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**“I Don’t Think of All the Misery, but of the Beauty that Still Remains”:
Holocaust Education in the Music Classroom**

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On June 26, 2014, Pennsylvania Governor Tom Corbett signed a law requiring Holocaust and Genocide education in all Pennsylvania schools.¹ This legislation, the result of efforts made by Holocaust author and advocate Rhonda Fink-Whitman, made Pennsylvania the sixth state to require Holocaust and Genocide education.² However, the law does not state *how* to teach about this rather difficult topic. According to anthropologist and ethnomusicologist Alan Merriam, one of the functions of music in any society is “emotional expression.”³ Because music gives us the ability to convey emotions in a way that speech perhaps cannot, it is a beneficial tool to use when teaching about the unspeakable horrors of the Holocaust. I propose that music is an effective method to teach about the Holocaust. The purpose of this best-practice and historical research project is to create lesson plans for music educators to utilize in order to effectively and appropriately teach about the Holocaust based on the relationship of music and memory, the role of music in concentration camps, and Holocaust commemoration music.

¹ 94 Maidens, “The Mandate Video,” *YouTube* video, 14:57, September 27, 2013, <https://www.youtube.com/watch?v=4V4bmm6yJMw>.

² Ibid.

³ Steven N. Kelly, *Teaching Music in American Society* (New York: Taylor and Francis, 2009), 61.

- As of June 26, 2014, Holocaust and Genocide education is mandated in all Pennsylvania schools (P.L. 77-70)⁴
- Lesson Plans—Curriculum created by author
 - *Brundibár* (Grades 3-5)
 - Five-day unit
 - Book by Maurice Sendak and Tony Kushner
 - Opera vocabulary
 - Anti-bullying discussion
 - Piggyback songs (guided composition)
 - Soundscaping
 - Culminating performance
 - *Different Trains* (Grades 6-8)
 - Guided listening
 - Tiering (differentiation)
 - All students meet same objectives
 - Some students required to think more critically
 - Extension activities (historical research and composition)
 - *Annelies* (Grades 9-12)
 - SATB choral piece—James Whitbourn
 - Score-analysis worksheet (Movement 5)
 - Tempo markings
 - Dynamics
 - Time signatures
 - Key signatures
 - Mood
 - Guided journal reflection (Movement 5)

⁴ Public School Code of 1949—Holocaust, Genocide and Human Rights Violations Instruction, Act of June 26, 2014, P.L. 776, No. 70.