

RESISTANCE & THE HOLOCAUST



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Cover image:

Jewish partisan members of the FPO, who escaped from the ghetto to Rudniki forests, returning to Wilno after the liberation, July 1944.

Credit Yad Vashem

TEACHING THE HOLOCAUST

TEACHING ETHOS: SAFELY IN, SAFELY OUT

Truly understanding the events of the Holocaust can be a very confronting and emotional experience for people, so we believe it is important for educators to take care of students' emotional wellbeing while working through these topics. This is why our approach to Holocaust education is about leading students safely in and out of learning about the Holocaust. It is not about shock-value or showing students the most horrific imagery you can find. It instead focuses on the ways in which individual lives were impacted. The aim is to give a deep understanding of the grief that was caused to the communities involved while also acknowledging the extent of how many lives were lost.

Our lessons and units focus on safely introducing the events of the Holocaust and safely taking them out of the learning by giving these atrocities some context and allowing reflection.

Although the numbers are important to understand in terms of the sheer magnitude of Nazi Germany's attempt to exterminate the Jewish people, simply focusing on that often takes away from truly understanding how individual lives were impacted. What these units aim to do is focus on the individual stories of Jews, specifically those that survived the Holocaust and migrated to New Zealand.

They will introduce the lives of these survivors prior to Nazi occupation and finish with how they were able to live on after it.



LESSON STRUCTURE

There are three parts to each unit: life before, life during and life after the war. Each lesson is approximately 60mins, so will equate to about one week of classes.

Lesson 1 - Life Before

An insight into Jewish life prior to the Holocaust/what European life was like for Jews.

Lesson 2 & 3 - During the Holocaust

Thematic case studies of individuals' experiences throughout the Holocaust. It explores different aspects of Jewish experiences throughout the Holocaust with antisemitic law changes, ghettos, living in hiding, partisans and an acknowledgement of mass executions.

Lesson 4 - Life After the Holocaust

What Jews faced immediately after the Holocaust and their return to life and to New Zealand.

LEARNING ACTIVITIES

‘Choiceless choices’

Each unit will include ‘Choiceless Choices’ discussions. Students will be split into groups where they are given a certain time allocation to make the decision on what each person's next action will be. If they do not make a decision in time, their decision will be made for them.

The reality of the Holocaust was that people were constantly having to make difficult choices, often life or death choices where you didn't know whether you were choosing the option that would give you a better chance at life or not. The time limit helps to illustrate that often these decisions had to be made with little information and in small time frames.

Learning activities

Each unit has a range of activities that include the following material:

- Case studies of Jewish experiences
- Testimony - written and video
- Activities and worksheets
- ‘Choiceless choices’ discussion
- New Zealand survivor stories/testimony
- Literature analysis
- Use of maps

NEW ZEALAND CURRICULUM

Each unit aligns with the following New Zealand curriculum Learning Objectives:

	Social Sciences	English
LEVEL 4	<ul style="list-style-type: none">- 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.	PROCESSES AND STRATEGIES Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. Indicators: <ul style="list-style-type: none">- recognises, understands, and considers the connections between oral, written, and visual language;- integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly

**LEVEL
5**

- Understand how the ideas and actions of people in the past have had a significant impact on people's lives.

- varied and complex texts;
- thinks critically about texts with understanding and confidence;

IDEAS

Show an understanding of ideas within, across, and beyond texts. Indicators:

- makes meaning by understanding increasingly comprehensive ideas in texts and the links between them
- makes and supports inferences from texts independently.

RESISTANCE AND THE HOLOCAUST

TEACHING RESOURCE

PREPARING TO TEACH THIS UNIT

Resistance is an incredibly important concept in Holocaust education. It challenges the idea that Jews were herded like lambs to the slaughter and shows that they had a fighting spirit, whether it was through spiritual, cultural or physical resistance. It acknowledges that even though their lives were turned upside down, their spirits weren't broken. This unit also includes resistance from non-Jewish people and how their actions ended up being life saving for some Jews. Resistance to Nazi Germany is often a theme in survivor testimonies, whether it was partisan fighters, non-Jews assisting and hiding Jews or the continuation of important Jewish culture.

ABOUT THIS UNIT

This unit centres around the lives of Jews living in Eastern Europe. In particular, it explores the experiences of Jews in Vilna, the Jerusalem of Lithuania, and the surrounding areas. The main stories are of two sisters, Freda and Liza Malacki, who were separated during WWII. Each of them survived because of different forms of resistance experiences.

1.

LESSON 1 LIFE BEFORE THE HOLOCAUST

Lesson Objectives:

- To be able to explain what life was like for Jewish people in Eastern Europe before Nazi occupation.

1. DRAW A JEWISH PERSON

5-10 mins

Begin the lesson by asking students to 'Draw a Jewish person' in their book or printed worksheet.

Before exploring what life was like for Jewish people prior to WWII, it's important to start with what knowledge students have of Jewish culture. Without any guidance or prior discussion, give students a few minutes to draw what they think a Jewish person looks like.

Discussion: Once they have all drawn something, discuss what they have drawn.

- What religious symbols did they include? Or stereotypes? Talk about how we may think of the racial, antisemitic stereotypes such as big noses. Or religious clothing such as a head scarf, a kippah, payot (side curls worn by orthodox Jewish men) or the clothing worn by ultra orthodox Jewish men.
- Did any just draw a stick person with no identifying features?
- Explain the difference between Judaism as a religion and Jews as an ethnic group.

Jews vs Judaism explanatory notes:

- Jews are members of one of the oldest monotheistic (single god) religions, the religion of Moses. The line between being a member of the religion and being of the Jewish "race" seems to be difficult even for Jews to define; however most Jews consider Judaism a religion, rather than a race.
- The Torah is a partial history of the Jewish people. Today, Judaism is effectively divided into three sub-sects but some claim that the number is higher. Mostly, the three groups differ on how strictly they follow ancient Jewish tradition.
- Jews as an ethnic group are considered to be descendents from the Israelites, a group of Semitic-speaking tribes who in the Iron Age inhabited what is now Israel/Palestine.
- Many Jews, particularly since the Holocaust, still practise many of the traditions of Jewish religion without actually being religious. As survivor Clare Galambos Winter expresses: "[She] follows these rituals for a God she doesn't believe in, but her observance is an act of solidarity with world Jewry. She declares, 'I was born Jewish and will never be anything but Jewish.'"

2. LIFE FOR JEWS PRIOR TO 1939

20 mins

A.Photo task: Are these photos from the 1930s or modern day?

- Students will be given a selection of black & white photos. In groups, they need to decide which photos are from the 1930s and which are from the present day.
- In order to categorise each photo, students can consider the following questions:
 - What do you see in this photo? Look closely to see if there are any details that might tell us when this photo was taken.
 - Are there people in the photo? What are they doing?
 - What objects are in the photo?
 - What does the photo tell us about life during that time period?

Photos and brief notes about each image:

Use these images to unpack the following:

- The comparison of modern and older photos highlights some of the similarities in how people lived in the 1930s compared with now.
- Prior to the Holocaust, Jewish people had varied lives. Some were very religious, others had assimilated to the countries where they lived and barely thought of themselves as Jewish. Others lived tough lives in poverty where they struggled to survive. Many Jews throughout Europe had assimilated to their local societies and considered themselves more of that country than as Jewish. They had lives where they went to the beach, played sports, went to school etc.
- Also highlight how this is still relatively modern history.



Vilna, Poland, A group photograph of people on the beach, 16/07/1938. The photograph was found in the pocket of a person murdered at the Klooga camp.

Photo credit The Estonian History Museum, Tallin



Gniezno, Poland
Students at Elementary School No. Nine in 2016
Photo credit Staff Sgt. Alan Abernethy

* Note: Some of the photos state Vilna as being in Poland. Throughout the early- to mid- 1900s there was an ongoing border conflict between Poland and Lithuania. Vilna/Wilno/Vilnius was legally within Poland's border when these photos were taken, but just before the start of WWII, Vilna was returned to Lithuania.



Krakow, Poland, Hasidic Jews Pre war period
Photo credit Yad Vashem



Kaunas, Lithuania, The Jewish soccer team, pre-war
Photo credit Yad Vashem



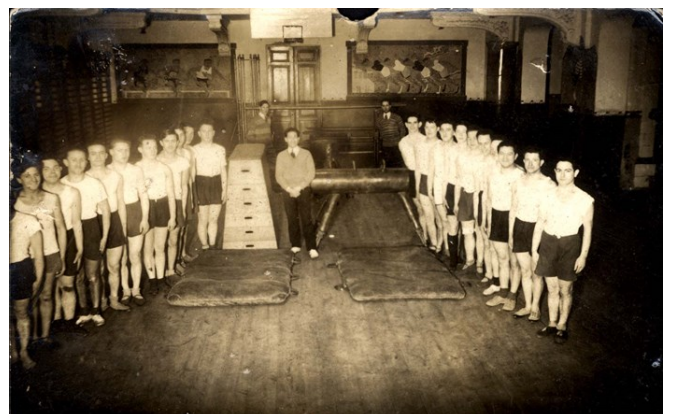
Vilna, Poland, Prewar. A street scene.
Photo credit Yad Vashem



Jerusalem, Israel. Hasidic Jews wearing the typical black hat and clothes in 2016
Photo credit Dennis Jarvis



Polish football team 2010
Photo credit Roger Gorączniak



Vilna, Poland. Boys in a group photograph with sports equipment, Prewar.
Photo credit The Estonian History Museum, Tallin

3. SOVIET OCCUPATION

5 mins

It is important to acknowledge Soviet occupation prior to Nazi German occupation in order to understand how living conditions changed for Eastern European people, Jew and non-Jew alike, throughout World War II.

Poland is annexed by Germany and Soviet Union:

- 1 September 1939, Germany invaded Poland from the West
- 17 September 1939, Soviet Union invaded Poland from the East
- 6 October the campaign ended and Germany and Soviet Union divided and annexed the whole of Poland.



4. CHOICELESS CHOICES

5 min

A. Put the phrase 'Choiceless choices' up on the board.

Ask students to write down what they think the phrase means and discuss their answers.

Answer: Choiceless choices, in the context of this unit, is about when families and individuals were forced into situations where they had to make life altering decisions. Often they would have to make these decisions with very little information or knowing that their decision could result in someone living or dying. Sometimes these choices had to be made very quickly too.

CASE STUDY: THE MALACKI FAMILY

10 min



Jacob Malacki

Born in 1889

He was a prominent community figure who was on the town council and well known in the Jewish community. He also ran a footwear business.

Jacob was a very religious man.

Pronunciation:

Malacki family - Maa-laa-ksi
Widze - Vee-dz-e



Kreina Malacki (nee Flexer)

Born in 1897

Kreina was a highly educated woman, having studied in Vienna to university level, which was very uncommon because of Jewish quotas in Polish schools.

She was very religious. She became a school teacher during Soviet occupation.



Liza Malacki

Born in 1926

Sent to boarding school in Warsaw from 1937 until 1939, so knew little of family life with her youngest sister Freda.



Esther Malacki

Born approx. 1928

Little is known about Esther. She had red hair. In 1939 she was sent to stay with the Svirskis family in Ponevez, Lithuania.



Freda Malacki

Born in 1937

Freda was very young when her town was taken over by World War Two. She had blonde hair and blue eyes.

B. Give students the following scenario:

They have 5 minutes to decide what option their family will choose and why. If they haven't made a decision after the allotted time, their decision will be made for them.

Scenario: During Soviet occupation, there were mass deportations of Polish people, starting with civil servants and public figures. Jacob and Kreina were friends with the town Mayor, Mr Karlovichov, who was sent to Siberia under the Soviet Union's occupation. Mrs Karlovichova and her son have asked if you, the Malacki family, can hide them to save them from being sent away too. Mrs Karlovichova's husband, a landowner and leader of the town, has been deported to a Gulag labour camp in Siberia and she fears that her and her son will be captured and sent there as well, a likely death sentence. Doing this would put the Malacki family at risk of also being arrested and possibly sent to Siberia as well, but would very likely save the lives of Mrs Karlovichova and her son, Władysław (Vladislav).

What do you do:

- Hide the Karlovichovas in your house?
- Tell them they need to find somewhere else to stay?

If you haven't made a decision: it is likely that Mrs Karlovichova and her son would have been sent to Siberia with her husband and potentially not survived the experience.

What actually happened: It is understood that the Malackis hid Mrs Karlovichova and her son for an unknown amount of time, but long enough for them to survive and not face the same fate as her husband.

5. REFLECTION

10 min

Put the word 'resistance' and its definition up on the board.

Task: Think-Pair-Share

What are different ways that you can resist something?

Resistance

- the refusal to accept or comply with something
- the use of force or violence to oppose someone or something.
- a secret organization resisting authority, especially in an occupied country.
- the ability not to be affected by something, especially adversely.

Get students to think about how someone could resist something physically, culturally and spiritually.

2.

LESSON 2 LIFE DURING THE HOLOCAUST

Lesson Objectives:

- To understand how Nazi Germany's occupation resulted in Jews being removed from society into ghettos.
- To understand how Jews reacted in different ways to restrictions and attempted extermination of the Jewish people imposed by Nazi Germany.

1. FOUR CORNERS DISCUSSION: CHOICELESS CHOICES

10min

Divide the class into groups of 5 and have each group member choose a family member to represent.

Give students the following scenario. They have 5 minutes to decide what the Malacki family will choose to do and why. If they haven't made a decision after the allotted time, their decision will be made for them.

Once they have decided, their group/'family' needs to **move to the corner of the room that represents their answer**. Then you can discuss as a class why people made their decisions.

Scenario: Late in 1941, your family has just heard news that the German army is getting close to Widze. It isn't entirely clear what will happen when the Germans arrive, but the reports of how Jews have been treated throughout Europe have made it clear that it will be far worse than life under Soviet rule. Since the Malackis hid Mrs Karlovichova during the Soviet occupation and she lives on a rural farm, there is the possibility that they could risk hiding there.

What do you do:

- Stay at home, continue life as usual and hope for the best.
- Send just Freda to live/hide with Mrs Karlovichova and her son because she is blonde and blue-eyed and the least Jewish looking.
- All go into hiding with Mrs Karlovichova and her son but increase the chance you'll be discovered.
- Send the daughters to go and live with other family in Europe.

If the group doesn't made a decision, they get the decisions that was actually made by the Malackis:

- Some of the local men came and took Jacob, along with 15 or so other men, before the Germans arrived. They were shot and buried in a mass grave somewhere in the town of Widze.
- Freda was taken to Mrs Karlovichova's farm where she stayed because they believed she would have a better chance of being hidden and not discovered as being a Jew.

- Kreina and Liza were both rounded up and sent to Vilna ghetto about 130kms away.
- In 1939, Esther had been sent to stay with the Svirskis family in Ponevez, Lithuania. She disappeared without a trace.

Once each group has shared, emphasise how many Jewish families were forced to make really difficult, seemingly choiceless choices.

2. FREDA'S TESTIMONY

15mins

A. Watch the 4min video of Freda talking about her father's death and life on the farm.

B. Discuss the following questions with the class:

- **How do you think you would feel if this happened to you?**
- **Why do you think Freda's father, Jacob, was killed before the Germans arrived?**

Likely because of growing antisemitism and opportunism. Throughout Europe there is evidence of local townspeople mass executing Jews just days before the German army arrived. So, essentially, it is believed that he was killed because he was Jewish and because he was a prominent Jewish man in the town. Many townspeople throughout Europe took Hitler's advancing and occupation as an excuse to be able to act on their own antisemitic beliefs, which sometimes played out in the most brutal attacks/ pogroms against Jewish people.

- **What do you think might have happened if Freda had been discovered as a Jewish girl living with Mrs Karlovichova?**

It is very likely that Mrs Karlovichova would have been killed for hiding Freda. At the very least, Freda would have been sent away to Vilna ghetto or one of the concentration camps and there would have been some kind of severe punishment for Mrs Karlovichova. So it's very important to understand that Mrs Karlovichova took a huge risk by agreeing to take in Freda.

Summary of Freda's testimony:

"When the Nazis occupied Widze in 1941, Jacob Malacki was shot along with other leading men of the Widze Jewish community. Karlovichova offered to hide the remaining family members on her farm, but Kreina believed that a flaxen haired, blue eyed four year old was less likely to be detected. Freda was dispatched with a promise that she would be handed back to any family member who might return to claim her. Fella, as she was called for security reasons, the "niece" from Warsaw, lived on the farm as a practising Catholic for three years. The remaining members of the Widze Jewish community, including Kreina and Liza, were sent to the ghetto in nearby Vilna."

3. FORMS OF RESISTANCE DURING THE HOLOCAUST

5 mins

Give students a brief rundown of how some Jews manage to resist the control and reach of Nazi Germany's control throughout the Holocaust. The most obvious of these forms were physical resistance, in the form of fighting or hiding, however it is also worth noting the ways in which many Jews managed to resist culturally and spiritually in order to overcome the oppressions caused by the antisemitic treatment by Nazi Germany throughout Europe.

Physical

- Hiding with non-Jews - under floor boards, behind walls, in attics, in barns.
- Joining partisan groups and fighting against German and Axis forces.
- Non-Jews who helped Jews escape or live in less harsh conditions - e.g. Oskar Schindler

Cultural/Spiritual

- In the ghettos, concentration camps and extermination camps, there are examples of artwork, poetry, music and writing that helped many Jews to express their suffering.
- Groups such as the Bielski Otriad who hid and created a Jewish community in the Novogrudek Forest.

4. SENT TO THE GHETTOS

20mins

A. Put the word 'ghetto' up on the board.

Task: Think-Pair-Share

Students write their initial thoughts on what they think 'ghetto' means.

In pairs, they share what they each came up with and then the pairs share with the class what they think it means.

Share the definition: ghetto /'ɡetəʊ/

Noun

a part of a city, especially a slum area, occupied by a minority group or groups.

During German occupation, almost all Jewish people were forced into ghettos. These were small, separated off areas of towns and cities. As more Jews were brought from surrounding towns, the ghettos became incredibly overpopulated and living conditions got worse.

B. Life in Vilna ghetto

View video about life in Vilna ghetto - 5min 30s. While watching, students should consider and write down answers to the following question:

- **How was life different for Jews once they were forced into the ghetto?**

Here are some examples that you could discuss with students of how life was different for Jews once they were moved into the ghettos:

- Their lives were constantly under close watch of soldiers and Jewish council members (Judenrat) who imposed the Nazi's rules on Jews. They conducted inspections of families and also helped with selecting Jews to be deported on transports.
- Forced to wear the Star of David armband - Jews were forced to wear these for identification purposes.
- Food in the ghettos was strictly controlled by the Nazis. The rations they allowed per person were inhuman: in Poland, less than ten percent of the minimum daily requirement. Many Jews died of disease, starvation, and exhaustion, a condition that was grimly referred to as "Ghetto Disease."
- In order to get enough food to survive, they often had to either trade what they had for things like bread and potatoes or hope that a non-Jewish friend would care enough for them to give what they had.
- Adults were forced to still work but for no pay. This was often incredibly hard, laborious work which only added to the exhaustion and starvation.
- Jews were forced to live in incredibly crowded and unsanitary conditions, often with multiple families to a room or even in the streets.

5. REFLECTION

10mins

Get students reflecting on life in Vilna ghetto with the following questions:

- What do you think the most difficult part of ghetto life would be?
- How do you think it would have made Kreina and Liza and feel to be stuck in the ghetto without any of their family?
- Liza was about the same age as you are now. How do you think you would have managed to survive living in the ghetto? What skills would you need?



3.

LESSON 3 LIFE DURING THE HOLOCAUST

Lesson Objectives:

- To understand how some Jews tried to fight back through different forms of resistance.
- To understand how Jews reacted in different ways to restrictions and attempted extermination of the Jewish people imposed by Nazi Germany.

1. FIGHTING SPIRIT

5 mins

A. Put the word 'partisan' up on the board.

Task: Think-Pair-Share

Students write their initial thoughts on what they think 'partisan' means.

In pairs, they share what they each came up with and then the pairs share with the class what they think it means.

Definition:

Partisans are ordinary people, rather than soldiers, who join together to fight enemy soldiers who are occupying their country.

2. POEM: *HUNGER*

20 mins

As a class, read the poem 'Hunger' and answer the following questions:

1. What does the poem tell us about the living conditions for Jews during the Holocaust?
2. How do you think this would impact someone's ability to resist what the Germans were doing to Jews?
3. Think about the testimony from the last lesson about life in the Vilna ghetto. How could someone overcome the challenges of being Jewish in the ghetto?

Hunger

By Leo Egan

It was all figured out by a German scientist:
If they're starving, they won't have the strength to resist.
They won't think of planning revolts or living underground,
But only of how a piece of bread might be found.
They won't rebel in any way,
When they're counting the potatoes in the soup today.
The gnawing hunger was always on my mind,
To anything else I soon became blind.
Nine in the morning, there was a coffee break.
Naturally, only the Germans did partake.
At least I could warm my hands by the open fire.
I was lucky enough to have gloves, as part of my attire.
And the wool in the gloves burned like hell,
And there seemed to be a bacon smell.
When the glove was crisp but not destroyed,
I put it in my mouth, as if food were being enjoyed.
And to my mind came the Charlie Chaplin film,
Where he ate the sole from his shoes, and nails like bones he did trim.
I realized no matter how small the ration,
They couldn't rob my imagination.

3. CHOICELESS CHOICES

10 min

Divide the class into pairs and have each group member choose a family member to represent.

Give students the following scenario. They have 5 minutes to decide what the remaining 2 members of the Malacki family will choose to do and why. If they haven't made a decision after the allotted time, their decision will be made for them.

Scenario: There's been talk about the Nazis liquidating the ghetto and sending everyone that's left away. Since Kreina and Liza arrived, thousands have been sent to 'work camps' never to return. There have also been rumours of mass killings at nearby Ponary. The partisan groups that Liza has connections with have said if they can escape the ghetto they can meet up with the Soviet partisan group led by Fedor Markov, but females are rarely accepted into partisan groups.

What should Kreina and Liza (16) do?

- Just do as they're told by the Jewish Council and German soldiers?
- Try to escape to the Naroch forest where the Markov brigade is located?
- Try to escape and return to Mrs Karlovichova's farm?

Note: Mrs Karlovichova's farm is about 130 kms away. The Naroch forest is a little over 100km away.

If the group doesn't make a decision, they get the decisions that were actually made by the Kreina and Liza:

- The Vilna ghetto was in fact liquidated on 23-24 September 1943.
- Kreina was deported in 1943 to Keiserwald Concentration Camp in Kloge, Estonia. The camp was set alight by the Germans as the Russian Army approached in 1944 and there were no survivors.
- Liza and her husband, Itzchak Porus, escaped the ghetto but were separated in the process. Liza made it to the Naroch forest and joined the partisan group led by Fedor Markov. She was used for espionage, communications, first aid and some sabotage.

4. GO TO THE FORESTS

The decision to escape to the forests throughout Europe was not an easy decision to make. Most Jews who ended up living and fighting in the forests, particularly around Eastern Europe, did so because they had no other options. It was a choice made with the hopes that their chances of survival were greater than if they stayed where they were.

The words of Zerach Erlok: "If anyone tells you that when he joined the partisans, he did so because he wanted to fight and take revenge, it's not true. We all left the ghetto in the hope that we would stay alive. And if we didn't survive, at least we wanted to die in a different way than the way most of the Jews died. Not with them shooting you in a mass grave, not by being sent to a concentration camp. I think that whoever fled from the ghetto had similar motives. They did not go out in order to fight, they went out in order to live." (From: Nechama Tec, *The Family of the Forest People*, Bielski's Partisan Unit [Jerusalem: Yad Vashem] 1977, p.53).

"WE ALL LEFT THE GHETTO IN THE HOPE THAT WE WOULD STAY ALIVE. AND IF WE DIDN'T SURVIVE, AT LEAST WE WANTED TO DIE IN A DIFFERENT WAY THAN THE WAY MOST OF THE JEWS DIED."

A. Selection of photos/drawings of partisans during WWII.

Students need to unpack what they see in the photographs and establish what life was like living in the forests of Naroch and Rudnicki.



Vilna, Lithuania, Jewish partisan members of the FPO, who escaped from the ghetto to Rudniki forests, returning to Wilno after the liberation, July 1944. Credit Yad Vashem - Item ID 24651



USHMM Three Jewish Partisans - Wyzkow Forest, Warsaw 1943-44
Different partisan group, but the conditions for all of those living in the forests through Eastern Europe were much the same. Deep, thick forests. Snow through much of the year.



USHMM By Alexander Bogen of a female partisan sitting with a rifle
There were often times of solitude with being posted to watch.



USHMM 2005.181.42 front Drawing by Alexander Bogen of two partisans crouched on the ground, working with a tool. Partisans had to work together too, particularly when it came to sabotage.



USHMM 2005.181.33 front
Drawing by Alexander Bogen of three partisans eating around a camp stove
Partisans would have spent years constantly on the move and essentially 'camping'. This included living in the forests throughout the winter months where temperatures could get as low as -9°C



USHMM 2005.181.91 front Drawing by Alexander Bogen of an armed partisan sitting on a horse.
Liza, because of her petite size, could be mistaken as a young girl riding her horse and would often complete reconnaissance on horseback. Essentially, this meant that she would be able to ride around and be able to report back to the partisans where soldiers were and what was happening in the areas around their camps.



Minsk, Belorussia, A partisan operations cabin in the forest, Postwar. Yad Vashem - 43989
They often lived/slept in small, simple huts made from trees that were camouflaged as much as possible.



German troops on the move during an anti-partisan operation. Photograph | Photograph Number: 81320
USHMM
Partisans faced the constant threat of war and the German army.

4.

LESSON 4 RETURN TO LIFE

Lesson Objectives:

- To understand how shocking and life altering it was for Jews to discover the real extent of mass murder that occurred during the Holocaust.
- To understand how Jews managed to return to life after such traumatic events.
- To understand how antisemitism and the Holocaust had a significant impact on the lives of Jews worldwide.

1. LEARNING ABOUT THE EXTENT OF THE HOLOCAUST

10 min

The Malacki family are just one of millions of Jewish families that were torn apart by the Holocaust. As Europe was liberated by the Allies and as survivors returned home, the full extent of the Holocaust started to become clear.

Students will rank the following statements about the Holocaust from most shocking to least shocking:

- It is estimated that 6 million Jews perished in the Holocaust.
- Hitler and Germany were responsible for the attempted extermination of all Jews in Europe.
- Although millions of others died because of the war and because of Nazi persecution, Jews were the only group that Germany attempted to completely get rid of.
- It is estimated that 1.5 million Jewish children and thousands of Romani, German, and Polish children died in the Holocaust.
- Germans murdered about 90 percent of Lithuanian Jews, one of the highest victim rates in Europe.

All of those that survived the Holocaust faced the daunting task of returning back to a new version of normal. But how could they do that when their lives had just been torn apart?

2. REUNITED AT LAST

5 min

Watch testimony of how Freda, Liza and Itzchak were all reunited and lived after Vilna was liberated by the Soviets.

Liza and Itzchak found that each other was alive and lived with Freda in Widze before returning to Vilna with Itchak.

Although they eventually immigrated to New Zealand, it's important to know that it wasn't a short journey to get there. It was years of living in different camps and short stays in different cities throughout Europe.

3. THE JOURNEY WEST

15mins

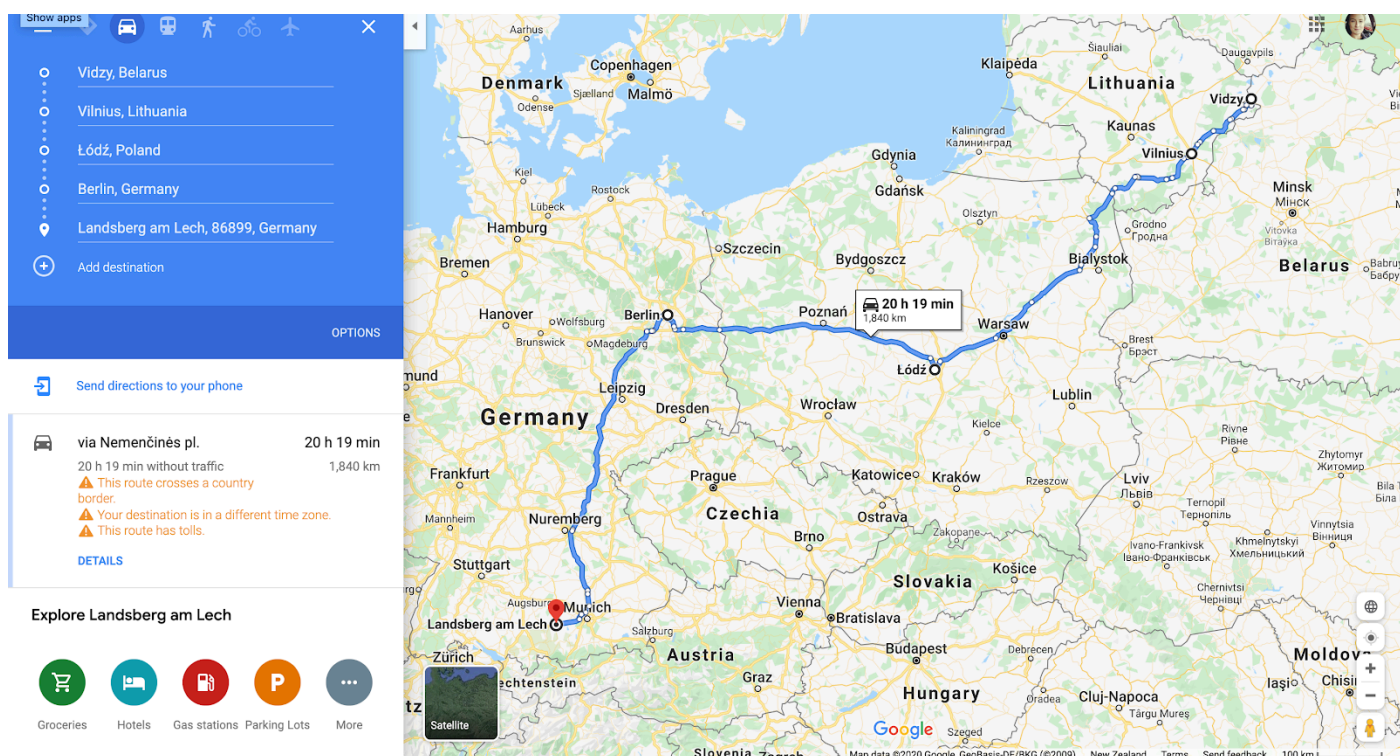
A. Map activity: draw lines between the cities that Liza, Itzchak and Freda travelled to in order to make their way to the displaced person's camp in Berlin.

Students could record this journey using Google Maps, or find it on a map printout.

- Left **Widze/Vidzy** in 1945
- Went to **Vilna** with Itzchak
- Got on a goods train and got all the way to **Łódź, Poland**
- Arrived in **Szczecin, Poland** and on trucks crossed the border
- Crossed the border illegally into **Berlin, Germany**
- Moved to Displaced Persons Camp in **Eschwege, Germany**
- Arrived in **Landsberg, Germany** Displaced Persons Camp in 1946

They made their way on a train to a displaced persons camp and attempted to get to Palestine. But Freda got sick with an ear infection and they ended up making their way to New Zealand instead.

What their final map should look like:



4. GROWING UP IN NEW ZEALAND

5 min

Share photos of Freda & Liza plus Freda, Bob and their family in New Zealand.



Liza and Freda in Germany in 1948



Freda's graduation in 1981



Bob and Freda's wedding day - January 22, 1959



Perus Family - Jack, Liza, Jack's wife Lynn and brother Michael (front). Sons Joel and Daniel (back)



Itzak Porus



Freda and her Hebrew school class.



Ian Narev and his family



Bob and Freda with their children Ian, Kim and Rick.



Freda was awarded Queen's Service Medal in 2012



Family reunion at Okahu Bay



Liza and Freda



Bob and Freda Narev



Freda at her grandson Daniel Jaffa's barmitzvah, 2012

Read the brief summary of Freda and Liza's life in New Zealand

Freda, Liza and Itzhak immigrated to Auckland, New Zealand in 1949. They had nearly moved to Palestine illegally, but Freda getting an ear infection stopped them travelling. Liza and Itzhak started their own family in New Zealand, however Itzhak passed away in a tragic industrial accident in 1964. Liza passed away at the end of 2019.

Freda attended Auckland Girls Grammar school and went on to be a bacteriologist for the Auckland Hospital Board. In 1957 she became engaged to Robert Narev, also a Holocaust survivor. In 1962, the first of the new Narev generation, daughter Kim, was born on Kreina Malacki's birthday. Eric, known as Rick, was born in 1964 and Ian in 1966.

They have both been actively involved in Holocaust education in Auckland. Together with Claire Bruell, Freda has also been involved in the Auckland oral history group, having conducted many interviews with other survivors and refugees.

While and after raising a family, Freda has also been active with both Jewish and general community work, including marriage guidance, the Home and Family Society, the Shalom Court rest home, and the Citizens Advice Bureau. She was co-founder and coordinator of the Senior Outreach Service for the Jewish elderly. For all her activities she has been awarded The Queen's Service Medal.

In October 2019 representatives of the Narev and Porus families went to Poland to take part in a Righteous of the Nations ceremony celebrating Mrs Karlovichova and her son for saving Freda's life.

Discuss the following questions:

- What do you think life was like for Freda and Liza when they first arrived in Auckland, New Zealand?
- How has Freda influenced others in New Zealand?
- What significance does Freda's story of survival have for us as New Zealanders?

5. WHY DOES IT MATTER THAT WE REMEMBER?

25 min

Read through quotes about why we must remember the events of the Holocaust:

"The spirits of evil are emerging in a new guise, presenting their anti-Semitic, racist, authoritarian thinking as an answer for the future, a new solution to the problems of our age. And I wish I could say that we Germans have learnt from history once and for all. But I cannot say that when hatred is spreading."

German President Frank-Walter Steinmeier (2020)



"First they came for the Communists, but I was not a Communist so I did not speak out. Then they came for the Socialists and the Trade Unionists, but I was neither, so I did not speak out. Then they came for the Jews, but I was not a Jew so I did not speak out. And when they came for me, there was no one left to speak out for me."

Martin Niemoeller (1946)



"Where they have burned books, they will end in burning human beings."

Heinrich Heine -- Almansor: A Tragedy (1823), p. 142



"I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

Elie Wiesel Nobel Prize Acceptance Speech, December 10, 1986



"Monsters exist, but they are too few in number to be truly dangerous. More dangerous are the common men, the functionaries ready to believe and to act without asking questions."

Primo Levi

Discuss these final words and maybe any other ideas around why it matters for us to remember this modern piece of history.

C. Group activity - Students create a video or poster explaining why is it important that we remember what happened in the Holocaust.

Students could get some inspiration from the 'Keeping the Memory Alive' posters on the Yad Vashem website: <https://www.yadvashem.org/education/international-projects/posters/2014.html>

FURTHER READING

The Diary of a Young Girl by Anne Frank

Also known as the The Diary of Anne Frank and follows the experiences of young Anne Frank living in hiding with her family for two years during the Nazi occupation of the Netherlands.

Defiance (2008) - Film

M rated. The Bielski brothers in Nazi-occupied Eastern Europe escape into the Belarussian forests, where they join Russian resistance fighters, and endeavor to build a community along with over 1000 Jewish civilians/non-combatants.

Survival in the Forest: The Swirz Camp by Isidore Karten

The story of Isidore Karten started in "an idyllic shtetl childhood in Świrz, Eastern Galicia, through the hardship of Soviet occupation, and the German troops marching into town in July 1941... Isidore and his brother made the difficult decision to leave their family behind and joined the Jewish partisans in the Świrz Forest.

The Bielski Brothers: The True Story of Three Men Who Defied the Nazis, Built a Village in the Forest, and Saved 1,200 Jews by Peter Duffy

This is the biography of the three Bielski brothers and their life of "waging a guerrilla war of wits against the Nazis. By using their intimate knowledge of the dense forests surrounding the Belarusian towns of Novogrudek and Lida, the Bielskis evaded the Nazis and established a hidden base camp."

In the Struggle: Memoirs form Grodno and the Forests by Leib Reizer

"Leib Reizer's memoir relates his experiences in Grodno and his successful escape to the forests with his wife and five-year-old daughter, where they survived with the partisans and in family camps.

