



AAEGT 2008 National Conference

Kylie Foot & Michelle Bannister-Tyrrell

TEACHING THE HOLOCAUST MEETING THE LEARNING NEEDS OF GIFTED STUDENTS



Kylie and the Headmaster of Santorini High School in Greece exchanging gifts

Why the Holocaust?



Vad Yashem - Jerusalem, Israel

"It is imperative that we learn the lesson from past failures to respond in time to evolving, genocidal evil." (Yad Vashem [Jerusalem], July 18, 2004)

Teaching about the Shoah & Anti-Semitism

Two Approaches to the Holocaust

1. Academic component – by scholars
2. Pedagogical - by educators





The History Teacher

Year 9 History



Year 7 English





WHY TEACH THE HOLOCAUST?

Prejudice and Discrimination



Holocaust Studies

Diversity

Tolerance

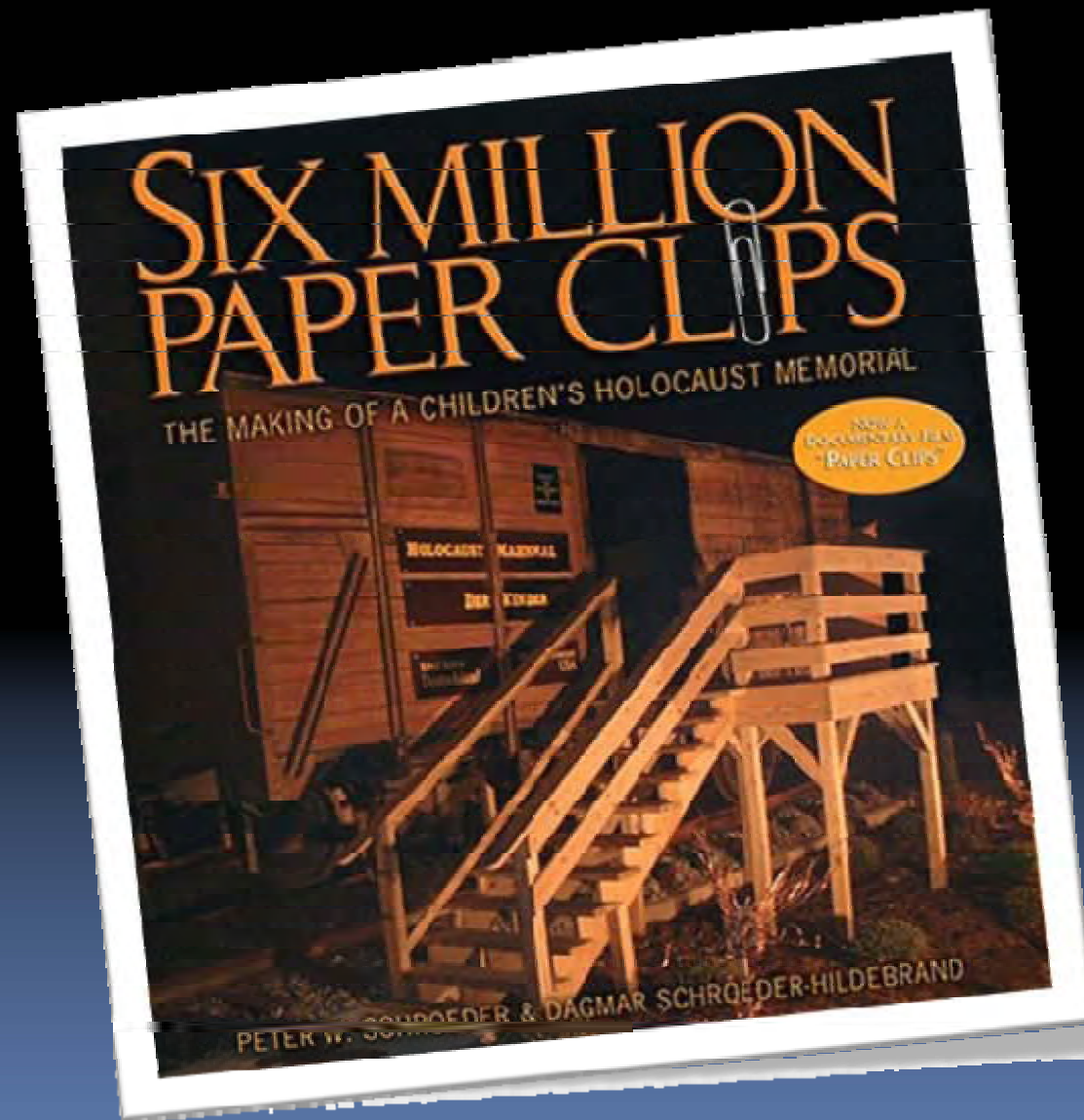
**Roles and responsibilities
of individuals**

cultural

moral

Value-based

6 Million Paper Clips



6 Million Paper Clips





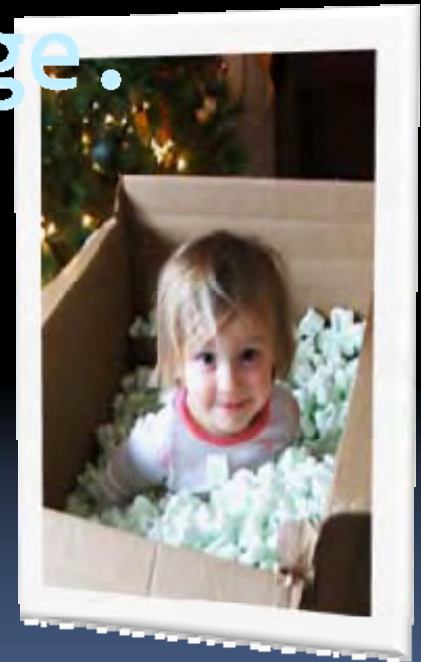
Theoretical Rationale

WHY TEACH THE HOLOCAUST AS PART OF GIFTED AND TALENTED EDUCATION?

Why G&T students need programs dealing with issues considered by *SOME* as unsuitable for their age.

Traits
issues

Inform our teaching
Practices & attitudes

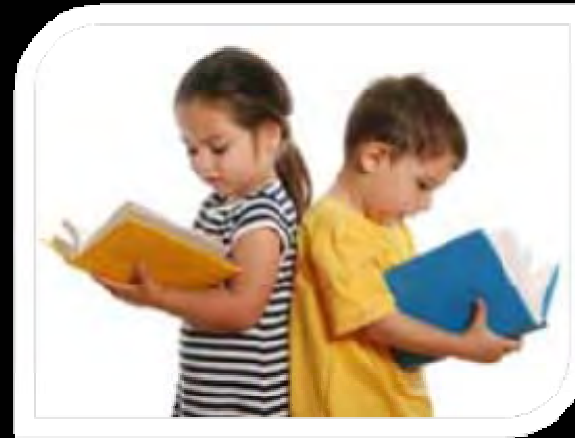


Dr Annemarie Roeper



“Giftedness is a greater awareness, a greater sensitivity, and a great ability to understand and transform perceptions into intellectual and emotional experiences.” 1982

Asynchronous Development



*Asynchronous is a term that describes uneven development.
It can mean uneven development academically, physically, and/or emotionally*

6 year old Katie – IQ 170



Mental age 10.5 years	
Riding a bike	6 yrs old
Playing the piano	13 yrs old
Debating rules	9 years old
Choosing hobbies and books	8 years old
Asked to sit still	5 or 3 years old
Must fit into a classroom	For 6 year olds

Dabrowski's
Theory
of
Positive
Disintegration



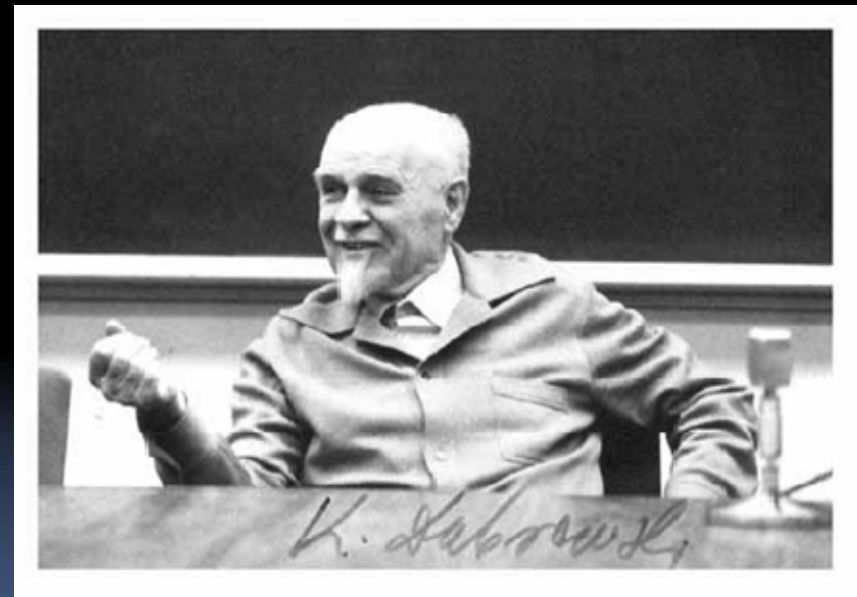
Sal Mendaglio, Ph.D., Editor

Dabrowski's Theory

KAZIMIERZ DABROWSKI
1902 - 1980

Over-excitabilities

- May produce potential inter – and intra' personal conflict in many gifted students
- Behavioural manifestations can vary – depending on external and internal factors



Divergent thinkers

As Adults

- Innovative
- Task committed
- Self-starters
- Highly independent

As Children

- Curious questions
- Unusual responses
- Dislike working in groups
- Hold morbid imaginations
- Find it difficult to organise thoughts, feelings and materials at home and school

Excitability

As Adults

- High energy levels
- Emotional intensity
- Focused attention
- Wide variety of interests
- Enjoy risk taking & meeting challenges

As Children

- hyperactive
- World too slow
- Troublesome
- Extreme
- unpredictable

Sensitivity

As Adults

- Passion – depth of feelings
- Compassion – commitment to people and causes

As Children

- Unable to set interpersonal boundaries
- Too emotional
- Withdrawn

Perceptiveness

As Adults

- Pattern finders
- Strive for truth and justice
- Intuitive

As Children

- Find hidden meanings in what they hear and read
- See implicit unfairness in how many adults treat children
- Truth is absolute
- Seek truth with little regard for feelings

Entelechy

As Adults

- Highly motivated
- Exceptionally single-minded in pursuit of goals

As Children

- Strong willed
- Often too much can be expected of them
- Other's needs come first

Gifted children ...



Over-exciteabilities



To meet the learning needs of gifted students programs need to:

- Stimulate intellectual investigation
- Guide emotional development
- Challenge social and historical awareness



Age-appropriate

sensitivity

Thematic approach

**HOW SHOULD WE TEACH THE
HOLOCAUST?**



**CONSIDERING POSSIBLE
EMOTIONAL IMPACT OF CONTENT**



DANGERS TO G&T STUDENTS



Modifications


- Content
- Process
- Product
- Learning Environment

June Maker




From Yad Vashem

PEDAGOGICAL PRINCIPLES FOR TEACHING THE HOLOCAUST

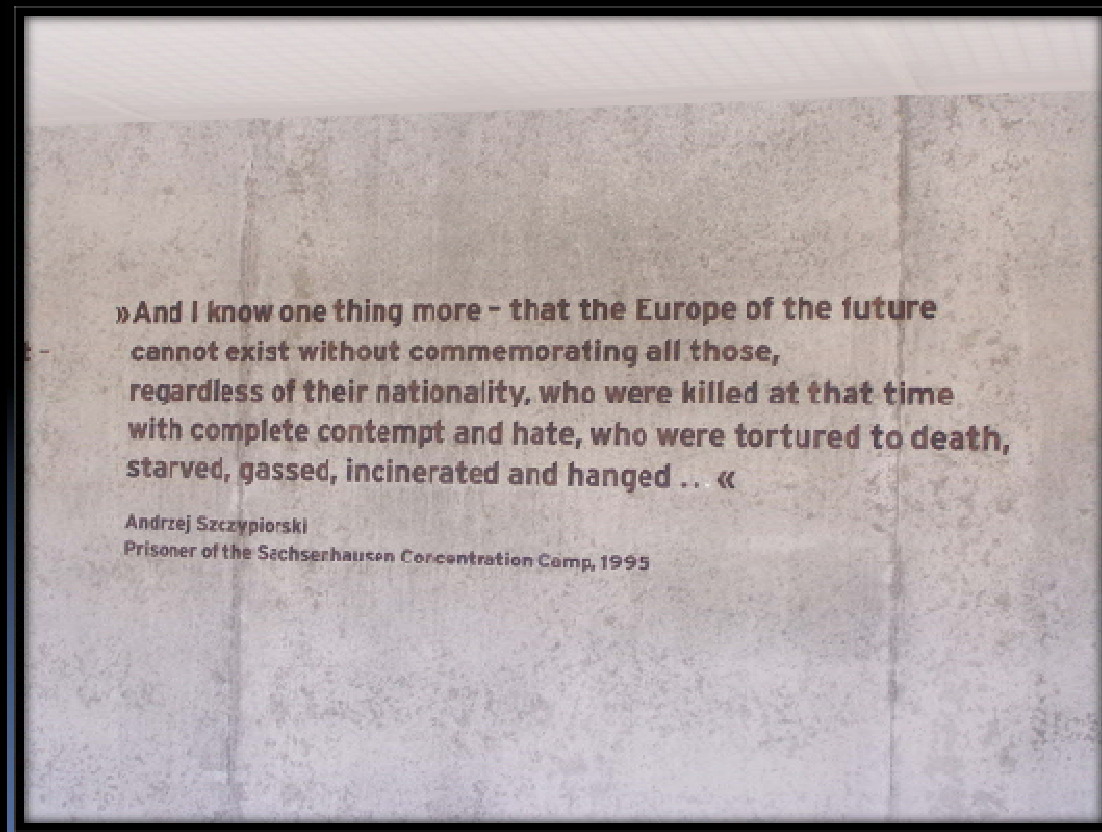
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- The Holocaust should not be taught about a group of people who are removed from students' own experience. In order for students to empathise with the Jewish experience, make use of real people's stories. Use survivor testimony, both oral and written, to make this history more 'real' to your students.

- Avoid teaching about the events in a vacuum: contextualize by helping students understand what happened before and after specific events.




- 
- Be sensitive to the appropriateness of written and visual content, and do not use horrific imagery to engage your students in a study of the Holocaust. On the other hand, don't allow them to trivialize things. Ensure their experiences are appropriate .

- Provide a range of primary sources for study of the Holocaust.



- Avoid comparing the pain of any one group with that of another




- 
- Provide opportunities for students to connect what they are learning about the Holocaust to contemporary events and other genocides.

- Avoid simple answers to a complex history.



- Stress that the Holocaust was not inevitable; it was the result of choices and decisions made by individuals.



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- Select appropriate learning activities and avoid using simulations that encourage students to identify with perpetrators or victims.
 - Do NOT use role-plays.

- Be responsive to the concerns and emotional states of your students when studying this difficult topic;
- allow for debriefing, either through whole-group or small-group discussions, or through the use of journals.

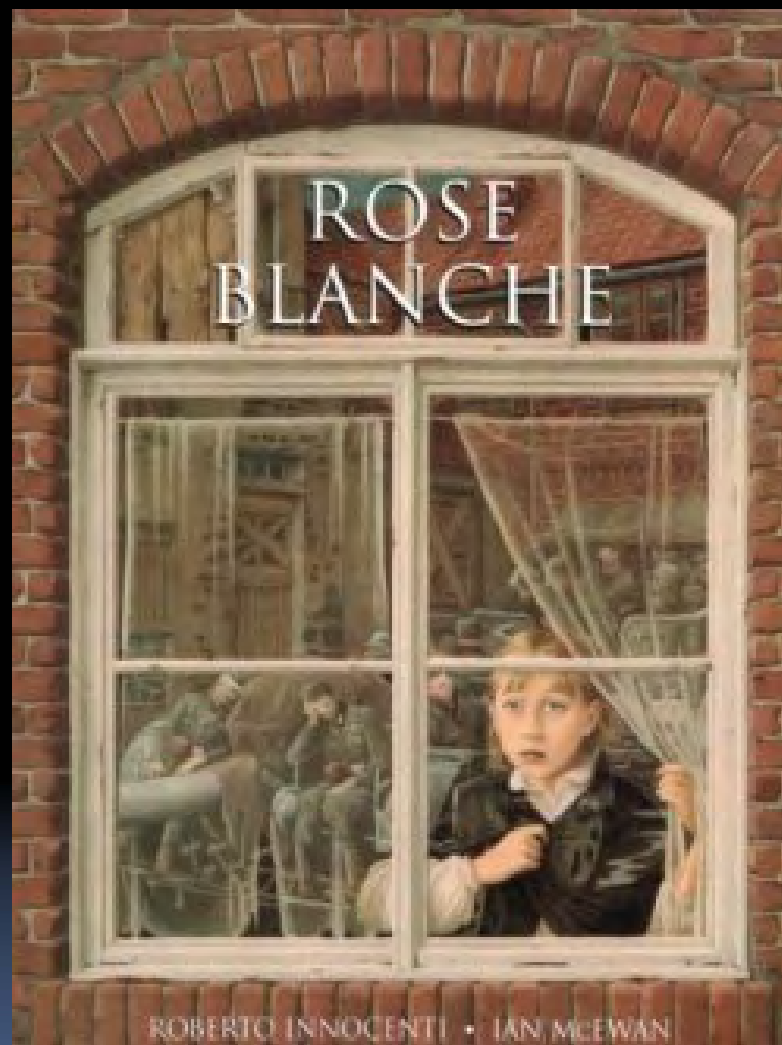


<i>Themes</i>	<i>Cohort</i>	<i>Extension</i>
<i>Hiding & Helping</i>	Novel Studies: <u><i>Number The Stars</i></u> by Lowis Lowry	Novel Studies: <u><i>Hitler's Canary</i></u> by Sandi Toksvig
Literature Theme Links: The People of Denmark in WW2	Picture Books <u><i>Erika's Story</i></u> <u><i>Terrible Things</i></u> <u><i>I Wanted to Fly Like A Butterfly</i></u> <u><i>The Yellow Star: The Legend of King Christian X of Denmark</i></u>	
		Poetry: <u><i>Through Our Eyes</i></u>
		Non Fiction Texts: <u><i>The Hiding Place</i></u> by Corrie Ten Boom
	Photography & Artwork <u><i>Hannaleh's Rescue</i></u>	

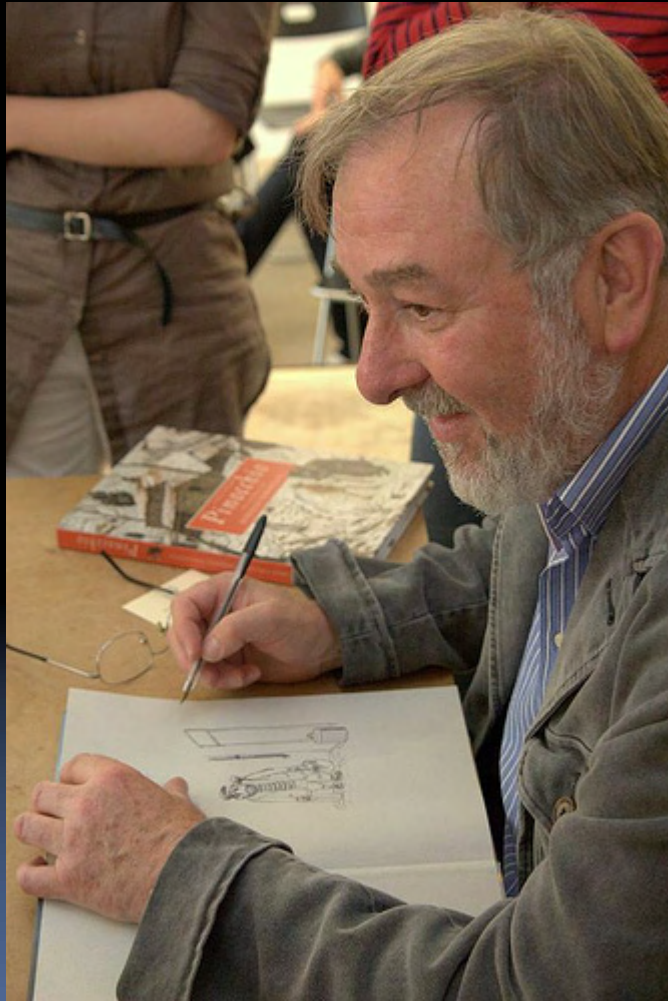
Stage 4 History Unit for Gifted and Talented Students

"Life in the Ghettos & Jewish Resistance"





Roberto Innocenti





Christophe Gallaz—
Original French Text



Ian McEwan
British Text



Abraham Teuter
German Text



Rose Blanche

Opening Page of American Text

My name is Rose Blanche.

I live in a small town in
Germany with narrow
streets, old fountains, and
tall houses with pigeons on
the roofs.

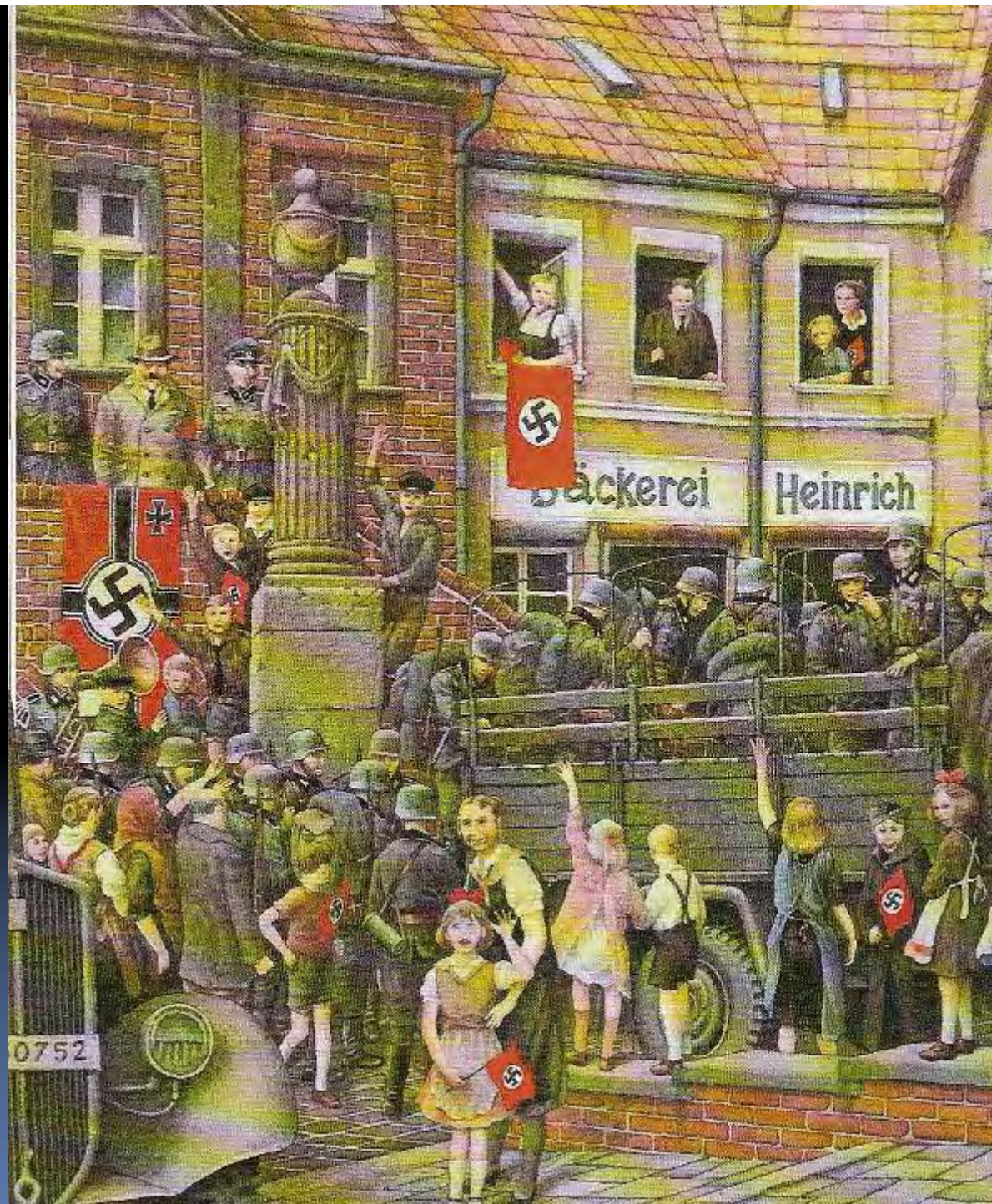
One day the first truck arrived
and many men left. They
were dressed as soldiers.
Winter was beginning

Opening page of German text

Rosa Weiss lived in a small city in
Germany. The city's streets
were small: There were old
fountains and tall houses, and
on the rooftops sat doves.

One day there came the first of
many trucks and many men
got in. They wore uniforms
and waved.

Mayor Schroder gave a long
speech. Coloured flags hung
everywhere and the children
waved.





Resources

- Picture Books
- Novels
- Poetry
- Non-fiction
- Anthologies
- Film & Multimedia
- Photographic & Pictorial Resources
- Reliable Websites
- Educational Programs



TEACHING THE HOLOCAUST