

**The Centre for Holocaust Education and Scholarship
Nuremberg Trials Group Work
Teaching Strategy #2**



"The 3 Big Questions"

How do they connect to the world our students live in today?

The purpose of this lesson is to help students define what justice looks like after the Holocaust and to help them develop a deeper understanding of justice in their own lives. Through learning about the Nuremberg Trials, they consider the legal and ethical dilemmas posed after genocide or massive collective violence. The process of listening to different perspectives about justice after the Holocaust can help students develop a more sophisticated understanding of justice in their own lives. What are the different ways justice can be achieved? How do we judge the actions of perpetrators and bystanders? Should people be held responsible for following laws or orders that are morally wrong? These are some of the questions students explore in this lesson.

Learning Goals

The purpose of this lesson is to help students:

Reflect on these guiding questions:

- What is justice?
- What does justice look like after a horrible event like the Holocaust?
- Who is responsible for the crimes committed during the Holocaust?
- Are individuals responsible for their crimes if they have obeyed the laws of their nation?

Practice these interdisciplinary skills:

- Defining abstract concepts
- Defending a position on controversial issues
- Listening respectfully to the ideas of others

Deepen understanding of these key terms:

- Justice
- Crimes against humanity
- Nuremberg trials
- Responsibility

This lesson assumes that the students have completed the study of the Nuremberg trials. They have worked on factual and possibly inferential types of questions. This teaching strategy will focus on "Universal Questions" or as we will refer to them the "The 3 Big Questions." These are open-ended questions that are raised by ideas, in the text. They are intended to provoke a discussion of an abstract idea or issue.

Graffiti Board Activity: The 3 Big Questions and Connections

The Centre for Holocaust Education and Scholarship
Nuremberg Trials Group Work
Teaching Strategy #2

The teacher will begin with the guiding questions that appear under learning goals.

Materials

Graffiti board (poster board)
Markers.

The students will work in a group or pairs.

The group will come up with 3 Big Questions about justice and the Nuremberg Trials.

Examples:

Should people be held responsible for following laws and orders that are morally wrong?

What are the different ways that justice can be achieved?

How do we judge the actions of perpetrators and bystanders?

They will write down their questions on one side of their graffiti board. They can choose to design those questions in the "spirit" of a real graffiti wall should they choose to do so.

The group then comes up with connections to the questions they raised. How does this have significance to the world they live in today?

Examples:

Can we define what is happening in Syria today as war crimes? Who are the perpetrators?

Should perpetrators today in Syria and elsewhere be held accountable?

Hate crimes in Canada. Are they aware of them? Do they pay attention to them?

How can we prevent them?

What are the legal repercussions of engaging in this kind of behaviour?

The group write a few of these questions on their Graffiti board under "Connections."

Sharing the information:

The teacher can have the same blank Graffiti board presented digitally on a smart board.

Have representatives from the groups come up and share their thoughts.

"Gallery Walk"

The students hang them or exhibit them on their desk. The students do a gallery walk.

They explore everyone's idea this way.

This strategy will lead to a class discussion on this topic.