



THE NEW JERSEY ITALIAN HERITAGE COMMISSION



Guilty of Righteousness

Grade Level: 9-12

Subjects: World History / Character Education

Categories: Immigration and Prejudice / History and Society / Italians and the Holocaust

Standards:

Please read the New Jersey Student Learning Standards on page 5 before conducting the lesson. They will help you give explicit instructions to your students and help you create rubrics most appropriate for your class.

Objectives:

Students will be able to:

1. determine whether Giovanni Palatucci deserved to be executed according to Nazi laws.
2. determine whether Giovanni Palatucci was actually a hero unjustly sentenced to be executed by immoral Nazi law.

Abstract:

In this lesson students will learn about Italian citizens and public officials who ignored certain laws during the 1930's and 1940's to follow what they felt was a higher law. They took action to protect Jewish people from persecution under Nazi policies enacted in Italy as a result of Italy's alliance with Nazi Germany. Students will learn how Italians tended to be less supportive of the extreme measures taken against the Jews by the Nazis.

In the course of the lesson, they will also role-play a trial in which Giovanni Palatucci, an Italian policeman is tried for not cooperating with anti-Jewish persecutions. Students will be analyzing this case in some detail as they re-enact it. The irony of the situation should also make this exercise something that students will long remember, especially since Palatucci ultimately dies at the hand of the Nazis as a result of his action

Key Terms:

Concentration Camps	Labor and Death camps organized by the Nazis to concentrate slave labor and those destined for systematic execution.
Holocaust	The attempted extermination of the Jewish population and other “undesirables” in Europe by the German Nazis.
Nazi	The National Socialist German Workers’ Party in Germany under the leadership of Adolf Hitler. They ruled Germany from 1933 to 1945.
Righteousness	In accordance with virtue or morality.

Background:

After years of relative tolerance for Jewish Italians within the Italian government and within the Fascist Party, Benito Mussolini issued his anti-Jewish laws in 1938 to placate his new ally, Adolf Hitler. One Italian hero in particular, Giovanni Palatucci, ignored these laws and helped save as many as 5,000 Jews from almost certain death. Palatucci, a policeman in the port city Fiume, Italy (now Rijeka, Croatia), falsified travel documents of Eastern European Jews escaping persecution in Croatia and allowed them to settle in Fiume. He also helped many Jews escape to Palestine on ships that had originally left from the Italian port city. When the Italian Fascist government ordered Palatucci to send Italian Jews to Italian concentration (not death) camps, Palatucci made sure that they were sent to a large camp in Campania in southern Italy. His uncle, Bishop Giuseppe Maria Palatucci, had turned the camp into a refuge for Jews from Nazi and Fascist persecution. The Jews concentrated in Campania escaped the harsh conditions found in northern Italian concentration camps, and they were spared going to Nazi death camps, once the German Army had invaded the north in 1943.

After Italian partisans overthrew Benito Mussolini during the Allied invasion of Italy in 1943, Nazi Germany invaded northern Italy. They re-established a northern Italian Fascist puppet government. The German invaders quickly started to round up Italian Jews and sent them to Nazi death camps in Poland. Many Italians came to their fellow countrymen’s aid and worked to hide Jews or help them to escape to safer parts of Italy, under Allied control.

The Nazis ordered Palatucci to provide them with a list of all Jews in Fiume and in the nearby areas. Heroically, Palatucci ignored the Nazi orders and destroyed all of his records. The furious Nazis arrested Palatucci for conspiracy in September 1944 and sentenced him to death. The sentence was later commuted, and he was sent to the death camp at Dachau, where he died within a month.

Procedures:

- I. Divide students into two equal groups.
 - a. Prosecution team
 - b. Defense team

- II. Divide each team into sub groups
 - a. Research team

- b. Writing team
 - c. Presenting team
- III. Over a three to five day period (in-class, as an out-of-class assignment, or both):
- a. All students will research whether Giovanni Palatucci had violated Nazi laws and had indeed sacrificed his own safety and comfort to save Jews from Nazi persecution.
 - i. The prosecutors will record reasons why Giovanni Palatucci had indeed saved Jews from Nazi persecution, committed treason, and had violated Nazi law.
 - ii. The defense team will record reasons why Giovanni Palatucci had not violated Nazi law and was innocent; thus, he should not be punished.
 - b. The research team will organize all of the data so the writers and the orators can use the information in their presentations
 - c. The writers will organize the research data into a formal, five-page, double-spaced essay, (with citations) explaining their position.
 - d. The orators will organize their data into a speech to present at a fictitious Nazi court.
- IV. Hold a mock trial (debate) in the class.
- a. Have the prosecutors offer written and oral arguments showing how Giovanni Palatucci had rescued Jews from Nazi persecution and how they had violated Nazi law.
 - i. Give the prosecutors fifteen minutes to offer their evidence.
 - 1. Allow the defense team to ask the prosecutors two questions.
 - 2. Allow the prosecutors one minute to answer each of the questions.
 - b. Have the defenders offer written and oral evidence to show that Giovanni Palatucci had not violated Nazi Law.
 - i. Give the defense fifteen minutes to offer their evidence.
 - 1. Allow the prosecutors to ask the defense two questions.
 - 2. Allow the defense team one minute to answer each of the questions.
- V. Homework
- a. Have the students read copies of both presentations.
 - b. Have students write a paragraph explaining why they will vote to convict Palatucci or exonerate him according to Nazi law.
- VI. On the following day:
- a. Have students vote whether Palatucci was guilty or not guilty of violating Nazi Law.
 - b. Once the vote has been recorded and reported, tell the students that the Nazis had tried Palatucci for treason and had sentenced him to death. The sentence was commuted and Palatucci was sent to the Nazi death camp at Dachau, where he died within one month.

- i. Students have already been aware of the outcome from their report and research.
 1. Ask them whether this was a just verdict and sentence since they were in accordance to the Nazi law.
 - a. If they say yes, ask them whether the state's law is supreme and why that is so.
 2. If they say no, ask students to what law can they appeal to? What makes the verdict unjust? By what authority?

Homework:

Have students answer the following questions in paragraph form.

1. Does an individual have a moral obligation to ignore or violate an unjust law? Explain
 - How can one determine whether a law is unjust?
3. Must that authority that determines whether a law is just or not be greater than mere personal opinion or personal feelings? Explain
4. By what authority can one appeal to in order to violate an unjust national law that has been upheld by a national court and/or political system? Explain

Resources for Giovanni Palatucci:

- ✓ Holocaust Survivors' Network
http://isurvived.org/Righteous_Folder/Palatucci_Giovanni.html
- ✓ Giovanni Palatucci, Policemen and Man of God
<http://www.ewtn.com/vnews/getstory.asp?number=1947>
- ✓ Articles on Giovanni Palatucci on International Raoul Wallenberg Foundation
<http://www.raoulwallenberg.net/?en/saviors/others/palatucci/>
- ✓ Giovanni Palatucci: The Palatucci Family: The Righteous Among The Nations
<http://db.yadvashem.org/righteous/family.html?language=en&itemId=4043708>

Margherita Marchione. *Yours Is a Precious Witness: Memoirs of Jews and Catholics in Wartime Italy*, Paulist Press, 1997.

New Jersey Student Learning Standards Social Studies

6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.

English Language Arts

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1. b. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

W.9-10.1. c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1. d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1. e. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2 a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.9-10.2. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2. e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.

W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete and comprehensive piece.

W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising,

editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals)

W.9-10.9 Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1. c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1. d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and

accurately through the effective selection, organization, and analysis of content.

W.11-12.2. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2. e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.1 . Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.1. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1.b. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

SL.9-10.1. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

incorporate others into the discussion; and clarify, verify, or challenge ideas

SL.9-10.1. d. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.).

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

SL.11-12.1.b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

SL.11-12.1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim.

RH.9-10.9. RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts

RH.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole

RH.11-12.2 . Determine the theme, central ideas, information and/or

perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text

RH.11-12.3 RH.9-10.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain..

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.8 RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.