

Teacher Notes



The Danish Resistance

Activity 2 Role Playing

Activity at a Glance

- ◆ **Subject:** Social Studies
- ◆ **Subject Area:** World History
- ◆ **Category:** WW II
- ◆ **Topic:** The Holocaust
- ◆ **Grade Level:** 9 – 12
- ◆ **Prerequisites:** Students should be familiar with WWII and the Holocaust, and have completed Activity 1.
- ◆ **Total Teaching Time:** 45 minutes

Materials

- ◆ TlmeSpan™ **Danish.tsd** resource file
- ◆ LearningCheck™ **ACT2.edc** resource file
- ◆ TI-83 Plus and keyboards for each student
- ◆ *Instructions for Using the TlmeSpan™ Creator Application*

Activity Overview

In this activity, students work in four cooperative groups to make personal decisions as to whether to help the Danish Jews or to make the journey to Sweden based on their character assignment. Students are sent their character assignments using the handheld device. In their cooperative groups, students discuss their character with other students that share the same character. When students have completed this portion of the activity, different characters will form new cooperative groups (Jigsaw Strategy) to discuss how they would react if presented with the previously mentioned scenario. Each student will make a decision based on their character and the cooperative discussions.

Tip

Students will need to be able to move the furniture in the room to create the cooperative groups in which they will be involved.

Directions

Before the Activity Begins

Review the first activity prior to beginning this activity.

- ◆ Ensure that each student has a handheld device and access to the TlmeSpan™ **Danish.tsd** resource file. If necessary, refer to *Instructions for Using TlmeSpan™ Creator* at the end of this activity.

- ◆ Discuss with the students the changes in Denmark as a result of the Nazi occupation using the following guide questions:
 - How is the story of the Danish Jews different from that of the other European Jews?
 - What events from the trade book, *Number the Stars* by Lois Lowry, were based on actual historical facts?
 - Material for the timeline came from: <http://www.holocaust-education.dk/holocaust/danmarkogholaust.asp>

During the Activity

Begin the activity by organizing the students into groups of four, based on character assignments, which are discussed in the following bulleted text. Character descriptions are provided to the students using the LearningCheck™ **ACT2.edc** resource file.

- ◆ In the first grouping, each group of students will have the same character to discuss.
 - Character #1 – Oddny Harsheim: I am a 35-year-old widow/widower of three children. I am a successful business person and am financially secure. I provide supplies to the German army and have not been hurt financially by the occupation. I live in a nice neighborhood and my children are well taken care of. Many of my business associates are Jewish and my children's nanny is Jewish.
 - Character #2 – Eli/Elise Peterson: I am a 21-year-old student at the University of Copenhagen. The Nazis killed my wife/husband after one of our resistance meetings. I have heard that many Jews throughout Europe have been rounded up over the last few years. I know that the Jews are being taken away and their possessions have been seized. I am adamantly opposed to the occupation of Denmark by the Nazis. Many of my friends and neighbors are Jewish.
 - Character #3 – Henry/Henrietta Tybring: I am a 50-year-old fisherman/woman, who owns a small fishing boat. I make a living by fishing off of the coast. I am married with five children and eight grandchildren. I have already had a few encounters with the Nazis that patrol our village. The Nazis have visited my home and have interviewed my family. They believe that I am not disclosing my entire catch of fish to them. The only Jewish families that I know vacation in our village in the summer and return to the city during the winter.

- Character # 4 – Ida/Ira Rosen: I am Jewish and I am a 37 year-old teacher. I am married with two children. My children's ages are 7 years old and 6 months old. My spouse has been ill and leaves the house infrequently. I am financially secure and own my home. I have heard that the Nazis have forced Jews in other countries to wear yellow stars and surrender their personal belongings. I am proud of my heritage and attend synagogue regularly.
- ◆ Have the students access the **ACT2.edc** file and review the discussion for the role-playing. The students will then access their assigned character role by moving to the next section of the resource file. When the students have completed their discussion, they will respond to the *Expert Question* in the **ACT2.edc** file.

In the second part of this activity, group students so that each new group now contains one member (character) from each original group (Jigsaw Strategy).

- ◆ When students have been assigned to their new groups, they should access the next section (*Jigsaw Groups*) of the **ACT2.edc** file and complete the *Jigsaw Question*, sharing their information on their characters.

Monitor the student's progress and answer any questions that may arise.

After the Activity

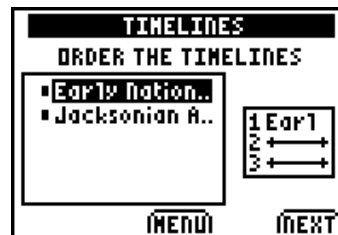
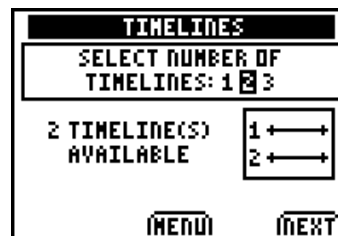
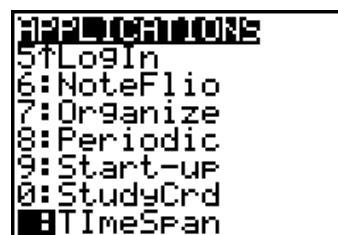
Conclude the activity by discussing the following:

- ◆ In your groups, which characters helped the Jews escape to Sweden? Why do you believe that? What facts about the characters made it a difficult decision?
- ◆ What did Mr./Mrs. Rosen decide? What facts had to be considered before the final decision was made?
- ◆ Give an example of how people today are forced to make decisions about helping others.
- ◆ If someone is being bullied at school and a classmate steps in to help, is the classmate brave? Explain.
- ◆ Have you ever been involved in a case of bullying? How did you respond? Why? What happened?

Instructions for Using the TimeSpan™ Creator Application

The TimeSpan™ Creator application allows students to access timelines and brief event descriptions on the TI-83 Plus.

1. Download the TimeSpan™ application to your students' handheld device. From TimeSpan™ Creator, choose **Action** from the menu bar and select **Send Player to Device** to begin the transfer.
2. Once the application and files (AppVars) are installed on the device, access the files by pressing **[APPS]** and then selecting **TimeSpan**.
3. When the Main Menu displays, choose whether to continue with the last timeline used or begin a new topic. Options for displaying the timelines can also be changed from this menu.
4. Choose **New Topic** and then select the timeline to view.
5. Specify the number of timelines to display. The program will display up to three timelines at once.
6. To order the timelines, use **▲ ▼** to make the selection and press **[ENTER]**.



7. The timelines display.

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newspaper
Stock Prices Soar to
New High
----->
Stocks
Stock Prices 1
<-----
JUN 14 1929(MENU) JUL 20 1929

```

8. Use **↑** **↓** **←** **→** to select an event, which is indicated by a flashing T on the timeline. Press **ENTER** to display the description of the event. To move back to the timeline, press **GRAPH**, which corresponds to **BACK** on the screen.

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Led by United States Steel
common, which advanced
to the highest point in its
history, the stock market
broke away yesterday from
all restraining influences
and lifted itself into new
high ground for all time.
Using the New York Times
JUL 03 1929(MENU) + (BACK)

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9. Press **ZOOM**, which corresponds to **MENU** on the screen, to access the menu.