



Teaching The Holocaust

**Mira Hirsch, Janet E. Rubin, Arnold
Mittelman**



Teaching 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 **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 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 **Understanding and Teaching the Holocaust** Laura Hilton, Avinoam Patt, 2020-07-21 Few topics in modern history draw the attention that the Holocaust does The Shoah has become synonymous with unspeakable atrocity and unbearable suffering Yet it has also been used to teach tolerance empathy resistance and hope Understanding and Teaching the Holocaust provides a starting point for teachers in many disciplines to illuminate this crucial event in world history for students Using a vast array of source materials from literature and film to survivor testimonies and interviews the contributors demonstrate how to guide students through these sensitive and painful subjects

within their specific historical and social contexts Each chapter provides pedagogical case studies for teaching content such as antisemitism resistance and rescue and the postwar lives of displaced persons It will transform how students learn about the Holocaust and the circumstances surrounding it

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

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Teaching and Learning Through the Holocaust Anthony Pellegrino, Jeffrey Parker, 2022-12-16 This book serves as a critical resource for educators across various roles and contexts who are interested in Holocaust education that is both historically sound and practically relevant As a collection it pulls together a diverse group of scholars to share their research and experiences The volume endeavors to address topics including the nature and purpose of Holocaust education how our understanding of the

Holocaust has changed and resources we can use with learners These themes are consistent across the chapters making for a comprehensive exploration of learning through the Holocaust today and in the future

Becoming a Holocaust Educator Jennifer Lemberg,Alexander Pope,2021 Experienced educators share how they conceive of Holocaust education as based in writing and inquiry This book offers reflections on how professional development helps guide teacher growth and success and examinations of the ways professional organizations and networks can support teachers trying to teach challenging content

Essentials of Holocaust Education Samuel Totten,Stephen Feinberg,2016-03-17 Essentials of Holocaust Education Fundamental Issues and Approaches is a comprehensive guide for pre and in service educators preparing to teach about this watershed event in human history An original collection of essays by Holocaust scholars teacher educators and classroom teachers it covers a full range of issues relating to Holocaust education with the goal of helping teachers to help students gain a deep and thorough understanding of why and how the Holocaust was perpetrated Both conceptual and pragmatic it delineates key rationales for teaching the Holocaust provides useful historical background information for teachers and offers a wide array of practical approaches for teaching about the Holocaust Various chapters address teaching with film and literature incorporating the use of primary accounts into a study of the Holocaust using technology to teach the Holocaust and gearing the content and instructional approaches and strategies to age appropriate audiences A ground breaking and highly original book Essentials of Holocaust Education will help teachers engage students in a study of the Holocaust that is compelling thought provoking and reflective

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

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 the Holocaust in School History** Lucy

Russell, 2006-08-17 If we expose students to a study of human suffering we have a responsibility to guide them through it But is this the role of school history This issue is the rationale behind teaching the Holocaust primarily historical moral or social Is the Holocaust to be taught as a historical event with a view to developing students' critical historical skills or as a tool to combat continuing prejudice and discrimination These profound questions lie at the heart of Lucy Russell's fascinating analysis of teaching the Holocaust in school history She considers how the topic of the Holocaust is currently being taught in schools in the UK and overseas Drawing on interviews with educationalists academics and teachers she discovers that there is in fact a surprising lack of consensus regarding the purpose of and approaches to teaching the Holocaust in history Indeed the majority view is distinctly non-historical there is a tendency to teach the Holocaust from a social and moral perspective and not as history This book attempts to explain and debate this phenomenon *Holocaust Education in Primary Schools in the Twenty-First Century* Claus-Christian W. Szejnmann, Paula Cowan, James Griffiths, 2018-07-09 This collection is the first of its kind bringing together Holocaust educational researchers as well as school and museum educators from across the globe to discuss the potentials of Holocaust education in relation to primary school children Its contributors are from countries that have a unique relationship with the Holocaust such as Germany Israel neutral Switzerland and Allied countries outside the UK Their research provides new insight into the diverse ways in which primary aged students engage with Holocaust education Chapters explore the impact of teaching the Holocaust to this age group school and museum teaching pedagogies and primary students' perspectives of the Holocaust This book will appeal to school and museum educators of primary aged students whose work requires them to teach the Holocaust Citizenship or Civics or Human Rights Education Since the turn of the twenty-first century there has been a transformation in school and museum based Holocaust education This book clearly demonstrates that primary education has been included in this transformation *Enacting History* Mira Hirsch, Janet E. Rubin, Arnold Mittelman, 2020-06-15 Enacting History is a practical guide for educators that provides methodologies and

resources for teaching the Holocaust through a variety of theatrical means including scripted texts verbatim testimony devised theater techniques and process oriented creative exercises A close collaboration with the USC Shoah Foundation I Witness program and the National Jewish Theater Foundation Holocaust Theater International Initiative at the University of Miami Miller Center for Contemporary Judaic Studies resulted in the ground breaking work within this volume The material facilitates teaching the Holocaust in a way that directly connects students to individual people and historical events through the art of theater Each section is designed to help middle and high school educators meet curricular goals objectives and standards and to integrate other educational disciplines based upon best practices Students will gain both intellectual and emotional understanding by speaking the words of survivors as well as young characters in scripted scenes and developing their own performances based on historical primary sources This book is an innovative and invaluable resource for teachers and students of the Holocaust it is an exemplary account of how the power of theater can be harnessed within the classroom setting to encourage a deeper understanding of this defining event in 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

Testimony, Tensions, and Tikkun Myrna Goldenberg, Rochelle L. Millen, 2011-10-01 The Holocaust was a cataclysmic upheaval in politics culture society ethics and theology The very fact of its occurrence has been forcing scholars for more than sixty years to assess its impact on their disciplines Educators whose work is represented in this volume ask their students to grapple with one of the grand horrors of the twentieth century and to accept the responsibility of building a more just peaceful world tikkun olam They acknowledge that their task as teachers of the Holocaust is both imperative and impossible they must teach something that cannot be taught as one contributor puts it and they recognize the formidable limits of language thought imagination and comprehension that thwart and obscure the story they seek to tell Yet they are united in their keen sense of pursuing an effort that is pivotal to our understanding of the past and to whatever prospects we may have for a more decent and humane future A Holocaust course refers to an instructional offering that may focus entirely on the Holocaust may serve as a touchstone in a larger program devoted to genocide studies or may constitute a unit within a wider curriculum including art literature ethics history religious studies jurisprudence philosophy theology film studies Jewish studies German studies composition urban studies or architecture It may also constitute a main thread that runs through an interdisciplinary course The first section of Testimony Tensions and Tikkun can be read as an injunction to teach and act in a manner consistent with a profound cautionary message that there can be no tolerance for moral neutrality about

the Holocaust and that there is no subject in the humanities or social sciences where its shadow has not reached The second section is devoted to the process and nature of students learning These chapters describe efforts to guide students through terrain that hides cognitive and emotional land mines The authors examine their responsibility to foster students personal connection with the events of the Holocaust but in such a way that they not instill hopelessness about the future The third and final section moves the subject of the Holocaust out of the classroom and into broader institutional settings universities and community colleges and their surrounding communities along with museums and memorial sites For the educators represented here teaching itself is testimony The story of the Holocaust is one that the world will fail to master at its own peril The editors of this volume and many of its contributors are members of the Pastora Goldner Holocaust Symposium Led since its founding in 1996 by Leonard Grob and Henry F Knight the symposium s scholars a group that is interfaith international interdisciplinary and intergenerational meet biennially in Oxfordshire England 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 THE HOLOCAUST Nicholas St. John Peters, 2023 The purpose of this study was to explore how teachers conceptualize and teach the Holocaust Although there were numerous studies on Holocaust education particularly on teachers approaches and practices there was little evidence regarding teachers conceptualization of the event and the ways it impacted their approach to teaching it in their classrooms In addition to examining their approach to teaching it this study carefully reviewed the state curricula and mandates on the topic mass marketed textbooks and other materials on the topic and teacher generated teaching materials learning guides and assessments to capture how teachers conceptualizations of the Holocaust were transmitted to their students Further it provided researchers with a comprehensive empirical analysis and contributed to increasing the scholarly literature on Holocaust education This study sought to address the following research questions How do three in service teachers conceptualize and teach the Holocaust How do the teachers define the event and narrate and frame the rationale for teaching it and its causes course stages consequences historical actors and lessons How did their conceptualization influence and inform their pedagogical decision making How did their conceptualization influence and inform their interpretation of

the curriculum This intrinsic collective case study triangulated data from interviews with teachers reviews of their materials and observations of their classes to provide an in depth and detailed view of the approaches three Pennsylvania Social Studies teachers took to teach about the Holocaust in their classroom This study additionally served as a tool for school districts and policy makers to best inform their future decision making regarding the types of pre and in service trainings teachers need to fully conceptualize and teach the Holocaust including their selection of powerful strategies and resources and assessments to cover the topic in a way that met all of the local and state standards while also covering the state s suggested pseudo mandate which hopefully led to more robust and enduring student learning

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Teaching The Holocaust Introduction

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