



Lesson Plan (45 minutes)

Chinese Schindler

Step 1: Lesson goals

Goals:

Affective – Students will appreciate how a person’s moral compass can compel them to act on behalf of others.

Behavioral – Students will be able to depict and convey Feng-Shan Ho’s heroism in an artistic display.

Cognitive – Students will be able to list important biographical points about Feng-Shan Ho. Students will be able to describe what Feng-Shan Ho did for the Jews of Austria.

Essential Questions/Big Ideas:

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| 1. What compels a person to act on behalf of others? | 1. Our moral compass steers our actions |
| 2. What makes someone a hero? | 2. Heroes take risks to help others |
| 3. Why is it important to recognize good deeds? | 3. Recognition is a form of gratitude |

Step 2: Learning Plan

Hook/Trigger: (5 minutes)

Share the following scenario with your students and ask them to choose one of the responses below (to be posted around the room) that best represents their response:

You see a student around your age being bullied by another student.

Responses:

1. You call the police

2. You run over and pull the victim away
3. You stand frozen in your tracks
4. You call to a nearby adult to help
5. You walk away grateful that its not someone you know
6. You walk over and try to talk to the bully

Learning Activity: (30 minutes)

- 1. Video (7 minutes):** Show the [Unpacked video](#) to your students.
- 2. Discussion: Moral compass (8 minutes)** A moral compass refers to a person's ability to distinguish right from wrong, and to act accordingly. Feng-Shan Ho's moral compass compelled him to save more than 4,000 Jews by issuing them visas, allowing them to escape from Nazi-occupied Austria. Feng-Shan Ho engaged in this incredibly risky endeavor without looking for anything in return; he simply felt it was the right thing to do.
 - a.** What factors help develop a person's moral compass?
 - b.** Many people likely felt morally opposed to the Nazi's treatment of Jews but remained passive. What do you think contributed to their passivity?
 - c.** What may have compelled people like Feng-Shan Ho to take action?
 - d.** Are there any issues that you feel strongly about? What triggers your moral compass and pushes you to act in accordance with your beliefs about this issue? What might hold you back?
- 3. Learning activity: Artistic exhibit (15 minutes)** Feng-Shan Ho was one of two Chinese citizens to receive the prestigious title of "[Righteous Among the Nations](#)." Imagine that you have been hired by the Israeli Holocaust museum [Yad Vashem](#) to design an artistic exhibit honoring Dr. Ho. Design a model of your exhibit, and write a paragraph that explains your art and its connection to Dr. Ho and his efforts to save thousands of Jews during the Holocaust.

Reflection: (5 minutes)

- 1. One question:** Imagine that you have the opportunity to meet Feng-Shan Ho and to ask him one question. What would you ask him? Why did you choose this particular question?

Step 3: Assessment

Checking for Understanding: (5 minutes)

3-2-1

What are three things that you learned about Feng-Shan Ho?

What are two characteristics of a hero?

What is one trait that you admire about Feng-Shan Ho?