

MIDDLE SCHOOL

1. The Rise of the Nazis: Why Do People Hate?



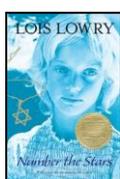
Why do we target others? How does casual cruelty potential lead to something worse? What allows us to justify hate that is both destructive and self-destructive? This presentation will broadly focus on the Nazis coming into power; the accession to political power; the human rights violations and antisemitic ideas. How do human rights violations escalate without being checked and what is the responsibility of individuals when facing such violations? A major focus will be how we create the 'other' and how to be an "Upstander" in the face of a perpetrator or bully. An ideal introductory presentation for middle schools dealing with the issues of personal and social responsibility and resistance.

2. Choices: Letting others Be



This 45-minute presentation asks students to consider who tells you to hate and why? What happens to you? What happens to the target? Using Anne Frank and Martin Luther King (both born in 1929) students are presented with the choice to care about others and build compassion by confronting the past. The presentation is shaped around an April 1944 diary entry by Anne: "If only I can be myself". Why is it difficult to let people be themselves, to just be?

3. Number the Stars: Danish Rescue



For elementary students reading Number the Stars. It will place the story and its characters within the broader context of events in Denmark during the war. It gives a general account of the history of the rescue of Danish Jews while exploring the traits of an "Upstander." We will discuss in general terms the history and relative advantages of Denmark during the Nazi era and explore the rescuers and the rescued. We will examine "goodness" as a human, not national trait. It will place the story and its characters within the broader context of events in Denmark during the war. It gives a general account of the history of the escape and rescue of Danish Jews while exploring the Jewish Foundation for the Righteous' 8 traits of an "Upstander." (Grades 5-8)

HIGH SCHOOL

4. Antisemitism: When One Hate Rises, They All Do



How do we identify, resist, and respond to antisemitism, racism, hate and Islamophobia? Using IHRA's working definition of antisemitism we will identify sources and expressions of hate that are destructive and self-destructive and reasons for its recent surge. We will explore what it means to embrace democratic values and norms as a tool of resistance and resiliency. Rather than assign labels, we will explore models of appropriate responses and our obligation to reject anti-democratic and hate-driven behavior. We will highlight how white supremacists and terrorists are globally connected and pose a direct threat to democracy.

5. Antisemitisms: Hatred as Identity



Antisemitism is a dynamic and durable force of hate. It is toxic to democracy and potentially lethal to its targets - especially when expressed as conspiracy fantasies. This presentation explores the origins of antisemitism utilizing Rabbi Jonathan Sak's metaphor of a "mutating virus" to explore antisemitism as a psychological construct of an "other". How do issues of identity (individual and collective) allow the cultural expression of antisemitism? How do trauma and fear feed antisemitic anxieties and identities? We will trace the development of antisemitic ideas from its Christian roots of anti-Judaism to modern antisemitism. This presentation broadly examines the difficult relationship between Judaism and Christianity and Christianity's wrestling with its own assumptions and traditions while facing the darkness of the Holocaust. We will wrestle with current manifestations of antisemitism from Nazi Germany to the QAnon conspiracy fantasies.

6. QAnon Conspiracy Fraud: QAnon emerged in 2017 and has gone from being a fringe conspiracy to one embraced by political



leaders. What is the QAnon fraud? We will explore this new transmission and expression of *The Protocols of the Elders of Zion* by examining its antisemitic roots and mainstream appeal. What are the characteristics of conspiratorial thinking? How and why can people accept and justify these frauds? Why do conspiracy theory frauds threaten democracy? How do they damage and mislead? How do we recognize and respond to the threat and talk to somebody who embraces it?

6. Traveling and Studying in Israel

This presentation developed from trips to Israel and will serve as a fun travelogue illustrating the geography, culture, and history of Israel. Particular focus will be given to the Old City of Jerusalem as well as Jewish, Christian and Muslim holy sites. Additionally, we will visit the landscapes of the Galilee, Masada and the Dead Sea, as well as the Jordanian and Lebanese borders. The presentation will end by highlighting the work and mission of Yad Vashem.

7. Heeding the Warning Signs: Antecedents and Precursors to the Holocaust



How the Holocaust was not just possible, but permissible? How did the Nazis utilize the preexisting building blocks of mass atrocity (antisemitism, discrimination, homophobia, racism, sexism, misogyny, appeal of authoritarianism) to become a mainstream political party with “moral authority” within German society? While obsessed with “the Jews”, the Nazi persecution of many groups helped them to utilize natural social processes of group identification and turn them on a genocidal path. In the cases of these minorities, professionals and many segments of society became invested with the questions thrust before them and wrestled – through growing frustration – to imagine more radical solutions...from sterilization to deportation to... Nazism existed and was attractive precisely because its ideology “made sense” to many Germans and held emotional appeal by tapping into: symbolic expression and cultural meaning; morality; national pride; redemption; and enemy-making in times of trauma and confusion. We will also explore U.S. connections to Nazi race policy in order to become more alert that when “others” in our midst are targeted or marginalized, we all risk losing our freedom.

8. Strongmen: Authoritarian and Fascist Leaders



Facing the growth of anti-democratic movements, white supremacy, and strongmen how do we perceive and confront the threat? What do strongmen have in common? What is in their toolbox and playbook as they seek to destroy democratic norms? How can democracies continue to show resiliency? This presentation examines how strongman emerge in times of perceived crisis (times of change, trauma, and perceived threats to “masculinity”) and utilize violence, attacks on truth, and misogyny to gain power. How is muscular, militant, and virile “masculinity” used to bludgeon democracy? Embracing the values of American democracy, we explore the corrupting and dysfunctional nature of strongman politics and the practical historical responses that reinforce democratic resilience.

9. Rise of the Nazis: The Plot to Destroy Democracy (1919-1933)



Did the Nazis come to power through coercion and/or consent? How was Hitler, a constant failure, rescued by those who wished to use him? How did he become chancellor? We will trace Hitler’s failures, personality, and myths while exploring his changing political tactics. We will examine the inability of opposition parties to unify against Nazism. Close attention will be focused on how Article 48 (Presidential rule by decree) enabled a small group of anti-democratic, conservative and nationalist politicians and aristocrats to wield extraordinary power in a plot to destroy the Weimar Republic. We will explore their fatal mistake of rescuing Hitler from failure in order to champion their conservative and nationalist agendas. Once they agree to naming him chancellor, Hitler and the Nazis will dismantle the Republic within five months utilizing the Reichstag Fire, the election of March 1933, the Enabling Act, paramilitary violence, and an appeal to populist nationalism.

10. Destroying Democracy from Within: Failure and Limits of Democratic Institutions (1933-1938)



What happens when the judiciary sides with or accommodates to an authoritarian leader? Hitler was a consistent failure, rescued throughout his political career by conservatives and nationalists. They believed the system would hold him in check. They consistently underestimated him. Hitler had a great contempt for law, but came to see the benefits - especially with the need to persuade a variety of German conservatives - to progressively remove human rights from those he perceived as dangerous threats to his idea of the German *volk*. This presentation examines how some conservatives overcame their general sense of unease to help the Nazis destroy democracy and build a police and terror state; how target groups are created, how professionals and institutions “buy in”; how the police and the judiciary support the expansion of Nazi power; the struggle between the states, judiciary, and SS over control of policy; the development of and role played by the concentration camp system; and the state security police apparatus. We will explore how mass atrocity not only became possible, but permissible.

11. Purity, Eugenics, and Lethal Medicine



How did an elitist, antidemocratic, race-based, antisemitic ideology become popular and get implemented in the U.S. before Hitler came to power in Germany? How does eugenics emerge from the progressive movement and Jim Crow? What is the connection to and impact on Nazi race policy and mass murder? What are the connections and differences between American and Nazi German eugenics practices? How was Nazi race law, marriage law, forced sterilization, the Nuremberg Laws, children’s “euthanasia”, the T4 Euthanasia program, and the Holocaust a byproduct of eugenic ideas and American precedents? How does the medical profession come to perceive their patients as threats and justify their actions as moral and necessary? How can eugenics history help to confront the threat of racism and white supremacy?

9. The United States and the Ongoing Challenge of Nazism and Nazi Germany



Exploring democratic resiliency in the face of fascist fear. President Roosevelt was able to rescue liberal democracy in an uncomfortable partnership with the Southern Democratic Party that combined progressive ideas with Jim Crow racism. We will contrast Hitler’s leadership with FDR’s and explore how FDR’s “missionary generation” responds to the threat of Nazism. Policy decisions are presented in context of the unfolding events between 1933 and 1938 and the growing need to respond to international provocations. Topics covered include: U.S. immigration policy and the quota system; U.S. attitudes of pacifism, isolationism, racism, xenophobia and antisemitism; supporters of fascism in the U.S.; America First; anti-lynching legislation and political realities; the Evian Refugee Conference, the German American Bund; Charlie Chaplin; and the failed Wager-Rogers *kindertransport* bill. How does the past help us find resiliency in the struggle to preserve democracy?

10. Learning from the Past: Facing Difficult History in the U.S. and Germany



How did American racism influence German race policy and how does German encounter with its Nazi past help Americans confront their difficult history of slavery? What do cultures of defeat (the Confederacy and post WW I German society) have in common? How did the creation of the "Lost cause" myth distort the history of the Civil War and facilitate a different re-enslavement of black Americans? This presentation explores implicit and explicit bias that leads to racism. Racism will be a central theme of the presentation as we explore how leaders manipulate it to the detriment of most. We will explore the second Civil War (the War against Reconstruction) and how its ideology of racism has influenced the American experience. We will explore the for-profit convict labor system that helped entrench a new form of slavery and Hollywood's subtle and not-so-subtle embrace of both racism and the southern myth of the "Lost cause." As antisemitism, racism, Nazism, and the KKK have re-emerged as significant societal factors we must confront this difficult history as we explore the implications for the future. By highlighting examples of leadership and the influence of targeted minorities in enhancing democratic values, we explore how to utilize this history to promote competencies for democratic citizenship.

12. Elie Wiesel: Profound Trauma, Remembrance and Hope



This presentation explores the power, necessity, obligations and challenges of "remembering." Using Wiesel's text, *Night*, we will explore how traumatic memory is held and expressed. We will trace the life of Elie Wiesel from his birth in Sighet, Romania; his early, formative years; the unfolding situation in Hungary and Europe; the round-up of his family and deportation to Auschwitz; the fate of his family; and his post war experiences. We will discuss *Night* as a stylized, constructed memoir that begins Wiesel's wrestling with his experience and explore how his life continued after Auschwitz in a journey of hope against despair. How can Wiesel and books like *Night* help us build resiliency?

13. Anne Frank – To Be Free, to Be Myself



Who was Anne Frank and why are we focused on her tragedy? This presentation raises questions about how we think about Anne and why. Do we see her story as one of triumph and affirmation or a challenge? Anne's Jewish identity was initially hidden when the diary was published. Why did her identity as a Jew need to be hidden again? Anne's diary reveals growth and introspection in the midst of building pressure. How does Anne's voice, shifting into an awareness of others, become, as she hoped, "useful" as we face the challenges of today? How do we resist evil while maintaining our moral core? Drawing on the diary and Anne's experiences we will challenge our own prejudices and ask difficult questions of ourselves. Special attention is given to the memories of Hannah (Goslar) Pick, Anne's childhood friend (whose January 2007 interview will be used). The life and decisions of the Frank family (such as emigration and going into hiding) are placed within the context of the Nazi era. Otto Frank's failed attempt to get his two children (Margot and Anne) into the United States begins a discussion of refugee policy and the villainization of immigrants and refugees. This presentation also traces the fate of those hiding in the Secret Annex. How can we draw on the example of the rescuers and of the Franks themselves to honor Anne's April 1944 wish, "If only I can be myself"? Why is it so hard for us to let others be?

14. Civil Society Between Darkness and Light: Danish Resistance and Rescue (1984-1946)



An exploration of the German occupation of Denmark, the Danish resistance, the rescue operation to Sweden, and the postwar reintegration of Jewish refugees. What factors shaped Danish attitudes towards its Jewish neighbors? Was the Danish government collaborating or merely cooperating? Why was the summer of 1943 the turning point? What was different about Nazi policy in Denmark? What vital role and example did Sweden provide? A particular focus will be on the fishing village of Gilleleje and those rescued and others captured and sent to Theresienstadt. Two child survivor testimonies recorded in October 2015 (Ole Philipson and Tove Udshott) will be utilized. By examining Denmark's unique experience and its testament to civil society before, during, and after the Holocaust, we raise questions about how to improve civic responsibility and build stronger democracies.

15. France Under Nazi Occupation: Memory, Myth, and Misogyny



Exploring the traumatic history of France during World War II, this presentation explores collaboration, the Holocaust, resistance, and memory. How is "collaboration" defined, who defines it, and why? What role did contentious politics and ideological divides play in Vichy collaboration and the Holocaust? How does memory continue to be a battleground between the right and the left? How does gender shape interpretations of the past? What was unique about the French experience? Why did a greater percentage of its Jews survive the Holocaust? Topics covered include: the ongoing political conflict between left and right; the defeat of France in 1940; antisemitism; Vichy collaboration; French resistance; French police roundups; "Vél d'Hiv" roundup; French prisoners of war; Volunteer and forced labor in the Reich. How does this examination of a difficult past help us to confront our own difficult and traumatic history?

16. The Power of Place: Encountering Auschwitz



How does one encounter the killing site of Auschwitz? What can we learn? How and what do we "remember"? Based upon visiting Auschwitz I and II in November 2014 with the Auschwitz Institute for Peace and Reconciliation (AIPR) this presentation explores how ordinary people commit extraordinary evil. Weaving together archival images from a project by two Nazi photographers from the lab/identification service project in Auschwitz with photographs from the 2014 trip, we will explore the process of genocide and the "moral universe" the perpetrators created. We will explore the deliberate structures created to serve the needs of the SS, architects and businessmen in exploiting and destroying human beings. We will explore the challenges of encountering such a place, make room for mourning, refusing to normalize our outrage, and ask, "Where do we go from here?"

17. The Holocaust: The Twisted Road to Auschwitz



This presentation focuses on the cascading radicalization and evolution to genocide that took place from 1939-1945. We explore how Nazi policy incrementally evolved and adapted over time in the complex face of changing political, military, and social circumstances. Specific attention will be placed upon the Nazi racial laboratory of Poland 1939-1940. Topics to be covered include: Nazi ideology and the unfolding war situation; the influence of location; emerging role of the SS; the difficulties and failures of implementing emigration policy and demographic engineering; the failure and complicity of the Wehrmacht; T 4 Program; ghettos; General Plan Ost and the Commissar Order; the Wannsee

Conference; the *Einsatzgruppen* and the "Final Solution." By exploring individual initiative of "working towards the Führer" we will examine the "moral universe" created by willing perpetrators. (For advanced classes.)

18. Treblinka: Evolution of a Killing Center



Treblinka was a site that encompassed a forced-labor camp (Treblinka I) and, later, a killing center (Treblinka II) in German-occupied Poland during the Holocaust. By the time that the Treblinka killing center was dismantled in 1943, an estimated 925,000 Jews--as well as an unknown number of Poles, Roma, Soviet POWs--had been murdered there. Treblinka was the second largest killing site during the Holocaust. As one of the three Operation Reinhard killing camps established in 1942 how was it connected to the T4 "Euthanasia" program?

What was its place and function during the Holocaust? How was it designed to deceive and to annihilate? How did the prisoner uprising of 1943 help to close the camp?

GENOCIDE

19. The Human Problem of Genocide

April is Genocide Awareness and Prevention Month in the State of NH. What is required to recognize, deter and prevent genocide? What is genocide? When do processes become part of a genocidal momentum? How do we prevent the escalation? How do we identify moments in the process where intervention (any type) can change the momentum? What can we do to make a difference? We will discuss the U.N. Genocide definition, genocide risk factors, and warning signs. We will explore proactive and reactive responses. We will also wrestle with the tension between the moral imperative to act and the principles of nonintervention and state sovereignty. This presentation seeks to empower students to make such attitudes and behaviors culturally unacceptable.

20. Bosnia-Herzegovina: Remembering Genocide



As the Soviet Union collapsed in the 1990s, Yugoslavia unraveled in the face of Serbian and Croatian nationalism. Slobodan Milošević and Serb nationalists took advantage of the situation to embark upon a project of creating a "Greater Serbia" as Croatia sought to expand into a "Greater Croatia." The wars unleashed "ethnic cleansing" and genocide. What forces were at play to enable another series of European mass atrocity crimes? How did the shadow of WW II influence nationalists? What role did the United States, the United Nations, and the European Community play in enabling these crimes? What can we learn about the process of genocide and our responsibility to intervene and prevent?

This presentation explores the multi-ethnically informed city of Sarajevo and Bosnia; the unfolding process of genocide; nationalist ideologies; Islamophobia (which continues to limit understanding, responsibility, and justice); the challenge of memory and remembrance; and how the Dayton Peace Accords created a corrupt, ethno-nationalist partitioned Bosnia.

21. Cambodian Genocide (1975-1979)



Examining the risk factors for violent and genocidal violence we examine the collapse of Prince Sihanouk's Cambodia in the context of the U.S. involvement in the war in Vietnam. How did governmental corruption, class warfare, and the violence of war contribute to the rise of the Khmer Rouge? Who were the Khmer Rouge and how did they conduct genocide? What are genocide's early warning signs and how do we make a transition to peace in a post genocidal society?

22. Guatemalan (Mayan) Genocide



The Guatemalan Civil War (1960-1996) created an escalating military response to insurgency that would evolve into the genocide of the indigenous Mayan population. This presentation explores the influence of U.S. interests during the Cold War (including the United Fruit Company, the CIA, the School of the Americas) in undermining democracy by supporting military dictators in their fight against Communism. How did this genocide occur in plain site? How does escalating violence and human rights violations lead to mass atrocity? What were the accelerants leading to mass atrocity and eventually genocide? How and why was the U.S. complicit and what lessons were learned? How can U.S. support of

democracy and justice help Guatemala confront not only its past but its chaotic and violent "post" genocide society?



Teaching the Holocaust & Genocide: Remembrance, Education, Building Resiliency

Genocide is an extraordinary event, but the product of ordinary human behavior. How and why must we confront the past? This workshop provides guiding thoughts to navigate difficult issues utilizing frameworks for civic education that promotes competencies for democratic citizenship. What should we teach and how should we teach it? The methodological considerations we explore can be applied to any social studies or English curriculum. We will examine process, choice, and prevention. We will explore the pedagogical and contemporary challenges and considerations facing today's classroom teacher. How do we confront the past to build resiliency, create safe spaces, while paying attention to escalating violence towards an "other"?



The Camera as Weapon: Deconstructing Nazi Imagery for Media Competency

Photojournalism, not just print journalism, became a respected arbiter of "fact" with the liberation of the camps. Do photos still have the same impact and what are potential pitfalls in using them? Photographs do not merely capture or illustrate the historical past, they interpret it. How do we construct and deconstruct narratives? A potential pitfall in teaching about the Holocaust is using Holocaust imagery without ever teaching students how to evaluate and decode those images. Nazi photographers were designated as "weapons" of the Nazi effort and their images continue to have power to shape the narrative in ways that serve the perpetrator. We must recognize that the photographs are part of the process of genocide. We must critically evaluate this evidence as much as we do written or oral material. This workshop uses a series of competency expectations such as: recognizing perspective; intentionally; social, political context; elements of composition; expanding the frame; and asking, who took the photograph and why? Applying these competencies today will help students interpret propaganda, discuss historical comparisons and contrasts, and develop media literacy. Students will be able to deconstruct imagery while developing a sense of the "moral universe" perpetrators operate in.



Teaching Anne Frank: To Be Free, to Be Myself

Who was Anne Frank and why are we focused on her tragedy? This presentation raises questions about how we think about Anne and why. Do we see her story as one of triumph and affirmation or a challenge? Anne's Jewish identity was initially hidden when the diary was published. Why did her identity as a Jew need to be hidden again? Anne's diary reveals growth and introspection in the midst of building pressure. How does Anne's voice, shifting into an awareness of others, become, as she hoped, "useful" as we face the challenges of today? How do we resist evil while maintaining our moral core? Drawing on the diary and Anne's experiences we will challenge our own prejudices and ask difficult questions of ourselves. Special attention is given to the memories of Hannah (Goslar) Pick, Anne's childhood friend (whose January 2007 interview will be used). The life and decisions of the Frank family (such as emigration and going into hiding) are placed within the context of the Nazi era. Otto Frank's failed attempt to get his two children (Margot and Anne) into the United States begins a discussion of refugee policy and the villainization of immigrants and refugees. This presentation also traces the fate of those hiding in the Secret Annex. How can we draw on the example of the rescuers and of the Franks themselves to honor Anne's April 1944 wish, "If only I can be myself"? Why is it so hard for us to let others be?



Teaching Elie Wiesel: Trauma, Remembrance, and Hope

How does one approach Elie Wiesel's work and witness in the classroom? This workshop presents *Night* as a constructed memoir, a crafted testimony; a matzeva (marker/gravestone) about the limits of witnessing and "surviving survival". We will discuss *Night* as the beginning, not end, of Wiesel's reencounter with the Shoah by exploring the text through his Hasidic roots and identity. By studying the Shoah and Wiesel's writings we will encounter his hope that the spark for goodness must be ignited within us. How does *Night* help us to "hold" someone else's traumatic memory? How will reading this book make me a better person? How will *Night* allow us "to fence with the shadows, but always have the song"? This workshop looks at the construction of *Night*, the questions it raises; its Hasidic framework; and how to teach it as the beginning of a journey against despair and towards resiliency.



NH's Holocaust and Genocide Education Mandate: Building Resiliency Through Education

Recognizing that hate, bigotry, and antisemitism are toxic for democracies NH requires social studies classes (beginning Fall of 2022) to utilize existing curricula to implement Holocaust and genocide education. What is this requirement exactly and what are some best practices and frameworks to help meet the minimum standards? This session will define crimes of mass atrocity (war crimes, crimes against humanity, genocide); explore guidelines; discuss how to compare and contrast mass atrocity; present available resources; opportunities for professional growth; discuss lesson planning and rationales; utilize competencies for democratic citizenship; and explore ways education can enhance civic responsibility and democratic values.

