



# Teachers' Notes

## Holocaust Unit

### Action

#### Before the Lesson Begins

- Print out multiple copies of Resources B, C, D, E & F
- Print out multiple copies of Resources G, H, I

#### Resources not provided

- Arts and crafts resources

#### Lesson Overview

The focus of this lesson is the concept of taking action and how important it is for individuals to stand up for themselves and others against oppression & persecution.

#### Introduction

#### Discussion Guidance

1. Social Action and uprising refer to the idea of standing up for yourself (or for other people) through positive action - verbal or physical.
2. During the Holocaust, a time of extreme oppression & persecution, in many ways people were stripped of the ability to stand up for themselves. However, despite this, there are many cases of victims taking affirmative action against the perpetrators.

## Section 1: Uprising

Please see *Resource A* for further information about the Warsaw Ghetto Uprising & Sobibor Uprising

#### Discussion Guidance

1. The Warsaw Ghetto Uprisers and the Sobibor Uprisers are remarkable. Despite the horrendous conditions and horrors that they had endured, they managed to gather enough courage and inner strength to stand up against the Nazis. These examples of uprisings were a triumph of human spirit.
2. These people rose up despite their knowledge of the inevitability of death because in fighting they reclaimed their dignity and humanity. Their pride and

self-respect inspired them to refuse to be lead to the gas chambers like lambs to the slaughter.

3. For FYFT, the lack of success in any uprising is beside the point. The action of the fight alone represents the power of the human spirit in the face of any adversity - something that we believe should inspire us to take action and stand up for our rights/the rights of others today.

## Section 2: Activism

The aim of this section is to show that social action and uprising has ebbed and flowed throughout history, and is crucial in attaining freedom from oppression and persecution generally. It is important to take note of the power that one person/a small group of people alone can have. Uprising and social action is not always about the tangible outcomes but are important acts in themselves in making social/political points and in inspiring others to take notice of a plight/cause, or to take action in turn. It is also important to note the importance of social media for today's social action, for example news of the Arab Spring starting in 2010, spread through social media.

### Activity Guidance

In this activity the students can choose any of the three mediums to fit their case study into – they can be as imaginative as they like (eg. if they chose Facebook to represent Rosa Parks – they could make Rosa Park's family/friends comment on her wall, responding to her written/picture updates.) It is important that the students do not trivialise their case studies. Although social media can be used for fun it is also an important way to disseminate information. We want them to consider the emotions, factual events and context when creating their presentation. Please see *Slide 9* for an example update of Stonewall's live Twitter feed during the debate for Equal Marriage.

## Section 3: Taking Action

### Activity Guidance

Explain that although it is vital that we stand up for and protect the rights of others, it is important that we feel able to stand up for ourselves. Upstanding does not always have to be about other people (as the previous sections have shown us). Explain to the students that this activity is to allow them to explore and express their own feelings and passions for issues and causes personal to them, as well as allowing them to imagine the idea of being involved in a cause that is bigger than themselves. *Slides 10 -12* are to inspire the students to be as creative as they like in expressing their feelings.