

**Integrated lesson  
in History and Civic Education  
10-11 grades (2 hours)  
"The Jewish quarter.  
Remember. Do not repeat"**

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**Integrated lesson**  
**in History and Civic Education**  
**10-11 grades (2 hours)**

**Topic. "The Jewish quarter. Remember. Do not repeat"**

**Purpose: to reveal** the essence of the anti-Jewish measures established by the Nazis;  
**to prove** that anti-Semitism and the Holocaust were a total denial of human rights from the point of view of the modern concept of human rights;  
**to form** informational and axiological competence;  
**to develop** students' critical thinking, namely:

to improve the ability to work with various sources of knowledge,  
to select, synthesize and analyze the necessary information, establish cause-and-effect relationships, draw conclusions based on what was heard and seen;  
**to cultivate** a sense of historical and individual memory, empathy, human dignity and the desire to protect human rights.

**Lesson type:** travel- lesson.

**Intersubject links:** "World History", "Civic Education".

**Equipment:** information cards, photo materials, "Universal Declaration of Human Rights", sheets of paper, markers.

**Total time:** 2 by 45 minutes.

**Resource:** <https://november1938.at/en/>.

**Centropa resource:** <https://www.kindertransport.centropa.org/austrian-stories>.

**Basic concepts:** Nazi regime, anti-Semitism, concentration camp, ghetto, Holocaust, human rights, discrimination.

**Main dates:** 1933-1945 - the Nazi regime in Germany,  
November 9, 1938 – Crystal Night,  
1948 - the proclamation of the "Universal Declaration of Human Rights".

## Course of the lesson

**Epigraph:** *"All people are born free and equal in dignity and rights".*

"Universal Declaration of Human Rights"

### **I. Organizational moment of the lesson.**

### **II. Motivation of educational activity.**

**1. The teacher.** We hold the "Universal Declaration of Human Rights" in our hands.

Is the issue of human rights relevant today?

### **2. Notification of the topic, goal, lesson plan.**

Plan

1. Journey through the Jewish quarter.
2. Crystal Night.
3. Anti-Semitism through the prism of personal stories.
4. The main lesson of the Holocaust.

**3. Questions to students.** Based on the above, what are your expectations for the lesson?

### **4. Students will be able to:**

- characterize the essence of anti-Jewish discriminatory measures;
- understand the origins, tragedy and lessons of the Holocaust;
- argue and defend one's position regarding the protection of human rights.

### **5. Notification of the epigraph of the lesson.**

How do you think the first article of the Universal Declaration of Human Rights can relate to the topic of the lesson?

### **III. Update of basic knowledge.**

#### **Conversation:**

- What do you know about human rights?

- Give examples of human rights.
- Has there always been a guarantee, understanding and observance of human rights?
- When was the "Universal Declaration of Human Rights" adopted?

**Work with the document.** Find in the Preamble of the "Universal Declaration of Human Rights" an explanation of the reasons for its adoption? (Appendix 1).

**Teacher** In order to make sure "that contempt and neglect of human rights led to barbaric acts", I invite you to take an imaginary trip through the Berlin Jewish quarter. (Appendix 2).

#### **IV. Formation of subject competencies of students.**

##### **1. Journey through the Jewish quarter.**

**The teacher** informs the students about special information boards on the streets of Berlin. We offer students to familiarize themselves with the photo materials and determine:

1. What can the images on the plates mean?
2. What does the text material on the tablets indicate?
3. What characteristic features of Nazi policy are we talking about?

**Practical work.** The teacher places the cards with discriminatory measures against the Jews of 1933-1945 (Appendix 3) in a chaotic order on the floor or on several desks connected in one long row.

Tasks for students:

1. Arrange the cards in chronological order (collective work).
2. Each student chooses 3 cards, determines what they have in common and names the key word.

**Conclusion.** The main ideological components of Nazi policy towards Jews: discrimination, racism, segregation, anti-Semitism.

##### **2. Crystal Night.**

**A group of students** had an **anticipatory homework assignment:**

- use the **Centropa** resource: <https://november1938.at/en/>

- develop and present the "Crystal Night" event:

**"Historian"** with the help of historical reference;

**"Photographer"** using a photo;

**"Journalist"** through witness statements.

### **Students presentations.**

**Conclusion.** The pogroms of Crystal Night marked the transition from discrimination against German Jews that began in 1933 to a policy of systematic persecution that grew into the Holocaust of European Jews in Nazi-occupied territories.

### **3. Anti-Semitism through the prism of personal stories.**

#### **Dictionary work.**

**Anti-Semitism** is one of the forms of national and religious intolerance, which is expressed in a hostile attitude towards Jews - from contempt in everyday life, legal discrimination to genocide, Jewish pogroms.

#### **Task:**

- use **the Centropa** resource: <https://www.kindertransport.centropa.org/austrian-stories>

**Work in groups.** We form 3 groups: "Hannah", "Lily", "Kitty". The groups are working on the electronic resource "Children's transport. Three stories from Austria".

**"Hannah" group.** Determine the key moments of Hannah Fisher's story, features of the story of salvation.

**"Lily" group.** Identify the key moments of Lily Tauber's story, features of the story of salvation.

**"Kitty" group.** Determine the key points of the story of Kitty Suschny, features of the story of salvation.

#### **Group presentations.**

#### **Discussion:**

- How did specific historical events affect the fate of these girls?

- What similar points unite all three testimonies?
- What impressed you the most in these testimonies?

**Conclusion.** When the city of Mozart and Beethoven became a city of murderers and beasts, it is also about anti-Semitism.

#### **4. The main lesson of the Holocaust.**

**The teacher's story.** Do you think the Jews had a chance to defend themselves at that time? From humiliation, discrimination, contempt? Were there any laws that stated that killing people en masse is a crime for which a person will be held criminally responsible? Could he end up behind bars? Can get a death sentence? Did the executors of Nazi programs think about their personal responsibility? It turns out that the state has become a violator and degrades the dignity of individuals at the legislative level. Let's emphasize: the relationship between **the State** and **the Person**. **The person** is powerless and unprotected; the **state** is arbitrary and dominant. From the violation of Jewish rights since the Nazis came to power, to mass extermination during the Holocaust. Thus, numerous murders during the Second World War became natural. After such a tragedy, it became necessary to take measures to prevent the recurrence of such events as the Holocaust.

#### **Drawing on the board.**

1948

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**The person** is powerless and unprotected

**The state** has no restrictions.

On December 10, 1948, the progressive world community adopted the "Universal Declaration of Human Rights" - a document that spelled out the human rights of planet Earth. A total of 30 articles. The UN has come to the opinion that it is necessary to protect a person from the arbitrariness of the state. Every person from birth has a list of human rights declared in the "Universal Declaration of Human

Rights". It is important to remember that human rights are natural, inalienable and universal.

Let's return to our drawing on the board.

1948

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**The person** is without rights and unprotected

**The person** has human rights ("Universal declaration of human rights")

**The state** has no restrictions.

**The state** is limited by the availability of rights of the person.

**Discussion questions** for the diagram on the board.

- What is the difference between the State-Person relationship before and after 1948?

**Conclusion.** The Holocaust, one of the most terrible tragedies in the history of mankind, which broke the foundations of civilization, became the reason for the emergence of the modern concept of human rights.

## **V. Reflection.**

1. Compare the measures taken by the Nazis against the Jews with the articles of the "Universal Declaration of Human Rights" and identify violations of human rights.
2. Make a **senkan** for the concept of "Anti-Semitism".

### **Anti-Semitism**

Hostile, contemptuous

Destroys, denies, humiliates

Anti-Semitism is a violation of human rights

Discrimination

3. Is the topic of the lesson "Jewish Quarter. Remember. Do not repeat"? What should we remember? What can not be repeated?

4. Ukrainians name freedom (84% as the main value), justice (73%) and security (64%) as key values for human rights. The top five most important values also include dignity (60%) and responsibility - 57%. This is followed by equality - almost 57% and free personal development - 53%. What values are the essence of the lesson?

**VI. Homework.** Create a poster dedicated to International Human Rights Day and share it among friends on social networks.

## **Appendix 1.**

### **Universal Declaration of Human Rights (excerpt)**

#### **Preamble**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people, Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law, Whereas it is essential to promote the development of friendly relations between nations, Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom, Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms, Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

**Now, therefore, The General Assembly,**

#### **Proclaims this**

Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

#### **Article I**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

#### **Article 2**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person

belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

### **Article 3**

Everyone has the right to life, liberty and the security of person.

### **Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

### **Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

### **Article 6**

Everyone has the right to recognition everywhere as a person before the law.

### **Article 7**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

### **Article 8**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

### **Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

### **Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

### **Article 11**

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

### **Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

### **Article 13**

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

### **Article 14**

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

### **Appendix 2. Berlin's Jewish quarter (author's photo)**

### **Appendix 3. Cards with discriminatory measures against Jews from 1933-1945**

- \* **Jews are not allowed to have pets.**  
15.05.1942
- \* **Jews are forbidden to buy newspapers and magazines.**  
17.02.1942
- \* **Jews no longer receive eggs on cards.**  
22.06.1942
- \* **No milk for Jews.**  
10.07.1942
- \* **Poles and Jews are forbidden to testify in court against Germans.**  
07.08.1942
- \* **Jews no longer receive cigarettes or cigars.**  
11.06.1942
- \* **In bakeries and pastry shops, there are signs indicating that cakes and pastries are not sold to Jews and Poles.**  
14.02.1942
- \* **Jewish children are only allowed to use public transport if their school is more than 5 kilometers from home.**  
24.03.1942
- \* **All Jews must be engaged in forced labor.**  
04.03.1941

- \* Jews may be evicted from the apartments they occupy without reason and without prior warning. They can be forcibly sent to so-called "Jewish homes".  
30.04.1939
- \* Prohibition on professions for Jews - dentists, dental technicians, pharmacists, persons without medical education who had the right to engage in medical activities, and orderlies.  
17.01.1939
- \* Ban on private practice for veterinarians of Jewish origin.  
03.04.1936
- \* General ban on the profession.  
17.01.1939
- \* Jews are no longer allowed soap and shaving cream.  
26.06.1941
- \* All Jews over the age of 6 are required to wear a yellow star with the signature "Jew".  
01.09.1941
- \* Telephone numbers belonging to Jews will be disconnected by post.  
29.07.1940
- \* The use of pay phones is prohibited.  
21.12.1941
- \* Jewish children are not allowed to attend public schools.  
15.11.1938
- \* Ban on visiting any schools.  
20.06.1942
- \* Jews are allowed to use public transport only on the way to work.  
13.09.1941
- \* Total ban on use.  
24.04.1942
- \* Jews are prohibited from using ticket machines.  
26.06.1942
- \* Jews are prohibited from using library services.  
02.08.1941
- \* Jews are forbidden to buy books.  
09.10.1942
- \* To move to another apartment, Jews must have a police permit.  
18.09.1941
- \* During rush hours, Jews are prohibited from using public transport. They can sit only when there are no standing passengers.  
18.09.1941
- \* Berlin Jews are allowed to buy groceries only between 4 and 5 in the evening.  
04.07.1940
- \* Jews no longer receive clothing cards.  
January 1940
- \* Prohibition on receiving products made of fur and wool.  
January 1942
- \* Jews must hand over their radios.  
23.09.1939
- \* Jews are forbidden to leave their apartments after 8 o'clock in the evening (after 9 o'clock in the summer).  
01.09.1939
- \* Jews are forbidden to be in certain areas of Berlin.  
03.12.1938
- \* Jewish midwives are not allowed to practice the profession.  
21.12.1938
- \* Jews are forbidden to visit saunas and swimming pools.  
03.12.1938

- \* Driver's licenses and documents for other means of transportation issued to Jews are recognized as invalid and must be returned.  
03.12.1938
- \* Jewish publishing houses and bookstores must be liquidated by the end of the year.  
December 1938
- \* Jews no longer have the right to engage in retail or wholesale trade.  
12.11.1938
- \* Jewish passports are stamped with the letter "J". The passports of Jews whose emigration is undesirable are withdrawn.  
05.10.1938
- \* Jews are prohibited from visiting cinemas, theaters, opera and concerts.  
12.11.1938
- \* Jewish artisans are prohibited from independent entrepreneurial activity.  
12.11.1938
- \* Organized arrests at workplaces and deportation.  
26.03.1943
- \* Jews are obliged to hand over electrical and optical devices, bicycles, typewriters and gramophone records that they own.  
12.06.1942
- \* The distribution of meat, meat products and other foodstuffs to the Jews is stopped.  
18.09.1942
- \* Journalists must present proof of Aryan origin for themselves and their spouse up to and including 1800.  
15.04.1936
- \* Marriages and extramarital relations between representatives of German blood and Jews will be punished by prison. Marriages concluded despite this prohibition are considered invalid.  
15.09.1935
- \* Jews are excluded from the All-German Chess Union.  
09.07.1933
- \* Jews are excluded from the Choral Society.  
16.08.1933
- \* Jews are not admitted to the newly established United German Automobile Club.  
01.10.1933
- \* Genetics and racial studies become compulsory subjects for exams in all schools.  
13.09.1933
- \* Jews are not allowed to visit the beach in Wannsee.  
22.08.1933
- \* Lawyers and notaries of Jewish origin are prohibited from working in the legal sphere of Berlin in the future.  
18.03.1933
- \* Judges of Jewish origin are suspended from work.  
31.03.1933
- \* All district councils of the city of Berlin are ordered to immediately dismiss Jewish teachers from working in municipal schools.  
01.04.1933
- \* It is forbidden for children of Aryan and non-Aryan origin to play together.  
April 1933
- \* Jews are excluded from sports and gymnastics clubs.  
25.04.1933
- \* Jewish officials are dismissed from public service.  
07.04.1933
- \* A German film will be considered a film made in Germany by German citizens of German origin.

- 28.06.1933**  
 \* Jewish musicians are forbidden to work in their specialty.
- 31.03.1935**  
 \* Ban on the profession for actors and actresses of Jewish origin.
- 05.03.1934**  
 \* Jewish writers are prohibited from any writing or literary activity in Germany.
- March 1935**  
 \* Jews, sellers of art objects and antiques are prohibited from practicing their profession. They must liquidate their business within four weeks.
- 1935**  
 \* Dismissal of postal workers married to Jewish women.
- 08.06.1937**  
 \* Jews are forbidden to receive a degree.
- 15.04.1937**  
 \* Jews cannot be members of the German Red Cross.
- 01.01.1938**  
 \* Only decent citizens of German blood or close to it have the right to be owners of garden plots.
- 22.03.1938**  
 \* Jewish doctors are prohibited from practicing medicine.
- 25.07.1938**  
 \* All Jewish men must add the name "Israel" to their name, and all Jewish women must add the name "Sarah".
- 17.08.1938**  
 \* Apartments where Jewish families live must be marked with a "Jewish star".
- 26.03.1942**  
 \* Jews are allowed to use public transport only if their work is more than 7 kilometers away from home.
- 24.03.1942**

### List of used sources and literature

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