

## Holocaust as a social, historical and spiritual problem of contemporary world.

Holocaust study basing on visual methodological resources. (Centropa materials)

History lesson in the 12<sup>th</sup> form  
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**Subcompetences:** Adequate use of the historical terminology in written and oral utterances.

Critical use of information sources on the given topic. (Case study)  
 Participation in the activities aimed to promote national and general human values.

**Glossary:** Gulag, totalitarian regime, Nazism , genocide

**Jewish words glossary:** kosher food, Zionists, “Tarbut”

**Film about Holocaust:** Haia-Leia Detinko

**Teaching methods:**

- Brainstorming
- Pair work and group work
- Film demonstration
- The use of SINELG method during film demonstration
- Film discussion and knowledge consolidation. Writing a letter to Haia-Leia

Lesson stages	Teacher’s activity	Students’ activities
1. Brainstorming 5 min.	<p>Announces the lesson topic:  <i>What is Holocaust?</i>  <i>How could you characterize political repressions during the dictatorial regimes?</i>  <i>Is the history of Holocaust important to be studied today? Why?</i></p> <p>The teacher asks students to analyze the following quotations:  <i>“Thou shalt not be a victim, thou shalt not be a perpetrator, but, above all, thou shalt not be a bystander.”</i>  <i>— Yehuda Bauer</i>  <i>“Study of the Holocaust issues is a litmus test, which determines the level of democracy in a country.”</i>  <i>V. Havel</i></p>	Work together with the teacher, use the previously studied information, explain the meaning of the quotes.
2. Understanding the meaning 25 min.  Film demonstration 15 min.	<p>Group work with glossary terms.            Each group works with 2 terms. The task is to define the word with the use of encyclopedia.  <i>Gulag,</i>  <i>Totalitarian regime,</i>  <i>Nazism ,</i>  <i>Genocide</i>  <i>Kosher food,</i>  <i>Zionists,</i>  <i>“Tarbut”</i></p> <p>The teacher explains the use of the cards that need to be completed during the film demonstration. (Attachment 1)</p> <p>The teacher explains that the film is based on the personal story of a Jewish woman who faced Totalitarian Regime.            How did the politics of the country change the lives of the people? Ask this question before the film demonstration.</p>	<p>The students get in groups of 4. Each group is working with 2 terms. They read the terms and explain their meaning.</p> <p>Students fill in the cards during the film demonstration.</p>
3. Reflexion	After the film demonstration the teacher needs to give	Students express their

10 min.	<p>the students some time in order to return to the learning atmosphere and concentrate on the discussion. Questions:</p> <p>What kind of emotions did the film provoke?</p> <p>What episode was the most important in the life story of the woman? What helped Haia-Leia to survive during WWII and Stalinist Repressions?</p> <p>Which part of the film impressed you most of all?</p> <p>In what way did this life story change your personal life views?</p> <p>What changed in your understanding of political regimes after you watched this film?</p>	<p>opinions.</p> <p>They put down the facts from the film that they were aware about, new information and questions they would like to ask Haia-Leia.</p>
4.Conclusion 5 min.	<p>The teacher summarizes the lesson, speaks about the importance of this theme, offers to write an essay.</p>	<p>Topic of the essay: A letter to Haia-Leia. “There is no such thing as the other’s pain...”</p>

### Attachments

Chart № 1

(+) – Information that I have already known	(*) – New information	(?) – Information I would like to find out

### Glossary:

**Kosher food – clean food. As a rule people could buy it in kosher Jewish shops.**

**Tarbut – Jewish summer camp.**

**Zionism** is the national movement of the Jewish people that supports the re-establishment of a Jewish homeland in the territory defined as the historic Land of Israel(roughly corresponding to Palestine, Canaan or the Holy Land). Zionism emerged in the late 19th century in Central and Eastern Europe as a national revival movement, in reaction to anti-Semitic and exclusionary nationalist movements in Europe.

**N.B. The lesson plan was discussed and elaborated during the group work together with the following teachers:**

**Bitca Anna**

**Corneiciuc Inga**

**Lilia Dodu**