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WHERE HISTORY HAS A VOICE

LIBERATION



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As the Allies advanced, they liberated the camps, cities and towns



Teacher notes:

Towards the end of the war, the Allies start to push Germany back.

As they proceed, they liberate the areas they come to. Therefore, different places were liberated at different times.

As Allied armies moved across Europe they began to find camps. They discovered thousands of prisoners, starving and sick. These liberators began to understand the true extent of Nazi atrocities against Jews and other victims.

Teacher notes:

At the height of the war, all the yellow territory was controlled by Germany (or axis powers).

Prisoners at the liberation of Ebensee

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Teacher notes:

Ask students:

- What does this photo reveal about conditions in the camp?
- This camp was liberated by US soldiers. How do you think they felt when they came upon the camp?

Prisoners at the liberation of Dachau

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Teacher notes:

Ask students:

- how do these prisoners seem to feel about their liberation?
- how does this photo differ from the one on the previous slide? Account for the difference.



Teacher Notes

https://www.youtube.com/watch?v=ZGmfN8_tIzQ (3.12)

This video is a collection of reflections from Holocaust survivors about their liberation.

Before playing, note the definition of 'messiah' – the saviour of the Jews, prophesied in the Bible.

Ask students:

- what emotions do the survivors reflect? How was liberation both a positive and negative experience?
- why is it important to hear directly from survivors about their experiences? How do these sources contribute to our understanding of the Holocaust?

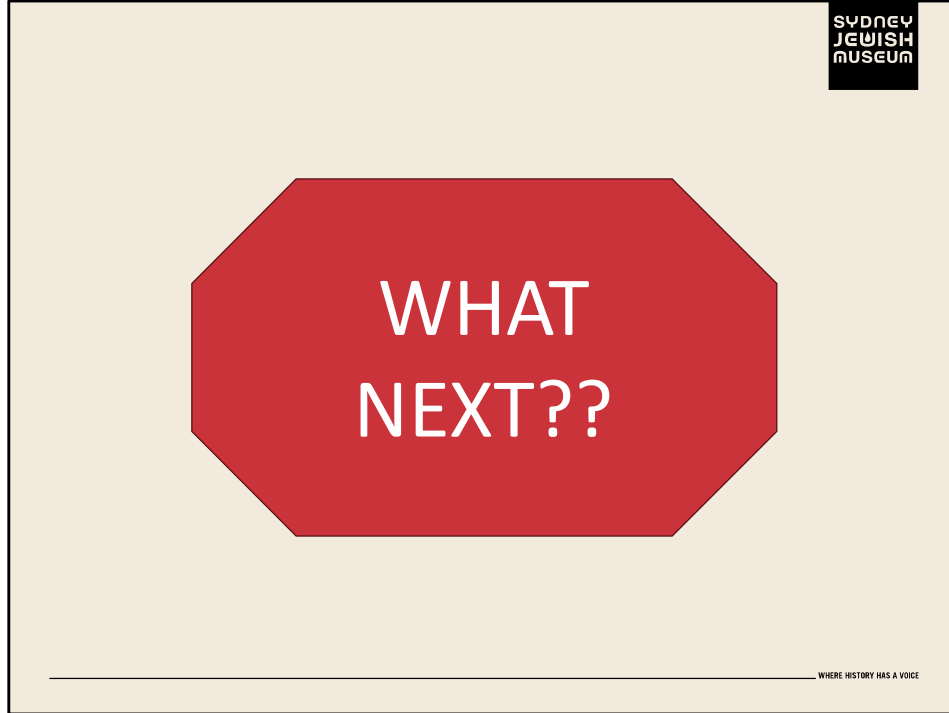


Teacher notes:

Ask students:

- What have these, and other survivors lost? (Family, health, security, trust, faith, home, belongings, clothes, identity.)

Students make a list of what survivors had lost.



Teacher notes:

The previous slide established that survivors had lost almost everything. Students should discuss the challenges survivors faced in beginning their lives again.

Teacher explains that many survivors spent the following months and even years in Displaced Persons camps.



Teacher Notes:

<https://www.youtube.com/watch?v=Trs84VCuPRc> (7.44)

This video explains the challenges of rebuilding life in DP camps.

Activities based on the video

1
State one reason why survivors went to DP camps

2
List two challenges of living in a DP camp

3
What are three things that represented freedom?

4
What are four things you learned about DP camps?

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Teacher notes

Students respond to the prompts, based on the video on the previous slide.

Further reading:

To further explore life in DP camps, read K Green, 'The Healing Act: Theatre in DP Camps', Musings, vol 3 no1.



Click here
to access
the
article.

A theatre troupe
performs in Bergen
Belsen DP Camp

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Teacher notes:

The article can be found at: chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://sydneyjewishmuseum.com.au/wp-content/uploads/2025/02/Musings-vol.-3_Green.pdf

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THANK YOU