



TRACES

Voices of the Second Generation

Children of Holocaust survivors share their families' true stories

Traces, Voices of the Second Generation Curriculum to accompany the film
www.tracesfilm.com

TRACES, VOICES OF THE SECOND GENERATION
CURRICULUM FOR GRADES 6-12
PROGRAM DISCUSSION QUESTIONS & TOPICS

Made Possible by Debbie and Mel Gottlieb
Dedicated to the Memory of
The Max Gottlieb Family, lost in the Holocaust

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Grade Levels

Adaptable for both grades 6-8 and 9-12

Subject: Holocaust Education

Title: *Traces, Voices of the Second Generation*

Description: Holocaust survivors' children share their families' true stories and explore generational impact of the Holocaust. The film shows the human spirit's unbreakable strength and remarkable resilience.

Time Required: Three Days

Three lesson sections coinciding with the film.

All lesson presented are adaptable to fit longer, extended or multi-period lesson.

120 minutes total

Day 1: Pre-lesson of background information of the Holocaust and key vocabulary.

Day 2: Film screening with choice of different activities while watching.

Day 3: Choice of different post-screening activities.

Rationale

Lessons will examine stories told by children of Holocaust survivors, known as the "Second Generation" or the "Second Generation," including first-hand experiences of Holocaust survivors, their children and grandchildren—as guest speakers, when available—in order to understand the horrors and the consequences of what the Nazis and their collaborators perpetrated on European Jewry. Students will watch a documentary based on the Searching For Identity Second and Third Generation Writing Workshops taught by Stacey Goldring, the film's creator and producer.

Students will keep a journal to capture their feelings about the stories, complete lessons plans selected by you, as well as document the similarities and differences among the film's speakers, the "Second Generation."

Essential Questions:

1. What was life like for the Second Generation's parents before and after World War II?
2. How did the Second Generation's parents survive?
3. What happened to those who were sent to concentration camps?
4. How did moving to a different country impact the survivors' families?

Educational Outcomes:

At the end of this lesson, students should understand:

- How Jews lived in the 1930's and 40's before Hitler came to power
- Why there are many different and similar survivor stories
- How students in your class and around the world responded to the stories in *Traces*
- How children of survivors of the Holocaust were directly affected by their parents' survival or loss of family members

Curriculum Standards

Standards addressed in all of the following lessons:

- SS.68.HE.1.1** - Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
- SS.912.HE.1.1** - Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
- SS.912.HE.1.2** - Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.
- SS.912.HE.2.5** - Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.
- SS.912.HE.2.10** - Explain the origins and purpose of ghettos in Europe.

- SS.912.HE.2.11** - Discuss life in the various ghettos.
SS.912.HE.2.13 - Examine the origins, purpose, and conditions associated with various types of camps.
ELA.6-12.C.1.2, 3, 4, 5 - Communicating Through Writing- personal narratives; supporting a claim using logical reasoning; writing expository texts to explain and / or analyze; revising and editing, and peer feedback.
ELA.6-12.C.2 - present information orally, in a logical sequence
ELA.6-12.C.3 - follow the rules of standard English grammar
ELA.6-12.C.4 - conduct research to answer a question
ELA.6-12.C5 - use digital media to enhance oral or written language

At the end of these lessons, students will be able to:

- Analyze individual stories.
- Synthesize similarities and differences among the Second Generation.
- Cite examples of other Second Generation populations through research of places like the US Holocaust Memorial Museum or Yad Vashem.

Teacher Preparation

To watch the Film *Traces, Voices of the Second Generation*, register for link at <https://www.tracesfilm.com/curriculum>

1. See <https://www.ushmm.org/remember/holocaust-survivors/resources>
2. Enhance your lesson further: Contact info@searchingforidentity.org to:
 - Read stories written by the Second Generation on a specific topic
 - Invite a *Traces* Second Generation speaker for a classroom visit.
 - Attend at Holocaust Education teacher/principal workshop
3. Find more resources about Holocaust Education here:
<https://docs.google.com/document/d/1cSqU7f7jZYRRJUUbqMIIfgE2YQr-X28A4/edit>

The next section offers several *Traces* Lesson Plans

Day 1 Background Information about the Holocaust 3 Lesson Plan Options

Lesson 1: Webquest

Instructional Sequence

Grade Level: Adaptable for both 6-8 and 9-12 grades

1. Opening - Warm Up Question: Free write on this question:

What do you already know about World War I, World War II and the Holocaust? (2 minutes)
Review the warm up question as a whole class and write answers on the board. (3 to 5 minutes)
Ask students what more they want to know or what questions they still have about WWI, WWII, and the Holocaust. (2 minutes) Record answers in a KWL chart (Know, Want to know, and Learned)

2. What to Expect – Traces film and Background Activities

Tell students that tomorrow they are going to watch a documentary film called *Traces* about the children of Survivors known as the “Second Generation” of the Holocaust. And if applicable, let them know about guest speakers from the film that will speak to them in person or virtually. Tell students that today they will learn and review background information about the Holocaust, define key terms, and get an overview of what happened and why.

Webquest

Adapted from: <https://content.schoolinsites.com/api/documents/fa0a441a786a49549a7ca899af52ec78.pdf>

Materials needed: Computers, worksheet printed out.

Resource to use: United States Holocaust Memorial Museum: <http://www.ushmm.org/learn>

1. Divide students into groups of three to four students per group. Tell them that they will be doing a Webquest about the Holocaust to prepare for the film and speakers:

- Each group will research a part of the Webquest that follows.
- Each group will create a PowerPoint to illustrate their answers.
- They are to find and include pictures and five new interesting facts or new stories or information.
- They will create a title slide for their group.
- Each answer to each question will be a slide.
- Each slide will illustrate one of the five interesting facts.
- Add images or photos and a design that fits the theme.
- All students will participate in the research and design of the slides.
- Citations for all information and pictures used are to be included. (30-35 minutes)

2. Allow 20 minutes for Webquest:

<https://content.schoolinsites.com/api/documents/fa0a441a786a49549a7ca899af52ec78.pdf>

3. Tell the students to use the internet resource above to research the Holocaust and answer the questions.

They are to create a PowerPoint in their groups, re-type the questions, and answer each in their own words. Questions must be answered in significant detail using complete sentences. Statements are to be backed up with their research and examples. They are to provide correct citations for all information and pictures. (30-35 minutes)

4. Assign Group Topics:

Group Assignment: Background

- What does the word HOLOCAUST mean?
- Define ANTISEMITISM.
- Define POGROMS. What does the term refer to historically?
- Define GENOCIDE. How did the word come into existence?
- What were GHETTOS? Why did the Nazis establish them?

Group Assignment: Concentration Camps

- Define CONCENTRATION CAMP. What was the purpose of the Nazi concentration camps?
- Who was in charge of the concentration camps?
- Select one concentration camp and provide a brief history of the camp.
 - List of camps: http://www.jewishvirtuallibrary.org/jsource/Holocaust/major_camps.html.

Use the Holocaust Encyclopedia <https://encyclopedia.ushmm.org/content/en/article/concentration-camps-1933-39> to help develop your answer.

- What were the killing centers? How did they differ from concentration camps? What was the largest killing center and why?

What was the FINAL SOLUTION?

- Based on your research thus far, what do you think life was like in the concentration camps?

Group Assignment: Victims

- Approximately how many Jews lived in Europe prior to the outbreak of World War II?
- How many Jews were killed as a result of the Holocaust? What other groups were targeted by the Nazis and how many of them were killed?
- Who were the ROMA? Approximately how many were killed during the Holocaust?
- Select a survivor from the list (http://www.ushmm.org/wlc/en/media_list.php?MediaType=oh) and summarize his/ her experience during the Holocaust.

Background information about the Holocaust

Group Assignment: Aftermath

- Describe what Allied troops found as they advanced through Nazi territory at the end of the war. (See <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005131>).
- What were the death marches?
- What were labor brigades?
- What were the Nuremberg Trials? What were the outcomes? Provide specific examples.
- Summarize what happened to Holocaust survivors following the end of World War II and how those events helped lead to the establishment of the nation of Israel.

What do you think?

- Select one image from your Holocaust research that left the greatest impression on you. Copy and paste the picture into your answer document. Explain the picture and describe how it impacted you.
- How do YOU think we can avoid this type of event in the future?

Presentation to the class

Each group will have five minutes to present their slides to the rest of the class.

This may extend beyond this class period and may be a Day 3 activity after viewing the movie.

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ESL Adaptive Exercises

- <https://drive.google.com/file/d/1VFKmXSXQTjhIV7-R-AV8IvlyjJVJ6rAl/view>
- <https://drive.google.com/file/d/1C2YgHyDJGJMIVPSLHB5OrwsPTn4-iHjC/view>

Lesson 2: Timeline

Instructional Sequence

Materials Needed: Computers, printer, scissors, tape or push pins.

1. Opening - Warm Up Question: Free write on this question:

- What do you already know about World War I, World War II and the Holocaust? (2 minutes)
- Review the warm up question as a whole class and write their answers on the board. (3 to 5 minutes)
- Ask students what they want to know more about or what questions they still have about WWI, WWII, and the Holocaust. (2 minutes)

2. Tell students that tomorrow they are going to watch a documentary film called *Traces* about the children of Survivors known as the “Second Generation” of the Holocaust. And if applicable, let them know about guest speakers from the film that will speak to them in person or virtually.

3. Individually, students will go to the following website to complete the timeline activity on The United States Holocaust Museum’s website <https://lessonplans.ushmm.org/timeline-activity/index.html#/lessons>

- **Download and print out the worksheet** that goes along with the activity.
- **Assign each** student individual profile cards.
- **Print** out the profile cards, go through the prompts and answer the discussion questions on the digital prompts as well as the worksheet questions.
- **When students complete the online timeline event and worksheet, download and print** out all the cards from the profiles, laws and decrees, and historical events to display in the room.
- **Assign each student a card for each part** of the timeline to display on the wall and summarize it to the class. (30-35 minutes)
- **Exit ticket:** Complete the writing assessment at the end of the digital timeline activity.
- **Write:** Based on evidence from the timeline, use the ARE method (assertion, reasoning, evidence) to answer the question. How and why did the Holocaust happen? (5 minutes)

Lesson 3: Identity

Instructional Sequence

Identity

Materials Needed: Index cards, printouts of the different essays on identity and discussion questions, pens, pencils.

Teachers will use the lesson on the Jewish Women’s Archive entitled Exploring My Identity.

- Taken from <https://jwa.org/teach/livingthelegacy/civilrights/exploring-my-identity>
- <https://www.facinghistory.org/resource-library/being-jewish-united-states>
- Read the text from the above links about the different sects of Judaism in America.

Purpose

This lesson will give students the opportunity to understand their own identity, compare and contrast their background with others' backgrounds, and explore the different degrees of what a Jewish identity can be in different generations of people.

Standards

SS.912.P10.3 - Discuss the relationship between culture and conceptions of self and identity.

SS.912.W.1.6 - Evaluate the role of history in shaping identity and character.

ELA.6-12.C.1.2, 3, 4, 5 - Communicating Through Writing - personal narratives; supporting a claim using logical reasoning; writing expository texts to explain and / or analyze; revising and editing, and peer feedback.

ELA.6-12.C.2 - Present information orally, in a logical sequence

ELA.6-12.C.3 - follow the rules of standard English grammar

ELA.6-12.C.4 - Conduct research to answer a question

ELA.6-12.C5 - Use digital media to enhance oral or written language

Enduring Understandings

- Our identities are complex and shifting, and shape the way we move, and shape the way we move through the world.
- Jewish identity is not simple and homogeneous, but complex and changing.
- Understand commonalities and differences between different ethnicities and backgrounds.

Essential Questions

- What are the parts of your identity?
- What are the factors that influence our own identities (those identities that we choose and those that are imposed on us by others)?
- How does your identity change, or how might parts of your identity come into conflict, in different contexts?
- Are you familiar with stereotypes?
- What stereotypes do we have about Jews in America? Follow lesson steps and prepare materials provided here prior to the lesson. <https://jwa.org/teach/livingthelegacy/civilrights/exploring-my-identity>

Day 2 Screening *Traces* and 3 Activity Options

Extended class periods or assemblies can be worked out to combine Day 2 and 3 lessons, or all lessons for an elongated day. Students will view the film *Traces* during the class period. The film is about 58 minutes in length. Please plan accordingly. While viewing the film the students will practice visual literacy by filling in notes or graphic organizers on the film. The same standards will be addressed as in previous lessons. These are three separate lessons below.

Activity Option A

Venn Diagram for 2 different Second Generation experiences - similarities and differences.

- Create 2 different digital Venn diagrams for two sets of Second Generation speakers' experiences.
- <https://www.classtools.net/Venn/>

Activity Option B

Themes tracked in *Traces*

- What are some main themes in the film?
- Explain how those themes emerge? What do those themes mean to the people in the film and how are they explained?
- **Task:** Fill in the theme graphic organizer with the theme on the first column and the explanation and example in the second and third columns.
- <https://docs.google.com/document/d/1cleXvctKxileRrLLkIZt0iQ3kbFcZI8BmJPjoNOrHkc/edit>

Activity Option C

Discussion or written questions

Analyze and explain how the filmmaker tells the story in this film? How is this film told? Is it in chronological order? Do you think it can be told in any other way? Why or why not? Do you think one family or Second Generation member's story is more important than another? If so, why? Are there connections in the film that tie it together?

- **Task:** Find pieces that make connections from each person's story. Create a visual thread by writing out certain quotes or stories on paper and then physically punching a hole in each paper with a hole punch. Label the quotes by who says them on each paper. Summarize in your own words what you think the quotes or stories mean. Then take yarn or some type of string to connect each piece of paper. Explain the connections between each story quote.
- Be prepared to utilize the graphic organizer notes for a larger class discussion about the film.

Day 3 Speakers, Standing Up and Responsibility 4 Lesson Plan Options

Extended class periods or assemblies can be worked out to combine Day 2 and 3 Lessons, or all lessons for an elongated day. Below you will find several options to enrich and tie together your lessons, covering the following standards, essential questions and enduring understandings:

Standards

- SS.912.HE.3.4** - Explain why it is important for current and future generations to learn from the Holocaust.
- SS.912.HE.3.3** - Explain the effects of Holocaust denial on contemporary society.

Essential Questions

- What is the difference between a Holocaust Survivor and a Second Generation Survivor?
- Why is it important to learn about the Holocaust and other genocides?
- What are the effects of a film like *Traces* on a younger generation?
- What do you think is your responsibility after learning about the Holocaust?

Enduring Understandings

Students will be able to:

- Analyze and understand the perspectives of how Second Generations lived through their parents' survival of the Holocaust.
- Understand why it is important to continue to learn about the Holocaust and other genocides in order to stand up to hatred.
- Understand the importance of why we learn about genocides, in particular, the Holocaust.

Lesson 1: *Traces*' Speaker(s) with Q&A

During the third day the school has an option to bring in guest speakers from Searching For Identity's organization. (Upon availability) (50-60-minute class period). Suggested speakers: Stacey Goldring, Founder, Director of Searching For Identity and Creator of *Traces*, a Holocaust Survivor, Second Generation Holocaust Survivor(s) from the film and/or *Traces* Creative Team/Filmmakers/Crew members.

The format will consist of a question-and-answer discussion format in which students will create questions prior to the speakers visiting, so students are prepared in advance. Advanced coordination with the organization, Searching For Identity must be completed. Email info@searchingforidentity.org to arrange a speaker(s).

Lesson 2: Presentations

Continue with Day 1 PowerPoint presentations of students' research they did in groups. Allow for students to present to their peers. Invite *Traces* subjects and or Searching For Identity Workshop Speakers to be part of the audience.

Lesson 3: Guest Speakers/Q&A/Gallery Walk

- Guest speakers from the Searching For Identity's Writer's Workshop, Stacey Goldring, Second and Third Gens will read selected writings.
- Reach out to info@searchingforidentity.org for writings that will work for your lessons. Students can have a question and answer with Second and Third Generation about their writing.
- Copies of the writing pieces can be selected in advance and handed out and displayed around the room. Students can do a gallery walk by leaving written feedback by the writing displayed on the wall.

Lesson 4: Classroom Writing Workshop

- Invite Stacey Goldring for classroom writing workshop experience with students.
- Invite Second Generation guests to attend, as well, to share writings
- Reach out to info@searchingforidentity.org to arrange workshop details in advance.

Antisemitism, Historical Context and Post-War Section 2 | 6 Lesson Plan Options

Standards

SS.912.HE.3.3 - Explain the effects of Holocaust denial on contemporary society.

SS.912.HE.3.5 - Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious affiliations.

Essential Questions

- Why do some people deny the Holocaust existed?
- How do Holocaust deniers become accepted followers of thought in some societies?
- How do Holocaust deniers affect survivors and their next generation?

Enduring Understandings

Students will be able to:

1. Understand the perspective of Holocaust deniers and why they may exist.
2. How Holocaust deniers affect survivors and the next generations.
3. How Holocaust deniers are accepted or not accepted in society according to laws and policies of that state or nation.

Lesson 1: Antisemitism

Follow the lesson on antisemitism from Montclair State University professor Emily Schwartz. Tie into the accounts from the *Traces* film subjects' experiences with antisemitism. One example is the story Ethel Holzmann's shares about her father in the grocery store. See the lesson and resources: https://www.montclair.edu/holocaust-genocide-and-human-rights-education-project/wp-content/uploads/sites/176/2018/10/Emily-Schwartz_Lesson-Plan.pdf

Lesson 2: Holocaust Denial

- Listen to the essay written by Second Generation Ethel Holzmann about Holocaust denial. Towards whom is her poem directed? What group(s)? What is its message? What are your thoughts on the poem?
- Follow parts 4-7 of the following lesson below.
https://echoesandreflections.org/wp-content/uploads/2019/08/09-04_LessonPlan_Holocaust-Denial.pdf

Lesson 3: *Traces* Case Studies and Generational Impact

*The following Lessons 3-6 are a series of questions to do as both short freewriting prompts and discussion points, in groups, pairs or individually to then share. Teacher records the responses on the smart board and facilitates the discussion.

Suggested topics and writing prompts follow:

- How did the Second Generation parents' survivor status impact their children?
- After watching the film, why is it so difficult to make general statements about Second Generation?
- Which Second Generation Gen's story moved you the most? Why?
- What were some of the hardships faced by children of Survivors?
- How did many of them cope with the pressures?
- What are the similarities and differences within the Second Generations' experiences? What stories did the Second Generation share that were relatable?
- What stories revealed new information?

Lesson 4: Traces in History

- Why is it important that the Second Generations parents' stories be shared?
- What important lessons do you take away from this film?
- What is meant by the quote by George Santayana, *The Life of Reason*, 1905, "Those who cannot remember the past are condemned to repeat it."
- How does that apply to the history of the Holocaust?

Lesson 5:

How are the stories and lessons of *Traces* relevant today?

- Trace the rise of antisemitism up to Charlotte, South Carolina to today.
- Trace the rise of antisemitism since the October 7th Hamas Massacre to today.
- Share what you know about antisemitism where you live? In the United States? Canada? Europe? Africa? Asia? Australia? <https://www.ushmm.org/antisemitism>
- Discuss the following 1946 quote from the German theologian and Lutheran pastor Martin Niemöller,

***"First they came for the socialists, and I did not speak out – because I was not a socialist.
Then they came for the trade unionists, and I did not speak out – because I was not a trade unionist.
Then they came for the Jews, and I did not speak out – because I was not a Jew.
Then they came for me – and there was no one left to speak for me."***

- Why is it important to speak up and out against racism and antisemitism?

Lesson 6: Liberation, Immigration and Resilience

Standard

SS.912.A.6.3 - Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.HE.2.15 - Describe the experience of Holocaust survivors following World War II.

SS.912.HE.3.3 - Explain the effects of Holocaust denial on contemporary society.

Essential Questions

- Why was liberation not a "happy ending to a sad story"?
- What did it mean for Jewish survivors to "return to life" after the Holocaust?
- How was liberation an ongoing process for the survivors rather than a short-term event?
- In the aftermath of liberation, how did the world community come to understand and define genocide?

Objectives

- Describe the complex emotional ramifications of liberation for Jews.
- Describe the responses Allied soldiers had to liberating concentration camps, and the ways in which they acted as witnesses to genocide.
- Identify the difficulties and immediate needs of survivors after liberation.
- Investigate the purpose of displaced persons' camps and what life was like for people living in these camps.
- Explore how antisemitism in Europe after WWII impeded the efforts of Jewish people to rebuild their lives.
- Discuss the perspectives of U.S. liberators who fought for freedom abroad and experienced discrimination at home.
- Interpret visual history testimony and other primary source materials to deepen their understanding of the experiences of survivors and liberators.

Summary Activity: Discussion Questions and Topics

In addition to the below link of the provided lesson plan, think about the Second Generation stories as they described parents' liberation and immigration stories. An example can be found in *Traces*, told by brothers Sam, Abe, and Chaim's about their father and uncle reuniting. Another example is shared by Nancy Cohen and Sue Alterman. What struggles did they go through to return to a life after the war? <https://echoesandreflections.org/unit-6/>

Complete all sections of this lesson

Summary Activity: Discussion Questions and Topics

Review and select the comprehension *Traces Discussion Questions and Topics* for further discussion or journal assignments.