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HOW CAN A SERBIAN HISTORY TEXTBOOK BE USED TO THOROUGHLY TEACH THE CAUSES OF THE HOLOCAUST?

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Abstract. A history textbook authored by Mira Radojević, was written for history students aged 18, entering their final year of a four-year Serbian grammar school education. The textbook presents in chronological order a range of topics that canvas the seminal political events that shaped Europe and America throughout the 20th century. The textbook's primary drawback is an absence of the learning tasks required to facilitate improved learning in relation to higher order thinking. This paper aims to overcome this issue. The manuscript does not represent empirical research; rather, it is more of a practitioner piece, with the goal of providing a framework in which the textbook can be utilised to gradually and meaningfully develop a causal analysis of the Holocaust. Four history classes, broken into a series of five steps, are designed to be used in concert with Mira Radojević's textbook. It is however the hope that these steps will provide a framework to be used with a variety of textbooks that, like the Mira Radojević's textbook, will focus on the historical facts rather than on causal analysis of the Holocaust and developing students' higher order thinking.

Introduction

The textbook authored by Mira Radojević covers a broad range of chronologically presented topics, providing the detailed and coherent explanations of the chief political process throughout the twentieth century. As such, it equips students with a thorough understanding of the political climate surrounding the rise of Nazism as well as the subsequent developments in Germany. By integrating a study of the Holocaust to a certain extent, the textbook is in line with the strong recommendations for the Holocaust teaching given by many researchers (Bankier, 1992; Bloxham, 2009; Foster, 2020), maintaining that students' understanding of the Holocaust is enhanced provided they acquire a sound knowledge of the historical context.

Apart from comprehension, the use of adequate pedagogical resources has the potential to help teachers develop critical thinking in their students (Kovač, 2022). Deepening students' understanding of the complexity of historical causes is particularly important, as it is crucial for any historical enterprise (Lee & Shemilt, 2009; Voss et al., 1998). Woodcock (2011) further elaborates that understanding of the causes of an event is crucial not only for a historical understanding but for personal life. The topic of the Holocaust and mass violence is especially important for Serbian children, having in mind different monstrosities committed by the Ustasha regime (Gulić, 2017; Ćulibrk, 2014).

The aim of this paper is to provide a framework to be used with a variety of textbooks that, like the Mira Radojević's textbook, will focus on the historical facts rather than on developing students' higher order thinking and gradual analysis of the causes of the Holocaust. Given that Serbian curricula stipulate only one class for addressing the Holocaust, the teaching activities presented in this paper are suitable for history clubs and extracurricular activities, rather than regular history classes. Apart from that, the sequence of teaching activities is suitable for International Baccalaureate Diploma Programme history classes, as developing critical thinking through a detailed analysis of historical events, debates and group work, corresponds with the teaching aims of the Programme (<https://www.ibo.org/benefits/why-the-ib-is-different/>). The teaching activities

are supposed to be conducted in four history classes of 45 minutes, the first of which includes the first two steps.

The teaching activities are developed in the following five steps:

- (1) Revision of students' prior factual knowledge
- (2) Emphasising the importance of multiple causality in history
- (3) Introducing new vocabulary and causal classification
- (4) Developing understanding of the hierarchy of causal importance
- (5) Envisaging different historical scenarios

Step 1. Revision Activities

Gray (2015) emphasises the importance of students' prior knowledge for the Holocaust teaching, underlining that students encounter the topic with different preconceptions. Both Gray (2015) and Salmons (2011) explain that students often engage with the term 'Holocaust' through the lens of morality, ethics and fiction or non-academic contents. In this respect, the authors elaborated the potential risk of historical inaccuracies or misconceptions. Gray (2015) advises that inaccuracies and misconceptions in students' knowledge should be addressed through an adequate teaching of past events and processes. Another important reason for revision, emphasised by Gray (2015), is that the level of students' previous knowledge shapes the content of what will be taught. To that end, the first step in the Holocaust teaching should be an inquiry into the students' prior knowledge. The main causes of the Holocaust addressed in previous lessons of the Mira Radojević's textbook are presented in Table 1.

Table 1. Some of the Holocaust causes touched upon in the textbook by Mira Radojević

Previous knowledge	Lesson title	Causes of the Holocaust
The causes mentioned in previous lessons	<i>Fascism and Nazism</i>	Crisis of democracy Fear of communism Economic problems Frustrated nationalisms Racism
	<i>New Order in Occupied Europe</i>	Anti-Semitism Nurnberg Laws Cristal Night Hitler's attitudes and successes Propaganda Political violence

Jackson (2013) designed a lesson plan, using cause and change, to answer students' demand for an overview of antisemitism. He wrote down the causes of antisemitism on cards, which students were supposed to put into three different

categories. The categories he had in mind revolve around the issues of wealth, power and religion. He also gave to students some blank cards on which they were supposed to write other causes they could recall by themselves. Even these causes should be put into one of these categories.

Drawing on Jackson's (2013) ideas a slightly different approach seems to be more relevant to the question of the causes of the Holocaust. Rather than determining the number of categories and their names, this paper argues for students' revisiting all the Holocaust causes mentioned in different textbook chapters and subsequently assigning them the task of determining the number of categories and criterion according to which students assign one specific cause to a relevant category. Allowing students more freedom in their choice of the topic of historical enquiry turned out to be stimulating for their work (Hammond, 2011). Given that the topic of the enquiry in question—the causes of the Holocaust—is already given on this occasion, it might be sensible to assume that students should be given as much freedom as possible when dealing with categorisation. Hammond's (2011) view that freedom is motivational and Gray's (2015) proposal of an initial enquiry into the students' factual knowledge of the Holocaust main terms and events are the two persuasive arguments that have been integrated into the following teaching activity (Activity 1).

Activity 1: Revision

A) Write down the causes of the Holocaust drawing on the textbook and web resources.

B) Classify them into three to six categories. One must have reasons for putting each cause into a relevant category.

C) Compare them with a student sitting next to you. Be prepared to explain your classification to the class and explain the reason for assigning each cause to the relevant category.

This activity revises the prior substantive knowledge on the Holocaust in order to make preparation for the further steps with which the causal reasoning shall commence. When dealing with this task the teacher should intervene with their explanations about the Jewish identity and the integration of the Jewish population into the German society. The reason for this is that these facts and processes are not clarified in the textbook and students might not understand the crucial factual links by conducting online research on their own.

Lower performing students can find the task of determining their own criterion for the causal classification very challenging. Consequently, working in small groups and exchanging students' ideas might be a way to overcome this issue.

Step 2. Emphasising the Importance of Multiple Causality in History

Woodcock (2011) emphasised that it is essential for students to understand that nothing in history has a single, isolated cause, but is a result of multiple causes. Furthermore, he explained that these causes have a complex interrelation and do not simply act on each other in a linear chain (Woodcock, 2011). Many other researchers emphasised the complexity of the causal explanation in history education (Chapman, 2003; Chapman & Woodcock, 2006; Gray, 2015; Jackson, 2013; Lee & Shemilt, 2009; Totten & Feinberg, 2016, Kovač, 2021a). While some of them designed teaching activities which begin with historical content for the causal analysis (Jackson, 2013), Chapman (2003) argues for a non-historical toolkit at an early stage of causal analysis. He first introduces the story of Alphonse the Camel using the benefits of a familiar analogy to analyse the causes of a fictional event in order to increase students' understanding of causation; this is to improve students' reasoning when they transition over into explaining the occurrence of historical events (Chapman, 2003). This practice corresponds with abovementioned argument presented by Kitson et al. (2011) and it gradually introduces a causal complexity. However, unlike Chapman (2003), this paper proposes an introduction of the Holocaust causal analysis which is fictional, but simultaneously related to the theme of the Holocaust. It might be reasonable to assume that the analysis of plain accidents may serve to reflect the complexity of causes. Furthermore, the teaching activity design (Activity 2) is envisaged to capture students' imagination for the topic, in line with Harris (2005) and Kitson et al. (2011) argument that a creative and engaging opening is crucial for any successful teaching intervention. Finally, the teacher may note to students that airplane accidents are rare and many factors would have to act together in order to cause an accident (Activity 2).

Activity 2: Multiple Causality Analysis

A) Present the students with the (printed) pictures of famous German writers and painters of the late 19th and early 20th century emphasising their contribution to the European cultural heritage. Also present several pictures of cabaret and vanguard of the Weimar Germany.

B) Contrast these pictures with the carefully chosen pictures of the concentration camps.

C) Show the picture of a crashed airplane; shortly discuss with students the reasons of airplane accidents. Students should be aware that any of the reasons such as bad weather, a broken engine, or an inexperienced pilot, is not enough to cause an accident. However, if all of them act together they may cause a catastrophe. For a causal analysis, any of these causes is necessary but not sufficient.

D) In the course of this activity play the music of Wagner. Introduce students with the fact that until recently Wagner's music was prohibited in many places. Get them to speculate the reasons for this for in less than a minute, in order to stimulate their curiosity. Finally, briefly familiarize students with the controversy around Wagner's music and the Holocaust.

Academics Lee et al. (1998) emphasised the tendency of students to neglect broader contextual forces when analysing the causes of events. To that end, another study has been launched by Voss et al. (1998) which confirmed the same findings.

In a similar vein, my students focus mainly on the personal cause, or the actions of the pilot, when explaining the causes of given airplane accident. According to Gray (2015), students tend to blame one person – Hitler in their explanations of the causes of the Holocaust. His arguments correspond with the findings of Pettigrew et al. (2009). The analysis of the fictional story of an airplane accident would encourage students to note that a damaged airplane engine alone, or the weakened German morale after 1919 alone, cannot cause a catastrophe. The Activity 2, as presented above, is furthermore suitable for its interpretative symbolic meaning; what my eighteen-year-old students infer from the crashed airplane is the crash of an ideology, possibly humanity, or, arguably a nation, which not long ago was a precursor the European culture.

The Activity 2 is supposed to help students understand that no historical event is a result of a single, isolated cause, as it is one of the first points explained by Chapman (2003) and Woodcock (2001). Additionally, the teaching activity may be used to introduce the concept of causal necessity and sufficiency (Chapman, 2003; Lee & Shemilt, 2009; Voss et al., 1998).

Nonetheless, Activity 2 cannot be used to deepen students' understanding of a complex causal classification, for determining the hierarchy of causal importance and analysing alternatives, which are deemed to be the subsequent steps of the causal analysis (Chapman, 2003; Chapman & Woodcock, 2006; Woodcock, 2011). These will be analysed in the following sections.

Step 3. Introducing New Vocabulary and Causal Classification

With the goal of deepening further students' causal understanding, introducing diverse vocabulary would be necessary, which is the first issue discussed in this section. The second question relates to the application of new vocabulary in developing students' causal classification.

Much has been said about the link between the use of language and the process of learning. Vygotsky underscored the importance of language in the process of learning as early as in the mid of the last century (Wertsch, 1985).

Academics Dickinson and Lee (1978) were among the first to contribute to the question of language in history education, noting that history, unlike many

other disciplines, lacks its specialised language and relies on the terms from everyday communication instead. Consequently, the understanding of many important historical terms depends on students' previously acquired knowledge. In other words, what Dickinson and Lee (1978) emphasised is that a historical term, used also in ordinary life, may have a variety of meanings for different students.

It comes as no surprise that history education researchers tried to precisely determine the meaning of the day-to-day term 'cause', which in a historical context is complex. Chapman (2003) suggests that deepening students' understanding of the nature of causation through the use of language is a crucial teaching activity.

In a similar vein, Lee and Shemilt (2009) argue that a disciplined use of language is a tool to move students from what they call the 'level two'. Consequently, they proposed directing the teaching activities on explaining the differences in the meaning between actions, collective mentalities and events for the sake of deepening students' understanding of causal reasoning (Lee & Shemilt, 2009).

Woodcock (2005) argues even more convincingly in favour of the benefits of teaching linguistic skills. According to Woodcock (2005), precise language helps students understand the precise meaning of the causes. His point is similar to that made by Chapman (2003), arguing that different words should be used to explain different types of causes. Woodcock (2005) however went further in his argument, introducing a wide range of phrases not only for the types of causes, but for helping further causal explanation and elaboration. What seems to be particularly interesting is his analysis of the word 'latent'. Assigning to the word atmospheric meaning, Woodcock (2005) almost entered the area of mysticism. Entering this field, playing with words, or similarly dimming the lights (Harris, 2005) is likely to capture students' imagination. This example shows that besides usefulness in many respects, activities of word-playing can be thought provoking and engaging to students. Nonetheless, it seems that one of Woodcock's (2005) arguments is deeply flawed. Emphasising the importance of language, he claims that language is liberating both of expression and of taught. Appreciating the use of the language and his arguments, it might be sensible to believe that this assumption has gone too far, as the importance of language for peoples' thoughts has not been proven yet (Boroditsky, 2003). Succinctly, the process of how people think is not completely known and is still under research.

It might be sensible to assume that introduction of a new specialised language enhances students' understanding of the causal classification. Consequently, the following part of this section deals with the question of how to classify the causes of the Holocaust by means of using appropriate terms as headings of each category of causal classification. Given that the proposed classification mainly draws on Chapman's (2003) classification, this section contains the explanation of why Chapman's (2003) arguments seem the most compelling as well as the reasons for certain amendments to his teaching activities.

Chapman (2003) developed classification of causes, drawing on the language and comments of the historian Richard Evans. He devised a sophisticated, but very clear classification. Chapman (2003) divided causes according to their content, time, role and importance. His further elaboration of causes to subcategories seems to be particularly useful, as each word clearly describes the type of a cause. Chapman's (2003) classification of causes would fit the content of the textbook in question.

However, historical context as a cause is not present in Chapman's (2003) classification. The analysis of 'context' in the discussion about the Holocaust causes seems to be educationally beneficial, as it represents a phenomenon which varies in various countries and different periods. Consequently, its consideration may foster discussion and critical thinking among students. Besides, historical context is coherently explained in the textbook and students should be able to apply and deepen their knowledge on this occasion.

Consequently, this paper argues for replacing Chapman's (2003) word 'content' with the word 'context' and encourage discussion about economic, cultural and ideological context. The word 'context' can cause confusion among lower-performing students, given its abstract connotation. However, this group of students can just brainstorm very general ideas about context and any further elaboration would require teachers' explanation and specification of what they mean by the word 'context'.

Elaborating the Chapman's (2003) classification of causes further, it would be sensible to add a 'personal cause', which is meant to be focused solely on Hitler's actions. Even though Hitler as a cause should not be overemphasised, as Gray (2015) argued, but it must not be neglected. That is the reason why this paper argues for adding a 'personal cause' to the Chapman's (2003) classification of causes.

In his academic article, Woodstock (2011) defined causes as human and non-human. Further he divided the former in cultural, mental, and social causes. What seems to be particularly interesting and adoptable to teaching the Holocaust is his reconsideration of luck, chance and accident. Having considered luck as an inadequate solution, he argues for the use of the word 'accident', explaining the role of the favourable winds for Williams' success in England (Woodstock, 2011). Considering that the Nazi responsibility for the Reichstag fire is still arguable, there are grounds for this being an accident which had long term consequences. Consequently, this paper argues for adding 'accidents' as cause to Chapman's (2003) classification of causes. It might be reasonable to assume that considering accidents can foster discussion amongst students, but educators should proceed with caution, as there is a risk of this question yielding unhistorical responses.

Another amendment made to the Chapman's (2003) teaching activity for classification relates to students' considering of the same cause in different roles

and contexts. For instance, seeing the same card as economic cause and a long-term cause, students will be less likely to adopt a rigid view that one specific cause provoked just one concrete consequence.

Drawing on the idea emphasised by both Kitson et al. (2011) and Young and Muller (2014), that teachers should begin their teaching activities with what students already know, this paper proposes that students first put cards with the causes of the airplane accident into the table below. Unlike in Chapman's (2003) *Alphons the Camel or Buckaroo*, students will use the same learning activities for causal analysis of both the fictional and historical event. Besides the symbolic meaning of the airplane accident, educators can better reflect the similarity of the causal analysis between ordinary life and the historical event. As a result, students can better understand the academic content and are able to personalise the past in a more meaningful way (Activities 3 and 4).

Read the story about Danilo the Pilot and complete Activity 3.

Danilo the Pilot

Danilo was born in 1948 in a rustic town located in the Socialist Federal Republic of Yugoslavia. As a child he dreamed of becoming a pilot. He entered the Yugoslavian Pilot Academy as a young man, despite his struggles with the English language. This difficulty was expected since foreign language classrooms in Socialist Yugoslavia placed a stronger emphasis on grammatical rules than on conversational skills. Yugoslavian schools also lacked capable teachers; many did not have strong language skills themselves, as spending time in English-speaking countries was frowned upon during the Cold War.

Upon graduating from the academy, Danilo was employed by a Yugoslavian airline company. The airline industry in Yugoslavia was gradually developing during this time. In 1972, the company employing Danilo bought several used planes from the Soviet Union. Due to cold war tensions, the Yugoslavian Ministry of Transport refused a much better American offer for a line of planes that were technologically far more advanced.

Eventually, young Danilo set off on his first transatlantic voyage. He was in charge of both the equipment he commanded as well as the 250 civilian souls on board. Danilo was informed by his weather tower of a minor storm he would likely encounter during his journey Stateside. Without warning the weather front shifted, transforming this previously minor gale into a rampaging tempest. Intrepid Danilo had never before encountered a storm of such magnitude. Desperately, he fought the raging winds in an attempt to keep his aircraft on course. Suddenly, the turbulence caused the left-wing engine to go silent. Danilo knew that he

could continue the trip with this glitch. However, he quickly informed the nearest American military installation of his situation in the hope that they would lead him to a safe landing. The American staff rattled off a string of quick and clipped instructions, attempting to guide Danilo through the eye of the storm. Unfortunately, Danilo misunderstood one of the instructions and the situation quickly went from bad to worse. As a result, the young pilot lost control of the plane and was forced to make an emergency landing in the ocean. Fortunately, help came immediately thereafter and the passengers on board came away mostly unscathed. Nonetheless, the plane could not be salvaged and Danilo was found guilty of causing the accident.

Activity 3: Causal Classification Based on Fictional Story

- A) Write on the cards the causes of the plain accident and classify them under context heading in the table below (Table 2).
- B) Rearrange the same causes under time heading and then role heading.
- C) Divide as many cards as you can into the personal or accident causes.
- D) Be prepared to give an explanation for your categorisation at any time during the task.

Table 2. Causation types

Context	Economic
	Cultural
	Ideological
Role	Precondition
	Trigger
Time	Long-term
	Short-term
Personal	
Accidents	

Activity 4: Holocaust Causal Classification

Look at the table above again. This time fill it in with the causes of the Holocaust.

- A) Using the textbook and relevant resources write one cause of the Holocaust on each of twelve given blank cards and organise them by the context headings.
- B) Rearrange as many cards as you can first under the 'time' and 'role' headings.

- C) Divide as many cards as you can into the personal or accidents headings.
- D) Be prepared to give explanation for your categorisation at any stage of the task.

Confusion may arise attempting to divide causes in either cultural or ideological. The fact that many Germans tolerated Hitler's radical ideas came from their dissatisfaction with the Weimar Republic and to a certain extent with the Weimar Culture, which they considered as decadent. The border line cases such as this one may be assigned into the cultural or ideological subcategory, however, students ought to give proper explanations.

Step 4. Developing Understanding of the Hierarchy of Causal Importance

Once students are familiar with the necessary vocabulary and they have revisited some of the main Holocaust causes and historical events, educators should be prepared to move them onto the next stage of causal thinking. This point was made by Chapman (2003). He wanted his students to be engaged with many activities with the goal of getting them to notice a correlation between causes and determine their importance. Dealing with this issue, Chapman (2003) proposed a pedagogic strategy which is based on asking students counterfactual questions. With the aim of making causal reasoning more challenging and appealing to students, Chapman (2003) devised the 'diamond nine'. The shape of the diamond nine indicates the position of each cause in relationship to other causes and with a final outcome. Chapman (2003) combined this approach with posing counter-factual questions. It might be sensible to assume that the diamond nine fits the purpose of the Holocaust analysis. It seems to enable students to visualise causes.

Lee and Shemilt (2009, p. 47) emphasised the risk of 'students being unaware of many possible scenarios' which could have occurred. For deeper understanding, it is essential for students to understand that history is not a determined route from over-determined past to undetermined future, or as they put it 'a deterministic series of links' (Lee & Shemilt, 2009, p. 47). They also warned about possible students' perception of causes as particularly powerful events which simply make other events to occur.

Clarifying further the complexity of causal analysis, many researchers (Chapman, 2003; Chapman & Woodcock, 2006; Woodcock, 2011) explained that students are supposed to determine the strength of influence each cause had on other causes and on a final outcome. Besides this, Woodcock (2011) noticed the negative effect that any error in chronology might have on causal analysis. The same issue was raised by Totten and Feinberg (2016) referring specifically to Holocaust education. They pointed out that any minor chronological imprecision might hinder students' understanding of the causes of the Holocaust. It might be sensible to assume that educators should not only insist

on chronological precision as an activity in itself, but use any opportunity and context to get students to revisit chronology. For that reason, the chronology revision has been included in the causal analysis in the teaching activity below (Activity 5).

Aside from the chronological addition, another minor amendment to Chapman's (2003) teaching activities has been made. The Activity 5C) aims to reduce at least some of the risks noted by Lee and Shemilt (2009). As explained above, Lee and Shemilt (2009) emphasised the possibility of students seeing causal events only in this capacity. The causes put in the table are thoroughly explained in the textbook.

Activity 5: Revision Activities and Analysis of the Link Between Causes and Consequences

A) Fill in the table below using your own knowledge, textbook and web resources.

B) Add as many causes as you can on your own.

C) Try to chronologically determine each of the causes and be prepared to give the reasons for your chronological frame.

D) Imagine the causes given in the table are consequences. Write possible cause(s) of those consequences.

E) What is the link between these new causes you have written?

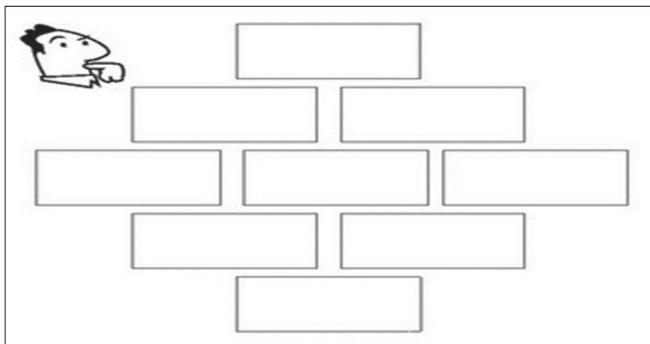
Table 3. Causes and consequences of the Holocaust

Cause	Consequence
Ancient anti-Semitism	
Nuremberg Laws	
Hitler's military success	
Hitler's economic success	
Wannsee Conference	
New order in Europe	
The Crystal Night Kristallnacht	

Activity 6: Diamond Nine

A) Choose the most important causes you have written in Table 3 to complete the 'diamond nine' (Figure 1). Put the most important causes towards the top, and less important towards the bottom of the diamond nine.

Figure 1. Diamond nine



B) Compare your answer with a student next to you. You must write down reasons for your answer. Be prepared to present your diagram to the class.

Activity 5 (C), might foster a dialogue, as students should chronologically determine Hitler's economic and military success differently. Nonetheless, there is a tiny line between dialogue and confusion in this context and the teacher's explanation of what they precisely mean by Hitler's successes might be necessary. Furthermore, a detailed discussion on this, can be time consuming.

Students completing the Diamond nine might put Hitler at the top of the Diagram. This answer is acceptable provided they show awareness of the circumstances and historical context which helped Hitler to rise to power and attain some of his goals. If students place Hitler on the top of the Diagram solely for his personal anti-Semitic views, their understanding of the Holocaust is likely to be poor. It is also possible that some of them would put an important cause at the bottom of the Diagram because they do not understand the significance of its consequences.

It might be reasonable to assume that one of the criteria for determining the importance of a cause might be the number of similarly significant consequences it caused. The risk students would regard these causes as isolated potent events is partially low, as they already have completed Activity 5D) in this section. The risk will be further reduced once they are able to envisage alternative historical scenarios, which will be discussed in the next section.

Step 5. Envisaging Alternatives

The teaching activities above seem unfit for the purpose of envisaging alternative historical scenarios, which are considered the more sophisticated phase of students' causal reasoning (Lee & Shemilt, 2009). In the light of this there is the risk of students regarding the Treaty of Versailles as the cause of the economic crisis, which on the other hand caused political crisis, helping

Hitler to come to power and achieve his anti-Semitic plans. Even though this link is correct, young people should be aware that at any point events might have taken different root and that history is much more than a series of links.

Aware of similar risks, Chapman and Woodcock (2006) set the goal of raising awareness in students of why something happened sooner and not later, and what the likelihood was of a completely different outcome. In other words, they wanted their students to examine the degree of likelihood of different historical scenarios within a given context. This is linked with the above-mentioned educational issue noted by Lee and Shemilt (2009). Succinctly, they wanted to challenge possible students' misconceptions that history is a one-way street from over-determined past to the present without many possibilities and different likelihood of their happening.

It might be sensible to assume that the opportunity should be taken to include the educational issue of envisaging alternatives when teaching the Holocaust causes. Furthermore, this educational challenge relates to the overarching purposes of both history education and education in general. In the words of Barton and Levstik (2004, p. 36), history is a subject which engage students in 'weighing alternatives'. Similarly, in explaining powerful knowledge, Young and Muller (2014) and Young (2015; 2013a; 2013b) clearly state that it should enable students to envisage alternatives.

Activity 7 have been drawn upon many ideas that Chapman and Woodcock (2006) proposed for the topic of the Abyssinian crisis. Given that their teaching activity is a very elaborate webpage, this paper combined and simplified some of the many ideas they presented. In doing so the peculiarity of topic (the Holocaust) and the content of the textbook in question have been considered. For this table to be clear to students, one of the many of the Holocaust causes has been selected – namely, the Allies' share in responsibility for the escalation of the Holocaust. In this way students should revisit the political situation in Europe and the world from 1918 to 1945 to evaluate different actions when the (future) Holocaust could have been prevented (Activity 7).

Activity 7: Envisaging Alternatives

Complete the table below using previously analysed Holocaust causes. Put them in the chronological order.

Table 4. Could the Allies have prevented the Holocaust?

Cause of the Holocaust	What the Allies could have done at the moment?	How likely from 1 to 5 (5-very likely) was that scenario?	What was, actually, the Allies' real reaction?

This task should be assigned to students with caution and additional explanations. It would be ideal for students to complete the exercise in dialogue with the teacher. The teacher should explain the meaning of the term Allies, because the prosecution of Jews started before the alliances of the WW2 were formed and Britain, France, USA and U.S.S.R. could have taken actions to mitigate the effects of the Holocaust in different periods. Furthermore, without proper explanation, students might understand that the Allies were the most responsible for the Holocaust.

Final Discussion

The main drawback of the textbook is the absence of toolkits envisaged for improving higher order thinking, or in this context, the complex Holocaust causal analysis. Consequently, by designing elaborate, thought-provoking toolkits and combining them with the content of the textbook, the teacher can help students acquire 'deep or thick' knowledge on the topic. As Newmann and Wehlage (1993, p. 10) noted: 'Knowledge is deep or thick when it concerns the central ideas of a topic or discipline. For students, knowledge is deep when they make clear distinctions, develop arguments, solve problems, construct explanations, and otherwise work with relatively complex understanding. Depth is produced, in part, by covering fewer topics in systematic and connected ways'. It might be sensible to believe that helping students acquire dense knowledge about the causes of the Holocaust and is an extremely pertinent teaching task challenged by the politically unstable Balkans especially concerning that one of its learning goals is 'to prevent future genocides and human right abuses from happening again' (Gray, 2015, p. 9; Kovač, 2021b).

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На који начин користити српски уџбеник из историје за подучавање узрока Холокауста?

Резиме

Уџбеник из историје Мира Радојевић представља најдетаљнији актуелни српски уџбеник за четврти разред гимназије. У уџбенику су хронолошким редом изложени европски и свјетски политички догађаји од суштинског значаја за историју XX вијека. Овај рад има за циљ да отклони примарни недостатак уџбеника у контексту наставе Холокауста, а то је одсуство дидактичких материјала намијењених за развој критичког мишљења. Стога су у раду презентовани дидактички материјали који могу допунити уџбеник приликом обраде ове теме. Материјали садрже пет корака којима се поступно анализирају узроци Холокауста, а предвиђени су за четири часа историје. Осим тога, дијелови овог рада могу служити као допуна другим уџбеницима у којима су квалитетно обрађени историјски процеси, али им недостају дидактички материјали за развој критичког мишљења.

Кључне ријечи: настава Холокауста; анализа узрока; класификација; Србија; уџбеници; историја.



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