

The HOLOCAUST - SHOAH

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Note



- This lesson is designed for a history class
- The topic can also be approached multidisciplinary (i.e. it can include subjects such as Serbian/mother language, mathematics, geography, chemistry, art, music, informatics and computing, religious education, civic education).

Note



- The lesson is based on achieving objectives and standards and developing general and specific competencies in history teaching/learning through an integrated thematic approach.
- The procedure involves various interaction patterns (teacher-student, student-student, student-teaching materials/ source of information).

Note



This topic requires two 45-minute lessons in the final year of secondary education (gymnasium, students aged 18-19)

AIMS



Students will learn about social circumstances that led to the Holocaust, its causes, course and consequences, in order to be able to :

- use the terms correctly in their every day communication
- understand the consequences of prejudice, stereotypes and racism
- do a research individually or in groups and report the results
- gain awareness of personal responsibility
- accept diversity in a pluralistic society
- cherish the culture of remembrance

Outcomes

By the end of the lesson the students will:



- be familiar with the social circumstances that led to the Holocaust (events in the world and in Europe between two world wars, the status of the Jews in Europe), cause, course and consequences of the Holocaust;
- use the terms *the Holocaust*, *Final Solution*, *concentration camp*, *bystander*, *victim*, *Righteous among the Nations* correctly and explain their meaning;
- be aware of the consequences of stereotypes, prejudice and racial discrimination against the Jews and other nations and cultures;

Outcomes



- recognize different forms of discrimination and crimes against humanity in a society;
- be aware of responsibility in general, as well as their personal responsibility
- act responsibly towards victims and monuments



PROCEDURE







Lead in

Do you recognize this building? Where is it located?

What religion does it belong to?

What church does it belong to?





Lead in

What about this building? Where is it located?

What religion does it belong to?

What church does it belong to?





Lead in

Do you recognize this building?
Where is it located?
What religion does it belong to?





Lead in

What about this building? Where is it located?
What religion does it belong to?

What nation does
it belong to?





CONCLUSIONS

- Serbia is a **multiconfessional state**.
- The right to the freedom of religion is guaranteed by **the Constitution**.
- This right existed in the past.
- The evidence for its existence is: the Vidovdan Constitution, the existence of religious objects (synagogues in Subotica, Nis, Novi Sad, mosques in Belgrade, Novi Pazar, Catholic Churches in Belgrade, Nis, Becej and other cities)

WHAT NATION ARE THESE IMAGES RELATED TO?



The images depict the Jews

Let's learn about Jewish history

Overview of the Jewish history

- **Students' presentations**
 - Jewish ancestry
 - Judaism
 - Life on the coasts of the Mediterranean Sea – Palestine, Egypt, Babylon
 - First Jewish settlements in Europe
 - Life of the Jews in Europe
 - The State of Israel
 - Famous Jews and their contribution to science: Baruch Spinoza, Niels Bohr, Amedeo Modigliani, Sergei Eisenstein, Albert Einstein, Heinrich Heine, Sigmund Freud, Felix Mendelssohn, Levi Strauss, Leon Trotsky and many others.

Overview of the history of the Sephardic Jews in the Ottoman Empire

- **Students' presentations**

- Main causes of Jewish settlement in the Ottoman Empire
- Places that they settled
- How they made a living in the Empire
- Life of the Jews in the Balkans between two world wars (examples from the Kingdom of Yugoslavia – *Serbia and Macedonia* and Greece)
- Students present the life of the Jews in the Kingdom of Yugoslavia and Greece using **selected scenes from the films *Three Promises, Benoit and Roza* and *Renee Molho***

Serbia today

- Demographic features of the population of Serbia
- According to the latest census (2011), Serbia has a population of approximately 7 million people (7,186,862).
- Serbs constitute 83.32% of the population and the remaining 16.68% are other ethnic groups such as Hungarians, Bosniaks, Romas, Albanians, Macedonians, Jews and others.
- According to the 2011 census, there are less than 2000 Jews living in Serbia.
- But if we go back in time, between 100,000 and 200,000 Jews used to live in Serbia. **What happened to them?**

Do you know where the Jews went?



Do you know?

Teacher

- When did they leave, before or after World War II?
- Why did they leave?



Students' answers

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The anticipated answer
is the **HOLOCAUST.**

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- **Students' presentations**
 - Social and economic conditions in Europe between two world wars
 - New ideologies – *Fascism, Nazism, militarism, Communism*
 - *Kristallnacht* (Crystal Night) – the prelude to the Holocaust
 - The Holocaust – meaning of the term, duration, personal destinies – **presentations** of personal destinies seen in the films *Three Promises, Beno and Roza* and *Renee Molho*

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- Students' presentations – definition and meaning of the terms:
 - Ghetto
 - Final Solution
 - Concentration camp
 - Victim
 - Bystander
 - Righteous among the Nations
 - Human rights
 - Discrimination

LIFE AFTERWARDS

Students' presentations

Selected scenes from the films *Three Promises, Benoit and Roza* and *Renee Molho*

Life of the Jews today





END OF THE CLASS DISCUSSION

- Why were the Jews singled out for extermination?
- What made them different from other nations?
- Having seen the film about Benno and Roza, do you perceive the Jews as “stingy” and “rich”?
- If these statements are stereotypes/prejudice, what have they caused?



END OF THE CLASS DISCUSSION

- Considering human rights today, what is your opinion on the dislodging of the Jewish hospital in Belgrade in 1942?
- Can we talk about human rights during World War II?
- Why was Father Tumpej recognized as Righteous among the Nations and who nominated him?



END OF THE CLASS DISCUSSION

- What reflects Dona Kalef's personal responsibility?
- Why is the film about the Kalef family titled *Three Promises*?
- What happened to the Jewish cemetery in Thessaloniki?
- What is located there today?



END OF THE CLASS DISCUSSION

What do these films have in common (Pre-World War II life, struggle to survive during the war, new life...)?

How is personal responsibility depicted in the films?

In terms of the culture of remembrance, what message do the films send?



THE END

These films point out the importance and significance of :

Personal and social responsibility

Keeping a promise

Remembering the victims

Preserving monuments