

## A guide for teachers: Visit to the Jewish Holocaust Centre

### What is an Ethics Trail?

- An Ethics Trail is designed to complement student learning acquired from classroom learning of content knowledge required to meet necessary Achievement Standards of the Victorian Curriculum.
- The activities are framed to support student exploration into the ethical concepts identified in Levels 9 and 10: Understanding Concepts strand of the curriculum.
- Activities are designed to stretch students to work as an individual and in pairs to allow for a range of collaborative inquiry processes to make informed judgements. Activities aim to give students the opportunity for rigorous ethical discussion, effective note taking to document their development and an opportunity to show their understanding.
- The experience of visiting the Jewish Holocaust Centre provides a stimulus for ongoing discussion of ethical issues raised by the inquiry into Understanding Concepts and the Decision- Making and Action processes.

### What is the structure of this Trail?

- The student activities are constructed as a journey. Teachers can opt for all 7 STEPS or choose specific STEPS to enrich their classroom teaching and learning.
- The resource contains.
  - Pre-reading and preparation activities for teachers and students to read and complete to orient learning to a different way of considering concepts.
    - The Jewish Holocaust Centre recommendations.
    - Teacher resources.
    - Student glossary worksheet.
  - Ethical Capability Trail recommended reading.
    - Teacher resources.
- **STUDENT BOOKLET:** is divided into an introduction and 7 STEPS.
  - Introduction.
    1. STEP 1: Concepts: Q & A
    2. STEP 2: A journey into unpacking the concepts of dignity, tolerance & intolerance.
    3. STEP 3: Preparing for an ethical journey: personal thoughts at this time.
    4. STEP 4: Packing your suitcase for the journey: mental tools for understanding the concept of tolerance and intolerance.
    5. STEP 5: The journey into the Jewish Holocaust Centre: notes.
    6. STEP 6: Arriving back in the classroom after the excursion: time to reflect.
    7. STEP 7: Completing the journey.
- Each STEP will generate questions for discussion and activities for students to develop writing skills.
- Depending on the selection of activities within the journey, the time allocation will differ.

### Learning intentions

#### Ethical Capability: Levels 9 and 10

#### Understanding Concepts:

Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance. ([VCECU019](#))

Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought. ([VCECU020](#))

**Decision-making and Action:**

Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches.

**Achievement Standards**

By the end of Level 10, students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value. Students examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain different factors involved in ethical decision-making.

[Links to the Victorian Curriculum:](#)

**History: Levels 9 & 10**

**Historical Knowledge: The Modern World and Australia: Australia at War (1914-1945)**

- Significant events, turning points of World War II and the nature of warfare: ([VCHHK147](#))
- Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society: ([VCHHK148](#))

**English: Level 9 & 10**

**Literacy: Interpreting, analysing, evaluating**

- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences ([VCELY467](#))

**Writing: Expressing and developing ideas**

- Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction ([VCELA473](#))

## References and further reading for teachers.

Jewish Holocaust Centre: Remembrance Education Museum

<http://www.jhc.org.au/>

THE JEWISH HOLOCAUST CENTRE RECOMMENDS THESE RESOURCES AS PREPARATION BEFORE VISITING:

Yad Vashem – The World Holocaust Remembrance Centre

<https://www.yadvashem.org/yv/en/education/video/index.asp>

Recommended:

- Glimpses of Jewish Life before the Holocaust
- What is the Holocaust
- Antisemitism

The United States Holocaust Memorial Museum (animated maps)

<https://www.ushmm.org/learn/mapping-initiatives/holocaust-history-animated-maps>

WWII and the Holocaust

[https://www.ushmm.org/wlc/en/media\\_nm.php?ModuleId=10005143&MediaId=7827](https://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005143&MediaId=7827)

The Holocaust

[https://www.ushmm.org/wlc/en/media\\_nm.php?ModuleId=10005143&MediaId=3372](https://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005143&MediaId=3372)

Students will need to be familiar with the following terms. The following worksheet is provided for students to prepare for their visit to the Jewish Holocaust Centre.

Student name: ..... School & Year Level: .....

Be prepared for your visit to the Jewish Holocaust Centre.

Glossary of terms that are directly related to The Holocaust.

Term	Definition
Antisemitism	
Aryan	
Propaganda	
Stereotype	
Scapegoat	
S.S.	
Nazi	
Concentration Camps	
Ghettos	
Deportation	

## RESOURCES RECOMMENDED AS PREPARATION FOR VICTORIAN CURRICULUM: ETHICAL CAPABILITY TRAIL.

Pre-read Laurence Splitter's *VAPS Ethical Capability Project* notes

- Introduction: Concepts
- Concepts across and through the curriculum
- Concepts and the "Three Cs" (Contestability, Common, Central)

**Pre-read and consider the current articles around the broad concept of tolerance.**

*The Conversation* identifies contemporary interpretations of 'Tolerance' linked to contemporary issues:

*After Charlottesville, how we define tolerance becomes a key question:*

<https://theconversation.com/after-charlottesville-how-we-define-tolerance-becomes-a-key-question-83793>

*How tolerance enhances democracy and the quest for human flourishing:*

<https://theconversation.com/how-tolerance-enhances-democracy-and-the-quest-for-human-flourishing-83538>

Tolerance is more than putting up with things – it's a moral virtue

<https://theconversation.com/tolerance-is-more-than-putting-up-with-things-its-a-moral-virtue-31507>

Article around how to ask good questions:

Why Tolerance Is Not a Virtue:

<http://bigthink.com/postcards-from-zizek/good-thinking-is-good-questioning>

General references:

LA Museum of Tolerance

<http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.9052747/k.BEE4/Home.htm>

United Nations – Universal Declaration of Human Right

<http://www.un.org/en/universal-declaration-human-rights/>

The Ethics Centre

<http://www.ethics.org.au/on-ethics/blog/november-2017/ethics-explainer-tolerance>

Collect other articles and resources around the concepts of 'dignity,' 'tolerance' or 'intolerance'