

LESSON PLAN

The Kielce Pogrom

Students will read about the Kielce Pogrom and watch videos on testimonies and the aftermath. This lesson takes your class into a discussion about oppression against Jews and other groups.

 30-60 min  Grades 9-12

DOMAIN
Intolerance

SUBJECT
Oppression

TOPIC
Oppression

Enduring Understanding

Violence against Jews continued after the end of World War II. Antisemitism continued as Jews began returning to their homes.

Essential Questions

1. How does oppression manifest? How and why does it continue?

Readiness

 5 min

Write down the word 'oppression' on the board and ask students to define it. Have students list groups of people that have experienced oppression, in history and/or in modern day.

If you choose to do this lesson at the start of your Holocaust unit, explain to the students that this massacre of violence occurred one year after the end of World War II. Make it clear that the people returning to Poland at this time had already suffered greatly at the hands of the Nazis and were attempting to return to their homes.

Input

 30 min

Read through the resource, [The Kielce Pogrom: A Blood Libel Massacre of Holocaust Survivors](#), by the United States Holocaust Memorial Museum. As a class, go over the Critical Thinking Questions at the bottom of the page.

Play video testimonies by [Rachel Huber](#) and [Gabriel Krause](#) by USC Shoah Foundation. Then, play the short video, [Aftermath of pogrom in Kielce](#) by the US Holocaust Memorial Museum.

As a class, go over the following questions. You may want to keep the resource, The Kielce Pogrom: A Blood Libel Massacre projected on the screen.

1. Why do you think Poland enacted its own pogrom after the war?
2. How did Rachel react to learning of the continuation of violence?
3. Does it surprise you that pogroms and violence against Jews continued after the war?
4. Why did the ancient stories of blood libel resurface?
5. What significance did the Kielce pogrom have on the future of Jews in Poland?

Output

 10 min

Have students return to the examples of oppressed groups they came up with at the start of class. Ask them to think about the following questions as they go through the list.

1. Do they know how the oppression against this group began?
2. In what ways can oppression continue through generations?
3. Are there ways to combat it?

Teacher Tip:

This lesson deals with the Kielce Pogrom that took place after the Holocaust. It can be taught at the beginning of your Holocaust curricula as it defines the term 'pogrom' and talks about Blood Libel and early antisemitism. However, you may choose to come back to this lesson after your students have a better understanding of the Holocaust and violence against Jews.