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Teaching About The Holocaust

Paula Cowan, Henry Maitles



Teaching About The Holocaust:

Teaching the Holocaust Ian Davies, 2000-04-01 Offers a comprehensive treatment of Holocaust education blending introductory material broad perspectives and practical teaching case studies This work shows how and why pupils should learn about the Holocaust

Teaching and Studying the Holocaust Samuel Totten, Stephen Feinberg, 2009-11-01 Originally Published in 2000 by Allyn Ida E King Distinguished Visitor Professor of Holocaust Studies Richard Stockton College and Former Director of Research at the United States Holocaust Memorial Museum There are many scholars who are wont to criticize the teaching of the Holocaust Many journalists critique what they regard as kitsch or trendiness All critics of contemporary Holocaust education would do well to read this book One cannot fail to be impressed by the quality of its learning and the seriousness of its purpose It is a wonderful place for teachers to turn as they contemplate teaching the Holocaust an open invitation to learn more and teach more effectively Barry van Driel Coordinator International Teacher Education Anne Frank House Amsterdam Teaching and Studying the Holocaust is an invaluable resource for any teacher wanting to address the complex and sometimes overwhelming history of the Holocaust in the classroom The book offers a multitude of sensitive and responsible ways of dealing with the issue of the Holocaust It succeeds in showing teachers very clearly how the study of the Holocaust is not just a topic for history teachers but for teachers across the curriculum Dr Nili Keren Kibbutzim College of Education Tel Aviv Israel Teaching about the Shoah is one of the most complicated tasks for educators Indeed teaching and studying this history raises unprecedented questions concerning modern civilization and presents teachers and students with tremendous challenges Samuel Totten and Stephen Feinberg have created a volume that provides educators with essential information and new insights regarding the teaching of this history and in doing so they assist educators to face the aforementioned challenges head on Teaching and Studying the Holocaust does not make the task easier but it does make it possible Samuel Totten is currently professor of Curriculum and Instruction at the University of Arkansas Fayetteville Prior to entering academia he was an English and social studies teacher in Australia Israel California and at the U S House of Representatives Page School in Washington D C Totten is also editor of Teaching Holocaust Literature published by Allyn Bacon Stephen Feinberg is currently the Special Assistant for Education Programs in the National Institute for Holocaust Education at the United States Holocaust Memorial Museum With Samuel Totten he was co editor of a special issue Teaching the Holocaust of Social Education the official journal of the National Council for the Social Studies For eighteen years he was a history and social studies teacher in the public schools of Wayland MA

Teaching the Holocaust Michael Gray, 2015-05-15 Teaching the Holocaust is an important but often challenging task for those involved in modern Holocaust education What content should be included and what should be left out How can film and literature be integrated into the curriculum What is the best way to respond to students who resist the idea of learning about it This book drawing upon the latest research in the field offers practical help and advice on delivering inclusive and engaging lessons

along with guidance on how to navigate through the many controversies and considerations when planning preparing and delivering Holocaust education Whether teaching the subject in History Religious Education English or even in a school assembly there is a wealth of wisdom which will make the task easier for you and make the learning experience more beneficial for the student Chapters include The aims of Holocaust education Ethical issues to consider when teaching the Holocaust Using film and documentaries in the classroom Teaching the Holocaust through literature The role of online learning and social media The benefits and practicalities of visiting memorial sites With lesson plans resources and schemes of work which can be used across a range of different subjects this book is essential reading for those that want to deepen their understanding and deliver effective thought provoking Holocaust education **Teaching about the Holocaust** ,1995

Understanding and Teaching Holocaust Education Paula Cowan, Henry Maitles, 2016-12-05 The Holocaust is a controversial and difficult teaching topic that needs to be approached sensitively and with an awareness of the complex and emotive issues involved This book offers pragmatic pedagogical and classroom based guidance for teachers and trainee teachers on how to intelligently teach holocaust education in a meaningful and age appropriate way Key coverage includes Practical approaches and useful resources for teaching in schools Holocaust education and citizenship Holocaust remembrance as an educational opportunity How to explore the topic of anti semitism in the classroom Exploring international perspectives on holocaust education **Paths to Teaching the Holocaust** Tibbi Dubois, 2008-01-01 Paths to Teaching the Holocaust edited by Tibbi Dubois is an important new book It offers contributions by childhood middle and secondary teacher educators from various regions and universities in the continental United States The array of material is a strength of this unique book Some contributors write about ways in which they infuse existing courses with Holocaust materials while others focus on where and when to begin the education of their students with respect to genocide Curriculum and instruction are examined from the perspective of existing research Preparing oneself to teach the material and personal teaching style are presented in ways that will be helpful both to new and to experienced teachers and those interested in the kinds of questions embedded in this material Educators and others will see how events focused upon in the Holocaust are connected to violations of human rights and social justice committed during the period of National Socialism Readers are reminded of the approximate nature of knowledge when it is not born of lived experience and are invited to raise questions about the Holocaust and other genocides The varied nature of the chapters offers a platform for engaging in discourse likely to pique the interest of people who have limited experience with the topic and of those whose knowledge may be rich and of long standing Teachers often seek to bridge the gap between theory and practice and will find the References of each writer an invaluable resource The contents of Paths to Teaching the Holocaust will be useful to educators and others concerned with oppression human rights and social justice **Holocaust Education** E. Doyle Stevick, Deborah Michaels, 2017-10-02 Holocaust Education Promise Practice Power and Potential provides timely studies of some of the most pressing issues in

teaching and learning about the Holocaust around the world Europe is experiencing both anti Semitic attacks many by radicals claiming the banner of Islam and the resurgence of right wing movements that are openly hostile to minority rights particularly for marginalized and vulnerable groups like the Roma Sinti and Muslim refugees Can Holocaust education an encounter with the most extreme racial ideology to afflict the continent reduce violence and prejudice against Jewish and other minority groups The important studies in this volume address these and other pressing issues for the field including the progress of Central and Eastern European countries that experienced both Soviet hegemony and Nazi terror in grappling with the history of the Holocaust This book was originally published as a special issue of Intercultural Education **Think**

Higher Feel Deeper Mark Gudgel,2021 Approaching the Holocaust in your classroom can be a difficult often daunting task This practical guide for English and social studies teachers features lessons learned from the author s 17 years of experience teaching the subject in public schools as well as his work with the United States Holocaust Memorial Museum Using anecdotes and empirical data Gudgel offers advice for teaching the Holocaust in a way that is nuanced socially responsible and historically accurate He provides guidance on common challenges and questions teachers will encounter such as correcting misconceptions using films and discussing genocide with secondary students While World War II grows ever more distant in the past the lessons of the Holocaust are perhaps more relevant today than ever before It may never be easy to teach about the Holocaust but it can be done in ways that make it edifying and empowering rather than causing despair This approach is as important for educators as it is for their students Book Features Uses a conversational tone with classroom examples and actionable teaching advice Designed to make a difficult topic more accessible for teachers at all levels of experience Helps teachers think about best practices through a lens of inquiry pedagogy and personal experience Focuses on what the author believes would have been most helpful when he began teaching about the Holocaust Understanding and Teaching Holocaust Education Paula Cowan, Henry Maitles,2016-12-05 The Holocaust is a controversial and difficult teaching topic that needs to be approached sensitively and with an awareness of the complex and emotive issues involved This book offers pragmatic pedagogical and classroom based guidance for teachers and trainee teachers on how to intelligently teach holocaust education in a meaningful and age appropriate way Key coverage includes Practical approaches and useful resources for teaching in schools Holocaust education and citizenship Holocaust remembrance as an educational opportunity How to explore the topic of anti semitism in the classroom Exploring international perspectives on holocaust education

The Holocaust's Ghost F. C. DeCoste, Bernard Schwartz,2000-05 Numerous scholars explore the moral aesthetic and political outcomes of the Holocaust from the perspectives of various academic backgrounds including art literature political science education and history **The Holocaust and World War II** Wendy Koenig, Nancy Rupprecht, Nancy E. Rupprecht,2012-12-19 The Holocaust and World War II In History and In Memory is a thematic volume of nineteen articles based on papers presented at the 9th Middle Tennessee State University International Holocaust Studies Conference in

October 2009 It focuses on the connection between World War II and the Holocaust as it was lived as well as how it is remembered commemorated and taught It is interdisciplinary in terms of subject and content and it explores a variety of methodological approaches to the topic including historical analysis pedagogy oral testimony literary criticism and museology The volume features three articles written by the conference s featured speakers Two of them were authored by the keynote speaker internationally acclaimed historian Gerhard L Weinberg Arguably the world s foremost authority on WWII Weinberg is the author of *A World at Arms A Global History of World War II* and several other prize winning books He contributes *World War II A Brief History* and an article titled *Roosevelt Truman and the Holocaust* that evaluates the difficult decisions concerning the Holocaust made by two American presidents The second featured speaker Raffael Scheck author of *Hitler s African Victims The German Army Massacres of Black French Soldiers in 1940* contributes an article titled *Racial Hatred The German Army Massacres of Black French Soldiers in 1940* to this volume Scheck s essay places the experiences of these black French African prisoners of war into the broader context of the treatment of black people by the Nazis The remaining sixteen articles contributed by prominent scholars from North America Europe and Asia represent a broad spectrum of disciplines methodological approaches and points of view concerning the Holocaust and the Second World War The editors believe this anthology will be both an important acquisition for libraries and a useful tool for scholars teachers researchers and general readers interested in the World War II era as well as in the Holocaust

Holocaust Education 25 Years On Andy Pearce, Arthur Chapman, 2018-08-07 The year 2016 marked the twenty fifth anniversary of statutory teaching and learning about the Holocaust in English state maintained schools which was introduced with the first English National Curriculum in 1991 The year 2016 also saw the publication of the largest empirical research study on Holocaust education outcomes the UCL Centre for Holocaust Education s *What Do Students Know and Understand About the Holocaust* This book presents a systematic reflection on the outcomes of this quarter century of Holocaust education in England and the Centre s wider work to reflect on the forms and the limitations of children s knowledge about the Holocaust and of English Holocaust education resources These papers are then contextualised in two ways through papers that situate English Holocaust education historiographically and in England s wider Holocaust culture and through papers from America Switzerland and Germany that place the UCL Centre for Holocaust Education s findings in a wider and comparative perspective Overall the book presents unique empirical insights into teaching and learning processes and outcomes in Holocaust education and enables these to be theorised and explored systematically The chapters in this book were originally published as a special issue of *Holocaust Studies A Journal of Culture and History*

Teaching about the Holocaust Council of Europe, 2003-01-01 This publication reports on a European seminar held in Lithuania in April 2000 to discuss approaches to teaching about the Holocaust in schools and to identify good practice Topics discussed include historical consciousness the educator s attitude and approach the importance of motivation teaching about the Holocaust within a specific context or

environment and teaching constraints The seminar included four presentations on Jewish experiences in Lithuania the Warsaw Ghetto and the Breendonk concentration camp in Belgium as well as a discussion of Holocaust denial using the internet

The Guided Reader to Teaching and Learning History Richard Harris, Katharine Burn, Mary Woolley, 2013-10-15 The Guided Reader to Teaching and Learning History draws on extracts from the published work of some of the most influential history education writers representing a range of perspectives from leading classroom practitioners to academic researchers and highlighting key debates surrounding a central range of issues affecting secondary History teachers This book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms Each extract is accompanied by an introduction a summary of the key points and issues raised questions to promote discussion and suggestions for further reading to extend thinking Taking a thematic approach and including a short introduction to each theme the chapters include The purpose of history education Pupil perspectives on history education Assessment and progression in history Inclusion in history Diversity in history Teaching difficult issues Technology and history education Change and continuity Historical Interpretations Professional development for history teachers Aimed at trainee and newly qualified teachers including those working towards Masters level qualifications as well as existing teachers this accessible but critically provocative text is an essential resource for those that wish to deepen their understanding of History Education

Teaching the Shoah Zev Garber, Kenneth L. Hanson, 2022-11-16 Today more than 80 years after the Holocaust Shoah the events surrounding Hitler's campaign of murder have not receded into the distance but remain memorialized in multiple venues both scholarly and popular This volume is an anthological collection of essays and creative pieces showcasing the pedagogical issues related to the Nazi genocide It addresses the field of Shoah education featuring new and novel ways to promote awareness of the reality of the genocide as well as an understanding of the instrumentalities both philosophical and physical which drove and concretized it In addition to serious academic contributions this volume features a play a short story and a discussion of the use of educational video in an online environment It provides insight into the overarching question how can and should the Shoah be taught and what approaches can be utilized in sharing the most important lessons of this most unspeakable example of ethnic cleansing in human history

Teaching Controversial Issues in the Classroom Paula Cowan, Henry Maitles, 2012-02-16 A thorough exploration of the issues in teaching controversial issues in classroom drawing on international case studies sharing teachers and pupils experiences

Teaching Difficult History through Film Jeremy Stoddard, Alan S. Marcus, David Hicks, 2017-06-26 Teaching Difficult History through Film explores the potential of film to engage young people in controversial or contested histories and how they are represented ranging from gender and sexuality to colonialism and slavery Adding to the education literature of how to teach and learn difficult histories contributors apply their theoretical and pedagogical expertise and experiences to a variety of historical topics to show the ways that film can create opportunities for challenging conversations

in the classroom and attempts to recognize the perspectives of historically marginalized groups Chapters focus on translating research into practice by applying theoretical frameworks such as critical race theory auto ethnography or cultural studies as well as more practical pedagogical models with film Each chapter also includes applicable pedagogical considerations such as how to help students approach difficult topics model questions or strategies for engaging students and examples from the authors own experiences in teaching with film or in leading students to develop counter narratives through filmmaking These discussions of the real considerations facing classroom teachers and professors are sure to appeal to experienced secondary teachers pre service teacher education programs graduate students and academic audiences within education history and film studies Part and chapter discussion guides full references of the films included in the book and resources for teachers are available on the book s companion website www.teachingdifficulthistory.com

The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger, Lauren McArthur Harris, 2018-03-02 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day

We Survived the Holocaust Teacher's Guide Frank W. Baker, 2022-09-01 erasing an entire population Bluma Tishgarten Felix Goldberga dangerous history that if we do not heed the warning signs could very well be repeated

Teaching Difficult Histories in Difficult Times Lauren McArthur Harris, Maia Sheppard, Sara A. Levy, Wayne Journell, 2022 The purpose of this book is to amplify the stories of practitioners who have critically examined and reflected on their successes and challenges when planning and or teaching histories that they have identified as difficult Representing a wide range of educational contexts in the United States and in other countries practitioners K 12 teachers and museum educators voices and classrooms are at the center of each chapter These stories provide readers with rare examples of how teachers plan for teach and reflect on difficult histories

Teaching About The Holocaust Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has be more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Teaching About The Holocaust**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we shall delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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