

# Activity 5: The Legal Effect: How Laws Can Persecute or Protect

## Student Worksheet

### Task 1

Write down five specific rights that come to mind when you think about human rights.

It may help to consider this extract from the Equality and Human Rights Commission in Wales:

“Human Rights are the basic rights and freedoms that belong to every person in the world. [...] Human rights are based on core principles like dignity, fairness, equality, respect, and autonomy. They are relevant to your day-to-day life and protect your freedom to control your own life, effectively take part in decisions made by public authorities that affect your rights and get fair and equal services from public authorities.”<sup>1</sup>

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

### Task 2

a) Read **Handout 1**: A selection of Nazi anti-Jewish laws, 1933-39.

Then, working in pairs/groups, write four examples of the areas of life that anti-Jewish laws impacted on during the period 1933-1939.

- 1.....
- 2.....
- 3.....
- 4.....

<sup>1</sup> Equality and Human Rights Commission, *Human rights in Wales* (2019) <<https://www.equalityhumanrights.com/en/human-rights-wales>> [accessed 6 March 2022].



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### Task 2 continued

Looking at the timeline of anti-Jewish laws, what do you notice happens over the years 1933-1939?

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b) Next read **Handout 2**: Historical events timeline, 1933-39.

Then, working in pairs/groups, write down two things you learned from this timeline.

1.....  
2.....

c) Now look at the photographs in **Handout 3**. Working in pairs/groups, try to match the photographs to the laws or events referred to in **Handout 1** and **Handout 2**.

Choose one photograph from **Handout 3** and write about it.

Try to answer questions like: Why did you choose this photograph? What are your first impressions? Describe what the photograph shows. What do you want to know more about?

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### Task 2 continued

Next, your teacher will give you a brief explanation for each photograph. Write down one thing you learned from these explanations – or what more you would like to understand about a particular photograph.

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### Task 3

Now read the following biography for Irene Kirstein Watts:

Irene Kirstein Watts was born on 24 May 1931 in Berlin, Germany. She grew up in an Orthodox Jewish family. Irene and her family were persecuted by the Nazis during the pre-war period and her father, Ziegmund Kirstein, was imprisoned in the Sachsenhausen concentration camp. In December 1938, Irene boarded a Kindertransport to Great Britain. She lived in England initially but when war broke out, she was evacuated to Llanelli, Wales. Irene’s parents later escaped to Great Britain during the war and eventually lived in Swansea. Irene, her husband and four children emigrated to Canada in 1968.

Irene was interviewed on 28 June 1998 in White Rock, British Columbia, Canada.

Next watch a short video, where Irene describes her experience of being a Jewish child in Berlin, Germany in the 1930s.

Then, working in pairs/groups, answer the questions below.

a) Write down three laws referred to in **Handout 1** which Irene was impacted by during her life in Berlin.

1.....

2.....

3.....



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### Task 3 continued

b) Write down three historical events referred to in **Handout 2** and/or Irene’s biography which impacted on her life.

- 1.....
- 2.....
- 3.....

c) In what ways did the laws referred to in **Handout 1** contribute to the violence of the November 1938 Pogrom (*Kristallnacht*) referred to in **Handout 2** - and ultimately the Holocaust (the murder of six million Jews by the Nazi regime, its allies, and collaborators)?

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### Task 4

Read the Universal Declaration of Human Rights (UDHR). The declaration was adopted by the United Nations on 10 December 1948. It was the result of the experience of World War 2 and represented a commitment by the international community to never allow the atrocities of the Holocaust to happen again.

Look at the reasons for protecting human rights that are given in the opening text of the UDHR. Which reason do you find most persuasive?



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### Task 4 continued

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Identify five examples of the articles of the UDHR which were violated by the Nazi party between 1933 and 1939.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Think carefully about the ways you experience the rights set out in the UDHR in your daily life. Can you provide an example of a human right that you enjoy that others in the world may not?

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Identify ways that you might be able to respond to violations of human rights today.

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