

UNIT 9: RIGHTEOUS AMONG THE NATIONS

LESSON PLANS:

Profiles – victims, perpetrators, bystanders, rescuers (9.1)
Righteous Among the Nations (9.2)

ACTIONS:

After lesson 9.1, class should visit the Sydney Jewish Museum (allow time for students to use the library for their research)

STUDENT MATERIALS

Handout 9.1: List of *The Righteous*

Objectives:

1. To help students develop a commitment to participating in society in a caring and humane manner, as individuals or as members of groups;
2. To help students develop concern for the welfare, rights and dignity of all people.

“Whoever saves a single life is as one who has saved an entire world.”

The Talmud

“In a place where there are no human beings, be one.”

Anonymous

Today, the currency of game shows is the humiliation of contestants, encouraging the meanest and toughest to win. Gone are the days of valuing mateship and teamwork. Now it's all about Number One – self-promotion and self-advancement – and a genuine lack of caring about ‘the other’.

If these shows reflect and reinforce society's values then educators have a professional responsibility to counter these disturbing societal trends.

9.1 LESSON PLAN PROFILES – VICTIMS, PERPETRATORS, BYSTANDERS, RESCUERS

PREPARATION:

Photocopy & distribute Handout 9.1 (remind the students that this is not an exhaustive list)

1. Point out to the class that:
 - The penalties for helping Jews were severe – anyone caught hiding and/or aiding Jews risked the death penalty or being sent to a concentration camp.
 - Family members of those helping Jews were also prosecuted under this law.
 - Antisemitism was rife in Europe and rescuers had to contend with the suspicion and malice of their neighbours.
 - Blackmailers, who were abundant in number, were prepared to betray victims to the authorities for money. They were not only the bane of Jews in hiding but also of their rescuers.
2. Discuss with your class whether it is possible to know to which of these four entangled categories they would have belonged. These are the commonly used ‘participant’ categories of the Holocaust:
 - perpetrators
 - victims
 - bystanders
 - rescuers.



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3. Ask your students to imagine themselves in each of the four categories:
 - **victims** – scrubbing pavements, labelled, ostracised, humiliated, shivering on the edge of open pits, shot, herded into death vans and death chambers;
 - **perpetrators** – blackmailing, informing, looting, torching, shooting, herding and gassing;
 - **bystanders** – watching, waiting, safe, staying home, not becoming involved when Nazi workers expel Jews from next-door apartments, the neighbourhood, the city, the country – Europe.
 - **rescuers** – resisters, compassionate, brave, nerves of steel, Polish, Italian, Romanian, Russian, Hungarian, French, Swiss, Dutch and German, Catholic, Protestant, educated, uneducated, sophisticated and simple – the archetypes of goodness.
4. Ask students to consider the motives of rescuers. Just like perpetrators, rescuers continue to puzzle us! Write class suggestions on the board.
5. Divide your class into small working groups. Ask each group to construct a personality profile of rescuers.
6. Students/groups should use the **Sydney Jewish Museum library** to research one person from **Handout 16.1**
7. Students should note similarities and differences between their **constructed** profile and the profile of the person selected for their research.

9.2 LESSON PLAN RIGHTEOUS AMONG THE NATIONS

This is the follow up lesson to the museum visit.

1. Ask each group to share with the rest of the class their profiles.
2. Write on the board any generic traits that become apparent.
3. Discuss possible reasons for the prevalence of women.

UNIT 9: TEACHER'S NOTES

COMPASSION AND ALTRUISM AMONG HOLOCAUST RESCUERS

Nechama Tec, a Professor of Sociology at the University of Connecticut, researched compassion and altruism among Holocaust rescuers. Although she did not find any pattern, she was able to provide a 'set of interdependent characteristics and conditions' the Holocaust rescuers share:

- They don't blend into their communities. This makes them less controlled by their environments and more inclined to act on their own principles.
- They are independent people and they are aware of this. They do what they feel they must do, what is right – and the right thing is to help others.
- They choose to help without rational consideration.
- They have universal perspectives that transcend race and ethnicity. They can respond to the needy and the helpless because they identify with victims of injustice.

Source: Block, G. & Drucker, M. 1992 "Rescuers", Holmes & Meyer, New York, p.6

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HANDOUT 9.1 LIST OF THE RIGHTEOUS

BELGIUM

Germaine Belline

Liliane Gaffney

Esta Heiber

Andrée Guelen Herscovici

Marie Taquet

CZECHOSLOVAKIA

Antonín Kalina

FRANCE

Marc Donadille

Emilie Gut

Ermine Orsi

Ivan Beltrami

GERMANY

Berthold Beitz

Gitta Bauer

Fritz Heine

Gertrud Luckner

Maria Countess von Maltzan

HUNGARY

Malka Csizmadia

Gustav Mikulai

THE NETHERLANDS

Johannes De Vries

Arie Van Mansum

Marion P. Van Binsbergen Pritchard

Bert Bochove

Marguerite Mulder

John Weidner

Louisa Steenstra

Pieter and Joyce Miedema

Semmy Riekerk

Tina Strobos

POLAND

Zofia Baniecka

Gertruda Babilinska

Jan Karski

RUSSIA

Amfian Gerasimov



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