

Why Remember the Holocaust?

Lesson Aim: To think of three reasons why we remember the Holocaust.

Source A

First they came for the Jews and I did not speak out - because I was not a Jew.

Then they came for the communists and I did not speak out - because I was not a communist.

Then they came for the trade unionists and I did not speak out - because I was not a trade unionist.

Then they came for me and there was no one left to speak out for me.

Source B



Write the title and lesson aim in your exercise books.

Task - Look at source A and B.

1. In two sentences discuss what the writer in source A was meaning to say.
2. What image is being shown in source B?
3. What can you identify in the source and what does this mean?

Clue for Source A

Martin Niemöller spent the Second World War in **Dachau Concentration Camp**. He was sent there for criticising Hitler's regime.

Clue for Source B

An artist born after the Second World War created this painting. The artist was German

Task

From these two sources give one reason why it is important to remember the Holocaust. (Underline the reason with a ruler.)

Source C



Source D



Task:

1. Write the subtitle Is the Holocaust over?
2. Write one sentence explaining how you might find these images similar.

Source C is an image from 1945 showing a survivor of a Nazi Concentration camp. Source D was taken in the 1990's and shows young Bosnian men in a Serbian concentration camp.

Task:

3. From these two images, give a second reason for remembering the Holocaust. (Hint - what if we never learnt from our past mistakes.) Remember to underline your reason.

Task:

Read the following quotes:

Source E

'In a world where humans are free to do right and to do wrong there will always be evil actions. If the Holocaust is to teach us anything, it must be a realisation that one has to speak out against evil. Even a limited, uncertain, anguished fight against the darkness is better than surrendering to the evils of the past and the present day.' (Rabbi Albert Friedlander)

Source F

'Those that cannot remember the past are condemned to repeat it.'
(George Santayana)

Source G

'..the Holocaust was not the murder of six million Jews, but the murder of one, then another, then another.' (Stephen Smith, co-founder and director of the Beth Shalom Holocaust Centre)

Task.

Imagine you part of a design team building a Holocaust memorial. Your role is to create a passage of writing to be placed on the memorial for generations to see and think about. You have the help of all the sources.

4. Write the title Holocaust memorial.
5. Create a piece of writing – a few sentences that will explain why we must remember the Holocaust.
6. Leave a line and then explain what you have written. If you have based it on particular source (or sources), then explain why you based it on that source.
7. You now have your own final reason for why we learn about the Holocaust – Well Done!

Student Self Assessment

To get Level four, you will have used more than one source and begin to explain the results of historical events.

To get Level five you will have identified which source is useful for a particular task, as well as using more than one source. You may also make links between different time periods and explain the results of historical events.

To get Level six you make critical conclusions about what sources are useful, why they are useful and how they are useful. You may also make links between different time periods and explain why history is viewed in different ways.

Decide what level best fits the work you have done.