



Introduction to Teaching Resource Units by Holocaust and Antisemitism Foundation, Aotearoa New Zealand

This teaching package includes resource mini units at three levels for each of six Holocaust survivors. Each mini unit should last several periods, but shortening or lengthening is possible, depending on the amount of materials used and the depth of any investigation.

Each survivor has a mini unit developed for levels 4, 5 and 6+ in the New Zealand curriculum, eighteen units in all.

Each unit includes an introduction and two learning tools, so there are thirty-six tools available. Each learning tool could take one or two periods itself, and most could function as starters for more in-depth, specific inquiry learning.

Many of the tools were 'customised' to the particular survivor's story, but all, with very little effort, may be mixed and matched to better suit a school's learning programme, not only on the Holocaust but also on more general topics like 'War and Peace' or 'Social/Cultural Conflict.'

Links are made to every aspect of the curriculum for the Social Sciences so it should not be difficult finding a place for the materials in any coordinated departmental scheme of work. The broader aspects of the curriculum which cover all subjects are also addressed. The materials can be easily adapted for other subject areas.

Teachers should consider the resources carefully for their learner group and adjust them to give more depth for very capable learners, less if not as gifted. I have used many similar approaches, in some years adapting formats for both the highly gifted and those who are more challenged by the materials. My general rule of thumb was to make material and concepts more affective (feelings related), less fact and complex idea related for the latter group, and vice versa. Having said that, sometimes the brightest learners benefit greatly from a more affective approach, and supposedly more challenged students want more fact-based material.

Finally, a caution to educators. Despite the misuse and misappropriation of the term Holocaust and related themes, the Holocaust of the Jewish people represents a single, unparalleled, stand-alone event in history. Equating the Nazi terror with bullying or equating the Holocaust with other negative but much smaller scale events in history (even though horrific) runs the risk of trivializing this event. In many ways it is a form of appropriation which cannot stand up to rigorous scrutiny. Of course, the attempt to adapt complex materials for young learners is challenging, but if we as educators model a deep understanding of the uniquely devastating nature of the Holocaust and its significance for the Jewish people, we will avoid the pitfalls and enable others to do so. These considerations are important because of the preponderance of attacks on the memory of the Holocaust, from denial to distortion and universalisation.

Our task as educators is to put the Holocaust in its proper context as a lesson for all mankind in every time, not just the generations following World War Two.

Survivor name	L4, years 7&8 <i>Caring thinking & Language tools focus</i>	L5, years 9&10 <i>Creative Thinking & Processing focus</i>	L6, years 11&12&13 <i>Reflective thinking & Decision making focus</i>
Bob Narev NZ	Y-chart – historical figure – TTTT p.88 Picture Dictation TTSOS, p. 25	What ifing – fantasy and reality – TTTT, p. 15 Fishbone – TTSOS, p. 53	Think Quest – TTTT, p. 108 Decidatrix – TTSOS, p. 90-91
Ralph Anspach USA, but has a home in NZ	Rules – TTTT, p. 90 Info gap - TTSOS, p. 27	Synetics – direct and personal analogy – TTTT, p. 16 Venn diagrams – TTSOS, p. 54	Self and alphabet monitoring – TTTT, p. 106-7 Problem solving charts – TTSOS, p. 89
Moshe Fizman AU	Values clarification – TTTT, p.92 Paragloss -TTSOS, p. 29	Creative Brainstorm – TTTT, p. 21 Mind maps – TTSOS, p. 44	Freeze frame-instant replay – TTTT, p. 105 SCAMPER – TTSOS, p. 92
Kitia Altman AU	Values dilemma – TTTT p. 95 Three level guide – TTSOS, p. 35	Provocation – TTTT, p. 24 Talking Stones – TTSOS, p. 58	Nine R's planning – TTTT, p. 103 Diamond Ranking – TTSOS, p. 95
Moshe Orgad NZ	Right and Wrong – TTTT, p. 96 First and second definitions – TTSOS, p. 30	Searches-TTTT, p.25 20 questions/5W&H– TTSOS, p. 57, 55	Mrs Potter's questions-TTTT, p.111 Human Continuums– TTSOS, p.96
Leo Pomeranz AU	Exploring thoughts and feelings -TTTT, p.98-9 ABC grids– TTSOS, p.37	Elaborated metaphor-TTTT, p.28 MTW's– TTSOS, p.78	Journal – learning dialogue-TTTT, p.112 Post box– TTSOS, p.97

Main Tool Resources

David Whitehead, TOP TOOLS for Teaching Thinking, Pearson Longman -----TTTT

David Whitehead, TOP TOOLS for Literacy and Learning, Pearson Longman

Sandra Cubitt et al, TOP TOOLS for Social Sciences teachers, Longman-----TTSOS

Items may be rearranged according to the specific requirements of each educator. While the materials have been made specific to the resources for the Holocaust survivor concerned, they are highly adaptable and can be adjusted to a higher or lower level.