

YOM HASHOAH HOLOCAUST REMEMBRANCE DAY



Memorial to the Six Million Greenwood Cemetery

THE SIGNIFICANCE OF NAMES

Lesson Plans For Teachers

To accompany the Stones of Remembrance Project

Jointly sponsored by the Breman Jewish Heritage Museum, Eternal-Life Hemshech: Organization of Holocaust Survivors, Their Descendants and Those Dedicated to Commemorating the Six Million Jewish Victims of the Nazi Holocaust, And the Jewish Federation of Greater Atlanta

Coordinated by the Weinberg Center for Holocaust Education of The Breman Jewish Heritage Museum
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Jewish Federation
OF GREATER ATLANTA



The Breman Museum – 1440 Spring Street NW – Atlanta, GA 30309 – 678-222-3700 – www.thebreman.org

Unto Every Person there is a Name

*Unto every person there is a name
bestowed on him by God
and given to him by his father and mother.*

*Unto every person there is a name
accorded him by his stature and his smile
and given him by his clothes.*

*Unto every person there is a name
given him by the mountains
and the walls which surround him.*

*Unto every person there is a name
granted him by his fate
And given him by his friends.*

*Unto every person there is a name
assigned him by his sins
and given him by his yearnings.*

*Unto every person there is a name
given him by his enemies
or given him by his love.*

*Unto every person there is a name
given him by his celebrations
and given him by his work.*

*Unto every person there is a name
presented him by the seasons
and given him by his blindness.*

*Unto every person there is a name
received by him from the sea
and given him by his death.*

Zelda

Introduction: Unto Every Person there is a Name

"We were first told to undress - clothes on one side, shoes on other - then we entered the room, naked as the day of our birth. It was here that we were given a number and heard the Konzentrationlagerfuehrer [Concentration Camp Commandant] say: 'From this day forth, you are all numbers. You no longer have names. You have no identities. You have no nationalities. All you have is your number, and besides your number, you have nothing at all.'

From the diary of Jacob, 17 years old.

Why are Names Important?

Shortly before Yom Hashoah in April 1999, Yad Vashem launched a campaign entitled "Unto Every Person there is a Name". The goal was to collect the names of every man, woman and child killed during the Holocaust. The Nazis had taken away the names of their victims and replaced them with numbers; the project was to return their identities and commemorate them.

By personalizing the individual tragedy of the victims and the survivors of the Holocaust, we seek to counteract indifference and ignorance, and discredit Holocaust deniers who seek to convince the world that the Holocaust never happened. The Holocaust is a tragedy whose size defies comprehension: Six million Jews were killed. One and a half million children lost their lives. Billions of dollars in property was confiscated. Tens of thousands of books were destroyed. Thousands of Jewish communities were obliterated - forever. We honor these names as a tribute to the lives these people led and hoped to lead.

"Unto Every Person There is a Name" gives names back to those who were stripped of their identities before they were robbed of their lives. By remembering their names, ages and birthplaces, we honor each victim as an individual, a son or daughter, a sister or brother, a child or a parent. Each had hopes and dreams and each clung to life. By recalling these names, the memory of a whole life is revived. Every name remembered is a victory against oblivion. We play an important part in affirming that the innocent lives lost in the Holocaust have not and will not be forgotten. Their names will always be remembered.

Lesson Plan #1: The Significance of Names

Goals:

To understand how names are part of a person's identity
To discover how names reflect a person's past, present and future
To discover how a person's actions become part of his identity

Materials:

Copy of *Unto Every Person There is a Name* by Zelda
A personal identification card for each student

Activities:

1. Introduce the topic of the program as "identity" and read the poem, *Every Person Has a Name*. The poem should be read and deconstructed, line by line.
2. Distribute the "My Personal Identification Card" worksheets to each student.
3. Ask students to fill out the form and keep it for the subsequent discussion.
4. Refer to the discussion questions.

Personal Identification Card

My name

My first name

YOUR PHOTO

My middle name(s)

My family name

My nickname

Source of my first name

Source of my middle name(s)

Source of my family name

Meaning of my names

I was named after

What I know about my namesake

Discussion Questions:

1. What name/names were you given by your parents in English or some other language?
2. What does your name mean?
3. If you have a nickname, where did it come from and what does it mean?
4. In what ways do you think your name influences who you really are?
5. In what ways is your name more "you" than just a name?
6. In what ways do you think that your name influences your identity?
7. Some people are given one name by those who love them and another name by people who dislike them. How do you think that this is possible?
8. How can our identities be shaped by other people?
9. In Zelda's poem, there is the phrase referring to being given a name by the sea and by one's death. How do you understand this? *(It is often thought that the sea is a metaphor for birth, or life. One can be thought of in one way while alive and thought of in a completely different way after death. Ask students to give examples)*
10. How can one's reputation be more important than one's name?
11. How can names make one immortal? How do societies and cultures re-assign names of the living and the dead?
12. How can names be associated, positively or negatively, with other well-known figures? Why would families name their children Adolf or Napoleon or Prince or Queen?
13. How can names tie us to our heritage?
14. How might we feel about having popular names? Unusual names?
15. So then how might we feel about having our names as well as our family, friends and possessions, taken away from us?

Lesson Plan #2: Quotes about Names

Ask students to respond to the following statements:

"Bad experiences with other students, coupled with name calling can have a strong negative impact on a student's self-identity."

"Names and titles help to build our identity."

"We do not own our name; rather, it owns us."

Lesson Plan #3: Creating Identity Maps

Introducing the concept of an identity map:

- Explain to students that today they will be mapping their own identities. Although they may not be well known or famous for their different roles, they will use this mapping opportunity to introduce themselves to their peers through their identity maps.
- Distribute a sheet of large drawing paper and a marker to each student.
- Instruct each student to use a marker to write his or her name in the center of the drawing paper with large bold letters.

Brainstorming roles and nouns:

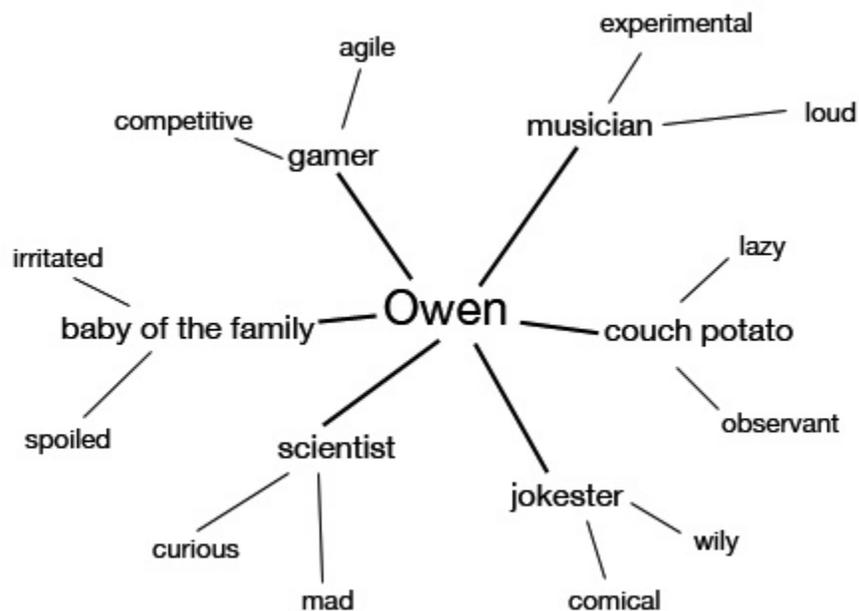
- Encourage students to consider all the roles they may identify with in the different facets of their lives. They can think of their familial roles (Big brother? Big sister? Baby of the family?); their roles in school (Writer? Reader? Scientist? Historian? Artist? Class clown?); their roles outside of school--on the playground, on the Internet, or among friends (Hoopster? Gamer? Confidant?); or any other roles that may come to mind
- Direct students to draw a different line or ray on their identity maps for each role they wish to include. At the end of each line, they should write the word that identifies that particular role. Students should include at least three or four of these lines.

Incorporating adjectives:

- Explain to students that they may also wish to include adjectives on their maps to describe themselves.

- Adjectives could be written at the end of lines that originate at their names and branch out (if they are adjectives that generally apply to their identities), or they could be rays surrounding a particular role (e.g., the adjective "responsible" might be used to describe "big sister," or "prolific" may be used to describe "writer").
- Encourage students to use a Thesaurus if they are gravitating to vague, trite or commonplace adjectives. For example, if a student has decided to include "kind" on his map, display the other, more specific options for "kind" and inquire if he could be more descriptive in his use of adjectives (sympathetic? tolerant? charitable?).
- Students should include at least five or six adjectives in their identity maps.

Here is a sample identity map:



Sharing Identity Maps:

- Once students have completed their identity maps, have them use the maps as a way to introduce themselves to their classmates.

- In order to save class time, you could have students share the maps in small groups or in a "gallery walk" format (where students post the identity maps on the classroom's walls and students circulate around the room reading the maps and leaving feedback on sticky notes).
- After sharing their identity maps, students could discuss their observations. What did they learn about their peers through this mapping exercise? What roles do many students share? What adjectives were the most descriptive or unique?

For Discussion: What contributes to your individual identity?

- Name
- Interests
- Appearance
- Family
- Friends
- Possessions
- Values
- Experience
- Culture
- Religion
- Talents
- Causes
- Nationality

How was individual identity taken from the victims of the Holocaust?

How did this process support the actions of the perpetrators?

What could victims do to preserve some of their individuality?

Concluding Discussion:

Re-read the excerpt from Jacob's diary. How did the Nazi's try to eliminate his identity, and with it, life? How can the stones project play a small role in reuniting those lost in the Holocaust with their identities and their lives?

This lesson was adapted by Sally Levine, Specialist for Teacher and Curriculum Development at The Breman Jewish Heritage & Holocaust Museum, from an activity created by Hannah Auerbach, Shoshana Eisenberg, David Minkus, and Sarah Peaceman, edited by SimRon Interactive Programming and from a lesson plan posted by Thinkmap Visual Thesaurus.

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The **51st Anniversary of The Memorial to the Six Million's Yom HaShoah (Holocaust Remembrance Day) Service of Remembrance** takes place each year at Greenwood Cemetery in Atlanta, GA. It would be wonderful for your students and their families to attend and experience the importance and appreciation of their work.

PREPARATION, PAINTING AND HANDLING OF STONES OF REMEMBRANCE

1. If you would like to cover in paint the entire stone before you begin, please use **ACRYLIC, OUTDOOR/EXTERIOR** paint and allow it to completely dry.
2. For the vital information (name, date, etc. and decorative drawings) please use **WATERPROOF AND PERMANENT**, black and/or colored markers.
3. Put as much vital information as is known, or will comfortably fit on **only one side** of each stone. The flattest side will be the easiest to write on. In order of importance: First Name, Last Name, Age, Place of Birth, Date of Birth, Date of Death, Place of Death (Country, City/Extermination/Slave Labor Camp.)
4. Students are encouraged to decorate in between the writing and on the back and sides of the stone as desired – letting each side dry before turning.
5. To preserve the stones for outdoor display, spray or paint with a high quality shellac.
6. Please remind your students that once these stones have been drawn, each becomes a memorial to a child killed in the Holocaust. Please handle them with care and respect.

THANK YOU SO MUCH FOR PARTICIPATING IN
THE STONES OF REMEMBRANCE PROJECT!

