

Module name: 2. German and Latvian Remembrance Culture

Outcome of the module: Understanding the Common and Distinctive Features of Latvian and German Remembrance Culture, and Discussing the Significance of Remembrance Culture in Preserving National Identity.

The total number of lessons: 30

Subject	Lessons	Learning outcomes	Concepts	Available sources
The Essence of Collective Memory	2	Describes the essence of collective memory and identifies it in cultural environments of different nations.	<ul style="list-style-type: none"> - Collective memory - Historical trauma 	<p><i>The Power of Collective Memory</i> https://www.scientificamerican.com/article/the-power-of-collective-memory/</p> <p><i>Memory's malleability: its role in shaping collective memory and social identity:</i> https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2012.00257/full</p> <p><i>The memory remains: Understanding collective memory in the digital age:</i> https://www.science.org/doi/10.1126/sciadv.1602368</p> <p>Definition of "Collective memory" https://www.collinsdictionary.com/dictionary/english/collective-memory</p> <p><i>What is historical or collective memory? (video)</i> https://youtu.be/9DK_Ful2UUI?si=iP28C9avekfY3JGe</p> <p><i>The universal decay of collective memory and attention (video)</i></p>

				https://www.nature.com/naturebehav/video/collectivememory Craft as Collective Memory (video) https://youtu.be/hrECyLpL_gY?si=Yqsg4LqUkfWd0tM7
Culture of Remembrance and its Significance	4	<ul style="list-style-type: none"> - Understands the concept of remembrance. - Describes the significance of remembrance in preserving identity. 	<ul style="list-style-type: none"> - Culture of Remembrance - Memorial Day 	<i>Culture(s) of Remembrance:</i> <i>Dealing with the past:</i> https://www.stiftung-evz.de/en/topics/cultures-of-remembrance/ <i>Remembrance:</i> https://www.coe.int/en/web/compass/remembrance
German Culture of Remembrance and its Changes	4	<ul style="list-style-type: none"> - Describes the traditions of German remembrance culture. - Understands the significance of remembrance culture in German society. 	<ul style="list-style-type: none"> - Memorials - Nation - National symbols 	<i>Glossary:</i> https://www.make-it-in-germany.com/en/service/glossary/glossar/do/show/culture-of-remembrance <i>The birth and development of remembrance policy in Germany:</i> https://www.cheminsdememoire.gouv.fr/en/birth-and-development-remembrance-policy-germany <i>Germany's Changing Culture of Remembrance:</i> https://americangerman.institute/2023/04/germanys-changing-culture-of-remembrance/ <i>Understanding Germany's remembrance culture</i> https://www.dw.com/en/learning-germanys-remembrance-culture-as-a-foreigner/a-54012402 <i>Never forget – Germany's culture of remembrance:</i>

				https://www.deutschland.de/en/germany-year-usa-20182019-germanys-culture-of-remembrance <i>Vibrant Culture of Remembrance:</i> https://www.tatsachen-ueber-deutschland.de/en/living-germany/vibrant-culture-remembrance <i>Culture of Remembrance:</i> https://www.antisemitismusbauauftragter.de/Web/BAS/EN/jewish-life/culture-of-remembrance/culture-of-remembrance-node.html
Comparison of German and Latvian Remembrance Cultures	4	<ul style="list-style-type: none"> - Identifies the common and distinctive features of German and Latvian remembrance cultures 	<ul style="list-style-type: none"> - Totalitarian regimes - Nazi Germany - Soviet occupation - Molotov-Ribbentrop Pact 	<i>History of Latvia. A Chronology of Events:</i> https://eca.state.gov/files/bureau/history-of-latvia.pdf <i>National Holidays and Remembrance Days in Latvia:</i> https://www.mfa.gov.lv/en/11-national-holidays-and-remembrance-days <i>Latvia's "Soviet Story". Traditional Justice and the Politics of Commemoration:</i> https://satori.lv/article/latvias-soviet-story-transitional-justice-and-the-politics-of-commemoration <i>Toppling Monuments: How Russia's War against Ukraine has Changed Latvia's Memory Politics:</i> https://www.cultures-of-history.uni-jena.de/latvia/toppling-monuments-how-russias-war-against-ukraine-has-changed-latvias-memory-politics
Latvian	4	<ul style="list-style-type: none"> - Describes Latvian 	<ul style="list-style-type: none"> - Occupation 	<i>Holocaust Education, Remembrance, and Research in</i>

Holocaust Remembrance Culture		remembrance culture and understands its complex nature	<ul style="list-style-type: none"> - National Identity - Historical narratives 	<p><i>Latvia:</i> https://2015.holocaustremembrance.com/member-countries/holocaust-education-remembrance-and-research-latvia</p> <p><i>Jewish genocide memorial day marked in Latvia:</i> https://eng.lsm.lv/article/culture/history/jewish-genocide-memorial-day-marked-in-latvia.a463822/</p> <p><i>The Day of Remembrance of Victims of Genocide Against Jews in Latvia:</i> https://jews.lv/en/day-remembrance-victims-genocide-jews-latvia/news-and-events/</p> <p><i>Holocaust encyclopedia:</i> https://encyclopedia.ushmm.org/tags/en/tag/latvia</p> <p><i>Documentary outlines the horrors of the Holocaust in small-town Latvia:</i> https://eng.lsm.lv/article/features/video/documentary-outlines-the-horrors-of-the-holocaust-in-small-town-latvia.a368821/</p>
Memorial Sites in Esterwegen	4	<ul style="list-style-type: none"> - Recognizes the most significant memorial sites in Esterwegen (Germany). - Describes their connections to the events of World War II. 	- Memorial sites	<p><i>Esterwegen Concentration Camp:</i> https://encyclopedia.ushmm.org/content/en/article/esterwegen-concentration-camp</p> <p><i>Nazi Labor Camps: Esterwegen:</i> https://www.jewishvirtuallibrary.org/esterwegen-labor-camp#google_vignette?utm_content=cmp-true</p> <p><i>The Memorial of Esterwegen:</i> https://www.gedenkstaette-esterwegen.de/fileadmin/user</p>

				_upload/downloads/Flyer/flyer_gedenkstaette_esterwegen- EN.pdf
Memorial Sites in Liepaja	4	<ul style="list-style-type: none"> - Recognizes the most significant memorial sites in Liepaja (Latvia). - Describes their connections to the events of World War II. 	<ul style="list-style-type: none"> - Recognition of suffering - Genocide classification - Historical narratives 	<p><i>Shkede Memorial:</i> http://liepajajewishheritage.lv/en/shkede-memorials/</p> <p><i>Liepaja, the Rainis Park</i> http://memorialplaces.lu.lv/memorial-places/kurzeme/liepaja-the-rainis-park/</p> <p><i>Jews in Liepaja, Latvia 1941 - 1945</i> https://www.liepajajews.org</p> <p><i>The Liepaja Holocaust Memorial Wall:</i> https://www.blumberg.ca/the-liepaja-holocaust-memorial-wall/</p>
Evaluation task	4			

Table for tasks

Module 2. German and Latvian Remembrance Culture

Outcome of the module: Understanding the Common and Distinctive Features of Latvian and German Remembrance Culture, and Discussing the Significance of Remembrance Culture in Preserving National Identity.

Topic	Lessons	Task
The Essence of Collective Memory	2	<p>Task 1</p> <ol style="list-style-type: none"> 1. Explore the internet resources and write down your collective memory definition. 2. Underline about 3 key words in it. 3. Name your keywords so that the teacher can write them on the board. 4. Draw conclusions about the set of keywords obtained. 5. Can you name an example of collective memory using your life experience? <p>Task 2</p> <p><i>Considering what was learned in the previous task and your own knowledge and experience, discuss the proposed questions:</i></p> <ol style="list-style-type: none"> 1. How do collective memories differ among nations? What do you think influences it? 2. What factors cause collective memories to change over generations? 3. Do you know some examples of false collective memories? 4. How do individual and family memories contribute to collective memory?
Culture of Remembrance and Its Significance	4	<p>Task 3</p> <p><i>Create a postcard that commemorates an important historical event or figure from your culture. Include images on one side and a brief description or personal reflection on the other.</i></p> <p>You can create an exhibit in the classroom and/ or present your work to classmates.</p>

Task 4

Get acquainted with the information source and discuss how collective memory is related to the culture of remembrance.

<https://www.stiftung-evz.de/en/topics/cultures-of-remembrance/>

You can use the proposed questions for the discussion:

1. What is meant by "culture of remembrance"?
2. Why is it important for communities to remember their past?
3. How does the article describe the relationship between collective memory and identity?
4. How might new digital formats change the way people examine and remember past?

Task 5

1) Choose one of the historical monuments or memorial places in the nearby or distant vicinity. Analyze the chosen view according to the questions:

1. What is the purpose of this monument or memorial?
 - Why was it created, and what event or individuals does it commemorate?
2. Who is the intended audience for this monument or memorial?
 - Who do you think the monument is meant to reach or impact? Is it for the public, specific communities or families of those being honored?
3. What symbols or imagery are used in the monument or memorial?
 - Are there the specific symbols, sculptures or images? What do they represent, and how do they contribute to the overall meaning of the monument?
4. What materials are used in the construction of the monument or memorial?
 - What materials were chosen (e.g. stone, metal, glass), and what might these choices signify about the monument's message or purpose?
5. How is the memorial or monument designed?

		<ul style="list-style-type: none"> - What is the layout and structure of the monument? Is it open or closed? How does the design influence the visitor's experience? <p>6. What emotions does the monument or memorial evoke?</p> <ul style="list-style-type: none"> - What feelings do you experience when viewing the monument? How does it make you reflect on the event or individuals it commemorates? <p>7. How does the monument or memorial connect to the surrounding environment?</p> <ul style="list-style-type: none"> - Where is it located? How does its location enhance or change its meaning? - Is it in public space, a cemetery or a historical site? <p>2) How are these monuments/ memorial sites related to collective memory and the culture of remembrance?</p>
German Culture of Remembrance and Its Changes	4	<p>Task 6</p> <p><i>1) Read the article and create a mind map illustrating the key aspects of German remembrance culture.</i></p> <p>https://www.dw.com/en/knowning-germanys-remembrance-culture-as-a-foreigner/a-54012402</p> <p>If you need help understanding how to create a mind map, watch this video:</p> <p>https://youtu.be/Ta0iaSv4QRo?si=LiDkeExRGXq32060</p>
		<p>Task 7</p> <p><i>1) Write a short reflective piece on what you believe is the most important aspect of Germany's remembrance culture.</i></p> <p><i>2) You can share your reflections in small groups, discussing how your views were shaped by the article.</i></p>

		Task 8 1) Watch the video. 2) What reflections does it raise about the changes in German remembrance culture? Do you think these changes are supportable? Justify your opinion. https://youtu.be/wgfEjM-BH_M?si=qHtrM0LVSe0HW0Ix
Latvian Holocaust Remembrance Culture	4	Task 9 1) Familiarize yourself with the history of Latvia, paying special attention to the section: "The Loss of Independence, Second World War and Soviet Era Latvia (1939 – 1980)": https://eca.state.gov/files/bureau/history-of-latvia.pdf 2) Create a timeline, marking the most significant events of this period in the territory of Latvia at the top. 3) On the same timeline, mark the most significant events in German history during this period at the bottom (if necessary, ask your teacher for help). 4) What main conclusions can you draw? What are the similarities and differences in the events of both countries? Task 10 Explore Latvia's remembrance days. What conclusions can you draw about the traditions of Latvian remembrance culture from this? https://www.mfa.gov.lv/en/11-national-holidays-and-remembrance-days
Comparison of German and Latvian Remembrance Cultures	4	Task 11 To better understand Latvia's stance in the context of World War II remembrance, read the text and express your opinion on the provided questions. Discuss them in the class. https://satori.lv/article/latvias-soviet-story-transitional-justice-and-the-politics-of-commemoration

		<p>Questions:</p> <ol style="list-style-type: none"> 1) How was Latvia's experience during World War II different from that of Western European countries? 2) How does the agreement between the Soviet Union and Nazi Germany (the Molotov-Ribbentrop Pact) affect Latvia's view of World War II? 3) What challenges did Latvia face when trying to hold people accountable for crimes committed during the Soviet era? 4) What does "transitional justice" mean, and how is it important for Latvia as it deals with Soviet past? 5) Why are the mass deportations of Latvians in 1941 and 1949 important to how people remember Latvia's history? What are the arguments for and against the idea? 6) How has Latvia's way of remembering its history affected its relationships with other countries in Europe? 7) How does the way Latvia remember its past serve political goals? What does this mean for how history is taught in schools?
		<p>Task 12</p> <p><i>Watch the documentary film about the Holocaust events in a small town in Latvia. What reflections does it evoke in you?</i></p> <p>https://eng.lsm.lv/article/features/video/documentary-outlines-the-horrors-of-the-holocaust-in-small-town-latvia.a368821/</p>
		<p>Task 13</p> <p><i>1) Familiarize yourself with Holocaust remembrance activities in Latvia:</i></p> <p><u>Holocaust Education in Schools</u></p>

		<ul style="list-style-type: none"> -The study of the Holocaust is a compulsory part of the history curriculum in Latvian schools, as well as being integrated into subjects like history of culture, civics and politics. -Questions on the Holocaust are included in school exams. -Several books on the Holocaust and Jewish history in Latvia are available for students, such as "Tell Ye Your Children" by Paul A. Levine and Stephane Bruchfeld. -Teachers regularly attend seminars on Holocaust education, including visits to Yad Vashem in Israel. <p><u>Official Remembrance Days</u></p> <ul style="list-style-type: none"> - July 4th is an official Commemoration Day of Genocide against the Jews in Latvia. It marks the anniversary of the burning of the Riga Choral Synagogue in 1941 with people locked inside. - January 27th, International Holocaust Remembrance Day, is also commemorated with special events. - The President, government officials, ambassadors, Jewish organizations and the public attend the annual July 4th commemoration at the synagogue memorial site in Riga. <p><u>Research and Memorials</u></p> <ul style="list-style-type: none"> - After regaining independence in 1991, Latvian historians began researching the Holocaust using local documentation. - The Latvian Commission of Historians has published 27 volumes on the topic so far. - Memorial sites dedicated to Holocaust victims are being built or restored by the Latvian Jewish community and local authorities. - In 2013, a monument was erected to Zanis Lipke and others who rescued Jews during the war. <p><u>Endorsing the IHRA Definition of Antisemitism</u></p> <ul style="list-style-type: none"> - In 2023, Latvia endorsed the working definition of antisemitism by the International Holocaust Remembrance Alliance (IHRA). - This is part of Latvia's "Plan for the Reduction of Racism and Antisemitism 2023" to prevent intolerance and hate speech. <p><i>2) Find the necessary information and compare it with activities in Germany. What common and different features can you identify?</i></p>
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		<p>Task 14</p> <p><u>What conclusions about the attitude of the Latvian state and its leaders towards the remembrance of the Holocaust can you draw from the provided sources?</u></p> <p>https://eng.lsm.lv/article/culture/history/jewish-genocide-memorial-day- marked-in-latvia.a463822/</p> <p>https://jews.lv/en/day-remembrance-victims-genocide-jews-latvia/news- and-events/</p>
Memorial Sites in Esterwegen	4	<p>Task 15</p> <p>1) Read the article on the Esterwegen Concentration Camp to learn about the camp's history, conditions and the experience of prisoners.</p> <p>2) Take notes on key details that you can incorporate into your postcard, such as:</p> <ul style="list-style-type: none"> - The types of prisoners held at Esterwegen. - The harsh living conditions and forced labor. - The brutality of the guards and the Nazi regime. - The sense of hope, resilience and solidarity among prisoners. <p>https://encyclopedia.ushmm.org/content/en/article/esterwegen- concentration-camp</p> <p>3) Postcard creation:</p> <ul style="list-style-type: none"> - Design the front of your postcard with an image or illustration that represents Esterwegen or the prisoner's experience. - On the back of the postcard, write a message from the perspective of a prisoner. Consider the following: <ul style="list-style-type: none"> o Who is the postcard addressed to (e.g. family member, friend)? o What is the prisoner's name and background? o How does the prisoner describe the conditions at the camp? o What emotions and thoughts are expressed in the message? o Is there a sense of hope or a call for action? - Keep the message concise, as if it was a real postcard that could be smuggled out of camp. - Share your postcard with the class, explaining your research process and the choices you made, creating the message and illustration.

Memorial Sites in Liepaja		Task 16 1) <i>Please read the following information about Jews in Liepaja</i> 2) <i>Describe how the Nazi occupation of Latvia changed the Jewish community.</i>
Evaluation task: "Memorial Sites in Liepaja"	4	Task 17 1) <u><i>Research the Holocaust memorial sites in Liepaja.</i></u> 2) <i>Create a poster. Each poster should include:</i> <ul style="list-style-type: none"> - Title: "Holocaust Memorial Places in Liepaja". - Photographs or drawings of the memorials and relevant historical images. - Text: Brief descriptions of each site, including: <ul style="list-style-type: none"> o Historical context (e.g. dates of significant events) o Information about the memorials (who created them, when they were unveiled) o The significance of the places in remembering the Holocaust. 3) <i>Presentation: Present your poster to the class and explain the importance of each site and what you have learned during this task.</i> <i>After the presentation write a short reflection on what you learned about the Holocaust and the importance of memorials in preserving history.</i>

Module 2

German and Latvian Remembrance Culture

Task 1

1. Explore the internet resources and write down your collective memory definition.
2. Underline about 3 keywords in it.
3. Name your keywords so that the teacher can write them on the board.
4. Draw conclusions about the set of keywords obtained.
5. Can you name an example of collective memory using your life experience?

Task 2

1. Considering what was learned in the previous task and your own knowledge and experience, discuss the proposed questions:
2. How do collective memories differ among nations? What do you think influences it?
3. What factors cause collective memories to change over generations?
4. Do you know some examples of false collective memories?
5. How do individual and family memories contribute to collective memory?

Task 3

1. Create a postcard that commemorates an important historical event or figure from your culture. Include images on one side and a brief description or personal reflection on the other.
2. You can create an exhibit in the classroom and/ or present your work to classmates.

Task 4

Get acquainted with the information source and discuss how collective memory is related to the culture of remembrance.

<https://www.stiftung-evz.de/en/topics/cultures-of-remembrance/>

1. You can use the proposed questions for the discussion:
2. What is meant by “culture of remembrance”?
3. Why is it important for communities to remember their past?
4. How does the article describe the relationship between collective memory and identity?
5. How might new digital formats change the way people examine and remember past?

Task 5

- 1) Choose one of the historical monuments or memorial places in the nearby or distant vicinity. Analyze the chosen view according to the questions:
 - a. What is the purpose of this monument or memorial?
 - Why was it created, and what event or individuals does it commemorate?
 - b. Who is the intended audience for this monument or memorial?
 - Who do you think the monument is meant to reach or impact? Is it for the public, specific communities or families of those being honored?
 - c. What symbols or imagery are used in the monument or memorial?
 - Are there the specific symbols, sculptures or images? What do they represent, and how do they contribute to the overall meaning of the monument?
 - d. What materials are used in the construction of the monument or memorial?

- What materials were chosen (e.g. stone, metal, glass), and what might these choices signify about the monument's message or purpose?
- e. How is the memorial or monument designed?
 - What is the layout and structure of the monument? Is it open or closed? How does the design influence the visitor's experience?
- f. What emotions does the monument or memorial evoke?
 - What feelings do you experience when viewing the monument? How does it make you reflect on the event or individuals it commemorates?
- g. How does the monument or memorial connect to the surrounding environment?
 - Where is it located? How does its location enhance or change its meaning? Is it in public space, a cemetery or a historical site?
 - How are these monuments/ memorial sites related to collective memory and the culture of remembrance.

Task 6

- 1) Read the article and create a mind map illustrating the key aspects of German remembrance culture.

<https://www.dw.com/en/knowing-germanys-remembrance-culture-as-a-foreigner/a-54012402>

If you need help understanding how to create a mind map, watch this video:

<https://youtu.be/Ta0iaSv4QRo?si=LiDkeExRGXq32060>

- 2) Write a short reflective piece on what you believe is the most important aspect of Germany's remembrance culture.

You can share your reflections in small groups, discussing how your views were shaped by the article.

Task 7

- 1) Read the article and create a mind map illustrating the key aspects of German remembrance culture.

<https://www.dw.com/en/knowning-germanys-remembrance-culture-as-a-foreigner/a-54012402>

If you need help understanding how to create a mind map, watch this video:

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- 2) Write a short reflective piece on what you believe is the most important aspect of Germany's remembrance culture.

You can share your reflections in small groups, discussing how your views were shaped by the article.

Task 8

- 1) Watch the video.
- 2) What reflections does it raise about the changes in German remembrance culture? Do you think these changes are supportable? Justify your opinion.

https://youtu.be/wqfEjM-BH_M?si=gHtrM0LVSe0HW0lx

Task 9

- 1) Familiarize yourself with the history of Latvia, paying special attention to the section: "The Loss of Independence, Second World War and Soviet Era Latvia (1939 – 1980)": <https://eca.state.gov/files/bureau/history-of-latvia.pdf>
- 2) Create a timeline, marking the most significant events of this period in the territory of Latvia at the top.
- 3) On the same timeline, mark the most significant events in German history during this period at the bottom (if necessary, ask your teacher for help).
- 4) What main conclusions can you draw? What are the similarities and differences in the events of both countries?

Task 10

Explore Latvia's remembrance days. What conclusions can you draw about the traditions of Latvian remembrance culture from this?

<https://www.mfa.gov.lv/en/11-national-holidays-and-remembrance-days>

Task 11

To better understand Latvia's stance in the context of World War II remembrance, read the text and express your opinion on the provided questions. Discuss the in the class.

<https://satori.lv/article/latvias-soviet-story-transitional-justice-and-the-politics-of-commemoration>

Questions:

1. How was Latvia's experience during World War II different from that of Western European countries?
2. How does the agreement between the Soviet Union and Nazi Germany (the Molotov-Ribbentrop Pact) affect Latvia's view of World War II?
3. What challenges did Latvia face when trying to hold people accountable for crimes committed during the Soviet era?
4. What does "transitional justice" mean, and how is it important for Latvia as it deals with Soviet past?
5. Why are the mass deportations of Latvians in 1941 and 1949 important to how people remember Latvia's history? What are the arguments for and against the idea?
6. How has Latvia's way of remembering its history affected its relationships with other countries in Europe?
7. How does the way Latvia remember its past serve political goals? What does this mean for how history is taught in schools?

Task 12

Watch the documentary film about the Holocaust events in a small town in Latvia. What reflections does it evoke in you?

<https://eng.lsm.lv/article/features/video/documentary-outlines-the-horrors-of-the-holocaust-in-small-town-latvia.a368821/>

Task 13

1) Familiarize yourself with Holocaust remembrance activities in Latvia:

Holocaust Education in Schools

- The study of the Holocaust is a compulsory part of the history curriculum in Latvian schools, as well as being integrated into subjects like history of culture, civics and politics.
- Questions on the Holocaust are included in school exams.
- Several books on the Holocaust and Jewish history in Latvia are available for students, such as "Tell Ye Your Children" by Paul A. Levine and Stephane Bruchfeld.
- Teachers regularly attend seminars on Holocaust education, including visits to Yad Vashem in Israel.

Official Remembrance Days

- July 4th is an official Commemoration Day of Genocide against the Jews in Latvia. It marks the anniversary of the burning of the Riga Choral Synagogue in 1941 with people locked inside.
- January 27th, International Holocaust Remembrance Day, is also commemorated with special events.
- The President, government officials, ambassadors, Jewish organizations and the public attend the annual July 4th commemoration at the synagogue memorial site in Riga.

Research and Memorials

- After regaining independence in 1991, Latvian historians began researching the Holocaust using local documentation.
- The Latvian Commission of Historians has published 27 volumes on the topic so far.
- Memorial sites dedicated to Holocaust victims are being built or restored by the Latvian Jewish community and local authorities.
- In 2013, a monument was erected to Zanis Lipke and others who rescued Jews during the war.

Endorsing the IHRA Definition of Antisemitism

- In 2023, Latvia endorsed the working definition of antisemitism by the International Holocaust Remembrance Alliance (IHRA).
- This is part of Latvia's "Plan for the Reduction of Racism and Antisemitism 2023" to prevent intolerance and hate speech.

2) Find the necessary information and compare it with activities in Germany. What common and different features can you identify?

Task 14

What conclusions about the attitude of the Latvian state and its leaders towards the remembrance of the Holocaust can you draw from the provided sources?

<https://eng.lsm.lv/article/culture/history/jewish-genocide-memorial-day-marked-in-latvia.a463822/>

<https://jews.lv/en/day-remembrance-victims-genocide-jews-latvia/news-and-events/>

Task 15

1. Read the article on the Esterwegen Concentration Camp to learn about the camp's history, conditions and the experience of prisoners.
2. Take notes on key details that you can incorporate into your postcard, such as:
 - The types of prisoners held at Esterwegen.
 - The harsh living conditions and forced labor.
 - The brutality of the guards and the Nazi regime.
 - The sense of hope, resilience and solidarity among prisoners.

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

3. Postcard creation:
 - Design the front of your postcard with an image or illustration that represents Esterwegen or the prisoner's experience.
 - On the back of the postcard, write a message from the perspective of a prisoner. Consider the following:
 - o Who is the postcard addressed to (e.g. family member, friend)?
 - o What is the prisoner's name and background?
 - o How does the prisoner describe the conditions at the camp?
 - o What emotions and thoughts are expressed in the message?
 - o Is there a sense of hope or a call for action?
 - Keep the message concise, as if it was a real postcard that could be smuggled out of camp.
 - Share your postcard with the class, explaining research process, the choices you made in creating the message and illustration.

Task 16

1. Please read following information about Jews in Liepaja

Liepaja, located in the Courland region of Latvia, has a rich Jewish history that began in the early 1800s. By the end of the 19th century, the Jewish community had grown to approximately 9,400 individuals, making up about one-seventh of the city's population.

In the early 20th century, around 25% of the Jewish population emigrated, influenced by World War I and the rise of Zionism, mostly moving to Eretz Israel (Mandatory Palestine).

The situation changed dramatically when the Soviets occupied Liepaja in 1940. Following the German invasion in July 1941, local Jews faced brutal persecution. In July alone, around 1,000 Jewish residents were executed, primarily men. This violence continued, with hundreds more killed in subsequent months. A particularly horrific event occurred in December 1941, when approximately 2,800 Jews, mostly women and children, were shot. By the end of that year, the Jewish population had decreased to fewer than 1,000 individuals.

In mid-1942, the remaining Jews were confined to a ghetto established in the city. In October 1943, about half of the ghetto's inhabitants were deported to the Kaiserwald concentration camp near Riga, while others were sent to the Riga ghetto and subsequently to Auschwitz.

The Red Army's arrival on May 9, 1945, revealed that only a few dozen Jews remained in Liepaja. Today, several hundred Jews live in the city, including Holocaust survivors, their descendants and immigrants from the former Soviet Union. This history underscores the profound impact of the Holocaust on the Jewish community in Liepaja.

2. Describe how the Nazi occupation of Latvia changed the Jewish community.

Task 17

1) Research the Holocaust memorial sites in Liepaja:

Memorial Sites:

<http://liepajajewishheritage.lv/en/jewish-sites/>

Shkede Memorial:

<http://liepajajewishheritage.lv/en/shkede-memorials/>

Liepāja, the Rainis Park

<http://memorialplaces.lu.lv/memorial-places/kurzeme/liepaja-the-rainis-park/>

Jews in Liepāja, Latvia 1941 - 1945

<https://www.liepajajews.org>

The Liepāja Holocaust Memorial Wall:

<https://www.blumberg.ca/the-liepaja-holocaust-memorial-wall/>

2) Create a poster. Each poster should include:

- Title: "Holocaust Memorial Places in Liepāja".
- Photographs or drawings of the memorials and relevant historical images.
- Text: Brief descriptions of each site, including:
 - o Historical context (e.g. dates of significant events)
 - o Information about the memorials (who created them, when they were unveiled)
 - o The significance of the places in remembering the Holocaust.

3) Presentation: Present your poster to the class and explain the importance of each site and what you have learned during this task.

After the presentation write a short reflection on what you learned about the Holocaust and the importance of memorials in preserving history

	Started to Learn	Continues to Learn	Learned	Learned in Depth
Research Quality	Minimal research, few facts included	Some research, basic facts included, but lacks depth	Good research, most facts are accurate and relevant	Extensive research, comprehensive understanding of the topic with rich details.
Content Accuracy	Many inaccuracies, misrepresentation of fact	Some inaccuracies, basic understanding of the topic	Mostly accurate, few minor errors	Completely accurate, demonstrates through understanding of the topic
Visual Appeal	Unattractive layout, minimal use of images or design elements	Basic layout, some images included, but lacks creativity	Visually appealing, good use of images and design elements	Highly creative and engaging, exceptional use of images and design elements enhances the content
Clarity of Information	Difficult to understand, unclear messages	Some clarity, key points are present but not well articulated	Clear and concise, main ideas are easy to understand	Extremely clear, information is presented in a logical and engaging manner
Presentation Skills	Struggles to present, lacks confidence and clarity	Some confidence, presents key points but lacks engagement	Good presentation skills, engages the audience and communicates effectively	Excellent presentation skills, captivates the audience with confidence and enthusiasm
Reflection Quality	Minimal reflection, lacks insight or personal connection	Some reflection, basic insights but lacks depth	Thoughtful reflection, shows understanding and personal connections to the topic	Deep and insightful reflection, demonstrates a profound understanding and emotional connection to the subject matter