

REPAIR THE WORLD

HOLOCAUST & HUMAN RIGHTS EDUCATION

SPRING 2022 ISSUE NO. 5

**Teaching Holocaust History
in K-5**

**Gardening Across the
Curriculum: the yellow
Crocus & Holocaust
commemoration in Europe**

Zachor Shoah Updates

**Making Connections:
Genocide around the world**

**Unlearning to Learn:
Stanton's 10 stages of Genocide**

FEATURED STORY

ARMENIAN GENOCIDE

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Spring - is it here yet?

Not quite, but by the middle of the quarter for this issue, it should have arrived. Spring is my second favorite season. It is all about renewal and rebirth and second chances. Regardless of your faith or culture, there are eggs, and baby lambs, and chicks, and bunnies and special foods and flowers- why? After a long, cold, and often isolated winter our ancestors rejoiced in the renewal of communal life Spring brought with it.

After 2 long years of Covid madness, our modern society is yearning for a similar rebirth of normalcy and community.

Sadly, it doesn't look like that is going to happen as smoothly as we might hope.

All nature struggles to be born, to survive, and to flourish, and so must we. It seems that the Spring of 2022 will be tumultuous full of opportunities for us to choose battles to be fought and won. Much like the baby chick which must peck its way out of its shell, we too are being challenged with renewing ourselves with a goal in mind.

We must understand our roles in life, as Americans, and as Holocaust educators. Regardless of your political affiliation or your personal comfort level with Covid mandates or your feeling about most things these days, there are a few things we must all come together on.

1. Regardless of the situation Human Rights and Constitutional Rights must never be trampled, altered, or restricted. History has taught us numerous times this always ends badly.

2. We must always lend our voice to the voiceless and the "minority". Minorities are not automatically found within racial or ethnic categories. The smallest minority is the individual. "Individual rights are not subject to a public vote; a majority has no right to vote away the rights of a minority; the political function of rights is precisely to protect minorities from oppression by majorities (and the smallest minority on earth is the individual)" - Ayn Rand.

3. "Individualism regards man - every man - as an independent, sovereign entity who possesses an inalienable right to his own life, a right derived from his nature as a rational being. Individualism holds that a civilized society, or any form of association, cooperation or peaceful co-existence among men, can be achieved only on the basis of the recognition of individual rights - and that a group, as such, has no rights other than the individual rights of its members" - Ayn Rand.

4. It is our responsibility as American citizens to remind ourselves and our elected officials that Individuals and Individualism are at the core of our culture and government system.

I often think of Holocaust scholars and educators as "the adults in the room". If you are well read on the topic as any actual Holocaust scholar or educator should be, you are privy to a devastating tragic human story spanning generations of Europeans. This knowledge is laced with historic moments when humanity collectively made choices to deny the humanity of others- to not respect their individualism. If we learn nothing else from the Holocaust and its tragic history, it should be that we do not have to like our neighbor. We do not have to be friends with them. But we do have to respect their rights to life, liberty and the pursuit of happiness as they see fit.

Our country is desperately divided. In far too many, our society resembles that of the Weimar Republic. But we have the gift of knowing where they went wrong and how to avoid the same pitfalls. As Holocaust educators let us focus our attentions not just on what happened but on Why it happened and How so many people saw it as normal. We must do this for those we promise to remember but also for our society to survive as well.



Carolina Simon

EDITOR

**1st Annual Holocaust Teachers of America
Symposium
Atlanta GA
September 8-11 2022**



<https://zachorshoah.wixsite.com/symposium>

**Group Rates
& Early Bird
Rates Now
On Sale!**

**Become empowered to create a
strong robust national community of
professional educators focused on
bringing the respect and academic
validity to the subject that it
deserves.**

**Engage in academic discourse with
master teachers that will invigorate,
inform, and inspire you!**

Dear Teachers:

I wanted to take a moment to invite you to participate as an attendee or a presenter at the first Annual Holocaust Teachers of America Symposium organized by Zachor Shoah. This is an academic symposium dedicated to bringing the same kind of empowerment, vitality, respect, intellectualism, professionalism, and community found and achieved at higher education academic conferences but for the K12 classroom teacher.

This is a teacher created- teacher led Symposium open to teachers across America. I seek to change the way Holocaust pedagogy is seen and considered by school administration as well as other teachers.

As you know, the Holocaust is not an opportunity to teach emotional regulation nor is it a class to "dump" kids into in order to raise their GPA via movie watching as many academic counselors seem to think. The Holocaust is a serious academic subject grounded in a complex nuanced history.

Too often, teachers attend professional development training to be lectured to by people who have never taught children therefore, they do not understand the pedagogy of K12, but are seen by administrators, district officials, and community members as the experts in the room because of their titles.

The Holocaust Teachers of America Symposium understands teachers are the experts when it comes to K12. Some of us are very nuanced subject area experts. Some of us are still getting there. Higher education understands and celebrates these variations among their members. It's time K12 did too.

If you are an award winning Holocaust teacher, are an Alfred Lerner Fellow, or have had students' work recognized as outstanding, we want you to be a presenter. Most teachers across America do not have access to Holocaust survivors or master teachers. It's time to stop being shy and underestimating your worth.

If you are a student or know a student who has had a unique and exciting experience with Holocaust education, your voice is welcome too.

We are currently working with potential sponsors. If you or someone you know would like to help sponsor teachers from your area, teacher resources, or another aspect of the event, please contact me at zachorshoah@gmail.com

Our work is truly life altering. Holocaust education is being erased in many districts, even in states with Holocaust mandates. We must come together, train each other, and support our field.

If you are a teacher or know a teacher who wants to learn more, join us as an attendee. We have totes with almost 14 books plus posters and DVDs, interactive subject specific sessions tailored for K12 and inspirational general sessions with amazing guest speakers.

Early Registration ends soon-register today.

<https://www.eventbrite.com/e/annual-holocaust-teachers-of-america-symposium-registration-142592364601>

Learn more about presenting here:

<https://zachorshoah.wixsite.com/symposium/call-for-papers>

Learn more about the Symposium and our speakers here:

<https://zachorshoah.wixsite.com/symposium>



Carolina Simon

EDITOR

WISHING YOU A

Chag Sameach!



Hmmmm....Matzah!

Did you know its a mitzvah to eat homemade matzah on the first night of Passover?

It is simple to do too!

The key is to get it in the oven in less than 17 min prep time!

Its kind of fun to try and beat the clock while making these. Mine came out a bit small last year but tasty just the same.

Make Your Own Matzah

A RECIPE BY CAROLINA SIMON

ingredients

- 1 cup purpose flour
- 1/3 cup water
- 1/2 teaspoon Kosher salt
*optional
- 1 teaspoon Extra Virgin Olive Oil
*optional
- 1 teaspoon all purpose flour for
dusting

Prep Time

- .Prep time: 14 m
- Cook time: 4 m
- Ready In 28 m



We Dared to Live Student Documentary Contest & Zachor Shoah Student Film Festival 2022

OPEN TO STUDENTS IN GRADE 8

STUDENTS MAY BE IN PUBLIC, PRIVATE OR HOME SCHOOLS.

STUDENTS MAY SUBMIT A DOCUMENTARY CREATED BY AN
INDIVIDUAL OR A GROUP OF NO MORE THAN 4 STUDENTS.

STUDENT DOCUMENTARIES MUST BE ORIGINAL AND HISTORICALLY
ACCURATE WORKS TELLING THE STORY OF RESISTANCE DURING
THE HOLOCAUST.

DOCUMENTARIES MUST BE CREATED WITH DIGITAL TECHNOLOGY
SUCH AS IMOVIE

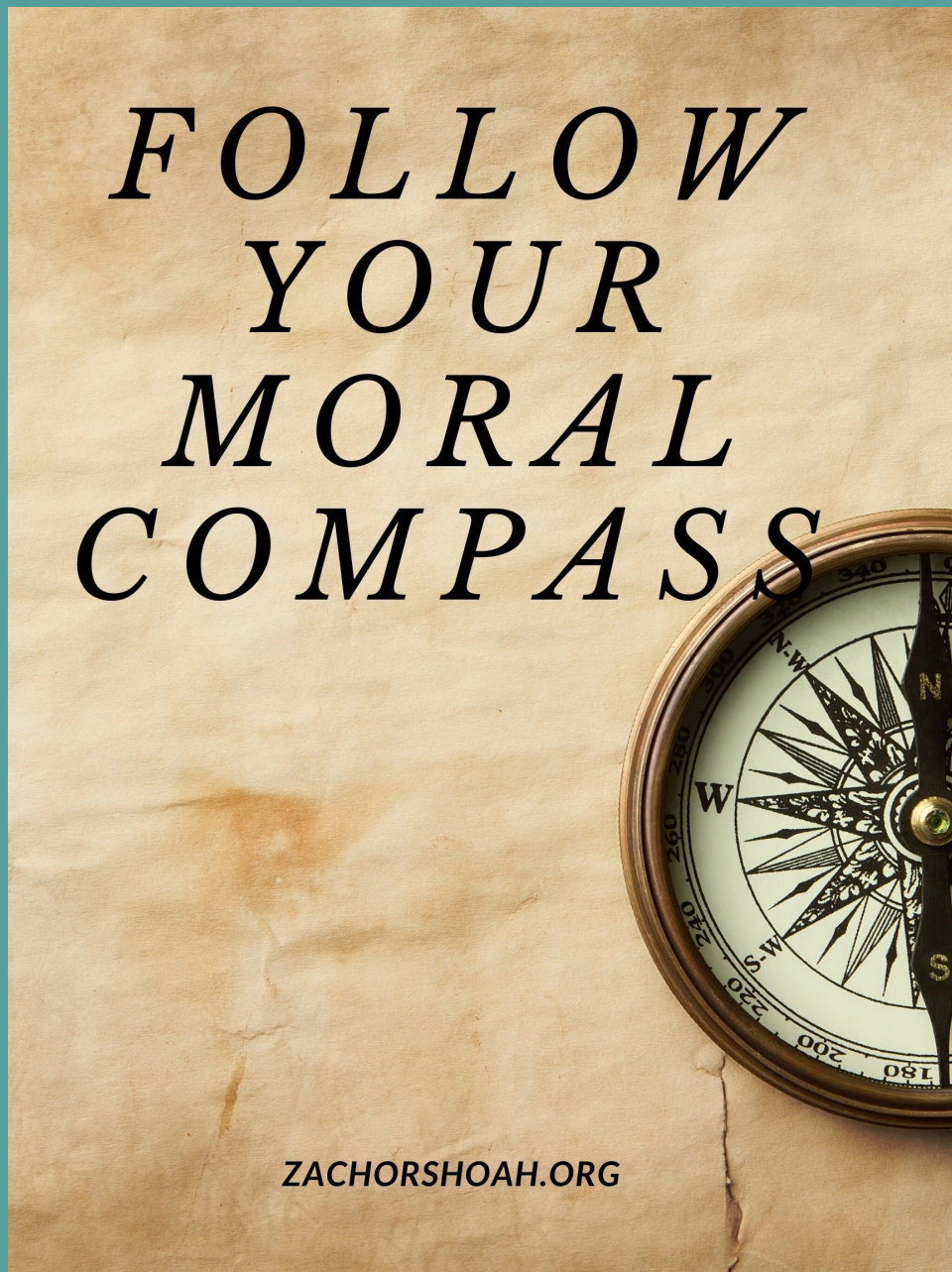
DOCUMENTARIES MUST BE BETWEEN 8 AND 12 MINUTES LONG.

DEADLINE IS MAY 1 2022

SUBMISSION FEE: \$0

AWARD: \$100 AND SIGNED COPY OF THE BOOK WE DARED TO LIVE
FOR MORE INFORMATION EMAIL: JOE@WEDAREDTOLIVE.ORG OR
ZACHORSHOAH@GMAIL.COM

Teaching the Holocaust in K5



Many states, like Florida, that require the teaching of the Holocaust include it as a mandated subject even in the elementary school grades. Is this logical? Can it be done? If so, what does it look like?

I remember being in graduate school and my professor, Dr. Ozsvath, distinctly being opposed to the idea of teaching the Holocaust to anyone under 13 years old. She said it would rob children of their innocence to learn such horrors. At the time I disagreed with her. Almost 20 years later, I am starting to see her point.

To teach the history of the Holocaust is to teach humanity's lowest point. There is no other time in history as cruel, callous, or evil. Why should little children know that? What good will come of it? Are they even emotionally developed enough to grasp it?

No, certainly they are not. So what happens to the Holocaust mandate in K5? Simply put: it is so diluted that the history of Antisemitism, the murder of 6 million Jews, and the world's response is entirely ignored, how could it not be. In its place is a series of "character development lessons on anti-bullying and the like.

This is important to be taught, of course. But to do so under the guise of Holocaust education is a disservice to all victims of Nazism, including those that survived.

It requires a revision.

Holocaust education Mandates across America are in need of a revision. First and foremost is the need to remove the K5 component. Secondly, and as important, is the need to very clearly state the educational expectations and goals, as with any other required subject. And lastly, teachers should be required to have a state approved or certification or endorsement for teachers in ELA and History 6-12 at the very least

What to do until those changes come

By all means teach the children in your K5 school not be bullies and that Kindness Matters, but do not do so under the premise that you are teaching the Holocaust or that somehow this equates to the Holocaust. Hitler was not a bully. He was a sociopath and Antisemite. Millions of people were not murdered by the piercing affects of mean words.

Mean words may have had a hand in creating a society that saw nothing wrong with the actions of the Nazis, but ultimately murder is an act, not a word. The act of murdering people requires physically taking the life of others.

It is important for children to understand the difference.

A successful character education program can pave the way for a fantastic Holocaust education program. Sadly, too many teachers see them as the same thing instead of distinct pieces to a greater puzzle. This belief is what leads students in high school to believe they have learned all about the Holocaust when in fact they know less today than they did in 1975.

K5 Teachers! - Teach Character education, be an advocate for what is age appropriate for your students.

Academic success requires all teachers at every level to advocate for their student's developmental level. Be it math, literature, or history- students have a distinct ability to grasp information within their developmental stage. To force upon them more than they can handle is irresponsible and unprofessional.

Only the professional teacher understands this, and can properly advocate for this. Publishers, politicians, organizational directors, large donors, etc. are not pedagogy experts. ***So teachers, teach your children well. But do so within their developmental stage.***

Age Appropriate Reading List to help teach the Holocaust to kids

As found on the United States Holocaust Memorial Museum Website:

Fiction

- Abram, Alvin. **Why, Zaida?** Illustrated by Judy Nora Willemsma. Toronto: AMA Graphics, 1997. (PZ 7 .A27 W4 2000). Fictional dialogue between a grandson and his grandfather, who survived the Holocaust as a child. As the grandson inquires about his great-grandparents, who perished during the Holocaust, his grandfather uses analogies from the forest around them to illustrate evil and hate. Includes questions to use when discussing the book with children. **Intended for ages 9-11.**
- Adler, David A. **The Number on My Grandfather's Arm.** New York: UAHC Press, 1987. (PZ 7 .A2615 N8 1987). A conversation between a grandfather and his granddaughter regarding the number tattooed on the man's arm leads the man to explain how he received it in a Nazi concentration camp. The text is accompanied by photographs of the granddaughter and grandfather in addition to photographs from World War II. **Intended for ages 7-10.**
- Adler, David A. **One Yellow Daffodil: A Hanukkah Story.** Illustrated by Lloyd Bloom. San Diego, CA: Gulliver Books, 1995. (PZ 7 .A2615 O5 1995). Morris Kaplan, owner of a flower shop and Holocaust survivor, is invited by two children to their family's Hanukkah celebration. The celebration evokes memories of Kaplan's past and his family who perished during the Holocaust. Based on survivor testimonies. **Intended for ages 5-8.**

Age Appropriate Reading List to help teach the Holocaust to kids

As found on the United States Holocaust Memorial Museum Website:

- Bunting, Eve. **Terrible Things: An Allegory of the Holocaust.** Illustrated by Stephen Gammell. Philadelphia: Jewish Publication Society, 1993. (PS 3552 .U4735 T47 1993). An allegory of the Holocaust in which the forest animals are taken away by the non-descript Terrible Things. **Intended for ages 4-8.**
- Deedy, Carmen Agra. **The Yellow Star: The Legend of King Christian X of Denmark.** Illustrated by Henri Sørensen. Atlanta, GA: Peachtree Publishers, Ltd., 2000. (PZ 7 .D3587 Y45 2000) . Retells the legend of King Christian X of Denmark and his efforts to resist the Nazis during World War II. Includes an author's note about the historical accuracy of the story. **Intended for ages 6-9.**
- Ginsburg, Marvell. **The Tattooed Torah.** Illustrated by Martin Lemelman. New York: UAHC Press, 1994. (PZ 7 .G438956 T38 1984). Relates the story of a small Torah scroll stolen and desecrated by the Nazis and follows its fate after the war. **Intended for ages 4-8.**
- Goldman, Rabbi Alex J. **I am a Holocaust Torah: The Story of the Saving of 1,564 Torahs Stolen by the Nazis.** Illustrated by Susanne Berger. Jerusalem: Gefen Publishing House Ltd., 2000. (PZ 7 .G5678 I36 2000). The story of a Torah scroll created in a small Czech community, seized by Nazis, and rediscovered twenty years later. **Intended for ages 9-12.**

Age Appropriate Reading List to help teach the Holocaust to kids

As found on the United States Holocaust Memorial Museum Website:

- Kushner, Tony. **Brundibar**. Illustrated by Maurice Sendak. Based on the opera by Hans Krása and Adolf Hoffmeister. New York: Michael di Capua Books/Hyperion Books for Children, 2003. (PS 3561 .U778 B78 2003). Based on the opera performed by the children in the Theresienstadt concentration camp, Brundibar tells the story of two children seeking help for their ailing mother. When the villain Brundibar chases them away, they receive the assistance of three talking animals and three hundred school children who help to defeat him. **Intended for ages 5-8.**
- .Rappaport, Doreen. **The Secret Seder**. Illustrated by Emily Arnold McCully. New York: Hyperion Books For Children, 2005. (PZ 7 .R18135 S4 2005). A Jewish family living as Catholics during World War II secretly practice their faith, journeying up a mountain to join a secret Seder meal. The older generation teaches the younger generation about the significance behind each element of the meal. Includes an explanation of the individual elements of the Seder plate and brief bibliographies of children's books related to topics covered in the story. **Intended for ages 5-8.**
- **Waldman, Neil**. The Never-Ending Greenness: We Made Israel Bloom. Honesdale, PA: Boyds Mills Press, 2003. (PZ 7 .W146 N48 2003). Based on actual events, a young boy and his family escape the Vilnius ghetto and immigrate to Israel. As they create a new home, they begin planting a grove of trees and cultivating the land. **Intended for ages 4-8.**

Age Appropriate Reading List to help teach the Holocaust to kids

As found on the United States Holocaust Memorial Museum Website:

Non-fiction

- Adler, David A. **A Hero and the Holocaust: The Story of Janusz Korczak and His Children.** Illustrated by Bill Farnsworth. New York: Holiday House, 2002. (LB 775 .K6272 A43 2002). Biography of Janusz Korczak, director of a Jewish orphans' home in Warsaw. Relates the story of Korczak's faithfulness to these children and their ultimate fates at the hands of the Nazis. Includes a selected bibliography. **Intended for ages 8-10.**
- Akabori, Anne Hoshiko. **Puppe's Story.** Told by Hiroki Sugihara. Illustrated by Andrea Fong. Sacramento, CA: Edu-Comm. Plus, 1996. (D 804.66 .S84 S84 1996). Hiroki Sugihara, the son of Chiune Sugihara, recounts his childhood in Lithuania, where his father worked for the Japanese consulate, describing his father's efforts to save thousands of Jewish refugees. Includes extensive family photographs, an epilogue, and glossary. **Intended for ages 5-8.**
- Borden, Louise. **The Journey that Saved Curious George: The True Wartime Escape of Margret and H.A. Rey.** Illustrated by Allan Drummond. Boston: Houghton Mifflin, 2005. (PS 3535 .E924 Z623 2005) A biography of famed authors Margret and H.A. Rey, authors of Curious George, and their remarkable escape from France to the United States during World War II. Includes illustrations and photographs of the Reys and a partial bibliography of books by Margret and H.A. Rey. **Intended for ages 9-12.**

Age Appropriate Reading List to help teach the Holocaust to kids

As found on the United States Holocaust Memorial Museum Website:

- Levine, Karen. **Hana's Suitcase**. Morton Grove, IL: Albert Whitman, 2003. (DS 135 .C97 B6655 2003) Biography of Hana Brady, a Czech girl who died in the Holocaust. Describes how a suitcase bearing Hana's name arrived at a Holocaust education center in Japan, and how a curator there discovered Hana's story. **Intended for ages 9-12.**
- Rubin, Susan Goldman. **The Flag with Fifty-Six Stars: A Gift from the Survivors of Mauthausen**. Illustrated by Bill Farnsworth. New York: Holiday House, 2005. (D 805.5 .M38 R83 2005) The true story of an American flag made by Mauthausen survivors to welcome the American liberators. The detailed narrative also outlines the history of Mauthausen, quoting from survivors, including Simon Wiesenthal. **Intended for ages 8-10.**
- Schroeder, Peter W., and Dagmar Schroeder-Hildebrand. **Six Million Paper Clips: The Making of a Children's Holocaust Memorial**. Minneapolis, MN: Kar-Ben Publishing, 2004. (D 804.33 .S34 2004) To help students to comprehend the magnitude of the Holocaust, teachers at Whitwell Middle School in Tennessee designed a project to have the students collect six million paper clips. This book documents their endeavor, which spanned many countries and resulted in the making of a Children's Holocaust Memorial. Includes photographs and an index. **Intended for ages 9-12.**

Age Appropriate Reading List to help teach the Holocaust to kids

As found on the United States Holocaust Memorial Museum Website:

- **Spanish / En Español**

- Hausfater-Douïeb, Rachel. **El Niño Estrella**. Illustrated by Olivier Latyk. Zaragoza, Spain: Edelvives, 2003. (PZ 73 .H38 N5 2003)
- Levine, Karen. **La Maleta de Hana: Un Relato Verídico**. Translated by Mariana Kosmal. New York: Lectorum Publications, 2006. (DS 135 .C97 B665518 2006)
- Mochizuki, Ken. **Pasaje a la Libertad: La Historia de Chiune Sugihara**. Translated by Esther Sarfatti, Illustrated by Dom Lee. New York: Lee & Low Books, 1997. (D 804.66.S84 M6318 1999)
- Poole, Josephine. **Ana Frank**. Translated by Ana Nuno. Illustrated by Angela Barrett. New York: Alfred A. Knopf, 2005. (DS 135 .N6 F7349918 2005)
- Vander Zee, Ruth. **La Historia de Erika**. Translated by Pilar Martínez y Xosé M. González. Illustrated by Roberto Innocenti. Pontevedra, Spain: Kalandraka Editora, 2004. (D 804.34 .V3618 2004)

Annual Holocaust Teachers of America Symposium

by teachers for teachers

September 8-11 2022

Atlanta GA

Early Registration Now Open!

**We are so very excited & honored to be partnering
with so many incredible people from Tiffany Shlain
to The Simon Wiesenthal Center! Join Us!**

<https://zachorshoah.wixsite.com/symposium>

email us at zachorshoah@gmail.com

Gardening Across the Curriculum

the significance of the Yellow Crocus

Yellow Crocus Project



How Europe commemorates the Holocaust in schools

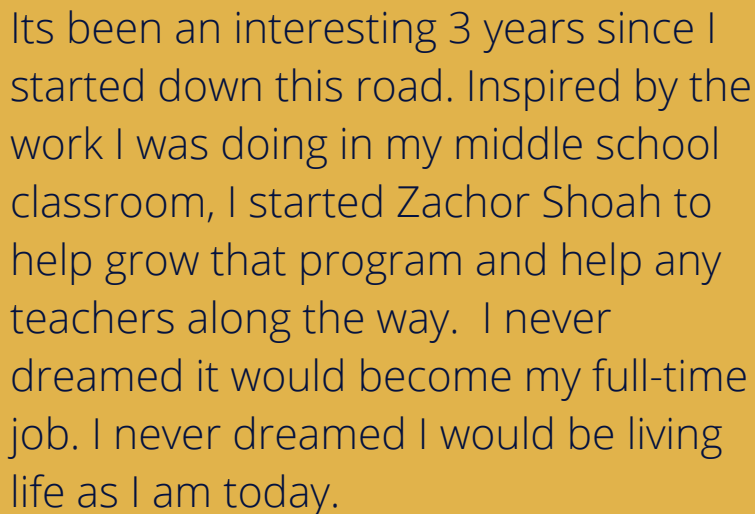
<https://hetireland.org/programmes/crocus-project/>

<https://www.jewishmuseum.gr/en/the-crocus-project-4/>



These yellow crocuses can be added to your Zachor Shoah Holocaust Memorial Butterfly Gardens or they can be a great way to start incorporating gardening into the school-wide curriculum on a smaller scale.

I encourage you to add the Yellow Crocus to your Holocaust education program. They bloom just in time for International Holocaust Remembrance Day in January.



some updates about what I am up to and what we are accomplishing.

Covid may have put a brief damper on any plans and has certainly taken some projects off the table for now (no traveling internationally), but it has opened the door to others!

From speaking engagements to webinars I have been keeping busy. I hope you will join me.

Holocaust Education for Educators Series: first webinar is March 24 2022!

<https://www.eventbrite.com/cc/holocaust-education-for-educators-81759>

Are you a Zachor Shoah Teacher Member?
Join now and get free access to all our webinars and online lectures today!

Are you in the Atlanta Area?

Join us on Feb, 27 2022 at the Georgia Aquarium for the Jewish Life Festival!

Register for the very first Annual Holocaust Teachers of America Symposium

<https://zachorshoah.wixsite.com/symposium>

Speaking Engagements:

Jan 27 2022 - International Holocaust Remembrance Day a ClubHouse chat with Atlanta Israel Coalition

to hear the conversation:

https://www.clubhouse.com/room/ME6q1Gn2?utm_medium=ch_room_xerc&utm_campaign=XpKBmWp61FoeWjeBEzvo-g-38630

March 1 - Atlanta Israel Coalition - Know your Rights, Being Jewish on Campus

Join our mailing list for updates -

www.zachorshoah.org

&

Follow us on Twitter : @zachorshoah



The Shoah & Me Student Documentary Contest & Zachor Shoah Student Film Festival 2022

OPEN TO STUDENTS IN GRADES 8-12 IN THE USA,
ISRAEL OR EUROPE.

STUDENTS MAY BE IN PUBLIC, PRIVATE OR HOME SCHOOLS.

STUDENTS MAY SUBMIT A DOCUMENTARY CREATED BY A
GROUP OF NO MORE THAN 4 STUDENTS OR AN INDIVIDUAL.

ALL WORK MUST BE ORIGINAL, HISTORICALLY ACCURATE
AND FACTUAL & MUST CONNECT THE SHOAH TO
THEMSELVES IN SOME WAY

DOCUMENTARIES MUST BE CREATED WITH DIGITAL
TECHNOLOGY SUCH AS IMOVIE-

DOCUMENTARIES MUST BE BETWEEN 8 AND 12 MINUTES
LONG.

WINNING DOCUMENTARY RECEIVES \$100 AWARD IN CASH &
PRIZES

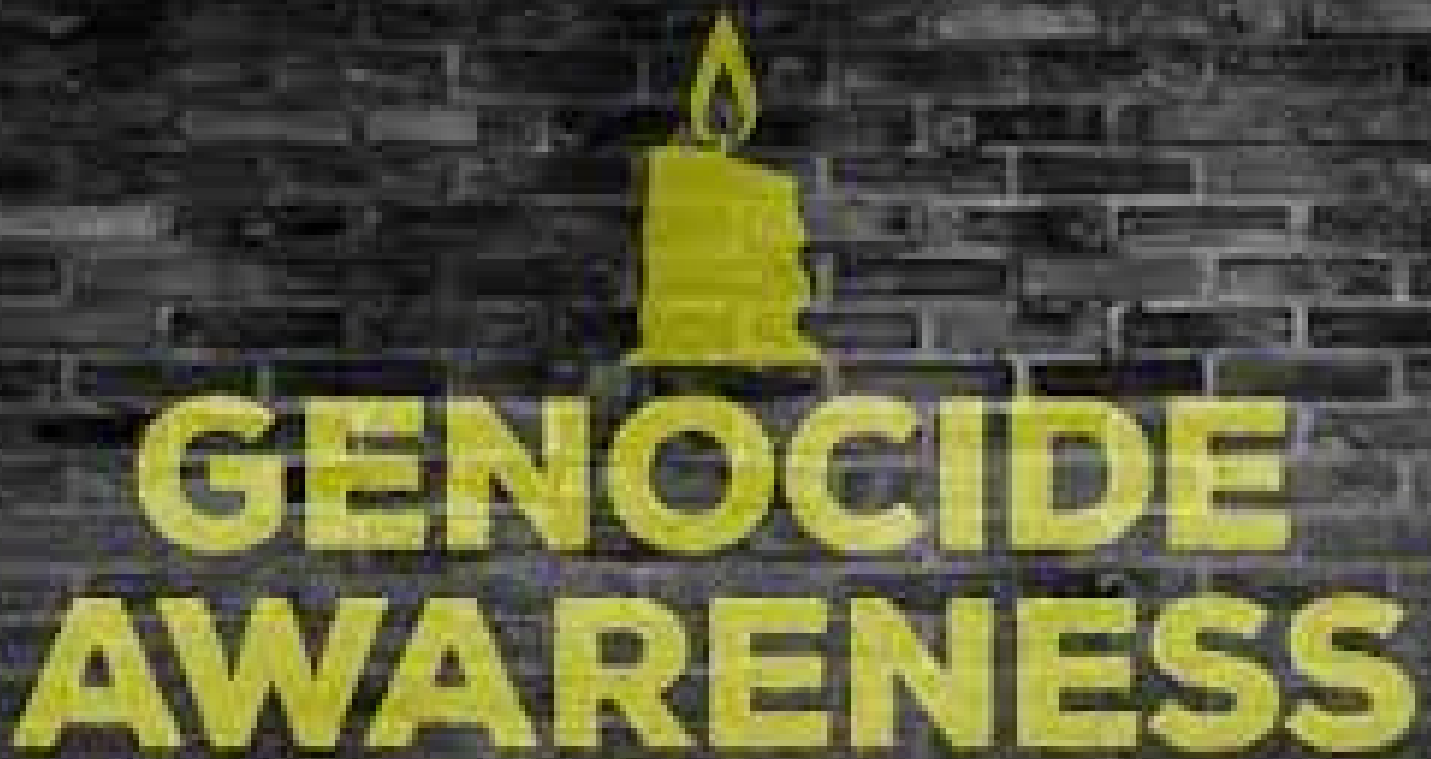
ENTRANCE FEE: \$0

DEADLINE TO SUBMIT DOCUMENTARY ENTRIES: APRIL 2 2022

EMAIL US FOR DETAILS AT ZACHORSHOAH@GMAIL.COM

Making Connections: Genocide Around the World

Making Connections: Genocide Around the World



What do all genocides have in common? Why does Zachor Shoah focus so much on the Holocaust and not on other genocides that are more recent or may resonate with more students? These are some of the questions I have been asked by students throughout my career. They are also questions the general public seems to ask the Jewish community in general. It may feel daunting to answer, especially since our knee-jerk reaction may be more emotionally charged than wise. This is what I have said on the matter in the past:

Studying genocides is like mountain climbing - *You can climb many mountains but that does not mean you will be able to climb Mt Everest. However, if you are able to climb Mt. Everest you can climb any mountain.*

The Holocaust is the Mt. Everest of genocides. It is the only genocide that was the government sanctioned systematic industrialized murder of an entire people that spanned across many borders, economic divides, and more. It was the only genocide to not be fueled by greed or envy or power lust. The primary motivating factor was not economic in any way nor was it to obtain or keep power. Therefore, it is the only and best example we have of unadulterated evil in the form of bureaucracy, medical paradigms, and legal codes. So that when we understand the whole of the Holocaust - from the long history of Antisemitism to the Eugenics movement, the cultural shifts away from Imperialism the social and economic aftermath of WWI, and the social and political shifts of the Wiemar Republic- we can better understand the aspects of other genocides that resemble the Holocaust and we are better able to see just how far those genocides could have gone as well.

And while we may focus the bulk of instructional time on the Holocaust, we as Holocaust scholars & educators should raise awareness of the other genocides

As well as how to be among the Righteous voices in our own time.

April is Genocide Awareness Month. Take the time to help your students understand that while the Holocaust may have been the most catastrophic, many other people have suffered through genocides as well. Their genocides deserve attention and serious study as well. This is a great way to add to your Holocaust class with a research project or awareness campaign.

Here are some of the genocides from the 20th & 21st centuries:

The term 'Genocide' was coined by Polish writer and attorney, Raphael Lemkin, in 1941 by combining the Greek word 'genos' (race) with the Latin word 'cide' (killing).

Genocide as defined by the United Nations in 1948 means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group, including: (a) killing members of the group (b) causing serious bodily or mental harm to members of the group (c) deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part (d) imposing measures intended to prevent births within the group (e) forcibly transferring children of the group to another group.

Herero and Namaqua genocide-1904-1908..... 110,000 murdered

The Armenian Genocide - 1915-1922.....1.5 million murdered

Soviet Communist Genocide - 1917- 1991.... 20 million murdered

Greek - 1914-1922....900,000 murdered

The Holocaust - 1933-1945... 11 million murdered

Chinese Communist Genocide/CCP - 1949-197640 million murdered

Cambodian Killing Fields-1975-19793 million murdered

Bosnia-Herzegovina -1992-1995.....40,000 murdered

Zaire/Congo- 1996-1997...232,000 murdered

Rwanda 1994....800,000 murdered

Darfur- 2003-present500,000 murdered

Rohingya -2017-present43,000 murdered

Yazidi -2014-2019.....10,000 murdered

Uyghurs- 2014-present....approx. 1 million and counting

there are more, but these are the most noted in history.

Why do I not include the millions of lives lost to slavery? If we follow the definition of genocide as adopted by the UN resolution of 1948, slavery for as evil and awful a system does not meet the criteria of genocide. While this may feel wrong and upsetting, it does not diminish the real cruelty inflicted on slaves for almost 400 years in the Americas.

It is impossible to teach students about every genocide in history. It is equally impossible to teach students about every human rights violating government or historical time period.

But we can teach children about the worst one, as defined earlier. We can teach students that although we have been saying #Never Again since 1945, the world clearly still has a lot of learning to do because we have had over 65 million people murdered in genocides since 1945.

As a Holocaust scholar & educator, I ask myself, what are we not getting right? What are we not teaching? So many of the genocides listed have little to do with "race" or Eugenics as the Holocaust did. Instead at their core is a desire to eliminate those the perpetrators considered wealthy, elite, intellectual, or religiously inferior or socially dangerous. It seems to me that so much of the world's suffering, including genocides, would end if we worried more about being good people and not about how good a person is my neighbor.

In the end all genocides, regardless of the perpetrators and their motives, are the results of intolerance and devaluing all human life. So it seems the best way to prevent genocide is to teach people to value all life and respect all differences regardless if they are religious, racial, political, economic, etc.



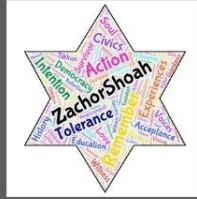
Our Classroom Educational Program Goals

We believe every student, at the completion of a Holocaust Studies Course, should have the following knowledge:

An Understanding of foundational knowledge of what happened and why it happened including basic understanding of: history of antisemitism, European cultural structures, European Imperialism, Development of National Identity vs "Balkanization" & Eugenics, WWI, Social, economic and political aspects of Wiemar Republic, and the fundamentals of Propaganda.

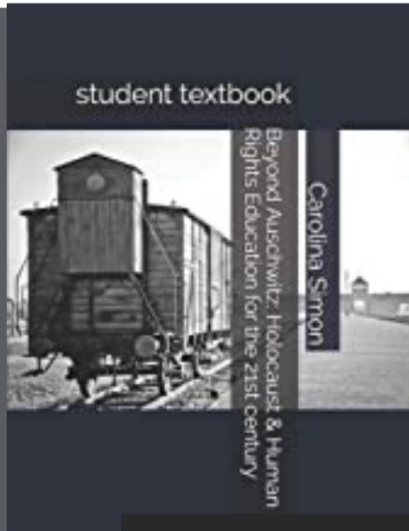
Significant understanding of Democracy to include: basic components of democracy, the differences between a democracy and a republic, and representative republic, the differences between Democracy, Fascism, Nazism, and Communism, The significance of a constitution and its structure/wording, How democracy prevents genocide and How democracy is fragile and how to protect it.

It may seem like a lot for a student to learn but when you understand that its all connected then it makes perfect sense. Our textbook helps you do it!

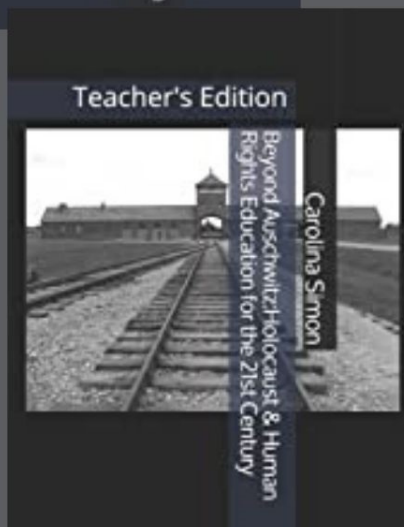


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Featured Story: The Armenian Genocide

WE CAN
HUMANITY'S
WILL
FORGET TO
REMEMBER

Hitler famously stated in 1939 during his annual speech to the Reichstag, that should there be another world war, he would exterminate the Jews from all of Europe. He continued by stating "after all who remembers the Armenians" anyway.

This speech was recorded, shared with the general German public and was reported on by international reporters as well. What did they focus on? The threat of another world war. What did they ignore? The real threat of genocide against the then 9 million strong Jewish people of Europe with the promise that they too would be forgotten as was the Armenian genocide. Why was this blatant threat ignored? One can not say for sure, but it is true that 1.5 million Armenians were forced on death marches into the desert where they starved and died of exhaustion, while the intellectuals and wealthy of the group were executed in public spaces. It is true that the world did nothing to stop it nor did they hold Turkey accountable for it afterwards. It seems that in 1939 as in 1915, the world was more concerned with war and its possible affects on them personally than the real threats

made towards groups of the population which were either too insignificant socio-politically or too long hated.

Sadly, Hitler was right about the Armenians. It took over 100 years for the world to recognize their massacre as a genocide, despite the amount of evidence. It took even longer for world leaders to publicly claim it, as they did not want to offend Turkey in the process. What is most interesting is that because of the collective silence, Turkey has continued its campaign of terror against the Armenians well into the 21st century!

So much of what happened in the early years of the 20th century, and mostly during WWI, are essential pieces of information to understanding the people of the era and region.

For this reason and for the sheer humanitarian gesture of acknowledging and respecting all suffering, please visit this website to learn more about the Armenian Genocide:

<https://www.armenian-genocide.org/genocide.html>



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**Un-learning to Learn:
Stanton's 10 Stages of
Genocide**

Why study the Holocaust? Why study any genocide? Is it simply out of academic curiosity? Is it out of guilt or shame or compassion? These emotions may be part of it, but for many Holocaust & Genocide Scholars, it's about prevention too.

Prevention? How could the Holocaust have been prevented? Or Darfur or Rwanda or any of the many genocides since the Holocaust have been prevented? And if preventable why were they not?

Every genocide, including the Holocaust were preventable. Hate is preventable. Systemic hate is absolutely preventable. But it requires great courage to do so.

In 1996, Gregory Stanton an academic and founder of Genocide Watch, presented his 8 stages of genocide to the United States Department of State. In his briefing he explained that all genocides follow a pattern and are therefore, preventable. In 2012, Stanton added 2 more categories to make the model more detailed.

Although it took Stanton a long time for his theory to be widely accepted, it is today part of most Holocaust education programs.

Most programs, institutes, and even classroom teachers have created their own visual aid for the 10 stage. I have always preferred to use the ones like the image on the next page - simple, to the point, and without personal or current event examples attached. It is a common mistake among Genocide Studies educators to use the most current or the most horrific historical example to label each of the stages, but that leaves students with the impression that only in that way is the stage being implemented.

If the point is to prevent any and all genocides, we must be aware of our bias. For example, teachers often ignore the potential for political classification as a means of embarking on the 10 stages. But it absolutely is as dangerous as religious or cultural classifications when it creates real emotional, physical, and social division.

10 Stages of Genocide

1. **Classification:** People are divided into "us and them".
2. **Symbolization:** People are forced to identify themselves.
3. **Discrimination:** People begin to face systematic discrimination.
4. **Dehumanization:** People equated with animals, vermin, or diseases.
5. **Organization:** The government creates special groups (police/military) to enforce the policies.
6. **Polarization:** The government broadcasts propaganda to turn the populace against the group.
7. **Preparation:** Official action to remove/relocate people begins.
8. **Persecution:** Beginning of murders, theft of property, trial massacres.
9. **Extermination:** Wholesale elimination of the group. It is "extermination" and not murder because the people are not considered human.
10. **Denial:** The government denies that it has committed any crime.

Stanton, Gregory (2012); *10 Stages of Genocide*, Genocide Watch

At what point is it okay to equate our current lives with these stages?

This is the most controversial question of our time. During Covid, many people around the world felt that the increasingly restrictive authoritarian and even draconian mandates and the media response was putting us on those stages. Many chose to voice that concern with direct imagery from the Holocaust itself. And herein lies the problem.

Comparing increasingly problematic socially restrictive measures to the 10 stages is not a problem. In fact, it is the responsible thing to do - to be vigilant of what the stages are, are they being developed in our time, and speaking out against it often and loudly.

Comparing increasingly problematic socially restrictive measures to a dictatorial government's Eugenics based systematic murder of 6 million Jews and 5 million others is absolutely a problem. There again is the idea that genocide only occurs like the Holocaust, and that all potential genocides will look like the Holocaust.

We can, and should, speak out against all implementations of the stages, no matter how small, for they lead to the next and in greater scale.

But we must also be aware that while the Holocaust was "the Mt Everest" of genocides, genocide is just as destructive, and painful, and preventable, when it looks like Darfur, or Rwanda, or Bosnia, or Cambodia, or Stalin's Russia.

The best way to prevent any genocide, in my opinion, is to not get past stage 1. Don't allow yourself, your family, your community to be swept up in any social or political or religious campaigns that create an "Us" and a "Them". Just like cults require you to break off communication with any non-members; Genocide requires you to choose a side as the morally correct side and see the other as evil, less than human, not like you at all.

The most gratifying images and videos I have seen of the war in Ukraine, have been of the Russian soldiers either captured or surrendered being given food and tea and allowing them to phone their mothers as they are hugged and consoled by Ukrainians.

In the fog of war it would be very easy to dismiss all Russian soldiers as evil and see all Ukrainians as good. This would open the door to developing that "Us" vs "Them" mentality. It is the first step towards dehumanizing a group of people. But the Ukrainians are not generally taking that road, and many Russians are not either. They are choosing to see each other's shared humanity instead.

The same is true of the thousands of volunteers and governments showing great concern and compassion for the every growing number of refugees.

There is still much to do right in Holocaust education, but it would seem that developing compassion for those in need is not one of those areas.

I encourage you to reach out to the ***Dallas Holocaust and Human Rights Museum*** for their poster of Stanton's 10 stages of Genocide and for you to incorporate it into your lessons more than the pyramid of hate. While the pyramid is colorful and has a strong "feel good" component, it is devoid of academic integrity. There is a reason why Holocaust and Human Rights organizations and museum use the 10 stages of genocide. You should too.



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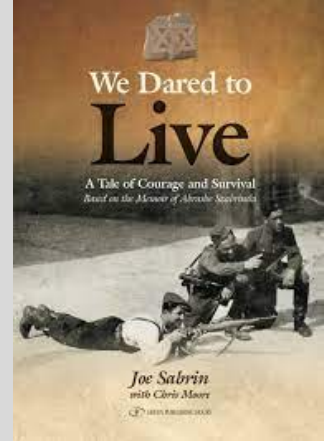
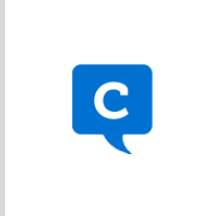
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**Next quarterly issue's featured story:
Yom Hashoah**

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