Incredibly well-organized. Handouts and available resources are fantastic.

The survivor stories are so powerful. This would be wonderful for my students.

Thank you for the resources, support, and inspiration.


From April 19 to June 2, 2005, fourteen short articles were published in The Seattle Times exploring the Holocaust and issues relevant to today: moral courage, civil liberties, and social responsibility. Integrated into these themes are the stories of local Holocaust survivors. A teacher guide accompanied the series.

So many teachers asked us to reproduce this series, that we have presented all fourteen of these articles, geared towards students in grades 7-12, and the teacher guide in this booklet and CD.

The articles and the teacher guide were created by experienced educators who have been trained in the area of Holocaust education. Local educators, including Pat Gallagher (Kent Night Academy), Rivy Kletenik (Jewish Education Council, Jewish Federation), Brad Veile (Lakeside School, Idaho), Bob Herschkowitz (President of the Board at the Holocaust and substitute teacher), Steve Adler (Holocaust survivor), Kari Averill (Cascade High School, Everett), Stephen Pagaard (North Kitsap High School), Larry Blades (Highline Community College), Paula Fraser (Stevenson Elementary, Bellevue), Kathy Jones (Whitman Middle School, West Seattle), and Ilana Cone Kennedy (Director of Education, Holocaust Center) contributed to the writing of this series.

According to The Seattle Times Newspapers in Education Program, more teachers subscribed to the program during the publication of this series than at any other time.

NIE provides newspapers, learning programs and online activities to educational organizations throughout Puget Sound communities to help foster literacy and real world learning. To learn more about NIE, or to subscribe, please visit www.seattletimes.com.

The Washington State Holocaust Education Resource Center’s mission is to inspire teaching and learning for humanity in the schools and classrooms of this region through the study of the Holocaust.

For questions, additional resources, or information about the Holocaust Center, please visit www.wsherc.org.

The articles and the teacher guide included in this booklet are available on a CD by request. These materials are also available to download from the Holocaust Center’s website, www.wsherc.org.
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So Little Time, So Much to Study

Not only is there little time in the classroom for teachers to devote to the Holocaust, there is little time for the teachers to become acquainted with the vast amount of material available on the subject. The Washington State Holocaust Education Resource Center can help teachers select materials and also provide them with lesson plans.

Before introducing a Holocaust unit, we suggest that teachers consider these general guidelines:

- Include primary sources (reading materials, films and speakers).
- Include a variety of materials that involve all senses: auditory (readings), visual (films, maps, posters, art), and tactile (artifacts that students can touch and feel).
- Do not use graphic documentary footage to shock and numb students. This does not mean that they should never be used. They can, at the end of a four to five week Holocaust unit, but never as an opener.
- Do not rely too heavily on audio-visual materials. The temptation is great for so many videotapes are available. Films should be used as a tool, only to illustrate an issue or provide background information.

Focus on stories and memories of individuals rather than of millions of anonymous people — a concept no one can really fathom. Short memoirs and anthologies are useful tools.

Remember to include pre-World War II Europe. The students need to be reminded that the victims led normal lives, like yours and those of your students, before the War. They were not always victims. At this point, introducing some concepts in Judaism might help, too.

If at all possible, arrange for a survivor to speak to the class. Here, too, it is recommended that the speaker be invited toward the end of the unit, when students are better sensitized to the subject and able to ask better questions.

Always give students opportunities to respond to the material, be it orally, in writing, or in art form.

MOST IMPORTANT: in this field, more questions remain at the end of the unit, not fewer. The students should not be left with: “Now I understand what happened,” but rather with, “How could this have happened?”

These suggestions are based on those made by Sylvia Frankel, Executive Director, Oregon Holocaust Resource Center, 1995.