NCSS Notable Trade Book Lesson Plan

*His Name Was Raoul Wallenberg: Courage, Rescue and Mystery During World War II*

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The His Name Was Raoul Wallenberg: Courage, Rescue and Mystery During World War II lesson plan addresses teaching a very difficult topic, the Holocaust, by looking at a heroic individual who devoted his life to saving those affected. This lesson’s focus is student-centered discovery. Small student groups approach multiple aspects of the Holocaust and then come back together as a classroom to share their new knowledge. The students then compare critically the experiences of individual Holocaust survivors to better understand the complexities of the event. This lesson emphasizes technology as a means for students to discover information on this challenging topic.

Recommended Ages: Middle and secondary grades
This lesson is designed to last three four class periods. |
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<td>Book Summary:</td>
<td><em>His Name Was Raoul Wallenberg</em> is a nonfiction work depicting the life of an exceptional Swedish man, who is memorialized for his diligent work in helping the Jewish in Nazi occupied Hungary near the end of World War II. Mr. Wallenberg was born to a distinguished family in 1912. He attended the University of Michigan and majored in Architecture. After completing his degree and engaging in world travels, Wallenberg found himself back in Stockholm, Sweden. A former colleague recommended him for a humanitarian mission to Hungary, and he went to selflessly help these strangers in multiple ways. After the Soviets finally freed Budapest from Nazi terror, Wallenberg and a member of his staff met with Soviet officials. It was during this meeting they disappeared. The book contains the story of an exceptional man, who saved many people from a horrible and undeserved fate.</td>
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| NCSS Standards: | - I. Culture
- II. Time, Continuity and Change
- III. Peoples, Places and Environments
- IV. Individual Development and Identity
- IX. Global Connections |
| Materials: | - Student paper and pencils
- K-W-S Chart handouts or example to be projected (Appendix A)
- Promethean board and projector or whiteboard and markers |
- A copy of *His Name Was Raoul Wallenberg* by Louise Borden
- Computer access for three groups of students (one group could use internet capable devices).
- Copies of the group tasks for each student (Appendix B)
- Copies of the primary source excerpt (Edi Weinstein’s account in Digital Resources for Source Comparison)
- Copies of the Compare/Contrast worksheet (Appendix D)

**Objectives:**

Students will develop an understanding of Raoul Wallenberg’s life and the elements that shaped his development. Students will describe the sacrifices that many people made in order to protect Jewish people from persecution. Students will demonstrate a synthesis of researched information utilizing multiple presentation tools over the Holocaust. Students will compare and contrast the experiences of different Holocaust survivors in order to understand the complexity of the event.

**Procedures:**

**Exploration**

**Introduction:**

1. In order to explore students’ prior knowledge of the Holocaust, hand out copies of a *Know, Want to Learn, and Sources Used* (KWS) chart, and instruct the students on how to fill it out.
2. Ask students what they know about the Holocaust. Fill in a KWS chart on the Promethean board or a whiteboard with student responses and discuss these items with the entire class. Cover what the students want to know and sources they believe could be used in the same fashion.
3. Next, emphasize geography. “Was the Holocaust simply a German event?” “What other regions or countries may have been affected?”
4. Upload a map of World War II Europe (link given in Further Resources) to show the students the amount of area that Germany possessed. Ask “Which countries are “white” and what does that color represent on the map.”
5. Introduce the idea of neutrality and what these neutral countries did during this event. Pose the question, “Was there any resistance from people in these countries who were not Jewish?”
6. Ask the students if they have any knowledge of people who made sacrifices to protect Jewish people during the Holocaust (expect at least one student to mention the story of Anne Frank). Ask students if they have ever heard of Raoul Wallenberg.
7. Introduce Raoul Wallenberg by reading a short selection from the book’s cover.

**Assessment.** Collect students’ KWS sheets and identify any items not mentioned in class discussion.

**Development:**

1. Split students into four groups, with each assigned a different task. Three groups will need to have access to computers, while the other group would be allowed to use internet capable devices.
2. Assign the following tasks dependent upon group: Group One – Create a Fakebook (See Digital Resources for Groups One and Three) for Raoul
Wallenberg that covers Wallenberg’s life, contributions to society, and connections with people; Group Two – Create a timeline using Dipity™, or Tiki-Toki© over the Holocaust that emphasizes important moments such as the beginning of Hitler’s acts targeting minorities, the liberation of camps, etc.; Group Three – Develop a presentation (using Prezi™, MovieMaker®, or another presentation software except PowerPoint®) over Raoul Wallenberg’s life utilizing multimedia elements and key vocabulary from His Name Was Raoul Wallenberg: Courage, Rescue and Mystery During World War II; Group Four – Search the web to find at least four more heroes of the Holocaust and answer specific questions for each in order to compare the contributions of these heroic individuals to Wallenberg (for more specific requirements see Appendix B). Encourage students to do adequate research for each of their tasks (Wikipedia shall not be used nor will they use non-reputable sources.)

3. Have potential web-sources available if the students are having a difficult time finding information (see Digital Resources).

4. After groups complete their assigned tasks have them display and discuss the polished project with the class. Assess the students’ presentations while they are presenting (use Appendix C).

5. Read portions of Raoul’s story, ending with his disappearance and fate.

6. Closure. Bring students back together as a class and have them discuss the key ideas or themes that were present in all presentations. Write this information on the board during discussion.

Assessment. Assess the students’ presentations while they are presenting using the rubric in Appendix C.

Expansion:

1. Show the video testimony of one of the Holocaust survivors helped by Raoul Wallenberg (see Vera Godkin Interview in Resources for Source Comparison).

2. Provide students with a written source of a person’s experience in a labor camp (see Edi Weinstein’s account on being sent to a forced labor camp in Resources for Source Comparison).

3. Hand out the Compare and Contrast Worksheet (Appendix D). Have students use this handout to analyze both Vera Godkins’ interview and Edi Weinstein’s diary. Then, have them discuss their responses with the class.

4. Have the class discuss the modern day importance (what they accomplished and why they should be remembered) of heroic individuals (e.g. Martin Luther King Jr., Abraham Lincoln, Eleanor Roosevelt, etc.) of the past.

5. Show the students the recent article on Raoul Wallenberg Day in Sweden (See a recent Swedish news article on Wallenberg in Digital Resources). This will help to engage students on the discussion of
heroes of the past; their importance; and why they are remembered.

6. Have students discuss the key ideas and key themes that were integral within this lesson. Encourage students to explain in their own terms what the lesson was about.

7. Engage students in a discussion about these key ideas and how they can apply to other topics.

Assessment. Review KWS charts and ask students questions from their initial wants, to check for understanding.

Assessment:

- **Initial** – Examine the responses from the KWS Chart as a means to gauge prior knowledge of the Holocaust and gather a sense of the information students want to obtain from this lesson.
- **Formative** – While students are researching and developing presentations, navigate from group to group and informally assess their understanding.
- **Summative** – Evaluate the students with a rubric (Appendix C) for their presentations.

Extension Activities:

1. Students complete a Lino, an online bulletin board, which would cover the a wide set of aspects of the Holocaust. Students would pick out important areas that were covered in the student presentations.

2. Students compare Raoul Wallenberg to heroes throughout history and modern times (e.g. Martin Luther King Jr., Abraham Lincoln, Eleanor Roosevelt, etc.). Students could discuss motivations, contributions, and the reasons these individuals are remembered.

3. Students explore the reason for Raoul Wallenberg’s capture by the Russians. They could also discuss why his incarceration was kept as a secret for so many years.

Additional References


Resources for Groups One and Three –
| Digital Resources | Fakebook Resource  
Retrieved from [http://www.classtools.net/FB/home-page](http://www.classtools.net/FB/home-page)  
Raoul Wallenberg’s entry in Holocaust encyclopedia  
Wallenberg biographical information  
More biographical information on Wallenberg  
University of Michigan’s page on Wallenberg  
Retrieved from [http://www.wallenberg.umich.edu/story.html](http://www.wallenberg.umich.edu/story.html)  
 | Resources for Group Two –  
Tiki-Toki  
Dipity  
Thirty six common Holocaust questions  
Learning about the Holocaust quest  
Holocaust timeline overview  
 | Resources for Group Four –  
Heroes of the Holocaust overview  
Miep Gies information  
 | Resources for source comparison –  
Vera Godkin interview  
Retrieved from [http://www.youtube.com/watch?v=2fGGaWOxwRk](http://www.youtube.com/watch?v=2fGGaWOxwRk)  
Edi Weinstein’s account on being sent to a forced labor camp  
 | Further resources –  
A map of World War II Europe  
Retrieved from [http://upload.wikimedia.org/wikipedia/commons/1/1d/WWII_Europe_1941-1942_Map_EN.png](http://upload.wikimedia.org/wikipedia/commons/1/1d/WWII_Europe_1941-1942_Map_EN.png)  
Abraham Lincoln Biography |
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<th>Eleanor Roosevelt Biography</th>
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<td>Retrieved from</td>
<td>Martin Luther King Jr. Biography</td>
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<td>The Shoah Foundation</td>
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<td><a href="http://www.thekingcenter.org/about-dr-king">http://www.thekingcenter.org/about-dr-king</a></td>
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<td><a href="http://sfi.usc.edu/">http://sfi.usc.edu/</a></td>
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<td>Retrieved from</td>
<td>A recent Swedish news article on Wallenberg</td>
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<td><a href="http://www.ushmm.org/">http://www.ushmm.org/</a></td>
<td>University of Michigan graduate speaking on Raoul Wallenberg</td>
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<td>Retrieved from</td>
<td><a href="http://www.youtube.com/watch?v=i5SIxGRbNrI">http://www.youtube.com/watch?v=i5SIxGRbNrI</a></td>
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