



HOLOCAUST
CENTER *for*
HUMANITY

Educate. Inspire. Take Action.

Tikkun Olam: Kit for Jewish Supplemental Schools

Tikkun Olam - Repairing The World

More than history - Teaching about the Holocaust is not teaching about history – it is about challenging students to consider why this matters to us today and how this shapes who we are as individuals and a community. It also challenges us as Jewish people to consider our own responsibility to others who are victimized and marginalized.

Flexible - These lessons are designed to be flexible – use them independently of each other, or as a series. Pick and choose the lessons that make the most sense for you and your students. Each lesson offers opportunities to go deeper and can be scaffolded for different ages and learning styles. Each lesson can be done in class period but can also be extended to go deeper if there's more time. These lessons are designed for middle school and high school students.

Lesson 1 is designed as an introductory lesson to set the stage for teaching about the Holocaust. While the lessons can be used independently or in a different order, we recommend **starting with Lesson 1 or Lesson 2** to give students an overview.

Local survivor stories - Each lesson connects to the story of a local survivor – a survivor who made Washington State their home. These survivors brought their history and stories with them to our state and contributed to the building of our community. Through individual people's experiences, we can better understand the complexity of the Holocaust. The survivor stories mentioned in this kit, and additional stories can be found on the Holocaust Center's "Survivor Encyclopedia: Washington State" – www.HolocaustCenterSeattle.org/Survivor-Encyclopedia.

Overview:

Lesson 1 | Zikaron: The Value of Remembering

As a Jewish people, we have many collective memories that help us define who we are, our values, and our practices. The purpose of this lesson is to help middle and high school teens

understand the framework of memory and the importance of remembering for the individual, for the community, for the Jewish people as a whole. The questions of who, what, where, when, how, and why are the structure for our exploration of memory, *zikaron*. This lesson is not about the *Shoah* itself, it is designed to be used in preparation for learning about the *Shoah*, challenging students to consider why knowing our history is critical to linking the past, the present and the future.

- How does memory/remembering influence our values and actions?
- Why is remembering, *zikaron*, an important Jewish value?

Lesson 2 | With My Own Eyes: Contextualizing and Personalizing the Holocaust

It is crucial to contextualize the Holocaust and help students relate personally to those who lived through it. The Holocaust did not only destroy lives of individuals; it destroyed communities, structured life, and a rich culture. This introductory lesson will provide students with an overview of the Holocaust and will help students to see individuals, often not so different from ourselves, making choices and decisions. Students will be challenged to consider how name calling and stereotypes can escalate, and to recognize that our individual actions and words can make a difference.

- How am I similar to or different than those affected by the Holocaust?
- How can early attitudes of prejudice pave the way for genocide?

Lesson 3 | Steve Adler: From Kristallnacht to Kindertransport

Defeated in World War I, Germany fell into a deep economic depression. Promising a return to strength and prosperity, the radical National Socialist Party (Nazis) gained popularity. Adolf Hitler and the Nazis implemented a policy of racism, hatred, intimidation, and violence. Through Steve Adler, a young Jewish boy in Berlin, students will gain personal insight into this history.

- What was the purpose and effect of Kristallnacht?
- Why was the Kindertransport a response to Kristallnacht?
- How does Steve Adler's story help us to understand this history?

Lesson 4 | Perpetrators, Bystanders, Complicity in the Holocaust

This lesson, focusing on perpetrators, bystanders, and complicity will examine the roles and actions of average citizens during the Holocaust. Students will be challenged to consider these categories as fluid and to recognize that our actions, or lack thereof, have a ripple effect.

- What role do bystanders and collaborators play in the Holocaust?
- Do bystanders, perpetrators, and collaborators hold the same amount of responsibility for the Holocaust?
- Why do some people stand by during times of injustice while others try to do something to stop or prevent injustice?
- What have you learned from this unit that could help you make decisions in the future?

Lesson 5 | Ed Kaye: Partisans and Resistance

Tens of thousands of Jews fought back against the Nazis. Meet one of them – Ed Kaye, who lived in Seattle. This lesson will introduce students to Jewish partisans and Jewish resistance – transforming student perceptions and fostering a more positive sense of Jewish identity through the history of Jewish armed and unarmed resistance.

- How did Jews resist the Nazis?
- What were the challenges to resistance?
- How can students today effect change in their own communities?

Lesson 6 | Peter, Hester, and Henry: Hidden Children

Thousands of Jewish children survived the Holocaust as hidden children. With identities disguised, and often physically concealed from the outside world, these youngsters faced constant fear, dilemmas, and danger. Theirs was a life in shadows, where a careless remark, a denunciation, or the murmurings of inquisitive neighbors could lead to discovery and death. This lesson will explore the experiences of those who went underground to escape Nazi persecution and destruction. Using artifacts, personal video accounts, and stories we will delve into accounts of desperation, tragedy, courage, love, and survival in this darkest of times.

- What were some of the challenges faced by those in hiding and those who hid them?
- How do the experiences of local survivors impact your thoughts about the Holocaust?
- How does learning about the hidden children of the Holocaust impact how you think about your role in the world?

Lesson 7 | The St. Louis: Refugees and the World's Response

The events of Kristallnacht in November 1938 only increased the urgency felt by hundreds of thousands of Jews to leave the Third Reich. But both public opinion and political will against admitting refugees held strong in most countries, including the United States. This lesson will explore the refugee crisis during the Holocaust and similarities to refugee and immigration situations in the world today.

- What challenges prevented many Jews from leaving Nazi Germany?
- What responsibility does a country have to help those from another country who are facing danger?

- How does the refugee crisis during the Holocaust compare to the refugee/immigration issues we face today?

Lesson 8 | Magda, Thomas, and Paula: Camps and Resistance

Between 1933 and 1945, Nazi Germany and its allies established more than 42,000 camps and other incarceration sites (including ghettos). The perpetrators used these sites for a range of purposes, including forced labor, detention of people thought to be enemies of the state, and mass murder. In contrast, Jewish resistance to Nazi oppression occurred in every way imaginable, ranging from bold acts of defiance and altruism to armed resistance. This lesson will explore stories of life and resistance in the camps from local Holocaust survivors.

- What types of resistance were demonstrated in and out of the camps?
- Is there significance to resistance even if it fails?

Lesson 9 | Ingrid and Irene: Rescuers

Despite the indifference of most Europeans and the collaboration of others in the murder of Jews during the Holocaust, individuals in every European country and from all religious backgrounds risked their lives to help Jews. Rescue efforts ranged from the isolated actions of individuals to organized networks both small and large and took many different forms.

Rescue of Jews during the Holocaust presented a host of difficulties. Individuals willing to help faced severe consequences if they were caught. In addition, logistics of supporting people in hiding and hostility toward Jews among non-Jewish populations was a daunting obstacle.

- What motivated rescuers to assist victims in Nazi-occupied Europe?
- What moral and ethical dilemmas did non-Jews confront when engaging in rescue?
- Does learning about the stories of those who helped Jews during the Holocaust strengthen the willingness to stand up to others?

Lesson 10 | Conclusions: More Than A History Lesson

Over this unit, the class has spent time delving into various aspects of the Holocaust, learning about local survivors, and connecting these lessons to our world today. In this final lesson, students have the opportunity to put their learning into artistic representation. This lesson could take one session or multiple sessions.

At the end of this lesson, please find additional suggestions including visiting the Anne Frank Tree at the Seattle Center and participating in the Holocaust Center's annual Writing, Art, and Film Contest.

- How does learning about the Holocaust impact the way I see my role in the world?
- What are the causes and consequences of the Holocaust?
- Why is studying the Holocaust more than a history lesson?