

LESSON: Ted Finder

Grade Level:

This unit was developed for secondary students. The approach and materials for this unit follow the [Age Appropriate Guidelines from the USHMM](#).

Subject:

History; English/Language Arts; Multi-disciplinary.

Rationale:

The stories of individuals during the Holocaust can help us understand various facets of history through the eyes of those who lived through it. This story helps to broaden understanding about the experience of Jewish refugees who were persecuted in Nazi Germany and then escaped to the United States to serve in Europe as a member of the United States Armed Forces.

Overview:

Key Question(s):

- Who was Ted Finder? What was his experience in Nazi Germany?
- Why did Ted immigrate to the United States?
- How did Ted come to find himself back in Europe during World War II?
- What experiences did Ted have during his time in Europe as a member of the U.S. Armed Forces?

Educational Outcomes. At the end of this lesson, the students will be able to:

- Define the Holocaust, World War II and related terms such as refugee and prisoner of war.
- Identify who Ted Finder was and what his experience was like during the era of the Holocaust and World War II.
- Compare and contrast information shared in text and in a podcast.
- Discuss how Ted found himself in Europe during World War II.
- Identify Ted's experiences during his time in Europe as a member of the U.S. Armed Forces.

Teacher preparation

It's important for teachers to familiarize themselves with the [Pedagogical Principles for Teaching the Holocaust](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

In addition, we suggest:

- Prepare access to handouts and student packets.
- Check access to related links.
- Consider having students complete the [What was the Holocaust? Activity](#).
- Identify any terms students may be unfamiliar with in the written text or the podcast.

Materials

- [Ted Finder Chapter](#)
- Ted Finder Podcast
- [Roddie Edmonds Handout](#)

Lesson:

INTRODUCTION

1. If students have not previously discussed the Holocaust, begin with an overview of the term, Holocaust, as defined by the United States Holocaust Memorial Museum:

The Holocaust was the systematic, state-sponsored, persecution and murder of six million Jews by the Nazi regime and its collaborators between 1933 and 1945 across Europe and North Africa. The height of persecution and murder occurred during World War II. By the end of the war in 1945, the Germans and their collaborators had killed nearly two out of every three European Jews. The Nazis believed that Germans were racially superior.

They believed Jews were a threat to the so-called German racial community. While Jews were the primary victims, the Nazis also targeted other groups for persecution and murder. The Nazis claimed that Roma, people with disabilities, some Slavic peoples (especially Poles and Russians), and Black people were biologically inferior. The regime persecuted other groups because of politics, ideology, or behavior. These groups included Communists, Socialists, Jehovah's Witnesses, gay men, and people the Nazis called "asocials" and "professional criminals."

For younger students, or students previously familiar with this event in history, you can utilize this shortened definition:

The state-sponsored systematic murder of approximately six million Jews by the Nazis and their collaborators. Sinti-Roma, Poles, people with physical and mental disabilities, homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents were also targeted by the Nazis.

2. Share with students that today we will be learning about the story of Ted Finder. Ted was a young Jewish man who left Nazi-controlled Austria and came to the United States. Begin by asking students why Jewish individuals may have wished to leave Europe at this time?
3. Next, let students know that Ted joined the United States Armed Forces. Why might a refugee from Nazi Europe have chosen to return to Europe and fight for the United States?

RESEARCH/ANALYSIS/DISCUSSION

1. Explain to students that they will be assigned one of two ways to learn about the story of Ted Finder - through a podcast or through a written narrative. Each group will seek to answer the following questions:
 - a. Who was Ted Finder? What was his experience in Nazi Germany?
 - b. Why did Ted immigrate to the United States?
 - c. How did Ted come to find himself back in Europe during World War II?
 - d. What experiences did Ted have during his time in Europe as a member of the U.S. Armed Forces?
2. Task students to first review their sources and answers to these questions as individuals; then ask them to discuss the answers to these questions with others who shared their medium (text or podcast).
3. Next, as a whole class, discuss how Ted's Jewish faith put him at risk as a prisoner of war. What choices did Ted face? What did he do in order to survive?
4. If time permits, encourage students to explore the story of [Roddy Edmonds](#). How did Roddy's story differ from Ted's? How did individuals like Roddy help to ensure the survival of Jewish POWs?

CONCLUSION

1. Ask students to share via exit ticket or closing discussion the following:
 - a. 3 Interesting Facts They Learned Today
 - b. 2 Questions They Still Have
 - c. 1 Item They Wish to Explore Further
2. Consider allowing students the opportunity to continue their exploration through a structured or informal process. Resources such as the United States Holocaust Memorial Museum and Yad Vashem can assist students in their quest for answers.