



RALPH ANSPACH

EXCLUDED CHILD OF THE HOLOCAUST

Years 7/8

Level 4

3-5 PERIODS

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

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 will:

- 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:

- Identify differences and accept or reject them
- Recall a wider range of knowledge about the Shoah
- Better exercise skills of discernment and data analysis
- Be better able to bounce ideas off others to achieve a goal
- Show a deeper personal commitment to helping others and action

Additional Curriculum Areas	English
Setting(s)	New Zealand, Europe
Perspective(s)	<ul style="list-style-type: none"> ▪ The Past (History) ▪ The Present ▪ The Future ▪ Equality ▪ Rights ▪ Multicultural
Key Competencies Focus	<ul style="list-style-type: none"> ▪ Managing Self ▪ Relating to others ▪ Participating & contributing ▪ Thinking ▪ Using language symbols and texts
Values Focus	<p>Diversity - as found in different cultures, and their responses to hardship and oppression.</p> <p>Equity - which means fairness and social justice; how to achieve this in an unjust situation.</p> <p>Community and Participation - for the common good; respect for ourselves, for others, and for human rights;</p> <p>Integrity - which involves being honest, responsible, and accountable and acting ethically.</p>
Concepts	American visa, antisemitism, choiceless choices, concentration camp, Communism, concentration camp survivors, culture, cultural interaction, death camp, eugenics, exclusion, false identity, Holocaust, human guinea pig, migration, Nazism, prejudice, racism/racist, refugee, 'resettlement', survivor embargo/blockade, stereotype, War of Independence, Zionist/Zionist youth group.

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>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>Reflect on and evaluate the understandings they have developed and the responses that may be required.</p>	<p>Introduction</p> <p>In groups, mind map what the students think 'exclusion' meant in the context of the Holocaust.</p> <ul style="list-style-type: none"> • Make a list of different ways each group and individual's perception of their own and other cultures may have influenced their mind map. • Each group do a brief presentation of their mind map and ideas to the whole group – the class responds by noting ideas they did not have etc., or • combine all of the ideas into one mind map, or • Use the mindmaps to make a set of statements, perhaps a structured overview. • In the course of c. individuals may tell their stories, and/or do this at the end of the group discussion. <p>Further research before the next lesson – read the resources given or look them up online/moodle/google docs etc. (see the resources/references below)</p> <p>Rules</p> <p>This aims to help learners think about the values underlying rules.</p> <ol style="list-style-type: none"> 1. Ask learners to use the sentence starter below to think about why we have rules in society. <ul style="list-style-type: none"> • <i>It is right to have rules because....</i> 2. Then ask them to investigate beliefs further by completing the following sentence starters – <ul style="list-style-type: none"> • A person should not try to do things that.... • A person should try to do things that.... 3. Ask learners to list in the context of home, school and society those rules which should be enforced strictly, not so strictly or ignored. This could be discussed in groups and each group make an entry on a large whiteboard/ smartboard etc chart. <p>Modern world</p> <table border="0"> <tr> <td>Home</td> <td>School</td> <td>Society</td> </tr> <tr> <td>Strictly enforced</td> <td></td> <td></td> </tr> <tr> <td>Not so strictly enforced</td> <td></td> <td></td> </tr> <tr> <td>Ignored</td> <td></td> <td></td> </tr> </table> 4. Discuss these and the reasons for their placement. Make changes if all agree. As this process is worked out make a list of criteria used to make decisions – e.g. religious, like the Ten Commandments or Sharia Law, political, social, historical (learning from past mistakes), economic, scientific etc. 5. Make up a chart for the Nazi years, from 1933-45, to show how it affected Jewish children like Ralph Anspach, e.g. <p>Nazi Germany, 1933-45</p> <table border="0"> <tr> <td>Home</td> <td>School</td> <td>Society</td> </tr> <tr> <td>Strictly enforced</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Be obedient to parents/Obedience to teachers – uniform spotless/No public friendships with Jewish boys or girls</td> </tr> <tr> <td>Not so strictly enforced</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Clean your room every day/No physical or verbal violence (except to Jewish classmates)/No public violence (unless against Jewish people)</td> </tr> <tr> <td>Ignored (for a while)</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Only play with other Nazi children/Don't talk to or play with Jewish children – later all Jews expelled/No using Jewish shops or businesses (later all closed down)</td> </tr> <tr> <td colspan="3">Discuss/write about what learners think made these inversions of normal values happen.</td> </tr> </table> 	Home	School	Society	Strictly enforced			Not so strictly enforced			Ignored			Home	School	Society	Strictly enforced			Be obedient to parents/Obedience to teachers – uniform spotless/No public friendships with Jewish boys or girls			Not so strictly enforced			Clean your room every day/No physical or verbal violence (except to Jewish classmates)/No public violence (unless against Jewish people)			Ignored (for a while)			Only play with other Nazi children/Don't talk to or play with Jewish children – later all Jews expelled/No using Jewish shops or businesses (later all closed down)			Discuss/write about what learners think made these inversions of normal values happen.			<p>Making connections to prior learning and experience</p> <p>Creating a supportive Learning Environment</p> <p>E-learning and pedagogy</p> <p>Encouraging reflective thought and action (metacognition)</p> <p>Facilitating shared learning</p> <p>Enhancing the relevance of new learning</p> <p>Providing sufficient opportunities to learn</p>
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<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>Info Gap</p> <p>This tool attempts to extend the learners vocabularies and reading skills. It is similar to a CLOZE exercise, and is also a barrier activity (filling in info gaps, working in pairs usually).</p> <p>After watching the video on Ralph Anspach once only (without any warning or preparation) use the transcript to identify key words, important terms and phrases you want them to understand – see the transcript below for likely examples. Highlight each sentence or segment with one colour for one important idea and another colour for a second important idea.</p> <p>Warning – at this level the final sentence of the transcript may need to be deleted, depending on the level of emotional maturity and resilience of the class.</p> <p>Make two copies –</p> <p>Copy A. – delete/leave blank the key words/phrases in colour 1.</p> <p>Copy B. - delete/leave blank the key words/phrases in colour 2.</p> <p>In class, learners face each other in pairs across a desk.</p> <p>One student receives copy A. the other copy B. They must not look at each other's copy.</p> <p>In turn, each student asks for help in filling in their gap – the other student cannot just give the sentence or phrase to fill the gap but has to give clues attempting to explain what the word or phrase means until the other student works out what fills the gap correctly. When complete they reverse roles to complete the sentence or segment. The process continues until the whole transcript is complete.</p> <p>Encourage discussion and creative thinking to solve the problems arising.</p>	<p>Teaching as inquiry</p> <p>E-learning and pedagogy</p> <p>Enhancing the relevance of new learning</p> <p>Encouraging reflective thought and action (metacognition)</p> <p>Providing sufficient opportunities to learn</p> <p>Facilitating shared learning</p>

RESOURCES & REFERENCES

- <https://www.shadowsofshoah.com/ralph>
- <https://www.revolvy.com/page/Ralph-Anspach>
- <https://shalom.kiwi/2017/01/remembering-holocaust-ralph-anspach/>
- 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.

Kitia Altman describes her arrival at Auschwitz, the largest Nazi extermination and concentration camp, where some were selected for hard labour and others condemned, unwittingly, to their deaths.

The Nazis developed an elaborate system of dehumanization, prior to annihilation. There was hunger, torture, loss, humiliation. These things are universal. But what did the Holocaust do? It stripped a person totally - physically, emotionally, spiritually - stripped a person naked and revealed the capacity of a human being to do evil to another human being.

The whole killing process was designed with assembly-line efficiency. Victims were deceived into thinking they were having showers so as to minimize disturbances. The contact between perpetrator and victim was carefully limited making it an impersonal process.

Ralph Anspach was born in 1926 in Germany. In 1938 he escaped Germany for the US. During college, he learned of the difficulties of concentration camp survivors being forbidden to enter Palestine. He volunteered to fight in Israel's War of Independence as a part of the Mahal, foreign volunteers. He is a retired economics professor from San Francisco State University. Shalom.kiwi

Ralph Anspach was born in 1926 and grew up in Germany, where he belonged to Zionist youth groups. In 1938, he escaped Germany for the US. Anspach enlisted in the US Army, serving from 1945 to 1946 in an artillery observation unit based in the Philippines. While attending the University of Chicago, he heard about concentration camp survivors' problem of being shuttled about and not being allowed into Palestine. Thus, he volunteered, under the cover of being an agricultural laborer, to fight in Israel's War of Independence on Israel's side as a part of the Mahal, the foreign volunteers. Anspach served in an anti-tank unit.
source - Wikipedia

RALPH ANSPACH

In 1933 the Nazis came to power in the Free State of Danzig.

They were elected democratically.

At first, conditions were not so difficult for Jewish people.

I attended German elementary school.

One day a racist professor visited our class.

Using a calliper he measured the skulls of each of the students.

With the examination done I was declared the perfect Aryan.

The class laughed. They all knew that I was Jewish.

"Jews with blond hair and blue eyes are particularly dangerous", he said.

In 1936 Jews were expelled from schools.

Signs began to appear. "Jews Not Welcome".

At restaurants, movie theatres, park benches, even at the beach.

Father obtained an American visa so we left in 1938.

Grandfather had an antique store in Berlin and refused to leave.

"I am an Austrian", he said. "Why should I worry?"

Later, Hermann Goering entered his store and wanted to buy a painting.

Grandfather would not accept his offer so Goering left.

Grandfather was collected by the Gestapo the next day.

He was taken to a death camp.

Grandmother continued to live there till 1942.

When she heard that she would be "resettled" she knew what it meant.

Before the Germans could take her she gassed herself.

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