

The Roots and Impact of Anti-Semitism

Teaching Holocaust and Human Behavior

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

History lesson and English Lesson in the IXth 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.

Film about Holocaust: The Story of Tamara Koblik

Teaching methods:

- Brainstorming
- Pair work and group work
- Film demonstration
- The use of SINELG method during film demonstration
- Film discussion and knowledge consolidation.

Essential Questions

What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?

Guiding Questions

1. What is antisemitism, and how has it impacted Jews in the past and today?
2. What are the consequences when a “single story” is used to exclude a group of people from a society’s universe of obligation?

Learning Objectives

1. Students will be able to explain how anti-Judaism developed into antisemitism in the nineteenth century.
2. Students will consider the present-day implications of longstanding patterns of discrimination and violence against Jews.

Overview

In the previous lesson, students examined the concept of race and learned how it was created by society in order to justify unequal power and status between different groups. This lesson continues the study of “We and They” in the Facing History scope and sequence by introducing *antisemitism*, another historical example of how humans have created “in” groups and “out” groups. Students will explore the long history of hatred and discrimination against Jews, and they will see how anti-Judaism, a religious prejudice, was transformed in the nineteenth century into antisemitism, a form of racism. Learning about the development of antisemitism will provide students with important context for the worldview of the Nazis. It will also help students recognize and understand the impact of stereotypes and myths about Jews that persist today.

A note on terms:

1. The term *anti-Judaism* refers to religious prejudice against Jews before the historical emergence of the concept of race.
2. The word *Semitic* does not actually refer to a group of people. It is not a “race” but rather a linguistic term that refers to a group of languages traditionally spoken in the Middle East and parts of Africa, including Amharic, a language spoken in Ethiopia, as well as Hebrew and Arabic. Because there is no such thing as a Semitic race, Facing History and Ourselves uses the alternate spelling *antisemitism*

Lesson stages	Teacher’s activity	Students’ activities
<p>1. Lead-in</p> <p>Brainstorming 5 min.</p>	<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>“Life can only be understood backwards; but it must be lived forwards.”</i> - Søren Kierkegaard <i>“ This world of ours must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect. “</i> -Dwight D. Eisenhower <i>“To forget a Holocaust is to kill twice”</i> -Elie Wiesel</p>	<p>Work together with the teacher, use the previously studied information, explain the meaning of the quotes.</p>
<p>2. Realization of the Meaning</p> <p>25 min.</p>	<p>Group work with glossary terms. Each group works with 2 terms. The task is to define the word with the use of encyclopedia.</p> <p><i>Antisemitism</i> <i>Anti-Judaism</i> <i>Aryan</i> <i>Marginalizae</i> <i>Gulag,</i> <i>Totalitarian regime,</i> <i>Nazism ,</i> <i>Genocide</i></p> <p>Add these words to your Word Wall, if you are using one for this unit, and provide necessary support to help students learn these words as you teach the lesson.</p> <p>Teacher reads the poem “Difference” by Annie Leptak and after students are asked to complete the quiz based on the poem.</p> <p><i>Difference</i> The color of one’s skin, Doesn’t tell what’s within.</p> <p>The color of one’s hair, Won’t tell you what’s there.</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</p>

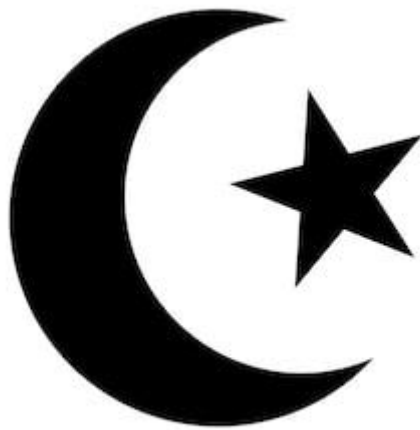
<p>Film demonstration 15 min.</p>	<p>No-one's quite the same, So why give the Jews the blame ?</p> <p>Nazi's weren't superior, Nor the Jewish inferior.</p> <p>Let peace be the sequel, Because God created us all equal. (By Annie Leptak)</p> <p>The teacher explains that the film is based on the personal 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>cards during the film demonstration.</p>
<p>3. Reflexion 10 min.</p>	<p>After the film demonstration the teacher needs to give the students some time in order to return to the learning atmosphere and concentrate on the discussion. Questions: What kind of emotions did the film provoke? What episode was the most important in the life story of the woman? Which part of the film impressed you most of all? In what way did this life story change your personal life views? What changed in your understanding of political regimes after you watched this film? ❖ Then the students are asked to speak about the meaning of the symbols (see Appendix)</p>	<p>Students express their opinions. They put down the facts from the film that they were aware about</p>
<p>Assessment 5 min.</p>	<p>The teacher summarizes the lesson, speaks about the importance of this theme What did you learn in this lesson about the history and impact of antisemitism that you think everyone should know? In a one-page writing assignment, list three facts, ideas, or events you learned about in this lesson, and for each one, explain why you think it is important for others to know about it.</p>	
<p>4. Extension</p>	<p>Further Reading For a deeper and more detailed exploration of the history of anti-Judaism and antisemitism, you can substitute the resources below for the reading Overview of Anti-Judaism and Antisemitism. The readings in Holocaust and Human Behavior and videos listed below also include connection questions for additional discussion and reflection:</p> <ol style="list-style-type: none"> 1. The readings Anti-Judaism before the Enlightenment and From Religious Prejudice to Antisemitism in <i>Holocaust and Human Behavior</i> 2. The videos The Ancient Roots of Anti-Judaism and Antisemitism from the Enlightenment to World War I 	

Attachments

Chart № 1

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

Appendix 1



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