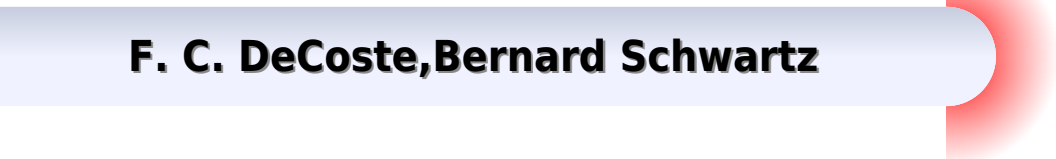




Teaching About The Holocaust

F. C. DeCoste, Bernard Schwartz



Teaching 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 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 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 *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 **Teaching about the Holocaust**, 1995 *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 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

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

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

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