CATALOGUE OF STORIES
AND RELATED PROJECTS

WINTER 2021

MIDDLE SCHOOL

HUMANITIES
# American History

2. *What Purpose or Function do Ethics have in Governing Scientific / Technological Breakthroughs* – Soldier/Scientist, Victor Kumin  
5. *WWII Alien Enemy Program* – The Max Ebel Story as told by Karen Ebel  
9. *Freedom Over Me (Slavery)* – Children’s Book Author / Illustrator, Ashley Bryan  
10. *Courage Has No Color* – Children’s Book Author / Illustrator, Ashley Bryan  
11. *Create Your Own Mount Rushmore* – Mount Rushmore Sculptor’s Granddaughter, Robin Borglum Kennedy  

# European History (WWII and the Holocaust)

1. *Surviving Hitler: A Love Story (The 1944 Plot to Assassinate Hitler)* – Claudia Cords Damon  
2. *Assessing Responsibility and Conscience* – Claudia Cords Damon  
5. *MAUS – A Memoir of the Holocaust* – Henry Weinstock

7. *Interpreting the Works of Samuel Bak* – Samuel Bak

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**Miscellaneous**

9. *When Dyslexia is a Gift* – Ben Kilham
Story Preservation Initiative is pleased to make this catalogue of our original primary source audio recordings and related projects and lesson plans available for your reference. This was designed to provide – what we hope you’ll find to be – a quick and easy overview of SPI topics that are currently available.

All catalogues will be updated quarterly.

The material that we provide is varied and can be integrated into learning environments in a multitude of ways.

1. We begin with the development and production of our primary source audio recordings. These are of people who have, through their work or life experience, altered the landscape; they are, in a word, change-makers. Some of the names you will recognize, some you will not, but all of the stories contained in the Story Preservation collection are of people of impact.

2. These audio stories are, for some of our recordings, the “jumping off point” for the development of original, standards-aligned lesson plans.

3. Or, they are the jumping off point for teacher prompts. These “Make it Your Own” projects give teachers and students alike the materials they need to design their own projects. This student-led approach has proven to be successful across the grade spectrum.

4. Next, SPI curates our Learning Lab sites by providing embedded links to related and highly trusted third-party sites such as the Smithsonian, the Library of Congress, PBS LearningMedia, and others.

5. And lastly, some of our stories are made available without accompanying material. These stories are appropriate for integration into existing units of study.

We love to hear from those who are using our material. Feel free to contact us at: info@storypreservation.net

Thanks for your interest!

Cover Image: Elstorfür World Map, 13th Century, Public Domain
The Making of the Atomic Bomb

**SPI Audio Story Engagement**
Victor Kumin

**Lesson Summary**
Students use various sources to identify the different views of the use of the atomic bomb. In the role of President of the United States, students identify which course of action they would take on the use of the atomic bomb.

**Objectives**
Students will be able to: Understand different perspectives on the use of the atomic bomb, understand the persuasive nature of advising public officials, and weigh advice to come to a conclusion.

What Purpose or Function do Ethics have in Governing Scientific / Technological Breakthroughs

**SPI Audio Story Engagement**
Victor Kumin

**Lesson Summary**
With Victor Kumin’s audio as the jumping off point, students will come to understand the relationship between government and science by reading letters exchanged between Albert Einstein, J. Robert Oppenheimer, and Presidents Roosevelt and Truman as well as debate ethical issues associated with past and present scientific discoveries and advancements.
Righting a Wrong - Japanese-Americans and WWII

SPI Audio Story Engagement
Karen Ebel

Lesson Summary
Righting a Wrong was developed by the Smithsonian Institution Traveling Exhibition Service. At the time of publication of this catalogue, materials are not yet uploaded to the Learning Lab site; however, we anticipate upload in late Spring 2020.

“How Can We Learn From the Past? How Will You Shape the Future”? These complex and powerful questions are at the heart of the Righting a Wrong: Japanese-Americans and World War II poster exhibition and this accompanying educators’ guide.

Through the lens of these and additional exploratory questions, students will examine the history of Japanese American incarceration during World War II, analyzing the choices made by those within and outside of the incarceration camps and the lessons we can apply to our actions and policies today.

Japanese-American Internment: How Young People Saw It

SPI Audio Story Engagement
Karen Ebel

Lesson Summary
This lesson plan was developed by Smithsonian Education. Through primary and secondary sources, students learn of the experiences of children and teens in World War II internment camps. This set of four lessons is divided into grades K–2, 3–5, 6–8, and 9–12. Younger students read (or listen to) Baseball Saved Us by Ken Mochizuki. Older students read the letters of teenage internees. SPI provides an embedded link to the Smithsonian site.

Image: Cover “Baseball Saved Us” by Ken Mochizuki, illustrated by Dom Lee, Scholastic, 1993
**Objectives**

This lesson plan was developed by the German-American Internnee Coalition.

**Students will:**

- Understand the various provisions of the WWII Alien Enemy Control Program.
- Understand how national security measures collide with issues of due process and human rights during times of war.
- Understand the constitutional issues underlying the Alien Enemy Control Program.
- Understand how the German, Italian, and Japanese communities reacted to the Alien Enemy Control Program.
- Understand how public opinion influenced policymakers and government officials during World War II.

**Lesson Summary**

Students listen to the audio and read the transcript *German-American Internment: The Max Ebel Story* to understand the experience of an individual who dealt with the controversial internment program in the United States during World War II. Students are asked to examine the story in the context of the two essential questions:

1. How does culture/society respond to conflict?
2. Is the restriction of freedom ever justified?
Vietnam - A Journey of Self-Discovery: Guidelines on Creating an Oral History of a Veteran

SPI Audio Story Engagement
Doug Anderson and / or Michael Heaney

Overview
With material supplied by the Library of Congress and / or guidance from Story Preservation Initiative, students are encouraged to create an oral history of a veteran from any war or conflict. To submit student created oral histories to the Library of Congress, all specifications on LoC site (link provided) must be adhered to. SPI will give consideration to uploading student created oral histories to the Learning Lab site.

The Literature of War

SPI Audio Story Engagement
Poet, Vietnam Veteran Doug Anderson

Overview
This course was developed in May 2005 by Colorado teacher Harvey Starbuck for poets.org and is designed to acquaint students with works of literature pertaining to the issues of war, the men involved in war, the families left behind, the innocent victims of war, and war itself.

Image: Michael Heaney and a member of the Vietnamese Veterans' Organization standing at the site where Heaney's platoon was ambushed in May of 1966. Used with permission

Image: Doug Anderson. Used with permission.
Freedom Over Me (Slavery)

Using Ashley Bryan’s book *Freedom Over Me* as a template, students will write and illustrate their own a picture book containing the stories of slaves, told in the first person. Narrative is to include background information on the person and a “Dream” section as read in *Freedom Over Me*. Students research slave stories online through the Library of Congress collection Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936 to 1938, an embedded link is provided.

Courage Has No Color

The title of this project comes from the book *Courage Has No Color* by Tanya Lee Stone with a Forward by Ashley Bryan. The book also contains sketches by Ashley, made when he was a stevedore in WWII and about which he explains, I “kept a sketchbook in [my] gas mask and drew when [I] could. ‘It kept me connected to my humanity,’ he says.”

For this project, students will come to know the experience of an individual black man who served in the segregated Army of WWII, landing on Omaha Beach on D-Day. It is suggested that students read about and research notable African-American military units such as the Triple Nickels: America’s First Black Paratroopers, the Tuskegee Airmen, and / or the 761st Tank Battalion, of which Jackie Robinson, the first African-American to play in Major League Baseball, was part. It is also suggested that students research other African-American veteran stories as found on the Library of Congress website (link provided) and that consideration be given to students recording their own oral history of an African-American veteran from any war / conflict.
Create Your Own Mount Rushmore

**SPI Audio Story Engagement**
Robin Borglum Kennedy

**Overview**
Students will familiarize themselves with Gutzon Borglum and the creation of Mt. Rushmore through various media, including Story Preservation’s recording of Gutzon Borglum’s granddaughter, Robin Borglum Kennedy and, if desired, the PBS American Experience video Mount Rushmore. Discussion/reading will center on the president’s chosen by Gutzon for the sculpture: Washington, Lincoln, Jefferson, and Teddy Roosevelt. The students and will then be tasked with creating their own Mt. Rushmore by choosing four different presidents for the monument. The student’s Mt. Rushmore will be depicted visually either through drawing, sculpture, or with online 3-D 2 modeling tool. Students will be responsible for researching American presidents and ultimately defending their choice for inclusion in the monument. The ‘defense’ can be an oral presentation or written essay. Further, Students will then create their own Hall of Records. This can take the form of a time capsule or written account of what is included in their Hall of Records.


The Pilgrims: Mayflower Compact

**SPI Audio Story Engagement**

**Overview**
This lesson plan was developed by PBS LearningMedia. SPI provides an embedded link to the site.

Students discover why most of the Mayflower’s male passengers signed an historic agreement by listening to the audio recording of Governor William Bradford's direct line descendent, Carlton Bradford, and watching AMERICAN EXPERIENCE: The Pilgrims. With tensions threatening to divide the passengers, a social compact was drafted and signed before going ashore. All signers agreed to submit to the government created, officers elected, and laws drafted.

Image: Signing the Mayflower Compact 1620, a painting by Jean Leon Gerome, 1899
Surviving Hitler: A Love Story (The 1944 Plot to Assassinate Hitler)

**Overview**
Curriculum created by Morgan N. Blum, Director of Education, Jewish Family and Children’s Services, Holocaust Center, San Francisco, CA.

This curriculum examines resistance against the oppressive Nazi party. The Germans would not have been able to carry out their treacherous attempt to destroy European Jewry and the brutal occupation of Europe without the assistance of European society. However, in a massive wave of collaboration there were individuals and occasionally entire towns, which resisted and spoke out against Nazi brutality. Lessons from *Surviving Hitler* follow the path of Jutta Cords in her teenage years, and those that impacted her life, and the choices she made. This is not an introductory curriculum on the Holocaust or World War II. Students should have a strong foundation in Holocaust history, and the ghettoization, deportation and extermination of Europe’s Jews prior to this curriculum.

Image: Jutta and Helmuth Cords, courtesy of the Cords Family. Used with permission.

Assessing Responsibility and Conscience

**Overview**
This lesson plan was developed by Paul Wieser and Syd Golston for PBS News Hour. SPI provides an embedded link.

Students will learn about the pressures of society and the struggles of conscience that operated during the Holocaust and in contemporary situations.

Image: Claus Schenk Graf von Stauffenberg (1907-1944). Unknown author of the photograph. Person who died more than 70 years ago; Image in the public domain.
European History (WWII and the Holocaust)

Bullying: Helping Students Understand Their Decision-Making Process

SPI Audio Story Engagement
Kati Preston

Overview
This lesson plan was developed by Facing History and Ourselves. SPI provides an embedded link.

Essential Question: What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?

Students will cite evidence from a mini-documentary to understand the historical significance of Kristallnacht as a major escalation of the Nazi campaign against Jews, and they will respond to the video testimony of a survivor of the pogroms to reflect on the personal impact of the violence and terror that occurred across Germany. Students will define the terms perpetrator, victim, bystander, and upstander and use first-person testimonies about Kristallnacht to demonstrate how these roles that people play in times of fear and crisis do not describe fixed identities; individuals move into and out of these roles depending on circumstances.

Image: Kati Preston as a child in Transylvania. Used with Permission

ExploringDimensions of Forgiveness

SPI Audio Story Engagement
Kati Preston

Overview
This lesson plan was developed by Facing History and Ourselves. SPI provides an embedded link.

Through the use of The Sunflower by Simon Wiesenthal, students will consider themes of responsibility, judgment, reconciliation, and most of all, forgiveness. In small groups, they will examine and discuss these themes from the perspective of a variety of historical figures and from their own perspectives.
MAUS – A Memoir of the Holocaust

SPI Audio Story Engagement
Henry Weinstock

Overview
This project was developed by Frieda Miller and the Vancouver Holocaust Education Centre. SPI provides an embedded link. SPI couples it with the Penguin Guide to Creating a Graphic Novel.

It is organized into three classroom subject areas. Teachers who wish to borrow ideas across disciplines will find that the student materials are particularly easy to adapt to different teaching needs.

SOCIAL STUDIES: As a memoir of the Holocaust, History and Social Studies teachers will find that MAUS offers an opportunity to explore the history of the Holocaust through Vladek’s experiences of: segregation, hiding and deportation, the workings and specialized language of Auschwitz, resistance, liberation, and the aftermath of war.

LANGUAGE ARTS: As autobiography, expressed through the conversations between father and son, MAUS offers English teachers a unique opportunity to analyze form and explore character development and the use of metaphor.

VISUAL ARTS: As a comic book that features the artist as one of the characters, MAUS offers art teachers an opportunity to explore style, the artistic process and contemporary cartooning as it relates to issues of social justice.

Cover Image: Graphic Novel MAUS by Art Spiegelman
Unsung Heroes Project

Overview

The Unsung Heroes Project is a program developed by the Lowell Milken Center for Unsung Heroes. SPI provides an embedded link to the site.

Stephan Lewy, Henry Weinstock, and Samuel Bak all talk about unknown/unsung heroes in their personal narrative. Unrecognized during their own lifetimes, these Unsung Heroes demonstrated extraordinary courage and compassion while making enormous impacts on the course of history. Students are encouraged to dig deep with research and report on the life of an Hero.

Image: Father Friodure was an Unsung Hero to Henry Weinstock. Used with permission

Interpreting the Works of Samuel Bak

Overview

This lesson plan was developed by Facing History and Ourselves. SPI provides an embedded link.

Learning Goals:

Students will be encouraged to:
1. Develop a methodology for examining and analyzing works of art.
2. Examine how art can be used as a tool to understand historical moments.
3. Explore the life of Samuel Bak, including his experiences during the Holocaust, and his work as an artist.
4. Explore the particular challenges Samuel Bak faces in remembering and revisiting his own experiences in the Holocaust.
5. Consider how our own identities are affected by facing the history of the Holocaust and the paintings of Samuel Bak.

European History (WWII and the Holocaust)

Understanding Resistance – Samuel Bak

SPI Audio Story Engagement
Samuel Bak

Overview
This lesson plan was developed by Facing History and Ourselves. SPI provides an embedded link.

Jewish resistance to the Nazis took many forms, ranging from bold acts of defiance and altruism to armed resistance. In this lesson, students are introduced to resistance through the singular voices of those who took part in the Jewish partisan movement, as some of their stories, motivations, and goals are revealed in poetry, film (an introductory video), and writing (Abba Kovner’s call to resistance in his Ghetto Manifesto). The activities included in this lesson will deepen students’ knowledge of the Holocaust through an exploration of different acts of Jewish resistance and will encourage the development of critical analysis and interpersonal communication skills. Students brainstorm together to write their own definition of resistance and deconstruct Abba Kovner's Ghetto Manifesto, focusing on word choice and phrases to evaluate the meaning of his call to resistance. This lesson sets the stage for the rest of the unit by providing students with the background to understand, identify, and investigate the stories of the partisans and the choices they made.

Image: The nun Marija Mikulska. Used with permission.
When Dyslexia is a Gift

SPI Audio Story Engagement
Ben Kilham

Overview
SPI hyperlinks teachers and students to Being You and Roadtrip Nation Education for a series of videos and interviews of fascinating, successful people who, like Ben Kilham, learn differently than others. These people are proof positive that they can thrive in life and school with the right support.

The mission of Roadtrip Nation Education is to show young people how to harness their unique strengths and interests to create academic and career opportunities. They do that with the most powerful of tools—personal stories. The stories we share introduce young people to career possibilities they may never have heard of, and to people who have carved out different paths to fulfillment and success.

Image: From the PBS series Roadtrip Nation.
Mailing Address
Story Preservation Initiative
PO Box 280
Andover, NH 03216

Phone
603 738 7477

Email
General inquiries: info@storypreservation.net

TO ACCESS THE Story Preservation Initiative 4-12 Learning Lab, go to:
https://www.spi-learninglab.org/

And to find out more about the organization,
WWW.STORYPRESERVATION.ORG