

# To Hope and Back

## The Journey of the SS St. Louis

### Combining Literature with History

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<b>Grades:</b>	<b>5<sup>th</sup> – 8<sup>th</sup></b>
<b>Prerequisites:</b>	<b>The Holocaust will be spoken about in the simplest of terms; however, students need to be emotionally ready for these discussions.</b>
<b>Day of Week:</b>	<b>Monday</b>
<b>Time of Class:</b>	<b>11:00 am – 12:30 pm ET</b>
<b>Length of Class:</b>	<b>10 weeks</b>
<b>Semester:</b>	<b>Fall 2020</b>
<b>Tuition:</b>	<b>\$250.00</b>

#### **Class Dates:**

Week 1: September 14  
Week 2: September 21  
Off September 28 - October 9 (Yom Kippur and Sukkot)  
Week 3: October 12  
Week 4: October 19  
Week 5: October 26  
Week 6: November 2  
Week 7: November 9  
Week 8: November 16  
November 23 – Thanksgiving Week  
Week 9: November 30  
Week 10: December 7  
Make Up Week: December 14

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<b>Office Hours:</b>	<b>By appointment</b>

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### **Description of Class:**

Can you imagine reaching out to the president of the United States about a ship full of Jewish refugees, who are going to be sent to concentration camps or worse, death camps, if they return to Germany, and the President of the United States not responding?

This class is about the true story of a journey on a ship, The SS St. Louis, sailing in 1939 with just under 900 Jewish passengers and what happened to them.

The story of Lisa and Sol, two young children on the SS St. Louis, is set against the tragic true history of the St. Louis. Denied entry from port after port, the captain was forced to return his Jewish passengers to Europe, where many died in the Holocaust. Through the eyes of these innocent children, we see the injustice and heartbreak that were caused by the prejudice and hatred of so many.

Together, we will read, discuss, map out the route taken, understand the history, discuss the prejudice and hatred and try to understand why the world turned their back on The SS St. Louis.

### **Class Approach:**

The class will be a combination of reading comprehension, discussion, lecture and projects (timeline and map).

**BECAUSE OF THE NATURE OF THE TOPIC, STUDENTS ARE NOT ALLOWED TO READ AHEAD OF THE CLASS.**

### **Goals:**

For students to understand some of the pre-cursors to the Holocaust and how the world turned their back on an entire group of people.

### **Textbook:**

*To Hope and Back: The Journey of the St. Louis*

By Kathy Kacer

<https://www.amazon.com/Hope-Back-Journey-Holocaust-Remembrance/dp/1897187963>

**\*\* PLEASE DO NOT HAVE STUDENTS PRE-READ BOOK. \*\***

### **Additional Supplies/Resources Needed:**

Microphone / Headset for Class Discussions

100 page – single subject spiral notebook

Pencil / Pen

Colored Pencils / Markers / Crayons

Basic Art Supplies

Access to PowerPoint (if student chooses this option)

### **Requirements:**

A sensitivity to other students and any emotions that may come out during the reading of the book as well as discussions.

Students are EXPECTED to participate in class discussions.

## Weekly Homework:

Total homework time: approximately 2.5 hours weekly

Reading – Approximately 30 minutes weekly depending on the student’s speed.

**\*\* PLEASE DO NOT HAVE STUDENTS PRE-READ BOOK. \*\***

Written Work: Interactive Notebook – Approximately 2 hours weekly

An Interactive Notebook is where students respond to topics covered, create timelines, journal reading responses and so much more.

## Homework Policy:

It is expected that students will keep up with the reading to be able to fully participate in class.

## Grading Scale:

Exceeds Expectations

Meets Expectations

Not Yet

Incomplete

If parents would like a traditional letter grade, please notify the teacher by week two of the class.

## Anticipated Weekly Course Schedule:

Week	Topic
<b>Week 1</b>	Life for Jewish People in Europe before Hitler and the Nazi Party The Rise of Nazi Germany -Prior to 1939 Forward of Book Difference Between Concentration Camps and Death Camps Yes, this is a REAL-LIFE account of a very horrible period of time in World History. Reading Homework: Pages 3 – 24 – Lisa and Sol
<b>Week 2</b>	Changes for Jewish People in Europe Kristallnacht – The Night of the Broken Glass Why did Germany Pretend Everything was “Normal”? Map Skills – Countries of Europe - Hamburg, Germany Jewish Culture - Shabbat Reading Homework: Pages 25 – 60 Lisa, Sol and What the Captain Knew
<b>Week 3</b>	What is the “Final Solution”? What is Anti-Semitism? Map Skills – Countries of Europe - Cherbourg, France What Germany said the passengers of the St. Louis did when they left Germany and why did they do this? Map Skills: Where is Cuba? Cuba’s President: Federico Laredo Bru and Decree 937 Reading Homework: Pages 61 – 97 Lisa, Sol and What the Captain Knew

<b>Week</b>	<b>Topic</b>
<b>Week 4</b>	<p>What is the Gestapo?</p> <p>The symbolism of Decree 937 and its name.</p> <p>Death on the St. Louis</p> <p>What was the Jewish Relief Committee?</p> <p>Reading Homework: Pages 98 – 124</p> <p>Lisa, Sol and What the Captain Knew</p>
<b>Week 5</b>	<p>Arriving in Cuba</p> <p>Who is Max Loewe?</p> <p>Telegrams, Phone Calls and more!</p> <p>Reading Homework: Pages 125 – 138</p> <p>Lisa, Sol and What the Captain Knew</p>
<b>Week 6</b>	<p>How the Dominican Republic Almost Helped?</p> <p>Map Skills: Where is the Dominican Republic</p> <p>American Joint Distribution Committee (JDC)</p> <p>Negotiations with Cuba</p> <p>Reading Homework: Pages 139 – 152</p> <p>Lisa, Sol and What the Captain Knew</p>
<b>Week 7</b>	<p>President Roosevelt.... Why didn't he help?</p> <p>America during the 1930s</p> <p>What is the Coast Guards job?</p> <p>Map Skills: United States – Miami, FL, Canada</p> <p>Canada and Christian Minsters</p> <p>Reading Homework: Pages 153 – 168</p> <p>Lisa, Sol and What the Captain Knew</p>
<b>Week 8</b>	<p>Concentration Camps: Dachau, Sachsenhausen, Buchenwald, Mauthausen and Flossenburg</p> <p>Not one country wanted to help the SS. St. Louis</p> <p>Aaron Pozner – His time at Dachau</p> <p>The Captain's Plan at Beachy Head, Sussex, England</p> <p>Morris Troper, European Director of the American Jewish Joint Distribution Committee (JDC) and his role in the St. Louis</p> <p>Reading Homework: Pages 169 – 183</p> <p>Lisa, Sol and What Finally Happened</p>
<b>Week 9</b>	<p>What happened to the passengers from the St. Louis?</p> <p>What were the statistics during the Holocaust?</p> <p>How many concentration camps and death camps were there by the end of the war?</p> <p>How the world "claimed" they didn't know what was happening?</p> <p>What happened to Adolf Hitler?</p> <p>Reading Homework: Pages 184 – 196</p> <p>Lisa: Epilogue and Sol: Epilogue</p>
<b>Week 10</b>	<p>The Year 2000: Survivors invited to Ottawa</p> <p>Are there any survivors of the St. Louis remaining alive today?</p>

**Week****Topic**

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Holocaust denial in the United States, on college campuses and around the world today.

Why is it necessary to remember the Holocaust?

Wrap Up of Class

Final Thoughts

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