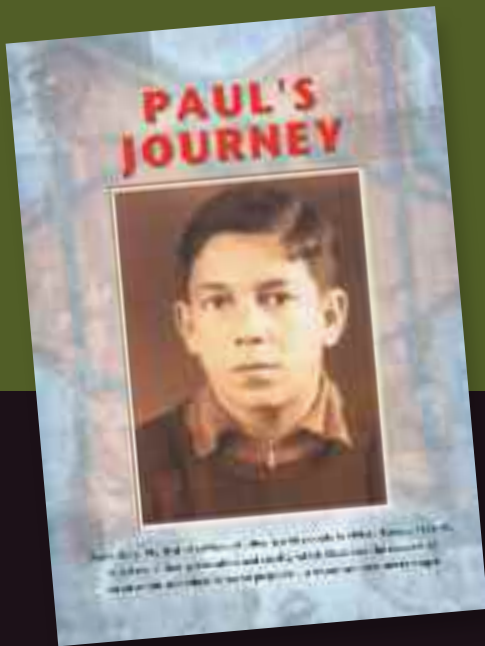
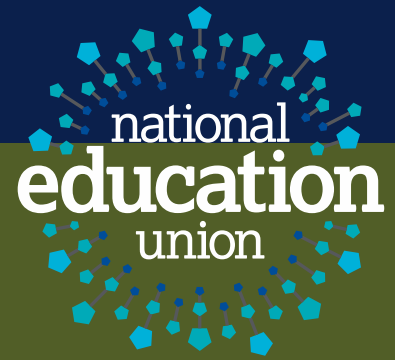


The logo for the HoloCaust Educational Trust, featuring the text 'HOLOCAUST EDUCATIONAL TRUST' in a bold, sans-serif font. The text is white and set against a dark blue background that has a torn paper effect, with the white text appearing as if it's been cut out of the paper.

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PAUL'S JOURNEY

Teachers' Notes

NEW EDITION

Background

Paul's Journey is based upon the memories of Holocaust survivor, Paul Oppenheimer. Paul was a survivor of the Bergen-Belsen concentration camp, which was liberated by British soldiers on 15 April 1945. The book describes Paul's experiences from his early years in Germany, through his family's emigration to Amsterdam and his deportation to Westerbork and Bergen-Belsen. Paul's story ends with his journey to England as a refugee in 1945.

The book gives students a human perspective on this catastrophic period of history by focusing on Paul's testimony. The language used is appropriate for younger students and does not dwell on the horrific descriptions of events in the camps. There are moving descriptions from Paul about his early memories and experiences of family life which students may be able to relate to. There are also many images and photographs in the book which make the events described accessible to all students.

Paul died in 2007, while his brother Rudi and sister Eve are still alive today.

Pedagogical Issues and Educational Principles

When planning to teach a lesson or deliver a Scheme of Work on the Holocaust, there are a number of pedagogical issues that teachers need to consider. The Holocaust was a highly complex series of historical events, the majority of which were horrific and traumatic. The subject matter of the Holocaust is therefore challenging for teachers and students alike, and careful consideration must be given to how this history is approached in the classroom; for while the Holocaust raises a range of important questions and touches on a variety of contemporary themes, there are specific issues around its educational delivery.

In recent years an international consensus has developed around what constitutes good practice in relation to Holocaust education. An extensive list of these educational principles is available from the Holocaust Educational Trust (www.het.org.uk) as well as the International Task Force (www.holocausttaskforce.org) websites. For the purposes of this resource, the following are particularly relevant:

- **Rehumanise and Personalise**

In scale and scope the Holocaust was an enormous occurrence, which is frequently reduced to statistics alone. This is an impersonal approach which makes the events difficult to grasp, and should be countered by focusing on individual experiences and emphasising the humanity of all those who were involved in them.

- **Avoid horror**

Sensitivity should be shown to students, victims and survivors. This means avoiding the use of horrific imagery, for this can upset and desensitize students, dehumanise victims, and portray those affected by the Holocaust in a manner recognisable to the perpetrators. With younger students it also means avoiding the more graphic events that occurred in the ghettos, camps, and round-ups.

- **Use testimony**

A mass of documentation relating to the Holocaust thankfully still survives today, but does not necessarily reveal the human impact of the events. The testimony of victims and survivors is therefore invaluable in bringing to life this history.

For various reasons the Holocaust is not an “easy” subject to learn about, so careful consideration needs to be given to the age at which students are introduced to it. With younger students it becomes all the more important to have clear planning and intended outcomes which are realised through good educational practice.



Resource Guidance and Suggested Activities

Paul's Journey is a resource designed in accordance with international educational principles and as such is suitable for use with students in Year 6 and above when teaching about the Holocaust. The book lends itself to class reading, and you will find at the end of these notes a suggested mini Scheme of Work with sample lesson plans. You may wish to contact the Holocaust Educational Trust to arrange for a Holocaust survivor to come into your school.

Paul's Journey touches on a number of issues that are relevant to students of all ages, and teachers should consider addressing these when using the resource. These include the following:

Family:

Although Paul is the focal point of the book, his is very much a story about the experiences of a family – from grandparents, through parents, to children and siblings. This is clear to see not only in the story itself but also in the various family photographs that accompany it, and the theme of family is something which can be used to make Paul's testimony relevant to all students. One activity the teacher may wish students to do is to construct a family tree, which can record information like dates and places of birth and death, and also be used to explore matters of chronology and continuity through time.

Geographical Scale and Scope:

Paul's journey traverses a number of different countries at different times during the period of the Third Reich, and in so doing highlights the scale and scope of the Holocaust. While some students may already be familiar with some of the places referred to in the story, a possible activity would involve students marking onto a map of Europe all the towns and cities mentioned by Paul. These markers might also have a box of information about each particular place, including what happened to Paul and his family there. The journeys of various family members could also be shown on the map by way of coloured wool and directional arrows. This activity could be extended further by students additionally plotting the journey of Paul's contemporary Anne Frank. In turn, students might consider the following:

- a) How is Paul's journey different to Anne Frank's?
- b) How is it similar?
- c) Which parts of Paul's journey helped him to survive?

Persecution:

Paul's family committed no crime and yet they were discriminated against on account of their religious background. The issue of persecution runs throughout the story, and makes itself apparent at various different junctures. On each of these occasions the teacher can use events described by Paul to open discussions in the class, depending on the age, ability and maturity of the students.



One such instance is on page 5. Here Paul talks about the behaviour of some of his classmates. For this example students may be asked:

- Why did Paul’s classmates behave in this way?
- Who could Paul complain to?
- How can we make sure we accept people who are different to us?
- What can we do in school to make new people feel welcome?

Another example is provided by Paul on pages 8-9 where he describes some of the laws that were passed – including one forbidding Jews from swimming, as shown in the photograph. Here, students could discuss:

- What is stopping the boys from going swimming?
- Why were Jews not allowed to do such activities?
- What could the Jews do about these laws?
- What can you do if you disagree with something?

The most extreme example of persecution experienced by Paul is his deportation to Bergen-Belsen. At the camp his life is turned up-side down, but links between his experiences and the students can be made. The following could be discussed:

- Why were the prisoners at Bergen-Belsen not given more food to eat?
- What effect do you think the diet had on the prisoners?
- How might Eve have coped with the loss of her mum?
- How did Paul manage to stay alive when the rest of his family died?

A final event that could be discussed is Paul’s liberation. Paul begins by saying how the Russian soldiers didn’t speak any Dutch, creating confusion as to what was going on. Students could begin by considering:

- How might Paul and Rudi have felt on discovering they were free?
- Paul says he felt ‘completely numb’ as he and Rudi began their journey home. Why did he feel this way?
- On being reunited with Eve, Paul says ‘even then I couldn’t cry’. What impact had his experiences had on him?
- Paul, Rudi and Eve start their final journey to England. What hopes and fears might they have had?

In addition to the above themes and issues raised by the book, *Paul’s Journey* also provides students with key pieces of historical knowledge, such as significant dates, events, and developments. Important concepts and initiatives are also referred to, with Paul mentioning things like deportation, concentration camps, and the exchange of certain prisoners. It is crucial that the teacher’s understanding of these terms is secure, and the following glossary may be useful in this regard.



Glossary

Antisemitism	Prejudice against and persecution of Jewish people.
Auschwitz-Birkenau	The largest Nazi death camp, located in Poland.
Bergen-Belsen	Until 1943, Bergen-Belsen was a prisoner-of-war camp in Germany. After this date the site became a concentration camp which held a variety of different “types” of prisoners. In late 1944 and early 1945 the population of Bergen-Belsen grew dramatically, as thousands of Jews were evacuated from camps in the East and marched across Germany. This overpopulation resulted in the spread of disease, especially typhus.
Chancellor	The head of the German Government. The Chancellor is equivalent to the Prime Minister in many countries.
Concentration camp	A site built by the Nazis to imprison individuals and groups of people they considered “enemies of the state”, such as political opponents, Jehovah’s Witnesses and Jews.
Death camp	A site established by the Nazis with the sole purpose of killing people. There were six such camps, all located in Poland.
Deportation	The rounding up of Jews from their homes for transportation in cattle wagons to ghettos and camps in Poland.
Exchange Jews	During the war an agreement existed between the Allies and the Nazis for small numbers of Jews to be exchanged for Germans living in Palestine or other countries of the British Empire. For a Jew to be considered for exchange, certain conditions had to be met. Holding a British passport would make the chances of exchange much higher.
Ghetto	An enclosed area of a city, town or village where Jews were forced by the Nazis and their collaborators to live. Jews were not allowed to leave the ghetto without permission, and disease and overcrowding were rife.
Liberation	The freeing of those imprisoned under the Nazis by Allied soldiers of Britain, the United States and Soviet Russia.
Sobibor	A death camp in Poland. The camp was constructed in the spring of 1942 and was dismantled by the end of 1943.
SS	An abbreviation of Schutzstaffel, the German word for “Protection Squads” first formed as Hitler’s personal bodyguards in the 1920s. This organisation grew in power and influence during the 1930s, and came to oversee the concentration and death camps.
Star of David	A traditional symbol of the Jewish people, used by the Nazis as a method of identifying and discriminating against Jews. The Star was sewn on to people’s clothes.
Treblinka	A death camp in Poland. The camp opened in the summer of 1942 and was dismantled in the autumn of 1943.
Typhus	An infectious disease spread by lice.
Westerbork	A camp in Holland which from 1942 to 1944 served as a transit centre for Jews who were being deported to Eastern Europe.



Sample Scheme of Work and Lesson Plans

	Title	Key Themes/Terms	Orientating Questions	Resources
Lesson One	Who was Paul?	<ul style="list-style-type: none"> Identity Individuality Perceptions Images Assumptions Appearance Family 	<ul style="list-style-type: none"> Who was Paul Oppenheimer? What can we tell about a person by their appearance? What makes someone an individual? How do perceptions relate to reality? Why are photographs useful and what are their limitations? 	<ul style="list-style-type: none"> Selection of photographs of Paul Oppenheimer “Who was Paul?” worksheet Paul’s Journey booklet
Lesson Two	Where did Paul come from?	<ul style="list-style-type: none"> Travel Emigration Fear Persecution Bullying Escape Assimilation Languages Communication 	<ul style="list-style-type: none"> Where did Paul come from? What happened to Paul at school in Germany? Why did Paul leave for a new country? What was life in England like? 	<ul style="list-style-type: none"> “Who was Paul?” worksheet Paul’s Journey booklet Map of Europe
Lesson Three	What happened to Paul in Holland?	<ul style="list-style-type: none"> Rights and freedoms Persecution Making friends Obeying rules Propaganda Deportation Concentration camp Nationality Imprisonment Separation Westerbork Exchange Jews 	<ul style="list-style-type: none"> How would you feel if you weren’t allowed to do your favourite pastimes? What is persecution? Why were Paul and his family deported? What happens in a concentration camp? Why was Eve’s nationality important? How do people react to being separated? 	<ul style="list-style-type: none"> “Who was Paul?” worksheet Paul’s Journey booklet Map of Europe

Sample Scheme of Work and Lesson Plans

	Title	Key Themes/Terms	Orientating Questions	Resources
Lesson Four	What was Paul's life like in Bergen-Belsen?	<ul style="list-style-type: none"> • Starvation • Disease • Epidemic • Typhus • Daily routine • Privilege • Family • Bergen-Belsen • Auschwitz-Birkenau • Star camp • Survival 	<ul style="list-style-type: none"> • What was Paul's daily routine in Bergen-Belsen? • Why did the soldiers not 'even need to try to kill people'? • How were Paul's family privileged? • Why was family important at Bergen-Belsen? • How were people able to survive Bergen-Belsen? 	<ul style="list-style-type: none"> • A3 resource worksheet "Who was Paul?" • Paul's Journey booklet • Map of Europe • Grid relating to Paul
Lesson Five	How did Paul's journey end?	<ul style="list-style-type: none"> • Hostage • Prisoners of War • Liberation • Reunion • Passports 	<ul style="list-style-type: none"> • How did Paul's journey end? • What does liberation mean? • Why does Paul wonder if Belsen 'stops you crying'? • What was special about Paul's journey? • Why is his journey important to us? • What reasons might Paul have for telling his story? • What can we learn from Paul's journey? • How was Paul able to survive? • What effects might the journey have had on Paul? • How can we make sure that we are accepting of people who are different from us? • What can we do to make new people feel welcome? 	<ul style="list-style-type: none"> • A3 resource worksheet "Who was Paul?" • Paul's Journey booklet • Map of Europe

Who was Paul? Worksheet



Who was Paul?

Grid relating to Paul

Life in Holland

Life in Bergen-Belsen

Life as a hostage and
journey to Britain

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Lesson Plan

Who was Paul?

Aim:

To acquire knowledge and understanding of who Paul Oppenheimer was

NB: *This lesson is intended to be delivered before starting to read Paul's Journey*

Materials:

A selection of photographs of Paul Oppenheimer

"Who was Paul?" worksheet

Starter:

- Divide the class into pairs. Explain that each person in the pair should make a list of 5 things that they know about the other person.
- Collect a selection of responses from the pairs, encouraging students to reflect on how they know this information.
- Link the starter activity to the lesson aim, explaining that they will be trying to find out who Paul was from different sources. Introduce the idea that they will need to think about how to discover the clues in each source that will help to build up more information about who Paul was.

Activity:

- Provide students with the "Who was Paul?" worksheet bearing the picture of Paul taken soon after his liberation. Divide the class into small groups and provide each group with the following images:
 - Paul, his mother and baby Rudi
 - Paul outside West Hampstead Day School
 - Paul, his mother, Rudi and Eve
 - Paul in a class
- Explain to the students that, in their groups, they are to go through the collection of photographs and use them to gather as many clues as they can about who Paul was and note these on their worksheets. Instruct them in the first instance to note what they can see, but also encourage them to develop these observations further towards what can be inferred. Should the teacher wish, an exemplar may be demonstrated, with the whole class contributing.
- Collect students' findings and record these on a class version of the worksheet – either on a whiteboard or flip-chart. An alternative approach would be to ask each group to add one annotation each to the class version, until all the comments desired have been gathered.

Plenary:

- In their groups, ask students to use their "Who was Paul?" worksheet in order to answer the question, "Who was Paul?". Suggest that they consider how what we know of Paul may be different to how he saw himself, and that we all have particular characteristics that give us an individual identity.
- Encourage students to reflect on what hopes, dreams, aspirations or fears Paul may have had and how these may have linked to his identity.





Lesson Plan

Where did Paul come from?

Aim:

To acquire knowledge and understanding of where Paul came from and how he came to live in England

Materials:

Paul's Journey booklet

"Who was Paul?" worksheet

Map of Europe

Starter:

- Show students a map of Europe. Explain that as students learn more about Paul and his journey, the class will plot various stages of his travels on this map, possibly using coloured wool with arrows to show the movements made.
- Working in pairs, ask students to think about the last time they went on a really long journey that involved lots of travelling and to describe this in no more than a couple of minutes to their partner. Where were they going? How did they get there? Who went with them? Why were they travelling? Was it exciting or did it get boring? What things did they take and why?
- Taking a cross-section of responses from the class, ask a selection of students to briefly summarise their partner's trip. Identify certain locations on the map of Europe – perhaps even marking these with pins bearing students' names.
- Link this activity to the lesson's aims, encouraging students to keep their memories of their trip in mind as they learn more about Paul and his journey to and from England.

Activity:

- Ask students to look again at their "Who was Paul?" worksheet and explain that as they learn more about where he came from, they will need to add this information to their notes.
- As a class, read through the opening section of *Paul's Journey*, pausing where appropriate to add further information to the "Who was Paul?" worksheet. Finish as Paul's family prepares to travel to Holland.

Plenary:

- Plot the stages of Paul's journey encountered in the lesson on the map of Europe.
- As a class discuss what new information there is about Paul, where he came from and his time in England. Encourage students to reflect on a time that they've had to leave somewhere familiar to go somewhere new, and the things that they did to cope with this.



Lesson Plan

What happened to Paul in Holland?

Aim:

To acquire knowledge and understanding of Paul's experiences in Holland

Materials:

Paul's Journey booklet

"Who was Paul?" worksheet

Map of Europe

Starter:

- Ask students to make a list of at least five things they enjoy doing in their free time. Collect responses from students, writing a selection of their ideas onto the whiteboard or equivalent.
- Link the starter to the lesson's aims, explaining that persecution involves denying people their freedoms and opportunities. How might they respond if they weren't allowed to do their favourite things?

Activity:

- Explain to students that as they find out what happened to Paul in Holland, they will need to make a note of the most important information. Show students how this can be done – perhaps through bulletpoints – on the grid relating to Paul on the reverse of the "Who was Paul?" worksheet.
- As a class, read through "Life in Holland", pausing where necessary to allow students to make notes. During this reading, encourage students to link their responses in the starter activity to Paul's changing fortunes in Holland.

Plenary:

- Plot the stages of Paul's journey encountered in the lesson on the map of Europe.
- Why did no one 'ever let the soldiers see how afraid they were'?



Lesson Plan

What was Paul's life like in Bergen-Belsen?

Aim:

To gain knowledge and understanding of Paul's life in Bergen-Belsen

Materials:

Paul's Journey booklet

"Who was Paul?" worksheet

Map of Europe

Grid relating to Paul

Starter:

- In pairs, ask students to describe to each other what they do on a "typical day". When do they get up? When and what do they eat? What do they do if they are hungry? What do they do during the day and in the evening? When do they go to bed?
- Gather feedback from students by addressing these questions to the class. Link these responses to the lesson's aims, explaining that they will learn how Paul's answers to these questions would have been somewhat different to theirs.

Activity:

- Using the "Who was Paul?" worksheet for reference, collect from the class five to ten "facts" about Paul and his journey known so far. As prompts, teachers may use the titles from previous lessons – who was Paul, where did he come from, what happened to him in Holland?
- Explain that, as they read through the next stage of Paul's journey, students will need to make further notes on their grid to find out what Paul's life in Bergen-Belsen was like.
- Read through "The Journey to Bergen-Belsen". As students learn of Paul's typical day in the camp, draw comparisons and contrasts between his daily experience and the responses which emerge from the starter activity.

Plenary:

- Plot the stages of Paul's journey encountered in the lesson on the map of Europe.
- Beginning in pairs and then moving into a class discussion, ask students to look at the last image on the final page of the "Journey to Bergen-Belsen" section. Encourage them to first identify what they can see, before moving towards reflecting on why these people may be doing what they are doing. How would students react if these tasks were part of their "typical day"? How do they think people were able to survive? What does this image tell us about what a typical day in Bergen-Belsen was like?



Lesson Plan

How did Paul's journey end?

Aim:

To acquire knowledge and understanding of the "Journey of the Hostages" and Paul's journey to Britain via Holland.

Materials:

Paul's Journey booklet

"Who was Paul?" worksheet

Map of Europe

Grid relating to Paul

Starter:

- How will Paul's journey end? In pairs students discuss this question. The teacher then collects a sample of these ideas.

Activity:

- Explain to students that, as they learn about the final stages of Paul's journey, they will need to add key information to the final column of their grid relating to Paul.
- As a class, read through the sections "The Journey of the Hostages", "Journey Back to Holland" and "The Journey to England". Pause after each section to elicit key information from students and to plot each leg of Paul's journey on the map of Europe.

Plenary:

- Plot the stages of Paul's journey encountered in the lesson on the map of Europe.
- Either individually or in pairs, ask students to reflect on all or some of the following questions:

What was special about Paul's journey?

Why is Paul's journey important to us?

What reasons may Paul have had for wanting to tell his story?

What can we learn from Paul's journey?

How was Paul able to survive his journey?

What effects might the journey have had on Paul?

Paul's family had done nothing wrong and yet were treated unfairly because of their religious background. How can we make sure that we are accepting of people who are different from us?

What can we do in school and in our lives to make new people feel welcome?

- Encourage students to reflect on their understanding of Paul's story, possibly through providing a written response to some of the above questions; preparing a visual presentation of Paul's journey; writing a review of the story; or creating a wall display. These tasks could be completed individually, in small groups, or as a whole class.





HOLOCAUST EDUCATIONAL TRUST

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Founded by Lord Janner of Braunstone and the late Lord Merlyn Rees, the Holocaust Educational Trust was formed in 1988. The Trust was developed by MPs and Peers as a result of renewed interest and need for knowledge about the Holocaust during the passage of the War Crimes Act in the late 1980s. Our aim is to raise awareness and understanding in schools and amongst the wider public of the Holocaust and its relevance today. We believe the Holocaust must have a permanent place in our nation's collective memory.

One of the Trust's first achievements was to ensure that the Holocaust was included in the National Curriculum for England, Wales and Northern Ireland in 1991 – for Key Stage 3 students (11-14 year olds). We also successfully campaigned to have the assets of Holocaust victims and Survivors released and returned to their rightful owners.

Having played a crucial role in the establishment of Holocaust Memorial Day in the UK, the Trust continues to play a key role in the delivery of this national commemorative event.

In 2010 the Government issued a new award to recognise the small group of British men and women who worked to aid and rescue Jewish people and other persecuted groups during the Holocaust – as a direct result of an initiative by the Trust to raise their profile and secure formal recognition for them.

We work in schools, colleges and higher education institutions, providing teacher training workshops and lectures, as well as teaching aids and resource materials.

For further information about the work of the Holocaust Educational Trust, please contact:

Holocaust Educational Trust
BCM Box 7892, London
WC1N 3XX

Tel: 0207 222 6822

Fax: 0207 233 0161

Website: www.het.org.uk

Email: info@het.org.uk

