THE LEON SCHAGRIN LEGACY

Three-Day Holocaust Teacher Training Intensive

Three days. Three essential bodies of knowledge. One integrated approach to teaching Leon Schagrin's story.



Program Purpose

The **Leon Schagrin Holocaust Educator Professional Development Initiative** is an intensive three-day teacher training designed to give educators the historical knowledge, Jewish context, and pedagogical preparation necessary to teach Leon Schagrin's memoir, *The Horse Adjutant*, with depth and accuracy. Each day is devoted to one essential area of knowledge: **Galician Jewish Life, the Holocaust, and *The Horse Adjutant***.

The sequence is intentional. Teachers first encounter the Jewish world from which Leon came, then study the Holocaust that destroyed that world, and finally return to Leon's own testimony to consider how his individual story can be taught within that larger history.

DAY ONE	DAY TWO	DAY THREE
GALICIAN JEWISH LIFE	**THE HOLOCAUST**	**THE HORSE ADJUTANT**
The Jewish people, communities, culture, traditions, and everyday life of Galicia before the Holocaust.	The historical processes of persecution, deportation, mass murder, camps, survival, liberation, and rebuilding.	Close study of Leon Schagrin's memoir and preparation to teach it as testimony, history, and a classroom text.

DAY ONE | GALICIAN JEWISH LIFE

Before teachers can teach what was destroyed, they must understand what existed.

Day One centers the Jews of Galicia and the world into which Leon Schagrin was born. Teachers study Jewish community life, family, religious and cultural traditions, language, education, work, and the diversity of Jewish experience in the region. Grybów serves as an important point of connection, allowing educators to place Leon's childhood within a living Jewish community rather than beginning his story with persecution.

Core emphasis: Jewish life before the Holocaust; Galicia as a historical and cultural region; Jewish peoplehood and community; family and tradition; the local world of Grybów; and the importance of teaching Jewish history as more than a prelude to destruction.

Teacher outcome: Participants leave Day One able to introduce students to Leon as a Jewish child from a specific family, community, and culture - not simply as a future Holocaust survivor.

DAY TWO | THE HOLOCAUST

Leon's testimony becomes more meaningful when teachers can place it within the larger history.

Day Two provides the historical framework necessary to understand the Holocaust and Leon's experiences within it. Teachers examine the escalation from antisemitic ideology and exclusion to persecution, deportation, forced labor, mass murder, camps, and the destruction of Jewish communities. Leon's journey is situated within this chronology so that personal testimony and historical evidence reinforce one another.

Core emphasis: antisemitism and Nazi racial ideology; the erosion of Jewish rights; ghettos and deportations; killing operations and camps; Auschwitz; survival and liberation; displacement and rebuilding; and the responsibilities involved in teaching difficult history accurately.

Teacher outcome: Participants leave Day Two with the historical framework needed to contextualize Leon Schagrin's experiences and to avoid teaching one survivor's story in isolation from the broader Holocaust.

DAY THREE | TEACHING THE HORSE ADJUTANT

The final day brings Jewish life, Holocaust history, and Leon's own voice together.

Day Three is devoted to *The Horse Adjutant*. Teachers work closely with Leon Schagrin's memoir as a survivor account and as a text for classroom study. The goal is not merely to assign the book, but to prepare educators to help students read it historically: identifying the Jewish world behind the narrative, connecting Leon's experiences to the chronology studied on Day Two, and recognizing the possibilities and limitations of individual testimony.

Core emphasis: reading survivor memoir as testimony; connecting passages to historical context; teaching Leon's family and community story; developing meaningful discussion questions; selecting age-appropriate passages and supporting sources; and designing classroom experiences that preserve Leon's voice without reducing his story to a generalized moral lesson.

Teacher outcome: Participants leave Day Three prepared to teach *The Horse Adjutant* with the historical and Jewish context students need to understand both Leon's individual story and the larger world it represents.

THE THREE-DAY ARC	
	Day One: Understand the Jewish world. **Day Two:** Understand how that world was attacked and destroyed. **Day Three:** Teach Leon's testimony within that history.

What Educators Leave With

By the conclusion of the intensive, educators should possess a stronger understanding of Galician Jewish life, a sound historical framework for the Holocaust, and a practical plan for teaching *The Horse Adjutant*. The training is designed to give teachers not only content knowledge, but the confidence and context necessary to carry Leon's story into their own classrooms responsibly.

From Leon's Story to the Classroom

The purpose of the training is transmission. Leon's memoir is the point at which family history, Jewish memory, Holocaust history, and education meet. By preparing teachers deeply in all three areas, the program helps ensure that students encounter Leon not only as someone who survived, but as a Jewish person whose life began in a vibrant community, was transformed by the Holocaust, and became a testimony entrusted to future generations.

His story becomes their lesson. Their teaching becomes his legacy.