



## 2017 HOLOCAUST SCHOLARSHIP PROGRAM RECIPIENT CHRISTOPHER CROPLEY

Christopher Cropley teaches social sciences and history at York House School in Vancouver, British Columbia. As an educator, he aims to give students an education that will help them become better citizens, equipped with a critical awareness of the dangers of intolerance and hatred.

### YEAR OF IMPLEMENTATION IN REVIEW

Participation in the CSYV Holocaust Scholarship program allowed Chris to refine his pedagogical skill, informing his approach to sensitive topics, such as those involving the Holocaust. Chris taught several lessons on the Holocaust during the reporting period, in which he applied the knowledge he acquired through the CSYV Scholarship Program.

His year 12 history lesson on the Holocaust focuses on several aspects of the Shoah, asking the following questions: Why the Jews? Why did they not fight back? Why did the world do nothing? How was the Holocaust possible? Students were required to research and present on a moral issue related to the Holocaust. In their presentations, Students chose to address such topics as the Nuremberg trials and the question of why Germans participated in the Holocaust. The moral implications and complexities of the Holocaust and human behavior during the Shoah were discussed in depth through open class discussions following each of these presentations.



**BURNING SYNAGOGUE ILLUSTRATION THAT CHRIS USES WHILE TEACHING ABOUT KRISTALLNACHT**

discussed Arendt's controversial view on Jewish participation in the Holocaust, provoking heated debates on survival and morality. It is this insight into his students' capacity and ability to reflect on the causes and consequences of the Holocaust that motivates Chris to include the Holocaust in his curriculum. Chris is dedicated to continue making impact through Holocaust education by enriching and expanding his students understanding of Holocaust and anti-semitism.

Also in his history 12 class, Chris teaches a lesson on the developments in European society that lead to the rise of Nazi ideology. Specifically, the lesson looks at whether, by analyzing European events from the French Revolution onwards, we could present an explanation for how Nazi ideology developed, its popularity, and the racial violence which it bred. Students were asked to reflect on whether the Holocaust was an aberration from, or continuity of European history. The lessons culminated with students' final papers on a topic of their choice, from those covered during the class.

In his philosophy class, Chris introduces his students to the argument presented by Hannah Arendt on 'the banality of evil,' specifically as it pertains to the perpetrators of the Holocaust. Students demonstrated their insights on the topic, discussing their views on evil, the validity of Hannah Arendt's argument, and whether or not it ignored the systematization of racism. They also



**ANTI-SEMITIC NAZI POSTER THAT CHRIS USES IN HIS LESSON ABOUT THE RISE OF NAZI IDEOLOGY.**