Creativity

Experience and respond to the exhibition "Auschwitz. Now.".

Consider this quote – "man's inhumanity to man"

(Robbie Burns).

Jschwitz. Non

Auschwitz has
become an archetypal
symbol of evil for the murder
of Jews on an unprecedented
and industrial scale. When one
speaks of one million or six million,
the personal experience of the
individual is too readily subsumed
in the statistic. The stories
included in this exhibition
attempt to address that
deficit.

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Success Criteria

Students identify a direction for inquiry and sources of information required to answer it. Planner supports AS91105 Information Literacy, AS 91229 Historical Event Inquiry.

Collaboration

Students engage in a
Harkness-inspired discussion
(see below) – Listen, Talk,
Change My Mind – to
investigate the scope and
impact of propaganda.

Critical Thinking

Students evaluate the reliability and usefulness of their information to form insightful conclusions or judgements.

Discussion based student learning

Many teachers speak for 60–70% of a class period, leaving less time for students to ask questions and verbally work out their own ideas. A Harkness discussion places teachers in the role of moderator, and the responsibility is with students to drive the conversation to foster agency and intellectual effort.

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Creativity

Imagine this.

You and your family are removed from your home by armed soldiers. You did not know this was going to happen. You're not allowed to take a bag with you.

Collaboration

Discuss this.

You and all your neighbours are marched to a train station and loaded into wagons with no food, drink, or toilet facilities for a three day journey.

Critical thinking

List.

What are your biggest challenges?

Success criteria

Students are able to intuit some of what teenagers in the Holocaust often experienced.

At the museum:

Creativity

Look at the recent images of Auschwitz. What purpose is served by keeping Auschwitz like this?

Collaboration

With a classmate, study the photos of the survivors, who were children or teenagers during the Holocaust.

Discuss the photos – what emotions, states of being, can you see?

Critical thinking

Why have humans over centuries of evolution practiced genocide (the deliberate killing of a large number of people from a particular nation or ethnic group)?

Success criteria

Students respond to the exhibition.

Back at school:

Creativity

The <u>bystander</u> effect is when a group of people witness something like bullying or assault and don't do anything to stop it. Why does this happen? What could be the reasons?

Collaboration

In a situation like the Holocaust, people choose to be <u>bystanders</u> or <u>upstanders</u>.

With your classmate discuss the implications of each. Could propaganda convince you to be a bystander?

Critical thinking

An <u>upstander</u> is someone who intervenes on behalf of a person who is being attacked. Think about yourself – are you an upstander?

Success criteria

Students can speak about the Holocaust with more insight and knowledge.