

**Abstract** – *This project will consist of a series of 5 lessons that align with the current Year 10 Western Australian Curriculum. Currently ‘The Holocaust’ comprises of one single dot point in a very overcrowded and complex curriculum. Year 10 students are expected to complete two depth studies, “Investigating World War Two” and “Investigating rights and freedoms (1945 – present)”, in the time frame of ten weeks. In many schools the teaching time allocated to this momentous task is actually less than ten weeks due to other educational interruptions. The Historical Knowledge and Understanding Content Descriptor that relates to the Holocaust reads as follows,*

*‘An examination of significant events of World War II, including the Holocaust and use of the atomic bomb’.*

*As it stands, the Western Australian curriculum does not allow students to gain a very comprehensive understanding of the complexity of the events of the Holocaust nor does it allow students time to build empathy towards the victims. There are also very few resources readily available with which to teach the stories of the Jewish people, most materials available in textbooks focus on Nazi Policy and the series of events that took place rather than the personal stories of the people involved. The first time that students meet the Jewish people, they are already victims of the Nazi regime.*

*My time at the International School for Holocaust Studies and what I learned has influenced me to find a better way of teaching The Holocaust. Students do need to learn the fact and the figures, but they also need to learn empathy and hear the stories of the people who were so mercilessly persecuted. This needs to be completed in a sequential and structured order during Year 10 as it is very easy to get lost in the huge wealth of information that is related to a topic as significant as this one. The lessons that comprise this project will allow teachers to combine the Historical Knowledge and Understandings as well as the skills (as dictated by the Western Australian Curriculum) with the Educational Philosophy of Yad Vashem. In using these lessons teachers will be able to make use of a variety of source material to give students a more comprehensive understanding of the events of the Holocaust while also allowing students to make connections with the victims as a result of hearing their stories. Multiple assessment options have also been included.*

*NOTE: Each lesson is planned to be conducted in the timeframe of 60 minutes.*

*This unit concluded with one session where students were able to listen to the testimony of Holocaust Survivor Hetty Verolme. Hetty was imprisoned in Bergen Belson concentration camp for 18 months from the ages of 13 – 15. Hetty, her parents and her two brothers were separated during this time, miraculously, the family were all reunited after the liberation of the camps.*

## Teaching the Stories – Crystal Wieringa

<i>Lesson Objective</i>	<i>Historical Knowledge and Understanding Descriptor</i>	<i>Historical Skills Descriptor</i>	<i>Yad Vashem Educational Philosophy &amp; Resources Required</i>
<b>Lesson One – Who are the Jews?</b>			
Students will understand the different features of Judaism, will understand the definition of Anti-Semitism and will be able to give a summary of the history of Anti-Semitism.	An examination of significant events of World War II, including <u>the Holocaust</u> and use of the atomic bomb.	<p><u>Questioning and Research</u> – Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others</p> <p><u>Analysing</u> – Analyse the ‘big picture’ (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)</p>	<p>EP – Teach the Stories / Human Face EP – Teach students about ‘life before’</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Who are the Jews? – Show students the PowerPoint slideshow of images and ask them to identify what the people shown have in common.</li> <li>• Echoes and Reflections Map “Jewish Communities in Europe before the Nazi’s rise to Power” – Show students the map and ask them to think about what the map tells us about where the Jewish population lived, discuss implications of Jewish culture coexisting within different European nations.</li> <li>• Stereotypes – class discussion regarding what a stereotype is, why they are used, positives and negatives, what kinds of stereotypes have students experienced in their own lives and how did this make them feel?</li> <li>• Echoes and Reflections Student Handouts “Antisemitism / Summary of Antisemitism” – Read and discuss (as a class / in small groups) and direct students to write a summary.</li> <li>• Echoes and Reflections Video Testimony “Henry Sinason” (2.05) – students to read biographical info and watch the video – discuss the changing behaviour of the children once the Nazis came to power.</li> </ul>

## Lesson Two – Jewish Life in Pre – War Europe

Students will gain an understanding of how culturally rich Jewish life was throughout Europe in the Pre – War period, will understand how Jewish culture and Polish culture coexisted and will explore and be able to describe the life of one Jewish person prior to the war.

*An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.*

*Questioning and Research – Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others*

*Questioning and Research – Identify the origin, purpose and context of primary sources and/or secondary sources*

*Communicating and Reflecting – Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts*

*Analysing – Analyse the ‘big picture’ (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)*

EP – Teach the Stories / Human Face  
EP – Teach students about ‘life before’  
EP – Safely in and Safely out

Recap from Lesson One – Where did Jewish people live in the world prior to World War Two? All over the world!

### Resources

- The Image of Polish Jewry “Map 1 – Europe 1936” – Give all students a copy of the map and explain what Europe looked like post WW1.
- The Image of Polish Jewry “Table 1: Jewish Demography in 1933” – students are to use the statistics shown in the table and write them on the corresponding countries of the map. Discuss Jewish population distribution and its implications.
- Yad Vashem Video “Glimpses of Jewish Life before the Holocaust”
- Yad Vashem “We are the Polish Jews Images” – students are to walk through the photos displayed around the room (allow 15 minutes for discussion about Religion, Politics, Professions and Leisure).
- Yad Vashem “We are the Polish Jews Characters” – Each pair / group of students will receive a new identity, students are to put on a name tag with their new identity, discuss new identities as a class (allow at least 25 minutes) students to take their name tags off BEFORE revealing the fate of each person.
- HOMEWORK / ASSESSMENT: Students are to use the Yad Vashem website to create a character profile for one Jewish person who lived in Poland in the inter war period.

### Lesson Three – Nazi Policy and Warsaw Ghetto Case Study

Students will understand what the aims of the Nazis were in establishing the Ghettos around Europe and be able to explain where the Ghettos were located. Students will also gain an understanding of what everyday life was like living in the Ghettos, specifically the Warsaw Ghetto in Poland.

Through this learning experience Students will develop empathy for the victims of the Holocaust by observing the ways that the Jews attempted to preserve their dignity and maintain some aspects of their previous life (religion and education).

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Evaluating – Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena

Analysing – Analyse the ‘big picture’ (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)

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Recap from Lesson Two – What was life like in Poland for Jewish people who lived during the interwar period? Discuss how the Nazi Party and their rise to power made life for German Jews different to the lives of Polish Jews.

#### Resources

- Summary – Nazi Policies after 1933
- Echoes and Reflections Student Handouts “Nazi Ideology, Ghettos and Ghettos in Europe Map” – Read and discuss – Why did the Nazi’s imprison the Jews in Ghettos? Why were the Ghettos throughout Europe in specific locations? (10 minutes)
- Yad Vashem “Everyday life in the Warsaw Ghetto 1941” – go through PowerPoint presentation with students. Explain the slides (choose depending on the context and age of students), focus on the primary source testimony and use in conjunction with the discussion questions in the Student Workbook.
- Yad Vashem Holocaust Education Video Toolbox “Emanuel Ringelblum: The Oneg Shabbat Underground Archive in the Warsaw Ghetto – discuss with students the reasons why Jewish people wrote down their experiences, ‘sacred duty that must all be recorded so that the world can read what the murders have done. (10 minutes)
- ASSESSMENT: Students could complete a Ghettos Source Analysis Assessment after this lesson

### Lesson Four – The Final Solution

Students will gain an understanding of the Nazi Ideology behind the Final Solution. Students will be able to describe the distribution and locations of the camps throughout Europe and will gain an understanding of how Jewish people lived while in the camps. Students will analyse and interpret primary source material and see how people attempted to maintain a sense of normalcy and remain hopeful that liberation would happen.

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Recap from Lesson Three – What was the Nazis ultimate aim? Why did they want to eradicate the Jewish race?

#### Resources

- Discussion – what do we already know about the Final Solution?
- Echoes and Reflections Handout “Excerpt from Night” – Students to read aloud as a class. Teacher to prompt discussion with questions.
- Echoes and Reflections Video Testimonies from Itka Zygmuntowicz and Nathan Offen – Teacher to prompt discussion regarding how life is described in the camps.
- Echoes and Reflections Map “Nazi Camps and Sites of Mass Execution” – Which camps have you heard described by survivors?
- Echoes and Reflections Handout “The Final Solution” – Students to read. Teacher to prompt discussion with questions.
- Yad Vashem Resource “The Auschwitz Album” – Students to be given a summary of the history of the album. Students to spend some time looking at the pictures from the album, possibly as a whole class PowerPoint – Discussion about what they can see, what can they hear, what can they smell and how do the photos make the students feel.
- Closing Question – why was it important for the Jewish People to maintain a sense of normalcy.

### Lesson Five – The Righteous Among Nations and Return to Life

Students will be able to identify and explain specific examples of assistance given to the Jewish people throughout the years of the Holocaust. Students will also gain an understanding of the methods that Jewish people used to hide themselves along with conducting an evaluation of the moral and ethical dilemmas that individuals and groups experienced when deciding whether or not to help the Jews.

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Recap from Lesson Four – What was the Final Solution? Why did it not succeed? Despite the Nazi plan there were people who survived and continued to live full lives after the atrocities of the Holocaust.

#### Resources

- Yad Vashem Website – go through who the Righteous among nations are and what the three main types of aid that they gave were.
- Echoes and Reflections Video Testimony of Arie Van Mansum, Renee Scott and Leslie Banos – Discussion around why these people chose to help. How did they help?
- Students are to be divided into small groups, each group is to be given one example of a "Righteous Among Nations" to research and then present to the class. Students are welcome to choose any of the cases that they can find on the Yad Vashem website under the 'Righteous' tab. (Can be used as an assessment item if required).
- Exit Activity – Students are to write on a post it note which 'Righteous Among Nations' person or group they will remember most from this lesson and why.
- Teacher – to make students aware that they are available for any questions that students may have over the coming weeks / months.