

Barnet Standing Advisory Council for Religious Education (SACRE)

Holocaust Pack 2016

SACRE has produced this pack for use in schools to commemorate the annual Holocaust Memorial Day on the 27th January 2016. The theme for this year is: Don't stand by, make the world listen it is one that lends itself to a number of interpretations & ideas. In this pack we are suggesting a few of them. We are grateful to have used the framework & material developed by the Holocaust Memorial Day Trust (HMDT) & we have added local material where appropriate.

Don't Stand By, Make the World Listen

Two students from Jewish Community Secondary School (JCoss), Matthew Clayman & Jonah Zur, took part in the Holocaust Educational Trust's 'Lessons from Auschwitz Project' & have written their reflections on their day visit to Auschwitz- Birkenau Museum & Memorial in October 2015.

Jonah Zur

I've seen pictures of Auschwitz before. I've completed school projects on the Holocaust. I've even heard survivors share their experiences of being in a camp. But none of it quite compared to the experience of visiting Auschwitz for myself. You can do all the research in the world but it won't prepare you for the overwhelming experience of visiting a concentration camp. I could have quoted you facts and figures that I'd read, such as 'at least 11 million people died in the Holocaust', but only when walking around Auschwitz II did the scale of it really hit me – every one of those 11 million was an individual who lost their life. Someone just like me or you, our family, our friends. Visiting Auschwitz made me understand why it is such an important task to humanise the Holocaust – to ensure that 11 million is more than just a number. The Nazis wanted people they sent to the camps to be viewed as inconsequential, which is why they tattooed a number onto their arms in the way you'd brand cattle. However by discovering and reading stories about individual people who died in the Holocaust, we keep them alive in our memories and the Nazis attempt to dehumanise their victims ultimately fails.

By walking through the ruins of the death camp, reading stories about the victims, seeing pictures of the conditions, and even experiencing first-hand how cold Poland can get (by 7pm it was so cold we weren't even able to light the memorial candles), it really struck me how devastating it must've been for the people who were sent there. And seeing the pits where the gas chambers stood brought home that terrifying realisation – that humans could do this to other humans.

I would recommend visiting Auschwitz not just to members of the Jewish community, but to everyone; by humanising the Holocaust we honour the memory of those that died and we make a stand against oppression wherever it may be happening.



Demolished gas chamber in Birkenau - Jonah Zur.

Matthew Clayman

It was walking away from the Auschwitz memorial and walking back towards our bus in the near darkness with an unlit candle in hand when it really touched home. It was cold and dark – the bitter winds prevented us from lighting our candles but I, and a few other people who I didn't know before today, were sure we wanted to place our candles regardless. But we were placing them for many different reasons; reasons diverse but underlyingly similar. On the bus ride home I was speaking with people, of various faiths and backgrounds, and we spoke about who we placed our candle for. I spoke about how I placed my candle for the family I didn't know; one girl spoke about how it was for her family and community who were victim of racism and another boy I spoke to placed it for the refugees of various religions trying to return to a normal and stable life.

One of the things that helped me comprehend my time at Auschwitz was when we would stop at a point and read or listen to a short story or poem; walking around reading stories really humanised everything, I understood that it was not just families that were lost but generations just like my own.

This year's theme is don't stand by & make the world listen, and my trip to Auschwitz helped me read deeper into tragedies and crisis across the world and really understand – both on a physical and communal level the damage being done. This drove myself and my friend from my school, as part of our Lessons from Auschwitz program, to set up a project with students from the years below and pass the torch to try and get them to understand; understand what happened and what can be done to ensure you're not just standing in the side-lines doing nothing.

Artworks

The following pieces of work have been completed by students at Winchmore School in Enfield. If you would like to see more examples of their work you can do so by accessing the Enfield SACRE website looking at schools then 'showcase'.

Krzysztof Bielwski

Age: 12

1937 Artist: [Otto Dix](#) Media: Pencil

Artist Statement

What if one person doesn't like the style of a certain artist? Why do they need to destroy it? Everyone likes different styles of art and everyone is different, which should not be affected by one person or groups dislikes. I chose this piece as it not only shows the effect on the people affected by war but also, the people that were forced to fight, they had no choice.



My piece is about not forgetting the past but looking forward to the future and I want people to see the pain and suffering but at the same time to remember the survivors and the people that lost their lives in the holocaust.

This project was based on the holocaust in which many Jews and others died and it is important to make people aware that we should remember them.

Title: **'Never Forget Look Forward'** Media: Pencil

Monica Esposito

Age: 16

1937 Artist: [Wassily Kandinsky](#) Media: Water Colour & Acrylic

Title: **'Reaching Out'** Media: Pencil

Artist Statement

I chose this piece of work out of the many to select from because I love that there is not a clear visual meaning to the abstract image. You have to use your imagination to piece the pieces of the puzzle together.

I have drawn an enlarged eye with a women's figure reaching out. This symbolizes the many innocent souls that were wiped from existence just because they were not deemed perfect.

I find it highly important that as a society we should always remember the holocaust and those innocent souls that were brutally erased. They will never be forgotten; we will remember and do our utmost to ensure this never happens in future generations.



Charlie Halabi

Age: 17

1937 Artist: [Oskar Lüthy](#) Media: Charcoal

Title: **'Forgiveness'** Media: Pencil

Artist Statement

I believe that degenerate art was used as a medium for artists to convey the sorrow and suffering felt from alternative perspectives on the holocaust, as well as any artwork seen as inappropriate or imperfect by Hitler and the Nazis. I chose this piece because I felt it showed a very good representation on both the psychological and physical suffering that people had to endure.

My piece shows a portrait of Eva Mozes Kor, a holocaust survivor who unofficially adopted the grandson of a Nazi commander who murdered her parents 70 years ago. In this piece she is standing outside Auschwitz wearing a Star of David brooch and one part of her clothing in colour, within a tonal study. I want people to see that Eva has forgiven things from her past, but will never forget.

I believe 'Keeping the Memory Alive' theme is important so that future generations grow up learning our collective history on the holocaust. That through remembrance, an event like this should never take place again.



Maria Peters

Age: 13

1937 Artist: [Franz Marc](#) Media: Oil Pastel

Title: **'Memories'** Media: Water Colour

Artist Statement

In my opinion, degenerate art is that if you destroy them, then you will destroy a large chunk of art history and this piece appealed to me because I like horses. I want people to think about life and death during World War 2.

Remember what happened in the atrocities of war.



Lucas Porfirio

Age: 12

1937 Artist: [Ewald Mataré](#) Media: Pen & Ink

Title: **'I Could be Different'** Media: Pencil

Artist Statement

In my opinion they should not be degenerate. I chose this piece because I like the shape of it and simplicity.

My artwork is about the differences between two boys depending on which side of the fence they came from. They could have been anyone of us but we must not allow our children to ever suffer this again.

The holocaust was terrible disaster for all, just because of the opinions of one man and his leadership, Hitler. We can never forget and we must never allow this to happen again.



Holocaust Memorial Day 2016

Barnet will once again mark Holocaust Memorial Day with a service held at Middlesex University on 17th January. Hundreds of people are expected to attend the annual event which will be held at the Rickett Quadrangle in Middlesex University's campus in The Burroughs, Hendon. The theme of this year's memorial day will be 'Don't Stand By'. This theme will consider our individual responsibilities not to be bystanders to hate crime and prejudice, or to international threats of genocide.

The day will begin with The Worshipful the Mayor of Barnet, Councillor Mark Shooter, councillors and dignitaries taking part in a procession into the quadrangle ahead of the commemorations. Speakers this year will include the Chief Executive of the Holocaust Memorial Day Trust, Olivia Marks-Woldman, Joshua Castellino, Professor of Law and Dean of the School of Law at Middlesex University, and students from JCoSS. London Cantorial Singers and Alyth Youth Choir will both perform, and music will be provided by the Barnet Wind Band. Members of the public are welcome to attend to the commemorations.

The memorial service will begin at 1pm and people are asked to take their seats by 12.45pm. Doors open at midday. The Mayor said: "Holocaust Memorial Day is always a poignant opportunity to remember all those who lost their lives in the Holocaust and in other genocides around the world. "This year's theme reminds us of the part we must all play in standing up to hate and prejudice."

Barnet's Statement of Commitment – Holocaust Memorial Day

- *We recognise that the Holocaust shook the foundations of modern civilisation and its unprecedented character and horror continue to hold universal meaning*
- *We believe that the Holocaust must have a permanent place in our nation's collective memory and we honour the Survivors still with us.*
- *We reaffirm our shared goals of mutual understanding and value the sacrifices of those who have risked their lives to protect or rescue victims as a permanent reminder of the human capacity for good in the face of evil.*
- *We will strive to ensure that future generations are aware of the Holocaust and other acts of genocide, and reflect upon their consequences. We vow to remember the victims of Nazi persecution and all genocide.*
- *We recognise that humanity is still scarred by the misconception that some people's lives are worth less than others because of their disability, ethnicity, gender, religion or sexuality. Racism, anti-Semitism, xenophobia and discrimination still persist, and we have a shared responsibility to fight these evils.*
- *We in Barnet are proud of our multicultural, multi-faith community. We pledge to strengthen our efforts to promote education and research about the Holocaust and other acts of genocide. We will do our utmost to make sure that the lessons learnt from these events are fully understood.*
- *We in Barnet condemn the evils of prejudice, discrimination and racism and value the right for all to live in a free, tolerant and democratic society.*

(This was developed from the National Statement of Commitment.)

Life Stories

*The Holocaust Memorial Day Trust have put together fourteen life stories of people affected by the Holocaust, Nazi persecution and subsequent genocides which are relevant to the theme of HMD 2016: **Don't Stand By**. You may wish to use these with your students as individual case studies they are arranged in Key stages. This is one of the stories that they have included.*

Susanne Flanter

Susanne Flanter was born in Berlin in 1925, where she spent the first 13 years of her life. During this time her parents, William and Erna Flanter, developed their business from a single book store into a number of book stores and libraries. She attended a good school, where she was friends with other Jews and non-Jews alike. Alongside these friends she was made to line the roadside and salute Adolf Hitler as he was paraded through the streets of her home city in 1933.

Shortly after Hitler's ascent to power, the Flanters' book store was stormed by armed Nazis, terrifying Susanne and her parents. With the rising tide of state-sponsored antisemitism, former friends and neighbours dissociated themselves with Susanne's family. Her parents' employees left them out of fear. First Susanne was segregated from non-Jews within her school, and then forced to leave the 'German' school altogether. Then, after *Kristallnacht*, Susanne's father was arrested and sent to a concentration camp.

Susanne applied by show of hand in her school to go to England as a refugee, in what we now know as the *Kindertransport*. She had not even told her parents, forgetting that she had even raised her hand until she was told that someone had agreed to foster her in London. She went to live with Sydney and Golda Bourne, who owned a dress shop in Neasden.

For a while, Susanne was able to communicate with her parents in Berlin from her new home in London. The letters eventually stopped. Susanne now knows that her parents were deported to Minsk, where they died. A letter from her mother discovered many years after her death revealed a desperate attempt to reach America.

The photograph below was sent from William and Erna in Berlin to Susanne in London. On the reverse side is a handwritten message: 'How is this possible, did you visit us in secret?' Susanne's parents had superimposed the image of their daughter, hundreds of miles away, into this photo, where she smiles alongside them.



'...their letters stopped in the middle of 1941 and I never heard from them again.'

After the war, Susanne met and married a former soldier in the British army called Gerry Kenton, with whom she spent time living in Oslo and then Moscow. They led an exciting life, travelling widely and mingling with high-profile people. Eventually they settled back in London. Susanne, Gerry and their children lived in their Wembley family home for 32 years. On Holocaust Memorial Day, we remember the millions who didn't have the fortune to be fostered, who were unable to find refuge from Nazi hatred, and we remember the parents who were left behind.

: <http://hmd.org.uk/education/hmd-2016-life-stories#sthash.>

Useful websites, exhibitions and organisations

Websites

- **Association of Jewish Refugees (AJR): ajr.org.uk**

Refugee Voices – An archive of 150 digitally filmed interviews with Jewish refugees from Nazism who settled and rebuilt their lives in Britain. The collection consists of more than 450 hours of film and full transcribed, time-coded and catalogued testimonies.

Continental Britons – Jewish refugees from Nazi Europe – An exhibition relating the remarkable and compelling story of the Jewish refugees who fled Nazi persecution in the German-speaking countries before World War II and came to Britain

- **Cambodian Association in the UK (CASUNIK): casunik.org**

- **Holocaust Centre: holocaustcentre.net/the-journey**

The Journey – an exhibition for primary school children, telling the story of a fictional German Jewish boy who travels from Nazi-occupied Germany to Britain

- **Holocaust Educational Trust: het.org.uk**

- **Holocaust Memorial Day Trust: hmd.org.uk**

This website has a wide range of resources on the HMD 2016 theme, including lesson plans, assemblies and school materials for key stages 1 and 2, including for pupils with special educational needs. Materials for HMD activity organisers including posters, booklets, case studies & tailored factsheets.

- **Jewish Museum London: jewishmuseum.org.uk**

The Holocaust Gallery – Exhibition centred on Leon Greenman's experiences and journey to Britain

- **The Wiener Library: wienerlibrary.co.uk**

Run events, workshops and tours

- **London Jewish Cultural Centre (LJCC): theholocaustexplained.org**

The Holocaust Explained website is to help students with their school work, both in school and at home. It is designed to support the school curriculum. The site has images (pictures, maps, videos, diagrams) to help explain concepts and events.

Points to consider from the Holocaust Memorial Day Trust:

HMDT have produced a '[Speak Up, Speak Out Poetry Booklet](#)' poetry created using the HMD 2012 theme, Speak Up, Speak Out.

- [Terezin - Michael Flack](#)
- [The Butterfly - Pavel Friedmann](#)
- [There Is a Last Solitary Coach - David Vogel](#)
- [Two Suitcases - Moniza Alvi](#)
- [We Are The Shoes - Moshe Szulstein](#)
- [We Remember Them - Sylvan Kamens & Rabbi Jack Riemer](#)

All the materials can be accessed on their site.

Speakers

Barnet is fortunate to have a number of excellent speakers who are willing to come into schools to give talks. If you want to arrange for a visitor to come into your school please contact Bernd Koschland on telephone/fax 020 8203 5527 or on email nisraf@compuchange.co.uk

Finchley Reform Synagogue Holocaust Memorial Day Events 2016

Introduction to the Holocaust Survivor speaker and questions Workshop: Relevance of the Holocaust today. The concluding ceremony is a free 2 1/2 hour session for Years 9 and above.

Monday 1st February 2016

Tuesday 2nd February 2016

Wednesday 10th February 2016

Thursday 11th February 2016

Sessions - 9.30am – 12noon or 1pm – 3.30pm

This year all the sessions are fully booked but for further information and to reserve places for next year contact Ruth Wildish (ruthwildish@btinternet.com)

This project was originally developed with the support of the Imperial War Museum Fellowship in Holocaust Education program of Continuous Professional Development.

Each session includes:

- A variety of teaching and learning opportunities
- Highly experienced speakers and educators Structured workshop based on the annual theme of Holocaust Memorial Day Time for personal reflection and responses
- An opportunity to hear survivor testimony – soon we will no longer be able to hear from survivors directly and we will have to rely on recordings.

Hatred breeds only hatred - **Alice Herz Sommer**



Auschwitz survivor and concert pianist who died in London in 2014 aged 110.



- **Virgil**, quoted on the 9/11 Memorial in New York

Comments from last year's event include:

'Your story was incredible – if I had not heard you tell it – I think I might not have realised that it really happened to you. Thank you.'

'The session was very well organised and challenged the pupils .. they all got a lot out of it as did the members of staff.'

'I learnt a lot about the Holocaust and how it is still relevant to me today.'

'Hearing a survivor speak had a great effect on the pupils.'

Finchley Reform Synagogue, Fallow Court Avenue, N12 0BE

British Library Resources

The library has collected together a series of excellent material that can be accessed by schools these include:

Living Memories of the Jewish Community (C410), one of the first National Life Stories projects, collected the personal testimonies of the Jewish Holocaust recorded with Jewish survivors now living in Britain and from the children of survivors.

- Testimony: video interviews with British Holocaust survivors ([catalogue no: C533](#)) is a collection of more than 170 video interviews with Holocaust survivors recorded in collaboration with Yale University's Fortunoff Video Archive for Holocaust Testimonies.
- ***Holocaust Survivors' Centre Testimony Recording Project*** (C830) is a National Life Stories collaborative project with the Holocaust Survivors' Centre, a Jewish social centre in north London for survivors who were in Europe during the Second World War or who came to the UK as refugees. The Anton Gill Collection ([catalogue no: C551](#)) comprises 59 interviews, some in German or French, carried out between 1985 and 1986 with survivors of Nazi concentration camps including Jewish inmates, political prisoners and non-Jewish prisoners. Herbert Levy German Jewish refugees interviews ([catalogue no: C958](#)) collection comprises of oral history interviews with German Jewish refugees to Britain recorded 1994-1997.

The Central British Fund Kindertransport interviews ([catalogue no: C526](#)) collection looks at the efforts to help Jewish children escape Nazi Germany and the experiences of children who came to Britain as part of the Kindertransport.

Jewish Experience in Britain

- *The London Museum of Jewish Life Oral History Interviews* ([catalogue no: C525](#)) collection comprises more than 100 interviews giving accounts of Jewish life in London in the twentieth century.
- *Chief Rabbi's Office Recordings* ([catalogue no: C496](#)) include recordings of the Conference of European Rabbis, readings, speeches and musical interludes.
- *Pascall Theatre Company: Mothers and Daughters - A Jewish Archive* ([catalogue no: C1242](#)) collection comprises 50 interviews with Jewish women of various ages and cultural backgrounds recorded by the Pascal Theatre Company in collaboration with the London Jewish Cultural Centre. The recordings were made as part of a film and exhibition entitled 'Jewish mothers and daughters: a personal history of the 20th century through 50 Jewish women's lives'.

Voices of the Holocaust

The British Library interactive learning resource [Voices of the Holocaust](#), aimed at Key stage 3 pupils who have already made an initial study of the Holocaust, consists of 28 oral history testimonies gathered from men and women living in Britain today, together with associated background text, biographies, information, and student activities.

The Jewish Museum in Camden.

This museum has excellent resources on the Holocaust and on Judaism. To find out more details contact the museum on 020 7284 7384.

Children of the Holocaust Memorial Project

In 2003 Barnet Council established the Children of the Holocaust Memorial Project. The aim of this project is to plant, over time, enough snowdrops to represent the 1.5 million lives that were lost during the Holocaust. The project also acknowledges those children who suffered under the Nazi regime. The Snowdrop, the official plant of the project is a small bulb with a delicate white flower, known for sprouting in winter and early spring. As a bulb that is small, loved and cherished it has become a symbol within Barnet to act as a mirror to the memory of the children that perished during the Holocaust.

Certificates will be issued by Barnet SACRE to all who contribute to the project and an update of the number of snowdrops planted to date can be seen on the Barnet Council website www.barnet.gov.uk

The Times Educational Supplement

The TES has produced a number of resources for use in schools these can be obtained on their website.

The Holocaust Educational Trust (HET)

The Holocaust: A Guide for Students and Teachers

Written by the leading Holocaust historian David Cesarani, this newly updated booklet offers a comprehensive historical overview into the Holocaust, its antecedents and consequences. From the origins of the Jewish people to contemporary views on the Holocaust, the booklet provides an accessible, engaging and stimulating format which enables discussion and reflection. The text and source material are suitable for a range of different age and ability levels. £2

This material was compiled and written by Bernd Koschland and Anna Sallnow. We welcome any suggestions or useful resources to include in next year's pack.

Bernd can be contacted on telephone or fax 020 8203 5527 or email nisraf@compuchange.co.uk Anna on 020 83596335 or by email annasallnow@btinternet.com.