The goal of this teaching guide is to help students develop a positive self-image, behave as responsible individuals, and accept differences in order to have the tools to challenge the forms of prejudice and discrimination that confront society. The Holocaust and continuing genocides are prejudice in its most extreme form. The Holocaust raises the most serious questions and concerns about the nature of human behavior; the role of the perpetrator; the bystander; and the victim. The goals of the lessons and activities are to raise the level of awareness, critical thinking skills, and problem solving techniques through dilemmas, readings, and discussions. Teachers can decide which lessons to use based on the level of maturity of the students. The guide consists of lesson plans and activities, professional resource materials, and suggested resources for obtaining additional materials. The units are developed by grade levels and topics and include: (1) Grades K-2: "Learning How to Be Friends"; (2) Grades 3-4: "Communities Are People"; (3) Grades 5-6: "People Are People"; and (4) Grades 7-8: "Choosing to Make a Better World." (EH)
CARING MAKES A DIFFERENCE
Responding to Prejudice, Genocide and The Holocaust
A K-5 Curriculum

by Peppy Margolis

Associate Authors:
Carol D'Alessandro
Helen Simpkins
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I want to thank my many students who participated in the study of the Holocaust, Genocide and Prejudice Reduction, for the last six years. They have continually inspired me, challenged me, motivated me, and given meaning to my purpose in teaching this course.

This guide could never have been complete without the patience and support of my family: my husband, Ira; and daughters, Lisa and Loryn. I would like to express my appreciation to my parents, David and Sarah. As survivors of the Holocaust, they suffered great losses and endured much pain. I have accepted my legacy, which is to bear witness. I hope that future generations will know the truth, understand the truth, and tell the truth about the Holocaust.

Peppy Margolis
Rationale

It is our goal in preparing this curriculum guide, to help our students develop a positive self-image, behave as responsible individuals, and accept differences. We need to give our children the tools to challenge the forms of prejudice and discrimination that confront all of us. Prejudice needs to be understood in all its dimensions and implications. The Holocaust and continuing genocides are prejudice in its most extreme form.

The Holocaust raises the most serious questions and concerns about the nature of human behavior; the role of the perpetrator; the bystander; and the victim. We need to examine the complex human values that lead to choices in behavior and the consequences of those choices.

As teachers we can help influence the development of our students' social attitudes and values. Children in grades K-8 are flexible and relatively open to new relationships and experiences. They are receptive to learning about cultural, racial, ethnic, and religious differences in our society and how we can be enriched by each other's strengths and differences. It is important to develop tolerance, cooperation, understanding and acceptance in our students so they will become more empathetic and humane adults.

The various classroom lessons and activities are aimed at raising the level of awareness, critical thinking skills, and problem solving techniques through dilemmas, readings, and discussions. These activities are recommended for the elementary and middle school years. The teacher should decide which lessons are appropriate for his/her time frame and the maturity level of the student.

It is our hope that the students will be able to function more sensitively and thoughtfully in this diverse society. Change is not easy; but, through our efforts, we can challenge our students to make choices of behavior which will be beneficial in creating a positive society where they can make a difference in establishing a better world.
Notes to the Teacher

1. This curriculum uses a multimedia approach including instructional activities, materials, lesson plans, and bibliography. As a multi-disciplinary curriculum the numerous activities can be applied to social studies, history, language arts, literature, art and music.

2. Within the units for the various grade levels there are several activities appropriate for the objectives. In selecting those activities which fit your class and schedule best, we suggest using the materials highlighted by our accompanying lesson plans.

3. Many of the diverse inter-disciplinary activities can be done independently in a Prejudice Reduction Learning Center using a student contract. Several lessons require sufficient time for class discussions and student reactions. Often we need to "debrief" our students or there can be unresolved feelings and misunderstandings which create or reinforce prejudicial attitudes.

4. Students should be encouraged to keep their own journal during their study of these units. Younger children may express their feelings and reactions through drawings. The journal is a useful tool for recording, reacting, and responding to one's feelings and watching one's own growth through study.

5. You may wish to invite parents and administration to participate.

6. In this curriculum the units begin with an emphasis on understanding and appreciating ourselves and others. As students gain a greater awareness of the pain caused by prejudiced behavior, the study of the Holocaust and genocide is gradually introduced with sensitivity and empathy.

7. We hope that your use of these lessons and materials will be an enriching experience for yourself and your students. Through caring and understanding we can all make a difference.

Thank you for caring,

Peppy Margolis
Carol D'Alessandro
Helen Simpkins
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GRADES K-2 LEARNING HOW TO BE FRIENDS

Goal: People are different, and those differences make each of us special.

OBJECTIVES

The student should be able to:

Recognize differences.

Activity 1, Part 1: "The Way We Look-Differences"
Activity 5: "We Make a 'Me-Bag'

Activity 23: "Symbolic Colors"
Activity 45: "Bulletin Board: IS ONE BETTER THAN THE OTHER? NO, JUST DIFFERENT"

Read book, show illustrations, and discuss differences between self and others.

Understand that there are strengths in differences.

Read this Russian folk tale to students.

Follow Up: Have each student bring picture of self or have the teacher take a picture of each student. Have the students make a list of 3 good qualities to be displayed under their picture.

Read and ask: How can self pride be balanced with appreciation of other's talents.

Multicultural and multidiscipline activities for primary grades.

Accept the differences.

List the messages found in lyrics.

Discuss: What is the title telling us?

Read and discuss. See Sample lesson plan.

Activity 46: "Bulletin Board: 'I'm O.K., You're O.K.'"

Chapter 9: Bibliography listing according to age reading level. Have student read a book.

INSTRUCTIONAL ACTIVITIES

INSTRUCTIONAL MATERIALS

The Wonderful World of Difference Program
Anti-Defamation League of B'nai B'rith; ADL Activities folder
Hereafter referred to as "WWD"

"Teacher, they called me a -----!
Deborah A. Byrnes (ADL)
Prejudice and discrimination in the class.

Why Am I Different? - Norma Simon

Everyone is Good for Something - Beatrice S. DeRegniers

I'm terrific Majorie Weinman Sharmat

US: A Cultural Mosaic (ADL)

Song; "We Are the World" by Michael Jackson and Lionel Richie

Speeches - Dr. Seuss, Random House

"Teacher, they called me a -----!" (ADL)
GRADES K-2 LEARNING HOW TO BE FRIENDS

OBJECTIVES

Accept the differences.

Follow up: Have student tell, write, or illustrate how it taught the acceptance of differences.

Grade K - role playing activity.

See Activity Appendix.

Identify the differences in people and explain how each difference enriches us.

Activity 20: "We Can Help Each Other Value Differences"

Discuss: What nice things did you discover about a person by keeping the contract?

Read and show illustrations.

Discuss: How does Margaret's special skill earn her the respect of her classmates?

Follow up: Invite someone from an organization to sensitize students to disabilities.

Chapter 3: "Disabilities" Choose an activity suitable to grade level.

Free 90 minute puppet show on disabilities.

Recognize those things all of us share in common.

Activity 1: "The Way We Look - Differences and Similarities" Part 2

Student names 3 ways he/she and his/her partner are the same.

Activity 11: "Our 'Me-Bags' Show Both Our Differences and Similarities"

Follow up: Activity 5.

Unit 1: Who Am I? Filmstrip 3, "People Packages" View and discuss how each one of us is unique and valuable.

Unit 3: "Getting Along" How can we learn more about ourselves and each other so that we can get along?

Unit 4: "Mixing In" How can you be yourself and get along with others?

INSTRUCTIONAL ACTIVITIES

INSTRUCTIONAL MATERIALS


"The Balancing Girl" Berniece Rabe

Speaker from Easter Seal or Society for the Blind

"Teacher they called me a ----!" (ADL)

"The Kids on the Block" New Jersey Department of Human Services

Unit 3: "Getting Along" How can we learn more about ourselves and each other so that we can get along?

Unit 4: "Mixing In" How can you be yourself and get along with others?

INSTRUCTIONAL MATERIALS


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Unit 3: "Getting Along" How can we learn more about ourselves and each other so that we can get along?

Unit 4: "Mixing In" How can you be yourself and get along with others?
GRADES K-2 LEARNING HOW TO BE FRIENDS

OBJECTIVES
Understand that feelings are neither right or wrong.
Understand his/her actions do affect self and others.

INSTRUCTIONAL ACTIVITIES
Activity 2: "The Way We Feel" - Differences and Similarities
Activity 4: "Sometimes We Feel Afraid of Difference"
Activity 6: "Our Experiences and Feelings Are Different"
Activity 7: "We Share Some Experiences and Feelings"
Grade 2 - Students answer questions about a first day at school.
Storybook activity, parent guide, cassette, and song sheet.

Activity 2:
Grade 2 - Students answer questions about a first day at school.
Storybook activity, parent guide, cassette, and song sheet.

Unit 5: How Can I Tell? Student uses non-verbal communication and body language to communicate feelings.
Read and discuss two books about making and keeping friends.
Storybook activity, parent guide, cassette, and song sheet.
Complete the selected pages of activities on differences and friendship. After the class discusses the individual student's work and thoughts, have students place their pictures on a Bulletin Board of "Friendship".

INSTRUCTIONAL MATERIALS
The Wonderful World of Difference (ADL)
Feelings: Dealing with Feelings from The Feeling Fun House Series
Kindle Series
Lair of the Jade Tiger and A Lasting Friend
Both from The Feeling Fun House Series
Our Umbrella of Friendship (ADL)
The activities in this workbook are appropriate for many lessons throughout this unit.
Lesson Plan for *Sneetches*, Grades K-2

**Objectives:** The student should be able to:
- Recognize differences.
- Understand that there are strengths in differences.
- Accept the differences.

**Materials:**
Book: *Sneetches and Other Stories* by Dr. Suess

**Activities:** Read the book or see the video.

**Discussion questions:**
1. Who are the Sneetches?
2. How are they different?
3. How many groups of Sneetches are there?
4. What does the star mean to the Sneetches?
5. How can they all look alike?
6. What happens when they all have the stars?
7. Do the Sneetches want to be alike?
8. What do they do to look different?
9. How do the Sneetches behave when the stars are mixed up?
10. What did the Sneetches learn?
11. What did you learn about the way the Sneetches behaved?

**Summary:**
Draw pictures of the Sneetches for a bulletin board.
Write feelings about the story.
See Activity 46 of "Teacher they called me a ---?" by Deborah Byrnes, Anti-Defamation League of B'nai B'rith.
GRADES K-2

Books

Based upon an old Russian folktale which emphasizes the significant point about the importance of everyone.

This activity book for young children encourages them to appreciate the diversity of our human society while they develop their skills of observation, understanding, and self-expression through the completion of the 24 activities.

Despite her handicap, Margaret's special skill helps her earn money for the school and the respect of her classmates. More emphasis is placed on Margaret's creativeness and strong personality than on her handicap.

This volume has become a classic tale for children and contains valuable lessons on the dangers of prejudice and discrimination.

Teddy bear's self-pride and arrogance give way to appreciation of the skills and talents of others.

The importance of appreciating the differences between self and others.

A multigrade, multicultural, multidiscipline program that helps the child see that differences are positive and add interest and richness to life.

Audiovisual Materials


The Kids On the Block. Department of Human Services, Division of Developmental Disabilities, 222 South Warren Street, 3rd Floor, CN 700, Trenton, NJ 08625.
Large and colorful puppets are brought to the school by two professional educators. Children learn about disabilities such as blindness, deafness, mental retardation, learning disabilities, and cerebral palsy in an innovative way during this live performance.
GRADES 3-4 COMMUNITIES ARE PEOPLE
Goal: Each person is strengthened and enriched by the differences he/she finds and accepts in others.

OBJECTIVES
The student should be able to:

Identify physical characteristics of themselves and others.

Identify cultural contributions of many people.

INSTRUCTIONAL ACTIVITIES

Activity 47: "Why We All Look Different"
Activity 24-28: Skin, hair, eye color

View film of third grade classroom experiment showing effects of prejudice. Refer to the discussion guide.

View filmstrip showing that no one is like anyone else.

View filmstrip 1: "Prejudice" about physical disabilities. Why do we have difficulty accepting those with disabilities? Follow Up: How can we learn to see and respond to them without prejudice?

Choose from several main categories to show scope of contributions. Begin with checklist: "Ethnic Groups in the U.S."

See Sample Lesson

I. Calendars
II. Ethnic Foods
   A. Foods obviously from ethnic origins
   B. Ethnic restaurant list or visit
   C. Popular U.S. food's ethnic beginnings
   D. Utensils used in ethnic cooking
   E. Cooking demonstrations by adult
   F. Sweets Tasting Day
   G. Tasting Day
III. Language and Literature
    A. Word origins
    B. Authors and literature
    C. Famous quotations
IV. Famous People

INSTRUCTIONAL MATERIALS

"Teacher, they called me a ----!" (ADL)

Eye of the Storm (ADL)

Behind the Mask (ADL)

Exploring Moral Values - Series

Ethnic Pride - Gerta Lipson and Jane A. Romatowski

See Activity Appendix

Oxford English Dictionary or Etymology dictionary

Familiar Quotations - John Bartlett

Nobel Prize Winners Book
OBJECTIVES
Identify cultural contributions of many people.

INSTRUCTIONAL ACTIVITIES

V. Fine Arts - Folk Arts
A. Folk Tales
B. Music
   1. Instruments of foreign origin
   2. Important musical figures and pieces
   3. Popular singers from ethnic groups
C. Art
   1. Art from various countries
   2. Famous art works and artists
D. Dance
   1. Ethnic dances
   2. Famous dancers

VI. Games and Toys
Select and use appropriate multicultural posters and activities.

View filmstrip 2: "Prejudice" about Nationality and Cultural differences

INSTRUCTIONAL MATERIALS

Games of the World - Frederick v. Grunfeld
"Multicultural Children of the World Poster Set"
"Children Around the World" classroom activities
Exploring Moral Values

Activity 41: "People as Presents"
Activity Book
Read from this collection of poems and art by children of the Camp Terezin.
Follow up: Have student create original art and writing

Activity 3: "The Way We Act - Differences and Similarities"
Activity 18: "We Should Respect Each Other's Differences"
Activity 19: "What Can Be Done About Discrimination"

Read and discuss Chapter 5 only.
See Sample Lesson Plan

Molly's Pilgrim - Barbara Cohen
The Wonderful World of Difference
Activities 18 and 19 are a combined activity of short story and discussion questions.

Best Copy Available
OBJECTIVES
Understand the effects of our words and actions on others.

INSTRUCTIONAL ACTIVITIES
Read and discuss. See Sample Lesson Plan.

View first part of film, up to banishment. (The symbolism and long musical interludes thereafter are not suited to this age.) Ask: How does Oblio feel when he is separated from the town because he looks different?

Read and compare the feelings and actions of the animals in the forest fire to the terrible destruction of human life during the Holocaust. How does each show hope and courage in rebuilding? Read and discuss the historical development of the Holocaust.

Read and discuss how the children suffered. Many were lonely, hungry, afraid, cold. Have you ever seen a homeless person? How do you feel about the children who were homeless during the Holocaust?

Recognize and accept that each person is responsible for his/her behavior.

Activity 20: "We Can Help Each Other Value Differences". A positive action contract.

Discuss themes of stealing, politeness, responsibility, and telling truth.

Student examines and labels values; behaving responsibly toward one's family, friends, and community.

Filmstrips 4 to 7 "Personal Values"
Filmstrips 12 to 15 "Honesty"

Read and discuss: What choices did Rose make? What happened to Rose? Is Rose the type of person you would like to be?

Read and discuss: How did Ben Edelman, his family, and friends plan to save the children of the Lodz Ghetto?

INSTRUCTIONAL MATERIALS
The Number on My Grandfather's Arm

The Point - Harry Nilsson
Animated story about a boy who is born with a round head in the land of pointed heads.

Promise of a New Spring: The Holocaust and Renewal - Gerda W. Klein

Remember Not to Forget - Norman H. Finkelstein

The Children We Remember - Chana Byers Abells

The Wonderful World of Difference (ADL)

Values Program - Eye Gate House 6 filmstrips and 3 cassettes.

Exploring Moral Values - filmstrips

Rose Blanche - Robert Innocente

The Boys Who Saved the Children - Margaret Baldwin
Lesson Plan for Ethnic Pride, Grades 3-4

Objectives: The student should be able to:
- Understand cultural contributions of various ethnic groups

Materials:
- Books of Novel Prize and Pulitzer Prize winners
- Newspapers and ethnic magazines
- Oxford English Dictionary or etymology dictionary
- 3x5 cards and colored paper

TIME-SAVING OUTLINE GUIDE TO ACTIVITIES for Grades 3-4

Begin with "Ethnic Groups in the U.S." check list p. 8.

I. Calendars - p. 49, Act. 1; p. 50, Act. 3
II. Ethnic Foods
   B. Ethnic restaurant list or visit - p. 63, Act. 2.
   C. Popular U.S. food's ethnic beginnings - p. 64, Act. 8.
   D. Utensils used in ethnic cooking - p. 64, Act. 5.
   E. Cooking demonstration by adult - p. 64, Act. 6.
   F. Sweets Tasting Day
   G. Tasting Day

III. Language and Literature
   A. Word origins
   B. Authors and literature
   C. Famous quotations - p. 107, Act. 15.

IV. Famous People
V. Fine Arts - Folk Arts
   A. Folk Tales
   B. Music
      1. Instruments of foreign origin - p. 94, Act. 2.
      2. Important musical figures - p. 97, Act. 9.
      3. Popular singers from ethnic groups - p. 96, Act. 5.
   C. Art
      1. Art forms from various countries - p. 97, Act. 8.
      2. Famous art works and artists - p. 97, Act. 7.
   D. Dance
      1. Ethnic dances - p. 95, Act. 3.
      2. Famous dancers - p. 95, Act. 4.

VI. Games and Toys - p. 124, Act. 2.

ADDITIONAL ACTIVITIES

ETHNIC FOODS - Sweets Tasting Day
Materials: List of ethnic sweets and recipes if students do not have resources at home (marzipan, halvah, crusciki, lokoom, taiglach, zeppole). List from school nurse of any students who are diabetic. Napkins, glasses, water, 3x5 cards.
Lesson Plan for *Soup*, Grades 3-4

Objectives: The student should be able to:
- Understand the effects of our words and actions on others.
- Recognize and accept that each person is responsible for his/her behavior.

Materials:

Activities:
Read Chapter 5, pages 41-47. The focus will be on page 44: "Cheating Mr. Diskin".
Discussion questions:
1. Who are the two boys in this Chapter?
2. What are they planning to do to Mr. Diskin?
3. Do they like Mr. Diskin?
4. Why do they want to cheat Mr. Diskin?
5. How do you feel about their plan?
6. What would you do?
7. How did the boys express their prejudice?
8. How were the boys influenced by what other people told them

Summary:
Have you ever been influenced by other people and then discovered that they were wrong?
What are some of the misconceptions and stereotypes we have about other people?
What is Prejudice? Can we define this term?
Have you ever experienced prejudice?
Have you ever behaved in a prejudicial manner towards other people?

"Teacher, they called me ---!" Activities 41 and 47.

Behind the Mask
Molly's Pilgrim, see Lesson Plan
Lesson Plan for Molly's Pilgrim, Grades 3-4

Objectives: The student should be able to:
- Identify physical characteristics of themselves and others.
- Identify cultural contributions of many people.
- Recognize those things we give to others.
- Understand the affects of our words and actions on others.
- Recognize and accept that each person is responsible for his/her behavior.

Materials:
Video: Molly's Pilgrim available for rental from ADL

Activities: Read the book or see the video.
Discussion questions:
1. Where did Molly and her family live before they came to America?
2. Describe Molly's appearance. How was she different than her classmates?
3. List some of the cultural traditions in Molly's home?
4. How did the classmates behave towards Molly? Give examples of their behavior. Are they prejudiced?
5. Does Molly have friends? Why, or why not?
6. Is Molly happy in her new home?
7. How does the teacher help Molly in the classroom?
8. Describe Molly's Pilgrim? How is it different?
9. How does the class respond to Molly's Pilgrim?
10. What does Molly's Pilgrim symbolize?
11. What lesson can be learned by the class, from Molly, her family and the Pilgrim?

Development:
Discuss the settlement of the Pilgrims in America for religious freedom.
Discuss the holiday of Thanksgiving which is based on the Jewish holiday of Succot.
What are other examples of cultural contributions by other people? See Lesson Plan for Ethnic Pride.
Define prejudice.
Have you ever felt alone or lonely because the group did not include you? What are some of the reasons that people are made to feel different? How can we be accepted?

Follow Up: See the ADL materials: "Teacher, they called me a ——!" Activities 47, 41, 24-28.
Lesson Plan for *The Number on My Grandfather's Arm*, Grades 3-4

**Objectives:** The student should be able to:
- Recognize those things we give to others
- Understand the affects of our words and actions on others.

**Materials:**
- Book: *The Number on My Grandfather's Arm* by David A. Adler.
- For Teacher background information: *Never to Forget* by Milton Meltzer
- *The Holocaust: A History of Courage and Resistance* by Bea Stadler

**Introduction:**
- Discussion about our Grandparents:
  - How do your Grandparents help you?
  - Where do your Grandparents live?
  - Where did your Grandparents grow up?
  - Write a short story about your Grandparents?

**Activities:** Read the book.

**Discussion questions:**
1. What does Grandfather do for a living?
2. Where was Grandfather born?
3. What was life like in his village?
4. Where does Grandfather live now?
5. Why does Grandfather wear a shirt with long sleeves?
6. How did he get a number on his arm?
7. How did he describe life in the Concentration Camp, Auschwitz?
8. How did Grandfather feel about telling this story?
9. How did the little girl feel about her Grandfather's story?
10. What does she tell her Grandfather about the number?

**Summary:**
- Prepare a family tree.
- Draw a picture of your family.

**Other books:**
- *Promise of a New Spring* by Gerda Klein
- *Remember Not to Forget* by Norman H. Finkelstein
Books

Grandfather, a survivor of the Holocaust, tries to explain the meaning of the number on his
arm to his granddaughter.

A true story of Ben Edelman and his family and friends who plan to save the children of
Lodz Ghetto.

A story about a 9-year-old Russian-Jewish girl who is not accepted by her classmates
because she is different. When she is asked to make a pilgrim for a class project and makes
it in the form of a Russian immigrant, the class understands her desire for religious
freedom.

Finkelstein, Norman. Remember Not To Forget: A Memory of the Holocaust. Franklin Watts, New
The origins of the Holocaust are explained as anti-Semitism, rise of Nazism, the survivors of
the camps who made new lives.

Friedman, Ina R. Escape or Die: True Stories of Young People. Addison-Wesley, Reading, Mass.,
1982.
These personal stories illustrate the increasing danger and the many routes chosen by
young people in their efforts to escape from the Nazis. A short history of the Jews in each
country is given before each story. Although each of the stories tells of a survivor, the
horrors of the Holocaust are not minimized.

Innocenti, Roberto and Christopher Gallaz. Rose Blanche. Creative Education, Inc., Minnesota,
1985.
Truly a picture book in which the author and illustrator attempt to tell a story through the
eyes of a little girl who does not understand war and who cannot accept what she senses is
happening, yet reaches out to help other children. An excellent book, but one to be used
with great care.

The Holocaust, which means destruction and loss of life by fire, is explained by the tragedy
of a forest fire which destroys all forms of nature. However, there is rebirth and growth
again.

Lipson, Greta Barclay and Jane A. Romatowski. Ethnic Pride. (A Good Apple Idea Book for Grades
Activities and information for exploring and appreciating cultural heritage.

Two boys cheat Mr. Diakin, a man who has been kind to them. Examines how we are
influenced by others and taking responsibility for our own actions and words.

(Filmstrip also available.)
The many children's drawings and poetry created in the Terezin Concentration Camp from
1942-1944.

26
Audiovisual Materials

Behind the Mask. (8-minute 16 mm or video) 1987.

An activity book that lets children learn through games, recipes, and interesting information from over 30 countries.

Set of 16 full color photographic posters, each with a scene depicting children of other countries.

Eye of the Storm. (Filmstrips/cassettes, film, or video and discussion guide.)
Based on ABC-TV special. A 2-day experiment conducted by a 3rd grade teacher to show how prejudice can change attitudes, behavior, and performance in the classroom.

Friends Don't Hurt Friends. (7-minute filmstrip/cassette with discussion guide.)
Prejudice can destroy a friendship.

Based on a story by Harry Nilsson, this animated classic tells the story of Oblio, an innocent, sweet-natured boy who was born round-headed in a community of people who have points in a land where everything and everyone has a point. The misfit Oblio is banished to the forest where he has many adventures. Alan Thick, narrator.

Filmstrip/cassette series which explores the question of moral values.

OBJECTIVES

The student should be able to:

Recognize that each of us has traits and attributes in which he/she takes pride.

Recognize the values that influence each student.

Identify the sources from which he/she learned his/her values.

INSTRUCTIONAL ACTIVITIES

Choose activities appropriate to group.

I. Name
II. Family Tree
III. Immigration and Geography
IV. Special memories, nostalgia, artifacts.

Listen to song and discuss the meaning of, What is the Greatest Love?

Activity 9: "Our Heritages - Differences and Similarities"
Cassette, book, and Guide.

Activity 10: "Our Shared Beliefs as Americans"
Activity 12: "America Was Founded on Respect for Differences"
Activity 13: "America Is One Nation Made Up of Many Different Groups of People"

Have students examine personal values. See filmstrips 4-7 "Personal Values".

Have students discover what they learn from their families by what they do with their families.

Activity 8: "Our Families - Differences and Similarities."

Activity 52: "Religion Word Search"

Listen to song and discuss: how do we learn prejudice? How can we unlearn our prejudice?

Have students read and discuss: Why did Anna and her family flee Nazi Germany? What does the pink rabbit symbolize?

INSTRUCTIONAL MATERIALS

Ethnic Pride - Grete Lipson and Jane A. Romatowski

Song: "The Greatest Love of All"

The Wonderful World of Difference Activities folder (ADL)

I Have the Power

Exploring Moral Values - Filmstrip Series

WWD

"Teacher, they called me a -----!" - Byrnes

"You've Got to be Carefully Taught" from South Pacific, musical show

When Hitler Stole the Pink Rabbit - Judith Kerr
GRADES 5-6 PEOPLE NEED PEOPLE

OBJECTIVES
Define and give examples of prejudice.

INSTRUCTIONAL ACTIVITIES
Choose activities to illustrate scapegoating, stereotyping, and discrimination.

Sports poster set, for Bulletin Board.

View filmstrip: "Friends Don't Hurt Friends".
Discuss how racial prejudice and name calling can destroy a friendship.

Imagine that you are Joseph of Judith and keep a Journal of your feelings as you read this autobiography.

Activity 15: "Some Think People in Groups Are All the Same"
Activity 18: "We Should Respect Each Other's Differences".

Activities in Chapter 2: "Learning About Prejudice".
Activities in Chapter 7: "Families and Life Style".
Activities in Chapter 8: "Gender".
Follow Up: View filmstrips: 1,2,3 on various forms of Prejudice.

Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.

INSTRUCTIONAL MATERIALS
The Prejudice Book - David A. Shiman

"They Think that Prejudice Is Foul Play" Poster set - ADL

Understanding Prejudice (ADL) filmstrip set

Joseph and Me In the Days of the Holocaust - Judith Hoffman

WWD

"Teacher, they called me a ----!" Byrnes
Choose activities that suit your class.

Exploring Moral Values

"Escape" from Shadows of the Holocaust - H. Steinhorn

Escape from the Holocaust - Roseman

Project Me - Set of 8 filmstrips and 8 cassettes.
"If You Do Something ...Causes and Effects of Behavior".

Developing Thinking Skills
Sarabeth Farney from Scholastic Inc.
GRADES 5-6 PEOPLE NEED PEOPLE

OBJECTIVES
Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.
Understand that choices have consequences for the individual and for the group.

INSTRUCTIONAL ACTIVITIES
View and discuss fictional movie portraying the fact that many nuns in convents took the risk of hiding and sheltering Jewish children during World War II.
Activity 14: "The Way We Work Together Makes America Strong"
View film and discuss themes of:
- Jewish resistance
- Polish underground
- Myth of resettlement
See Sample Lesson Plan
Read Chapters 1-3 for the historical background of post World War I to the rise of Hitler and Nazism during World War II.
The teacher should select and read poems to the class from this autobiography of a child survivor of Teresin Concentration Camp.
View filmstrip and discuss: How Peter and Brian learn to accept their Vietnamese neighbor, Cheng.

INSTRUCTIONAL MATERIALS
Conspiracy of Hearts - Movie
WWD
Nightmare: The Immigration of Joachim and Rachel (ADL)
The Holocaust: A History of Courage and Resistance - Bea Stadler
I Am A Star: Child of the Holocaust - Inge Auerbacher
"Them and Us" from the filmstrip set Understanding Prejudice (ADL)
Lesson Plan for Nightmare: The Immigration of Joachim and Rachel (ADL)

Grades 5-6

Objectives: The student should be able to:
- Identify more closely with the events through two children about their age.
- Develop an awareness of Holocaust themes:
  1. Myth of resettlement.
  2. Difficulty of communication and ghetto conditions.
  3. Jewish resistance.
  4. Polish underground

Materials:
Film: Nightmare: The Immigration of Joachim and Rachel 23 min/color/16mm Rental or Purchase Number HRF-697 or HPF-697

A few quotations from authoritative sources on facts.
Five important terms to define.
List of comprehension questions for each segment.

Activities: Show film, stopping after each segment to allow for student questions, to ask comprehension questions, and to read relevant quoted facts. Show film straight through only to students who have had previous historical and social studies background.

Summary:
Have student list the four themes and under each write examples from the film and facts.

Follow Up: Discuss or write additional questions or concerns the film raised.

Define before viewing film:
1. Nazi - Point out that not all were Germans; some were Austrians, for example.
2. Aryan - Teutonic or Nordic peoples, designation based on racist myth.
3. Resettlement and deportation - See Meltzer.
5. "Final Solution" - This was a top secret decision. Those to be murdered completely were Jews; similarly, gypsies, asocials, and many non-Jewish political enemies were marked for murder. (Hilberg, p. 268.)

Sources for quotations: (These are also good teacher background resources.)
Nightmare: The Immigration of Joachim and Rachel

Comprehension Questions

1. Why is one part of the movie black and white, and the other color?
2. Where are Joachim and Rachel in the present?
3. Where did they live before? Show map and location of Poland in relation to U.S. Poland is about the size of Texas. This is important so the student has an idea of the scope of the escape.
4. How did the parents prepare them for the time the Nazis would come to take them away?
5. Describe how you would feel if you had to stay in hiding while your parents were being taken away?
6. Would you stay in hiding? What might happen to you and them if you came out?
7. Why didn’t the parents want the children to be taken away with them? “Resettlement for work in the East was the fundamental lie used to deceive the Jews.” (Dawidowicz, p. 139)
8. What was life like in the ghetto? Crowded, full of disease, very little food, restricted to stay in area under penalty of death, synagogues burned.
9. How do Joachim and Rachel survive in the ghetto after their parents are taken?
10. How would you feel if you couldn’t go out of your town? What would you miss?
11. Who is the man in the building during the shooting? Jewish resistance fighter.
13. What historical event is going on there? Warsaw Ghetto Uprising 1943. “Through ingenuity, bribery, and raids the Jews had built a small stockpile of arms—(machine guns, rifles)... for three days the battle raged. In the end it was not the Jews but the Nazis who were forced to retreat. The Jews feverishly prepared for the... counterattack, converting cellars into bunkers, mining the streets, and establishing a maze of connecting passages through the sewers. They expected to hold out a week at most... The Jews resisted for six weeks.” (Dimont, p. 384)
14. How do Joachim and Rachel try to escape outside the ghetto?
15. Where are they sent when they are captured?
16. What are they told on the train about resettlement?
17. How do the people get information about resettlement? Those very few who escaped, spies, and in the beginning, mail and some telephone. (Filberg)
19. Why don’t people on the train want Joachim and Rachel to jump off? People’s disbelief of death camps, even when told by those who escaped.
20. What might the two children have nightmares about for the rest of their lives? - Parents: Their missing them, their helplessness to do anything, wondering if they suffered before they died. - Hunger and thirst. - Sewer and rats. - Fear of being captured. - Loneliness. - Jumping off speeding train and getting hurt.
GRADERS 5-6

Books

An autobiography of a child survivor of Terezin Concentration Camp.

The lives of a brother and sister who are sent to live with Christian Dutch families during the Holocaust express family separation, loneliness, and fear.


Judith Kerr was born in Berlin. In 1933, Judith was 9 years old when her family left Germany to escape the Nazis.

By making choices, the readers become personally involved in the difficulty of survival. Each story will have a different ending.

A good text for students to learn about the history of the Holocaust.

These plays, readings, and songs are based on the life experiences of the author. They are appropriate for assemblies or services.

Audiovisual Materials

Jewish children escape from a detention camp in Italy in 1943 through the aid of nuns in a convent.

Set of 8 filmstrips and cassettes on the causes and effects of behavior.

*Them and Us*. (filmstrip and guide). (From the series Understanding Prejudice.)  
Anti-Defamation League of B’nai Brith, New York.  
Making friends with the "foreigners."


GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

Goal: Individual choices and actions influence group attitudes and behavior; the group influences the individual's behavior.

OBJECTIVES
The student should be able to:
Recognize various types of human behavior:
- Positive
- Negative
- Bystander

INSTRUCTIONAL ACTIVITIES

Listen to song and discuss.

Read and discuss action of righteous gentile during the Holocaust.

Activity 5: "Believing 'They' Are All Alike is Stereotyping"
Activity 8: "Acting Out Prejudice is Discrimination"
Activity 10 and 11: "The Case of the People with Green Hair, Part I & II"
Activity 12 to 16: Helps student identify racism, scapegoating, prejudice and the Nazis, and extremist groups.

Read novel and discuss or write reaction.

Case study with discussion questions.
Use only "Heidi's Dilemma".

Listen to song while reading/lyrics. Discuss. For lyrics see Appendix of Readings.

INSTRUCTIONAL MATERIALS

Song: "That's What Friends Are For" - Dionne Warwick

With Raoul Wallenberg in Budapest: Memories of the War Years In Hungary - Per Anger

Being Fair and Being Free - Activities pamphlet. Anti-Defamation League (ADL) of B'nai B'rith. Hereafter referred to as "BFBF"

Friedrich - Hans Peter Richter

"Heidi's Dilemma" from The Bystander's Dilemma - Louise Jacobsen and Mary Furlong

Song: "Sounds of Silence" Simon and Garfunkel

BFBF

Critical Thinking Scholastic Social Studies Skills

Escape or Die: True Stories of Young People Who Survived the Holocaust - Friedman
OBJECTIVES
Understand that behavior reflects individual choices and decisions.
Evaluate the role of personal values in making choices and decisions.

INSTRUCTIONAL ACTIVITIES
Read and discuss these true stories about people who resisted the Nazis.
Have students choose one of the short diaries from the recommended list and write
and/or orally report in the first person. Guide also suggests ways to use in literature, history, etc.
See Sample Lesson Plan

View movie and discuss.
The film fits many of the grades 7-8 objectives.

View filmstrip with cassettes, and use plays.
Read and discuss book about German student movement against Hitler.

Activity 2: "Our Nation Believes in Fairness to All Kinds of People". Have students examine values that caused people to choose to come to the U.S.
Activity 3: "Fairness in Our Laws Is Important". Have students examine values behind changed laws.
Activity 17: "Our Common Beliefs as Americans Protect All of Us"

See Appendix for selections recommended for grades 7-8. Readings and discussion questions from multiethnic sources.

INSTRUCTIONAL MATERIALS
They Fought Back - Yuri Suhl
Holocaust Classroom Library: Teenage Experiences in Nazi Europe - 8 paperbacks
The Island on Bird Street - Orlev
Miracle at Moreaux - Atlantis Films Ltd. Telefilm Canada in association with WQED - TV Pittsburg, PA. A nun, Catholic students, and a Nazi soldier grapple with many decisions before deciding to attempt saving three Jewish children in Nazi-occupied France.
AGS Transition: Increasing Awareness of Values
White Rose (ADL)
Resistance (ADL)
Being Fair and Being Free (ADL)
A Collection of Prose and Poetry on the Theme of Values ed. Michael Spring
Scholastic Inc.
GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

OBJECTIVES
Understand the impact of group dynamics on individual choices and actions.
Understand the importance of moral responsibility in making choices.

INSTRUCTIONAL ACTIVITIES
Activity 1: "Each of Us Is a Part of Many Groups"
Activity 6: "Unfairness Is Possible When People Are Thought of in Groups"
Activity 7: "When We Think 'We' Are Better Than 'They', We Can Be Unfair"

INSTRUCTIONAL MATERIALS

Being Fair and Being Free (ADL)

INSTRUCTIONAL ACTIVITIES

Listen to song and comment on lyrics.
Have students identify specific propaganda techniques.
Read and discuss the effects on a family forced into hiding from the Nazis. What are the many problems that the families in hiding faced? How did this situation change them? What were the problems that Miep Gies faced in hiding them and protecting them?
View film showing seduction of Youth into the Nazi movement. Discuss the methods of mind control and brain washing.
Read relevant sections and discuss the historical background.

INSTRUCTIONAL MATERIALS

Song: "Pressure" - Billy Joel
Propaganda Kit (ADL) Practical game kit
Anne Frank: the Diary of a Young Girl by Anne Frank

INSTRUCTIONAL ACTIVITIES

View movie and discuss the kinds of courage displayed by the righteous gentiles.

INSTRUCTIONAL MATERIALS

Never to Forget - Milton Meltzer
Smoke and Ashes: Story of Holocaust by Barbara Rogasky

INSTRUCTIONAL ACTIVITIES

Book, cassette tapes and discussion questions are included, about moral dilemmas of human behavior.
Have students read entire autobiography. Historical background is very helpful.

INSTRUCTIONAL MATERIALS

Courage to Care (ADL)
The Holocaust, A Study in Values - Raymond Zwerind
I Am A Star: Child of the Holocaust - Inge Auerbacher
OBJECTIVES
Recognize one can make a difference through individual choice and actions.

Understand the consequences of certain choices of human pain and human destruction.

INSTRUCTIONAL ACTIVITIES
Activity 18: "What Can You Do In Your Home and School?"
Activity 19: "What Can You Do In Your Community?"
Activity 20: "What Can You Do As An American?"

Listen to song and discuss the importance of change beginning with ourselves.

View film or read the book. Discuss how two thirteen-year-old girls in Austria, one Jewish and one whose parents are Nazi Party officials, become friends. The strains on their unusual friendship forces them to make choices. See Sample Lesson Plan.

Read and discuss the courage Hannah shows while trying to rescue others in Hungary.

View filmstrip and discuss how the author uses family photographs to tell the story of her family's attempt to escape from Nazi Germany.

View film. Use material in teacher's manual.

A 20 power set giving historical overview of the Holocaust.

Have a Survivor or Liberator come to class or see a video.

Have students create art work to be put on tiles for a Children's Wall of Remembrance at the museum in Washington D.C.

Ready-made materials for bulletin board.

Use "Questions on the Holocaust", an excellent resource for a review and/or testing.

INSTRUCTIONAL MATERIALS
Being Fair and Being Free (ADL)

Song: "I'm Startin' With the Man in the Mirror", - Michael Jackson

A Friendship in Vienna based on the book, The Devil in Vienna - Doris Orgel

Au Revoir Les Enfants - Louis Malle

Hannah Senesch: Her Life and Diary

The Camera of My Family (ADL)

Through Our Eyes (ADL)

ADL Poster Series: "The Holocaust 1933-1945".

Speaker Bureau and/or Living Witness Series from Watchung High School AV Center.

The Wall of Remembrance: Teaching Guide Committee to Remember the Children and U.S. Holocaust Memorial Council

Holocaust Bulletin Board: The Sho'ah Baltimore Board of Jewish Education.

Simon Weisenthal Center for Holocaust Studies, Los Angeles, California
Lesson Plan for The Island on Bird Street, Grades 7-8

Objectives: The student should be able to:
- Evaluate the role of personal values in making choices and decisions.
- Understand the impact of group dynamics on individual choices and actions.
- Understand the importance of moral responsibility in making choices.
- Recognize one can make a difference through individual choices and actions.
- Understand the consequences of certain choices of human pain and human destruction.

Materials:

Activities: Read the book.
Discussion questions:
1. Where does the story take place?
2. What happened to Alex's mother?
3. Where did Alex's father work?
4. What did Alex's father teach Alex about survival?
5. Describe the hiding place that Alex's father prepares?
6. What is the promise that Alex must keep to his father?
7. How does Alex find food and clothing?
8. Describe Alex's pet that keeps him company?
9. Why did Alex have to go to the Polish neighborhood?
10. Where is there an uprising?
11. Who is Bolek? How did he help Alex?
12. Why is Stashya so important to Alex?
13. Did Alex's father keep his promise?

Summary:
Can you describe a courageous person? When did you or someone you know show unusual courage? How was Alex able to remain alive?
Write an essay that describes Alex's character and courage. Draw Alex's hiding places.

Follow Up: Read another diary about the Warsaw Ghetto: The Cigarette Sellers of Three Crosses Square by Joseph Zieman, Lerner Publishing Co. (Available from ADL)
View the video or read Through Our Eyes by L. Tatelbaum.
Invite a Survivor to speak about their experience during the Warsaw ghetto.
Lesson Plan for *The Devil in Vienna*, Grades 7-8

**Objectives:** The student should be able to:
- Evaluate the role of personal values in making choices and decisions.
- Understand the impact of group dynamics on individual choices and actions.
- Understand the importance of moral responsibility in making choices.
- Recognize one can make a difference through individual choices and actions.
- Understand the consequences of certain choices of human pain and human destruction.

**Materials:**
- Video: *A Friendship in Vienna* a Disney Channel Premier Film.

**Introduction:**
Create a class list of qualities that describe a "Best Friend"
Write an essay about your Best Friend that helped you in a time of danger or when you really seriously needed help.

**Activities:** Read the book or see the video.
**Discussion questions:**
1. How did Inge and Lise become best friends?
2. What happened in Austria, in 1939, that changed the entire country?
3. Describe how Inge's world changed so drastically.
4. What was happening in Lisle's family that made it difficult for the girls to remain best friends?
5. Describe how their friendship was so unusual, at that time.
6. How does Lise help Inge's family escape?
7. What did Inge's Treasure Chest symbolize?

**Summary:**
Lise makes a choice to help her friend, Inge, and Inge's family.
What were the consequences for Lise's behavior?
What were the key factors in making this decision?

**Follow Up:** Read other stories about Kristallnacht experiences: Richter, Hans Peter, *Friedrich.*
Invite a survivor of Kristallnacht to give testimony.
See the Lesson Plan about *Au Revoir les Enfants.* Compare the friendship of Julien and Jean to Lise and Inge.
Lesson Plan for *Au Revoir Les Enfants*, Grades 7-8

**Objectives:** The student should be able to:
- Evaluate the role of personal values in making choices and decisions.
- Understand the impact of group dynamics on individual choices and actions.
- Understand the importance of moral responsibility in making choices.
- Recognize one can make a difference through individual choices and actions.
- Understand the consequences of certain choices of human pain and human destruction.

**Materials:** Available from Social Studies School Service, Culver City, CA
Book: *Au Revoir Les Enfants* by Louis Malle.

**Introduction:**
Create a class list of qualities that describe a "Best Friend"
Write an essay about your Best Friend that helped you in a time of danger or when you really seriously needed help.

**Activities:** Read the book or see the video.

**Discussion questions:**
1. How was Jean treated when he arrived at the Boarding School?
2. Describe Jean and how he felt being in the school.
3. Can you describe Julien and his position in the class?
4. How did they become Best Friends?
5. Describe the scene in the Restaurant. What was an example of prejudicial behavior? How did Julien's family react?
6. What was the secret that both Jean and Julien shared?
7. Who revealed the secret? Why did Joseph inform the S.S.?
8. How would you describe Father Jean? What happened to him and the others?

**Follow Up:**
Read other stories about the French Resistance.
Invite a survivor from France to give testimony.
See the Sample Lesson Plan about *The Devil in Vienna*. compare the friendship of Julien and Jean to Lise and Inge.
Read other books about the Righteous Ones: Raoul Wallenberg, Miep Gies, Oskar Schindler, and others.
GRADES 7-8

Books


Auerbacher, Inge. *I Am A Star Child of the Holocaust.* Prentice-Hall Books for Young Readers, division of Simon & Shuster, 1986. The author was only 7-years-old in 1942, when her family was sent to Terezin. Only 100 children survived this camp. She was one of them.


Holocaust Classroom Library. (available through Social Studies School Service, 10200 Jefferson Boulevard, P.O. Box 802, Culver City, CA 90232-0802.) Collection includes the following titles:

- *I Am Rosemarie*
- *Twenty and Ten*
- *Anne Frank: Diary of a Young Girl*
- *Night*
- *Stolen Years*
- *Friedrich*
- *Upstairs Room*

Leitner, Isabella. *Fragments of Isabella.* Dell Publications, New York, 1978. On May 29, 1944, the Katz family began the journey to Auschwitz. Not all of Isabella's family would survive the first "selection". Those who did hear their mother's final mandate, "Live!". Giving each other strength, courage, and love, they obeyed.


Merti, Betty. *Understanding the Holocaust.* J. Weston Walch, Maine, 1982. Worktext explains the facts and significance of the Holocaust, including background on anti-Semitism in history through the "Final Solution". Readings, activities, and resources are included.

Merti, Betty. *The World of Anne Frank.* J. Weston Walch, Maine, 1984. Readings, activities, and resources which can be used on their own or in conjunction with reading Anne Frank's *Diary.*


Orlev, Uri. *The Island on Bird Street.* Houghton Mifflin Company, Boston, 1984. Young Alex (only 11), left alone after his mother disappears and his father has been "selected" by the German Army, must struggle to survive in an abandoned building in the ghetto. Foraging for food and fuel, living in terror and loneliness, Alex lives on the hope of his father's promise to return.
This story about the friendship of a Jewish boy, Friedrich Schneider, and his German friend illustrates the determination of their friendship.

A comprehensive historical overview of the Holocaust.

White Rose was a group of German students, like Hans and Sophie Scholl, who protested the Nazi inhumanity because they refused to be silent.

Hannah Senesh was born in Hungary and later emigrated to Palestine. During the war, she was parachuted into Nazi occupied Europe to save Jews. However, she was caught and killed. She left a legacy of heroism.

Twenty-six propaganda techniques are introduced to students through the various activities and exercises.

These 33 stories of 12 people, both Jews and non-Jews, all under the age of 20, who express their desire to survive.

A comprehensive study of the Holocaust through eye witness accounts of children. Comes with a study guide. Video available.

Book and cassette tapes on moral dilemmas with discussion questions.

*Periodical Publication*


*Educational Program Kit*. "One to One" Teaching Module

Six children who survived the Holocaust tell their stories.

Audiovisual Materials


The Courage to Care.  
28 minute film or videotape that shows the courage of the Righteous Gentiles who helped Jews during the Holocaust.

18.5 minute filmstrip/cassette or videotape telling the story of an upper middle class German family revealed through the family collection of photographs by Catherine Hahn Noren.

The role of personal values in making choices and decisions.  
Series titles include:  
"Communication and Problem Solving Skills"  
"Encouraging Openess and Trust"  
"Verbal and Non-verbal Communication of Feelings"  
"Needs, Goals, and Expectations"  
"Increasing Awareness of Values"

Miracle at Mersaou. Atlantis Films Ltd., WQED-TV, Pittsburgh, PA.  
A nun, Catholic students and a Nazi soldier grapple with many decisions before deciding to attempt to save three Jewish children in Nazi-occupied France.

Photographic posters from the Holocaust.

A filmstrip and teaching guide.

Songs


PROFESSIONAL RESOURCE MATERIALS

An educational program of 20 lessons about the various forms and consequences of prejudice. For secondary students.

A handbook for elementary teachers with 69 activities that raise children's awareness, understanding, and tolerance of differences.

Good selection of materials available with brief description.

Classroom activities to help students understand how prejudice affects our society.

An educational program of 20 lessons for grades K-8 that introduces the concept of prejudice which occurs when differences are not accepted or understood.

A collection of games from all time periods and areas of the world. Description and background of games included.

Activities and cultural information for exploring ethnic heritage.


Collection of activities designed to develop and improve student thinking and writing skills.

Readings and discussion questions from multi-ethnic sources.

Lesson plans, duplicator material, and transparencies for teaching students lessons in critical thinking.
SUGGESTED RESOURCES FOR OBTAINING MATERIALS

Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, New York 10017

Center for Studies on the Holocaust
Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, New York 10017

Learning Resource Center
New Jersey State Department of Education
Contact your local school district for availability of these materials in your area.

Social Studies School Service
10200 Jefferson Boulevard
P.O. Box 802
Culver City, CA 90232-0802

New England School Supply
Division of Chaselle, Inc.
609 Silver Street
Agawam, Massachusetts 01001

Simon Wiesenthal Center
9760 West Pico Boulevard
Los Angeles, CA 90035-4792
(213) 553-9306 Fax: (213) 553-8007