



BOB NAREV

DISPOSSESSED AND DECEIVED, CHILD OF THE HOLOCAUST

YEARS 7/8

LEVEL 4

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 how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Understand that events have causes and effects.
- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

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.
- 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)	▪ The Past (History) ▪ The Present ▪ The Future ▪ Equality ▪ Rights ▪ Multicultural
Key Competencies Focus	▪ Managing Self ▪ Relating to others ▪ Participating & contributing ▪ Thinking ▪ Using language symbols and texts

<p>Values Focus</p>	<p>Diversity - as found in different cultures, and their responses to hardship and oppression. Equity - which means fairness and social justice; how to achieve this in an unjust situation. Community and Participation - for the common good; respect for ourselves, for others, and for human rights; Integrity - which involves being honest, responsible, and accountable and acting ethically.</p>
<p>Concepts</p>	<p>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.</p>

SOCIAL INQUIRY PROCESSES	TEACHING AND LEARNING	PEDAGOGY
<p>Ask questions, gather information and background ideas, and examine relevant current issues.</p> <p>Ask questions, gather information and background ideas, and examine relevant current issues.</p> <p>Reflect on and evaluate the understandings they have developed and the responses that may be required.</p> <p>Ask questions, gather information and background ideas.</p>	<p>Introduction</p> <ul style="list-style-type: none"> • In groups, mind map what the learners think 'dispossession' and 'deception' are. • Make a list of different ways each group and individual's different perceptions may have influenced their mind map. • Each group do a brief presentation of their mind map and ideas to the whole group – the class responds by noting ideas they did not have etc. • In the course of the presentations, individuals may tell their stories, and/or do this at the end of the group discussion. • Further research before the next lesson – read the resources given or look them up online/moodle/google docs etc. (see the resources/ references below) • Possible activities (note - learners may generate their own valid activities) <p>Picture Dictation</p> <p>c.f. https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies/Teaching-strategies/using_oral_and_visual_activities/picture_dictation</p> <p>Picture dictations are great for providing an overview of a topic so that learners have some hooks on which to hang the new knowledge they might encounter during the study. In this case, there is no actual verbal dictation. The dictation is conveyed in text during the video, but is just as effective for the outcome.</p> <p>Learners divide a page into a grid (in this example, with 12 squares – they don't have to use them all – 9 or 10 might be enough).</p> <p>Number each square.</p> <ul style="list-style-type: none"> - Watch the video of Bob Narev's story twice (or more – depends on the class). - Learners listen carefully and draw a picture (stick figures are fine) in the appropriate grid square to represent a sentence or group of sentences/ideas. <p>It can be very useful, especially for learners who have little or no prior knowledge of the topic, to display posters and images around the room for them to refer to for ideas. Some of us find it very challenging to think of images, let alone to draw them. It is important to stress that the drawings do not have to be works of art, and the occasional word or number is acceptable.</p> <p>When the dictation has been completed, learners get into pairs and tell each other about Bob Narev's family and their experiences, using their drawings as stimulus material.</p> <p>What happened to the Narev Family and Bob?</p> <p>Picture dictation key points: can be read or watch the video https://www.shadowsofshoah.com/robert</p> <p>See transcript below</p>	<p>Linkage backwards and forwards/ 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>Enhancing the relevance of new learning</p> <p>Facilitating shared learning</p> <p>E-learning and pedagogy</p> <p>Providing sufficient</p>

SOCIAL INQUIRY PROCESSES	TEACHING AND LEARNING	PEDAGOGY
<p>Consider the ways in which people make decisions and participate in social action.</p> <p>Ask questions, gather information and background ideas</p>	<p>Values clarification chart – theme – the Holocaust/ Shoah</p> <p>see Top Tools for SoS Teachers, p. 92 ff</p> <p>After reading/reviewing any new material, e.g. the resource on Theresienstadt and material already considered, write sentences to complete those in the starters in the chart.</p> <p>Values Clarification Chart</p> <p>I believe... because... I feel...</p> <p>because... I want</p> <p>because...</p> <p>The Holocaust</p> <p>I hope...</p> <p>because... I think...</p> <p>because... I say...</p> <p>because...</p> <p>In groups of three or four or pairs swap ideas and compose the best set of statements on a larger chart.</p> <p>Present these to the class and after briefly discussing and refining them, discuss values associated with each of the statements – try to turn negatives into positives to show how change could occur; e.g. intolerance and prejudice to tolerance and acceptance.</p> <p>Make a list of the most important values that should have been shown but were not; e.g. respect, compassion.</p> <p>Ask learners to select what they think the most important value is with respect to the Holocaust and use the Values Clarification Checklist below to assess their strength of feeling on this.</p> <p>Values Clarification Checklist</p> <p>Choice: Why did I/we choose this value? e.g. it is a value that all the others can come from.</p> <p>Consequences: Do I/we understand the consequences of holding this value? e.g. if everyone refused to cooperate would the Holocaust have occurred.</p> <p>Critique: Am I/we thinking critically when we apply this value? e.g. Do both sides deserve the same respect?</p> <p>Action: Is this a value I/we would act on, or could act on if seriously tested? e.g. Would I try to help someone I don't know if everyone else was unjustly accusing or even abusing them?</p>	<p>Enhancing the relevance of new learning</p> <p>Encouraging reflective thought.</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.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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