

Lisa contextualised: A woman's experience of Nazi persecution

Pedagogical concept:

The exercise promotes **collaboration** among the students and **historical contextualising** of one's **individual perspective**. It also helps students better **understand** the history of the Holocaust.

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

- A brief **historical background** on the deportation and murder of Greek Jews in **English**; you may find it here:

<https://docs.google.com/document/d/1Dixl4svPWuhQpNsOg4-5PWCu72sWUMgo/edit>

Level: Simple

Description of the activity/methods:

First Hour:

1. Hand out the **text on the life of Lisa Pinhas** to the class. Give a short introduction on the historical context of Nazi persecution of Greek Jewry.
2. Students will then have about half an hour to study Lisa's text.

Second hour:

1. In groups, students should create **Lisa's timeline** (from the first moments of the German occupation of Thessaloniki in April 1941, up to her liberation in 1945), adjusted to the greater historical timeline.
2. Students begin to suggest which of the **incidents** described in the **text** should be mentioned in the **timeline**. They can create the timeline using Google Slides.
3. Each group will **present** their own timeline and locate any **differences**. They should elaborate on **why** there were any differences.