

Project plan template

Basic details
<p><i>Title of project:</i> Past the Gates: The Women of Ravensbrück</p> <p><i>School:</i> Szabó Lőrinc Hungarian-English Bilingual Primary and Secondary School of Pasarét, Lauder Javne Jewish Community School, Kindergarten, and Music School</p> <p><i>City:</i> Budapest</p> <p><i>Name of teacher(s):</i> Zsuzsa Ébner, Anna Ébner</p> <p><i>Subject:</i> History, Social Studies, Ethics</p>
Participating students
<p><i>Number of students:</i> 16-18</p> <p><i>Age / grade:</i> grade 11 and grade 12 (approximately 16-18-year-olds)</p> <p><i>Social/cultural/religious background of the students:-</i></p>
Resource pack information
<p><i>Name of Resource Pack:</i> Hungary, Germany, Poland, France, Soviet Union</p> <p><i>Primary resources used:</i> all resources can be found below</p>
Mission and goals
<p><i>What problem/challenge does the project try to solve?</i></p> <ul style="list-style-type: none"> • The project aims to address some key educational and social challenges • It wishes to enhance historical awareness regarding Ravensbrück and amplify the unheard voices of its prisoners • The project aims to foster empathy, encourage moral reflection and promote active citizenship <p><i>What is the mission of the project?</i></p> <ul style="list-style-type: none"> • The main aim of this project is to reinforce and deepen the students' historical knowledge regarding the Holocaust. The project is based on an interdisciplinary approach that provides a comprehensive understanding of the Ravensbrück concentration camp; its historical significance and all that went down behind its gates. • It is also an important goal to facilitate discussions by multi-point storytelling about the moral and ethical dilemmas connected to the wrongdoings of the guards and medical personnel at Ravensbrück. <p><i>What are the goals of the project?</i></p> <p><i>Goals of the first lesson</i></p> <ul style="list-style-type: none"> • to recall the historical background and clarify the most important key terms (different types of camps, forced labour, deportation, ghettos, antisemitism, etc.) • to provide an introduction to Ravensbrück (establishment, main purpose, layout of the camp, demographics of the prisoners, daily life, etc.) • highlighting women's voices via their testimonies to foster a more gender-balanced understanding of the Holocaust • to help the students set up a visual timeline regarding the operation of Ravensbrück • to spark discussions about ethical dilemmas (concepts: the psychological and physical impact of the medical experiments, post-war trial of the perpetrators, and remembrance)

Goals of the second lesson

- to enable students to work with a great variety of sources – primary and second-hand sources alike – and practice how they could analyze and then synthesize these sources so that they could collaboratively create the end product of their group work, that is an informative digital poster
- to encourage students to do their own research
- to apply a microhistorical approach and focus on testimonies, camp documents, and personal stories

Goals of the third lesson

- to develop presentation skills: to help the students practice how they could present their digital posters and findings in an engaging and organized way
- to practice peer evaluation when giving feedback
- to encourage students to reflect on what they take away from the lessons revolving around the camp and how it contributed to their understanding of the Holocaust

Applied (online) tools & Centropa resources: Which online tools will you use in this lesson? Be specific, and if possible include links.

Applied tools

- technology: laptop, projector, tablets/laptops for the students, access to internet
- printed postcards for the warmer of the 1st lesson
- printed photos for the timeline
- printed A5 photos of the 4 women that are cut into pieces
- map of the camp
- empty sheets of paper for note-taking
- printed evaluation sheets
- empty sheets of paper for the Q&A section
- empty sheets of paper for the closing activity of the 3rd lesson

Centropa resources

- Interview with Mariann Szamosi: <https://www.centropa.org/en/biography/mariann-szamosi>
- Interview with Imréné Herczog: <https://www.centropa.org/hu/biography/herczog-imrene>
- Interview with Magda Frkalova: <https://www.centropa.org/en/biography/magda-frkalova>

Other resources

- Postcards by Yad Vashem: <https://www.yadvashem.org/education/international-projects/postcards.html>
- “Women of Ravensbrück: The Forgotten Camp” - documentary: <https://www.youtube.com/watch?v=TisxvqIWdXg>
- Map of the camp: <https://encyclopedia.ushmm.org/content/en/map/ravensbrueck-concentration-camp-1945?parent=en%2F4015>
- Photos of the timeline:
 - <https://www.theholocaustexplained.org/the-camps/case-study-ravensbruck/liberation/>
 - <https://encyclopedia.ushmm.org/content/en/photo/photograph-documenting-medical-experiments-on-a-polish-prisoner-in-the-ravensbrueck-concentration-camp?parent=en%2F4015>
 - <https://www.theholocaustexplained.org/the-camps/case-study-ravensbruck/liberation/>
 - <https://encyclopedia.ushmm.org/content/en/map/liberation-of-major-nazi-camps-1944-1945?parent=en%2F2317>

- <https://encyclopedia.ushmm.org/content/en/photo/wladislava-karolewska-testifies-at-the-doctors-trial?parent=en%2F11316>
- https://www.irk-cir.org/en/brief_history
- Menti: www.menti.com
- Portraits:
 - <https://www.centropa.org/hu/biography/herczog-imrene>
 - <https://www.centropa.org/en/biography/mariann-szamosi>
 - <https://www.theholocaustexplained.org/the-camps/case-study-ravensbruck/liberation/>
 - <https://www.irk-cir.org/en/resistance>

Group work's resources

- Imréné Herczog
 - Interview: <https://www.centropa.org/hu/biography/herczog-imrene>
 - Violette Lecoq's drawings (Barrack, Roll call, Lack of Hygiene) Link: <https://www.iwm.org.uk/collections/item/object/23438>
 - Forced labour. Link: <https://encyclopedia.ushmm.org/content/en/article/ravensbrueck>
 - Screenshot from the documentary: Women of Ravensbrück. Link: <https://www.youtube.com/watch?v=TisxvqIWdXg&t=1503s> red triangle - <https://www.theholocaustexplained.org/the-camps/case-study-ravensbruck/liberation/>
- Mariann Szamosi
 - Interview: <https://www.centropa.org/en/biography/mariann-szamosi>
 - Violette Lecoq's drawings (Morgue? No, hospital.; Selection) Link: <https://www.iwm.org.uk/collections/item/object/23438>
 - Screenshots from the documentary: Women of Ravensbrück. – Medical experiments Link: <https://www.youtube.com/watch?v=TisxvqIWdXg&t=1503>
- Guards
 - Magda Frkalova's centropa interview Link: <https://www.centropa.org/en/biography/magda-frkalova>
 - Adaptation of an article from the United States Holocaust Memorial Museum. "Ravensbrück." Holocaust Encyclopedia. Link: <https://encyclopedia.ushmm.org/content/en/article/ravensbrueck>
 - Adaptation of a BBC article: Damien McGuinness: Nazi Ravensbrück camp: How ordinary women became SS torturers. Link: <https://www.bbc.com/news/world-europe-55661782>
 - Female guards at Ravensbrück. Link: <https://www.bbc.com/news/world-europe-55661782>
 - Violette Lecoq's drawing (Brutality) Link: <https://www.iwm.org.uk/collections/item/object/23438>
 - A photo of Irma Grese Link: <https://www.theholocaustexplained.org/the-camps/case-study-ravensbruck/liberation/>
 - The affidavit of Luise Buch. Link: <https://www.theholocaustexplained.org/the-camps/case-study-ravensbruck/liberation/>
- Resistance
 - A text that is adapted from the *Resistance and Solidarity* article of the International Ravensbrück Committee. Link: <https://www.irk-cir.org/en/resistance>
 - Cookbook Link: <https://encyclopedia.ushmm.org/content/en/gallery/cookbook-created-in-the-ravensbruck-camp?parent=en%2F4015>
 - Violette Lecoq's drawing (Friendship) Link: <https://www.iwm.org.uk/collections/item/object/23438>

Lesson plan schedule

What will exactly happen in the framework of this project?

Planned schedule/ milestones:

1st lesson - Unveiling Ravensbrück: An In-Depth Exploration of the Camp

All the extra materials for the first lesson – postcards, overview worksheet, timeline – can be found in the following folder:

https://drive.google.com/drive/folders/1n5S689EIPK6tecEh4GkKGa_OsfXitcgd?usp=drive_link

I. Warmer (15-20 minutes)

1. Preparation: Teacher prints out two sets of postcards. Each set consists of the same number of cards depending on the number of participating students – all of these cards highlight women and some of them are directly connected to Ravensbrück. Teacher then places the two sets on two separate tables.
2. Teacher divides the students into two groups and asks each of them to choose one postcard.
3. Students form pairs within their groups and reflect on their postcards. (Guiding questions: Why did you happen to pick up this card? What does it depict? How would you interpret it?) Students exchange their ideas and then they flip their postcards and analyze them based on the brief texts from the back of the cards.
4. Students rearrange their seats in a way that all of them sit in one big circle and the teacher encourages them to volunteer and talk about their postcards. (In this way 2 students have already talked about the same postcard in pairs.)
5. The teacher is only a facilitator and helps the students navigate the discussion. The main aim here is to set the scene for the project: recall the historical background and clarify the most important historical terms. (Concepts: different types of camps and their purposes, deportation, treatment of prisoners, antisemitism, dehumanization, etc.)
6. Finally, the teacher asks the students to have a look at the postcards and try to see what they all have in common: they shed light on women and their voices. Then she shows the postcards that share an even stronger connecting link (they are connected to Ravensbrück) and this is how the project's topic is elicited.

II. Camp Overview: general introduction of the camp (10 minutes)

1. The teacher tells students that they are going to watch short clips from the documentary titled “Women of Ravensbrück: The Forgotten Camp” to get an overview of what happened there.
2. Explanation of the task: each student is going to get a worksheet with 6 questions on them. They have to read the questions carefully and answer them while they are watching the clip.
3. The teacher distributes the sheets, asks students to read the questions and then starts playing the documentary from 0:00 to 2:45. (Link: <https://www.youtube.com/watch?v=TisxvqIWdXg>)
4. Answer check.
5. Moving on, the teacher displays/projects the camp's map (<https://encyclopedia.ushmm.org/content/en/map/ravensbrueck-concentration-camp-1945?parent=en%2F4015>) and asks her students to tell her additional pieces of information about the camp that haven't been mentioned in the video. (Possible aspects to discuss: gates, forced labour, crematorium, gas chamber, etc.)
6. Teacher then shows the 3D portrayal of the camp (from 3:45 to 5:07) from the same documentary. (<https://www.youtube.com/watch?v=TisxvqIWdXg>)

III. Timeline (10 minutes)

1. Four groups are formed and each group is provided with 6 photos.
2. Students talk about the pictures and try to put them in a chronological order.

3. Students use their phones to check if their timeline is correct. (They can rely on reverse image search or Google Lens.)
4. Teacher projects the right order and facilitates a discussion regarding the pictures. (Recommended concepts: harsh working conditions, the psychological and physical impact of the medical experiments, administration and prisoner cards, liberation, accountability and trials, remembrance and memorials, etc.)

IV. Closer (5 minutes)

1. Ss are about to create a word cloud together. Teacher asks students to go to menti (www.menti.com) and enter the code and type in three things that they take away from this lesson.
2. Teacher puts the cloud on full screen and asks if there are any volunteers who would like to reflect on their own words.

2nd lesson - Daily Life at Ravensbrück

The extra materials for the second lesson – portraits, peer evaluation sheet, camp map with QR codes – can be found in the following folder:

https://drive.google.com/drive/folders/1n5S689EIPK6tecEh4GkKGa_OsfXitcgd?usp=drive_link

All the resources for the group work can be accessed from the links below. They are uploaded like this because in this way, they can be shared with the students right away and the materials along with the upcoming digital posters of the students could be found within the same folder. (Note: Thanks to this method, we could see all the posters altogether and have a nice collection of student works potentially from all over the world. We could even go one step further and create a virtual exhibition/gallery that crosses borders and connects the participants.)

- Mariann Szamosi: <https://drive.google.com/drive/folders/1MMbBqoJV9NOfo0BWwPkuALflbJvsu3Hsv?usp=sharing>
- Imréné Herczog: https://drive.google.com/drive/folders/13uzwY-PDpODhqTXcMVQO_CoStE2RHjC7?usp=sharing
- Guards: https://drive.google.com/drive/folders/1aRCez4-9e2R3Qixlb_Dz1m3hLfCxYm4x?usp=sharing
- Resistance: <https://drive.google.com/drive/folders/1Mv19qQgZiIvUvwLkZpjdVnfDNL2P-Z?usp=sharing>

I. Warmer: Portraits (10 minutes)

1. Preparation: The teacher prints out A5 photos of Szamosi Mariann, Herczog Imréné, Irma Grese, and Yevgenia Lasarevna Klemm and then cuts each photo into 4 (or 5 depending on the number of students) pieces.
2. Teacher lets the students know that they are going to work in groups of 4 or 5 and that they are going to form these groups the following way: each student gets a piece and their task will be to walk around the classroom and find those who have a piece of the same photo as they do.
3. Once the groups are formed, the teacher asks students if they can name any of the women. Each woman is named – either by the students or the teacher – then the teacher adds that they are going to get a deeper insight into the lives of these women via their own testimonies and learn about what life was like behind the gates of Ravensbrück.

II. Group work (30 minutes)

1. Preparation: printing out the camp's map that features the QR codes.

2. The teacher clarifies that each woman is somehow connected to a specific topic. The group with Mariann Szamosi's photo is going to focus on medical experiments, the group who got Imréné Herczog's photo will have insights into the daily life of prisoners. The third group who has the photo of Irma Grese is going to research the brutality of the guards, whereas the fourth group with Lasarevna Klemm's photo will focus on persevering and resistance.
3. Teacher adds that students will have to create and present a digital poster focusing on their specific topic. Teacher asks students to have a look at the camp's map. Teacher draws her students' attention to the fact that there are 4 QR codes attached to this map. Each QR code leads to a Google Drive folder that is full of photos and sources about the given topic. Students are expected to scan the code that belongs to their topic, read the sources as well as go online and do some individual research with the goal of creating a digital poster on what they learned. Teacher adds that students can choose the platform for their digital posters freely as long as they can upload them to their specific folders. (Possible platforms where such posters can be created: canva, lino, piktochart, etc.)
4. In groups students assign roles to each other.
 - a) Presenter: This person presents the group's digital poster.
 - b) Material Manager / Researcher: This person is in charge of getting (and returning) all supplies the group needs. This person is also responsible for conducting individual research.
 - c) Note-taker: this person does all of the typing for the group.
 - d) Time keeper / helper: This person encourages the group to stay on task and keeps track of time. This person also provides a helping hand when it comes to any difficulties.
5. Teacher asks students if they have any questions in connection with the task.
6. Teacher walks around, monitors the groups and provides help if needed. If a group finds it challenging to identify the sources' key points, it can be pointed out that there is a pre-made list of questions at the end of each text that will guide them through the process of finding and analyzing these key aspects.
7. Students are told to finish their posters at home if they didn't manage to do that during the lesson.

III. Closer (5 minutes)

1. Teacher asks at least one student from each group to highlight one thing from their resources – it can be a fact, a picture, a feeling, anything – that they find worth sharing/interesting and say a few sentences about it.

3rd lesson - Uncovering the past: student explorations

I. Warmer (5 minutes)

1. Teacher lets the students know that the lesson will be dedicated to their posters, but before they start with their presentations, they are going to prepare with some questions.
2. Students recreate the groups from the previous lesson. Each group is given a topic that is different from the one they have worked on and their task is to come up with at least two things they would like to learn about that given topic.
3. Teacher collects the notes with the questions and will use these during the Q&A section of the presentations.

II. Presentations (25-30 minutes)

1. Teacher lets the students know that they have to keep their presentations under 5 minutes and that each presentation is followed by a short Q&A section.
2. Teacher then nominates one student from each group to give feedback to the presenters by filling out the evaluation sheet form. (Students take turns giving feedback to each other, one presenter gets feedback from 3 students from 3 different groups.) The rest of the class has to follow along with the presentations and try to come up with questions/take notes.

3. Students sit in a big circle, the map with the QR codes is in the middle where everyone can easily have access to the codes.
4. Teacher displays the digital posters on the board, and asks students to give their presentations.
5. At the end of each presentation, the speakers get their feedback sheets and the teacher facilitates a short Q&A section.

III. Closer (10 minutes)

1. Students are asked to write a letter/postcard to one of the women that they learned about within the scope of the project. Their task is to reflect on what they take away from these women's stories and pour into words what they would tell them if they had the chance to do so.

Expected results and outcomes

How do the students make use of the project?

- Throughout the project, students are immersed in an interdisciplinary learning environment that encourages them to connect history to other disciplines such as ethics, arts, digital culture, etc., and maybe in the long-run it will inspire them to cross disciplinary boundaries themselves, and apply this interdisciplinary approach to gain more insight and a better understanding of any concept/problem they come across. This approach develops their problem solving skills, promotes innovation and fosters a holistic understanding of the world around us.
- Learning about the struggles that the prisoners had to endure and their resilience can inspire the students to develop their own resilience and spark their own determination with which they can overcome their own challenges.
- Students are encouraged to become active citizens committed to prevent future atrocities and prejudice against any minority or marginalized community.
- Students are empowered to reflect on different ethical and moral implications which can help them to use reflection as a tool to rely on in the future.
- Students can practice their collaborative skills, working in groups and also develop their presentation skills.
- This project via creating a digital poster and the creative writing assignment at the end develops the students' creativity.

What will the students learn?

- Students will gain a deeper understanding of the historical context:
 - Basic historical concepts: different types of concentration camps, deportation, treatment of prisoners, antisemitism, dehumanization, etc.
 - Concepts that are specifically connected to Ravensbrück: overview of the camp, its layout, timeline, daily struggles of the prisoners, medical experiments, resistance attempts, brutality of the SS guards, trials, etc.
- Students will practice how to analyze different types of sources (testimonies, photos, drawings, camp records, interviews, articles, etc.)
- Students will learn how to weight in and articulate their own views regarding ethical dilemmas.
- Students will learn the importance of protecting human rights and be able to recognize the signs of injustice and discrimination in today's world.

Which competences of the students will develop?

- critical thinking and research skills
- source evaluation
- communication skills
- empathy and ethical understanding

- IT skills
- presentation skills
- collaborative skills
- problem solving skills

PLEASE FILL THIS OUT AFTER YOUR LESSON

Documentation

Please include documentation (photos, videos, screenshot, etc) in the lesson plan submission.

Evaluation *(Please fill this out after the completion of the project)*

Possible modifications

- Blended learning: applying the principles of flipped classrooms
 - Option 1: During the project, students watch a short clip from the documentary titled “Women of Ravensbrück: The Forgotten Camp”, however it is also possible that they watch the entire film at home and then the teacher leads an in-class discussion about the camp and creates tasks that enable the students to apply the knowledge they gathered from the movie. In this way, we can save time and students gain a deeper understanding of the camp.
 - Option 2: Originally, students are provided with the handouts in class and this is the first time they get to see the sources that they will work on in small groups. However, it might be possible to form the groups during the first lesson and ask the students to read their sources at home as their homework. In this way, they could be prepared for the next lesson and have more time to discuss the sources, conduct their own research and create their digital posters.
- The closing task of the third lesson – writing a letter or a postcard to one of the women the students learned about – could be a written assignment for home, not only due to time management issues, but also to give more time to the students to reflect on the stories, their own feelings and allow them to pour these things into words whenever they feel ready and comfortable to do so.
- Bringing the posters out of the classroom: the map with the QR codes could be placed in the aula of the school so that the other students could have the chance to learn more about the camp. It is also possible to set up a padlet page – or any other online platform – that can function as a guestbook for visitors where the fellow students have the chance to leave nice comments about the exhibition.
- Asking volunteers to share their letters/postcards with the whole class. It is always important to create a safe and supportive learning environment, but in this case it is imperative. Teachers then can facilitate discussions based on the topics of these writings. Recommended concepts to reflect on: emerging emotions during the writing process, lessons we can take away from the imprisoned women, how learning about Ravensbrück shaped the students’ view on human rights and justice.

Comments

Is there anything else that would be important for us to know?

-

General info

During this immersive and engaging project, students will embark on an interdisciplinary journey to investigate the history and legacy of Ravensbrück. Within the scope of these three lessons, not only do they gain a comprehensive understanding of the camp, but they also work with a great variety of sources – survival testimonies, photographs, articles, camp documents, drawings, etc. – discuss ethical dilemmas, explore different perspectives and cooperate to create a virtual exhibition. This project aims to amplify the unheard voices of the prisoners, develop critical research skills and foster reflective thinking and empathy.

Number of students:
16-18

Grade: grade 11 and 12



Scan this code
for the detailed project plan

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Past the gates:

The Women of Ravensbrück



A project plan



1st lesson

Unveiling Ravensbrück: An In-Depth Exploration of the Camp

I. Warmer

Discussions based on the given
Yad Vashem postcards



II. Camp Overview: general introduction of the camp

Students watch short clips from the
documentary titled "Women of
Ravensbrück: The Forgotten Camp"
+ map + 3D portrayal of the camp

III. Timeline

In small groups, students analyze
the sources and put them in a
chronological order

IV. Closer

Reflection via Menti



2nd lesson

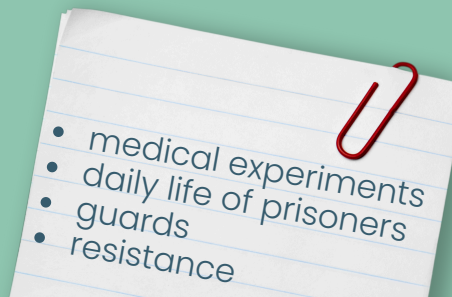
Daily Life at Ravensbrück

I. Warmer: Portraits

Portraits of **Mariann Szamosi**,
Imréné Herczog, **Irma Grese** and
Yevgenia Lasarevna Klemm are
cut into 4 pieces - group forming

II. Group work

Students create a digital poster
focusing on their given topic. Each
topic has a folder full of sources,
photos and guiding questions that
they can access via the camp's
map



III. Closer

One student from each group
highlights one thing from their
resources

3rd lesson

Uncovering the past: student explorations

I. Warmer

Students prepare some
questions regarding a topic they
would like to learn more about

II. Presentations

Students showcase their digital
posters, engage in discussions
during the Q&A section and
evaluate each other's work

III. Closer

Students write letters/postcards to
one of the women they learned
about within the scope of the
project



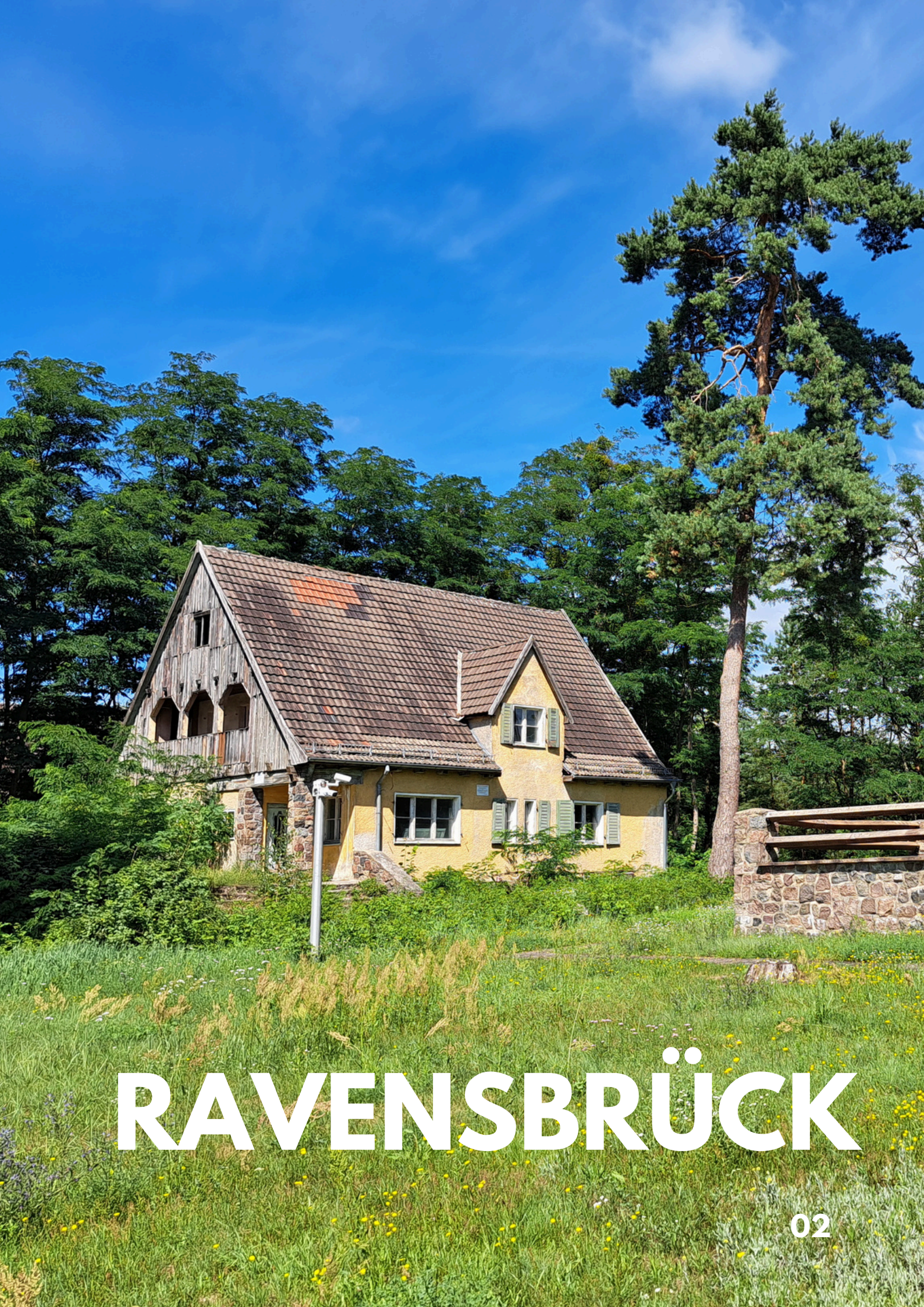
PAST THE GATES

The Women of Ravensbrück

A bronze statue of a woman holding a child, set against a backdrop of a lake and a blue sky with clouds. The statue is positioned in the foreground, with the woman's face looking upwards and the child's head resting against her. The background features a calm body of water, a distant shoreline with green trees, and a bright blue sky with scattered white clouds.

**AMPLIFYING THE UNHEARD
VOICES OF THE PRISONERS**

VOL. 01



RAVENSBRÜCK

WHAT ARE OUR AIMS?



Historical awareness

to enhance historical awareness regarding Ravensbrück and amplify the unheard voices of its prisoners



Values

to foster empathy, encourage moral reflection and promote active citizenship



Discussions

to facilitate discussions by multi-point storytelling about the moral and ethical dilemmas connected to the wrongdoings of the guards and medical personnel at Ravensbrück.



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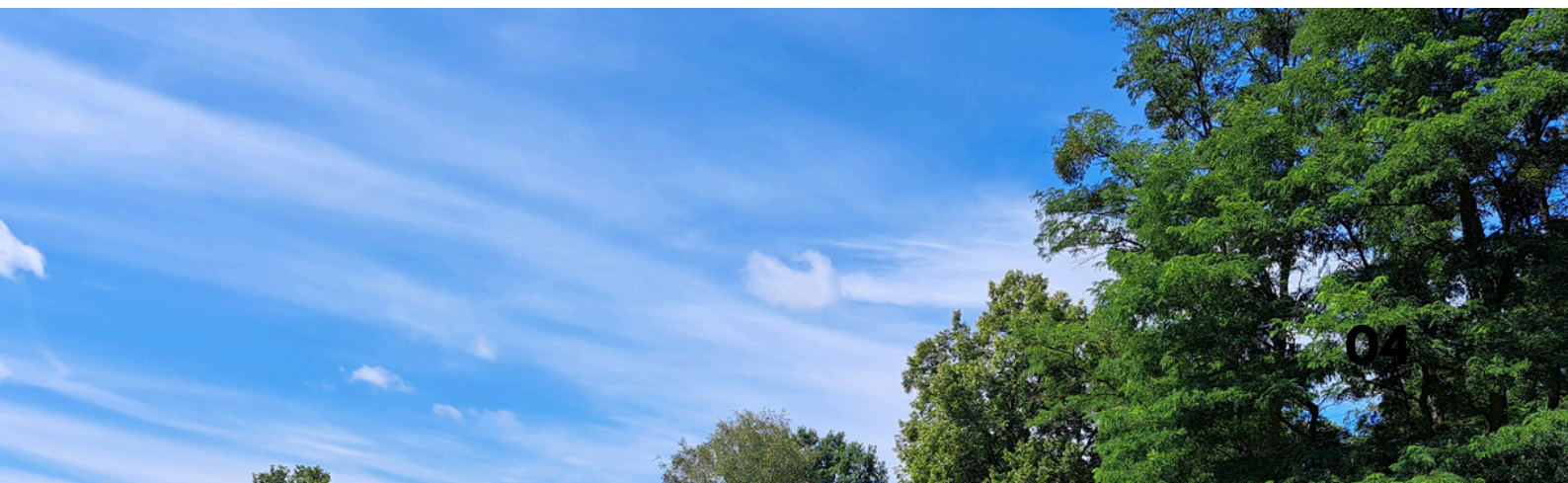


GUARDS

04



RESISTANCE

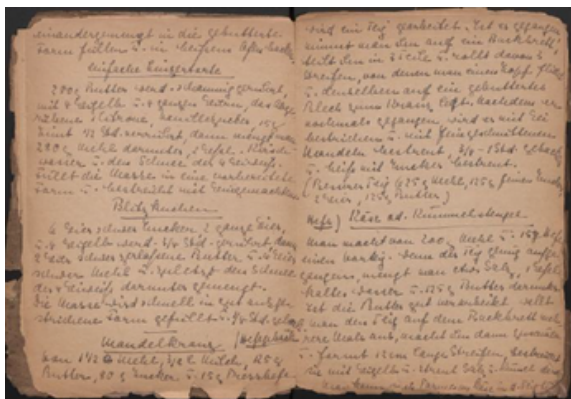


RESISTANCE

"ANY REBELLION AGAINST THE SS AND THEIR SYSTEM OF HUMILIATION, DISDAIN FOR HUMANITY AND EXTERMINATION WAS PUNISHED. EVERY HUMAN EMOTION FOR EACH OTHER WAS SUPPRESSED. YET, THERE WAS HUMANITY AMONG EACH OTHER, WOMEN STOOD UP FOR EACH OTHER, AND WERE THERE TO SUPPORT EACH OTHER..."

Forms of resistance

- organising cultural events
- writing poems, cookbooks
- singing
- celebrating birthdays, national days
- forming friendships



Eva Ostwalt

This page comes from a cookbook Eva Ostwalt created while imprisoned in the Ravensbrück camp.



Yevgenia Lasarevna Klemm

An education professor at the University of Odessa and Red Army POW, she secretly taught fellow prisoners Russian literature and history during rare free hours.

RESISTANCE



**Martha
Desrumeaux**

Working in the bathroom and having access to new prisoners, she helped the weak, encouraged the despondent, passed on news. She was like a "camp mother" for many.



**Margarete Buber-
Neumann**

"In this deadly atmosphere, the feeling of being needed by another person led to the greatest happiness, made life worth living and gave us the strength to survive."

