



# Pestalozzi

## Training Resources

History education (HIS)

How can we most effectively teach difficult issues?

by

**Author:** Richard Harris – United Kingdom

**Editor:** Pascale Mompoin-Gaillard



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

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*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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## Theme: Reflecting upon approaches to teaching controversial issues

### Expected outcome

- To underline the need to work with teachers' experience, understanding and knowledge, to help them to recognize what makes an issue difficult and what problems teachers or pupils may encounter when studying difficult issues;
- To discuss the debates surrounding this topic;
- To make judgements about a range of teaching approaches, engage in practical activities and evaluate their effectiveness.
- To evaluate textbook approaches to difficult issues.

### Target group

Type of training	School level / age	Subject area
Initial and in-service training	Lower and upper secondary level	History, social science, Citizenship, Cross curricular

### Brief description of the unit

This plan describes a sequence of learning activities for teachers to help them explore the problems related to teaching difficult issues and to make judgements about the effectiveness of different approaches to teaching topics like the Holocaust. A number of the activities could be used directly with pupils, but the main focus of using them in this context is for teachers to think about if and how they would such activities in the classroom.

### Methods/techniques used

Cooperative learning methods; interpretive approach

**Time** 4 hours and 15 minutes

Pre-reading	▶ before session
Activity 1	▶ 30 minutes
Activity 2	▶ 90 minutes
Activity 3	▶ 60 minutes
Activity 4	▶ 60 minutes
Debriefing session	▶ 15 minutes
Optional: Follow up activity	▶ one day

### Tips for trainers:

See tips in activities

### Resources

Pre-reading	Appendix 1
Activity 3	Appendix 2
Materials for use in the classroom	Appendix 3 - 5

Preparatory activity: 2 weeks prior to the session, ask trainees to go through the pre-reading exercise and bring with them their notes. Ask the group to share on their professional backgrounds ( in small groups using “think-pair-share”, snowball or other cooperative techniques). Introduce the session by explaining the different steps trainees will be engaged in.

## Activity 1 Introduction



30 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To identify existing preconceptions about what makes a topic 'difficult'</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Cooperative learning technique: "Think (individual work/reflection), pair (share ideas with a partner) and share (feedback to the group)"</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ A4 paper,</li> <li>➢ flip chart or whiteboard,</li> <li>➢ optional: stimulus material that presents a one-sided view of an historical event/period</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ The room is set up for a small group discussion or in a "horseshoe" shape.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Ask each trainee to individually make a list of ideas about "<i>what makes a topic 'difficult'</i>"</li> <li>➢ Have trainees share their lists in pairs.</li> <li>➢ Ask each pair to give a summary of their ideas to the whole group. Records all the ideas on a board or flip chart.</li> </ul>	

<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ The trainer can provide stimulus material that presents a one-sided and potentially controversial view of an historical event/period (e.g. the Arab-Israeli conflict, the crusades, colonisation, etc) and discuss whether teachers should use such material or in what context might they use sensitive material like this</li> <li>➤ The idea is not to challenge preconceptions at this point, but to allow them to emerge so that they can be challenged later. These preconceptions may already be quite strong and the process of challenging them may in fact reaffirm them if done too soon and without identifying their shortcomings collaboratively.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ While allowing for questions and clarifications, the trainer should avoid a discussion on the issues for this session.</li> <li>➤ Give time to trainees to express what they have felt while doing this exercise.</li> </ul>	

## Activity 2 What are we trying to achieve by teaching 'difficult' issues?



90 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To identify what teachers are trying to achieve by teaching 'difficult' issues.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To challenge preconceptions about what makes a topic 'difficult'.</li> <li>➤ To draw up list of criteria about how to judge the effectiveness of teaching approaches.</li> </ul>	

<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Cooperative learning technique: “Think (individual work/reflection), pair (share ideas with a partner) and share (feedback to the group)”</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Pre-reading, (appendix 1)</li> <li>➤ flip chart or whiteboard,</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ The room is set up for a small group discussion or in a “horseshoe” shape.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Ask trainees to go back over their notes on prior reading.</li> <li>➤ Have trainees discuss their ideas with a partner.</li> <li>➤ Ask each pair to give a summary of their ideas to the whole group.</li> <li>➤ Focus on the arguments being presented as to what we are trying to achieve by teaching such topics.</li> <li>➤ Record all the ideas on a flip chart or board; clarify key points and play ‘devil’s advocate’ if you feel there is a need to stimulate interaction or to ensure alternative ideas are aired to allow trainees to consider that there may be alternative stances.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ This task is based upon the two pre-reading articles which offer very different views; Illingworth argues that we need to focus on the moral issues arising from the Holocaust, whereas Kinloch argues we need to focus on the historical value of the topic and study it as a piece of history and not as a unique event with particular moral issues to be drawn. The views are opposing and in the past this has resulted in fierce debate between trainee teachers and teachers.</li> </ul>	

<p>➤ Entering this highly controversial debate is a very good way to explore the purposes of teaching 'difficult' issues and the problems of teaching events like the Holocaust: <b>The aim here is not to impose a view on the trainees, but to get them to identify their own view. This is unlikely to be achieved immediately and trainees may feel confused, but reassure them this is acceptable. Part of becoming a history teacher is to figure out your own stance and philosophy towards teaching, but this requires ideas/views to be challenged, which may result in some initial 'discomfort'.</b></p>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Go back to the flip chart from activity 1: <ul style="list-style-type: none"> <li>- How do our findings relate to the ideas we have posted here?</li> <li>- In your opinion what is the best way to select the difficult issues you will wish to tackle with your students? Why? To achieve what?</li> </ul> </li> <li>➤ In your opinion what is the best way to select the difficult issues you will wish to tackle with your students? Why? To achieve what?</li> </ul>	

### Activity 3 Comparison of textbook approaches to see how they explore 'difficult' issues



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To evaluate and/or make critical judgements about the way textbooks tackle the Holocaust</li> </ul>	
<p>▶ <b>Methods/techniques used:</b> Think/pare/share</p>	



<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ A wide variety of history textbooks</li> <li>➤ Guiding questions (appendix 2)</li> </ul>	
<p>▶ <b>Instructions / procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Hand out the “Activity 3 worksheet” and ask trainees to review a textbook and look at how it approaches the Holocaust using the questions.</li> <li>➤ Have trainees share their ideas with a partner.</li> <li>➤ Repeat the process with different 2 or 3 textbooks.</li> <li>➤ Have pair give feedback to the whole group.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Instead of a hand out, the trainer can project a slide and keep it on the screen during the activity.</li> <li>➤ Use as wide a range of textbooks as possible (but if this is not possible see what Internet sites are available). It is helpful to include examples of poor approaches, (e.g. textbooks that perpetuate stereotypes, show images without historical context, etc), to see if teachers can recognise these. This is a simple way to get teachers to think more critically about the materials available to them, based upon the issues just discussed. For many teachers, textbooks provide the main resource and they need to be aware of their limitations.</li> </ul>	
<p>▶ <b>Debriefing/reflecting – Follow up activity:</b></p> <ul style="list-style-type: none"> <li>➤ Ask participants:</li> <li>➤ Sum up the session by asking participants (whole group) the following questions: <ul style="list-style-type: none"> <li>- What are the main limitations of textbooks?</li> <li>- How can we, as teachers, deal with these limitations?</li> <li>- How can teachers bring pupils to identify these weaknesses and produce their own, more informed perspective on difficult issues?</li> </ul> </li> </ul>	

## Activity 4 Comparison of different approaches to teaching the Holocaust

90 minutes<sup>1</sup>

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To make critical judgements about a range of teaching approaches in terms of their effectiveness in dealing with sensitive issues.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To make informed choices on how they can tackle sensitive issues in the classroom</li> <li>➢ To prepare trainees for implementing different approaches in the classroom.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Role play; critical review</li> </ul>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➢ Approaches to teaching the Holocaust (appendix 3).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ The room should be set up for small group work.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ The trainer takes on the role of teacher and trainees take on the role of pupils.</li> <li>➢ You should work through a number of different approaches to teaching the Holocaust (see appendix 3).</li> </ul>	

<sup>1</sup> The trainer should allow for flexibility here, within his/her time constraints: a bracket of 60-120 minutes is the most probable frame depending on how far you wish participants to do the entirety of an activity or to just get a 'taste' of it to reflect upon the content.

<ul style="list-style-type: none"> <li>➤ Participants work their way through the different activities as if they were a pupil.</li> <li>➤ Participants record what they like/dislike about the approach.</li> <li>➤ Consider how well these approaches address the issues identified during the previous activities.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ The approaches discussed have all been used in the classroom. They all achieve different things, they can be used in combination with each other or with other ideas, but they are not meant to be perfect. The point of the exercise is to get trainees and teachers to identify what these activities do and what is missing.</li> <li>➤ From these activities the trainees and teachers should appreciate the need to avoid stereotyping, the need to present alternative perspectives from a range of people involved so that the complexity of the past emerges.</li> </ul>	

**Optional Follow-up Activity**

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To clarify/consolidate the issues discussed previously</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Phenomenological approach</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ This is an important aspect as trainee teachers can leave the previous session still unsure what they are attempting to achieve. The chance to reflect within a museum context, looking at the information surrounding them and the stories that are told can help clarify the purpose and need to teach difficult topics properly.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ This is optional and would depend upon what was available locally.</li> </ul>	

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## Evaluation and assessment

	Notes
<p>➤ How could you use some of the approaches to teaching difficult topics in your classroom?</p>	
<p>➤ How important is your own level of comfort with the approach you chose?</p>	

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<p>➤ What changes would you make?</p>	
<p>➤ What difficulties would you foresee?</p>	
<p>➤ What are the most important things a teacher needs to address in order to teach difficult topics properly?</p>	

## References

- Kinloch, N. (2001) 'Parallel catastrophes? Uniqueness, redemption and the Shoah' *Teaching History* 104
- Illingworth, S. (2000) 'Hearts, minds and souls: exploring values through history' *Teaching History* 100  
*These two articles present different reasons for teaching the Holocaust. They present very different views and should stimulate debate:*
  - Kinloch argues that the Holocaust is not a unique event and we should not try to draw any moral lessons from studying it, rather it should be studied historically, asking such questions as 'how', 'why', 'what' and so forth.
  - Illingworth argues that we must study the Holocaust for its moral purposes.

### Additional reading

- Davies, I. (ed.) (2000) *Teaching the Holocaust: Educational Dimensions, Principles and Practice* London: Continuum  
*This is a collection of essays which include comparative approaches to teaching about the Holocaust in a number of countries and how different subject areas might approach the topic.*
- Short, G. and Reed, C. (2004) *Issues in Holocaust Education* Aldershot: Ashgate Publishing  
*This covers a range of aspects, but essentially argues specifically for Holocaust education to be a form of anti-racist teaching.*
- Supple, C. (1993) *From Prejudice to Genocide: Learning about the Holocaust* Stoke-on-Trent: Trentham Books  
*Designed as book for pupils, this is a detailed and thorough examination of different aspects of the Holocaust that young people may study, but is also very useful for teachers to develop their subject knowledge*
- Whitworth, W. (2003) *Survival: Holocaust Survivors Tell Their Story* Retford: Quill/Aegis Institute  
*Tells the story of a range of individuals and provides a very personal perspective and a range of experiences*
- The following links will bring you to websites with sources you can use:
  - <http://www.yadvashem.org.il/>
  - <http://www.historyplace.com/worldwar2/holocaust/timeline.html#1938>

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## Appendix 1:

### Activity 1

#### Pre-reading

- Kinloch, N. (2001) 'Parallel catastrophes? Uniqueness, redemption and the Shoah' *Teaching History* 104
- Illingworth, S. (2000) 'Hearts, minds and souls: exploring values through history' *Teaching History* 100

These two articles present different reasons for teaching the Holocaust. They present very different views and should stimulate debate:

- Kinloch argues that the Holocaust is not a unique event and we should not try to draw any moral lessons from studying it, rather it should be studied historically, asking such questions as 'how', 'why', 'what' and so forth.
- Illingworth argues that we must study the Holocaust for its moral purposes.

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## Appendix 2:

### Activity 3

Guiding questions:

- What information is included in the textbook?
- What information is not there?
- What images are used?
- What other sources are used?
- What context is presented for the events?
- Whose perspective is looked at?
- Do you like the approach in the textbook? Be explicit.

## Appendix 3:

### Activity 4

#### Approaches to teaching the Holocaust

Below are a range of ideas for teaching about the Holocaust; it is not an exhaustive list, but is designed to get trainee teachers and teachers thinking about what they do, why and how. The ideas can equally be used directly with pupils.

#### a) Approach 1

##### **Expected results**

- To provide an accessible way for students to understand what happened and suggestions why the Holocaust was possible
- To provide a starting point for further work

**Time: 20 minutes**

##### **Instructions for trainers**

- Write this question on the board 'How do humans mistreat animals?' and give the students 2 minutes to get as many ideas down as possible working on their own
- Write the next question on the board 'Why do humans mistreat animals?' and repeat the process
- Gather feedback without comment from the class and write down responses on the board
- Alter the wording of the questions on the board so that they now read 'How did the Nazis mistreat the Jews?' and 'Why did the Nazis mistreat the Jews?' and see whether the answers about animals still apply in the context of the Nazi persecution of the Jews (an awful lot of points will apply)

##### **Instructions for teachers/students**

- Answer the following question by jotting down ideas on your own – 'How do humans mistreat animals?'
- Answer the following questions by jotting down ideas on your own – 'Why do humans mistreat animals?'
- Feed your ideas back to the teacher



**Explanations and comments**

The point here is to get trainee teachers discussing the activity and what it does and does not do. For example, there are shortcomings, especially with the association of Jews and animals and can therefore serve to reinforce particular views of the Jews, but it provides a way for pupils to gain a first step in understanding which potentially could be developed further. A similar discussion could be held with pupils in school, about the need for more context and alternative perspectives to avoid stereotyping.

**b) Approach 2****Expected results**

- To provide an overview of the persecution of the Jews and the Holocaust for contextual knowledge
- To consolidate knowledge and understanding/get pupils to ask questions (this depends at what point in the sequence of lessons this activity would be used)
- To get pupils to justify their choice of images

**Time: 30 minutes**

**Instructions for trainers**

- Decide where you would use this activity – at the start of a sequence of lessons would lead into more research for the pupils, later on it would act as a consolidation exercise.
- Show images and discuss the story being told and what type of story is being told, e.g. does it show all events, different perspectives of people involved etc. The following links will bring you to websites with images you can use:
  - <http://www.yadvashem.org.il>
  - <http://www.historyplace.com/worldwar2/holocaust/timeline.html#1938>
- Explain that the task is to choose a limited number of images to use in a museum display and that they must explain what the images show and justify their choice of images (it could be possible for the pupils to identify their own criteria for choosing images or this could be set by the teacher)

**Instructions for teachers/students**

- Having listened to the presentation about the Holocaust, your job is to choose a limited number of images for use in a museum display. You must write an explanation for visitors to show what is happening in the image and explain why this is an important image to use

**Explanations and comments**

This activity could be used towards the start of a sequence of lessons or as a consolidation activity. The pupils are presented with a series of images that tell certain parts of the story of the Holocaust; they then have to choose a limited number of images that they would use in a museum display and they have to explain what is being shown and why they think it is important to use this particular image (this may be because it reveals some important aspect of the Holocaust, deals with stereotypes etc). The limits you set are important and are open to the teacher to decide, e.g. you could say they can only use 3 images and none must show people being killed, or that one of the images must show something positive etc. It is important that teachers realise this, as the limits that are set will have a big impact on the way that the pupils look at the topic.

**c) Approach 3**

**Expected results**

- To engage pupils with the story of the Holocaust by personalising it
- To get pupils to ask questions to follow up

Time: 30 minutes

**Instructions for trainers**

- Show the image above
- Ask pupils to say what they see, what they think is happening and to write down any questions it raises
- Discuss the image shown and the questions that arise
- Read the story from 'Erika's Story' by Ruth Vander Zee and Roberto Innocenti.
- Ask pupils to think of any more questions they would like to answer

**Instructions for teachers/students**

- Look at the image and say what you see, what you think is happening and what questions you might wish to ask
- Listen to the story which is linked to the image
- List any further questions you have

**Explanations and comments**

The image is very emotive, and shows a baby being thrown from a train by its mother, and though the story has been written for younger pupils it has a big impact on older pupils as well. Read the pupils the story once the image has been discussed and ask the pupils to think of further questions. The discussion around the questions is important as it is designed to lead to further work and the teacher needs to ensure that stereotypes and alternative perspectives will be dealt with

**d) Approach 4****Expected results**

- To provide a context for anti-Semitism and a chronology of persecution
- To develop pupil understanding of the meaning and nature of persecution
- To engage pupils by 'humanising' the events of the Holocaust
- To challenge stereotypes about the involvement of German people in the Holocaust

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**Time: 60 minutes**

**Instructions for trainers**

- This approach is divided into several steps and is likely to be spread over 2-3 lessons
- This sequence of activities requires students to work using 'think, pair, share' a lot of the time
- It uses resources from two articles in *Teaching History* 104 (published by the Historical Association and available from the HA website at [www.history.org.uk](http://www.history.org.uk)). The articles are by Kate Hammond and this provides the first card sort activity, and the article by Alison Kitson provides the other two card sorts
- Using the first set of cards, students arrange them in 3 ways: chronologically, then by racial/religious persecution and major/minor persecution. At each stage discuss what issues/patterns emerge
- Provide students with character cards, which give brief details about people who were involved in the Holocaust
- Use the second set of cards to categorise the ways that the Nazis persecuted the Jews. Then ask students to think how their character might have been affected by these steps
- The third set of cards are used with a graph to look at how ordinary Germans responded to the Jews. This probably needs to be modelled first of all, and will require plenty of discussion afterwards. It can also be used for a discussion of the Nazi state to provide a context to explain people's responses to the Jews
- At the end tell students what happened in the Holocaust to their character

**Instructions for teachers/students**

- Brainstorm knowledge about persecution of the Jews – use think, pair, share
- Organise the first set of cards chronologically – what patterns, issues emerge?
- Use the cards and arrange them on a 'washing line' to show examples of racial persecution at one end and religious persecution at the other
- Use the same cards and rearrange them on the 'washing line' to show major persecution to minor persecution
- Read your character card (you will return to them later)
- Use the second set of cards, which gives details of steps the Nazis took against the Jews. Look at the different ways you could group them. Work in pairs on these. Discuss how your character may have been affected by these actions
- Using the third set of cards, place them on a graph; one axis runs from 'Very sympathetic to the Jews' to 'Very unsympathetic to the Jews', whilst the other axis runs from 'No acceptance of Nazi policies against Jews' to 'Total acceptance of Nazi policies against Jews'. Discuss how the German people reacted to Jews and the Nazi policies.

**Explanations and comments**

This is a lengthy set of activities; each requires careful setting up and explanation, as well as a proper discussion afterwards to go through the issues that are raised. The point is to provide an overview of Jewish persecution to show that it is not simply a 'German' problem, it is also getting pupils to think about the nature of persecution so they can understand whether the Holocaust was something different. The main part though looks at how the Jews were persecuted but focuses on the extent to which ordinary German people sympathised with the Jews and carried out Nazi policies; this activity should counter many potential stereotypes.

**e) Approach 5****Expected results**

- To identify pupil preconceptions about the Holocaust
- To introduce the idea of 'victims', 'perpetrators' and 'rescuers'
- To challenge preconceptions about people in the Holocaust

**Time: 40 minutes**

**Instructions for trainers**

- This activity uses materials from the 'Reflections' pack published by the Imperial War Museum (available from [www.iwm.org.uk/server/show/ConWebDoc.788](http://www.iwm.org.uk/server/show/ConWebDoc.788))
- Start with a brainstorm of ideas. Pupils say what they think they know about the Holocaust
- Record all ideas without comment but as you write them group them into words that relate to victims, perpetrators and rescuers
- At the end, explain what you have done and ask the pupils to come up with words that would describe a hero, victim or perpetrator (or alternatively have a set of words ready for pupils to use). Explain that this makes it easy to tell the story of the Holocaust, i.e. poor, weak, helpless Jews were destroyed by nasty, evil people, and some were rescued by gallant and brave individuals.
- Use the line drawings from the 'Reflections' pack (published by the Imperial War Museum or other cartoons that you feel would work) and ask pupils to say whether the person is a victim, perpetrator or rescuer and to explain why.
- For the next activity (20-30 minutes), you need to lay out photos of people associated with the Holocaust around the room (again there is a set in the 'Reflections' pack) and have a blank piece of paper next to each. Pupils need to move around the room and write comments down next to the pictures. After 10-15 minutes of this, as a class, discuss what has been said

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about individual people in the photos, before revealing what the people actually did. Then, discuss what this reveals about the pupils' preconceptions and the Holocaust itself.

- Having done this, pupils are invited to read out all the words that have been used to describe an individual in a picture and are asked to then decide whether that person is likely to be a victim, perpetrator or rescuer. After this, the teacher or a pupil can read out the real story behind the person in the picture.

#### **Instructions for teachers/students**

- Brainstorm ideas about the Holocaust
- Identify words to describe 'heroes', 'victims' and 'perpetrators'
- Look at the cartoon images of people and decide whether they are a hero, victim or perpetrator
- Walk round the room and look at the images of people laid out. On the piece of paper next to them, write down words that would describe them

#### **Explanations and comments**

This is an elaborate exercise that initially seems to work by reinforcing students' stereotypes about people generally and those involved in the Holocaust. The final activity though is designed to show that this is far more complex and the stories revealed by the photos actually cover a huge range of people and perspectives in the Holocaust