



# BOB NAREV DISPOSSESSED AND DECEIVED

YEARS 9/10

LEVEL 5

3-5 PERIODS

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Watch video: <https://www.holocaustfoundation.com/robert>

## SOCIAL SCIENCE STRANDS

- **Identity, Culture and Organisation:** Learning is about society and communities and how they function, about the diverse cultures and identities of people within those communities, and about the impact of these on the participation of groups and individuals.
- **Continuity and Change:** Learning is about past events, experiences, and actions, and their changing interpretation over time, to understand about the past, the present, and possible futures.
- **Social Enquiry:** Through social inquiry, learners ask questions, gather information, and examine the background to important societal ideas and events, explore and analyse values and perspectives relating to these ideas and events; and develop understandings about issues and the ways that people (themselves and others) make decisions and participate in social action.

## ACHIEVEMENT OBJECTIVES

**Through this process, and in a range of settings, learners understand that:**

- cultural interaction impacts on cultures and societies.
- people move between places, which has consequences for the people and the places.
- ideas and actions of people in the past have had a significant impact in shaping people's lives and identities in New Zealand's developing society.
- economic decisions impact on people, communities, and nations.
- how people define and seek human rights.

## SPECIFIC LEARNING OUTCOMES

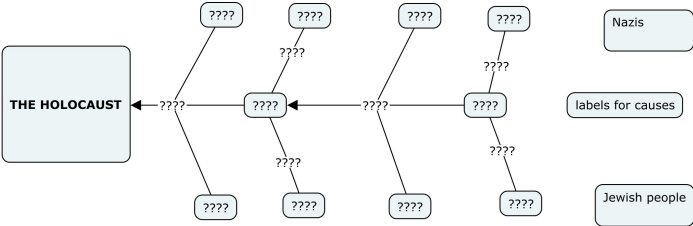
■ Cultural/Personal Identity ■ Knowledge ■ Skills ■ Participatory ■ Affective

**By the end of this unit, learners may be able to:**

- Identify differences and accept them/ identify irreconcilable differences
- Recall a wider range of knowledge about the Shoah
- Better exercise skills of discernment and data analysis
- Be better able to bounce ideas off others to achieve a goal
- Show a deeper personal commitment to helping others and action

Additional Curriculum Areas	English
Setting(s)	New Zealand, Europe
Perspective(s)	<ul style="list-style-type: none"> <li>▪ The Past (History)    ▪ The Present    ▪ The Future    ▪ Equality    ▪ Rights    ▪ Multicultural</li> </ul>
Key Competencies Focus	<ul style="list-style-type: none"> <li>▪ Managing Self    ▪ Relating to others    ▪ Participating &amp; contributing    ▪ Thinking</li> <li>▪ Using language symbols and texts</li> </ul>
Values Focus	<p><b>Diversity</b> - as found in different cultures, and their responses to hardship and oppression.</p> <p><b>Equity</b> - which means fairness and social justice; how to achieve this in an unjust situation.</p> <p><b>Community and Participation</b> - for the common good; respect for ourselves, for others, and for human rights;</p> <p><b>Integrity</b> - which involves being honest, responsible, and accountable and acting ethically.</p>
Concepts	antisemitism, boycott, civil liberties, deception/ruse, dehumanisation/untermenschen, disenfranchisement, dispossession, choiceless choices, concentration camps, culture, cultural interaction, eugenics, ghetto, Holocaust, human guinea pig, isolation, migration, Nazism, persecution (institutionalised), prejudice, propaganda/fake news, racism, Red Cross, refugee, stereotype, types of camps.

SOCIAL INQUIRY PROCESSES	TEACHING AND LEARNING	PEDAGOGY
<p>Ask questions, gather information and background ideas, and examine relevant current issues.</p> <p>Explore and analyse people's values and perspectives.</p> <p>Ask questions, gather information and background ideas, and examine relevant current issues.</p> <p>Consider the ways in which people make decisions and participate in social action.</p> <p>Reflect on and evaluate the understandings they have developed and the responses that may be required.</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• In groups, create short definitions of what the learners think 'dispossession', 'deception' and 'disenfranchisement' might mean in relation to the Holocaust.</li> <li>• Each group report back - Discuss the different ways each group and individual's different perceptions may have influenced their definitions if there are significant differences.</li> <li>• Settle on a good composite definition for each word.</li> <li>• Learners keep a record of these and keep them to test against their discoveries later on.</li> <li>• Further research before the next lesson – read the resources given or look them up online/moodle/google docs etc. (see the resources/ references below)</li> <li>• Possible activities (note - learners may generate their own valid activities)</li> <li>• Learners watch the Bob Narev video from Shadows of Shoah</li> <li>• <a href="https://www.shadowsofshoah.com/robert">https://www.shadowsofshoah.com/robert</a></li> </ul> <p><b>What-iffing? Reality and Fantasy</b></p> <p><b>Reality What-iffing</b></p> <ul style="list-style-type: none"> <li>• This can be made individual, pair or group work.</li> <li>• Ask students to state a real problem that emerged from the video; e.g. 'They could not go to the police because it was the police enforcing the law.' 'People seem to have had no idea about the civil rights of minorities like the Jewish people.'</li> <li>• Ask them to respond to the problem using a 'Reality what-iffing solution' that might work in modern times e.g. 'They needed to start a protest movement to change the government or get the law changed.' Or 'They needed to put things into the education system to educate people about human rights and responsibilities.'</li> <li>• Ask the learners to think about the consequences of their reality what-if solution in Nazi Germany, for ordinary Germans and Jewish people. Make a list or mind map.</li> <li>• Reflect on what they have discovered, especially in the light of the differences between life then and now, and whether it is possible for this to happen in the modern world.</li> <li>• There is also a <b>Fantasy What-iffing</b> scenario which could be used to follow up, where learners pose questions such as</li> <li>• 'What if ordinary German people could have been made to feel what the Jewish people were going through?'</li> <li>• 'What if the Jewish people had had a powerful political party in the parliament.'</li> </ul>	<p>Making connections to prior learning and experience</p> <p>Creating a supportive Learning Environment</p> <p>E-learning and pedagogy</p> <p>Encouraging reflective thought and action (metacognition)</p> <p>Facilitating shared learning</p> <p>Enhancing the relevance of new learning</p>

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<p>Ask questions, gather information and background ideas, and examine relevant current issues.</p> <p>Explore and analyse people's values and perspectives.</p> <p>Consider the ways in which people make decisions and participate in social action.</p> <p>Reflect on and evaluate the understandings they have developed and the responses that may be required.</p>	<p><b>Fishbone/Ishikawa diagram – cause and effect</b></p> <p>Create a fishbone graphic organiser or organisers to show</p> <p>Bob Narev's family's experience of being disempowered and disenfranchised (local/personal scale)</p> <p>The Holocaust itself (International scale)</p> <p>Provide a template for students – the head is the result, problem or effect, and the ribs are the causes that lead to the effect – each rib can be given a label such as Dispossession, Deception, Disenfranchisement, The Law, Human/Civil Rights, Resistance etc.</p> <p>More depth can be gained in this exercise if one set of ribs applies to one party, e.g. the Jewish people, and the other set of ribs applies to the opposing party e.g. the Nazis – the ribs should complement one another if possible – e.g.</p> <p>at the local level for Bob Narev, on the Jewish side, 'Many Jewish people had responsible government jobs like school teachers', on the Nazi side 'The Nuremberg laws disenfranchised them and saw Jewish teachers fired because they were Jewish.'</p> <p>At the international level for the Holocaust, on the Jewish side 'Many who could afford it migrated to other countries away from the Nazis', on the Nazi side 'The Nazis invaded many countries in Europe that Jewish people had fled to'.</p> <p>Once each Fishbone has been created they can be shared and discussed among the learners.</p> 	<p>Providing sufficient opportunities to learn</p> <p>Teaching as inquiry</p> <p>Enhancing the relevance of new learning</p> <p>Encouraging reflective thought and action (metacognition)</p>

## RESOURCES & REFERENCES

### Resources/references

- Shadows of Shoah resource: <https://www.shadowsofshoah.com/robert>
- Various paper resources or transcripts online which can be cut and pasted to make a text and photo resource e.g.
- [https://www.nzherald.co.nz/business/news/article.cfm?c\\_id=3&objectid=11755219](https://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=11755219)
- <https://www.adls.org.nz/for-the-profession/news-and-opinion/2017/2/10/bob-narev-%E2%80%93-a-long-and-loyal-life-in-the-law/>
- <https://www.newstalkzb.co.nz/on-air/leighton-smith-show/audio/bob-narev-holocaust-survivor-recounts-his-harrowing-experience-in-a-concentration-camp/>
- <https://encyclopedia.ushmm.org/content/en/article/boycott-of-jewish-businesses>
- <https://encyclopedia.ushmm.org/content/en/article/theresienstadt>
- Wear, Graham, from Darkness to Light: The Lives of Bob and Freda Narev, self published, 2019.
- Whitehead, David, TOP TOOLS for Teaching Thinking, 2004, Pearson Longman, Auckland
- Whitehead, David, TOP TOOLS for Literacy and Learning, 2001, Pearson Longman, Auckland
- Cubitt, Sandra et al, TOP TOOLS for Social Sciences Teachers, 1999, Longman, Auckland

## ASSESSMENT SCHEDULE

Summative or formative assessment as determined by teacher or department; would usually be assessed formatively, for example as part of a wider unit on Holocaust, WW2 , cultural interaction, etc.

## UNIT EVALUATION

# A HOLOCAUST NARRATIVE

In order to understand what happened during the Holocaust, one must consider the events of the 1930's. During this period the Nazi party rose to prominence at time of great instability in the German Republic. Hitler as the leader of the Nazi party was voted into government within a democratic system, whilst propagating an openly antisemitic ideology. The passing of the Enabling Act in March 1933 gave Hitler dictatorial powers and during the first six years of his dictatorship, hundreds of laws were passed restricting the rights of Jewish people in Germany. These anti-Jewish policies categorised Jews, restricted their civil liberties, and confiscated their property. Jews were isolated from German society. They were forced to wear a 'badge of shame' in the form of a yellow star and forbidden to make use of public facilities.

Jews were dispossessed economically through dismissal from civil service jobs, universities and professions. The boycott of Jewish businesses and shops in towns and cities throughout Germany on 1 April, 1933, signalled the beginning of the institutionalised persecution of the Jewish people. It was to intensify in the years leading up to World War Two.

On 7 April 1933, all non-Aryans were dismissed from the civil service, including teachers from state schools. Robert Narev tells of his father, Erich, losing his job as a school teacher. Furthermore, the pension Erich was entitled to because of the Iron Cross he had been awarded for military service during WW1, was discontinued.

Persecution of the Jewish people intensified in the period leading up to the outbreak of war in September 1939. Shortly after the German invasion of Poland on 1 September 1939, many Jews were forced to leave their homes and move to ghettos where they were held essentially as prisoners. Ghetto life was one of squalor, hunger, disease, despair and death. This was to be the blueprint for Nazi controlled territories.

In 1942, Robert Narev, along with his parents and two elderly grandmothers were sent to Theresienstadt Ghetto. In Nazi propaganda, "Theresienstadt was cynically described as a 'spa town' where elderly German Jews could 'retire' in safety." It was however more like a holding pen in which the poor conditions would hasten the deaths of many elderly Jews and those who survived would then be deported to killing centres in the 'East'.

Under these conditions one of Robert's grandmother's died shortly after arrival and Robert's father and other grandmother died the following year. As a propaganda exercise Theresienstadt was remodelled in preparation for a visit by the International Red Cross in June 1944. The ghetto was beautified, gardens planted and barracks removed. Special events were held for the entertainment of the dignitaries but once the visitors departed the transport of Jews to the East continued unrelentingly.

Fortunately for Robert Narev one particular train trip in February 1945 headed West rather than East and he and his mother found themselves in Switzerland, rather than Auschwitz, on their way to freedom. But of the 15,000 children who passed through Theresienstadt, ninety percent perished.

In the Summer of 1942, the Nazis began liquidating the ghettos of Eastern Europe. People were rounded up like cattle, crammed into trains and sent off on a journey, often lasting several days without food or water. Families were torn apart never to be reunited. Within 18 months almost all the ghettos of Poland were emptied. By summer 1944 more than 3 million Jews had been transported to concentration camps.

There were different kinds of camps; concentration camps, labor and hard labor camps, transit camps, prisoner of war camps and finally death camps.

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005678>  
<https://encyclopedia.ushmm.org/content/en/article/boycott-of-jewish-businesses>  
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005424>  
<https://encyclopedia.ushmm.org/content/en/article/theresienstadt>

## Robert Narev - Questions

1. How old was Robert when he was in Theresienstadt? Did his age protect him?
2. How did the Nazis fool the International Red Cross observers at Theresienstadt?
3. What is your response to Robert's story? (your emotions/feelings, or questions, or ideas, or desire for action)

# ROBERT NAREV – VIDEO TRANSCRIPT

Born 1935, Eschwege, Germany

My birth coincided with the passing of the Nuremberg Laws.

The Nuremberg Laws were a milestone in the isolation and persecution of the Jews.

Within a year my father lost his job as a teacher.

Life became increasingly difficult.

From 1941, German Jews were forced to wear a yellow star.

Those failing to do so were sometimes shot.

In 1942 my family was deported to Theresienstadt, a camp in Czechoslovakia.

One of my grandmothers died within a few days.

Soon after my father became ill and died.

Theresienstadt was a transit camp.

Jews were gathered there and then shipped to Auschwitz for extermination.

There were 40,000 Jews in a town designated for 3,000 persons.

In 1944 Theresienstadt was used for propaganda to dispel rumours about the murder of Jews.

Areas of Theresienstadt were beautified for a Red Cross visit.

After the Red Cross visit conditions reverted.

The transports to the death camps continued.

Three months before the war ended the Nazis called for volunteers to go to Switzerland.

Luckily for me it was not just another Nazi ruse.

Fifteen thousand children passed through Theresienstadt.

About ninety percent perished.

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