

HA Annual Conference

16 & 17 May 2014

Holiday Inn, Stratford upon Avon

Connecting the Dots – getting students to understand why we teach about the Holocaust and other genocides and what they should study

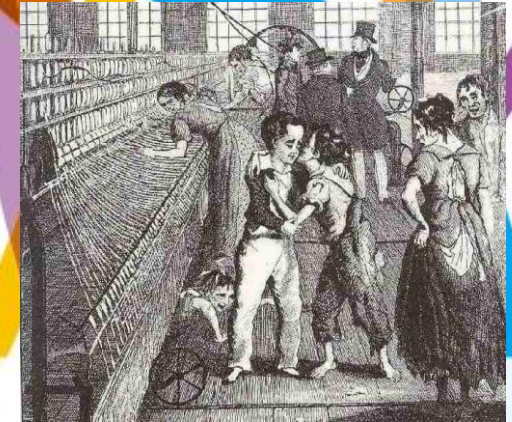
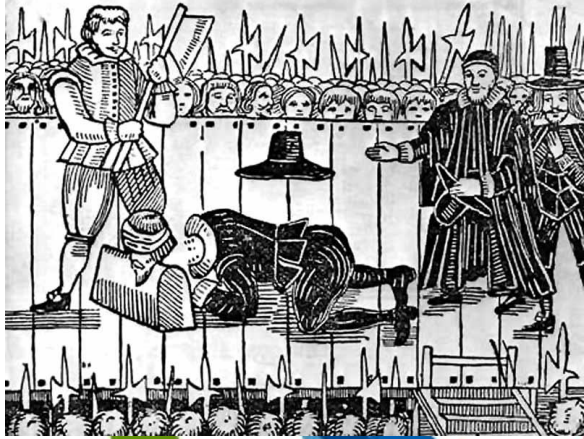
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STARTER:

The History curriculum is currently under review. It could be completely changed.

If you were to advise the Curriculum review board, which 5 events / people / changes would you put into the National Curriculum as topics that must be taught by every school?



LO: SHOULD WE TEACH THE HOLOCAUST IN ENGLISH SCHOOLS?

Good progress:

Identify the reasons supporting each side of the debate

Construct an argument showing understanding of how to discuss sensitive issues

Excellent progress:

Prioritise and explain the reasons supporting each side of the debate

Construct an argument which evaluates the reasons and comes to a reasoned judgement making use of appropriate language.

History

Programme of study for key stage 3 and attainment target

(This is an extract from The National Curriculum 2007)

3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

European and world history

- i the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies
- j the changing nature of conflict and cooperation between countries and peoples and its lasting impact on national, ethnic, racial, cultural or religious issues, including the nature and impact of the two world wars and the Holocaust, and the role of European and international institutions in resolving conflicts.



Why might some people feel the Holocaust should NOT be taught?

- Lord Baker, who introduced National Curriculum in the 1980s has said he does not believe the Holocaust should be taught in English schools.



- Talk to the person next to you:
 - What reasons might people give to argue that the Holocaust should not be taught in English schools?

Arguments against teaching the Holocaust

On the set of cards you have been given are arguments that have been made against teaching the Holocaust in schools.

Sort the cards onto the continuum according to how strong a reason you think they are.

**Weak
reason**

**Strong
reason**



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How would we discuss and share these ideas sensitively?

- When discussing a sensitive and controversial topic like the Holocaust, what are the important things to consider?

Listen to different viewpoints

Try to understand why others have a different point of view

When presenting your own view be careful not to offend others

Consider the views of others when explaining why you have a particular view



NOW critique Baker's argument.

The Telegraph

Stop teaching about the holocaust so that children see Germany in a better light, says Lord Baker

British schools should no longer teach children about the Nazis because it makes them think less favourably of modern Germany, the architect of the National Curriculum has claimed.



Lord Baker, former Minister of Education and producer of the National Curriculum in the 1980s. Photo: IAN JONES



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Why might some people feel the Holocaust SHOULD be taught?

- Talk to the person next to you:
 - What possible reasons might people give to argue that the Holocaust should be taught in English schools?
- Look at what academics and historians have to say about teaching the Holocaust in schools.
- What arguments do they present in favour of teaching the Holocaust?

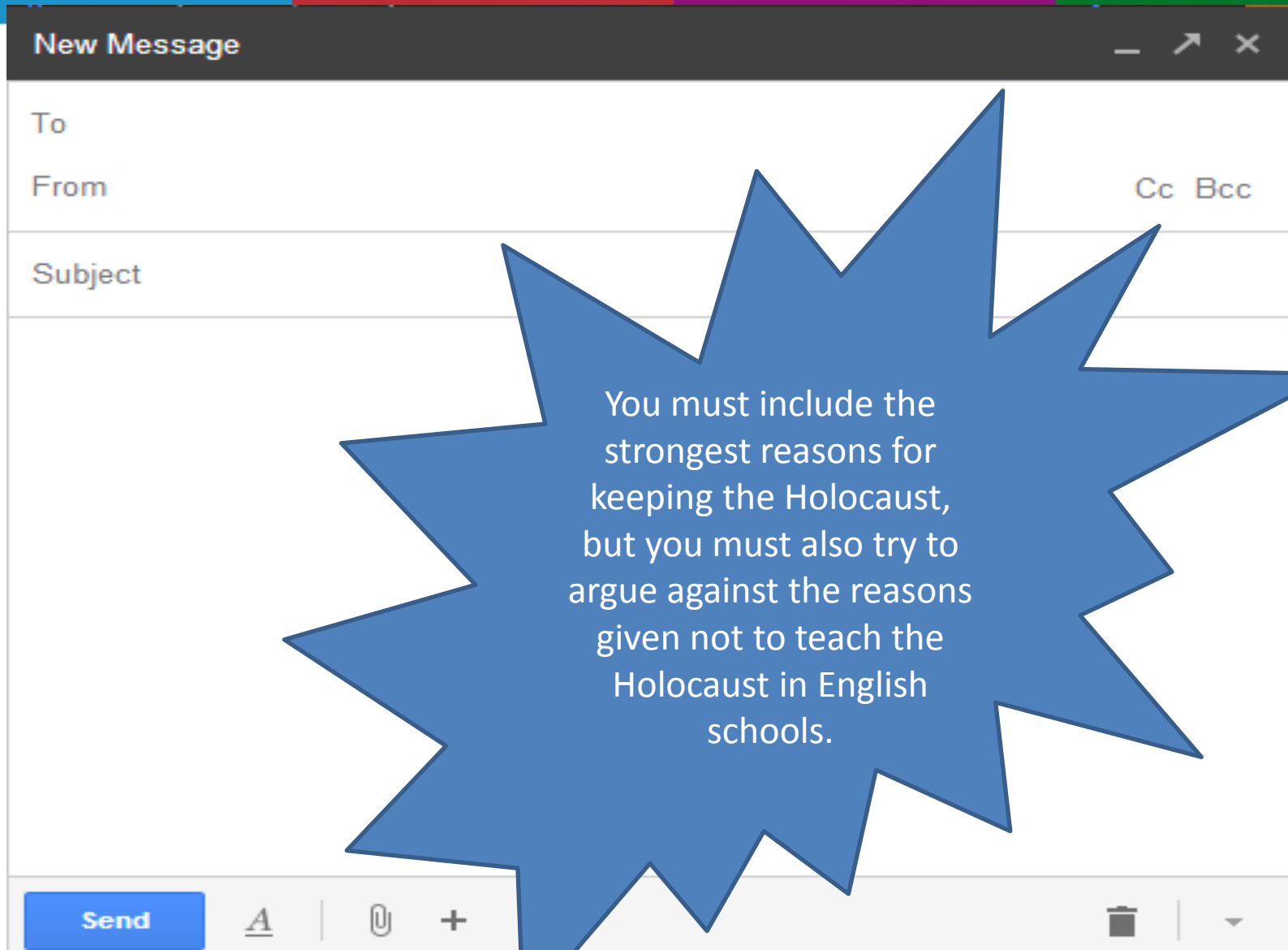
Can we challenge Baker's view?

- Use the ideas we have discussed and the views of academics and historians to challenge Lord Baker's article.
- Use the connectives grid to argue effectively.
- Use key words to argue persuasively.
- What are the key features of 'writing to persuade'?

Persuade the expert

- Dr Richard Harris helped to write the 2008 version of the National Curriculum for History
- You need to write an email to persuade him that the Holocaust should remain as compulsory content on the new National Curriculum.
- He is a very busy man so keep it to under 200 words!





Should the Holocaust be taught in English schools?

**Weak
reason**

**Strong
reason**



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What should be taught about the Holocaust?



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BEKANNTE

EIN DOKUMENTARFILM ÜBER DAS WELTJUDENTUM
GESTALTUNG: FRITZ HIPPLER • MUSIK: FRANZ & PRIEOL



Deutsche
kauft nicht
bei Juden

Bilder
Kunstwerke





Ich bin ein Offizier
mit großer Seele
und ich will mich
mit Ihnen einig

Ich bin ein Offizier
mit großer Seele
und ich will mich
mit Ihnen einig



Der Jude ist unser
größter Feind!
hütet euch vor den Juden!



DEUTSCHES REICH

(Stempel machen)



Gebühr 3

51A

28.10.38

REISEPASS

Nr. 42761

NAME DES PASSINHABERS

Lamb Löwitt

~~BEGLEITET VON SEINER EHEFRAU~~

~~UND VON KINDERN~~

STAATSANGEHÖRIGKEIT:

DEUTSCHES REICH



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GERMAN INVASION OF POLAND SEPTEMBER 1, 1939

0 100

MILES

Invasion Routes

- Greater Germany
- Soviet Union



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**Operation Barbarossa –
invasion of USSR**



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Einsatzgruppen



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Riga ghetto, Latvia



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**Deportation of children from the
Lodz ghetto**



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Warsaw ghetto uprising



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Jewish partisan fighters



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**Forced labour camp,
Czechoslovakia**



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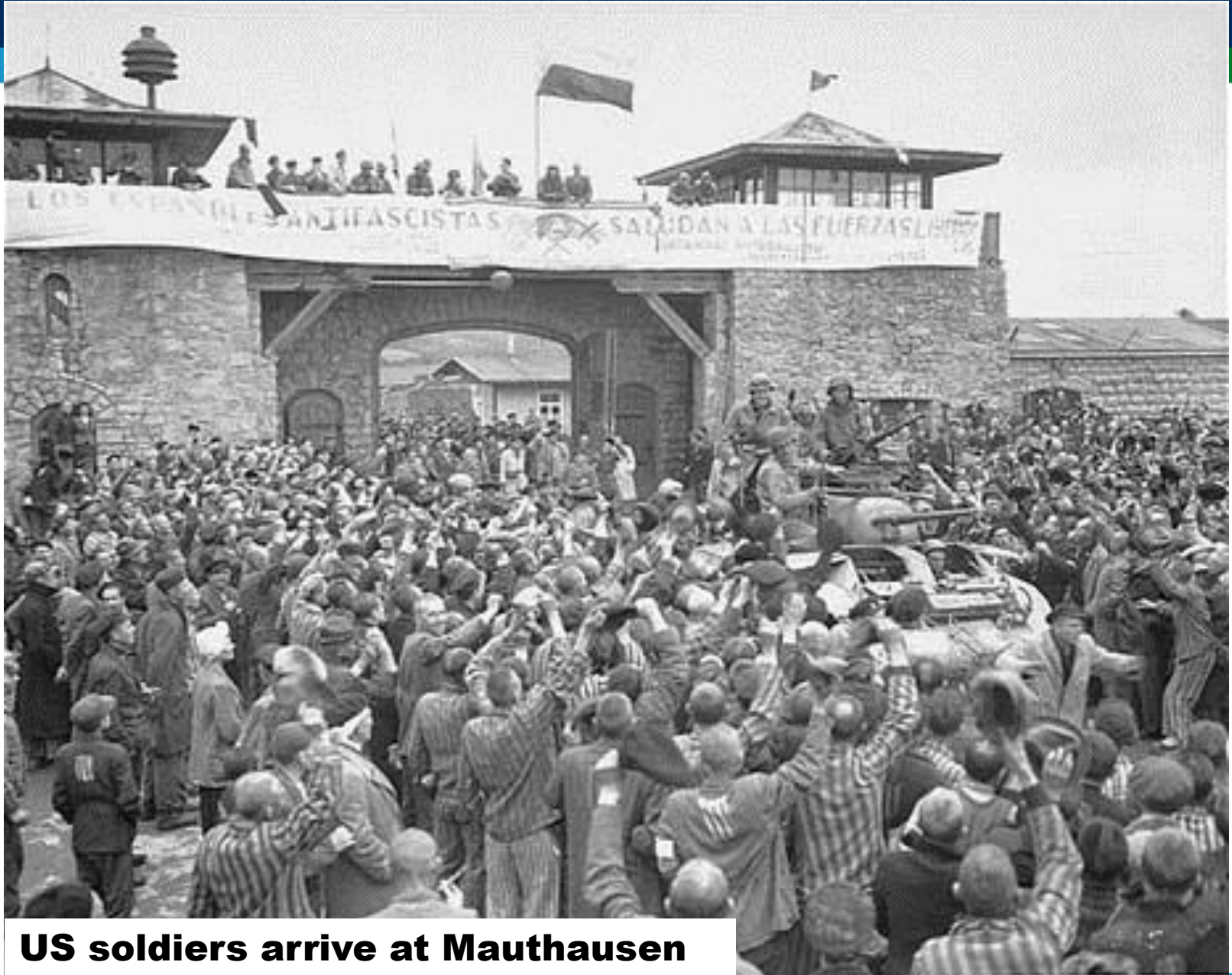
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Reinhard Heydrich – in July 1941 given the power to plan & organise the mass murder of all Jews in Europe, known as the ‘Final Solution’.



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US soldiers arrive at Mauthausen



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The International Military Tribunal trial of Nazi war criminals at Nuremberg





Leon Greenman speaking to secondary school students

Legacy of the Rwandan genocide



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Why teach Rwanda?

- It is historically significant because of the sheer number of people murdered in such a short time.
- But also because of the way many Western countries responded to the atrocities.
- The violence and its memory continue to affect the country and the region.
- The 400,000 survivors still seek justice.

Economic impact
Money, jobs

Political impact
Power, government, elections

How has Rwanda
been affected by
the genocide?

Social impact
Health, housing, education

Justice for survivors
*Trials, prosecutions,
compensation*





What
information is
missing?



Salafina



Cecille Mugeni



Marie Jeanne

Read through your survivor's story.
What do their experiences tell you?
How does this help our understanding of the impact of the Rwandan genocide?
Why is survivor testimony important?



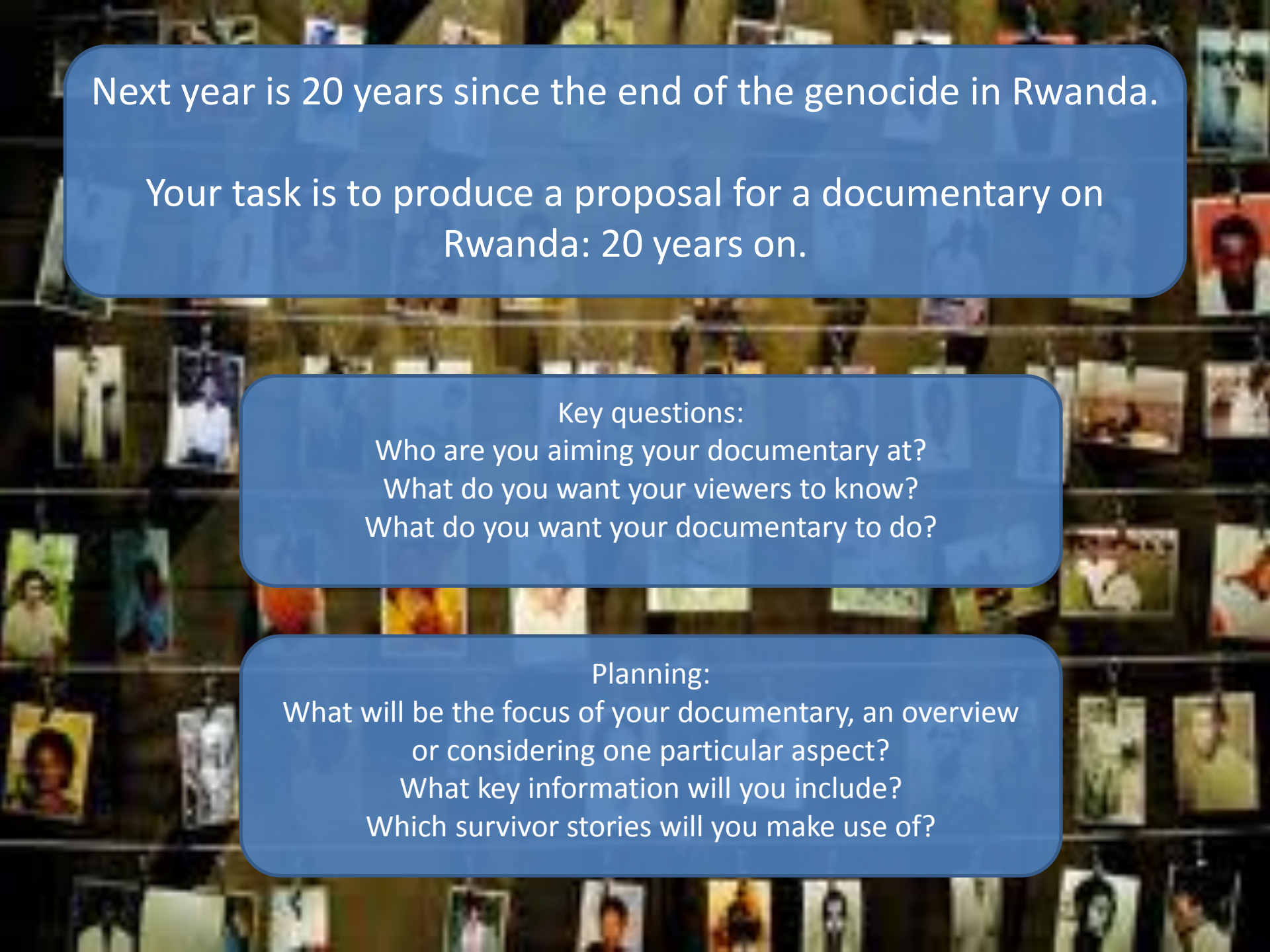
Marie Louise



Elie



Myriam Abdelaziz



Next year is 20 years since the end of the genocide in Rwanda.

Your task is to produce a proposal for a documentary on
Rwanda: 20 years on.

Key questions:

Who are you aiming your documentary at?
What do you want your viewers to know?
What do you want your documentary to do?

Planning:

What will be the focus of your documentary, an overview
or considering one particular aspect?
What key information will you include?
Which survivor stories will you make use of?