to Visiting German Exchange Students to entire group and lead discussion to identify specific content using the Document Analysis Chart as a guide. Generate additional topics of interest to research based upon the group analysis.

3. Read Western Union Telegram from Rabbi A.H. Silver to Bishop Francis J. McConnell, dated May 6, 1937, and answer the following:

- a. What is a telegram? What is the purpose of a telegram?
- b. Who wrote the telegram and to whom was it addressed?
- c. What was the reason for the telegram?
- d. What questions do you have concerning the telegram?
- e. Why did Rabbi Silver want a strong Aryan speaker?
- f. Was Rabbi Silver writing for himself or was he part of an organization? If so, what was the name of that organization and what were its goals?

4. Have students read and discuss the letter to the Shaker Heights Board of Education using the Document Analysis Guide. After further discussion on the student exchange and strike, log on to the following web site (Western Union Telegram props) to create a telegraph to Rabbi Silver: www.cthulhulives.org. Print and display telegrams.

D. EXTENDED LEARNING ACTIVITIES

1. Visit the Maltz Museum of Jewish Heritage to see a display of documents from the 1930s and an exhibit highlighting the theme of tolerance.

2. Construct a list of names, dates, and topics that students could research further. Such topics might include the League for Human Rights and its members, the Hamburg-American Steamship Company, the Shaker Heights Board of Education, or school yearbooks and newspapers articles. Have students read at least one additional document (see list) and fill in the “Document Analysis Guide”.
3. Explore activities at other times that have been or should be restricted for human rights reasons.
4. Write a letter to a group, politician, or publication to help change a human rights problem.