



# RALPH ANSPACH EXCLUDED CHILD OF THE HOLOCAUST

Years 9-10

Level 5

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

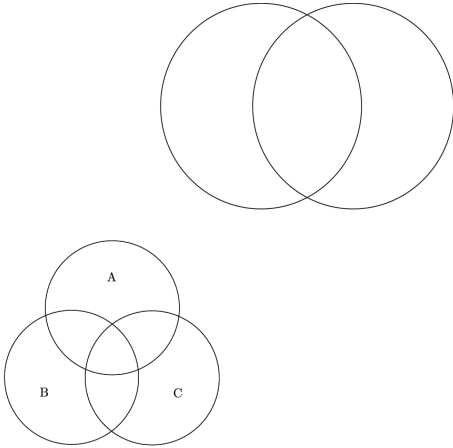
▪ Cultural/Personal Identity    ▪ Knowledge    ▪ Skills    ▪ Participatory    ▪ Affective

**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

<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>	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><b>Introduction</b></p> <p>In groups, mind map what the students think 'choiceless choices' might mean.</p> <ul style="list-style-type: none"> <li>• Make a list of different ways each group and individual's perception of their own and other social settings may have influenced their mind map.</li> <li>• 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.</li> <li>• In the course of the presentations individuals may tell their stories, and/or do this at the end of the group discussion.</li> </ul> <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><b>Synetics</b></p> <p>This analogy based tool helps link apparently unrelated elements to improve comprehension and generate new ideas. It makes the familiar strange and the strange familiar.</p> <p><b>Direct analogy</b> asks learners to suggest parallels between one object, event or idea (in that order) and another; e.g. between a tank and a caterpillar (objects), Israel's War of Independence and a sports match (events), Justice and an eagle (Idea/ concept and a living thing).</p> <p>Learners generate visual analogies; e.g. a tank is something that destroys everything in its path and may itself be destroyed, a caterpillar destroys leaves in its path but will become something beautiful.</p> <p>The outcomes may be used as a vehicle for creative writing/ poetry or visual art.</p> <p><b>Personal Analogy</b></p> <p>Ask learners to imagine they are the object/event/idea. This works even with inanimate things. See Whitehead (17) for Level 1-4 applications. Example – imagine you are the painting that was stolen from Ralph's grandfather.</p> <p><b>Compressed Conflict</b></p> <p>To create new ideas ask learners to think of two holocaust related objects/ events/ ideas that are opposite in some way and explore the meaning when they are combined – e.g. fond of children/Nazi (guards who loved their own family), deathcamp inmate/refusal to escape (e.g. at Sobibor), artistic appreciation/Nazi leader (Goering in this study).</p> <p>The example below uses all three synetics -</p> <ul style="list-style-type: none"> <li>• Get learners to describe an object/event/idea (e.g. the stealing of the painting in this story).</li> <li>• Ask learners to compose direct analogies and select the best one. The outcome should be a sentence that includes an analogy, such as, 'Goering's acquisition of the painting was like a gangster shakedown or protection racket.'</li> <li>• Ask learners to elaborate using the word 'because' e.g. because, although he offered to pay at first, the price was way to low and he had the threat of force on his side....etc.</li> <li>• Ask the learners to become the painting, or grandfather etc. and to express their feelings, thinking etc at each stage of the proceedings.</li> <li>• Ask the learners to create a 'compressed conflict' and to elaborate that combination in one sentence; e.g. choiceless/choice – 'Ralph's grandfather could have chosen to sell the painting cheaply to Goering, but his business sense overrode his common sense and he refused to do so.' Or, 'Ralph's grandfather could have chosen to sell the painting, even though he probably knew the likely outcome if he did not, but his principles forbade him to do so, even at the possible cost to his freedom and life.' Etc.</li> <li>• Ask the learners to consider how their analogy sheds light on the original information – e.g. We understand better how people with too much power over certain people and no or confused principles can abuse that power and cause great harm.</li> </ul>	<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>Enhancing the relevance of new learning</p> <p>Facilitating shared learning</p> <p>Providing sufficient opportunities to learn</p> <p>Teaching as inquiry</p>

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<p>Reflect on and evaluate the understandings they have developed and the responses that may be required.</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>Venn Diagrams</p> <p>This tool helps learners make comparisons, identifying both similarities and differences between things, events, people groups etc.</p> <p>The Venn diagram can comprise two or three, even four circles, but the latter requires careful preparation and thought. Where the circles overlap in the middle represents similarities, the single outer edges represent differences. Some research or use of prior materials will be needed to give material to establish differences and similarities or the resource materials available could be used, but may be limited (this might be a good thing if time is short).</p>  <p>Provide learners with a large (A4 at least) Venn template and then the items to be compared; e.g. the Nazi view of life/the Jewish view of life, or as a three part, the Nazi view of life/the Jewish view of life/the ordinary German's view of life.</p> <p>Label each part of the Venn diagram with a title/descriptor.</p> <p>Learners then note differences and similarities on the Venn diagram.</p> <p>Make a general statement summarising the differences and similarities; comment on the degree of similarity or difference and suggest reasons; comment on change that might have occurred before and after; comment on impacts on people; note any extra information that might be needed to clarify/gain more depth of understanding etc.</p>	<p>Encouraging reflective thought and action (metacognition)</p> <p>Providing sufficient opportunities to learn</p> <p>Teaching as inquiry</p> <p>Encouraging reflective thought and action (metacognition)</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.

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

Born 15 March 1926, Danzig

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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