

Guidelines For Teaching About The Holocaust
Excerpts from *Teaching About The Holocaust, A Resource Book For Educators*
Prepared by the United States Holocaust Memorial Museum (Washington, DC: 2001)

In most professions, the longer you hold your position, and the more knowledgeable and experienced you become, the easier it is to do your job. I think the opposite may be true in the teaching of social studies. The longer we teach and the more information we acquire (from workshops, conferences, journals, books, and our travels), the less time we have each year to share that information with our students. Not surprisingly, when I returned from a three-day workshop at the United States Holocaust Memorial Museum (USHMM) with a binder filled with excellent materials and notes, and a head full of new knowledge and teaching ideas, my enthusiasm was necessarily tempered by “time’s winged chariot rushing near.” I had to struggle with the dilemma of all good social studies teachers, namely, how to take a topic of enormous importance, about which whole curricula are written (not to mention entire issues of professional journals), and figure out what was essential. Probably the key to being able to teach the Holocaust in little more than a week is to do a great deal of thinking and planning prior to the teaching to develop guidelines and themes for your unit. The methodological considerations below are from materials prepared by the USHMM. Visit their website at www.ushmm.org for more information. - Andrea Libresco

Why Teach Holocaust History?

The history of the Holocaust provides one of the most effective and most extensively documented subjects for a pedagogical examination of basic moral issues. A structured inquiry into Holocaust history yields critical lessons for an investigation of human behavior. A study of the Holocaust also addresses one of the central goals of education in the United States, which is to examine what it means to be a responsible citizen. Through a study of the Holocaust, students can come to realize that:

- democratic institutions and values are not automatically sustained, but need to be appreciated, nurtured, and protected.
- silence and indifference to the suffering of others, or to the infringement of civil rights in any society, can - however unintentionally - perpetuate the problems.
- the Holocaust was not an accident in history; it occurred because individuals, organizations, and governments made choices that not only legalized discrimination but also allowed prejudice, hatred, and ultimately, mass murder to occur.

Questions Of Rationale

Because the objective of teaching any subject is to engage the intellectual curiosity of the student in order to inspire critical thought and personal growth, it is helpful to structure your lesson plan on the Holocaust by considering throughout questions of rationale. Before deciding what and how to teach, we recommend that you contemplate the following:

- Why should students learn this history?
- What are the most significant lessons students should learn from a study of the Holocaust?
- Why is a particular reading, image, document, or film an appropriate medium for conveying the lessons about the Holocaust that you wish to teach?

Among the various rationales offered by educators who have incorporated a study of the Holocaust into their various courses and disciplines are:

- The Holocaust was a watershed event, not only in the twentieth century, but also in the entire history of humanity.
- Study of the Holocaust assists students in developing an understanding of the ramifications of prejudice, racism, and stereotyping in any society. It helps students develop an awareness of the value of pluralism and encourages tolerance of diversity in a pluralistic society.
- The Holocaust provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of others’ oppression.

- Holocaust history demonstrates how a modern nation can utilize its technological expertise and bureaucratic infrastructure to implement destructive policies ranging from social engineering to genocide.
- A study of the Holocaust helps students think about the use and abuse of power and the roles and responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or policies of genocide.
- As students gain insight into the many historical, social, religious, political, and economic factors that cumulatively resulted in the Holocaust, they gain awareness of the complexity of the subject and a perspective on how a convergence of factors can contribute to the disintegration of democratic values. Students come to understand that it is the responsibility of citizens in a democracy to learn to identify the danger signals, and to know when to react.

When you, as an educator, take the time to consider the rationale for your lesson on the Holocaust, you will be more likely to select content that speaks to your students' interests and that provides them with a clearer understanding of a complex history. Most students demonstrate a high level of interest in studying the Holocaust precisely because the subject raises questions of fairness, justice, individual identity, peer pressure, conformity, indifference, and obedience-issues that adolescents confront in their daily lives. Students are also affected by and challenged to comprehend the magnitude of the Holocaust; they are particularly stuck by the fact that so many people allowed this genocide to occur by failing either to resist or protest.

Age Appropriateness

Students in grades 7 and above demonstrate an ability to empathize with individual eyewitness accounts and to attempt to understand the complexities of this history, including the scope and scale of the events. While elementary students are able to empathize with individual survivor accounts, they often have difficulty placing these personal stories in a larger historical context. Such demonstrable developmental differences have traditionally shaped social studies curricula throughout the country; in most states, students are not introduced to European history and geography-the context for the Holocaust-before grades 7 or 8.

Methodological Considerations

The teaching of Holocaust history demands of educators a high level of sensitivity and a keen awareness of the complexity of the subject matter. The recommendations that follow, while reflecting methodological approaches that would be appropriate to effective teaching in general, are particularly relevant in the context of Holocaust education.

1. Define the term "Holocaust."

The Holocaust refers to a specific genocidal event in twentieth-century history: the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims; 6 million were murdered. Gypsies, the handicapped, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi tyranny.

2. Avoid comparisons of pain.

A study of the Holocaust should always highlight the different policies carried out by the Nazi regime toward various groups of people; however, these distinctions should not be presented as a basis for comparison of suffering between those groups. Similarly, one cannot presume that the horror of an individual, family, or community destroyed by the Nazis was any greater than that experienced by victims of other genocides. Avoid generalizations that suggest exclusivity

such as “the victims of the Holocaust suffered the most cruelty ever faced by a people in the history of humanity.”

3. Avoid simple answers to complex history.

A study of the Holocaust raises difficult questions about human behavior, and it often involves complicated answers as to why events occurred. Be wary of oversimplifications. Allow students to contemplate the various factors that contributed to the Holocaust; do not attempt to reduce Holocaust history to one or two catalysts in isolation from the other factors that came into play.

4. Just because it happened does not mean it was inevitable.

Too often students have the simplistic impression that the Holocaust was inevitable. Just because a historical event took place, and it was documented in textbooks and on film, does not mean that it had to happen. This seemingly obvious concept is often overlooked by students and teachers alike. The Holocaust took place because individuals, groups, and nations made decisions to act or not to act. By focusing on those decisions, you gain insight into history and human nature and can better help your students to become critical thinkers.

5. Strive for precision of language.

Any study of the Holocaust touches upon nuances of human behavior. Because of the complexity of the history, there is a temptation to over-generalize and thus to distort the facts (e.g., “all concentration camps were killing centers” or “all Germans were collaborators”). Rather, you must strive to help your students clarify the information presented and encourage them to distinguish the differences between prejudice and discrimination, collaborators and bystanders, armed and spiritual resistance, direct orders and assumed orders, concentration camps and killing centers, and guilt and responsibility.

6. Make careful distinctions about sources of information.

Students need practice in distinguishing between fact, opinion, and fiction, between primary and secondary sources, and between types of evidence such as court testimonies, oral histories, and other written documents. Hermeneutics—the science of interpretation—should be called into play to help guide your students in their analysis of sources. Students should be encouraged to consider why a particular text was written, who wrote it, who the intended audience was, whether there were any biases inherent in the information, whether any gaps occurred in discussion, whether omissions in certain passages were inadvertent or not, and how the information has been used to interpret various events.

7. Try to avoid stereotypical descriptions.

Though all Jews were targeted for destruction by the Nazis, the experiences of all Jews were not the same. Simplistic views and stereotyping take place when groups of people are viewed as monolithic in attitudes and actions. How ethnic groups or social clusters are labeled and portrayed in school curricula has a direct impact on how students perceive groups in their daily lives. Remind your students that, although members of a group may share common experiences and beliefs, generalizations about them, without benefit of modifying or qualifying terms (e.g., ‘sometimes,’ ‘usually,’ ‘in many cases but not all’) tend to stereotype group behavior and distort historical reality. Thus, all Germans cannot be characterized as Nazis, nor should any nationality be reduced to a singular or one-dimensional description.

8. Do not romanticize history to engage students’ interest.

People who risked their lives to rescue victims of Nazi oppression provide useful, important, and compelling role models for students. However, given that only a small fraction of non-Jews

under Nazi occupation helped to rescue Jews, an overemphasis on heroic tales in a unit on the Holocaust can result in an inaccurate and unbalanced account of the history. Similarly, in exposing students to the worst aspects of human nature as revealed in the history of the Holocaust, you run the risk of fostering cynicism in your students. Accuracy of fact along with a balanced perspective on the history must be priorities for any teacher.

9. Contextualize the history you are teaching.

Events of the Holocaust and, particularly, how individuals and organizations behaved at that time, should be placed in historical context. The occurrence of the Holocaust must be studied in the context of European history as a whole to give students a perspective on the precedents and circumstances that may have contributed to it.

Similarly, study of the Holocaust should be viewed within a contemporaneous context, so students can begin to comprehend the circumstances that encouraged or discouraged particular actions or events. Frame your approach to specific events and acts of complicity or defiance by considering when and where an act took place, the immediate consequences to oneself and one's family of one's actions, the impact of contemporaneous events, the degree of control the Nazis had on a country or local population, the cultural attitudes of particular native populations historically toward different victim groups, and the availability, effectiveness, and risk of potential hiding places.

Students should be reminded that individuals and groups do not always fit neatly into categories of behavior. The very same people did not always act consistently as 'bystanders,' 'collaborators,' 'perpetrators,' or 'rescuers.' Individuals and groups often behaved differently depending upon changing events and circumstances. The same person who in 1933 might have stood by and remained uninvolved while witnessing social discrimination of Jews might later have joined up with the SA and become a collaborator or have been moved to dissent vocally or act in defense of Jewish friends and neighbors.

Encourage your students not to categorize groups of people only on the basis of their experiences during the Holocaust; contextualization is critical so that victims are not perceived only as victims. The fact that Jews were the central victims of the Nazi regime should not obscure the vibrant culture and long history of Jews in Europe prior to the Nazi era. By exposing students to some of the cultural contributions and achievements of 2,000 years of European Jewish life, you help them to balance their perception of Jews as victims and to better appreciate the traumatic disruption in Jewish history caused by the Holocaust.

10. Translate statistics into people.

In any study of the Holocaust, the sheer number of victims challenges easy comprehension. You need to show that individual people-families of grandparents, parents, and children-are behind the statistics and to emphasize that within the larger historical narrative is a diversity of personal experience. Precisely because they portray people in the fullness of their lives and not just as victims, first-person accounts and memoir literature provide students with a way of making meaning out of collective numbers and give individual voices to a collective experience. Although students should be careful about over-generalizing from first-person accounts such as those from survivors, journalists, relief workers, bystanders, and liberators, personal accounts help students get beyond statistics and make historical events of the Holocaust more immediate and more personal.

11. Be sensitive to appropriate written and audiovisual content.

One of the primary concerns of educators teaching the history of the Holocaust is how to present horrific images in a sensitive and appropriate manner. Graphic material should be used judiciously and only to the extent necessary to achieve the objective of the lesson. You should

remind yourself that each student and each class is different and that what seems appropriate for one may not be appropriate for all.

Students are essentially a ‘captive audience.’ When you assault them with images of horror for which they are unprepared, you violate a basic trust: the obligation of a teacher to provide a ‘safe’ learning environment. The assumption that all students will seek to understand human behavior after being exposed to horrible images is fallacious. Some students may be so appalled by the images of brutality and mass murder that they are discouraged from studying the subject further. Others may become fascinated in a more voyeuristic fashion, subordinating further critical analysis of the history to the superficial titillation of looking at images of starvation, disfigurement, and death. Though they can be powerful tools, shocking images of mass killings and barbarisms should not overwhelm a student’s awareness of the broader scope of events within Holocaust history. Try to select images and texts that do not exploit the students’ emotional vulnerability or that might be construed as disrespectful of the victims themselves.

12. Strive for balance in establishing whose perspective informs your study of the Holocaust.

Often, too great an emphasis is placed on the victims of Nazi aggression rather than on the victimizers who forced people to make impossible choices or simply left them with no choice to make. Most students express empathy for victims of mass murder. But it is not uncommon for students to assume that the victims may have done something to justify the actions against them and, thus, to place inappropriate blame on the victims themselves.

There is also a tendency among students to glorify power, even when it is used to kill innocent people. Many teachers indicated that their students are intrigued and, in some cases, intellectually seduced by the symbols of power that pervaded Nazi propaganda (e.g., the swastika and/or Nazi flags, regalia, slogans, rituals, and music). Rather than highlight the trappings of Nazi power, you should ask your students to evaluate how such elements are used by governments (including our own) to build, protect, and mobilize a society. Students should also be encouraged to contemplate how such elements can be abused and manipulated by governments to implement and legitimize acts of terror and even genocide.

In any review of the propaganda used to promote Nazi ideology-Nazi stereotypes of targeted victim groups and the Hitler regime’s justifications for persecution and murder-you need to remind your students that just because such policies and beliefs are under discussion in class does not mean they are acceptable. Furthermore, any study of the Holocaust should attempt to portray all individuals, especially the victims and the perpetrators of violence, as human beings who are capable of moral judgment and independent decision making.

13. Select appropriate learning activities.

Word scrambles, crossword puzzles, and other gimmicky exercises tend not to encourage critical analysis but lead to low-level types of thinking and, in the case of Holocaust curricula, trivialize the history. Thought-provoking learning activities are preferred, but even here, there are pitfalls to avoid. In studying complex human behavior, many teachers rely upon simulation exercises meant to help students ‘experience’ unfamiliar situations. Even when great care is taken to prepare a class for such an activity, simulating experiences from the Holocaust remains pedagogically unsound. The activity may engage students, but they often forget the purpose of the lesson and, even worse, they are left with the impression at the conclusion of the activity that they now know what it was like during the Holocaust. Holocaust survivors and eyewitnesses are among the first to indicate the grave difficulty of finding words to describe their experiences. It is virtually impossible to stimulate accurately what it was like to live on a daily basis with fear, hunger, disease, unfathomable loss, and the unrelenting threat of abject brutality and death. Because there are numerous primary source accounts, both written and visual, as well as survivors and eyewitnesses who can describe actual choices faced and made by individuals,

groups, and nations during this period, you should draw upon these resources and refrain from simulation games that lead to a trivialization of the subject matter.

14. Reinforce the objectives of your lesson plan.

As in all teaching situations, the opening and closing lessons are critically important. A strong opening should serve to dispel misinformation students may have prior to studying the Holocaust. It should set a reflective tone, move students from passive to active learning, indicate to students that their ideas and opinions matter, and establish that this history has multiple ramifications or them as individuals and as members of society as a whole.

Your closing lesson should encourage further examination of Holocaust history, literature, and art. A strong closing should emphasize synthesis by encouraging students to connect this history to other world events and to the world they live in today. Students should be encouraged to reflect on what they have learned and to consider what this study means to them personally and as citizens of a democracy.

A 5-Day Model for Teaching the Holocaust in High School Global History Classes

by Andrea Libresco

- 1. History of Anti Semitism:** Think of any hated group. What are the reasons people hate? Why were Jews hated? Connect specific to general reasons. Show a list of laws against Jews. Discuss actual percentage and number of Jews in Germany (less than 1%, or 500,000 Jews out of 60 million Germans).
- 2. Germany Between the Wars:** To whom did the Nazis appeal? Examine party platform and biographies of Germans to predict and understand who would have supported the Nazi party.
- 3. The “Final Solution”:** Look at ALL the stages, including the early laws, and the fact that many lives were lost (one and quarter million Jews were shot) prior to the death camps.
- 4. Testimony:** Can be in person or through writings or videotape. A particularly good video, and winner of best short documentary in 1995, is *One Survivor Remembers: The Gerda Weismann Klein Story*.
- 5. Your Issue:** Perhaps you want to focus on indifference using the Neimoller quote. If you wish to highlight altruism and the rescuers, the ADL’s *Courage to Care* 30 minute video is an excellent source.