Year 9 - Worldviews - Have we learnt from the Shoah?

Key words	
anti-Semitism	Persecution of Jewish people
covenant	Agreement between God & people
genocide	Deliberate killing of a large number of people, with the aim of destroying them, from a particular nation or ethnic group.
hester panim	The belief that God 'hid his face' during the Holocaust because he could not interfere with free will
Holocaust	The killing of six million Jews in Nazi German
kosher	Food that is acceptable for Jews to eat; the word literally means 'fit'
mitzvot	Jewish laws (there are 613 in total); the singular is mitzvah
persecution	Discrimination against people because of their beliefs
rabbi	The leader of a synagogue
Shoah	Another term for the Holocaust, which means 'calamity'/'catastrophe'
synagogue	The Jewish place of worship
Tanakh	The main Jewish scripture, which includes the Torah
Torah	The most important holy text for Jews
United Nations	Organisation set up after the Second World War to keep world peace

1. What is Judaism?

Judaism is the oldest of the Abrahamic worldviews (Christianity and Islam) and the original monotheistic faith. It is about 4000 years old. It is believed to have started when God made a covenant with Abraham. The most important holy text is the Torah which is found in the Tanakh is the 'Old Testament' in Christianity. Jews will try to follow mitzvot. There are different types of Jews, Orthodox, Reform and Liberal, they all believe slightly different things and practice in different ways. Synagogue place of worship is the most important place for modern Jews. Many Jews believe that God is directly interacts with humans.

2. Anti-Semitism and pre-war Jewish life

Anti-Semitism: Anti Jewish feelings have been around for millenniums. This has had an impact on Jewish life and security. The feelings in the lead up to the Holocaust was not a one off. Those feelings have happened before and are still happening today. They have been put into ghettos, had rights taken, been killed.

Pre– war Jewish Life: Jews were well-established across Europe there was lots of diversity between and within Jewish communities., including languages and cultures.

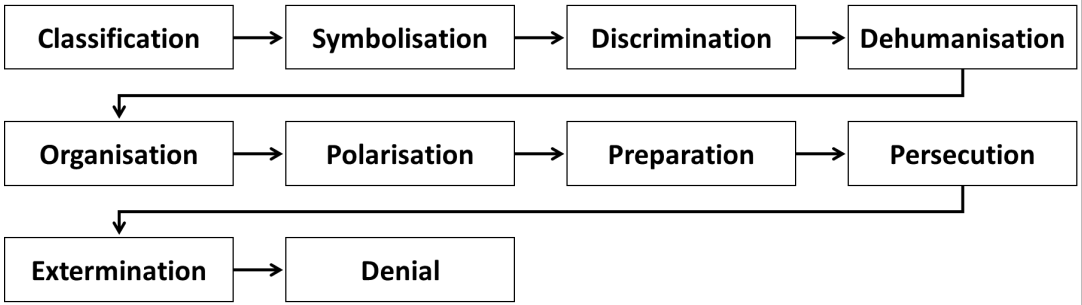
Though many Jews were very religious, others were less so and some not at all.

Jewish identity was very important to many people but not to everyone, many had other identities.

Only antisemites such as the Nazis defined them all as Jews and saw them only as Jews and nothing else.

3. How does genocide happen?

Genocide never just happens. There is always a set of circumstances that allow the climate that genocide take happen. They can happen in any order or at the same time. Some believe it can happen because of the **'Banality of Evil'.** Different groups involved are: **Persecutors, Bystanders, Victims & Resisters**



4. How did the Jewish people resist?

Active resistance: Uprisings from prisoners in different camps in Treblinka, Sobibor and Auschwitz. **Passive resistance:** Warsaw Ghetto uprising passing on information. Social, cultural and educational groups set up. Continued to celebrate festivals like Passover.

Philipp Manes: journal keeper of the experiences of those in the camps.

Marcel Marceau: saved at least 70 Jewish children from the Nazis through risky border crossings.

5. Where was God?

The suffering caused during the Shoah has resulted in 'problem of evil' challenging God in Judaism. **Eliezer Berkovits** explains that God could still exist believed in **hester panim.**

Emil Fackenheim: must continue to believe in God so Hitler does not gain a delayed victory.

Richard Rubenstein: denies the God and that Jews were chosen people, man had become too powerful.

Simon Wiesenthal: Spent his life finding Nazis responsible for crimes committed.

Eva Kor: Forgiveness has to happen to move on.

6. Have we learnt anything - other genocides?

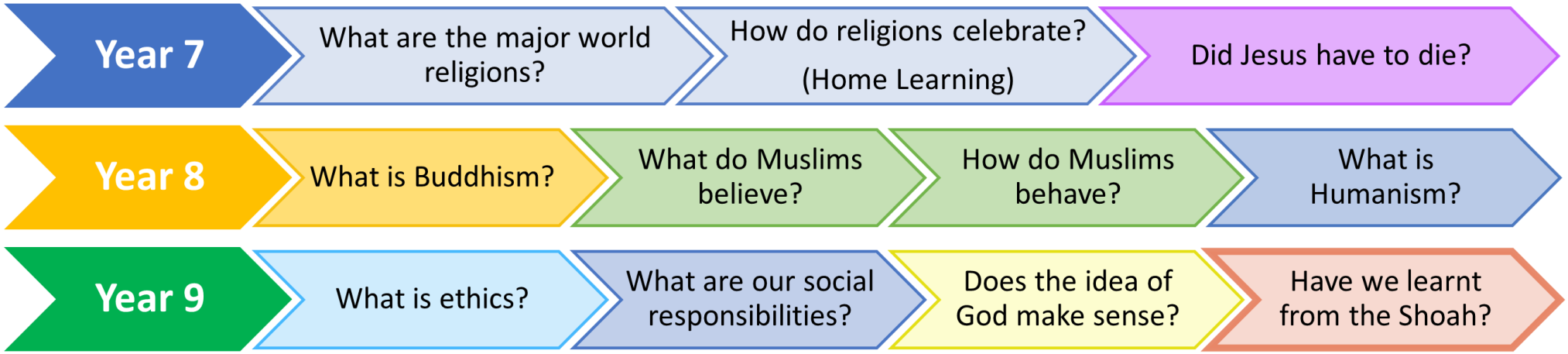
The term genocide was not used before the 20th century.

There are still cases of persecution and mistreatment of people happening all around the world. Genocides since WW2 include:

- Cambodia 1975-1979
- Rwanda 1994
- Bosnia 1995
- Darfur 2003 - present

Year 9- Philosophy & Beliefs - Have we learnt from the Shoah?

AIM: This unit of work is to allow you to develop your understanding of the Shoah, how it happened and the challenges it gave some with their faith. You will also look at modern genocides and decide for yourself if we have learnt anything from this event.
You will compare these beliefs to those you have already studied: **'What is ethics?', 'What are the answers to life's big questions?', 'Does the idea of God make sense?'** There is a crossover using your knowledge from History for a deeper understanding of this unit.



This knowledge organiser gives you the basic information for this unit. There are different ways that you can use your knowledge organiser - **you should not just copy from the knowledge organiser.**
Below are a range of activities you could do, you do not need to do them all. Select the things that you think will help you remember the information. Don't worry if one doesn't work, try a different way until you find an activity that works for you. Some activities are harder than others, chose one that challenges you, if you find one too hard try a different one.

- Use the 'Look, cover, write and check' strategy.
  - **Look:** Look at and read a section for a few minutes.
  - **Cover:** Cover that section/put away the sheet.
  - **Write:** Write anything you can remember from what you just read.
  - **Check:** Check what you have written then correct/add in anything missing.
  - **Repeat:** Repeat this with each section until you can remember it all.
- Write a basic recall quizzing questions. Leave it overnight and try to answer them the next day.
- Write yourself or a partner some quiz questions. Quiz each other or swop your questions to see if you can answer each other's questions.
- Write a letter/blog/article to someone explaining a key idea or concept.
- Get your parents/carers to test you.
- Create mind maps or flashcards.
- Create fact files for each key area.
- Summarise each section in your own words.
- Get sticky with your learning: write out key points from the KO as you read over it on post-it notes.
- Write your own challenging questions using the command words below then, write an answer for these questions.
  - **explain** (say why/how something is done)
  - **compare** (what do two or more things have in common/ different),
  - **evaluate** (weigh up positives and negatives, arguments for and against).
- Draw images and annotate/label them with extra information.
- Put the key words from your KO into new sentences.
- Give yourself spelling tests or keyword definition tests.
- Think about the big picture – why is knowing specific information important to you/other people/society/companies/science/technology?
- Think about the big picture – are there any links in the content on your KO to anything that you have watched on TV, read about or heard in the news?