Children of the Holocaust – Ruth Rogoff

**ABC ME screening details: Wednesday** 29 April, 2020 at 2:00pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/children-of-the-holocaust) after the scheduled screening time.

**Key learning areas:** history

**Level:** secondary

**About:** A five year-old girl’s escape over the mountains from East Germany into Czechoslovakia and her mother’s determined efforts to keep the family together.

This documentary allows students to consider the questions of identity and belonging through their personal connections as well as through the Holocaust.

One of the most powerful ways to help students begin to grasp genocide and other tragic moments in history is through survivor testimony, or firsthand accounts. Ruth Rogoff recalls what she and her mother had to endure to be safe along with the legacy that exists today, of Holocaust survivors.

## Before the episode

1. Is it important to be sensitive to others’ stories? Why or why not? Consider what it means to be sensitive to their others when they tell their story. What are examples of “sensitive” questions? What does it mean to be a “sensitive” listener?

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1. Before listening to Ruth’s story, what questions would you want to ask her? Examples include:
* Why do you think Ruth has chosen to tell her story to the world?
* What do you expect you to learn from Ruth?

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## During the episode

1. Using the chart below as a guide; on the left side, record information presented in the documentary. On the right side, record your information. Reactions could be: a question, a comment, a feeling, a connection to something they know about or have experienced.

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| --- | --- |
| Information about Ruth Rogoff’s experience | Your reaction |
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1. Timelines are an effective way to help you see how a survivor’s individual experience fits into the larger historical context. Create a timeline of events from the documentary. The timeline can be written or pictorial. Record on the timeline the significant events in Ruth’s life as you watch the testimony.

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## After the episode

1. Complete 3-2-1. After viewing, record **three** facts from the documentary, **two** questions raised by the documentary, and **one** feeling you experienced while watching Ruth.

| **Three facts** |
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| **Two questions** |
| **One feeling** |

**Follow up activity:** Write a story to share with others. Who do you want to hear it? Why would you select this story to share? Write your account.

## NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

### Learning intentions

* Students are able to explain the impact of historical events on individuals and groups.
* Students communicate historical information using a range of forms, including timelines and written narrative

### NSW History K-10 Syllabus outcomes

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| Stage 4 | Stage 5 |
| **HT4-3** describes and assesses the motives and actions of past individuals and groups in the context of past societies | **HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia |
| **HT4-4** describes and explains the causes and effects of events and developments of past societies over time | **HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia |
| **HT4-10** selects and uses appropriate oral, written, visual and digital forms to communicate about the past | **HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences |

[NSW History K-10 Syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2012.