



LEO POMERANZ

HIDING ALONE AND DISPOSSESSED

Years 11/12/13

Level 6+

3-5 PERIODS

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

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:

- 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 or reject 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)	<ul style="list-style-type: none"> ▪ The Past (History) ▪ The Present ▪ The Future ▪ Equality ▪ Rights ▪ Multicultural
Key Competencies Focus	<ul style="list-style-type: none"> ▪ Managing Self ▪ Relating to others ▪ Participating & contributing ▪ Thinking ▪ Using language symbols and texts
Values Focus	<p>Diversity - as found in different cultures, and their responses to hardship and oppression.</p> <p>Equity - which means fairness and social justice; how to achieve this in an unjust situation.</p> <p>Community and Participation - for the common good; respect for ourselves, for others, and for human rights;</p> <p>Integrity - which involves being honest, responsible, and accountable and acting ethically.</p>
Concepts	air raids, antisemitism, banned, choiceless choices, Chosen people, concentration camp, culture, cultural interaction, dictator, dispossession, eugenics, false identity, ghetto, Holocaust, human guinea pig, ideology, invasion, isolation, long term hiding, migration, Nazism, prejudice, racism, refugee, religious, stereotype, synagogue.

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>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>Ask questions, gather information and background ideas, and examine relevant current issues.</p> <p>Explore and analyse people's values and perspectives.</p>	<p>Introduction</p> <p>A. In groups, mind map what the students think 'chosen people' might mean in an everyday context and in the Jewish cultural context.'</p> <p>B. Make a list of different ways each group and individual's perception of their own and other cultures may have influenced their mind map.</p> <p>C. 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.</p> <p>D. In the course of the presentations individuals may tell their stories, and/or do this at the end of the group discussion.</p> <p>Further research before the next lesson – read the resources given or look them up online/moodle/google docs etc. (see the resources/references below)</p> <p>Journal – Learning Dialogue</p> <p>This tool encourages reflection and self-evaluation.</p> <p>During the course of introductory materials and activities and these lessons and any follow up, learners are to record their responses to the following questions, which could be made into diary pages for a set period of time. Learners should also be encouraged to use them when independent ideas and thinking occur at home, watching TV, etc.</p> <p>Journal Questions</p> <ul style="list-style-type: none"> • What did I not understand today? • What new things did I learn today? • What was the hardest thing today? • What made understanding difficult? • How could I have been better enabled to learn today? • What more do I want to know about this subject? • What is my interest level in this topic at the moment? • How could I apply what I have learned? • Can I visualise what I have learned in some way e.g. diagram, picture, equation, photograph etc. <p>The journals should be collected and responded to on a weekly basis or less/more as appropriate. A conversational review should follow.</p> <p>Various criteria can be used to consider each journal (see TTTT Whitehead, p.113) but the bottom line is "Has there been a progression/development of thinking and understanding?"</p> <p>Variations</p> <p>Double entry link – parallel entries from the resources to links to myself/other texts/the world.</p> <p>Open ended/reading thinking logs – Entries are made using open-ended sentence starters like 'I learned that...', 'I wondered about...', 'What really surprised me was...' etc. see TTTT, Whitehead, p. 114 for more.</p>	<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>Enhancing the relevance of new learning</p> <p>Facilitating shared learning</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>

SOCIAL INQUIRY PROCESSES	TEACHING AND LEARNING	PEDAGOGY
<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>Post Box</p> <p>This tool encourages the gathering of ideas about controversial or contentious issues.</p> <p>Note, this could be turned into an e-exercise by making word folders/files with specific questions available in a file and students open the folder/file to record their responses anonymously.</p> <ol style="list-style-type: none"> 1. Write up key questions on paper or card and place them around the room with a 'post-box' (a container with a slot in the side or top) 2. Provide learners with post-it notes or similar on which to record their ideas and comments. 3. Learners move around the room and place their responses to specific questions or statements in the appropriate container. 4. Each group is then given one container to sort through, categorise and arrange either on a large sheet of paper, or a computer screen/Smartboard etc. Any inappropriate comments/terms should be censored out by learners before each chart is published. 5. Learners individually or in pairs, analyse each chart and summarise the points of view; then write summary statements, develop generalisations and/or create a continuum as seems most appropriate for the subject. 6. A further evaluation could occur as learners analyse the process and decide whether it was fit for purpose for the objectives of the lesson/s, identifying faults and proposing improvements. 	<p>E-learning and pedagogy</p> <p>Encouraging reflective thought and action (metacognition)</p>

RESOURCES & REFERENCES

- Shadows of Shoah resource – Leo Pomeranz <https://www.shadowsofshoah.com/leo>
- 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 this collection of stories you will learn about men and women who survived the Holocaust. Some lived in ghettos and camps, some were in hiding while others survived on the run or by adopting false identities.

You will view the stories of survivors who at that time were either babies, children or young adults. They came from various European countries. Some emigrated to NZ; others to Australia, America or Israel. They all suffered the loss of those most precious to them, but they lived to tell their stories.

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.

LEO POMERANZ – TRANSCRIPT OF SHADOWS OF SHOAH VIDEO

Born 1933, Berlin, Germany

When the Germans invaded Holland we were banned from attending school.

A school was opened for us in the synagogue.

Six weeks later my sister warned me not to return home.

"The Germans are there. Go to your Aunty's home", she said.

We hid in various places. A night here, a few nights there.

For nearly five years I hid alone in an attic.

I was given food and would go downstairs each morning to wash.

I had a couple of little books and read them over and over.

There was a window in the ceiling.

The sun came up in the East but went down in the West.

I didn't know why.

During air raids people rushed to the bomb shelters.

I would throw the window open and put my head out.

I could see the search lights and thought it was marvellous.

I was seven when I began to hide.

When I came out it was as though I was still seven.

Father found me after the war.

I remember he pedalled ninety kilometres with me on his back.

Father had been very religious - but not after the war.

"Six million Jews had prayed for all they were worth", he said.

"We've been the chosen people long enough. Choose someone else".

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