

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Panel Discussions

**Objective:** Researching the Holocaust from different perspectives  
Participating in panel discussions

#### Activity

We will be looking more intensively into the stories of those categories of people whose lives were touched by the Holocaust. Each group will be assigned one of the below categories to research in depth. On an appointed day, we will hold a series of panel discussions during which each group will be put in the "hot seat" for ~~5~~ 10 minutes. During that time, the rest of the class will ask the panel members questions about the group of people the panel members have researched. Using their notes, the panel members will be expected to answer questions as thoroughly as possible.

#### Panels will include:

##### Perpetrators

Students on this panel should familiarize themselves with the motives, beliefs, and rationales of members of the Gestapo, the S.S., the Nazi Party, and others involved in the official execution of the "Final Solution." Research should also cover first-person accounts from those who ran the concentration and death camps.

##### Survivors

*Night* is the story of just one Holocaust survivor, a young Jewish man. Students on this panel should familiarize themselves with other survivors' accounts of treatment in and daily life in the camps. Research should emphasize accounts by female survivors, survivors with young children, non-Jewish survivors, and survivors of camps *other* than Auschwitz, Birkenau, Buna, and Buchenwald.

##### Bystanders

Students on this panel should focus on the accounts of those German and Polish "bystanders" who were not affiliated with the Nazis but were aware of some of the atrocities being committed and chose to remain silent or indifferent. The workers who throw bread into Eliezer's train to Buchenwald are one good example of the bystander mentality.

##### Liberators

Students on this panel should focus on first-person accounts by those Allied troops and relief workers who witnessed the camps firsthand when liberating prisoners at the end of the war.

##### Foreign Leaders and Governments

Students on this panel should familiarize themselves with the responses of foreign leaders and governments—especially America's—to war intelligence concerning the plight of European Jews under the Nazi regime. Research should include information on how early on foreign leaders received notice of the Nazis' practices, how long it took them to respond, and what their responses were, including their nations' openness to accepting refugees.

##### Resisters

Students on this panel should focus on first-person accounts of those who risked their own safety to help or hide Jews and other persecuted people from the Nazis, as well as those who performed other acts of resistance, such as writing anti-Nazi editorials.

Panel Discussion: Ms. Myers: English 10

Panel	Questions to Consider/Research
Perpetrators	<ul style="list-style-type: none"> <li>• What was life like for you in the camp?</li> <li>• Where did your families live? With you in the camp or somewhere else?</li> <li>• Do you feel guilty for what you did?</li> <li>• What were the benefits to going along with Hitler? (How did you personally benefit?)</li> <li>• What would have been the punishment had you decided to not go along with Hitler?</li> <li>• What were your daily jobs/or daily jobs for others like you?</li> <li>• What were the punishments for you/those like you after the war was over? (look at Nuremberg Trials.)</li> <li>• What was your rationale for helping Hitler execute his plan? In other words, why did you join the Nazi party?</li> </ul>
Survivors	<ul style="list-style-type: none"> <li>• Were their resistance movements inside or outside the camps? Explain.</li> <li>• What was your motivation to survive?</li> <li>• What were the risks/punishments to running away or trying to escape?</li> <li>• What could you have done to prevent being put in a camp?</li> <li>• What do you want to say to the bystanders? Nazis? Etc.</li> <li>• What would you have done differently now that you know what happened?</li> <li>• What was daily life like in the camp? What were the different duties given to people?</li> <li>• What happened to your children or children in the camp?</li> <li>• What happened after you were liberated? Where did you go?</li> <li>• What were some of your first thoughts when you were liberated?</li> </ul>
Bystanders	<ul style="list-style-type: none"> <li>• What did you think was happening to the Jews that would disappear from your hometown? What were you told?</li> <li>• Were all bystanders the same or were some worse than others?</li> <li>• Why did you not help?</li> <li>• Did you know what was happening?</li> <li>• Do you feel it was fair that the Allied troops made you dig mass graves to bury the victims?</li> <li>• Did you see people you knew in the camps?</li> <li>• Do you feel you bear some of the blame for what happened?</li> <li>• After the war, were you punished?</li> <li>• What would have happened if you had helped the Jews?</li> </ul>
Liberators	<ul style="list-style-type: none"> <li>• What did you do to the Nazis you found?</li> <li>• Did they show remorse for what they did?</li> <li>• What was the most disturbing thing you saw?</li> <li>• Did you hear about the camps before? Did you believe it was going to be that bad?</li> <li>• What was your protocol when you arrived? i.e. how did you care for the people?</li> <li>• Did the Jews trust you? What was their reaction to seeing you?</li> <li>• What countries were involved in liberating the camps?</li> <li>• What evidence had the Nazis tried to destroy?</li> <li>• How many people were liberated?</li> <li>• What were some of the names of the camps you liberated and where were they?</li> </ul>
Foreign Leaders and Governments	<ul style="list-style-type: none"> <li>• Why did you wait so long to get involved in the war and stop Hitler?</li> <li>• What actually pushed you to get involved or why did you country chose to not have direct involvement?</li> <li>• What was each countries role in the war?</li> <li>• Did the war hurt your country physically or financially?</li> <li>• Did you put quotas on how many immigrants you would take? If so, why?</li> <li>• Did you hear rumors about the holocaust that was occurring? If so, did you believe it? Why didn't you immediately act to stop it?</li> </ul>
Resisters	<ul style="list-style-type: none"> <li>• How many Jews did you save?</li> <li>• What were the risks of helping?</li> <li>• Were you ever questioned by the Nazi authorities? What did they ask you and how did your reply?</li> <li>• What did you do to keep from getting caught? In other words, what safeguards did you have in place?</li> <li>• How did you feed and care for the Jews you had given the fact that food was being rationed?</li> <li>• What were some of the different ways people helped the Jews?</li> <li>• How were you rewarded for your actions if at all?</li> </ul>

Remember, it may be helpful to research a specific person/country and develop a persona. You will still need to look at other people and research their stories, but often students find it easier if they can answer through the lens of a specific person they researched. It also allows for multiple individuals to answer the same question. Regardless, you need to be prepared to answer all of the questions (and more) and not just with a yes or no. Explain your answers and embody your role! Your grade depends on your level of participation and how detailed your responses are.

**Oral Assessment Rubrics for Panel Discussion: Ms. Myers: English 10**

<i>Descriptors/ Mark Range</i>	<i>PREPARED SPEECH</i>			<i>QUESTION AND ANSWER</i>	
	<i>Communication of meaning and vocal and physical quality (tone, pitch, clarity of voice, facial expressions, appropriate gestures, naturalness and confidence of delivery) (x2)</i>	<i>Personal Involvement and Role-Playing (engagement with topic and ability to offer opinions and reflections) (x2)</i>	<i>Personal Involvement and Response (active participation, turn-taking, clarifying questions, drawing others into discussion, etc.) (x2)</i>	<i>Evidence of critical thinking when fielding questions (ability to process existing information and synthesize new information or different views effectively) (x4)</i>	
0-1	unprepared and poorly coordinated; lacks zest and effort; heavy reliance on script; has no eye-contact; muffled/ rushed/ hesitant speech; speech lacks clarity and meaning; frequent stops and pauses	Little engagement with and/or interest in topic; limited personal commentary on topic. Not convincing in representing views of interest group	Displays unwillingness to participate, lacking in initiative or dominates discussion without making significant valid points. Lapses into colloquial English (slang)	Responds mostly at basic comprehension level. Repeats facts without critical input. May introduce irrelevant topic or makes an illogical point	
2	Well-prepared and coordinated; demonstrates tonal variation at times; attempts to maintain eye contact; shows awareness of diction and rhythm; some mispronunciations; occasional slips and pauses; generally clear articulation	Some attempt to engage with topic; provides personal insights and reflections; quite effective in representing views of the interest group	Generally cooperative and participates by speaking at the appropriate moment; may need prompting in taking his/her turn, does not know how to respond appropriately when questioned; may not use appropriate register and structures consistently	Some evidence of analysis – breaking down of topic into component parts, making relevant comments; using analogies in explanation; use of sound reasoning or evidence to justify views; slips may occur	
3	Very well-prepared and coordination is almost flawless; demonstrate tonal range, confidence and communicates essence of text convincingly; able to speak fluently off the cuff; speech is clear, fluent and forthcoming; good voice projection; generally error-free	Shows a strong engagement with and interest in the topic; forthcoming with opinions, views and personal reflections; very persuasive and effective in representing views of the interest group	Shows great enthusiasm; participates actively; able to move discussion along effectively without dominating the discussion; maintains formality of occasion by observing proper English	Presents clear and logical answers to questions, drawing sound conclusions and evaluation; synthesizes information effectively; gives highly relevant examples or explanations; introduces new ideas to clarify issues	

**Oral Assessment for Panel Discussion**

Name of Assessor: Ms. Myers

Topic for Discussion: \_\_\_\_\_

<b>ROLES</b>					<b>Total</b> (Maximum Score: 30 points)
(Make sure to hand this to me the day your group presents. Write group member's names on the lines below. It doesn't matter which number you are as long as all of your names are down.)	Communication of meaning and vocal and physical quality [0-3] (x2)	Personal Involvement and Role-Playing [0-3] (x2)	Personal Involvement and Response [0-3] (x2)	Evidence of critical thinking when fielding questions [0-3] (x4)	
Panellist 1					
Panellist 2					
Panellist 3					
Panellist 4					
Panellist 5					
Panellist 6					
Remarks					