

Women writing about their Nazi camp experiences

Pedagogical concept:

This exercise

- **Extends** students' **spatial and temporal awareness** of the Holocaust;
- Adds depth and nuance to **understanding** of the **evolution and development of the Holocaust**;
- **Raises awareness** about **women** who survived the Holocaust and the ways in which they communicated their experiences;
- Helps students **improve** their **research skills**;
- **Challenges the understanding** of the Nazi concentration camps (often limited and Auschwitz-centric), through a comparative analysis of two camp experiences .
- Highlights the **diversity** of experiences and responses

Duration: 2 hours

Necessary materials:

- A **summary** of Lisa's story in **English, German, Hungarian, Slovak, Spanish, Greek and Polish**; you may find it here:
<https://docs.google.com/spreadsheets/d/1Au34zwTgyHKfm3q35ynGp32cop68deAHJZ-xzGNkyBc/edit#gid=1389503855>
- A more **detailed** version of Lisa's story in **English**; you may find it here:
https://docs.google.com/document/d/14kH9bjWJ0jfqTcdM9k44Jjzqftc46aYGkt_IJy45Nzk/edit
- Quotes by Ludmila Rutarova on Terezin; you may find them here:
https://docs.google.com/document/d/155XdZe6lW1ljPibo_wrQ1HAdFb6H73h9/edit
- Ludmila's story in **English**; you may find it here:
https://docs.google.com/document/d/1XAelM0_Lk_MzLO4nMEkFocVo1QawLRYR/edit

Level: Advanced

Description of the activity/methods:

First hour:

1. The professor will give a brief introduction about Lisa's life, focusing especially on her **life after the war** and her activities to **help other Holocaust survivors**.
2. The class will **discuss** what motivated Lisa to start writing the book, by using her own statement:

“Following the example of several others who have written a few pages about the men's concentration camps, it is now my turn to give you some details about the women's camps, as I have experienced them”.

Second hour:

1. Students will **search** <https://www.her-stories.eu/en> with the guidance of their teacher for information about **other women** camp survivors who wrote about their experiences.
2. When they find the story of *Ludmila Rutarova* they can **compare** her experience from Terezin with Lisa's experience and elaborate on **similarities and differences** between the two camp experiences.
3. Students will then share the information they found and **discuss why women** started writing on this topic **later** than men did.