



# BOB NAREV DISPOSSESSED AND DECEIVED

YEARS 11/12/13

LEVEL 6+

3-5 PERIODS

—

—

Watch video: <https://www.holocaustfoundation.com/robert>

## SOCIAL SCIENCE STRANDS

- **Identity, Culture and Organisation:** Learning is about society and communities and how they function, about the diverse cultures and identities of people within those communities, and about the impact of these on the participation of groups and individuals.
- **Continuity and Change:** Learning is about past events, experiences, and actions, and their changing interpretation over time, to understand about the past, the present, and possible futures.
- **Social Enquiry:** Through social inquiry, learners ask questions, gather information, and examine the background to important societal ideas and events, explore and analyse values and perspectives relating to these ideas and events; and develop understandings about issues and the ways that people (themselves and others) make decisions and participate in social action.

## ACHIEVEMENT OBJECTIVES

**Through this process, and in a range of settings, learners:**

- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Understand that events have causes and effects.
- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

## SPECIFIC LEARNING OUTCOMES

▪ Cultural/Personal Identity    ▪ Knowledge    ▪ Skills    ▪ Participatory    ▪ Affective

**By the end of this unit, learners may be able to:**

- Understand how different cultures can impact negatively and positively on individuals who may be part of a group perceived as different.
- Understand how people adjust or adapt to difficult situations when cultural interaction occurs.
- Understand how migration can be a solution to situations where cultural conflict is endemic or unable to be mitigated.
- Explain how one person's life has been shaped by circumstances beyond their control and how the actions of others have helped improve or worsen their life situation.

<b>Additional Curriculum Areas</b>	English
<b>Setting(s)</b>	New Zealand, Europe
<b>Perspective(s)</b>	<ul style="list-style-type: none"> <li>▪ The Past (History)   ▪ The Present   ▪ The Future   ▪ Equality   ▪ Rights   ▪ Multicultural</li> </ul>
<b>Key Competencies Focus</b>	<ul style="list-style-type: none"> <li>▪ Managing Self   ▪ Relating to others   ▪ Participating &amp; contributing   ▪ Thinking</li> <li>▪ Using language symbols and texts</li> </ul>
<b>Values Focus</b>	<p><b>Diversity</b> - as found in different cultures, and their responses to hardship and oppression.</p> <p><b>Equity</b> - which means fairness and social justice; how to achieve this in an unjust situation.</p> <p><b>Community and Participation</b> - for the common good; respect for ourselves, for others, and for human rights;</p> <p><b>Integrity</b> - which involves being honest, responsible, and accountable and acting ethically.</p>
<b>Concepts</b>	antisemitism, boycott, civil liberties, deception/ruse, dehumanisation/untermenschen, disenfranchisement, dispossession, choiceless choices, concentration camps, culture, cultural interaction, eugenics, ghetto, Holocaust, human guinea pig, isolation, migration, Nazism, persecution (institutionalised), prejudice, propaganda/fake news, racism, Red Cross, refugee, stereotype, types of camps.

SOCIAL INQUIRY PROCESSES	TEACHING AND LEARNING	PEDAGOGY
<p>Ask questions, gather information and background ideas, and examine relevant current issues.</p> <p>Explore and analyse people's values and perspectives.</p>	<ul style="list-style-type: none"> <li>• <b>Introduction</b> <ul style="list-style-type: none"> <li>• In groups, brainstorm what the learners think 'choiceless choices' means in the context of the Holocaust. Then share their conclusions with the class.</li> <li>• Make a list of different ways each group and individual's perception and own experiences may have influenced their conclusions.</li> <li>• Consider the statement 'No-one is really responsible for their choices because we are all so controlled and conditioned by our life circumstances.'</li> <li>• In the course of the discussions individuals may tell their stories, or plan to do this at the end of the group discussion.</li> <li>• Further research before the next lesson – read the resources given or look them up online/moodle/google docs etc. (see the resources/ references below)</li> <li>• Possible activities (note - learners may generate their own valid activities)</li> <li>• Learners watch the Bob Narev video from Shadows of Shoah</li> </ul> </li> <li>• <b>Think Quest</b> <ul style="list-style-type: none"> <li>• Think Quest helps learners to monitor their thinking and reasoning by identifying key aspects of the process.</li> <li>• Memory thinking</li> <li>• Critical thinking</li> <li>• Caring thinking</li> <li>• Creative thinking</li> </ul> </li> <li>• <b>Warm up</b> <ul style="list-style-type: none"> <li>• Ask for examples from everyday life – e.g. remembering an address, deciding which movie to go to, offering helpful advice to a distressed friend, thinking up a novel name for something like a pet.</li> <li>• Prepare a blank Think Quest chart e.g. on a full or even double page</li> </ul> </li> <li>• <b>Think Quest chart – Bob Narev</b></li> <li>• <b>Text      Questions      Type of thinking</b> <ul style="list-style-type: none"> <li>• Study the Resources on Bob Narev</li> <li>• Select Text by or about Bob and write them in the Text column for each of the <b>Types of thinking</b> – this could be done in rotation around the class on one large sheet with each group/pair adding something in a time frame, until a selection has been entered. The same text statement may lend itself to several different types of thinking questions.</li> <li>• Write questions against each statement and type of thinking which reflect that type of thinking- e.g.</li> <li>• Bob describes his arrival at Theresienstadt, a transit camp in Czechoslovakia. What happened shortly after his arrival. <b>(Memory)</b></li> <li>• He gives a description of the way Theresienstadt was used for propaganda purposes. How did this contribute to the Nazi's goals. <b>(Critical)</b></li> <li>• Why did the Red Cross visit the camp. What was their goal? <b>(Caring)</b></li> <li>• Nazis called for volunteers to go to Switzerland. What kind of dilemma would Bob and his mother have faced in deciding whether to believe the Nazis? <b>(Creative)</b></li> </ul> </li> <li>• Discuss these as a class and make a summation available to</li> </ul>	<p>Making connections to prior learning and experience</p> <p>Creating a supportive Learning Environment</p> <p>E-learning and pedagogy</p>

SOCIAL INQUIRY PROCESSES	TEACHING AND LEARNING	PEDAGOGY								
<p>Ask questions, gather information and background ideas, and examine relevant current issues.</p> <p>Explore and analyse people's values and perspectives.</p> <p>Consider the ways in which people make decisions and participate in social action.</p> <p>Ask questions, gather information and background ideas</p> <p>Reflect on and evaluate the understandings they have developed and the responses that may be required.</p>	<p><b>Decidatrix</b></p> <p>Decidatrix is based on future problem solving strategies, considering alternatives solutions/actions with respect to any issue or problem, using a matrix to evaluate ideas.</p> <p>Possible solutions/actions</p> <table border="1" data-bbox="536 461 1107 533"> <thead> <tr> <th data-bbox="536 461 667 495">Decision Making Criteria (DMC's)</th> <th colspan="3" data-bbox="986 461 1107 495">Total score</th> </tr> <tr> <th data-bbox="600 506 616 533">1</th> <th data-bbox="695 506 711 533">2</th> <th data-bbox="791 506 807 533">3</th> <th data-bbox="986 506 1107 533"></th> </tr> </thead> </table> <p><b>Steps</b></p> <ul style="list-style-type: none"> <li>• Identify the issue or problem; e.g. What caused ordinary men and women and children to discriminate against the Jewish people?</li> <li>• Brainstorm and mindmap all the elements, especially underlying issues that may not be so obvious</li> <li>• Focus on one of the above and brainstorm as many solutions as possible</li> <li>• Identify (3?) criteria which will be needed to select the best option</li> <li>• Write in the DMC's</li> <li>• List the alternative possible solutions/actions in the first column</li> <li>• Rank each of the solutions against the criteria; e.g. 1=counterproductive, 5= partially effective, 10=highly effective</li> <li>• Add the scores</li> <li>• Consider whether the scores truly reflect the best solution. If not, reconsider the criteria and try again until all are satisfied a viable solution has been found.</li> <li>• <b>Make a plan of action</b> that would enable the solution to be implemented – try to take into account the conditions of those times, not modern conditions.</li> </ul> <p><b>Alternative</b> – envision a potential Holocaust situation developing in the future and make an action plan to deal with that. Choice: Why did I/we choose this value? e.g. it is a value that all the others can come from.</p>	Decision Making Criteria (DMC's)	Total score			1	2	3		<p>Encouraging reflective thought and action (metacognition)</p> <p>Facilitating shared learning</p> <p>Providing sufficient opportunities to learn</p> <p>Enhancing the relevance of new learning</p> <p>Teaching as inquiry</p>
Decision Making Criteria (DMC's)	Total score									
1	2	3								

## RESOURCES & REFERENCES

### Resources/references

- Shadows of Shoah resource - <https://www.shadowsofshoah.com/robert>
- Various paper resources or transcripts online which can be cut and pasted to make a text and photo resource e.g.
  - [https://www.nzherald.co.nz/business/news/article.cfm?c\\_id=3&objectid=11755219](https://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=11755219)
  - <https://www.adls.org.nz/for-the-profession/news-and-opinion/2017/2/10/bob-narev-%E2%80%93-a-long-and-loyal-life-in-the-law/>
  - <https://www.newstalkzb.co.nz/on-air/leighton-smith-show/audio/bob-narev-holocaust-survivor-recounts-his-harrowing-experience-in-a-concentration-camp/>
  - <https://encyclopedia.ushmm.org/content/en/article/boycott-of-jewish-businesses>
  - <https://encyclopedia.ushmm.org/content/en/article/theresienstadt>
- Wear, Graham, from Darkness to Light: The Lives of Bob and Freda Narev, self published, 2019.
- Whitehead, David, TOP TOOLS for Teaching Thinking, 2004, Pearson Longman, Auckland
- Whitehead, David, TOP TOOLS for Literacy and Learning, 2001, Pearson Longman, Auckland
- Cubitt, Sandra et al, TOP TOOLS for Social Sciences Teachers, 1999, Longman, Auckland

## ASSESSMENT SCHEDULE

Summative or formative assessment as determined by teacher or department; would usually be assessed formatively, for example as part of a wider unit on Holocaust, WW2 , cultural interaction, etc.

## UNIT EVALUATION

# A HOLOCAUST NARRATIVE

In order to understand what happened during the Holocaust, one must consider the events of the 1930's. During this period the Nazi party rose to prominence at time of great instability in the German Republic. Hitler as the leader of the Nazi party was voted into government within a democratic system, whilst propagating an openly antisemitic ideology. The passing of the Enabling Act in March 1933 gave Hitler dictatorial powers and during the first six years of his dictatorship, hundreds of laws were passed restricting the rights of Jewish people in Germany. These anti-Jewish policies categorised Jews, restricted their civil liberties, and confiscated their property. Jews were isolated from German society. They were forced to wear a 'badge of shame' in the form of a yellow star and forbidden to make use of public facilities.

Jews were dispossessed economically through dismissal from civil service jobs, universities and professions. The boycott of Jewish businesses and shops in towns and cities throughout Germany on 1 April, 1933, signalled the beginning of the institutionalised persecution of the Jewish people. It was to intensify in the years leading up to World War Two.

On 7 April 1933, all non-Aryans were dismissed from the civil service, including teachers from state schools. Robert Narev tells of his father, Erich, losing his job as a school teacher. Furthermore, the pension Erich was entitled to because of the Iron Cross he had been awarded for military service during WW1, was discontinued.

Persecution of the Jewish people intensified in the period leading up to the outbreak of war in September 1939. Shortly after the German invasion of Poland on 1 September 1939, many Jews were forced to leave their homes and move to ghettos where they were held essentially as prisoners. Ghetto life was one of squalor, hunger, disease, despair and death. This was to be the blueprint for Nazi controlled territories.

In 1942, Robert Narev, along with his parents and two elderly grandmothers were sent to Theresienstadt Ghetto. In Nazi propaganda, "Theresienstadt was cynically described as a 'spa town' where elderly German Jews could 'retire' in safety." It was however more like a holding pen in which the poor conditions would hasten the deaths of many elderly Jews and those who survived would then be deported to killing centres in the 'East'.

Under these conditions one of Robert's grandmother's died shortly after arrival and Robert's father and other grandmother died the following year. As a propaganda exercise Theresienstadt was remodelled in preparation for a visit by the International Red Cross in June 1944. The ghetto was beautified, gardens planted and barracks removed. Special events were held for the entertainment of the dignitaries but once the visitors departed the transport of Jews to the East continued unrelentingly.

Fortunately for Robert Narev one particular train trip in February 1945 headed West rather than East and he and his mother found themselves in Switzerland, rather than Auschwitz, on their way to freedom. But of the 15,000 children who passed through Theresienstadt, ninety percent perished.

In the Summer of 1942, the Nazis began liquidating the ghettos of Eastern Europe. People were rounded up like cattle, crammed into trains and sent off on a journey, often lasting several days without food or water. Families were torn apart never to be reunited. Within 18 months almost all the ghettos of Poland were emptied. By summer 1944 more than 3 million Jews had been transported to concentration camps.

There were different kinds of camps; concentration camps, labor and hard labor camps, transit camps, prisoner of war camps and finally death camps.

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005678>

<https://encyclopedia.ushmm.org/content/en/article/boycott-of-jewish-businesses>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005424>

<https://encyclopedia.ushmm.org/content/en/article/theresienstadt>

## Robert Narev - Questions

1. How old was Robert when he was in Theresienstadt? Did his age protect him?
2. How did the Nazis fool the International Red Cross observers at Theresienstadt?
3. What is your response to Robert's story? (your emotions/feelings, or questions, or ideas, or desire for action)

# ROBERT NAREV – VIDEO TRANSCRIPT

Born 1935, Eschwege, Germany

My birth coincided with the passing of the Nuremberg Laws.

The Nuremberg Laws were a milestone in the isolation and persecution of the Jews.

Within a year my father lost his job as a teacher.

Life became increasingly difficult.

From 1941, German Jews were forced to wear a yellow star.

Those failing to do so were sometimes shot.

In 1942 my family was deported to Theresienstadt, a camp in Czechoslovakia.

One of my grandmothers died within a few days.

Soon after my father became ill and died.

Theresienstadt was a transit camp.

Jews were gathered there and then shipped to Auschwitz for extermination.

There were 40,000 Jews in a town designated for 3,000 persons.

In 1944 Theresienstadt was used for propaganda to dispel rumours about the murder of Jews.

Areas of Theresienstadt were beautified for a Red Cross visit.

After the Red Cross visit conditions reverted.

The transports to the death camps continued.

Three months before the war ended the Nazis called for volunteers to go to Switzerland.

Luckily for me it was not just another Nazi ruse.

Fifteen thousand children passed through Theresienstadt.

About ninety percent perished.

Watch video: [https://www.holocaustfoundation.com/  
robert](https://www.holocaustfoundation.com/robert)