



## **PROFESSIONAL DEVELOPMENT | IN-SERVICE TRAINING**

### **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 and remember 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 is useful in helping students grow from self-focus to thinking of others. Student journals can be guided to be about others and Anne's diary can be utilized to show Anne's growing maturity, awareness of others (not just herself) and her growing 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? How do we challenge students to let others be who they choose to be? Drawing on the diary and Anne's experiences we will challenge our own prejudices and ask difficult questions of ourselves. 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 U.S. immigration 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"?

### **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". How do the white spaces add to the silence and to the content? 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.

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## MIDDLE SCHOOL PRESENTATIONS

### 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

This presentation places the story and its characters within the broader context of wartime events in Denmark and the Holocaust. We will explore how Danes negotiated, resisted, and at times collaborated with the German occupation. We will discuss the relative advantages of Denmark during the Nazi era and explore the rejection of antisemitism and the work of the Danish Resistance. We will examine "goodness" as a human, not national trait by exploring the Jewish Foundation for the Righteous' 8 traits of an "Upstander." Students will hear brief testimonies by Ole Philipson, former Danish Ambassador and rescued child and Tove Udsholt, a child protected in Denmark, but separated from her birth family.

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## HIGH SCHOOL AND PUBLIC PRESENTATIONS

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

Studying hate will tell us little about the group being targeted, but much about the destructive and self-destructive motives of perpetrators. How do we identify, resist, and respond to antisemitism, racism, and other hatreds? Using IHRA's working definition of antisemitism we will identify sources and expressions of hate and reasons for their recent surge. We will explore what it means to embrace democratic values and norms as a tool of resistance and resilience. 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 us all.

### 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" we will examine 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, recognizing that when one hate rises, they all do.

### 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 – especially in the wake of the Covid- 19 pandemic. 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?

### 7. 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, the Dead Sea, as well as the Jordanian and Lebanese borders. The presentation will end by highlighting the work and mission of Yad Vashem.

### 8. Heeding the Warning Signs: Antecedents and Precursors to the Holocaust

How was the Holocaust not just possible, but permissible? How did the Nazi movement gain momentum, professional "buy in", and develop their expertise in mass atrocity? This presentation explores the politics of hate in the German white nationalist movement after World War I by focusing on how the Nazi targeted the "Rhineland bastards", homosexuals, "social criminals", inferior "races", and Jews. As authoritarianism gained mainstream acceptance, many segments of society became invested in targeting groups deemed as social, cultural, and racial "threats". The more urgently the threat was defined, the more people pressed to find increasingly radical solutions to the "problems" they imagined needed to be solved. Nazism offered a false sense of national unity in a time of confusion and change. By fighting and winning the battle against social and cultural enemies the Nazis suggested that national redemption could be won. How do we identify these anti-democratic processes of targeted hate that feed authoritarianism and threaten a society's freedom and safety?

## **9. Strongmen: Authoritarian and Fascist Leaders**

Facing the growth of anti-democratic movements, white supremacy, and would-be strongmen authoritarians, how do we perceive, identify, and confront the threat? What do strongmen have in common? What is in their toolbox and playbook as they seek to destroy democratic norms? This presentation examines how strongman emerge in times of perceived crisis (times of change, trauma, and perceived threats to "masculinity") and utilize violence, misogyny, and attacks on truth to gain power and 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.

## **10. 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 conservative and nationalist agendas. Once Hitler was named chancellor he and his collaborators dismantled the Weimar Republic within five months.

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

What happens when the judiciary sides with or accommodates with an authoritarian leader? Hitler was a consistent failure, rescued throughout his political career by conservatives and nationalists who believed the system would hold him in check while they exploited his appeal. 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 were created, how professionals and institutions "bought in"; how the police and the judiciary supported 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.

## **12. 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? Although discussed amongst small cliques of intellectuals in Europe, how did eugenics become mainstream in American practice, politics, and law with a diverse and sometimes contradictory coalition of supporters? What are the connections to and differences between American and Nazi German eugenics practices? To what degree was Nazi race law, marriage law, forced sterilization, the Nuremberg Laws, children's "euthanasia", the T4 Euthanasia program informed by eugenic ideas and American precedents such as Jim Crow? How does the German medical profession come to perceive their patients as threats and justify their murderous actions towards them as moral and necessary? How did early sterilization policies differ from the decisions to murder patients? How can eugenics history help to confront the threat of racism and white supremacy?

## **13. The United States and the Ongoing Challenge of Nazism and Nazi Germany**

Exploring democratic resilience in the face of fascist fear. President Roosevelt was able to rescue liberal democracy through 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" responded to the threat of anti-democratic (and even Nazi) leaders at home and Nazism abroad. Policy decisions are presented in the 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; and failed anti-lynching legislation. How does the past help us find resilience in the struggle to preserve democracy?

## **14. Democratic Resilience vs. Fascist Fear: Facing the Challenge of Fascism in an Imperfect Republic (1930s-1940s)**

Exploring democratic resilience in the face of fascist fear. How did FDR's "missionary generation" respond to the threat of anti-democratic (and even Nazi) leaders at home and Nazism abroad. Why is antisemitism a threat to all? Why was fascism a threat in the 1930s? How did American democracy confront and reject the appeal of totalitarian solutions in the 1930s? What is the difference between democracy and fascism? How does a difficult past help us find resilience in the struggle to preserve democracy?

## **15. 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.

#### 16. 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 as an Hasidic Jew; 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 the challenges of remembering. How is *Night* constructed? Why is it reduced /refocused from the original Yiddish? Why are there white spaces embedded in the text? How can silence tell a story? How can Wiesel and books like *Night* help us build resilience?

#### 17. Anne Frank – To Be Free, to Be Myself

Who was Anne Frank and why are we focused on her tragedy? Why is it so hard for us to let others be? How do we identify hate and antisemitism? This presentation raises questions about how we think about and remember Anne and why. 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? 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 Yad Vashem 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 and U.S. immigration policy. Otto Frank’s failed attempt to get his two children (Margot and Anne) into the United States begins a discussion about immigration 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”?

#### 18. Civil Society Between Darkness and Light: Danish Resistance and Rescue (1940-1946)

An exploration of the German occupation of Denmark, the Danish Resistance, the rescue operation to Sweden, and the postwar reintegration of Jewish refugees within historical context. What factors shaped Danish attitudes towards its Jewish neighbors? Was is the line between cooperating and collaborating? 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 Philpson 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.

#### 19. 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?

#### 20. 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 accelerated 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; the T4 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.)

#### 21. Treblinka: Evolution of a Killing Center

Operation Reinhard killing camps (Belzec, Sobibor, Treblinka) operated from 1942-1943 and murdered an estimated 1.7 million people. There were less than 150 survivors. This presentation seeks to focus attention on the deadliest phase of the “Final Solution” by exploring the development of Treblinka and the killing processes that took place there. The site encompassed a forced-labor camp (Treblinka I) and a killing center (Treblinka II). By the time that Treblinka 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. How was Treblinka 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 it evolve in its killing procedures? Who were the organizers and perpetrators? How did the prisoner uprising of 1943 help to close the camp? (For advanced classes.)

#### 22. 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?”

## GENOCIDE PRESENTATIONS

### 23. 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 recognize attitudes and behaviors that can progress and escalate towards mass atrocity and make them culturally unacceptable.

### 24. Bosnia-Herzegovina: Remembering Genocide

Yugoslavia was a federation of multiethnic and diverse Republics, Bosnia more than any other. Yugoslavia had remained neutral during the Cold War (US vs. USSR). As the Soviet Union collapsed in the 1990s, Yugoslavia also unraveled. Multi-party elections fueled nationalism. Serb leader Slobodan Milošević embarked upon a project of creating a "Greater Serbia" as Croatia's new leader Franjo Tuđman sought to expand a "Greater Croatia." After initial setbacks and wars against Slovenia and Croatia, Milošević collaborated with Radovan Karadžić's Army of the Republika Srpska (Bosnian Serb break-away "republic") to inflict "ethnic cleansing" and genocide. 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 confronts the nationalist myth of "Balkanization" (that hatreds and identities were historic, tribal, and intractable) that was used to keep Western powers from intervening. It will explore the escalation of violence and the targeting of Bosniaks and specifically the genocide inflicted on Muslim males at Srebrenica. How did the Dayton Peace Accords stop the fighting, but solidify divisions and corruption? Why and how must we confront this difficult history and develop a common historical narrative in order to build a better future? What can Bosniaks teach us?

### 25. 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?

### 26. 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?