

Understanding Courage



Essential Questions

- What does it mean to show courage?
- How might courage look in different contexts?
- What inspired individuals to act in service to others?
- How is courage of survivors, rescuers, and aid-providers, an integral part of the Holocaust?
- What choices did individuals, groups, and nations make in response to the events of the Holocaust?
- What does courage look like today?

Overview

During this activity, students will explore what courage means as both an individual and universal experience. As an extension of themes presented through the film *White Bird*, this activity encourages students to reflect on their own understanding of courage as a concept and asks them to consider examples, both historical and contemporary, as a way to highlight multiple interpretations and potential misconceptions.

Target Audience

Grades 6–12

Activity Duration

Two 60-minute sessions

Enduring Understandings

- Stories of courage and resilience can help build connections between the past and present.
- Acts of courage can take many different forms.
- Circumstances of time and place play an integral role in choices available to people.

Historical Background for Educators

In 1932, Adolf Hitler, leader of the nationalistic, antisemitic, and racist National Socialist German Workers' Party (Nazi Party) was elected to the German Reichstag (Parliament). The Nazis soon established a single party dictatorship referred to as the Third Reich. From 1933 until 1939, the Nazi government enacted hundreds of increasingly restrictive and discriminatory laws and decrees that banned Jews from all aspects of German public life.

The German army invaded France in May 1940. In June, the French surrendered and signed an armistice with the Nazis. France

Materials

- *Testimony as Primary Source* handout (2 Per Student)
- *Last Letters from the Holocaust* Graphic Organizer (2 Per Student)
- *Last Letters from the Holocaust Excerpts*
- *Demonstrating Courage Interview* handout

was then divided in two: northern France (the occupied zone) was placed under German control, while southern France (the unoccupied zone) was placed under the control of a new French Government, established in the spa town of Vichy.

During World War II, the Nazis systematically targeted Jews in Nazi-occupied territories. Jews were forced to wear identifying symbols, relocate to heavily crowded ghettos, and participate in forced labor. Approximately six million Jews were murdered during the Holocaust by the Nazis and their collaborators. The Nazis also targeted racial, political, or ideological groups deemed “inferior” or “undesirable”—Roma (Gypsies), LGBTQ+, Slavic peoples, the mentally and physically disabled, Socialists, Communists, and Jehovah’s Witnesses. Within several years, mass murder became the official Nazi policy (officially organized at the 1942 Wannsee Conference). By then, the Nazis had already deployed *Einsatzgruppen* (mobile killing units) to massacre Jewish communities in Poland and the Soviet Union. The Nazis also used poisonous gas in vans and later in gas chambers at six death camps (Chelmno, Auschwitz, Majdanek, Belzec, Sobibor, and Treblinka). Even when their defeat was imminent, the Nazi leadership committed resources to the destruction of Europe’s Jewish population. Prisoners were forced to evacuate in what are now known as Death Marches.

Across Europe, resistance to Nazi antisemitism and racism took many forms including aid, rescue, cultural resistance, spiritual resistance, and strategic or armed resistance, and courage from individuals and groups played a critical role in these movements. Resistance to antisemitism included Jewish resistance, and resistance efforts supported by non-Jewish individuals with the courage to aid, rescue, and support Jewish people in their resistance efforts. During the Holocaust, Jewish individuals engaged in various forms of resistance, both armed and unarmed, despite overwhelming adversity. In ghettos and concentration camps, Jewish resistance fighters organized uprisings, such as the Warsaw Ghetto Uprising in 1943, where they fought against Nazi forces with limited weapons and resources. Some Jews also participated in partisan groups, joining resistance movements across Europe to sabotage Nazi operations and help others escape. Additionally, cultural and spiritual resistance took place. Jewish cultural resistance consisted of many diverse actions, such as creating music, writing, or creating works of art. Spiritual resistance is also diverse, and included a variety of spiritual actions such as prayer, refusing to adopt new religious beliefs, or providing sanctuary in places of worship.

During this time, very few people had the courage to help Jews escape, and those who were willing to act were often motivated by their own opposition to Nazi antisemitism and racism. There were also many forms of non-Jewish resistance and rescue, including hiding Jews in the rescuer's homes or on their property, providing false papers or identities, rescuing children through efforts like the *Kindertransport*, and many additional forms of help. Individuals and groups who chose to help those targeted by the Nazis did so at great risk, as in most cases providing shelter to Jews or others the Nazis targeted was punishable by death.

Strategic or armed resistance movements like the Warsaw Ghetto Uprising have emerged during mass atrocities and genocides as individuals and groups worked together to find ways to exhibit agency for themselves and empower others in the face of oppression. On January 18th, 1943, German forces entered the Warsaw ghetto to arrest Jews and deport them. To their astonishment, young Jews offered them armed resistance and drove the German forces out of the ghetto before they were able to finish their ruthless task. This armed resistance came on the heels of the great deportation that had occurred in the summer and early autumn of 1942, which resulted in the dispatch of 300,000 Jews, the vast majority of the ghetto's inhabitants, to Nazi camps—almost all to the Treblinka extermination camp. About 60,000 Jews remained in the ghetto, traumatized by the deportations, and believing that the Germans had not deported them and would not deport them since they wanted their labor. During four days in January, the Germans sought to round up Jews, and the armed resistance continued. The ghetto inhabitants went through a swift change, no longer believing that their value as labor would safeguard them. They began devising hiding places, and the Germans had to enter many buildings and ruthlessly pull out Jews. Many were killed in their homes when they refused to be taken. On the fourth day, having only managed to seize between five and six thousand Jews, the Germans withdrew from the ghetto.

When the Allied troops (led by the United States, United Kingdom, and Soviet Union) defeated the Nazis, they encountered evidence of genocide: documentation, witnesses, mass graves, and concentration and death camps. Europe was in disarray; millions were displaced, and entire cities were destroyed. Even still, many Jews continued to face antisemitism and violence and most Jews decided to emigrate.

SOURCES

- o <https://vhap.usc.edu/vhap.iwitness.appdata/historicalcontext/en/Holocaust.pdf>
- o <https://www.ushmm.org/antisemitism/teaching-about-antisemitism/educational-modules-based-on-audio-podcasts/rescue-and-resistance>
- o <https://www.yadvashem.org/articles/general/historical-review.html>

Procedure

ASK

- Start by providing each student in the class with a single index card. Once all students have received an index card, ask them to develop and record three examples to the following prompt on their notecard: “What does courage look like?”
- As students are developing their examples, rotate around the room to support individual student thinking. If individual students are struggling to develop examples, ask them instead to consider how they would define “courage.” What does it mean to those students to be courageous, and how can someone show courage?
- As each student concludes their examples, provide them with an opportunity to share their thinking by picking their favorite example and writing it on the board for all students to view.
- Once each student has recorded one example of courage on the board, begin a whole-class discussion to identify similarities and differences in the examples provided. The purpose of this activity is to help students dig deeper into the concept of courage. Examples of questions to guide this discussion might include:
 - What do many of these examples have in common?
 - How does {select one student example} differ from the other examples?
 - In these examples, what choices were made by individuals and how might those choices relate to courage?
 - Using these examples as a guide, how would you define courage?
- To conclude, shift the discussion to introduce the connection between courage in the context of the Holocaust.
 - Begin by playing the IWitness Tutorial video “[What is Antisemitism?](#)” (5:56) to introduce students to the concept of antisemitism and its context to the Holocaust.
 - After students view the video, use the following prompts to debrief the role of antisemitism in the events of the Holocaust:
 - What role did antisemitism play in the Holocaust?
 - How is courage needed for those facing persecution from antisemitism?
 - From whom is courage required to help those facing persecution from antisemitism?
 - How do antisemitism and other forms of identity-based hate make courage challenging?

When viewing testimony, help strengthen the experience by:

- Providing students with the biographies of the survivors and witnesses providing testimony.
- Play testimony clips twice, and pause clips as needed to allow time for students to reflect, record thoughts, questions, and ideas.
- Engaging students in investigations using active inquiry.
- Promoting interdisciplinary thinking and learning through common, recurring themes.
- Creating connections to their own lives and personal experiences.

ANALYZE

- Next, students will analyze the concept of courage and its role during the Holocaust through testimonies using the modified *Testimony as Primary Source* handout.
 - The *Testimony as Primary Source* handout will be modified to orient students to the importance of individual choices and the relationship between those choices and showing courage during the Holocaust.
- As students prepare to view the testimonies, help them understand the importance of:
 - Paying attention to the speaker's tone of voice and body language.
 - Considering the context and perspectives of the witness.
 - Focusing on the personal story of the testimony as opposed to facts and figures.
- Testimonies for Analysis:
 - [Alicia Appleman-Jurman](#) – (1:43) Alicia describes the childhood memory that she holds closest about her mother, who taught her that "the greatest of gifts" God gave her was the ability to make a decision.
 - [Alice Boddy](#) – (1:21) Alice describes how she had the strength to travel and register herself for the *Kindertransport* and face changes in her life by always believing in herself no matter what.
 - [Sol Liber](#) – (3:23) Sol describes his involvement in the Warsaw Ghetto Uprising in Poland in 1943.
 - [Arie Van Mansum](#) – (2:58) Arie describes the support he provided to Jews evading persecution and Christian responsibility to aid Jews.
- Upon conclusion of the testimony analysis, students will discuss the reflective prompts from the *Testimony as Primary Source* handout and share important facts, emotions, and quotes from the testimonies that resonated with them. Students will continue to consider the importance of courage and the role of individual choices to showing courage.

APPLY

- Next, students will apply what they have learned about courage and the Holocaust as they participate in a primary source investigation activity to analyze two excerpts from letters featured in the [Last Letters from the Holocaust](#) collection by Yad Vashem.
 - **Educator Note:** *Two letters have been selected and excerpted for this activity. A teacher seeking to expand the inquiry to include additional letters may use the link above to locate additional letters to integrate as needed.*
- Before students begin, share with them the context of the *Last Letters from the Holocaust* exhibition, which contains a collection of final letters written by individuals murdered during the Holocaust. Due to the context of great distress and grief in which these letters were written, they capture a glimpse of individual courage simply by the author's choice to write, highlighting a powerful example of cultural resistance.
- The teacher may structure this as an individual, partner, or small group activity to encourage student engagement. To begin, provide each student with two copies of the *Last Letters from the Holocaust Graphic Organizer* (one copy for each excerpt) and access to the *Last Letters from the Holocaust Excerpts* provided below.
- As students complete the primary source investigation, encourage them to connect the evidence from the letters with the testimonies shared earlier. The following questions may be used to encourage students to make connections between testimony and excerpts:
 - What are the similarities between these letters and the survivor testimonies?
 - What are the differences between these letters and the survivor testimonies?
 - How do these letters and the survivor testimonies demonstrate the importance of individual choices in showing courage?
 - How do these letters and the survivor testimonies reveal the diverse nature of courage, from courage required by individuals who are in danger to courage of individuals to help those in need?
- In addition to the questions above, the guiding questions on the *Last Letters from the Holocaust Graphic Organizer* are structured to support students in their research into the role that courage served during the Holocaust, and the impact of personal choices on showing courage.

ACT

- To conclude, students will take action using what they have learned about courage during times of significant hardship by gathering their own oral history of examples of courage by those in their lives.
 - **Educator Note:** *Clarify for students that this activity is not meant to compare examples of courage between individuals in their own lives and those during the Holocaust, but to deepen their understanding of types of courage.*

- Using the *Demonstrating Courage Interview* handout as a guide, students will interview someone in their family or community about a time in which that individual felt that they demonstrated courage.
- Upon conclusion of the interview, the student will provide a written reflection on how this activity has impacted their understanding of courage, describe examples of courage in different situations, and explain the importance of individual choices when presented with opportunities to demonstrate courage.

CONNECTIONS

Connection to Students' Lives	Connection to Contemporary Events	Connection to the Future
Students will develop their knowledge of courage, the importance of choices in opportunities to demonstrate courage, and the importance of courage to helping those targeted by forms of identity-based hate.	Students will analyze examples of courage in the past to discover their own opportunities to demonstrate courage and help those facing identity-based hate today.	Students can use their knowledge of courage to inform future student advocacy around opportunities to demonstrate courage in their communities.

Clips of Testimony

Alicia Appleman-Jurman, a Jewish survivor, describes the childhood memory that she holds closest about her mother, who taught her that "the greatest of gifts" God gave her was the ability to make a decision.

Alice Boddy, a Jewish survivor, describes how she had the strength to travel and register herself for the *Kindertransport* and face changes in her life by always believing in herself no matter what.

Sol Liber, a Jewish survivor, describes his involvement in the Warsaw Ghetto Uprising in Poland in 1943.

Arie Van Mansum, a rescuer and aid giver, describes the support he provided to Jews evading persecution and the Christian responsibility to aid Jews.

National Standards and Frameworks

C3

- D2.His.4.6–8: Analyze multiple factors that influenced the perspectives of people during different historical eras.
- D3.1.6–8: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- D4.2.6–8: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- D4.8.6–8: Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Common Core ELA

- SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CASEL's SEL Framework

SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others

Survivor and Witness Biographies

Alicia Appleman-Jurman was born in 1930. Growing up, she lived with her mother, father, and four brothers in Buchach, Ukraine. Alicia and her family were Jewish, and she noted that although the Russians did not seem antisemitic, her family were still considered enemies of the Russian people because her father was a successful businessman and was considered part of the bourgeoisie. While most Jews were deported by the Russians, Alicia's uncle was able to ensure their safety since his skill as a doctor was needed in the community. However, when the Nazis invaded Russia in 1941, Alicia and her brother were deported and placed in a ghetto where one of her brothers was killed, likely for his role in the organization of a resistance group. Alicia's other brothers also perished, one in a Russian prison, one executed as a collective punishment ritual, and one executed for attempting to escape the ghetto. Alicia managed to survive by hiding in a doghouse. Just before liberation in 1944, Alicia's final encounter with the Nazis ended with them shooting her mother who jumped in front of a bullet intended for Alicia, saving Alicia's life as the soldiers ran out of ammunition. After the war, Alicia smuggled herself out of Poland to avoid the Jewish pogroms, and after being imprisoned on Cyprus for eight months, was eventually allowed to enter Palestine. Alicia was interviewed in California in 1996.

Alice Boddy was born on September 6th, 1921, in Vienna, Austria. Alice remembers having a full and happy life in Vienna until March 1938, when the German army invaded and occupied the country. By this time, Alice was in high school. After she heard about the plan to take 10,000 children to safety in England, Alice registered herself for the *Kindertransport* (Children's Transport). In April 1939, she was notified that she had a spot on the *Kindertransport*. Alice said she always believed in herself and at a very young age learned to rely on herself, maintaining a firm belief that she could always make it. Alice was later able to reunite with her mother and older brother in Chicago, Illinois. She later moved to California, married, raised two set of twins, and later had two grandchildren. The interview was conducted on August 22nd, 1990, in San Rafael, California.

Sol Liber was born on December 3rd, 1923, in Grojec, Poland. In 1939, when the German Army invaded Poland, Sol and his family were forced to move to the Grojec ghetto. A few months later, they were transferred to the Warsaw ghetto, where he later participated in the Warsaw Ghetto Uprising in 1943. In April 1943, after the uprising was suppressed by the Germans, Sol and his sisters, parents, and brother, Yitzak, were deported to Treblinka. Sol's parents and sisters were selected to be killed in the gas chambers. The brothers were separated when Sol was sent back with a few hundred others to clean up the Warsaw ghetto. Afterward, Sol was deported to Majdanek. After a short time, he was transferred to Skarzysko-Kamienna, a labor camp, where he worked in an ammunition factory. The Soviet Army was approaching near the end of 1944, and Sol and the other prisoners were transferred to Tschenstochau, a concentration camp in Poland. He was only there for a short while before being transferred to Buchenwald where he worked in nearby salt mines. With the Soviets advancing, Sol and the other prisoners were forced to march out of the camp to an unknown destination. It was during this forced march that Sol was liberated on May 6th, 1945. After his liberation, Sol was reunited with his brother, Yitzak, and together they went to a displaced persons' camp in Germany. They obtained French work visas and immigrated to Paris. In 1949, the two brothers immigrated to Canada. Sol met his future wife, Bella, in Montreal and the couple was married in 1953. In 1957, Sol and Bella immigrated to Los Angeles, California, and had three children: Sheldon, Susan, and Rodney. Sol was interviewed on August 11th, 1994, in Santa Monica, California.

Arie van Mansum was born on March 5th, 1920, in Utrecht, the Netherlands. He grew up in a Christian family and became involved in the resistance during the German occupation of the Netherlands in World War II. With the help of his church, Arie helped Jews by finding hiding places, creating counterfeit food stamps, and forging identity cards. His resistance efforts, supported by his family, included hiding Jewish individuals in their home. In 1943, Arie was arrested by the Gestapo and endured beatings, solitary confinement, and imprisonment in various camps and prisons. He was liberated by the Canadian Army in 1945 and later assisted in reuniting the families he had helped to hide before his arrest and assisted in bringing war criminals to justice. After the war, Arie immigrated to Canada, where he continued to live at the time of his interview in 1996.

The [USC Shoah Foundation](#), [Lionsgate](#) and [Kingdom Story Company](#) partner to educate young people about the courage to choose kindness in connection with the film *White Bird*.

Modified Testimony as Primary Source Analysis Chart



STUDENT HANDOUT

Bio: Interviewee Name: _____ Experience Group: _____

Birth Date and Place: _____

Additional Relevant Info: _____

Directions: As you watch the clip of testimony, write facts that are presented in the left column. Use the right column to note emotions the interviewee demonstrates.

Facts: Who, What, Where, When, Why, How <i>List the topic, dates, event details, location (city, region, country), and names/groups.</i>	Emotions: What emotions did you notice? <i>Notice facial and body expressions, tone of voice, pauses, and word choice.</i>
Reflection Prompts <i>(After viewing the testimony clip)</i>	
What event is this person recalling? How do they feel about the event?	
What role did courage play in this person's story?	
How do the choices made by this individual during the events they are describing demonstrate courage?	

Last Letters from the Holocaust Graphic Organizer



STUDENT HANDOUT

Directions: Use the following graphic organizer to support your analysis of the Last Letters from the Holocaust primary source excerpt(s).

Prompt	Your Response
Identify the speaker's name, date of birth, and/or other relevant information. What may have prompted the speaker to share this story?	
How did this individual demonstrate courage?	
How did others demonstrate courage to this individual during their experience?	
What role did individual choices play in the courage described in this letter?	
Reflect: Why is it often difficult to show courage? Reference specific examples from this letter to support your response.	
Reflect: Why are individual choices so important during opportunities to show courage? Reference specific examples from this letter to support your response.	

Last Letters from the Holocaust Excerpts



STUDENT HANDOUT

Last Postcard from Elie Barsimantov

Elie Barsimantov wrote these words on the last postcard that he sent from Drancy to his wife Sarah in Paris.

Elie Barsimantov was born in 1900 in Smyrna (today Izmir) in Turkey. He immigrated to France in 1922 and settled in Paris. Elie earned his living in trade. Elie met Sarah Gabai, who was also born in Smyrna and immigrated to Paris with her parents. In 1935, Elie and Sarah got married, and a year later their son Jacques was born.

In September 1941, Elie was arrested in Paris and sent to the Drancy camp, where he was imprisoned until his deportation to Auschwitz in August 1942. His wife and son continued to live in Paris. Elie sent letters and postcards to Sarah from Drancy and received letters and parcels from her. Elie sent his last postcard a day before his deportation to Auschwitz

As you read, consider the individual courage required by Elie who chose to write to his family during this time of great distress and danger. Additionally, consider the courage of others mentioned in Elie's story, and how those acts of courage may have supported and supplemented Elie's courage:

"My dearest Sarah,

I am writing you this postcard to let you know that as per camp orders, I am leaving for work at an unknown destination.

I leave full of courage, and with God's help. I ask you not to worry, and to look after our dear son Jacques. I ask you to be strong and patient. We hope that with God's help all this will end and we will once again be joyfully reunited. Try to keep your spirits up. Don't send me any more letters or parcels to Drancy. Try to get the laundry that Mr. Saltiel is going to send you and please be brave.

Hugs to my sisters and to the families of my brother Albert, Vitalis and Raphael, and also to your family. All the bureaucratic efforts and attempts that you made on my behalf [to get me out of the camp] were fruitless, but I thank you.

I embrace you and our darling Jacques with all my strength.

I am leaving on Monday morning.

Elie"

The following link contains additional biographical information, context, and photographs of Elie Barsimantov and his last postcard. [23 August 1942: Drancy| Last Letters from the Holocaust \(yadvashem.org\)](https://www.yadvashem.org/en/education/teaching-materials/23-August-1942-Drancy-Last-Letters-from-the-Holocaust)

Last Letters from the Holocaust Excerpts



STUDENT HANDOUT

Letter from the Kishinev Ghetto

Ida Goldiș wrote these words in her last letter to her older sister Clara on the eve of her deportation from the Kishinev ghetto to Transnistria.

In October 1941, Ida Goldiș née Bidus was deported from the Kishinev ghetto to Transnistria, together with her little son Vili and her younger sister Doba. Her husband, Yosef, was in a Romanian army labor battalion.

Ida, Vili, and Doba were forced to make the arduous journey on foot together with the rest of the deportees from the ghetto. Ida and Doba took turns carrying Vili on their backs, using a special harness that they had sewn for him. In early 1942, the young child froze to death in the bitter cold, and his mother, who had lost the will to live, perished a few days later after drinking contaminated water. Ida was 24 when she perished, and Vili was just three years old.

Ida managed to smuggle the letter out of the ghetto via a non-Jewish messenger who worked with Doba in the bakery. The letter was given to Clara, who had remained in Romania. Clara and Doba (later Schwarz) survived.

As you read, consider the individual courage required by Ida who chose to write and smuggle this letter to her family during this time of great distress and danger. Additionally, consider the courage of others mentioned in Ida's story, and how those acts of courage may have supported and supplemented Ida's courage:

"Dear Clara,

Yesterday I sent you a postcard which, if you receive it, will cause you a great deal of sorrow.

I am writing to you now thanks to the good will of this gentleman, and I beg you not to tell mother the truth, since it is too awful and I do not want this matter to impair her health, which is poor anyway. My dear sister, for a few days a terrible danger has been hanging over our heads. We are being sent on foot to Ukraine for "resettlement" there (so they tell us). You can imagine our situation when we must go such a long way on foot, the weather being so cold, with a small child and with the few things which we will be able to carry along, that is to say, only food for the journey...I beg you not to spread this news in order not to bring any harm to this man of good will. My dear, please look after Mother, since you will be the only remaining member of her family... Goodbye, my darling sister, good luck to you, bring up your dear children in happiness and good health. Thousands of kisses on your sweet eyes. Does Revelina still remember me? May it be God's will that you soon see Carol again and that you live happily without worries and suffering. Kisses to Father and Mother, may they live in good health and enjoy better news. Doba and Vili send you thousands of kisses and a fond farewell.

Goodbye forever, all my thoughts are with you.

Ida"

The following link contains additional biographical information, context, and photographs of Ida Goldiș and her last letter. [9 October 1941: Kishinev Ghetto | Last Letters from the Holocaust \(yadvashem.org\)](https://www.yadvashem.org/en/education/teaching-materials/9-October-1941-Kishinev-Ghetto-Last-Letters-from-the-Holocaust)

Demonstrating Courage Interview



STUDENT HANDOUT

Directions: Identify one individual in your family or community who you believe to be courageous. Interview that person using the prompts below, recording notes on their responses. Conclude by completing the reflection prompt at the end.

1. What does courage mean to you? How would you define courage?
2. Please describe a time when you feel that you demonstrated courage.
3. Did you feel fear when you decided to show courage? If so, how did you overcome that fear?
4. How would you say individual choices are related to courage?
5. How can you recognize opportunities to show courage?
6. What are other examples of courage in everyday life?

Reflection: After your interview, provide a written reflection on how this activity has impacted your understanding of courage. In your reflection, describe examples of courage in different situations, referencing at least three pieces of evidence from the testimonies, *Last Letters from the Holocaust* excerpts, and your interview responses. Conclude with an explanation of the importance of individual choices when presented with opportunities to demonstrate courage and identify opportunities that you have to show courage to others in your community.