

**Module name:** 1. Localization: Esterwegen (Germany) and Liepaja (Latvia)

**Outcome of the module:** Understands the regularity of similar historical events of geographically and politically different places in the cultural context of memory.

**The total number of lessons:** 30

Subject	Lessons	Learning outcomes	Concepts	Available sources
European cities: Esterwegen (Germany) and Liepaja (Latvia).	4	<ul style="list-style-type: none"> <li>Understands the definition of the Holocaust.</li> <li>Understands the impact of the Holocaust on European history.</li> <li>Recognizes the symbols of the cities of Esterwegen (Germany) and Liepaja (Latvia), places on the map, cultural objects of memory.</li> <li>Finds what common to both cities is, but what different.</li> </ul>	<ul style="list-style-type: none"> <li>The Holocaust</li> <li>Symbols, cultural objects of memory</li> </ul>	<p><i>The memorial of Esterwegen</i>  <a href="https://www.gedenkstaette-esterwegen.de/english/">https://www.gedenkstaette-esterwegen.de/english/</a></p> <p><i>Esterwegen:</i>  <a href="https://en.wikipedia.org/wiki/Esterwegen">https://en.wikipedia.org/wiki/Esterwegen</a></p> <p><i>Liepaja travel:</i>  <a href="https://liepaja.travel/en/homepage/">https://liepaja.travel/en/homepage/</a></p> <p><i>Liepaja massacres:</i>  <a href="https://en.wikipedia.org/wiki/Liepāja_massacres">https://en.wikipedia.org/wiki/Liepāja_massacres</a></p>

Concentration and prison camps during World War II	4	<ul style="list-style-type: none"> <li>Understands the difference between concentration camps and prisons.</li> <li>Can name the memorials of concentration and prison camps.</li> <li>Analyzes information about memorials and commemorative events in various sources.</li> </ul>	<ul style="list-style-type: none"> <li>Concentration camps</li> <li>Prison camps</li> </ul>	<p><i>The Nazi camps:</i>  <a href="https://encyclopedia.ushmm.org/content/en/article/nazi-camps">https://encyclopedia.ushmm.org/content/en/article/nazi-camps</a></p> <p><i>The Nazi concentration camps:</i>  <a href="http://www.camps.bbk.ac.uk/overview.html">http://www.camps.bbk.ac.uk/overview.html</a></p> <p><i>The list of camps:</i>  <a href="https://www.jewishgen.org/forgottencamps/general/listeeng.html">https://www.jewishgen.org/forgottencamps/general/listeeng.html</a></p> <p><i>The system:</i>  <a href="https://www.newyorker.com/magazine/2015/04/06/the-system-books-kirsch">https://www.newyorker.com/magazine/2015/04/06/the-system-books-kirsch</a></p> <p><i>Types of camps:</i>  <a href="https://www.theholocaustexplained.org/the-camps/types-of-camps/prisoner-of-war-camps/">https://www.theholocaustexplained.org/the-camps/types-of-camps/prisoner-of-war-camps/</a></p>
The description of the Emsland camp	4	<ul style="list-style-type: none"> <li>Can find memorials of the Emsland camps on the map.</li> <li>Understands the system of concentration camps in the 20s, 30s. and 40s.</li> <li>Can describe different types of camps.</li> </ul>	<ul style="list-style-type: none"> <li>Memorials</li> <li>Emsland camp</li> </ul>	<p><i>The early camps:</i>  <a href="https://www.theholocaustexplained.org/the-camps/the-first-camps/">https://www.theholocaustexplained.org/the-camps/the-first-camps/</a></p> <p><i>Esterwegen:</i>  <a href="https://www.tracesofwar.com/sights/Esterwegen.htm?provinceid=32">https://www.tracesofwar.com/sights/Esterwegen.htm?provinceid=32</a></p> <p><i>Esterwegen (Germany):</i>  <a href="https://www.jewishgen.org/forgottencamps/camps/esterengl.html">https://www.jewishgen.org/forgottencamps/camps/esterengl.html</a></p> <p><i>Emslandlager:</i></p>

				<a href="https://www.gedenkstaette-esterwegen.de/geschichte/die-emslandlager/">https://www.gedenkstaette-esterwegen.de/geschichte/die-emslandlager/</a>
Logistics of deportations in the Nazi era	4	<ul style="list-style-type: none"> <li>Understands deportation as a social phenomenon.</li> <li>Can name the main elements of the logistics system of deportation.</li> <li>Recognizes the artifacts of the deportation logistics system.</li> </ul>	<ul style="list-style-type: none"> <li>Deportation</li> <li>Deportation logistics system</li> </ul>	<p><i>Deportations:</i> <a href="https://encyclopedia.ushmm.org/content/en/article/deportations">https://encyclopedia.ushmm.org/content/en/article/deportations</a></p> <p><i>How did the Holocaust happen?</i> <a href="https://www.theholocaustexplained.org/how-and-why/how/deportation-of-german-jews-september-1941/">https://www.theholocaustexplained.org/how-and-why/how/deportation-of-german-jews-september-1941/</a></p> <p><i>Mass deportations to the concentration and extermination camps:</i> <a href="https://www.holocaust.cz/en/history/final-solution/general-2/mass-deportations-to-the-concentration-and-extermination-camps/">https://www.holocaust.cz/en/history/final-solution/general-2/mass-deportations-to-the-concentration-and-extermination-camps/</a></p> <p><i>SS concentration camps system:</i> <a href="https://www.theholocaustexplained.org/the-camps/ss-concentration-camp-system/journeys/">https://www.theholocaustexplained.org/the-camps/ss-concentration-camp-system/journeys/</a></p>
Database for finding information about the lives of concentration/prison camp inmates	2	<ul style="list-style-type: none"> <li>Knows how to find databases that contain information about former prisoners of the camp and knows their differences.</li> <li>Can use the above-mentioned databases to search for information</li> </ul>	<ul style="list-style-type: none"> <li>The most characteristic databases: Yad Vashem USHMM; ITS; Ancestry; MyHeritage , etc.;</li> </ul>	<p><i>Yad Vashem – The World Holocaust Remembrance Center:</i> <a href="https://www.yadvashem.org/index.html">https://www.yadvashem.org/index.html</a></p> <p><i>Why the Jews?</i> <a href="https://www.ushmm.org/">https://www.ushmm.org/</a></p> <p><i>Latvia:</i> <a href="https://www.ancestry.com/search/places/europe/latvia/">https://www.ancestry.com/search/places/europe/latvia/</a></p>

				<p><i>Holocaust Records:</i> <a href="https://www.archives.gov/research/holocaust">https://www.archives.gov/research/holocaust</a></p> <p><i>JewishGen's Holocaust Database:</i> <a href="https://www.jewishgen.org/databases/holocaust/">https://www.jewishgen.org/databases/holocaust/</a></p>
Illustrations of the life of prisoners in the camps (using databases)	6	<p>✚ Can find/recognize illustrations of camp life.</p> <p>✚ Can supplement illustrations of camp life with information from databases</p>	✚ Illustrations of life	<p><i>Daily Life in the Camps:</i> <a href="https://www.yadvashem.org/holocaust/about/camps/daily-life.html">https://www.yadvashem.org/holocaust/about/camps/daily-life.html</a></p> <p><i>Memorial and museum Auschwitz-Birkenau:</i> <a href="https://www.auschwitz.org/en/gallery/historical-pictures-and-documents/extermination,11.html">https://www.auschwitz.org/en/gallery/historical-pictures-and-documents/extermination,11.html</a></p> <p><i>Sport under Unexpected Circumstances:</i> <a href="https://library.oapen.org/bitstream/id/96043938-80bc-46fe-80d8-77f27d943437/1001774.pdf">https://library.oapen.org/bitstream/id/96043938-80bc-46fe-80d8-77f27d943437/1001774.pdf</a></p> <p><i>Jews in Eastern Europe:</i> <a href="https://yivoencyclopedia.org/search.aspx?query=Latvia+Liepaja">https://yivoencyclopedia.org/search.aspx?query=Latvia+Liepaja</a></p> <p><i>Jews in East Europe. Latvia:</i> <a href="https://yivoencyclopedia.org/article.aspx/Latvia#id0erqag">https://yivoencyclopedia.org/article.aspx/Latvia#id0erqag</a></p> <p>Latvia photograph: <a href="https://encyclopedia.ushmm.org/content/en/gallery/latvia-photographs">https://encyclopedia.ushmm.org/content/en/gallery/latvia-photographs</a></p>
Contrasting the life journeys of prisoners with	6	✚ Can explain the nature of the traveling process.	✚ Traveling as a social phenomenon.	<p><i>Survivors and Memory:</i> <a href="https://www.facinghistory.org/resource-library/survivors-memory">https://www.facinghistory.org/resource-library/survivors-memory</a></p>

the life journeys of students		<ul style="list-style-type: none"> <li>Understands the similarities and differences between the life journeys of prisoners and students.</li> <li>Can prepare an individual memory cultural travel map.</li> </ul>	<ul style="list-style-type: none"> <li>Artifacts of memory in illustrations of cultural life</li> <li>Life journeys in the culture of memory</li> </ul>	<p><i>Survivors Reflections and Testimonies:</i>  <a href="https://www.ushmm.org/remember/holocaust-reflections-testimonies">https://www.ushmm.org/remember/holocaust-reflections-testimonies</a></p> <p><i>Survivor stories:</i>  <a href="https://holocaustcentrenorth.org.uk/stories/survivor-stories/">https://holocaustcentrenorth.org.uk/stories/survivor-stories/</a></p> <p><i>Video series. Holocaust Survivors Reflect: Memory, Dignity and Justice:</i>  <a href="https://www.un.org/en/holocaust-survivors-reflect">https://www.un.org/en/holocaust-survivors-reflect</a></p>
-------------------------------	--	--	---	---

## Table for tasks

### Module 1. Localization: Esterwegen (Germany) and Liepaja (Latvia)

**Objective of the module:** Understands the regularity of similar historical events of geographically and politically different places in the cultural context of memory.

Topic	Lessons	Task
European cities: Esterwegen (Germany) and Liepaja (Latvia). Similar and different memories in the context of culture	4	<ol style="list-style-type: none"> <li>1) Get acquainted with information about Liepaja and Esterwegen. Write: <ol style="list-style-type: none"> <li>a) One thing you think they have in common.</li> <li>b) One thing they are different.</li> <li>c) One interesting fact that you didn't know until now.</li> </ol> </li> <li>2) The descriptions of the cities provided have been generated by artificial intelligence. What conclusions can you draw about the general information on each city available to artificial intelligence? What conclusions can you draw about memory culture?</li> <li>3) Research information about memorial places in Liepaja and Esterwegen: <ol style="list-style-type: none"> <li>a) Create notes in a table about the awake important found facts.</li> <li>b) What unites the events in Liepaja and Esterwegen? What conclusions can you draw?</li> </ol> </li> </ol>
Concentration and prison camps during World War II	4	<ol style="list-style-type: none"> <li>1) Familiarize yourself with the description and short inscriptions that distinguish concentration camps from prison camps? What they have in common, but what is different.</li> <li>2) Please watch the video. Is it about a prison camp or concentration camp? What facts indicate that?</li> </ol>
The description of the Emsland camp	4	<ol style="list-style-type: none"> <li>1) Based on the previously identified differences between prison camps and concentration camps, what signs indicate that "Emslandlager" was a concentration camp rather than a prison camp? <ol style="list-style-type: none"> <li>a) What do the camp seen in the video and the Emsland camp have in common?</li> <li>b) Create a mind map describing the logistics of deportation and illustrate it with relevant examples.</li> </ol> </li> </ol>

		<p>2) Using the previous text, create a timeline of the chronological history of the Emsland Camp. What conclusions can you draw?</p> <p>3) Study the map and find the Emsland camp. What conclusions can you draw about its location? How does it differ from the other camps?</p> <p>4) Study the places within the territory of the Emsland camp. What do they indicate about the life of the prisoners in this place?</p>
Logistics of deportations in the Nazi era	4	<p>1) Read the information and answer the questions: a) Describe the reasons why the Jews were deported. b) Do you know similar examples in history?</p> <p>2) Research online source and answer 5 questions.</p>
Database for finding information about the lives of concentration/prison camp inmates	2	<p>1) Get acquainted with the provided databases. What information about the Holocaust can be obtained from them?</p>
Illustrations of the life of prisoners in the camps (using databases)	4	<p>1) Explore the offered internet resources and choose one image: a) Study it and answer the questions. b) Present the results of your research to your group members.</p>
Contrasting the life journeys of prisoners with the life journeys of students (evaluation task)	8	<p>Choose one Holocaust survivor's life story and prepare a presentation about their life journey. Introduce it to the group members, demonstrating a general understanding of the Holocaust.</p>

## Module 1

### Localization: Esterwegen (Germany) and Liepāja (Latvia)

#### Task 1

##### *1) Get acquainted with Esterwegen and Liepāja:*



*Esterwegen, Germany*

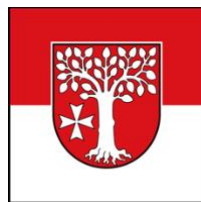
It is located in the North-West of Germany near the Dutch border and about 100 km from the North Sea.

Its area is 49.53 km<sup>2</sup>

The population is approximately 5,546.

Esterwegen was first mentioned in documents in 1223.

Coat of arms and flag of Esterwegen:





## Interesting facts about Esterwegen:

### 🚧 **Esterwegen Concentration Camp:**

The Esterwegen concentration camp was one of the earliest concentration camps established in 1933.

It served as a prototype for later concentration camp and initially used to detain political prisoners.

### 🚧 **Forced Laboratory:**

Many prisoners at Esterwegen were subjected to forced labor, contributing to the construction of the camp infrastructure, and engaged in other strenuous activities.

### 🚧 **Notable Inmates:**

Several notable political figures and intellectuals were imprisoned at Esterwegen during the early years of the Nazi rule.

### 🚧 **Conditions at the Camp:**

The conditions at Esterwegen were harsh and prisoners faced overcrowding, inadequate nutrition and brutal treatment by the guards.

### 🚧 **Memorial Website:**

Today Esterwegen is home to a memorial site, commemorating the victims of the concentration camp. The site serves as a place of remembrance and education about the Nazi regime.

### 🚧 **Historical Significance:**

The establishment of Esterwegen concentration camp marked a critical phase in the early development of the Nazi concentration camp system.

### 🚧 **Cultural Heritage:**

The historical legacy of Esterwegen has implications for the cultural and educational initiatives in the region, aiming to raise awareness about the crimes committed during the Nazi era.

### 🚧 **Rural Surroundings:**

Besides its historical importance, Esterwegen is situated in a rural area with picturesque landscapes, adding to the contrast between its calm present and its troubled past.

### 🚧 **Remembrance Events:**

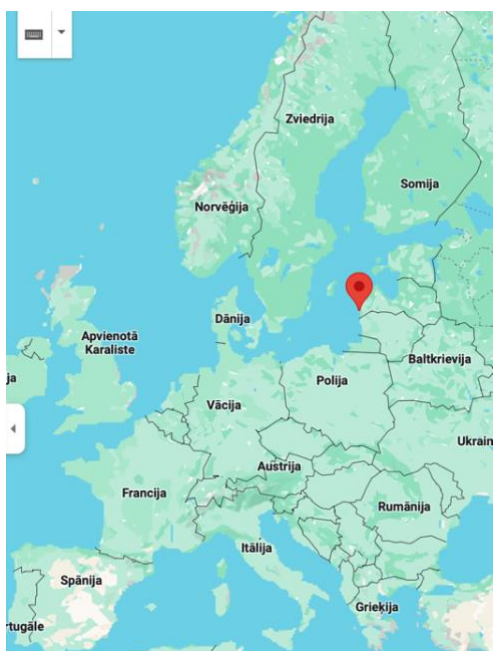
The memorial site at Esterwegen often hosts events and commemorations to remember the victims and educate visitors about the history of the concentration camp.

### 🚧 **Tourist Destination:**

While Esterwegen is not a major tourist destination, individuals interested in history and remembrance tourism may find the memorial site and the historical context of the town compelling.

These facts highlight the historical significance of Esterwegen and its role in the early internships of the Nazi concentration camp system. The memorial site stands as a testament to the importance of remembering and learning from the past.

## Liepaja, Latvia



### Location

It is located in the Western part of Latvia and is the 3rd largest city in Latvia. It is located in a narrow strip of land between Liepaja Lake and the Baltic Sea.

The population is approximately 68,945.

Area 68.0 km<sup>2</sup> (of which 51.3 km<sup>2</sup> is land and 16.7 km<sup>2</sup> is water)

### Coat of arms and flag of Liepaja



Liepaja has a rich history and cultural heritage. Here some key points:

#### 🚦 **Geography:**

Liepaja is located in the Kurzeme region of Latvia, along the coast of the Baltic Sea. It is known for its sandy beaches and is one of the major ports in the country.

#### 🚦 **History:**

The city has a long history with records dating back to the 13th century. It has experienced various cultural influences due to its strategic location.

#### 🚦 **Architecture:**

Liepaja features a mix of architectural styles, including wooden buildings from the 19th century, Art Nouveau structures, and buildings from the Soviet era.

#### 🚦 **Karaosta (Karosta):**

Karosta is a northern neighborhood in Liepaja, was formerly a closed military town during the Soviet era. It has unique military architecture, including naval base and prison, now open to visitors.

#### 🚦 **Music:**

Liepaja is often referred to as the "City where the wind is born," and it has a strong musical tradition. The city is known for its Summer Sound music festival and the Liepaja Symphony Orchestra, one of the ancient orchestras in Latvia.

#### 🚦 **Liepaja Beach:**

Liepaja boasts a beautiful sandy beach along the Baltic Sea, making it a popular destination during the summer months.

#### 🚦 **Seaside Park:**

The city is home to Seaside Park, a green space with walking paths and recreational areas, providing a pleasant environment for resident and visitors.

#### 🚦 **Liepaja Museum:**

The Liepaja Museum offers insights into the city's history, culture and maritime heritage. It provides a glimpse into Liepaja's development over the centuries.

#### 🚦 **Concert Hall "Great Amber":**

The Great Amber concert hall is a modern architectural marvel and an important cultural venue. It hosts various performances, including concerts and theatrical performances.

#### 🚦 **Wind Organ:**

Liepaja is known for its unique musical instrument, the Liepaja Symphony Orchestra's Mobile Sea Cathedral - a set of pipes known as the Liepaja Organ. It is played by the wind, producing sounds based on the direction and strength of the sea breeze.

Liepaja is a city with blend of historical charm, cultural vibrancy, natural beauty, making it an intriguing destination for tourists and a unique place for those interested in exploring Latvia's various landscapes and heritage.

## 2) Think and answer the questions:

- a) One thing that, in your opinion, they have in common.
- b) One thing that is different for them.
- c) One interesting fact that you didn't know until now.

## Task 2

The descriptions of the cities provided have been generated by artificial intelligence. What conclusions can you draw about the general information on each city available to artificial intelligence? What conclusions can you draw about memory culture?

## Task 3

Research information about memorial places in Liepāja:

<http://memorialplaces.lu.lv/memorial-places/kurzeme/>

Research information about memorial places in Esterwegen:

<https://www.gedenkstaette-esterwegen.de/english/>

- a) Create notes in a table about the awake important found facts:

Liepāja	Esterwegen
<ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li><li>▪</li><li>▪</li></ul>	<ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li><li>▪</li><li>▪</li></ul>

- b) What unites the events in Liepāja and Esterwegen? What conclusions can you draw?

## Task 4

1) Familiarize yourself with the information characterizing the prison and concentration camp.

### Nazi Prisons:

- ✚ **Purpose:** Nazi prisons primarily served as detention facilities for political opponent, resistance members and individuals considered enemies of the state. They were used to suppress dissent and opposition to the Nazi regime.
- ✚ **Incarceration:** Political prisoners, activists and individuals deemed threatening to the regime were usually held in Nazi prisons. These could include journalists, intellectuals, leaders of opposition groups etc.
- ✚ **Conditions:** While conditions in Nazi prisons could be harsh, with inmates subjected to mistreatment and abuse, they were generally not a site of systematic extermination or forced labor on the scale seen in concentration camp.
- ✚ **Duration:** Prison sentences in Nazi prisons varied, ranging from short-term detentions to longer sentences. Some inmates were held waiting trial, while others were sentenced for their perceived crimes against the regime.

### Concentration Camps:

- ✚ **Purpose:** Concentration camp was an integral part of the Nazi regime's genocidal policies during the Holocaust. They were specifically designed for the incarceration, exploitation and extermination of targeted groups, including Jews, Roma, homosexuals and political dissidents.
- ✚ **Incarceration:** Concentration camp housed a wide range of individuals, including those targeted for their ethnicity, religion, political beliefs or sexual orientation. Inmates were subjected to dehumanizing conditions and extreme brutality.
- ✚ **Forced Labor:** One of the primary functions of concentration camp was to provide forced labor for the Nazi war effort. Inmates were often assigned grueling tasks and subjected to harsh working conditions.
- ✚ **Extermination:** Many concentration camps were equipped with gas chambers and crematoria where mass exterminations took place. Millions of people were systematically murdered in these camps as a part of the Nazi's "Final Solution" to eradicate entire populations.

- ✚ **Duration:** Inmates in concentration camp faced uncertain fates with many perishing from starvation, disease or execution. Finland inmates were held for years, while others were killed shortly after arrival.

In summary, both Nazi prisons and concentration camps were used for detention during World War II, they served different purposes and were characterized by distinct conditions and treatment of inmates. Nazi prisons were primarily for political incarceration and punishment, while concentration camps were site of Mass extermination and forced laboratory aim at annihilating targeted populations.

2) *What do they have in common and what is different?*

## Task 5

*Please watch the video. Is it about a prison camp or a concentration camp? What facts indicate that?*

<https://youtu.be/D-9aEmB5DhM?si=4MZsbSsbKVfGaAnJ>

## Task 6

*Based on the previously identified differences between prison camps and concentration camps, see*

<https://encyclopedia.ushmm.org/content/en/article/esterwegen-concentration-camp>

- a) What signs indicate that "Emslandlager" was a concentration camp rather than a prison camp?*
- b) What do the camp seen in the video and the Emsland camp have in common?*
- c) Create a mind map describing the logistics of deportation and illustrate it with relevant examples.*



## Task 7

*Using the previous text, create a timeline of the chronological history of the Emsland Camp.*

*What conclusions can you draw?*

<https://encyclopedia.ushmm.org/content/en/article/esterwegen-concentration-camp>

## Task 8

*Study the map and find the Emsland camp. What conclusions can you draw about its location? How does it differ from the other camps?*

<https://www.kz-gedenkstaette-neuengamme.de/en/history/satellite-camps/satellite-camps/>

## Task 9

*Study the places within the territory of the Emsland camp. What do they indicate about the life of the prisoners in this place?*

<https://www.gedenkstaette-esterwegen.de/gedenkstaette/rundweg/>

## Task 10

*1) Read the information and answer the questions:*

During the Holocaust, Jews were deported for several reasons, as a part of the Nazi regime's systematic plan to exterminate them. The primary reasons for deporting Jews included:

1. Implementation of the "Final Solution": The Nazis aimed to exterminate all Jews in Europe, leading to the deportation of Jews to ghettos and killing centers in German-occupied Poland as a part of the "Final Solution".

2. Deception and Lies: Deportations were often carried out under the guise of "resettlement in the East," where Jews were misled about their fate,

leading them to believe they were being relocated for labor or settlement purposes.

3. Efficient Coordination: Deportations required Europe-wide organization and coordination, involving various government departments, such as the Ministry of Transportation for arranging train schedules and routes, and the police for managing the deportations.

4. Forced Labor and Economic Goals: In some cases, deportations were linked to economic goals, such as the expropriation of Jewish property and the use of Jews as forced laborers to achieve economic objectives.

5. Persecution and Control: The Nazis aimed to exert control over the Jewish population, drain them of physical strength and destroy their ability to organize, leading to their deportation and eventual extermination.

2) *Describe the reasons why the Jews were deported.*

3) *Do you know similar examples in history?*

## Task 11

*Research online source and answer the questions:*

<https://encyclopedia.ushmm.org/content/en/article/deportations>

1. What were the six Nazi extermination camps located in occupied Poland where Jews were deported and murdered?

2. Describe how the deportations of Jews from other parts of Europe to the killing centers were more complex than those from ghettos in occupied Poland. What was required to facilitate these deportations?

3. Describe the role of deception in the deportations and murders of Jews at the killing centers. What other tasks were required before the victims were murdered?

4. Explain how the killing centers were located and designed to facilitate the mass murder of Jews. What was the significance of their locations near major railroad lines?

5. Explain the role of the German Foreign Ministry in pressuring governments of occupied and allied nations to assist in the deportation of Jews living in their countries.



## Task 12

*Get acquainted with the provided databases.*

*What information about the Holocaust can be obtained from them?*

- 1) *Yad Vashem – The World Holocaust Remembrance Center:*

<https://www.yadvashem.org/index.html>

- 2) *Why the Jews?*

<https://www.ushmm.org/>

- 3) *Latvia:*

<https://www.ancestry.com/search/places/europe/latvia/>

- 4) *Holocaust Records:*

<https://www.archives.gov/research/holocaust>

- 5) *JewishGen's Holocaust Database:*

<https://www.jewishgen.org/databases/holocaust/>

## Task 13

- 1) *Explore the offered internet resources and choose one image:*

- 1) *Daily Life in the Camps:*

<https://www.yadvashem.org/holocaust/about/camps/daily-life.html>

- 2) *Memorial and museum Auschwitz-Birkenau:*

<https://www.auschwitz.org/en/gallery/historical-pictures-and-documents/extermination,11.html>

- 3) *Sport under Unexpected Circumstances:*

<https://library.oapen.org/bitstream/id/96043938-80bc-46fe-80d8-77f27d943437/1001774.pdf>

- 4) *Jews in Eastern Europe:*

<https://yivoencyclopedia.org/search.aspx?query=Latvia+Liepaja>

- 5) *Jews in Eastern Europe. Latvia:*

<https://yivoencyclopedia.org/article.aspx/Latvia#id0erqag>

- 6) *Latvia photograph:*

<https://encyclopedia.ushmm.org/content/en/gallery/latvia-photographs>

- 2) *Study it and answer the questions.*

- 3) *Present the results of your research to your group members.*

## Questions for analysis:

### 1. Observation and Description:

- What elements can you identify in the historical picture? Describe the people, objects and setting visible in the image.
- What visual clues or details in the photograph provide clues about the time period and context in which the picture was taken?

### 2. Analysis and Interpretation:

- Based on your observations, what conclusions can you draw about the photograph? What relationships do you see between the individuals or objects in the image?
- How does the photograph reflect the historical context of the time period it represents? What message or story might the image be conveying?

### 3. Contextualization and Research:

- How does additional research about the historical period depicted in the photograph enhance your understanding of the image?
- What other sources or tools could you use to gather more information about the photograph and its significance in history?

### 4. Comparative Analysis:

- How does the information gathered from analyzing the historical picture compare with existing historical knowledge or accounts of the time period?
- What insights or questions arise from comparing your analysis of the photograph with other historical sources or perspectives?

## Evaluation task:

1) Find a video interview with a survivor from a camp in one of the databases:

<https://www.yadvashem.org/index.html>

<https://www.ushmm.org/>

<https://www.yadvashem.org/holocaust/video-lectures.html>

[https://collections.ushmm.org/search/?f%5Bf\\_audiovisual%5D%5B%5D=video\\_only](https://collections.ushmm.org/search/?f%5Bf_audiovisual%5D%5B%5D=video_only)

2) Create presentations about one of the survivors, their life story and their significance in the Holocaust history. Describe the lessons we can learn from their stories.

	Started to Learn	Continues to Learn	Learned	Learned in Depth
Understanding of the topic	<ul style="list-style-type: none"> <li>- Demonstrates a basic understanding of the topic.</li> <li>- Struggles to grasp key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Generally, understands the topic, but incompletely.</li> <li>- Grasps some key concepts but has gaps in knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>- Displays a solid grasp of the topic.</li> <li>- Demonstrates a comprehensive understanding of key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits and advanced nuanced understanding of the topic.</li> <li>- Demonstrates mastery of key concepts and their interconnections.</li> </ul>
Quality of information sources	<ul style="list-style-type: none"> <li>- Uses sources with limited quality and relevance.</li> <li>- Sources lack credibility and depth.</li> </ul>	<ul style="list-style-type: none"> <li>- Utilizes sources of moderate quality and relevance.</li> <li>- Sources provide some useful information but lack comprehensiveness.</li> </ul>	<ul style="list-style-type: none"> <li>- Employs high-quality, credible and relevant sources.</li> <li>- Sources provide some useful information but lack comprehensiveness.</li> </ul>	<ul style="list-style-type: none"> <li>- Utilizes a diverse range of high-quality authoritative cutting-edge sources.</li> <li>- Sources provide comprehensive, in-depth and innovative information.</li> </ul>
Quality of presentation	<ul style="list-style-type: none"> <li>- Presents information with minimal organization and clarity.</li> <li>- Visual aids, if used, are basic or ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>- Presents information with some coherence and organization.</li> <li>- Visual aids, if used, are moderately effective.</li> </ul>	<ul style="list-style-type: none"> <li>- Presents information in a logical, clear and engaging manner.</li> <li>- Visual aids, if used, enhance the presentation effectively.</li> </ul>	<ul style="list-style-type: none"> <li>- Presents information in a highly organized, polished and persuasive manner.</li> <li>- Visual aids, if used, are sophisticated and significantly contribute to the overall quality.</li> </ul>

Answers to the questions	<ul style="list-style-type: none"> <li>- Provides simple, surface-level answers.</li> <li>- Struggles to elaborate or explain concepts in depth.</li> </ul>	<ul style="list-style-type: none"> <li>- Offers satisfactory answers that demonstrate a particular understanding.</li> <li>- Can provide some additional details or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>- Provides detailed, accurate and insightful answers.</li> <li>- Can elaborate on concepts and make connections to broader contexts.</li> </ul>	<ul style="list-style-type: none"> <li>- Offers comprehensive, well-reasoned and thought-provoking answers.</li> <li>- Can critically analyse, synthesize and apply the knowledge to novel situations.</li> </ul>
--------------------------	---	--	--	---