Rhinebeck
Holocaust
Elective Course
Curriculum
2008

Created by teachers from the Rhinebeck School District
Rhinebeck Prioritized Curriculum
Holocaust Elective Course
Introduction to Holocaust
A half-year elective course in the Social Studies Department

Holocaust history is the study of one of the greatest violations of human rights in world history. The world allowed the extermination of millions of people to take place under the totalitarian regime of Adolph Hitler. The triangle of victim, perpetrator, and bystander is the approach to this course. The semester long course approaches all aspects of this event from the origins of Anti-Semitism to the rescue efforts of many people on behalf of the victims. The two major dictators of the time period, Hitler and Stalin, are also studied with an understanding to why the people followed. The psychology of the victims, perpetrators and bystanders is also studied. While this is an important event in human history and should be studied on its own merit, this course also demonstrates the need for vigilance on the part of citizens to keep history from repeating itself elsewhere in the world.

See appendix I for list of sources, readings, films.

As this topic is of a sensitive nature, students in the 11th and 12th grade who register must obtain a signed parental/guardian permission form. This form includes permission to see R-rated movies. While there are no Regents exams for these courses, the concepts and themes follow the same as for other history courses which do have state assessments:

- Change
- Citizenship
- Civic Values
- Constitutional Principles
- Culture and Intellectual Life
- Diversity
- Economic Systems
- Environment
- Factors of Production
- Foreign Policy
- Government
- Human Systems
- Immigration and Migration
- Individuals, Groups, Institutions
- Interdependence
- Physical Systems
- Places and Regions
- Reform Movements
- Presidential Decisions and Actions
- Science and Technology

The use of historical documents, current events, literature, films (documentaries and fictional), and speakers make these issues come alive for the students. The use of journal writing is also part of these courses. Students maintain notebooks and have assignments based on such skills as journal writing, reading comprehension, document-based questions, summarizing key ideas, constructed-response questions, essays, and debating pros and cons of ideas.

Assessments are based on all of the above assignments. Participation in classroom discussions is also a part of the assessment process. Students are encouraged to take part in debating ideas, cogently arguing one side or another. They also are asked questions which require them to make connections to other parts of the social studies curriculum, thereupon reinforcing previously learned concepts and events.
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**Holocaust Elective Course**

**Standard #1:** The major ideas, eras, themes, developments, and turning points in the history of the United States and New York State.

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<tr>
<th>Topic</th>
<th>Essential Knowledge and Skills</th>
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<th>Vocabulary</th>
<th>Connections and Guiding Questions</th>
<th>Suggested Classroom Ideas</th>
<th>Suggested Assessment Ideas</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>History</td>
<td>A. The Role of U.S.</td>
<td>Change</td>
<td>State Dept.</td>
<td>What could the US have done when the NY Times reported on the front page about Kristallnacht? Research what newspapers were covering the events and how they were presented.</td>
<td>&quot;Publish&quot; a newspaper or create a news show, showing events and highlighting peoples' reactions (man in the street).</td>
<td>&quot;Publish&quot; a newspaper or create a news show, showing events and highlighting peoples' reactions (man in the street).</td>
<td>Interwoven with other units in course</td>
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<td></td>
<td>B. N.Y. state people</td>
<td>Nationalism</td>
<td>Rabbi</td>
<td>In what ways did Rabbi Stephen Wise help NYers understand the horrific nature of the Holocaust? Did his actions have a world-wide result? Video &quot;One Survivor Remembers&quot;</td>
<td>Video about the American soldiers who liberated the concentration camps at the end of the war.</td>
<td>Video about the American soldiers who liberated the concentration camps at the end of the war.</td>
<td>Interwoven with other units in course</td>
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<td></td>
<td>1. Morgenthau</td>
<td>Apathy</td>
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<td>Interwoven with other units in course</td>
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<td>2. Roosevelt</td>
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<td>Interwoven with other units in course</td>
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<td>3. Wise</td>
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<td>Interwoven with other units in course</td>
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<td>4. Gerda W. Klein</td>
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<td>Interwoven with other units in course</td>
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Standard #2: The major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

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<tr>
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<th>Suggested Assessment Ideas</th>
<th>Time</th>
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<tbody>
<tr>
<td>History</td>
<td>A. The origins of Anti-Semitism</td>
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<td></td>
<td>1. When? Differences between anti-Semitism of Classical period and the evolution of anti-Semitism under Hitler</td>
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<td>Anti-Semitism</td>
<td>Film &quot;The Longest Hatred&quot; (parts 1 and 2 only)</td>
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<td>Whole semester</td>
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<td>2. Xenophobia</td>
<td></td>
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<td>Eugenics</td>
<td>Film &quot;Holocaust&quot;</td>
<td>Worksheets on anti-Semitic legislation</td>
<td>Each topic lasting approximately two weeks</td>
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<td></td>
<td>a) Religious differences</td>
<td></td>
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<td>Blood libel</td>
<td>When was the most recent example of the blood libel and where?</td>
<td>Compare and contrast essays</td>
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<td>b) Cultural differences</td>
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<td>Race</td>
<td>What were the Nuremberg Laws?</td>
<td>Debate on Functionalism vs. Intentionalism theories of Holocaust</td>
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<td>3. Modern Era Anti-Semitism</td>
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<td>Religion</td>
<td>Worksheets on Der Stürmer and Jules Streicher and German Propaganda</td>
<td>Make posters about various aspects of the process of the Holocaust</td>
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<td></td>
<td>a) Hitler and Stalin</td>
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<td>Culture</td>
<td>Film &quot;Schindler's List&quot;</td>
<td>Dramatic readings of some diary selections</td>
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<td>b) Origins of Racial Anti-Semitism</td>
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<td>Tolerance</td>
<td>Film &quot;Debajo del Mundo&quot; (Under the World - true story of Jews who hid buried underground during the day, only coming out at night.)</td>
<td>Creation of power point presentations</td>
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<td>c) Eugenics</td>
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<td>Intolerance</td>
<td>Excerpts from diaries of Holocaust victims from ADL Curriculum Guide to the Holocaust</td>
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<td>B. The Rise of Nazism</td>
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<td>Propaganda</td>
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<td>1. Weimar Republic</td>
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<td>Victim</td>
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<td>2. Treaty of Versailles</td>
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<td>Perpetrator</td>
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<td>3. Hitler's rise to Chancellor</td>
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<td>Bystander</td>
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<td>C. The Third Reich and WWII</td>
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<td>Functionalism</td>
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<td>1. Nuremberg Laws</td>
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<td>Intentionalism</td>
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<td>2. Ghettoization</td>
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<td>3. Euthanasia</td>
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<td>4. The War: Occupation of Territories</td>
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<td>D. The Final Solution</td>
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<td>2. Concentration Camps</td>
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<td>3. Wannsee Conference</td>
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<td>4. Extermination</td>
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<td>E. The End of WWII</td>
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<td>2. Surrender</td>
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<td>3. Nuremberg Trials</td>
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</table>
Standard #2: The major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

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<tbody>
<tr>
<td>F. Resistance and Rescue</td>
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<td>Why was it important for the Nuremberg Trials to take place? What role did the US play?</td>
<td>Various documentaries on Holocaust and the US</td>
<td>Video of a classroom visit by two Schindler List survivors (The Becks, of Poughkeepsie NY)</td>
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<td>1. Resistance (in camps; partisans)</td>
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<td>What were the results of WWII?</td>
<td>Video of a classroom visit by two Schindler List survivors (The Becks, of Poughkeepsie NY)</td>
<td>Videos of previous guest speakers or actual guest speakers (survivors)</td>
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<td>2. Rescue</td>
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<td>a) Righteous Gentiles</td>
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<td>b) Hiders</td>
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<td>c) DP camps</td>
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<td>d) Foundation of Israel</td>
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**Standard #3:** The geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places and environments over the Earth’s surface.

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<th>Suggested Classroom Ideas</th>
<th>Suggested Assessment Ideas</th>
<th>Time</th>
</tr>
</thead>
</table>
| **Geography** | **A. The physical/cultural setting in Europe and Russia** | Places and Regions  
Physical Systems  
Environment Systems  
Science  
Technology  
Human Systems  
Change  
Immigration and Migration  
Diversity | Germany  
Russia  
Poland  
Some cities: (such as) Gdansk, Kiev, Lvov, Brno, Lodz | What is the influence of geography on historical developments, such as acquisition and settlement of new territories, demographic patterns, foreign policy decisions, economic and social changes associated with industrialization and transportation needs? | Use climate and physical features maps to illustrate physical settings, regions, and features of different places in Germany and Eastern Europe  
Geography map exercises  
Worksheets  
Vocabulary | Map work  
Tests | 6-8 Days  
(spread out over the course at various times) |
| | | | | | | | |
| | **B. Role/influence of geography on historical/cultural development** | | | | | | |
| | 1. Influences on Germany  
2. Territorial expansion  
3. Impact during wartime | Locations of Major Concentration Camps | | | | | |

- **Places and Regions**
- **Physical Systems**
- **Environment Systems**
- **Science**
- **Technology**
- **Human Systems**
- **Change**
- **Immigration and Migration**
- **Diversity**

- **A. The physical/cultural setting in Europe and Russia**
  1. Size and location
  2. Major zones/areas
    a) Climate zones
    b) Agricultural areas
    c) Natural resources
  3. Factors that shaped the history of the Holocaust
    a) Major mountain ranges
    b) Major river systems
    c) Coastlines
    d) Climate
    e) Abundance of natural resources
  4. Barriers to expansion/development
    a) Climate
    b) Mountain ranges

- **B. Role/influence of geography on historical/cultural development**
  1. Influences on Germany
  2. Territorial expansion
  3. Impact during wartime
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**Standard #4:** How the US and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the US and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

<table>
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<th>Suggested Assessment Ideas</th>
<th>Time</th>
</tr>
</thead>
</table>
| Weimar Government | A. Economic results of WWI Treaty of Versailles/ Impact on Rise of Nazi Germany  
1. Inflation/recession  
2. Banking industry  
3. Economic causes of WWII | Needs and Wants  
Economic Systems  
Factors of Production  
Scarcity  
Science and Technology  
Belief Systems | War reparations  
Inflation  
Recession  
Depression  
Hitler Youth Corps  
Brown shirts  
Lebensraum  
Lebensborn  
Ubermensch  
Volk  
Volkswagen | What were the terms of the Treaty of Versailles? How did they affect the economy of Germany?  
What were the organizations that arose in Nazi Germany because of the economic conditions?  
Why was scapegoating an important part of the platform of the Nazis?  
Explain the concept of Volk and what significance the Volkswagen has in the process of the Holocaust. | Worksheets  
Posters explaining concepts and connections  
"Gallery walk" around the various organizations of the Nazi party  
"Window Pane" reviews | Tests  
Journal entries as a member of a Jewish family or a Hitler Youth Corps member  
Debates on programs such as Lebensborn  
Creation of power point presentations  
Summaries of Economic considerations of the Holocaust. | Whole semester, spread out and integrated with other topics  
Attempt to keep in chronological order |
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**Standard #5:** The necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibility of citizenship, including avenues of participation

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<th>Suggested Assessment Ideas</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Government</strong>&lt;br&gt;Structure in the Third Reich</td>
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<td>Rights of the Volk</td>
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<td>Übermensch and Aryan Supremacy</td>
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<td>Life Unworthy of Life (those persecuted)</td>
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<td>Laws and Discrimination</td>
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<td><strong>A. Citizenship and non-citizenship</strong>&lt;br&gt;1. Review Nuremberg Laws&lt;br&gt;2. Rights of citizens&lt;br&gt;&lt;br&gt;<strong>B. Totalitarianism</strong>&lt;br&gt;1. Hitler&lt;br&gt;2. Stalin&lt;br&gt;&lt;br&gt;<strong>C. Fascism</strong>&lt;br&gt;1. Stalin&lt;br&gt;&lt;br&gt;<strong>D. Civic Values</strong>&lt;br&gt;1. Platform of the NSDAP&lt;br&gt;2. Church influence&lt;br&gt;&lt;br&gt;<strong>E. Human Rights</strong>&lt;br&gt;1. Violations&lt;br&gt;2. Movements and Events</td>
<td>Justice&lt;br&gt;Nation-state&lt;br&gt;Citizenship&lt;br&gt;Political Systems&lt;br&gt;Power&lt;br&gt;Government&lt;br&gt;Decision-Making&lt;br&gt;Civic Values&lt;br&gt;Human Rights</td>
<td>Third Reich&lt;br&gt;Chancellor&lt;br&gt;Totalitarianism&lt;br&gt;Dictatorship&lt;br&gt;Fascism&lt;br&gt;Appeasement&lt;br&gt;White Rose</td>
<td>Did the &quot;Policy of Appeasement&quot; succeed in its attempt to stop further invasions by Hitler?&lt;br&gt;Goldhagen's book suggests that average people in Germany were &quot;Willing Executers&quot;; do you agree or disagree? Base your comments on facts studied in the course through readings and documentaries.&lt;br&gt;Compare and contrast the government of the Third Reich with the US Government&lt;br&gt;Documentaries on the Third Reich&lt;br&gt;&quot;Science and Swastika&quot; film series&lt;br&gt;Posters exhibiting the government structure of the Third Reich&lt;br&gt;Study assassination attempts against Hitler...Why did they fail?&lt;br&gt;Posters - how do democracy and totalitarianism differ?</td>
<td>Did the &quot;Policy of Appeasement&quot; succeed in its attempt to stop further invasions by Hitler?&lt;br&gt;Goldhagen's book suggests that average people in Germany were &quot;Willing Executers&quot;; do you agree or disagree? Base your comments on facts studied in the course through readings and documentaries.&lt;br&gt;Compare and contrast the government of the Third Reich with the US Government&lt;br&gt;Documentaries on the Third Reich&lt;br&gt;&quot;Science and Swastika&quot; film series&lt;br&gt;Posters exhibiting the government structure of the Third Reich&lt;br&gt;Study assassination attempts against Hitler...Why did they fail?&lt;br&gt;Posters - how do democracy and totalitarianism differ?</td>
<td>Journal writing (can take different roles... Nazi party member, Jewish student, Czech citizen, etc.&lt;br&gt;Tests&lt;br&gt;Power point presentations on the White Rose movement</td>
<td>Whole semester&lt;br&gt;Interwoven chronologically with other units</td>
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Appendix I: Sources, Readings, Films

Books used in Holocaust Course:
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Websites used in Holocaust course:
http://academic.kellogg.cc.mi.us/k12lincoln/resources.html#Print%20Resources
http://www.adl.org/main_Holocaust/default.htm
http://www.adl.org/education/curriculum_connections/
http://www.calvin.edu/academic/cas/gpa/sturmer.htm
http://www.eugenicsarchive.org/eugenics/
http://fcit.coedu.usf.edu/Holocaust/
http://www.jewishvirtuallibrary.org/
http://www.holocaustchronicle.org/
http://www.Holocaust-trc.org
http://www.igc.apc.org/ddickerson/holocaust.html
http://www.shoaheducation.com/pNEW.html
http://www.ushmm.org/wlc/en/
http://voices.iit.edu/
http://www.yadvashem.org.il/
http://www.yale.edu/lawweb/avalon/imt/imt.htm
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Holocaust Films
These are films that are used in the course. They don't get shown in entirety sometimes and not all are used each year.

Documentaries
America and the Holocaust (about US policies and the Holocaust)
Auschwitz (about the camp)
Hitler and Stalin (comparing the two dictators)
Hitler in Color (documentary about Hitler's rise)
Memory of the Camps (liberators)
Night and Fog (produced in 1955 in French – one of first documentaries showing camps)
Oskar Schindler (documentary)
The Last Days produced by Steven Spielberg (about 5 Hungarian survivors)
The Longest Hatred (parts 1 and 2) (origins of Anti-Semitism)
Science and the Swastika (series from Britain’s Channel 4)
Shoah (long documentary about the holocaust – show selected parts)
Survivors of the Holocaust (Steven Spielberg) (more first hand survivor testimony)

Based on True Stories or Partially True Stories
Escape from Sobibor (the story of a true resistance escape by Jews from the camp)
Holocaust (mini-series from TV, tells the complete story from pre-war to end)
Judgement at Nuremberg (the story of the tribunal after WWII)
QB VII (British trial of an accused Nazi physician)
Schindler's List (the story of the Righteous Gentile, Oskar Schindler)
Varian's War (about Varian Fry, rescuer of intellectuals)
Wannsee Conference (actual transcript acted out)
The Grey Zone (revolt at Auschwitz)

Additional Resources
Trunk resources from the Holocaust Museum and Tolerance Center of Nassau County, NY
Newspaper and magazine articles of pertinent information
Dimensions (a periodical of scholarly articles on the Holocaust)
The Holocaust (a power point presentation from Social Studies School Services)
Videos from previous years’ guest speakers (many of whom no longer speak publicly)