

# SAFELY IN, SAFELY OUT PREPARING HOLOCAUST LESSONS



ECHOES & REFLECTIONS

TEACHING THE HOLOCAUST. INSPIRING THE CLASSROOM.

## 1 PEDAGOGICAL PRINCIPLES FOR EFFECTIVE HOLOCAUST INSTRUCTION

- *Guide students Safely In and Safely Out of Holocaust lessons by introducing students to the topic in an age-appropriate, wading-in way, and allowing students to process what they learned in a meaningful, non-abrupt way before leaving for the day.*

## 2 EXAMPLE OF "SAFELY IN" IN UNIT 1: STUDYING THE HOLOCAUST

- *Write CATASTROPHE and have students identify and chart natural and human catastrophes and discuss as a group.*
- *Divide the class into small groups and discuss the following questions:*
- *Who is likely to study human catastrophes and why?*
- *What kinds of questions do you think people studying human catastrophes would want to answer?*
- *How might the questions be different from questions about natural catastrophes?*

## 3 VISUAL HISTORY TESTIMONY IN THE CONTEMPORARY ANTISEMITISM UNIT

- [Henry Ortelt's testimony](#) can be used to guide students Safely In or Safely Out

## 4 ADDITIONAL VISUAL HISTORY TESTIMONY TO GUIDE STUDENTS SAFELY IN AND SAFELY OUT

- [Paul Parks' testimony](#) can be used to guide students Safely Out
- [Testimony Video Guide](#)

## 5 QUOTES TO GUIDE STUDENTS SAFELY IN OR SAFELY OUT

- *"Great crimes start with little things..." -Jan Karski, Rescue and Aid Provider*
- *"We are free, but how will we live our lives without our families?" -Anton Mason, Jewish Survivor*

## 6 REFLECT & RESPOND PROMPTS AVAILABLE AT THE END OF EACH UNIT