



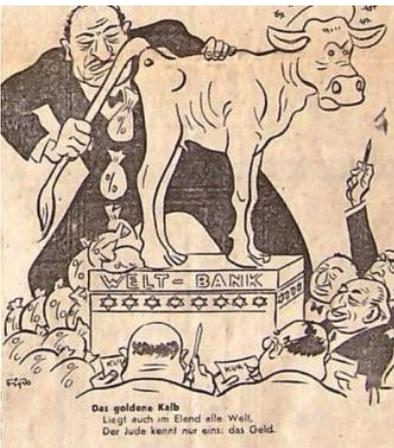
2017 HOLOCAUST SCHOLARSHIP PROGRAM RECIPIENT DAVID HENDERSON

David Henderson is a teacher-facilitator with the Richmond School District in Vancouver, British Columbia, where he is responsible for working with teachers to implement new curricula and develop their pedagogical practices. Being passionate about Holocaust education, David believes the Shoah should not be forgotten nor overlooked by society.

YEAR OF IMPLEMENTATION IN REVIEW

David's participation in the CSYV Holocaust Scholarship Program allowed him to design a lesson on social media and the Holocaust for his Social Studies 10, World History 12, Genocide Studies and Social Justice 12 classes. David's main goal for developing his lesson on the Holocaust is to demonstrate the subject's relevance for today's youth. David believes that in an era of unreliable mainstream media, 'alternate facts,' and attacks on freedom of speech, it is our shared responsibility to ensure that the truth about the Holocaust is preserved, explored, and shared with future generations. He recognizes and promotes social media as a new platform to do so. David's students are instructed to collaborate as part of a small group for an assignment, integrating themes from the lesson, that deepens their knowledge of the Holocaust while refining their research, communication and marketing skills.

As part of their assignment, students are required to choose a survivor's testimony for analysis using archival materials about the Holocaust. This allows them to discover first hand accounts of the Holocaust, while at the same time encouraging them to carry out independent and original research, refining their capacity for interpreting and analyzing ideas and data. Following their research, the students are instructed to use social media to create a campaign to share the testimony of the survivor whom they have selected. This improves students' ability to communicate their findings in a sensitive, empathetic manner. Students share their final projects by means of the class Twitter and Instagram accounts. For David, using social media for Holocaust studies has proven to be an effective way to engage students to learn from the past.



AN ANTI-SEMITIC CARTOON FROM DER STÜRMER THAT DAVID ANALYSES WITH HIS STUDENTS

Propaganda has been an effective tool for authoritarian regimes seeking to vilify their opponents and perceived enemies. With this thought in mind, David teaches his students to identify propaganda and to recognize the role of bias in the media. To do so, he has developed a series of lessons on the use of propaganda throughout history. One of his lessons covers how the tactics of propaganda were used against the Jewish people and how media affected people's thoughts. Specifically, the lesson focuses on *Der Stürmer*, an anti-Semitic "tabloid style" newspaper published from 1923 to the end of World War II. * Students are asked to share their initial thoughts within small groups, before exploring Yad Vashem's digital archive to discover the stories of the victims of the Holocaust showcasing the destructive consequences of propaganda.

David is hoping, through his lessons, to foster in his students a capacity for critical thinking in order that they may refine their ability to discern truth and bias in the media, and recognize, in turn, the effect of media bias in contemporary society.

* *Der Stürmer* was viewed by Hitler as playing a significant role in the Nazi propaganda machinery and a useful tool in influencing the "common man on the street."