

Workshop programme

Exhibition: Children under the Nazis

Note: This version of the programme was developed by staff at the Cape Town Holocaust Centre. It is based on the original one but features only three questions per panel so that the programme can be delivered in 40-45 minutes.

Class is divided into groups

Each group has a panel to read and answer the questions on the worksheet

Each group will offer a brief overview of their panel and present their worksheet feedback to the rest of the class

TIMING: 40-45 MINUTES

GROUP WORK

1. Migration (panel 2)
2. In the Ghettos: Education (panel 3)
3. In the Ghettos: Starvation and Disease (panel 4)
4. In Concentration Camps (panel 5)
5. In Their Own Words: Boder (panel 6)
6. In Their Own Words: Tsam (panel 7)
7. Evacuation: Children in Germany (panel 8)
8. Air Raids (panel 9)
9. New Beginnings (panel 10)

GROUP ONE: Migration (panel 2)

Read the texts and look at the images. Answer the following questions:

1. What was the 'Kindertransport'? Please write at least three lines.

2. Why did most of the 'Kindertransportees' never see their families again?
Who supported these children?

3. Do you think the sculpture is a successful means of commemorating the
Kindertransport? Give reasons for your answer?

GROUP TWO: In the Ghettos - Education (panel 3)

Read the texts and look at the images. Answer the following questions:

1. Not every child could go to a secret ghetto school – why not?

2. What did they do instead of going to school?

3. Who was Janusz Korczak? How did he respond when the Nazis closed his orphanage? Why do you think he responded in this way?

GROUP THREE: In the Ghettos - Starvation and Disease (panel 4)

Read the texts and look at the images. Answer the following questions:

1. Why were younger children in the ghettos particularly in danger of starving or becoming seriously ill?

2. Why were children well suited to smuggling?

3. Why do you think A. F_g shared her story?

GROUP FOUR: In Concentration Camps (panel 5)

Read the texts and look at the images. Answer the following questions:

1. Why did so few children survive in concentration camps?

2. Describe two ways in which some children managed to survive the camps?

3. Where were the children taken after liberation?

GROUP FIVE: In Their Own Words (Boder's Voices Project) (panel 6)

Read the texts and look at the images. Answer the following questions:

1. What's special about David Boder's Voices Project?

2. Why do you think Boder translated his interviews into English?

3. Pick one piece of information from the dialogue between Boder and Edith that you find particularly interesting and say why.

GROUP SIX: In Their Own Words (Tsam's Testimonies) (panel 7)

Read the texts and look at the images. Answer the following questions:

1. How did Shlomo Tsam know about his pupils' stories?

2. What kinds of topics were typically covered in these survival stories?

3. Compare the two quotations from Buzha's and Rachel's testimonies in the brown boxes at the bottom of the panel. How are they similar and how are they different?

GROUP SEVEN: Evacuation: Children in Germany (panel 8)

Read the texts and look at the images. Answer the following questions:

1. What do you think was the true purpose of this programme called the 'Kinderlandverschickung'?

2. Did this measure serve to protect the children? Give reason for your answer.

3. The work Eleanore was given to do – what effect did it have on her?

GROUP EIGHT: Air Raids (panel 9)

Read the texts and look at the images. Answer the following questions:

1. Next to Horst Straninger's drawing, there is an excerpt from a school essay, written by a boy from Nuremberg. What experiences and feelings did the boy write about?

2. Why was Nuremberg so heavily bombed?

3. How did German teenagers contribute to the German war effort?

GROUP NINE: New Beginnings (panel 10)

Read the texts and look at the images. Answer the following questions:

1. In the Displaced Persons Camps, what were the biggest challenges for the Allies and local authorities with regard to displaced persons?

2. Look at the UNRRA fact sheet on Josef Pinski. What do we learn about this boy and his family?

3. What new beginnings and hopes for his future does Josef have?
