

Author: Rudenko Yuliia, Candidate of Historical Sciences, Associate Professor of Social Sciences and Humanities Kyiv Cooperative Institute of Business and Law

Agerange: pupils of 10th – 11th grades (the I course of the institute)

Topic: Regardless of Destiny. A Human in the Midst of Totalitarianism (based on film and interview of Centropa with «Haya Leia Detinko»)

Purpose: to introduce the life path of Haya Leia to pupils; to analyze of hard life situations of the girl in the midst of totalitarian state, the USSR; to deepen the pupils' knowledge about the Holocaust during the Second World War; to cultivate tolerance, multiculturalism and respect of other nations; to teach pupils sympathy, critical and conscious attitude towards the history of their own nation and other nations of the world; to promote the awareness of historical heritage and facilitate forming of an individual attitude towards it, to teach pupils to understand common human values and honor the memory of Holocaust victims.

Equipment: a multimedia board, a laptop, a map, «Crimes of Totalitarian Regimes» book exhibition, drawings, a bag with belongings.

Teacher: Horrible and inhumane phenomenon, which took place during 1933 – 1945, was named The Holocaust. It resulted in the coldblooded execution of about one third of the Jewish population, and a great number of other minorities, caused by hatred and fanaticism, zealous racism and humiliating prejudice, which prevailed at that time in Nazi Germany. Being a totalitarian state, the Soviet Union also persecuted and victimized Jewish population during the pre-war, war, and post-war periods.

Brainstorming. Do you know any other examples of mass killings executed under the auspices of the machinery of government? Name other genocides in human history.

Today, we will get to know the hard life of a girl from Rivne, Haya Leia Detinko, who managed to survive amidst those atrocities, and whose life cannot be called happy at all.

Utilizing the map: Show Ukraine and Poland on the map. What was common for the countries before the Second World War? Which country did Rivne belong to?

The teacher provides the statistics on the Jewish population in Rivne.

Assignment for the groups (on the board): After watching the first part of the film «Haya Leia Detinko», answer the following questions:

1. What kind of family did the girl live in? What national and religious customs and holidays did you learn about?
2. Did the girl consider herself happy before the war broke out? What kind of challenges did she face?
3. What youth organization was Haya Leia in? On the map, show the country which the heroine's sister moved to.

Watching the first part of the film (0 – 5.10 min.). Answering the questions.

The family album contains a few photographs of childhood. Now we will try to reproduce several episodes from the girl's childhood (A sketch based on the interview with Haya Leia Detinko, chapter «My Childhood», chapter «Our Religious Life»).

Watching the second part of the film (5.10 – 10.35 min.)

Working with the plot of the second part of the film:

1. On the map, show the border line between Germany and the USSR after the events of August – September 1939. What country did Rivne belong to?

2. Analyze the changes that occurred after the soviets took over the Western Ukraine.
3. What crimes against humanity took place in the region? Who and by means of whom committed those crimes? How a society in which such crimes are committed in the name of authorities can be characterized?
4. What are the characteristic features of totalitarian regime? How did it affect Haya Leia's life?

«The Way to Obscurity» technique. Demonstrating the bag with belongings.

Teacher: What feelings, in your opinion, did the girl have while being transported by train into obscurity?

Familiarizing with «How to Work with an Interview» memorandum.

Working with the interview (chapters «My Confinement», «And then the War Began»):

1. On the map, show Haya Leia's deportation rout.
2. What helped her survive and preserve life values amidst terror and violence?
3. A fragment: *«The rail way was constantly bombed from the air but we managed to survive. Every time the air raid siren could be heard, unsupervised Ukrainians from other cars would jump off the train and run for their lives. We could not flee, as we were guarded».* Who was guarded more thoroughly, Ukrainian or Jewish prisoners? What kind of fate do civilians of any country involved in a war have?

Watching the third part of the film (10.35 – 13.45 min.).

Pupil's report on the way the soviet authorities treated Jewish population after the Second World War.

Teacher:

1. Was there any pressure on the heroine from the authorities? In what way?
2. What human values were violated? What was the official policy of the authorities regarding this violation?
3. Give examples of present day instances of violence and violation of national rights.

Teacher: Totalitarian regime creates extreme conditions for the humanity. With such conditions in place, a person's standpoint, his/her belief in the absolute value of human life becomes one of the most crucial aspects of existence.

Majority of international agreements designed to protect an individual person and humanity in general were adopted after the Second World War.

What is the reason for that in your opinion?

Awareness of vulnerability of an individual person or a group of people in the face of the state was formed during the acknowledgement of the atrocities of the Second World War and the Holocaust, their absolute inability to legally prevent those crimes.

Conclusion:

1. What did you learn during today's lesson?
2. What feelings did you have? Explain.
3. Do you think those feelings are important? Why?
4. How can you apply this in your life?
5. What was the degree of totalitarianism in the country?
6. What is peculiar about a person's conditions in such a state?

7. Is it easy to choose between being a cog in the machine of totalitarianism and being a rebel against the trampling up on human values?