

NAVIGATING THE HOLOCAUST: A COMPASS TO HOLOCAUST EDUCATION IN WISCONSIN

Monday, July 12	Program Description	Discussion Question(s)
10-11:30am	<p>Welcome and Introduction: Samantha Abramson, HERC's Executive Director will welcome participants.</p> <p>The Mandate and the Curriculum: Samantha Abramson from HERC and Kristen McDaniel from DPI open the day by addressing the road to mandated Holocaust education and what the curriculum will look like in effect.</p>	<ol style="list-style-type: none"> 1. Why Holocaust Education? 2. How should teachers talk to their administration about the new mandate? 3. What challenges do you perceive Wisconsin schools will face adopting this new curriculum?
12:30-1:15pm	<p>Holocaust Education Map: Sam Goldberg, HERC's Director of Education, will share the newly developed teacher training tool.</p>	How can this tool be utilized by educators?
2:00-3:00pm	<p>HERC & JMM Resources: Sara Sillars, HERC's Education and Digital Content Manager and Ellie Gettinger, Education Director at JMM will share the resources they have available for teachers and students.</p>	
Tuesday, July 13	Program Description	Discussion Question(s)
9:45-10:15am	<p>Discussion</p>	What is propaganda and where have you seen it? Is propaganda always bad?
10:15-11:15am	<p>State of Deception: Christina Chavarria, Program Coordinator with USHMM will provide information on the tactics used by Nazi propagandists leading up to, and during, the Final Solution.</p>	Why was Nazi propaganda so effective?
1:00-2:00pm	<p>Timeline Activity: Karen Levine, Museum Teacher Fellow with USHMM will introduce the Timeline Activity by USHMM. Moderators will take groups into breakout rooms for the activity.</p>	<ol style="list-style-type: none"> 1. What are the most important moments in the history of the Holocaust for establishing a foundation for discussion and exploration?

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		2. What do you need to implement this activity into your classroom? How can it be modified?
2:30-3:30pm	Survivor testimony: Eva Zaret, local Wisconsin Holocaust survivor will share her story. Eva testified at the Assembly hearing to pass what is now Act 30, requiring lessons on the Holocaust and other genocides to be taught in Wisconsin schools.	How did it feel to play such an active role in getting mandated Holocaust education for the state of Wisconsin?
Wednesday, July 14	Program Description	Discussion Question(s)
10-10:30am	Discussion	What other groups were victim to Nazi persecution?
10:30-11:30am	Persecution of Roma During the Holocaust: Stefan Ionescu, professor of Holocaust Studies at Northwestern University will lecture on the experience of Roma victims prior to, during, and after the Holocaust.	What made persecution against the Roma different from the Jewish experience?
1-1:30pm	Discussion	What is the responsibility of the international community in reporting on or interfering with sovereign nations accused of committing atrocity?
1:30-2:30pm	Americans and the Holocaust: Rebecca Erbelding, historian and author, will open a dialogue about America's role during the Holocaust. Topics include Nazis in America, immigration, public opinion, and the War Refugee Board.	<ol style="list-style-type: none"> 1. What did Americans know about the fate of the Jewish people in Europe? 2. What could the United States have done?

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Thursday, July 15	Program Description	Discussion Question(s)
<p>10:30-11:30am</p> 	<p>Eyewitness Testimony: Featuring Pinchas Gutter, a survivor of the Warsaw Ghetto and six different camps.</p> <p>This program is done in partnership with the Illinois Holocaust Museum & Education Center.</p>	
<p>12:00-1:30pm</p>	<p>Peace and Reconciliation in Post-Genocide Rwanda: Natasha Uwimanzi, Coordinator of Learning Tours with Aegis Trust Rwanda will speak about the genocide in Rwanda and the post-genocide dedication to peace and reconciliation.</p>	<ol style="list-style-type: none"> 1. What role does the Kigali Genocide Memorial Museum serve in reconciliation and memory? 2. How were Rwandans able to reconcile after the genocide?
<p>2:45-3:00pm</p>	<p>Optional open discussion</p>	<ol style="list-style-type: none"> 1. What is the definition of genocide? 2. How can a nation be persecuted for genocide?
<p>3:00-4:30pm</p>	<p>Teaching about other genocides, the case of the Khmer Rouge: Kelly Watson, Project Coordinator for the Educator’s Institute of Human Rights International and Museum Teacher Fellow at USHMM will lead a discussion about teaching the genocide in Cambodia. Having taught the Holocaust to teachers in Cambodia, Kelly will also speak generally about the pedagogy of teaching other genocides to middle and high school students.</p>	<ol style="list-style-type: none"> 1. How should you teach about other genocides in the classroom? When are they brought up? 2. How can you draw connections between genocides without making comparisons? What is the benefit of this? Is there a danger in doing so?
Friday, July 16	Program Description	Discussion Question(s)
<p>9:45-10:00am</p>	<p>Optional open discussion</p>	<p>What are some of the methodological considerations</p>

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		when teaching about the Holocaust? What are the challenges?
10-11:30am	<p>Holocaust Time Travel? Pedagogies for Atrocity Fiction: Danny M. Cohen, founder of Unsilence, will share his work on engaging students in interactive storytelling. This interactive workshop will include conversations about student identity and trauma and will draw from best practices in the field of Holocaust education.</p> <p>*Make sure you join this workshop via computer rather than on a phone or tablet.</p> <p>This program is done in partnership with Unsilence.</p> <p>UNSILENCE</p>	<ol style="list-style-type: none"> 1. What are the benefits and challenges of using fiction-including interactive fiction- to educate young people about the Holocaust? 2. What are the dangers of implementing 'simulation' exercises to teach about atrocity?
1:00-1:40pm	<p>Reporting Antisemitism: Andrea Bernstein, Associate Director at the JCRC will go over the process of reporting antisemitic incidents that take place in schools. They will also provide examples of how to respond to antisemitic speech and conspiracy theories that get brought up during lessons of the Holocaust.</p>	<ol style="list-style-type: none"> 1. What sort of incidents can be reported? What's the process? 2. How do you respond to conspiracy theories and antisemitism in class?
1:40-2:15pm	<p>Moving Forward: Reflection and Next Steps</p>	<p>What are your key takeaways from this week?</p> <p>In what ways can HERC continue to support you as you adopt this new curriculum?</p>