

The background image shows a museum exhibit with various signs and text panels. Visible text includes "Juden", "FROM CITIZENS TO OUTCASTS", "Jewish lawyers and accountants to work on legal matters.", "March 22, 1943", "The case of Isacco prohibits the slaughter of animals according to Jewish custom.", "March 21, 1943", "Juden sind hier interniert", "nicht erzwungen", "Juden", and "FROM CITIZENS TO OUTCASTS".

While They Watched: Teaching the Complexities of the Holocaust

By Jennifer Wilson
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USHMM Teacher Fellow



Anti-Semitism Podcast...

- <http://www.ushmm.org/confront-antisemitism/antisemitism-podcast/david-draiman>

- 2:40



Goals for today:

- To make you aware of the guidelines for the teaching of the Holocaust according to the United States Holocaust Memorial Museum.
- To suggest methods for the implementation of the guidelines in order to ENGAGE your students.
- To evaluate the complexity of the topic of the Holocaust.
- To demonstrate that the topic of the Holocaust is both historical and contemporary.

What was the Holocaust?

“The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators. "Holocaust" is a word of Greek origin meaning "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": [Roma](#) (Gypsies), the disabled, and some of the Slavic peoples ([Poles](#), Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, [Jehovah's Witnesses](#), and [homosexuals](#). “ Taken from USHMM website

What is Genocide?

Any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- Killing members of the group;
- Causing serious bodily or mental harm to members of the group;
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- Imposing measures intended to prevent births within the group;
- Forcibly transferring children of the group to another group.

The specific “intent to destroy” particular groups is unique to genocide. A closely related category of international law, crimes against humanity, is defined as widespread or systematic attacks against civilians.

Taken from USHMM website...

Raphael Lemkin



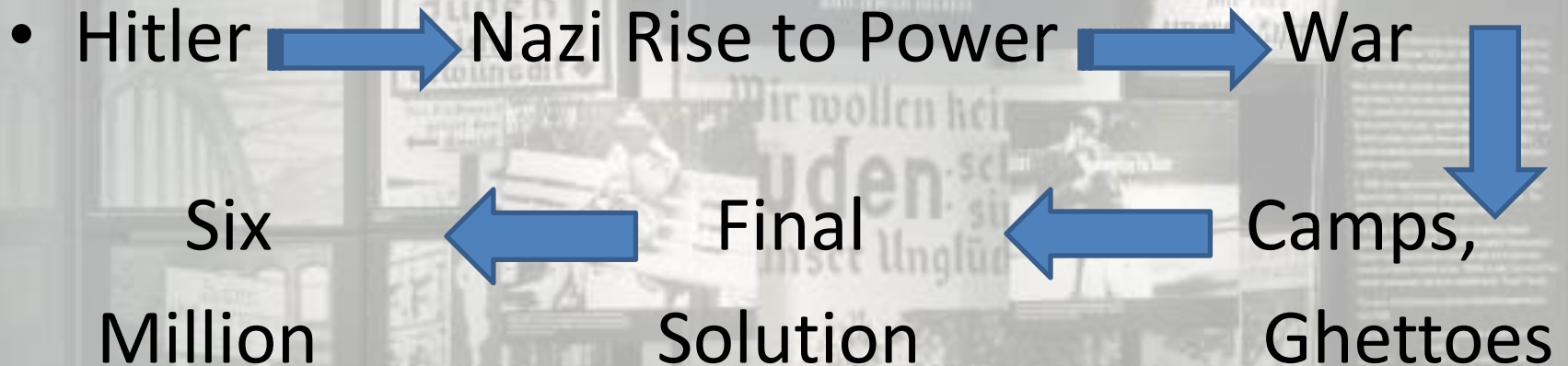
Raphael Lemkin coined the term “genocide” in 1944.—*US Holocaust Memorial Museum, gift of United Nations*

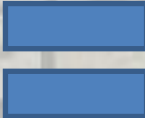
USHMM Guidelines for Teachers

- Define the term “Holocaust.”
- Do not teach or imply that the Holocaust was inevitable.
- Avoid simple answers to complex questions.
- Strive for precision of language.
- Strive for balance in establishing whose perspective informs your study of the Holocaust.
- Avoid comparisons of pain.
- Do not romanticize history.
- Contextualize the history.
- Translate statistics into people.
- Make responsible methodological choices.
- <http://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines>

What caused the Holocaust?

- Was it linear?



 The Holocaust

Traditional View of the Events of the Holocaust



Tim Kaiser, Director of Educational
Initiatives, USHMM

Or was it...not?

Expanding the Lens

The Holocaust

Key Events

Victims, Perpetrators, Rescuers

Onlookers, Store Owners

Neighbors, Classmates

Work Colleagues

Bureaucrats, Parishioners

Accountants, Civil Servants

Police, Farmers

Housewives, Actors

Tim Kaiser, Director of Educational Initiatives,
USHMM



Uniformed Gestapo officials load Jews onto trucks for deportation in full view of many onlookers. Kerpen, Germany, 1942. USHMM

Film at Introduction of Exhibit: Some were Neighbors...

- <http://www.youtube.com/watch?v=DxDJURnwcYk&feature=youtu.be>

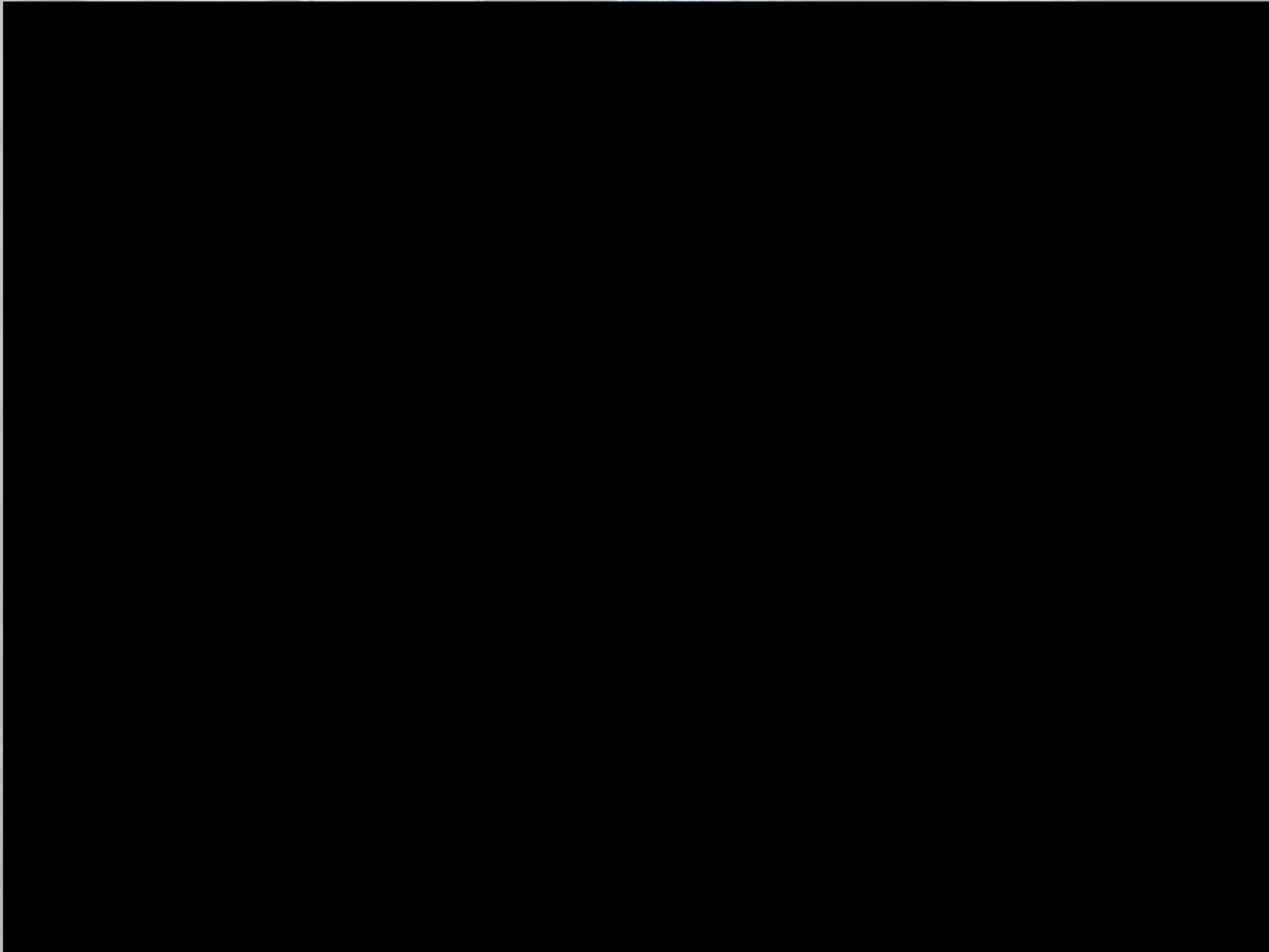


USHMM Link to New Exhibit

- <http://somewereneighbors.ushmm.org/>

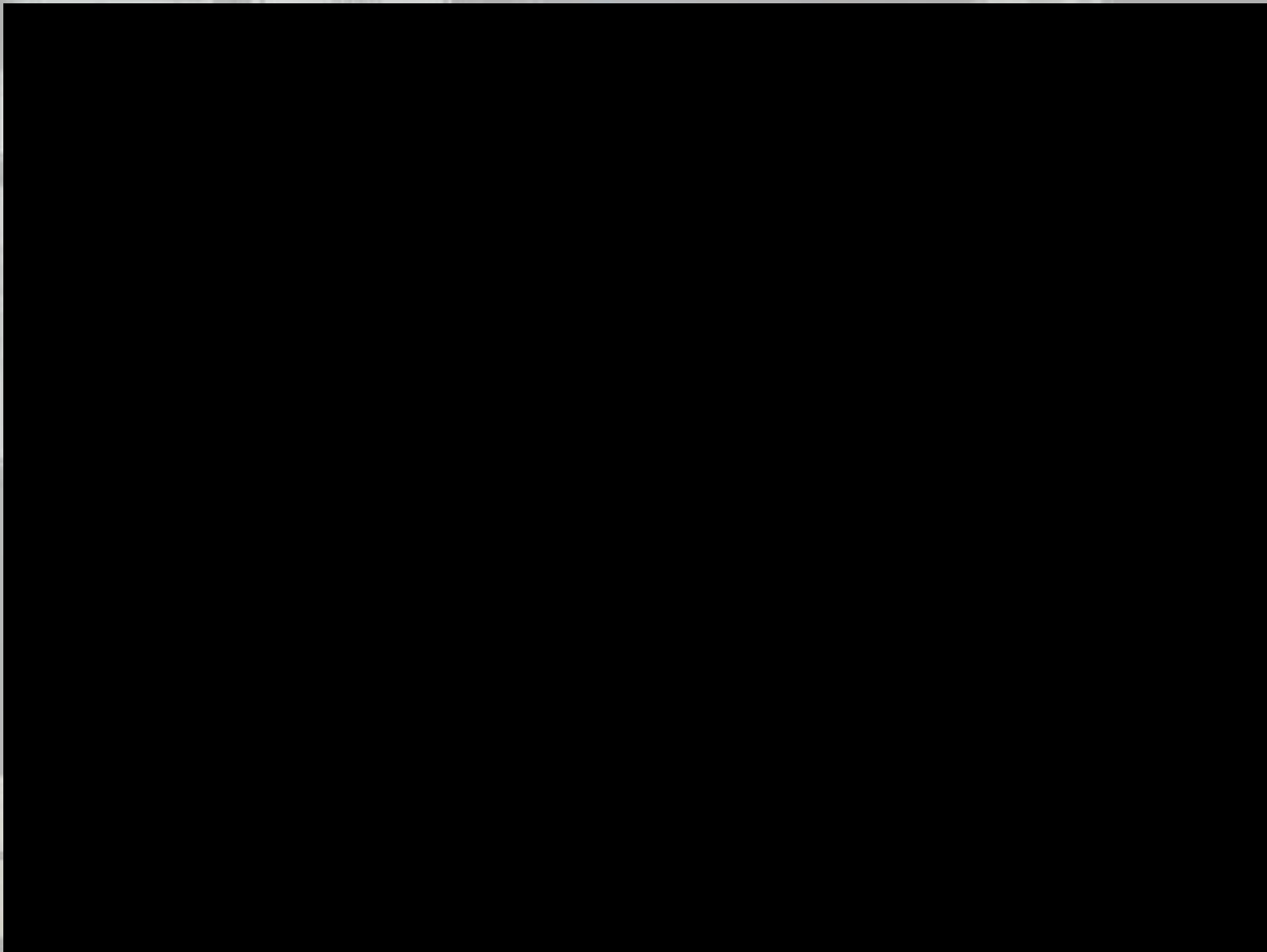


Some Were Neighbors



Influence
and
Control

Subject



THE
OFFICE
OF
THE
ATTORNEY
GENERAL

STATE OF TEXAS
OFFICE OF THE ATTORNEY GENERAL
1000 RICE STREET
AUSTIN, TEXAS 78701
TEL: 512-463-2100
WWW.AG.TX.GOV

I would walk home and started getting things thrown at me just b/c I liked a boy. He's a few years older than me and when we started dating it got worse. Whenever I walked down the hall people would call me a slut, whore, bitch and worse things. Sometimes I would be at home sleeping and people would call me in the middle of the night over and over and everytime I answered they would scream terrible things. This has been going on almost two years and sometimes still happens. He is now at basic training for the Army and people tell me he left to get away from me b/c he hates me.

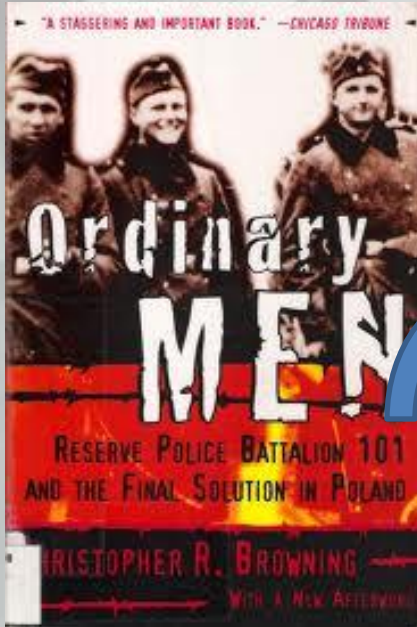
Real student testimony

The Book Thief

Hans Hubermann gives a Jew bread...



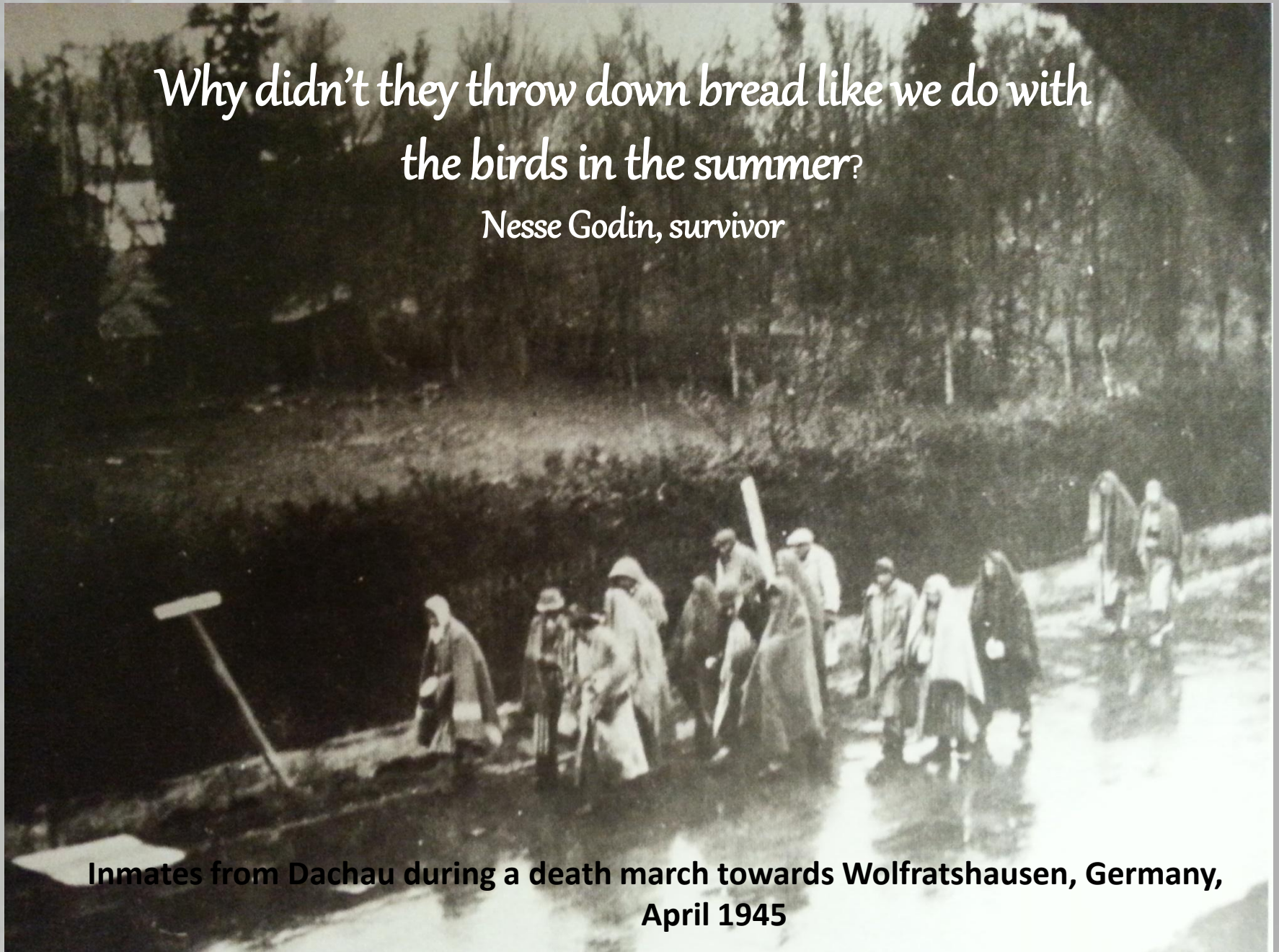
Christopher R. Browning



In Lukow, Poland, 1942, where the ghetto was liquidated... found on page 41 of Browning's book, courtesy of Yad Vashem.

*Why didn't they throw down bread like we do with
the birds in the summer?*

Nesse Godin, survivor



**Inmates from Dachau during a death march towards Wolfratshausen, Germany,
April 1945**

*“Tell the Truth and Secure the Future for All of Us...
Nesse Godin, Survivor*



Who is to blame?

- Guideline # 3 and #5-avoid simple answers to complex questions, and strive for balance when it comes to point of view.
- Ethical dilemmas may help to generate thoughtful, productive discussion. However, these are NOT SIMULATIONS and can be risky to use.

Never Again?!

- Empower students (engage!) to become part of the solution, not the problem.
- New research by Professor Susan Benesch regarding Dangerous Speech is thought provoking as a model to distinguish incitement from hate speech. This can be a definite part of the solution to preventing genocide!
- http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1121926

Five Defining Criteria for Dangerous Speech

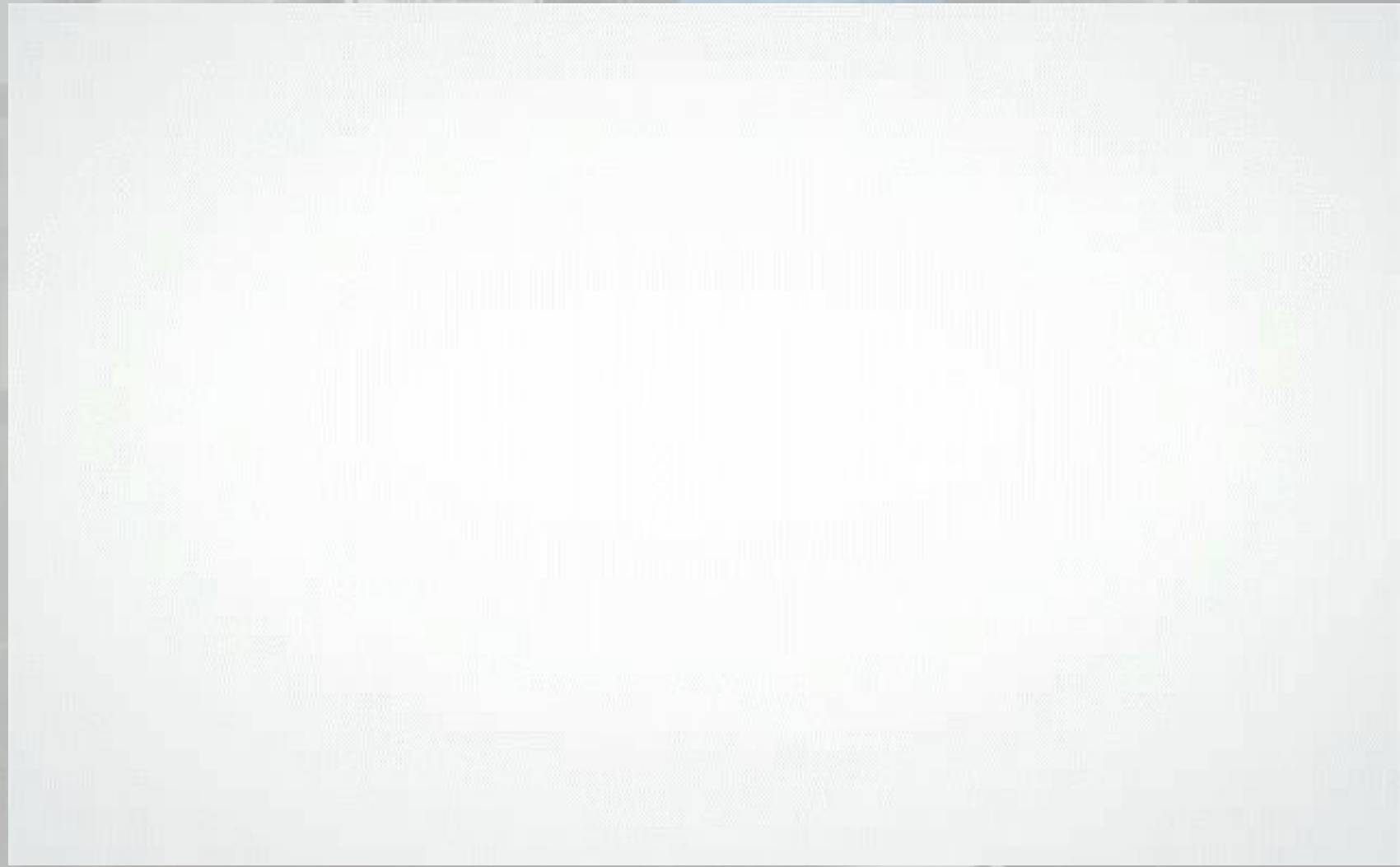
- Powerful speaker with influence over the audience most likely to react
- Audience vulnerable to incitement e.g. fearful
- Meaning of the speech act: understood as call to violence
- Conducive social and historical context
- Influential means of dissemination

Original research by: Professor Susan Benesch,
American University

In Remedy
of the
Court

Safety
Notes to the
Public

Learn, teach, and share
to work on legal issues.



Dangerous Speech Cases-Holocaust

Trained as an elementary school teacher, [Julius Streicher](#) (1885-1946) was an early member of the Nazi party and in 1923 founded the virulently antisemitic and racist newspaper, *Der Stuermer*. Streicher was a leading organizer of Nazi Germany's first official nationwide boycott of Jewish businesses in April 1933. Although Streicher had lost credibility in party circles by 1940, he continued to edit and distribute his antisemitic propaganda newspaper to hundreds of thousands of Germans. For his influential role in inciting hatred and violence, Streicher was indicted on count four, crimes against humanity. Streicher was found guilty and sentenced to death. He was hanged on October 16, 1946.

- <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007129>

Dangerous Speech Cases-Rwanda

Rwanda Media Trial Opens

October 23, 2000

The issue of free speech rights was at the heart of the Rwanda “Media Trial,” proceedings responsible for prosecuting members of media involved in the 1994 genocide. In 1997, the United Nations International Criminal Tribunal for Rwanda (ICTR) indicted three Rwandans for “incitement to genocide”: Hassan Ngeze, who founded, published, and edited *Kangura* (Wake Others Up!), a Hutu-owned tabloid that in the months preceding the genocide published vitriolic articles dehumanizing the Tutsi as inyenzi (cockroaches), though never called directly for killing them; and Ferdinand Nahimana and Jean-Bosco Barayagwiza, founders of Radio Télévision Libre des Milles Collines (RTLM), a radio station that indirectly and directly called for murder, even at times to the point of providing the names and locations of those to be killed. In December 2003, the ICTR handed down its verdict, convicting Ngeze and Nahimana of direct and public incitement to genocide, and Barayagwiza of instigating the perpetration of acts of genocide and crimes against humanity

- <http://www.ushmm.org/learn/timeline-of-events/after-1945/rwanda-media-trial-opens>

Eight Stages of Genocide

Genocide Watch

- <http://www.genocidewatch.org/aboutgenocide/8stagesofgenocide.html>
 - 1. Classification
 - 2. Symbolization
 - 3. Dehumanization
 - 4. Organization
 - 5. Polarization
 - 6. Preparation
 - 7. Extermination
 - 8. Denial
- Often done through speech!
- 
- The background of the slide is a faded image of a museum exhibit. It features several historical documents and posters. One prominent poster has the text 'Juden sind unser Unglück' (Jews are our misfortune). Another poster says 'Mir wollen kein Juden' (We don't want any Jews). There are also smaller documents and photographs pinned to a wall, some with yellow sticky notes. The overall tone is somber and educational.

Strategies and Favorite Links of USHMM

1. Use pictures from the photo archives of the USHMM to generate discussion, create timelines, make collages of themes, or write essays about Holocaust events or dilemmas.

[http://collections.ushmm.org/search/catalog?f\[record_type_facet\]\[\]=Photograph](http://collections.ushmm.org/search/catalog?f[record_type_facet][]=Photograph)

2. Use archival video footage to show actual footage and propaganda pieces-using the Steven Spielberg video archive.

<http://www.ushmm.org/research/research-in-collections/overview/film-and-video>

3. Use the online museum collection to access visuals of the actual museum displays and artifacts.

<http://www.ushmm.org/information/exhibitions/permanent>

4. NEVER, EVER FORGET SURVIVOR TESTIMONY! There are many videos of survivor testimonies, and these can be located even in relation to a particular event or subject.

- For example-if you want Kristallnacht survivors, search for that specifically.

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

5. If you are teaching a contemporary genocide topic, or want to try social activism, the “Confront” portion of the website, specifically the link “take action” can help you to come up with ideas:

<http://www.ushmm.org/confront-genocide/take-action-against-genocide>

New Research

- <http://www.cbsnews.com/videos/holocaust-historys-darkest-chapter-even-darker/>



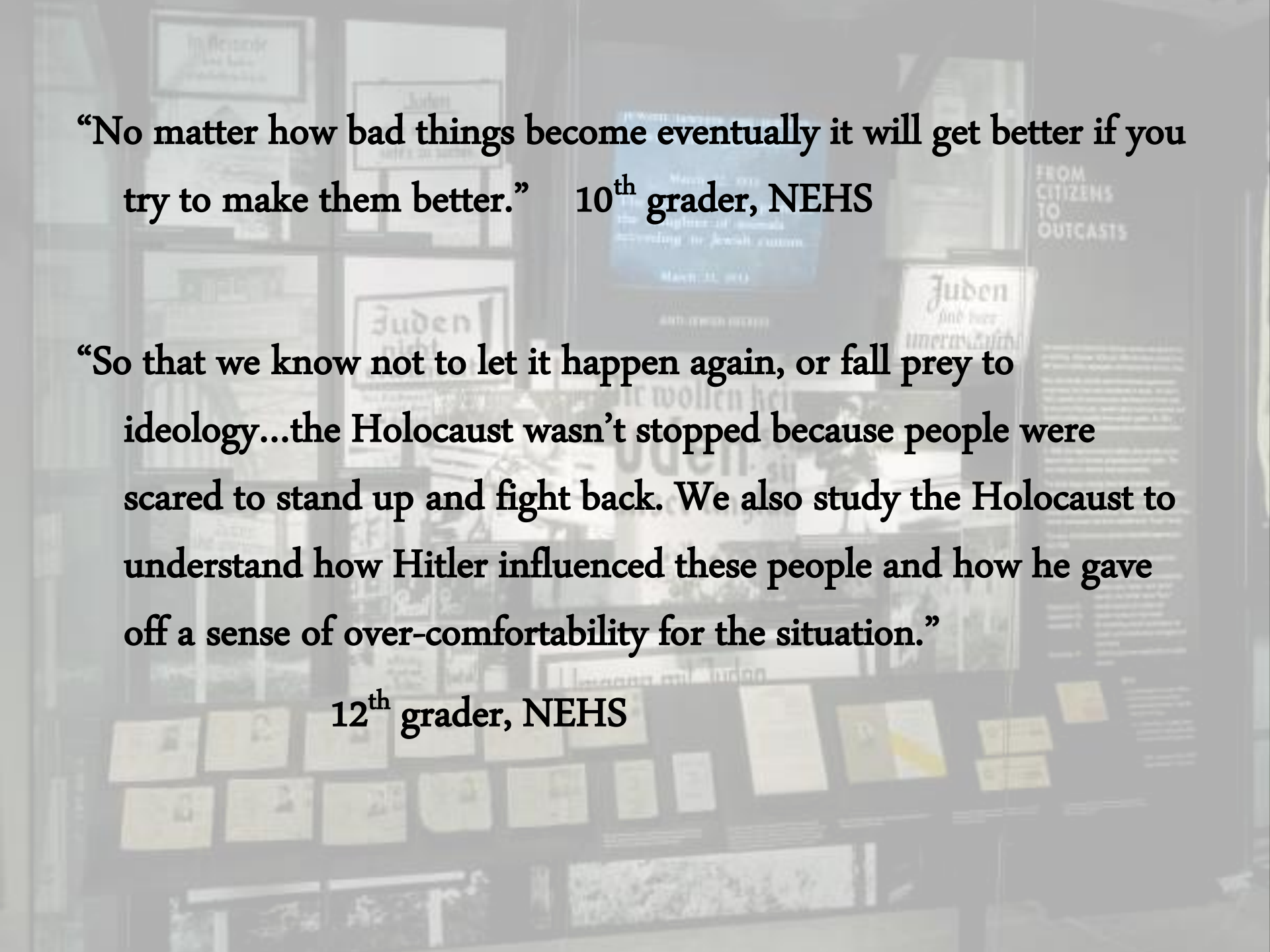
Wendy Lower (right), author of Hitler 's Flurries

Why do we study the Holocaust?

Quotations from students...

“To know the signs and see them in action, and the consequences that they bring, it is far easier to recognize when something is wrong and prevent it at its early stages before it becomes too large to stop.”

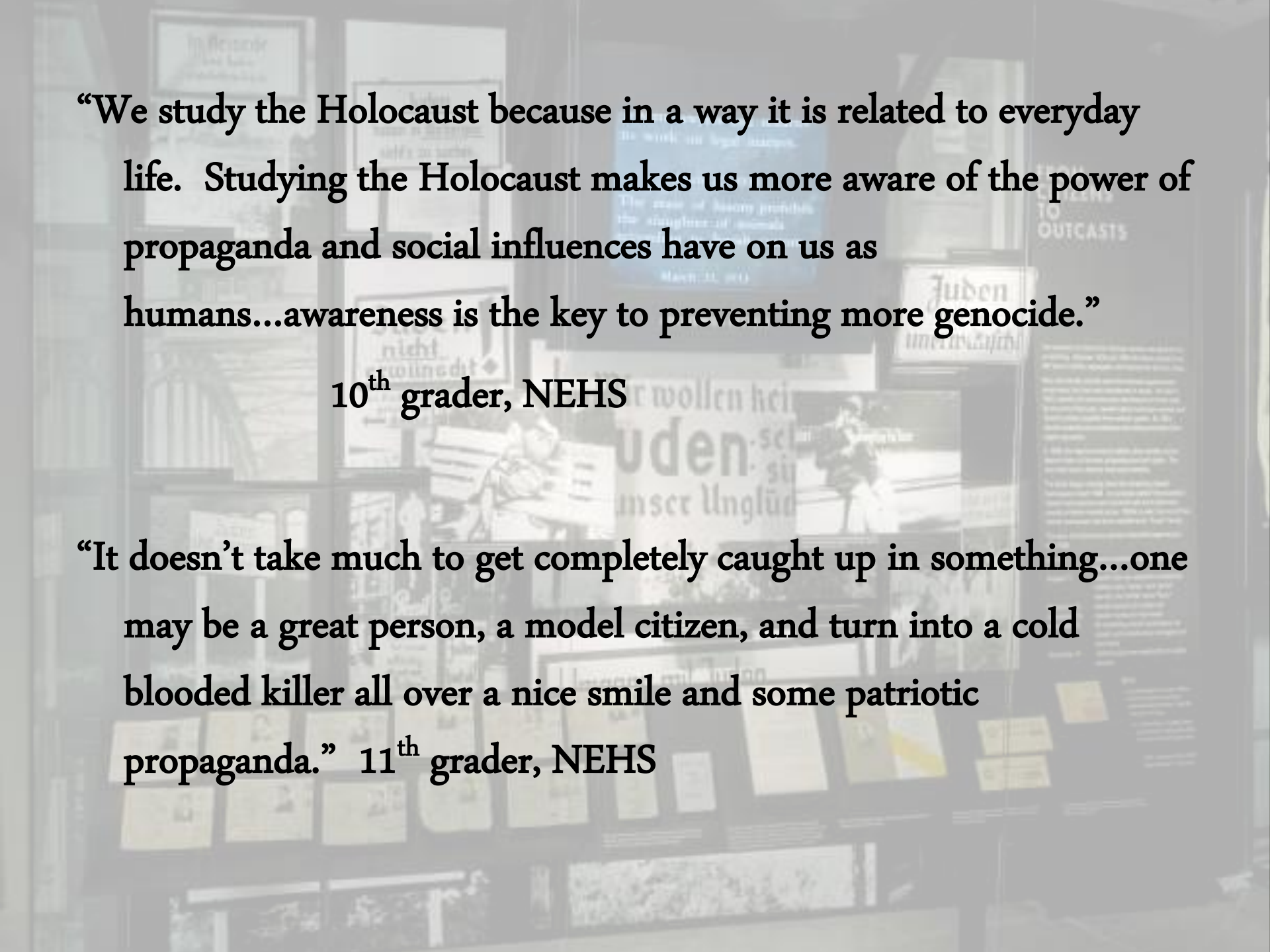
12th grade, North East High School



“No matter how bad things become eventually it will get better if you try to make them better.” 10th grader, NEHS

“So that we know not to let it happen again, or fall prey to ideology...the Holocaust wasn't stopped because people were scared to stand up and fight back. We also study the Holocaust to understand how Hitler influenced these people and how he gave off a sense of over-comfortability for the situation.”

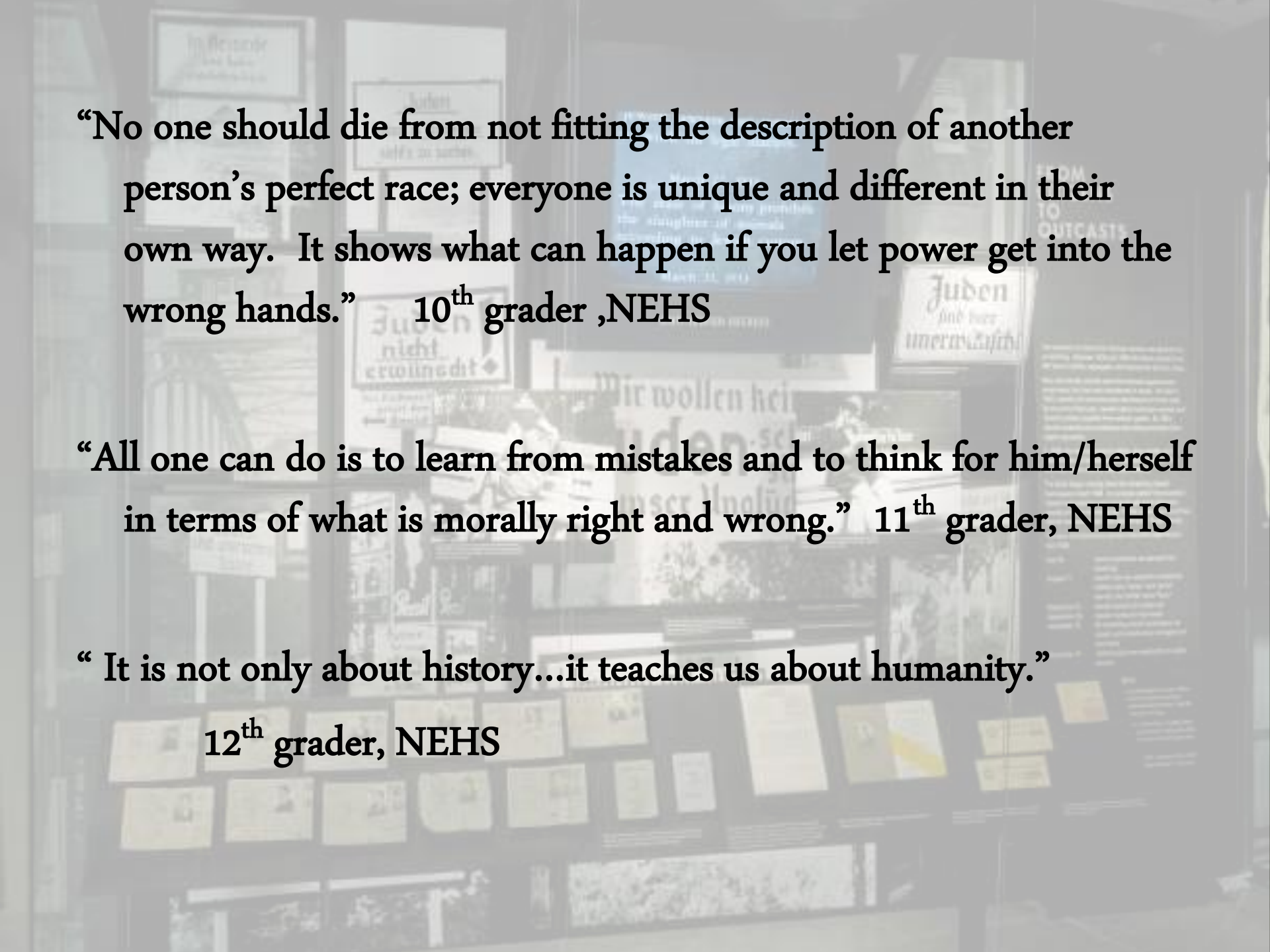
12th grader, NEHS

The background is a grayscale image of a museum exhibit. It features several historical posters and documents. One prominent poster in the center has the text "Juden" and "unverschämte". To the right, another poster says "FROM ENEMIES TO OUTCASTS". Other posters include "It will be our legal success.", "The case of sworn profits", "The slaughter of animals", and "March 11, 1941". There are also smaller signs and documents pinned to the wall, some with numbers like "1", "2", "3", "4", "5", "6", "7", "8", "9", "10", "11", "12", "13", "14", "15", "16", "17", "18", "19", "20", "21", "22", "23", "24", "25", "26", "27", "28", "29", "30", "31", "32", "33", "34", "35", "36", "37", "38", "39", "40", "41", "42", "43", "44", "45", "46", "47", "48", "49", "50".

“We study the Holocaust because in a way it is related to everyday life. Studying the Holocaust makes us more aware of the power of propaganda and social influences have on us as humans...awareness is the key to preventing more genocide.”

10th grader, NEHS

“It doesn’t take much to get completely caught up in something...one may be a great person, a model citizen, and turn into a cold blooded killer all over a nice smile and some patriotic propaganda.” 11th grader, NEHS

The background of the slide is a faded image of a museum exhibit. It features several historical posters and documents. One prominent poster has the text "Juden nicht erwohndit" (Jews not allowed). Another poster says "Wir wollen keine Juden" (We don't want any Jews). There are also smaller signs and documents scattered throughout the exhibit, some with numbers like "20" and "21".

“No one should die from not fitting the description of another person’s perfect race; everyone is unique and different in their own way. It shows what can happen if you let power get into the wrong hands.” 10th grader ,NEHS

“All one can do is to learn from mistakes and to think for him/herself in terms of what is morally right and wrong.” 11th grader, NEHS

“ It is not only about history...it teaches us about humanity.”
12th grader, NEHS

I've had an unimaginable past, but I thank God
every day for my life...

Leo Silberman

