

# Certification in Holocaust Pedagogy

The Greenspon Center’s Holocaust Pedagogy Certification Program (CHP) provides intensive training on methods and strategies for teaching about the Holocaust across subjects and grades in 6-12 settings. Through the skills of historical examination and interpretation, this program prompts participants to ask questions and think critically about why the Holocaust happened, what it means for learners today, and how we can engage others in our schools and communities to do the same.

It will meet the necessary educational standards in North Carolina and complement the recent mandate for Holocaust education in the state by engaging educators in conversations about the new *Gizella Abramson Holocaust Education Act*.

## The Program’s Three Pillars

The program’s design is based on extensive research about contemporary Holocaust education as well as decades of real-world experience in the field of professional teacher training in the United States and internationally. Based on this background research, CHP is comprised of three foundational pillars: *Pedagogy*, *History*, and *Praxis*.

 <b>Pedagogy</b> <p><b>Focuses on discussions about the changing landscape of teaching and learning. Teachers will be prompted to explore their own motivations, goals, and teaching philosophies broadly and specific to Holocaust education.</b></p>	 <b>History</b> <p><b>Employs a “back to the basics” approach that challenges learners to think about the difference between learning about the Holocaust and learning from it.</b></p>	 <b>Praxis</b> <p><b>Reaffirms the professional nature of teaching and recognizes the need for dedicated time to translate theory into practice and to refine teaching techniques within a supportive community of educators.</b></p>
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**Pedagogy:** This will cover how theories and methods for teaching about the Holocaust have changed over time, including the development of an entire field of pedagogical research dedicated to teaching about difficult histories and traumatic topics. Teachers will begin to articulate how their prior experiences in Holocaust education shape their approaches in the classroom—including what new skills they’d like to learn or what knowledge gaps they seek to address for themselves.

Topics include:

<ul style="list-style-type: none"> <li>• How the historical and cultural foundations of Holocaust education influence how we teach it today</li> <li>• The ongoing presence of virulent antisemitism and its historical economic, religious, political, and cultural roots</li> <li>• Strategies for helping student learners make sense of the Holocaust’s aftermath 80 years on</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches for integrating the “affective dimension” of learning into teaching about the Holocaust as part of “safely in, safely out” philosophies</li> <li>• Methods for differentiating between common educational outcomes and how such differences can help us to better refine our teaching approaches to the Holocaust</li> </ul>
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**History:** The sessions in this section focus on the power of historical thinking and the value of interpreting history from primary sources. Participants will spend time delving deeper into the history of the Holocaust era, raising questions about possible gaps in our own historical knowledge, and discussing ways to ensure historical accuracy for and with our student learners in the age of social media and digital technologies.

<i>Topic</i>	<i>Description</i>
<b>Diversity of Jewish Experiences</b>	Examine Jewish narratives and primary sources to gain a better understanding of the fullness, richness, and diversity of Jewish experiences in different geographic regions over time.
<b>Rise of Nazism</b>	Examine an historical overview of the political and governmental structures that existed in Germany from 1888-1936, with emphasis on the Nazis’ rise and consolidation of power in Germany.
<b>Nazi Propaganda: Weaponized for War and Peace</b>	Explore how Nazis used propaganda to win broad voter support, implement radical programs, and justify war and mass murder.
<b>“People had choices”</b>	Explore the roles and responsibilities of individuals and institutions during the Holocaust.
<b>Bureaucracy of Escape</b>	Analyze the complex factors that led Jews to emigrate from Nazi Germany and Nazi- occupied countries, and the complex factors that impeded their attempts.
<b>Wannsee Conference and “The Final Solution”</b>	Examine the progression of anti-Jewish laws and policies that began with the expulsion of Jews and progressed to their systematic murder on an industrial scale.
<b>Rescue &amp; Resistance Efforts</b>	Identify resistance and rescue efforts and examine why specific efforts were and were not possible based on time, geography, and circumstances.
<b>Aftermath of WWII and the Holocaust</b>	Examine the effects of WWII and the collapse of the Nazi regime on Jewish survivors, including liberation, displaced persons (DP) camps, Nuremberg tribunals, ongoing antisemitism, and the creation of the state of Israel.



**Praxis:** The program includes dedicated time to discuss the process and methods of teaching about the Holocaust, including follow-up sessions so participants can reconvene and discuss their program implementation, as well as strategies for maintaining a teaching community after the end of the course.

*Topics include:*

<ul style="list-style-type: none"> <li>• Selecting and curating age-appropriate, historically accurate, and relevant resources for classroom use</li> <li>• Jewish identity, experiences, and worldviews: What it means to teach with Jewish narratives in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Separating emotions from outcomes: Tactics for establishing standards, rubrics, and assessment mechanisms to gauge student knowledge</li> <li>• Integrating state standards into your goals and lessons</li> </ul>
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## Selecting a Track

As part of our teaching philosophy, we have developed specific tracks into which participants self-select at the beginning of the program. Participants will choose one of three outcomes-focused tracks based on their goals for teaching the Holocaust:

<i>Track Goal</i>	<i>Purpose</i>
<b>Engaged Learning</b>	How to connect the skills of historical inquiry and media literacy with student identity and civic engagement today
<b>Commemoration</b>	Programs for reflective and commemorative goals, especially those using representations of the Holocaust in testimony and literature
<b>Community Building</b>	Expanding Holocaust education into a community endeavor, such as supporting peers and community members as they set their own educational goals

## The Educational Goals and Aims of CHP

After the program, participants will be able to:

- Demonstrate a firm grasp of Holocaust history in its cultural and geopolitical context.
- Apply the skills of historical inquiry to examinations of ongoing societal issues or questions that encourage their students to think deeply about their own values.
- Work effectively and comfortably with primary sources, archives, and artifacts, especially first-person accounts related to Jewish life and experiences.
- Differentiate between common Holocaust education pedagogies and articulate their outcomes, including developing their own assessments to gauge student success.
- Make connections between the three learning dimensions of Holocaust education: affective, cognitive, and engaged learning.
- Articulate why integrating a focus on Jewish life is integral to understanding the relevance of the Holocaust today.
- Develop their own community or classroom-specific learning goals, lessons, and/or programs that will be immediately applicable in their teaching.