

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION</p> <p><b>NEW UNIT</b></p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (see Hertfordshire Agreed Syllabus Pages 38-42 for the 8 level scale of attainment to differentiate and pages 43-46 for the pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY</p> <p>Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be engaged in learning: (see Hertfordshire Agreed Syllabus pages 23-25)</p>
<p>YEAR 9 SUMMER TERM Unit Number: 9c Why was the Holocaust allowed to happen?</p> <p>This unit is about religious and secular views of the Holocaust, individuals within it and lessons that can be learnt from it.</p> <p style="text-align: right;"><i>(7 hours)</i></p>	<p>AT 2 (Level 6/7) Human identity and experience</p> <ul style="list-style-type: none"> <li>• Analyse the impact of the teachings and experiences of inspirational people of faith on their own and other's lives.</li> <li>• Compare, contrast and evaluate religious and non-religious views, including their own, about human identity and experience using appropriate evidence and examples.</li> </ul> <p>AT 2 (Level 6/7) Meanings and purpose Values and commitments</p> <ul style="list-style-type: none"> <li>• Analyse the reasons why different people might hold different beliefs about a range of ultimate questions, moral and ethical issues within religious and non-religious communities and give their own opinion</li> <li>• Compare, contrast and evaluate religious and non-religious perspectives, including their own views on a range of ultimate questions, moral and ethical issues using appropriate evidence and examples.</li> </ul>	<p>PoS Reference No.</p> <p>3.3 about believers' understanding of the nature of <i>God/gods</i>;</p> <p>3.18 to explore responses to ultimate questions including religious and non-religious Beliefs, teachings and ideas.</p> <p>3.21 about issues relating to fairness, justice and duty within society and the world;</p> <p>3.22 about a variety of types of prejudice and discrimination that affect relationships between individuals and groups and ways of counteracting these effects.</p>

SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p><b>WHAT IS THE HOLOCAUST? (1 hour)</b></p> <ul style="list-style-type: none"> <li>• Play excerpt from Recollections DVD showing vibrant life and culture of Jewish communities before 1933 or 'Life in Germany' video (from holocausteducation.org). What do students notice? Record responses. Explain that by the end of 1945 most of these people, families and communities with their diverse customs and lifestyles had disappeared and been extinguished.</li> <li>• Show the word 'Holocaust' Thought shower students knowledge and responses, when, where, who and how (at this stage not 'why?')</li> <li>• Establish an agreed definition of 'The Holocaust' both literal and symbolic (Greek work meaning 'sacrifice by fire', whilst Jews refer to the event of the Holocaust by the Hebrew term 'Shoah' meaning 'catastrophe') and its significance. Which is more appropriate?</li> <li>• Show explanatory video: 'What is the Holocaust?' Ask students to make notes on information that was unfamiliar and surprised them. Share responses.</li> <li>• Show picture of eclectic mix of people (from list below) and invite responses.</li> <li>• Establish that whilst all the 11 million Jews of Europe were targeted for complete extermination, other so called, 'undesirable' groups were also victims of Nazi racist ideology including political opponents, Roma and Sinti (gypsies), Blacks, homosexuals, those with mental or physical disabilities, Poles and Soviet prisoners, religious leaders including Catholics and priests, Jehovah Witnesses, trade unionists and people considered 'inferior' or ideologically dangerous'.</li> <li>• Reinforce that behind the incomprehensible statistics, the Holocaust is a human story.</li> <li>• Discuss the Nazi ideology of 'an Aryan superior race' and invite some religious responses. Why were so many groups targeted?</li> <li>• Analyse and evaluate why society needs to learn about the Holocaust and subsequent genocides in a contemporary world.</li> </ul> <p><b>WAS THE HOLOCAUST INEVITABLE /AVOIDABLE? (1 hour)</b></p> <ul style="list-style-type: none"> <li>• Show the quote, 'All that is necessary for the triumph of evil is that good men do nothing' Ask students for responses and explore the fact that Burke was writing in the 18<sup>th</sup> Century. Briefly examine how relevant was his thesis, then and today and question its philosophical and religious significance - are we ultimately bad or good and what evidence do they have to support their argument. Ask was the Holocaust inevitable? Return to this philosophical question at the end of the Unit.</li> <li>• Mark Germany's social and political climate in a timeline of events that fuelled the rise anti-Semitism (website: Holocaust Explained).</li> </ul>	<p>Photos of lost communities: HET  <a href="http://www.het.org.uk/media/Pre-War%20Jewish%20Life%20cards.pdf">http://www.het.org.uk/media/Pre-War%20Jewish%20Life%20cards.pdf</a></p> <p>Precise definition of Holocaust  <a href="http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143">http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143</a></p> <p>(Yad Vashem explanatory video: What is the Holocaust?' - 1 min)  <a href="http://www.yadvashem.org/yv/en/education/video/index.asp">http://www.yadvashem.org/yv/en/education/video/index.asp</a></p> <p>Introduction to the Holocaust for students  <a href="http://www.ushmm.org/learn/introduction-to-the-holocaust">http://www.ushmm.org/learn/introduction-to-the-holocaust</a></p> <p>Jewish Life in Germany 1933-35. Free teaching resources, PowerPoint and lesson plans. (in teacher resources)  <a href="http://www.holocausteducation.org.uk/">http://www.holocausteducation.org.uk/</a></p> <p>Propaganda - Poisonous Mushroom resource  <a href="http://www.professorgair.com/poisonous-mushroom-with.pdf">http://www.professorgair.com/poisonous-mushroom-with.pdf</a></p> <p>Anti-Semitic propaganda for German school children</p> <p><b>General educational principles for teaching the Holocaust</b>  <a href="http://www.het.org.uk/media/educational%20principles%202013.pdf">http://www.het.org.uk/media/educational%20principles%202013.pdf</a></p>

## WHERE WAS GOD IN THE HOLOCAUST?

- Determine that the Holocaust was not inevitable - it was a complex series of interrelated events that cannot be easily or simply explained.
- Briefly refer to other contributing factors, including historical deep rooted anti-Semitism that was widespread across Europe stemming from the accusation of 'Christ's killers' and 'Blood Libel'. The Nazis found rich soil for their propaganda.
- Explain that 'the Holocaust did not begin in the gas chambers - it began with words.'
- Look at a selection of Nazi propaganda posters on the web and newspaper headlines from Der Sturmer (Nazi propaganda newspaper) Analyse their subliminal and overtly racist messages and messianic portrayal of Hitler and a utopian 'racially pure' Fatherland. Task students with collating current day political propaganda campaigns. Chose both positive and negative. Question which is the most persuasive and why? What strategies did the Nazi's use? What might have influenced the German citizens to put Hitler into power?
- Introduce victims who were caught up in the Holocaust including Anne Frank and Eli Weisel. (If their information is limited either ask students to read and select appropriate extracts from Anne Frank or watch BBC Video The Diary of Anne Frank)
- Show an image of a book, voting card, money, radio/telephone, bicycle and yellow star Students to identify images and decode their meaning (what was their purpose?) Explain these were the anti-Jewish laws known as the '1935 Nuremburg Laws' - state sponsored legislation to support and encourage racism and prejudice. They prevented Jews the rights to: education, earning a living, communication, travelling and to practising their religion and citizenship.
- Activity: Using print out sets of the anti-racial laws cards resource (HET weblink with teacher notes), students timeline the laws. Pose questions to evaluate the impact of each law on the Jews, why were there gaps? (e.g., Berlin Olympics 1936), what law surprised them, angered them and what law would be most difficult for the Jews to follow? What was the overall aim of the laws? Establish it was the beginning of a long process of classification, persecution, dehumanization, segregation and extermination of Jews.
- Pose the questions; in what way did dehumanising Jews make the Holocaust become a reality? Why did some groups experience different persecution by the Nazis?

The Holocaust Explained - KS3 educational site for teachers and students with clear timeline of events  
<http://www.theholocaustexplained.org/ks3/what-was-the-holocaust/#.U7k8hY1dUQQ>

Free resources for teaching the Holocaust including Recollections DVD (BAFTA winner) Eyewitness Remember the Holocaust  
<http://www.het.org.uk/index.php/education-general/resources>

The Diary of Anne Frank  
DVD a BBC Darlow Smithson Productions

Key vocabulary  
Stereotyping, prejudice, discrimination, anti-Semitism, scapegoat, genocide, persecution, blood libel, legislation, culpability, complicity, atrocities,

### RESTORING THE VOICES OF THE VICTIMS

- It is vital that students understand the Holocaust from the personal experiences of individuals, to give it a human perspective and to allow them to engage with empathy. The importance of hearing victim's voices cannot be underestimated. Students should not view the victims as a number (or part of a passive mass arriving on trains to the camps) but rather re-humanize them - ordinary people in extraordinary times, having to make incredibly difficult choices as they faced the most challenging dilemmas.
- Teachers could use the Yad Vashem book, 'I Wanted to Fly Like A Butterfly' and on-line teacher lesson plans and resource to explore the life challenges and experiences of Hannah,
- Encourage students to read about true life experiences ( the Boy in the Stripped Pyjamas is fictitious and full of misconceptions)
- Hana's Suitcase the story of the arrival of a battered suitcase from a concentration camp to a children's Holocaust education centre in Tokyo. The mystery of the suitcase and its owner travels back through seventy years to a happy family in a small Czech town.
- Connect students with the past and engage them with the present through survivor testimonies.
- Choose personal survivor testimonies from a number of websites including: iWitness, (media and digital library) HMDT, Yad Vashem,
- Get students to create a virtual reality interview, what questions would they ask?

Hana's suitcase, Karen Levine  
pub. Second Story Press

I Wanted to Fly Like a Butterfly - A Child's  
Recollection of the Holocaust  
pub. Yad Vashem (also available from St.Albans  
Diocesan)

<http://iWitness.usc.edu/SFI/>  
iWitness- Shoah Foundation - Over 13,00 video  
testimonies from survivors, multimedia activities  
and digital resources for teachers and students

Life stories from Holocaust Memorial Day Trust  
(HMDT)  
<http://www.hmd.org.uk/life-stories/78>

### DILEMMAS, CHOICES AND RESPONSES (1 hour)

- Provide each table or group of students the following quote or poem
- "Throughout history, it has been the inaction of those who could have acted; the indifference of those who should have known better; the silence of the voice of justice when it mattered most; that has made it possible for evil to triumph." Halie Selassie
- Or Primo Levi's 'If this is Man' poem (available from the internet).
- Using the silent conversation format, ask students to analyse and reflect on the impact of either resource. What do they say about human identity and experience?
- Share responses.
- Introduce and define the terms 'Perpetrator, Bystander, Victim and Resister/rescuer'. Can students contextually apply the terms?
- Clarify that the Holocaust was not the result of the actions of 'Nazi evil monsters' but instead the perpetrators were human beings - just like anyone else -who were, in part, products of the society in which they lived. All levels of European society were

Dilemmas, Choices and Responses, teachers notes and  
student card sorting activity:  
[http://www.het.org.uk/index.php/education-  
general/login/resources?view=teachingresources&layo  
ut=item&id=7](http://www.het.org.uk/index.php/education-general/login/resources?view=teachingresources&layout=item&id=7)  
(found in HET - teaching tools)

complicit - from governments to high ranking Nazi officials to doctors, lawyers, shop keepers, train drivers, school teachers, labourers, neighbours and in some cases, entire communities. The Holocaust was achieved through co-ordination and co-operation. Many were perpetrators or collaborators of mass atrocities whilst others were bystanders, indifferent and inactive. Were they all culpable in crimes against humanity? Were there levels of complicity and guilt?

- Allow students to understand that in the context of events, there were moral dilemmas and people could make ethical choices whilst many created their own morality (make direct contrast with the victims who had, 'choice less choices')
- Use 'Dilemmas, choices and responses' HET resource cards with accompanying teacher's notes.
- Help students understand that the Holocaust and any acts of genocide or persecution cannot, like humanity itself, be simplified into acts of 'good' or 'bad' people.
- Examine the question of the possibility of forgiveness. Ask students how bad an act does humankind have to perpetrate before they cannot be forgiven. Who has the right to forgive and what are the limits of forgiveness from both a religious and non-religious perspective?
- Critically evaluate: Why did the perpetrators make last minute attempts to destroy the evidence of their crimes?
- Further work on this topic can be explored through (section) and Simon Wiesenthal's book, The Sunflower.
- Plenary questions: How far do our beliefs influence our choices?
- Why can't we fully understand the choices people made during the Holocaust?

#### **ORDINARY PEOPLE, EXTRAORDINARY TIMES - RIGHTEOUS PEOPLE (1 hour)**

- Begin with quote, "Whoever destroys a soul, it is considered as if he destroyed an entire world. And whoever saves a life, it is considered as if he saved an entire world. Mishnah Sanhedrin 4:5
- Ask students for a contemporary version.
- Explain that the Holocaust revealed the full spectrum of what human beings are capable - from the worst forms of hatred and cruelty to the most inspiring stories of courage and resilience of the human spirit. In a world of total moral collapse, a small but vital number of people, committed to upholding human values, showed outstanding bravery and selfless courage. These individuals (and sometimes entire villages), were recognised as, The Righteous Among the Nations.
- Using the HET resource (Rescue), explore individuals, who against all the odds, and at great risk to themselves and their families, were totally altruistic.

Yad Vashem, The Righteous Among The Nations  
<http://www.yadvashem.org/yv/en/righteous/about.asp>

Resources to support this unit:  
<http://www.het.org.uk/> (in teacher resources)

Rescue during the Holocaust, guidance notes, rescue cards and lesson worksheets  
<http://www.het.org.uk/media/rescuer%20cards.pdf>

<ul style="list-style-type: none"> <li>• Ask students to read through the information sheets and examine what compelled them to undertake these incredible and dangerous acts of bravery. Can students find a pattern, a shared influence, a collective inspiration etc? Write an examination of the evidence. Read Passage to Freedom.</li> <li>• Reflect whether religious forces, self-interest or their response to man's in humanity to man motivated their actions ('I saved them because they were human beings not because they were Jews' Oskar Schindler.)</li> <li>• Other 'Righteous' that students might like to research include, Maximillian Kolbe (Franciscan friar who died in Auschwitz, Raoul Wallenberg (Swedish diplomat who saved the lives of over 50,000 Hungarian Jews), Pastor Andre Troche (responsible for saving the lives of 5,000 Jews in his village), Frank Foley (British spy based in Berlin), Selahattin Ulkumen (Muslim commanding officer in Turkish army) and the actions of many Quaker communities</li> <li>• 'Discuss the quote, 'Despite everything I believe that people are really good at heart.' Anne Frank. Students could sign the Anne Frank Declaration.</li> <li>• Or students could respond to the anthropologist Margaret Mead's quote "Never doubt that a small group of citizens can change the world."</li> <li>• What positive steps to support these responses are being taken today? Students could research pro-active organisations or individuals who are making a difference to the lives or other individuals or communities.</li> </ul>	<p>Anne Frank Declaration  <a href="http://www.annefrank.org.uk/what-we-do/declaration">http://www.annefrank.org.uk/what-we-do/declaration</a></p> <p>Righteous Muslims  <a href="http://hmd.org.uk/resources/podcast/role-righteous-muslims">http://hmd.org.uk/resources/podcast/role-righteous-muslims</a></p> <p>Passage to Freedom - The Sugihara Story by Ken Mochizuki. pub. Lee and Low Books.  (Lesson in courage and conscience of Japanese ambassador who helped save up to 10,000 Jews.)</p>
<p><b>WHAT WERE THE JEWISH RESPONSES TO THE HOLOCAUST?</b></p> <ul style="list-style-type: none"> <li>• Discuss the quotes; *'God did not build Auschwitz and its crematoria. Men did. The Holocaust may make faith in God difficult, but it makes faith in man impossible.'</li> <li>• 'We stand before our God...We bow to Him, and we stand erect before man.' Rabbi Leo Baeck.</li> <li>• On liberation, many survivors, having lost everything, turned away from their Jewish faith. Some maintained their religions observance throughout with the view that it was God's will, others were angry for varying periods of time but many, by the time they reached their later years, had forgiven God and returned to their faith. Analysing the above, ask students to investigate both religious and non religious responses to the Holocaust critically evaluating both perspectives. (Look at the writings of Primo Levi and Elie Weisel).</li> <li>• Introduce the fact that one of the most powerful Jewish responses to the Holocaust was spiritual resistance in the ghettos (other active responses included ghetto uprisings, partisan groups, assuming hidden identity, going into hiding and conversion to Christianity). What might this inform us about human identity?</li> </ul>	<p><i>*D Prager and J Telushkin, The Nine Questions People Ask About Judaism, p35</i></p> <p>Jewish responses to the Holocaust - Elie Wiesel  <a href="http://www.stsci.edu/~rdouglas/publications/suff/suff.html">http://www.stsci.edu/~rdouglas/publications/suff/suff.html</a></p> <p>Resource for teachers - Jewish responses to the Holocaust  <a href="http://www.myjewishlearning.com/beliefs/Theology/Suffering_and_Evil/Responses/Modern_Solutions.shtml">http://www.myjewishlearning.com/beliefs/Theology/Suffering_and_Evil/Responses/Modern_Solutions.shtml</a></p> <p>First They Came poem resource  <a href="http://hmd.org.uk/resources/poetry/first-they-came-pastor-martin-niemoller">http://hmd.org.uk/resources/poetry/first-they-came-pastor-martin-niemoller</a></p>

- Jews often ask why did the Allies not respond more convincingly to the Holocaust. Students could respond with a court room scenario.
- For discussion; Can we make fair judgements on how Jews responded to the Holocaust?

### WHAT ARE THE LESSONS WE SHOULD LEARN FROM THE HOLOCAUST?

(If students are using the DVD Recollections )

- Ask students to write on a blank piece of paper and then swap with their neighbour the answer to the following question; 'What do you think happened to the survivors of the Holocaust? Read out.
- Teacher to scribe responses on board. What do students notice?
- Teacher to show some of the final testimonies from DVD (message to the future) Ask how has it shaped their outlook and lives? Why does this make the Holocaust important?
- And/or: Students read 'First They Came' Pastor Niemoller poem. Discuss its significance in the light of what they have explored and learnt.
- Challenge students to imitate, re-write and act out the poem with a relevance to their lives
- Analyse the poem, 'If Auschwitz was in Hampshire', Edward Bond (available from the internet). Ask students for responses and challenge them on its profound message.
- Plenary: Ask students to write a response to the following questions;
  - What are the legacies of the Holocaust?
  - Was the Holocaust inevitable/avoidable (re-visited after 2<sup>nd</sup> session question)
  - What message of the Holocaust is most important to you?
  - What relevance do you believe it has today?
  - Why should we remember the Holocaust and continue to learn about it?
  - How can the Holocaust help our exploration of beliefs - both religious and non-religious?
- Challenge students to create a symbol that could represent memorialisation of the Holocaust and subsequent genocides. Could an image of a survivor smiling outside the gates of Auschwitz be appropriate? Why not?

Jewish philosophical and theological responses to the Holocaust - article

[http://www.yadvashem.org/odot\\_pdf/Microsoft%20Word%20-%206385.pdf](http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%206385.pdf)

What did people do after the Holocaust?

<http://www.het.org.uk/media/recollections%20rs%20what%20did%20people%20do%20after%20the%20holocaust.pdf>

<http://www.theholocaustexplained.org/ks3/what-was-the-holocaust/#.U7k8hY1dUQQ>

The Holocaust Explained - KS3 educational site for teachers and students

<http://www.het.org.uk/>

Holocaust Education Trust - educational site for teachers and students providing teaching aids and resources. Supports the National Curriculum for History and training for teachers on how to teach the Holocaust. Downloadable free resources.

<http://www.yadvashem.org/>

Yad Vashem World Centre for Holocaust Education - testimonies, primary documents, videos, teaching resources and articles

Institute of Education - excellent classroom materials and resources and free CPD sessions

<http://www.holocausteducation.org.uk/>

Resources

USHMM

<http://www.ushmm.org/>

United States Holocaust Memorial Museum - excellent teaching and learning materials and resources

<http://www.hmd.org.uk/>

Holocaust Memorial Day Trust (UK) - provides resources for commemoration of Holocaust Memorial Day and information on subsequent genocides.

<http://www.kigaligenocidememorial.org/old/>

Kigali Genocide Memorial Centre (Rwanda)

DVD - Recollections. Free from HET resources (Testimonies from the 'Afterwards' and 'Message to the future' sections for final lesson) .

Site Visit and online information

IWM - Imperial War Museum, London - Holocaust exhibition and workshops

<http://www.iwm.org.uk/history/the-holocaust>

Jewish Museum, Camden, London.

Holocaust workshops

<http://www.jewishmuseum.org.uk/holocaust-gallery>

National Holocaust Centre and Museum, Nottingham

<http://holocaustcentre.net/>

Aegist Trust - organisation working to help prevent crimes against humanity

<http://www.aegistrust.org/>



