



# We Must Remember

## Curriculum Materials

**GRADE LEVELS AND SUBJECT AREA MATERIALS**  
**9th and 10th English/Language Arts**

*Aligned with State of California Public Schools Content Standards*

**A chstvFILMS Presentation**

Curriculum developed by Ginny Unanue

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Suggested High School Curriculum to Accompany “We Must Remember”  
English/Language Arts, Grades 9 & 10

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS—GRADES 9 AND 10

**READING**

2.0 -- Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Informational Materials

2.2 *Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.*

2.5 *Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.*

3.0. – Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Kindergarten through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.2 *Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.*

**Reading Activity I**

After viewing the film “We Must Remember”, students use the internet and/or library card catalog to find other sources, including an encyclopedia article, about the Holocaust. They list them in a bibliography that could be used for a report about the Holocaust. They read an encyclopedia article or other reference work (either an electronic or print source), and then prepare an oral presentation (as an individual presentation, or part of a panel discussion or small group presentation) that compares and contrasts the presentation of the Holocaust theme, being sure to explain how the selection of genre shaped the theme or topic. They will include an analysis or evaluation of that time in Germany, and why they think the Holocaust happened, based on what they’ve learned in their historical studies, and reading/viewing of various sources from their bibliography.

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## Reading Activity II

Students view the extended interviews of the Holocaust survivors included with the DVD of “We Must Remember”. Using a written transcription of one of the interviews, they analyze them to determine if there is a recurrent theme in the four interviews. Working with a partner or in a small group, they answer the following questions:

- Did all four of the subjects of the interviews have similar experiences?
- Were each of them the sole survivors of their families and circle of acquaintances? Does each of them express their experiences in the same way?
- Does each of them have the same attitude about reconciling with the past?
- Does the written script have the same impact on you as the film does? Why or why not?

## WRITING

### 1.0 – Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

#### Organization and Focus

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.*
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.*

#### Research and Technology

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.*
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).*
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.*

#### Evaluation and Revision

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.*

### 2.0 -- Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

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Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

- 2.3 *Write expository compositions, including analytical essays and research reports:*
  - a. *Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.*
  - b. *Convey information and ideas from primary and secondary sources accurately and coherently.*
  - d. *Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.*
- 2.4 *Write persuasive compositions:*
  - a. *Structure ideas and arguments in a sustained and logical fashion.*
  - b. *Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).*
  - c. *Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.*
- 2.5 *Write business letters:*
  - a. *Provide clear and purposeful information and address the intended audience appropriately.*
  - d. *Follow a conventional style with page formats, fonts, and spacing that contributes to the documents’ readability and impact.*

### **Writing Activity I**

After viewing the film “We Must Remember”, students write an expository or persuasive composition of at least 1500 words, *using the writing process*, about the Holocaust. They will use both primary and secondary sources (watch the accompanying expanded interviews included in the DVD), and the internet in their research, in addition to the film. They use appropriate technology (i.e. the internet) to include visual aids for the essay, such as charts, maps, and graphs. They write **both pro and con positions on teaching about The Holocaust**, in their papers, and use facts to support their assertions and/or observations (either from their learning in History classes or from research). They use specific rhetorical devices such as reasoning, appeal to emotion or ethical belief, etc. If possible, they interview an older family member or neighbor about their memories of World War II, and what they knew or learned of the Holocaust.

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**Writing Activity II**

Students write a business letter (or letters) to a local historical society (e.g., Carlsbad Historical Society, P.O. Box 252, Carlsbad, CA 92018), asking for information about life in Carlsbad during World War II. They ask the historical society for the name and address of one or more of their members who were living here during that time, and who might be willing to be interviewed by them. They use proper style with page formats, fonts, spacing, etc., and the standard English language conventions. (They can find information about other local historical societies on the internet and write to them as well.) Experiences in Oceanside, Carlsbad, Solana Beach, etc., may have been different, or the person answering the letter may have a different perspective.

**\*\*\*WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS\*\*\***

***NOTE: The standards for written and oral English language conventions have been placed between those for writing and listening and speaking because these conventions are essential to both sets of skills.***

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing

- 1.2 Understand sentence construction (e.g. parallel structure, subordination, proper placement of modifiers), and proper English usage (e.g., consistency of verb tenses).*
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.*

Manuscript Form

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.*
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.*

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**LISTENING AND SPEAKING**

**1.0 – Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

**Comprehension**

*1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.*

**Organization and Delivery of Oral Communication**

*1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.*

**Analysis and Evaluation of Oral and Media Communications**

*1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare’s Henry V Kenneth Branagh’s 1990 film version).*

**2.0 -- Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

*2.1 Deliver narrative presentations:*

*a. Narrate a sequence of events and communicate their significance to the audience.*

*2.2 Deliver expository presentations:*

*b. Convey information and ideas from primary and secondary sources accurately and coherently.*

*2.3 Apply appropriate interviewing techniques:*

*a. Prepare and ask relevant questions.*

*b. Make notes of responses.*

*c. Use language that conveys maturity, sensitivity, and respect.*

*d. Respond correctly and effectively to all questions.*

*e. Demonstrate knowledge of the subject or organization.*

*f. Compile and report responses.*

*g. Evaluate the effectiveness of the interview.*

*2.6 Deliver descriptive presentations:*

*a. Establish clearly the speaker’s point of view on the subject of the presentation.*

*b. Establish clearly the speaker’s relationship with that of the subject (e.g., dispassionate observation, personal involvement)*

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### Listening and Speaking Activity I

Students view the film, “We Must Remember”, and then read another source about the Holocaust, either in print, or on the internet. They compare the compare and contrast the effectiveness of each format, and analyze the way each was presented. They evaluate the techniques used to create the film, using the checklist of documentary styles, types, conventions, and settings provided. They prepare a chart comparing the two types of presentation, and then present extemporaneous narrative speeches explaining the sequence and results of their work. They then present more formalized speeches for descriptive presentations, conveying the information and ideas from the film and their other research sources accurately and coherently, and clearly establishing their point of view on the subject.

Documentary Types, Styles, and Conventions from Andrea Hayes, Cambridge VCE  
English Units 1&2, Cambridge University Press, Melbourne, 2006

<b>TYPES</b>	<b>STYLES</b>	<b>CONVENTIONS</b>	<b>SETTINGS</b>
Event driven	Commentator	Narrator	Themes/issues
Issue driven	Fly on the wall	Talking heads	Hypothesis about
Character centric	Essay style	Subjects talking to camera	a central theme
Experiment driven	Cinema verite	Voiceover	or issue
Slice of life	Propaganda	Photographs	Director’s
Recreated scenarios		Music	perspective or
		Facts	opinion
		Different perspectives	Graphics
		Live footage	Animation
		Archival footage	

### Listening and Speaking Activity II

Students view the film, “We Must Remember”, and then interview a subject about any item of social relevance. They use appropriate interviewing techniques, by preparing and asking relevant questions. They make notes of responses, use language that conveys maturity, sensitivity, and respect, respond correctly and effectively to all questions, demonstrate knowledge of the subject or organization, compile and report responses, and evaluate the effectiveness of the interview.

Following the interview, they use a secondary source in researching the theme and prepare an expository speech, using the results of the interview and research to present the information accurately and coherently.

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**Worksheet to accompany Reading Activity I**

After you have seen the film, “We Must Remember”, use the internet and/or the library card catalog to find other sources, including an encyclopedia article, about the Holocaust. List them in a bibliography that could be used for a report about the Holocaust. Prepare an oral presentation, either alone or with a small group, 1) comparing and contrasting the presentation of the Holocaust theme in each of your reference selections; 2) explaining how the selection of genre affected the theme or topic; 3) analyzing that time period in Germany, and 4) explaining why you believe the Holocaust happened, based on what you have learned in your historical studies and the reading/viewing of the other sources in your bibliography, including the film.

List your bibliography on this sheet, and notes for your presentation. Be sure to include all of the components listed above.

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**Worksheet to accompany Reading Activity II**

Watch the extended interviews of the Holocaust survivors accompanying the film, “We Must Remember”. Using the written transcription of one of the interviews, which follows, analyze it to determine if there is a recurrent theme in the four interviews. Work with a partner or in a small group, to answer the following questions.

Did all four of the subjects of the interviews have similar experiences?

Were each of them the sole survivors of their families and circle of acquaintances?

Does each of them express their experiences in the same way?

Does each of them have the same attitude about reconciling with the past?”

Does the written script have the same impact on you as the film does? Why or why not?

### **WRITTEN TRANSCRIPTION OF INTERVIEW—FRANCES GELBART:**

This is a written copy of what Frances Gelbart said in the extended interview.

“People were dying in those cattle trains and even though they packed us, standing room only, we were just suspended, holding to each other. We didn’t sit for about three days. Finally, when we arrived to an ammunition camp, I don’t even recall the name of it, but my jaw was just frozen. I couldn’t move my jaw, because we didn’t eat or drink.

From the march I had two frozen toes and when we arrived to this camp, it was an ammunition camp, my two toes, two toes on my right foot were frozen....And there was a woman, but I never seen her before, I didn’t know who she was, and she put some kind of ointment on the two toes, and she told me to keep that up for about two days...And when the two days passed by, I took this off, and all the gangrene that was on my two toes was separated from my toes, and they were a little bit bleeding and women around, because I was still the youngest, uh, helped me out....And they would not take me to the infirmary because once you go to the infirmary, you were not useful to the Germans, you couldn’t work, so they would surely shot you.

Our rations were one slice of bread in the morning, one ladle of coffee that was like water, and at noon, one ladle of soup. That was not soup. It had a little grass floating in it, and on weekends, you used to get a spoon of margarine.

And when you were evacuated, like I was from P \_\_\_\_\_, to Auschwitz, you received a loaf of bread. My brother was in a camp by I \_\_\_\_\_, which is also in Poland, and so happened that he was being evacuated to Dachau. I didn’t know at that time where he was going, but I saw him, and I threw the small loaf of bread to him...he wasn’t able to catch it because there were people catching it way before he could reach it. So, I was out of the ration bread that was to last me on this train on the evacuation to Auschwitz, and he was out of bread before the evacuation to E \_\_\_\_\_, or wherever he was going.

After the war, I found out where he was. He was in Dachau. He died here in the United States. He survived, but he died of cancer in ’69.

So, the memories are not pleasant. We can’t forget, and I appreciate what you are doing. I appreciate that perhaps all the information can be viewed, and heard by many young people. They should know that yes, the Holocaust did exist and I do bear a number here, on my left arm, I don’t know if you can see it, and this is the number, which is A26,284. The men that were in Auschwitz received their number on the forearm (pointing to the outside of the lower arm). My serial, I received in the inside. When my children were younger, they asked me, ‘Mommy, what’s the number?’ and I used to tell them, ‘This is our Treasury number. I tell you when you be a little bit older’, because I didn’t like to speak to children younger than perhaps ten years old.

The music start playing in this camp, P \_\_\_\_\_, and they came with trucks. They

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put a beautiful Viennese waltz very loud. They surrounded the camp with the German soldiers holding machine guns. They load the children into the trucks. They took them out. But while they were doing this, the whole camp population (that were us) had to stay in a central place-like while...and we were surrounded by the Germans with their machine guns, and listening to this gorgeous music while they were taking out the children...And you could hear the screams from the children, the screams from the parents. I was just the older sister—two years older than them—still we never heard from them, and later on we're heard that they were sent out to Auschwitz to a crematorium”

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**Worksheet to accompany Writing Activity I**

After viewing the film “We Must Remember”, *use the writing process* to write an expository or persuasive composition of at least 1500 words about the Holocaust, including a pre-write, a first draft, revision, proofreading and correcting, and a second draft. You will turn in all parts of the process, from pre-write through final draft.

- 1) Use the film, and other sources, e.g. the library, the internet, personal interviews, etc., as part of your research prior to writing the essay.
- 2) Include visual aids to accompany your essay, such as charts, maps, and graphs, which you find in your research.
- 3) Write both pro and con positions about teaching about the Holocaust in your paper, and use facts to support your assertions and/or observations, either from what you’ve learned in History classes, or from research.
- 4) Use specific rhetorical devices, e.g. reasoning, appeal to emotion or ethical belief, etc. If possible, interview an older family member or neighbor about their memories of World War II, and what they knew or learned of the Holocaust.

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**Worksheet to accompany Writing Activity II**

Write a business letter (or letters) to a local historical society (e.g., Carlsbad Historical Society, P.O. Box 252, Carlsbad, CA 92018), asking for information about life in your town or city during World War II. Ask the historical society for the name and address of one or more members of the society who were living in the city during that time, and who might be willing to be interviewed by them.

Use proper style for a business letter, with page formats, fonts, spacing, etc., and the standard English Language conventions. Make sure you’ve edited and proofread your letter for correctness before you send it. You can find the names and addresses of local historical societies online. You may want to write to several, as experiences in different cities, or by a number of people, may have been different, and the person answering the letter may have a different perspective.

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**Worksheet to accompany Listening and Speaking Activity I**

View the film, “We Must Remember”, and then read another source about the Holocaust, either in print, or on the internet. Compare and contrast the effectiveness of each format, and analyze the way each was presented. Evaluate the techniques used to create the film, using the checklist of documentary styles, types, conventions, and settings provided below.

Then, prepare a chart comparing the two types of presentations, and make an extemporaneous narrative speech explaining the sequence and result of each work.

Next, prepare a formal descriptive speech, conveying the information and ideas from the film and your other research sources accurately and coherently, clearly establishing your point of view on the subject. Be sure to include visual aids, e.g. charts, maps, etc., for your presentation.

Documentary Types, Styles, and Conventions from Andrea Hayes, Cambridge VCE English Units 1&2, Cambridge University Press, Melbourne, 2006

<b>TYPES</b>	<b>STYLES</b>	<b>CONVENTIONS</b>	<b>SETTINGS</b>
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Slice of life	Propaganda	Photographs	Animation
Recreated scenarios		Music	
		Facts	
		Different perspectives	
		Live footage	
		Archival footage	

**Worksheet to accompany Listening and Speaking Activity II**

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After viewing the film “We Must Remember”, interview a person about any subject of social relevance. Use these appropriate interviewing techniques:

Prepare and ask relevant questions.

Make notes of responses.

Use language that conveys maturity, sensitivity, and respect.

Respond correctly and effectively to all questions.

Demonstrate knowledge of the subject or organization.

Compile and report responses.

Evaluate the effectiveness of the interview.

After the interview, use a secondary source to research the subject.

Prepare an expository speech, using the results of your interview and research to present the information accurately and coherently.