

THE VIENNA PROJECT TEACHING UNIT

TEACHER'S GUIDE

Overall Objectives

- To increase their awareness of memorials and remembrance practices
 - improve consciousness of monuments and memorials
 - the ability to consider remembrance practices critically
- To learn about the various victim groups targeted by National Socialism in Austria
- To gain a deeper understanding in how thorough a system can be in oppressing its citizens
- To have a taste or flavor of the experience of oppression
- To deepen their understanding of the city of Vienna and its history
- To reinforce historical learning by tying it to place and physical experience
- To introduce students to the aftermath of WWII (post-war experiences, restitution and memory); to improve their awareness of how these events shape the world they live in today
- To practice skills of research and presentation
- To allow students to practice performing research and presenting in English (when applicable)

LESSON V: REFLECTION

Overview

Students will reflect on the TVP units they have taken part in, and debrief about the information they have learned, and discuss their reactions to the memorial project itself. Students will then develop proposals for their own suggested memorial project for Vienna or for their own home city.

Suggested Grade Level

Ages 14-18

Duration of Activity

50 mins

Historical Context

Students should have at least an overview of WWII and Holocaust history and a basic understanding of events in Austria's history from 1938-1945. They should be familiar with the different persecuted victim groups of WWII, particularly those in Austria.

Teacher Preparation

Students should have completed their TVP tours and presentations
Four Corners Labels (Strongly Agree, Somewhat Agree, Somewhat Disagree, Disagree)

Activity

1. Warm-up Activity: In pairs, ask students to discuss the following questions. Then, use their responses to open a class discussion of their TVP project experience.

- During the TVP unit, what information felt familiar to you? What information was new to you? Did anything surprise you?
- Did you like working on this unit? Why or why not? Would you recommend that your teacher use this unit in the future?
- After you leave here today, what would you tell your friends or family about what you did in this unit? What feels most important or most memorable to you?

2. In the four corners of the classroom, post the labels from the Four Corners exercise: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree. Tell students that you will be reading a list of statements, and that students should move to the corner that best matches their opinion on that statement.

- Historical knowledge is more important than historical memory.
- My opinion on the importance of historical memory has changed since the beginning of this unit.
- It is important for a community to create memorials to its history.
- Graffiti does not count as a memorial.
- Our community does not need any more Holocaust memorials.
- Vienna should build a monument for every victim group that was persecuted under National Socialism.

As you move through the exercise, ask students to explain why they choose their “corner”.

5. Tell students to consider The Vienna Project itself as a memorial that they have now taken part in. How would they judge this memorial experience compared to the other memorials they encountered? Do they find it effective as a memorial project? What did they like best, and what would they change or add to the project?

6. As a final activity, ask students to work either alone or in small groups to design their own Holocaust/WWII memorial either for the city of Vienna or for their own home community (the teacher may decide which they prefer). This could be a memorial to a specific group, a specific event, a general reaction to the Holocaust, etc. The students may design whatever feels most effective. If there is time at the end of class, ask students to share their thoughts with the class.

FINAL NOTE

The Vienna Project enthusiastically encourages teacher and student participation and interaction with their memorial. We would welcome any reports or material from your own program with TVP: photos, video tours, student memorial designs, student and teacher testimonials about their experience, etc.