

LESSON: Jan Frohlich

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 a young Czech Jewish teenager who experienced internment in the Theresienstadt ghetto and several camps including Auschwitz. Note: This lesson ties in resources from [Echoes & Reflections unit: Rescuers and Righteous Among the Nations](#).

Overview:

Key Question(s):

- Who was Jan Frohlich? What was his experience during the Holocaust?
- How was Jan's experience during the Holocaust illustrative of the persecution of European Jews?
- How did Jan demonstrate resilience in his ability to survive?

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

- Define the Holocaust and related terms such as ghetto, concentration camp and death camp.
- Identify who Jan Frohlich was and what his journey was like during the Holocaust.
- Compare and contrast information shared in text and in a podcast.
- Define resilience.
- Identify ways Jan exhibited resilience in his ability to survive the Holocaust.
- Provide ways individuals can demonstrate resilience in their daily lives.

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 learned from the full-length version of [The Path to Nazi Genocide](#).

In addition, we suggest:

- Prepare access to handout and student packet.
- 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

- Jan Frohlich's narrative in [To Life: The Past is Present](#)
- Jan Frohlich Podcast: This is Our Johnny

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 the 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 Jan Frohlich. Jan was a young Czech Jewish teenager who survived the Holocaust, in part, through personal resilience.
3. According to the USC Shoah Foundation, "Resilience is the ability to 'bounce back' from setbacks." Ask students to think about a time in their life that they needed to be resilient in a situation? They can either silently reflect on this concept or do a turn-and-talk with a partner.
4. Share with students that during this lesson, they will learn about the resilience illustrated by Jan Frohlich as he survived the Holocaust.

RESEARCH/ANALYSIS/CREATION/COMMUNICATION

1. Explain to students that they will be assigned one of two ways to learn about Jan and his experience during the Holocaust - through a podcast or through a written narrative. Each group will read/listen then create a list of the ways Jan demonstrated resilience during his Holocaust experiences.
2. Once each group has created their initial lists, recreate new groups or partnerships that bring together students who learned from each medium. Ask groups to create a new co-mingled list from both mediums. As they create this list, they should compare and contrast their learning experiences. What examples of resilience were displayed in both mediums? What examples were specific to one medium?

CONCLUSION

1. To conclude the activity, gather students together and discuss all or some of the following:
 - a. Describe the basic arc of Jan's experience during the Holocaust.
 - b. How did Jan's attitude help him survive the Holocaust?
 - c. How could you apply the term "resilience" to Jan's story? What specific examples of his resilience stood out to you?
 - d. When we are encountering hard times, we can often draw on the resilience of others. How can Jan's experience inspire you to stick it out through a hard time?
2. Have students conclude the activity by sharing a lesson they would like to discuss with a friend or family member about Jan's resilience during the Holocaust, and why they chose that lesson.