

Teaching Holocaust History:

Principles of Methodology at Yad Vashem

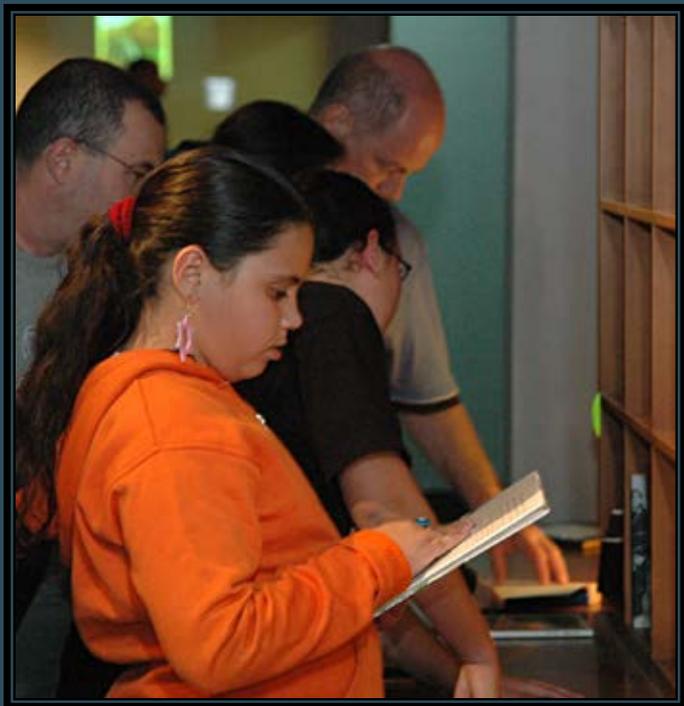
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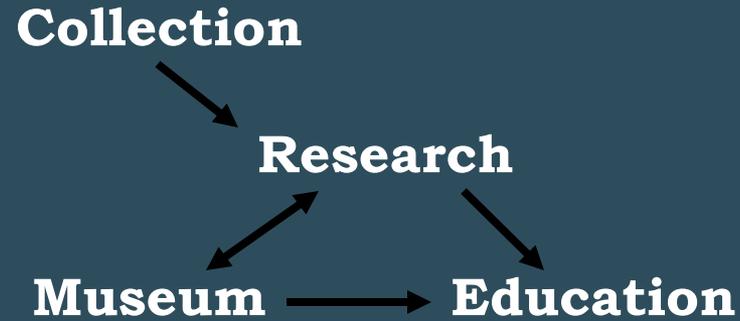


The Holocaust as a Paradigm

As outlined in the Stockholm Declaration (2000): The Holocaust is considered to be the paradigmatic genocide of human history in its scope, scale, and totality.



Yad Vashem: A Mountain of Remembrance



A unique location that fosters cooperation and reinforcement between archives, researchers, libraries, the publishing division, the historical museum, and the International School for Holocaust Studies.



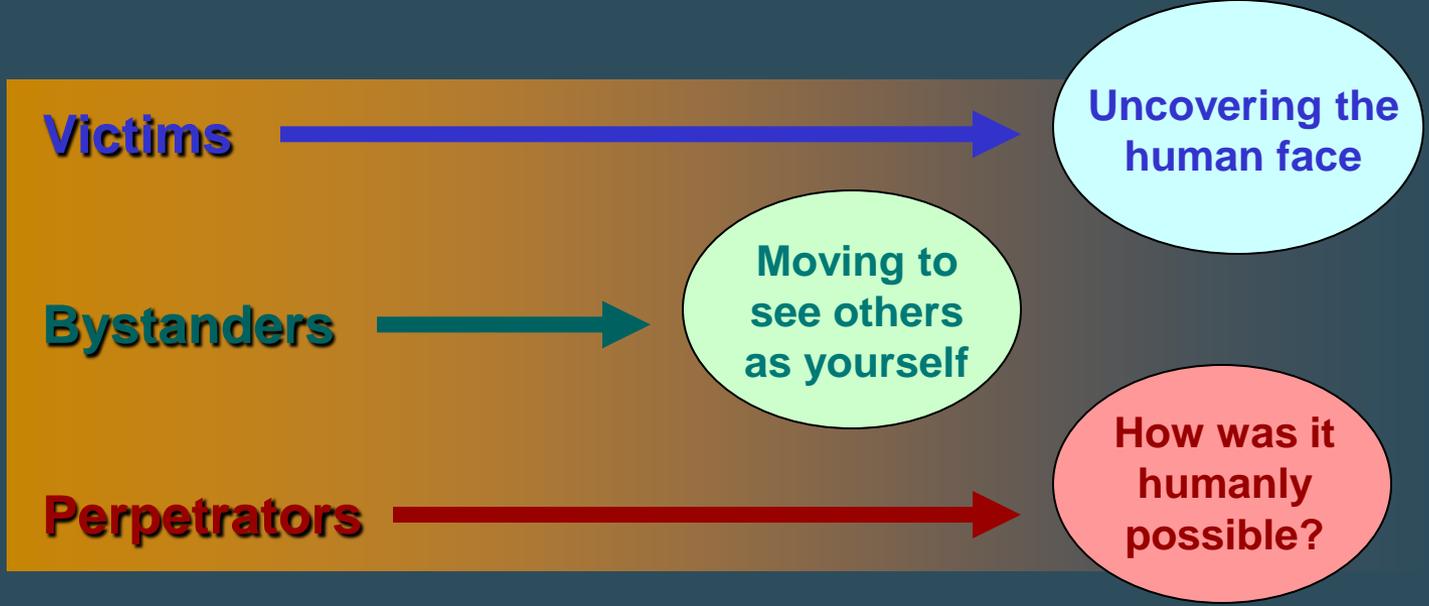
The International School for Holocaust Studies at Yad Vashem

- Established in 1993, a unique institution in the world
- Mission: Enrich knowledge of educators & provide pedagogical guidelines
- Interdisciplinary and multi-faceted approach to Holocaust education
- More than 100 staff members develop programs and resources for different audiences



Educational Approaches of Yad Vashem

- Focus on life before, during and after the Holocaust
- Emphasis on personal stories in addition to the historical narrative
- Interdisciplinary and age-appropriate methodology

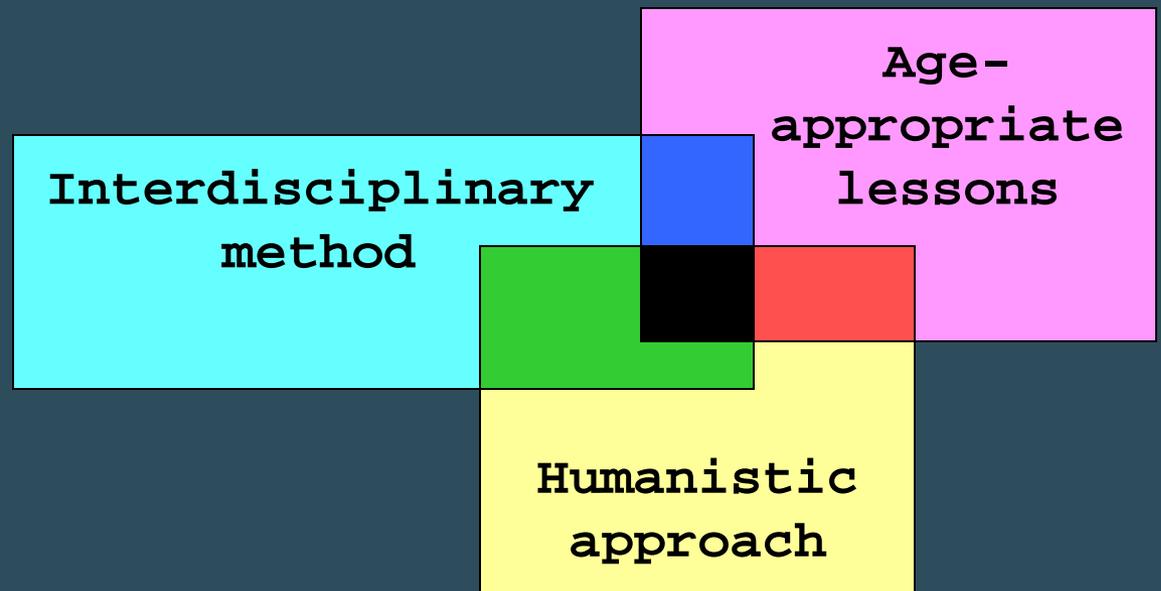


Yad Vashem's methodology

applied to the teaching of Holocaust history:

Challenges to teaching about the Holocaust:

- a) The subject is complex.
- b) The details may be frightening and shocking.
- c) Comprehension of the Holocaust is vital to understanding the modern world.



A Humanistic Approach: Each Person Has a Name

Bystanders

Victims

HUMAN
BEINGS

Perpetrators



Everyday Life in the Warsaw Ghetto

Warsaw, Poland; September 19, 1941



- Who is Behind the Lens?
- What is the Historical Context?
- How and Why Do We Interweave Other Primary Sources?



**A Tram at the Entrance
to the Warsaw Ghetto**



A German Guard Checking Jews' Papers



Questions for Discussion – slides 1

+ 2:

1. What details in the excerpt from Chaim Kaplan's diary illustrate the meaning of the Ghetto for its residents?
2. In the entry dated November 22, 1940, Mary Berg wrote: "Perhaps it will really Be better, perhaps we will be left in Peace?" Does it agree with Chaim Kaplan wrote in the diary entry dated October 18, 1940?

Jews with Armbands on a Ghetto Street



Questions for Discussion:

1. Try to identify scenes and events in the life of the Ghetto as captured by the camera.
2. Please focus on the dress:
 - (a) Read the excerpt from Chaim Kaplan's diary and Identify the external Jewish Characteristics which are Missing from the picture.
 - (b) Why did the observant Jews see fit to shave their beards and dress differently?

An Old Jew on a Ghetto Street



Questions for Discussion:

1. On the basis of the photograph and the excerpts from Chaim Kaplan's *And Antek Zukerman*, what can you say about reactions of the Ghetto's Residents to the directive ordering the Jews to take off their hats when passing a German?



A Horse-drawn Cart

A Wagon Pulled by a Horse in the Ghetto



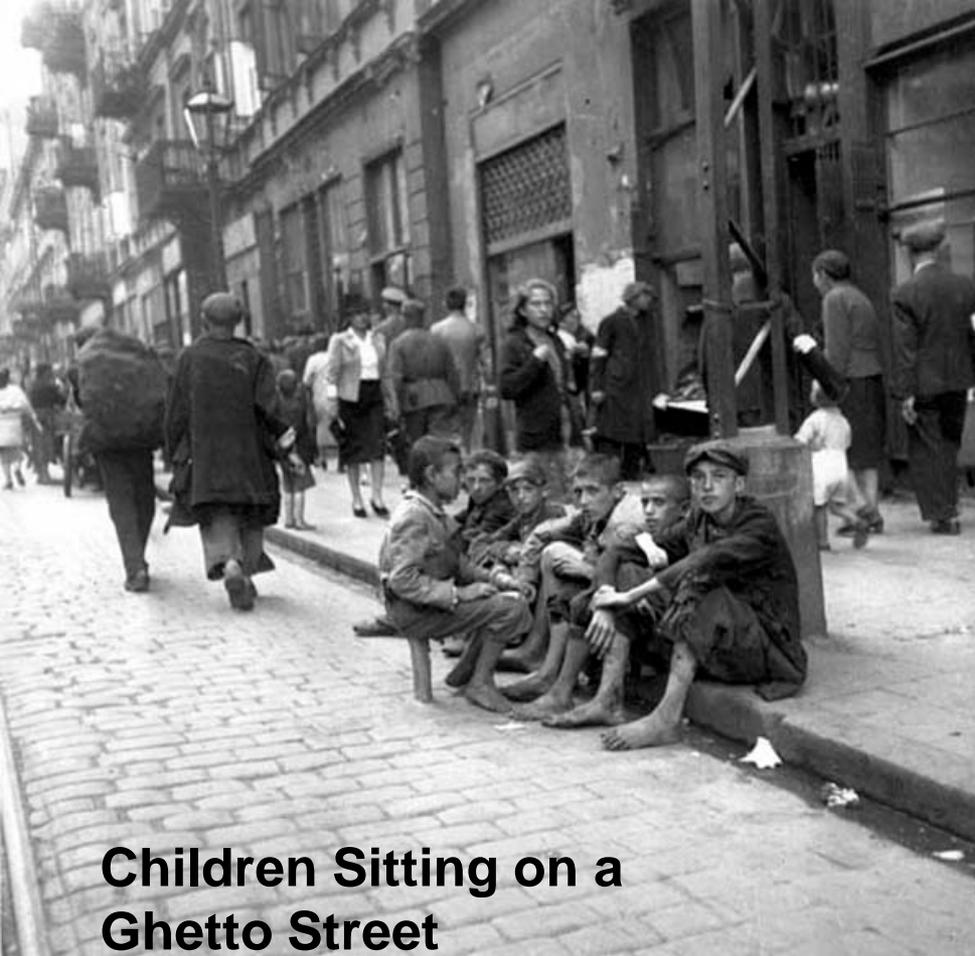


Jewish Women on a Rickshaw in the Ghetto



Two Starving Women on a Rickshaw

Questions for Discussion: Why, in your opinion, prompted the Jewish residents of the Ghetto to resort to the unique means of transportation such as the rickshaw? (study the excerpt from P. Opoczynski's diary)



Children Sitting on a Ghetto Street

Questions for Discussion:

1a. How would you describe

The phenomena described in the Diary excerpts below?

1b. What was the attitude of the Authors of diaries to these phenomena?

2. What is your attitude to these occurrences in view of the fact that our Society treats them as deviant behavior?

3. What new character traits did the Jewish child have to adopt as a result of the Ghetto's conditions?

Selling Clothes in the Market



Questions for Discussion:

1. Based on the photographs and the text by Peretz Opoczynski, what goods were sold and traded in the second-hand market, and What conclusions can be drawn from that?

2. The text by P. Opoczynski says something about the extent of the isolation of The Ghetto from the outside world and the nature of relations between Jews and Poles. State your opinion on these two topics.



A Saleswoman on a Ghetto Street



A Woman Selling Food in the Ghetto

Questions for Discussion: Study the texts by Yisrel Gutman and Rachel Auerbach. In your opinion, to what extent did the barter trade at the market provide a long-term solution to the livelihood problems of the Ghetto residents?



A Woman Beggar in the Ghetto



Questions for Discussion:

Professor Yisrael Gutman raises

The question: "Why did the hungry

Masses remain passive in the face

Of the public acts of licentiousness

And free-spending, and not rise up

in revolt?" Try to answer this

question on the basis of what you

Know about the Holocaust period,

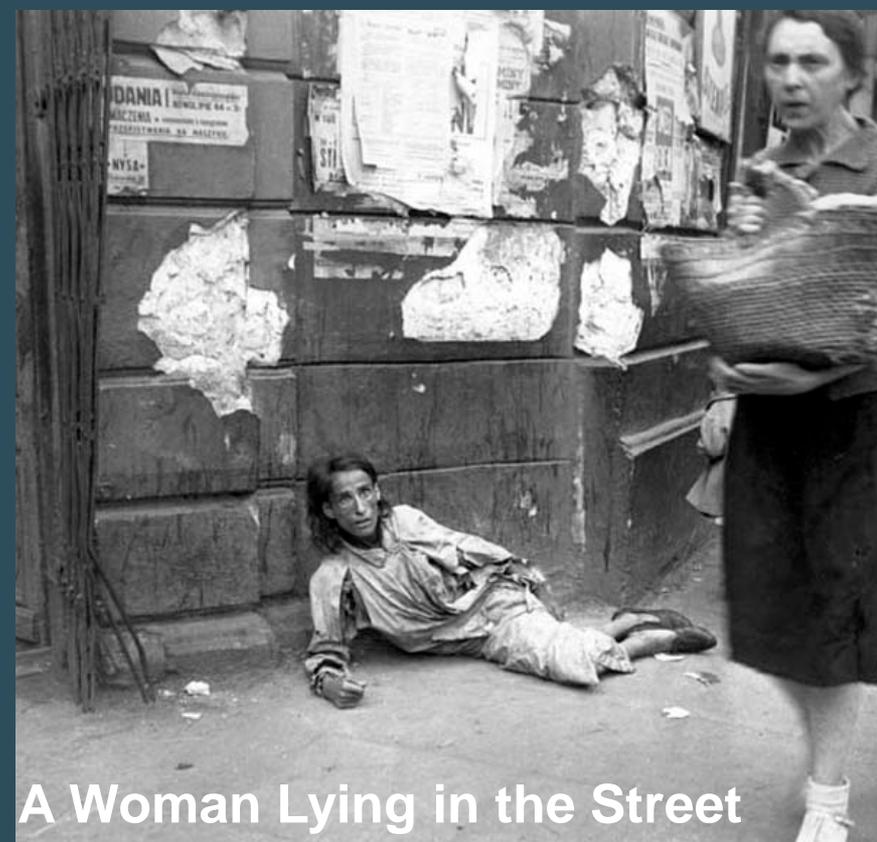
And similar phenomena in other

Places and periods.

You can also draw on the excerpt

From Mary berg's diary.

A Jewish Beggar Playing the Violin in the Ghetto



A Woman Lying in the Street

Questions for Discussion:

1. Mary berg described begging as one of the "curses Of the Ghetto". Can you think of another way of looking at this phenomenon?
 2. Study the photograph and read the excerpt from Antek Zukerman's diary. How can you explain Zukerman's behavior when he wandered through the Ghetto streets?
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**A Woman Eating in
the Ghetto**

Questions for Discussion:

- 1. What needs of the Jewish Ghetto's residents were met By public kitchens?**
- 2. What dilemmas does Rachel Auerbach point out in The three excerpts from her Diary reprinted below? What Conclusion concerning the fate of The Warsaw Ghetto's residents can be drawn from these dilemmas?**

A Baby Carriage Filled with Books for Sale

Questions for Discussion:

1. On the basis of the text by Rabbi Shimon Huberband, what can you say about the difference in the treatment of books in the Ghetto period and in the prewar years?
2. How does Emmanuel Ringelblum – a Teacher and a man of books – look at the Fate of books sold in the street?
3. What does Stanislaw Adler, a Jewish Policeman, say in his memoris about jewish Libraries and book collections?



Jews with Armbands on a Ghetto Street



Questions for Discussion:

1. Why there are no trees to be seen on the sidewalk?
2. Read the excerpt from Rachel Auerbach diary, in which she quotes a conversation between two small Children on flowers and gardens. Why do you think the Nazis excluded Public parks from the Ghetto area?



A Woman Selling Armbands in the Ghetto

Questions for Discussion:

1. Why did the Nazis continue to enforce the arm-band order against the Jews in the Ghetto despite the fact that all Residents of the Ghetto were Jewish?
2. Discuss the glaring contrast between the appearance of the woman in the Photograph and the poster announcing A comedy play. Draw also on excerpts From Mary Berg's diary.
3. Can cultural activity in the Ghetto (as Illustrated by the poster on the right-hand Side of the photograph) be thought of as Reflecting of self-anaesthesia – repression and negation of population of the reality?



Jews with Armbands



**A Jewish Policeman
and a Jewish Woman**



**A Child Selling
Newspapers & Armbands**



The "Hevra Kadisha"
(Jewish Burial Society)



A Funeral in the Cemetery



A Cemetery



Coffins and Wagon of the Jewish Burial Society



**A Man Laying Bodies
in an Open Mass Grave**

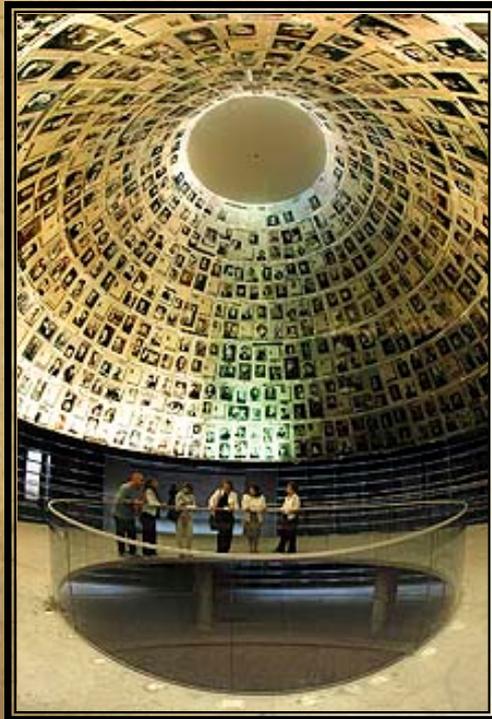


**Swans on the Lake in the
Chopin Park, Warsaw**

Conclusion: Yad Vashem's Methodology of Holocaust Education

Two questions students should ask themselves:

- Why do I study the Holocaust?
- What does the Holocaust imply for me?



Holocaust as unprecedented:

- Totality
- Worldwide scale
- Ideological aspects

Holocaust as universal:

- It can happen again
- Moral implications
- An avoidable tragedy serves as a warning

It is impossible to separate all the aspects of the Holocaust; our studies are universal for any human being. Yad Vashem's educational approach teaches about the Holocaust as part of the Jewish experience and part of world history.

