# BAKKE NORMAN

TIMOTHY J. SCOTT

Telephone (715) 246-3800 Facsimile (815) 927-0411 tscott@bakke-norman.com

1200 Heritage Drive P.O. Box 308 New Richmond, WI 54017-0308

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Gary L. Bakke
Thomas R. Schumacher
Timothy J. O'Brien
Peter M. Reinhardt
Robert G. Walter
Robert J. Richardson
Timothy J. Scott
David C. Schoenberger
Daniel P. Steffen
Erin M. Heck
Brian D. Byrnes
Jennifer A. O'Neill
Andrew W. Schutte
Maureen A. Wegleitner
Nicholas J. Vivian

Daniel M. Byrnes 1937-2004

### BRIEF SUMMARY OF HOLOCAUST PRESENTATION

When presented to students, this presentation normally requires 3 hours. It is normally given as a single presentation with a break after about 2 hours.

Briefly summarized, the presentation consists of the following:

#### PART I

WHAT was the Holocaust? What happened and to whom? These questions are answered by the use of a story. I ask the students to pretend with me that they were living at that time. I then give a very detailed, graphic description of what they and their families might have experienced. Past student responses have consistently related that this personal approach is extremely effective and helps them to understand the Holocaust much more fully.

#### PART II

WHY should we as Americans care about what happened a long time ago in a far away land? Why is it relevant for us? Why isn't this just "lame history"? I begin this part by giving a slide show for 10-15 minutes which includes slides of the concentration camp memorials in Europe I have visited. This adds a visual element to the story told in part one. I then discuss the relevance of the Holocaust for us today. This includes several stories from my own life experience where I see the spirit of the Holocaust alive and well. I then show short (5-10 minutes) video clips about the rise of hate groups in this country. I then read brief passages from various area newspaper articles which show the spirit is alive and well in our own area. Next, I read from various student reflections to the question "How do you see the spirit of the Holocaust alive and well in the world, in America, in your community, in your school, and in yourself? If I have visited the particular school previously, I will incorporate student essays from that school

BAKKE NORMAN, S.C. Fax:7152463802

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into this part of the talk. This has the effect of localizing the entire message. Through reading portions of eloquent essays written by young people, the students are challenged at their own level--they are challenged to look at how they label and put down others in their own school —this is the "spirit of the Holocaust" alive in their school. Lastly, I ask the students to look into their own hearts and identify individuals or groups which they have decided are "less" than they. I challenge them to address these attitudes and change them; such attitudes are the "spirit of the Holocaust" alive in each of us.

By presenting the material and questions in Part II, this presentation becomes much more than merely a historical study of evil deeds perpetrated by an evil regime. Rather than leading the students to point fingers of condemnation at the German people, I challenge them to point that finger at themselves and their own country and recognize the potential "holocaust" in each of us. I further challenge them to fight against the root causes of this potential in their schools and in their hearts. In this way the tragedy of the Holocaust is used to foster positive growth and change in the listener.

This summary presents what experience has shown to be the most effective format for presenting this material. Other formats can be used if time or other constraints require it. If the particular school is within one hour's driving time of New Richmond, the presentation can be given in two parts on two separate days. If given as part of a two-day presentation, the following format is suggested. Part I is given on the first day, and Part II is given on the third day. The students are asked to write a brief reflection about the spirit of the Holocaust after the first day; they turn this in to the teacher on the second day and the teacher delivers them to Tim Scott later that day; the conclusion is then given on the third day. I try to incorporate some of the students' reactions and reflections in my comments on the third day. This adds impact to the presentation and it helps to relate it to the particular concerns of the students at that specific school.

Past experience has shown that this presentation has greater impact if the intended audience does not know in advance about its main message: respect and understanding for other people and cultures/celebration of diversity/the dangers of intolerance. It is suggested the group merely be told they are going to hear a presentation on the Holocaust.

Presenter: Tim Scott

Bakke Norman, S.C. 1200 Heritage Drive New Richmond, Wisconsi

New Richmond, Wisconsin 54017

(715) 246-3800 (715) 246-3802 (Fax)

e-mail: gr8scottnr@aol.com

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## NOTES ABOUT HOLOCAUST PRESENTATION

LENGTH:

3 hours (with break after 2 hours)

A/V EQUIPMENT:

TV and VCR or VCR projector and a wall or screen on which to show

slides

ROOM

ARRANGEMENTS:

Past experience has shown me that the message has more impact if it's given in a smaller room as compared to a gymnasium or auditorium. If possible, please arrange to have the students seated in chairs. The second best seating arrangement is bleachers; the worst option is seating on the floor. Please try to avoid this if at all possible; due to the length of the presentation, it is difficult for the students to be comfortable seated on the floor.

PREPARING THE

STUDENTS:

Past experience has shown that this presentation has greater impact if the intended audience does not know in advance about its main message: the dangers of intolerance and racism and the promotion of respect and understanding for other people and cultures. It is suggested that the group merely be told they are going to hear a presentation on the Holocaust.

RECONFIRMING:

Please call to reconfirm the scheduled visit to your school approximately

one week before.

BAKKE NORMAN, S.C.

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Timothy Scott graduated from St. John's University in Collegeville, MN in 1980 with a major in German and Humanities and a minor in Secondary Education. He taught high school German from 1981-1985 at St. Lawrence Seminary in Mt. Calvary, WI. In the fall of 1985, he enrolled at the University of Minnesota Law School, where he received his J.D. degree, cum laude, in May of 1988.

In 1988 Scott received a fellowship and participated in the Young Lawyer's Program of the German Academic Exchange Service in Germany. One year later he enrolled in law school of the Eberhard-Karls University in Tuebingen, Germany. In the summer of 1990 he received his LL.M. degree, summa cum laude, in German and European Community law from that university.

In September, 1990, Scott returned to Wisconsin and worked as the Law Clerk for the Honorable Thomas S. Utschig, U.S. Bankruptcy Judge, Western District of Wisconsin, Eau Claire. In October of 1994, he joined the law firm of Bakke-Norman in its New Richmond office. Scott practices in the areas of real estate, bankruptcy, estate planning and municipal law.

Scott has spoken to thousands of students and adults throughout Wisconsin and Minnesota in the past seven years about this unprecedented tragedy known as the Holocaust and why it is relevant to Americans today.

[suggested language to be used in promotional materials]

The Holocaust-Its Relevance Today

Timothy J. Scott Bakke Norman Law Office New Richmond, WI

The Holocaust continues to capture the interest and fascination of Americans young and old. Tim Scott has spoken to thousands of students and adults throughout Wisconsin and Minnesota about this tragic period of history. Much more than a mere historical study of the Holocaust, however, Scott's presentation makes this history relevant for Americans in the nineties by relating it to current developments in our nation, communities and schools. Through the dramatic use of story, video, and slides, he uses the Holocaust history to challenge the listener to identify the "flames" of prejudice, racism, bias or misunderstanding in his or her own heart. In so doing, the Holocaust becomes much more than tragic history; it becomes a catalyst for positive personal growth and change for individuals, communities and schools. Mr. Scott has law degrees from Eberhard-Karls University in Tuebingen, Germany and from the University of Minnesota.