

Teaching about the Holocaust across the Curriculum: Teaching from Primary Sources

Teaching from Primary Sources

Forges a direct connection between students and history.

Provides irrefutable evidence that events of the Holocaust occurred.

Offers opportunities to learn about nuances of language used to create an effect or reaction.

Allows students to “discover” the history on their own.

Teaching from Documents

Familiarize students with the historical context in which a document was produced.

Ask students to read the document aloud to determine the tone of the passage.

Identify and define euphemisms and diplomatic expressions.
Provide students with guides or worksheets to focus their evaluations of documents.

Organize students into small groups when working on lengthy documents or when comparing and contrasting more than one document.

Sample Questions: Document Review

Identify the name and type of document.

What is the date of the document?

Place the date of the document in historical context.

By whom was the document issued?

For whom is the document written?

Summarize the provisions of the document.

What might be vague about the document?

For whom is the document beneficial? Problematic?

Explain and quote from the most important provisions.

What historic events may have resulted from the document?

Analyzing Documents

The Final Solution

Order from Hermann Goring to Reinhard Heydrich

Berlin, July 31, 1941

To Gruppenfuhrer Heydrich:

Supplementing the task assigned to you by the decree of January 24, 1939, to solve the Jewish problem by means of emigration and evacuation in the best possible way according to present conditions, I hereby charge you to carry out preparations as regards organizational, financial, and material matters for a total solution of the Jewish question in all the territories of Europe under German occupation.

Where the competency of other central organizations touches on this matter, these organizations are to collaborate.

I charge you further to submit to me as soon as possible a general plan of the administrative material and financial measures necessary for carrying out the desired final solution of the Jewish question.

Goring

The Wannsee Conference

January 20, 1942



Analyzing Documents

The Wannsee Protocols

Wannsee Protocol, January 20, 1942

Stamp: Top Secret

30 copies

16th copy

Minutes of discussion.

The following persons took part in the discussion about the final solution of the Jewish question which took place in Berlin, am Grossen Wannsee No. 56/58 on 20 January 1942.

A LIST OF PARTICIPANT NAMES AND AFFILIATIONS FOLLOWS.

The Wannsee Protocols (excerpts)

By order of the Reich Marshal, a Reich Central Office for Jewish Emigration was set up in January 1939 . Its most important tasks were

- a) to make all necessary arrangements for the preparation for an increased emigration of the Jews,
- b) to direct the flow of emigration,
- c) to speed the procedure of emigration in each individual case.

The aim of all this was to cleanse German living space of Jews in a legal manner.

All the offices realized the drawbacks of such enforced accelerated emigration. For the time being they had, however, tolerated it on account of the lack of other possible solutions of the problem.

Another possible solution of the problem has now taken the place of emigration, i.e. the evacuation of the Jews to the East, provided that the Fuehrer gives the appropriate approval in advance.

These actions are, however, only to be considered provisional, but practical experience is already being collected which is of the greatest importance in relation to the future final solution of the Jewish question.

Under proper guidance, in the course of the final solution the Jews are to be allocated for appropriate labor in the East. Able-bodied Jews, separated according to sex, will be taken in large work columns to these areas for work on roads, in the course of which action doubtless a large portion will be eliminated by natural causes.

The possible final remnant will, since it will undoubtedly consist of the most resistant portion, have to be treated accordingly, because it is the product of natural selection and would, if released, act as a the seed of a new Jewish revival (see the experience of history.)

Letter from Willy Just to SS-Obersturmbannführer Walter Rauff, 5 June 1942 (Excerpts)

RE: Technical alterations to the special vehicles already in operation and those in production.

Since December 1941, for example, 97,000 have been processed using three vans without any faults developing in the vehicles.

A reduction in the load area appears desirable. It can be achieved by reducing the size of the van by c. 1 meter. The difficulty referred to cannot be overcome by reducing the size of the load. For a reduction in the numbers will necessitate a longer period of operation because the free spaces will have to be filled with CO. By contrast, a smaller load area which is completely full requires a much shorter period of operation since there are no free spaces....

The lighting must be better protected against damage than hitherto....It has been suggested that lighting should be dispensed with since they are allegedly never used. However, experience shows that when the rear door is closed and therefore when it becomes dark, the cargo presses hard towards the door....It makes it difficult to latch the door. Furthermore, it has been observed that the noise always begins when the doors are shut presumably because of fear brought on by the darkness.

The Geography of the Holocaust

Teaching about the Holocaust with Maps

Maps teach and reinforce geography skills

Maps provide students with a visual resource to support the history.

Comparing and contrasting maps can help to tell the story.

A map's portrayal of history may be influenced by:

- The frame of reference of the cartographers

- The date the map was created

- The audience for whom the map was created

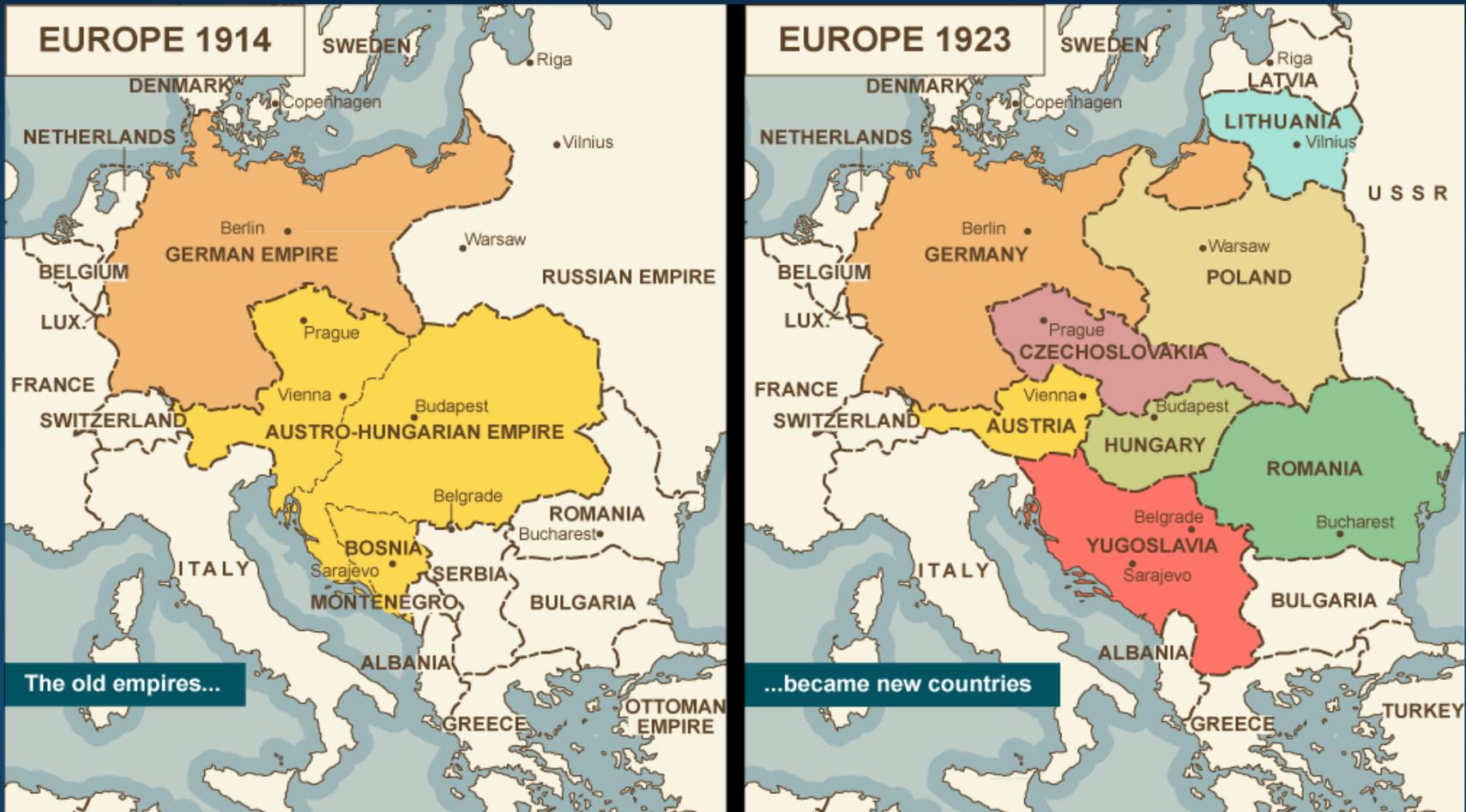
Frame of Reference of the Cartographer



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Compare and Contrast



bbc.co.uk

1. Describe the changes to the map of Europe after World War I.
2. What were the 3 major punishments meted out to Germany in the Treaty of Versailles?
3. What problems will these changes and punishments cause?



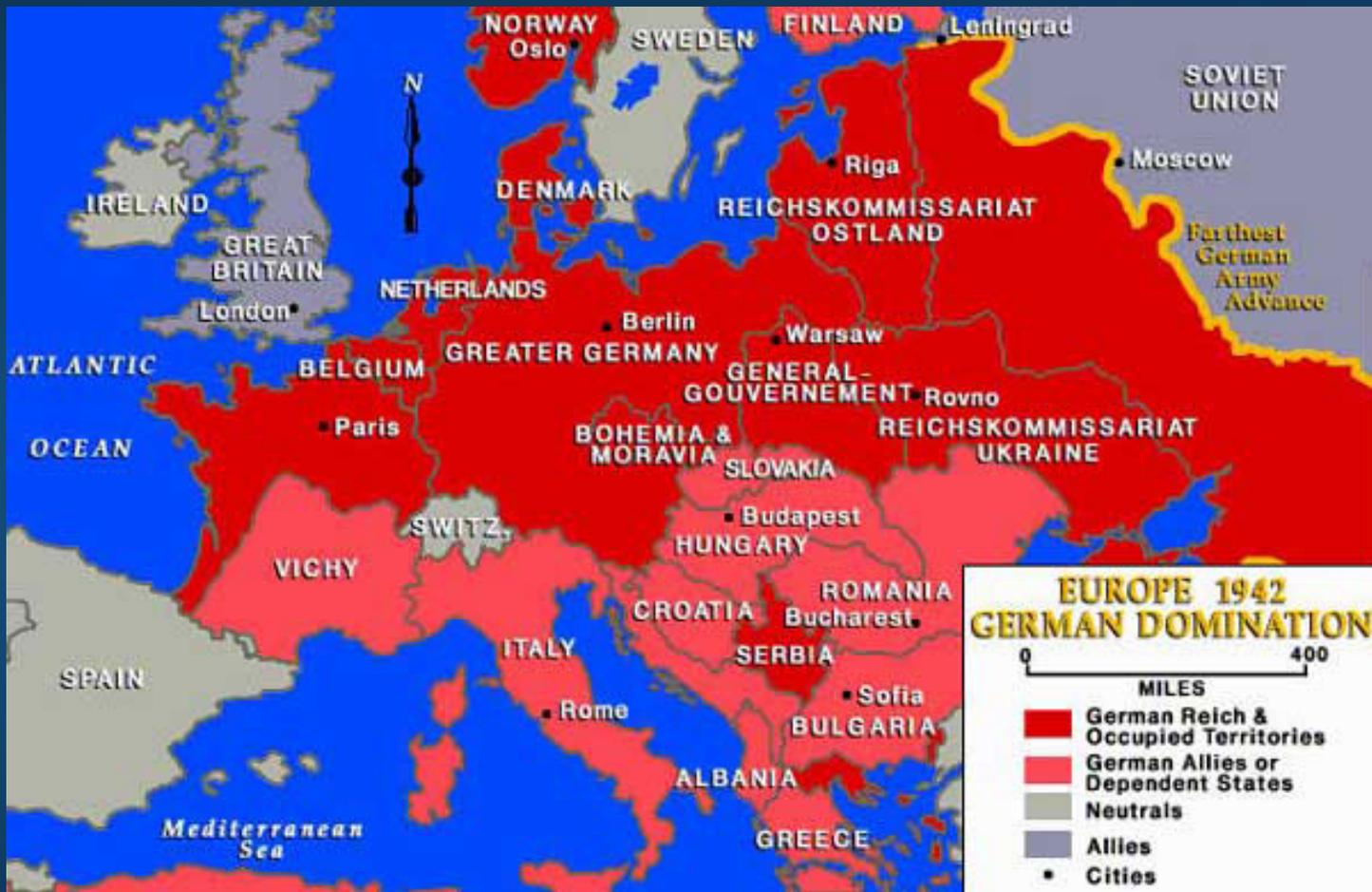
The Holocaust was the murder of six million Jews and millions of others by the Nazis and their collaborators during World War II. Mass killings began in June 1941 with the shooting of Jewish civilians during the German invasion of the Soviet Union. At the end of 1941, the Germans began deporting Jews to extermination camps in occupied Poland. By May 1945, about two out of every three Jews in Europe had been murdered.



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Analyzing Photographs

p. 41, *The World Must Know*



--memorialmuseums.org

Analyzing Photographs

p. 175, The World Must Know



Analyzing Photographs

p. 183, *The World Must Know*



Analyzing Objects

p. 148, The World Must Know



Georgia Commission on the Holocaust - sallyevine@holocaust.georgia.gov

Analyzing Objects

p. 91, The World Must Know



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Analyzing Posters and Visual Materials

Political Cartoons

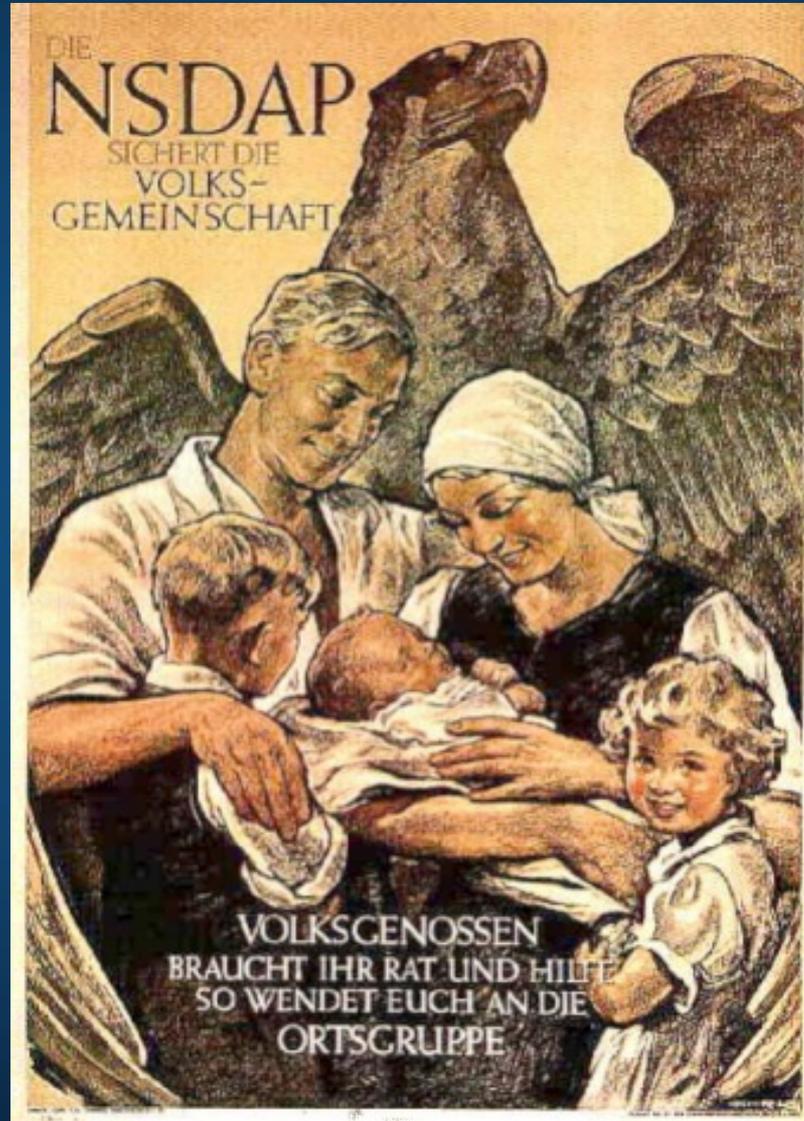
p. 45, The World Must Know



Analyzing Posters and Visual Materials



Analyzing Posters and Visual Materials



Analyzing Visual Materials



Félix Nussbaum
Self Portrait with
Jewish Identity Card (1943)

Analyzing Visual Materials



'Transport Arrival' created by Leo Haas in 1942

Analyzing Visual Materials



Analyzing Visual Materials

“Draw what you see...”



Analyzing Testimony

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Anti-Jewish Laws (7)	Children (22)	CZ – Auschwitz (3)	Daily Life (wartime/genocide) (8)
Antisemitism (12)	Choice/Dilemma (17)	CZ – Deportace (3)	Deportations (13)
Auschwitz (11)	Civil Rights in America (6)	CZ – Jak jsme přežili (9)	Discrimination (10)
Bystanders (20)	Courage (12)	CZ – Návrat do života (3)	Displaced Persons Camps (4)
Camps (Labor/Concentration) (13)	CZ – Antisemitismus (4)	CZ – Přemýšlení o genocidě (3)	Education (12)

Anti-Jewish Laws

[Clips](#) [Related Activities](#) [Related Topics](#) [Related Terms](#) [Graphic Organizers](#)

Discriminatory laws and regulations against Jews enacted by the various governments in Europe before, during, and after World War II.

◀ Prev Topic Next Topic ▶

Clip 1 of 7

◀ Prev Clip Next Clip ▶

Dina Gottliebova-Babbitt

Experience Group: Jewish Survivor

Dina remembers the first time she had to wear the yellow star outside, in Prague, Czechoslovakia. On her way to school, a man with a yellow star came toward her, and as they passed each other they smiled. This sense of community provided her with a sense of support and shared dignity.

[View Full Testimony](#)

Born
January 21, 1923
Brno (Czechoslovakia)

Date of Interview
September 26, 1998

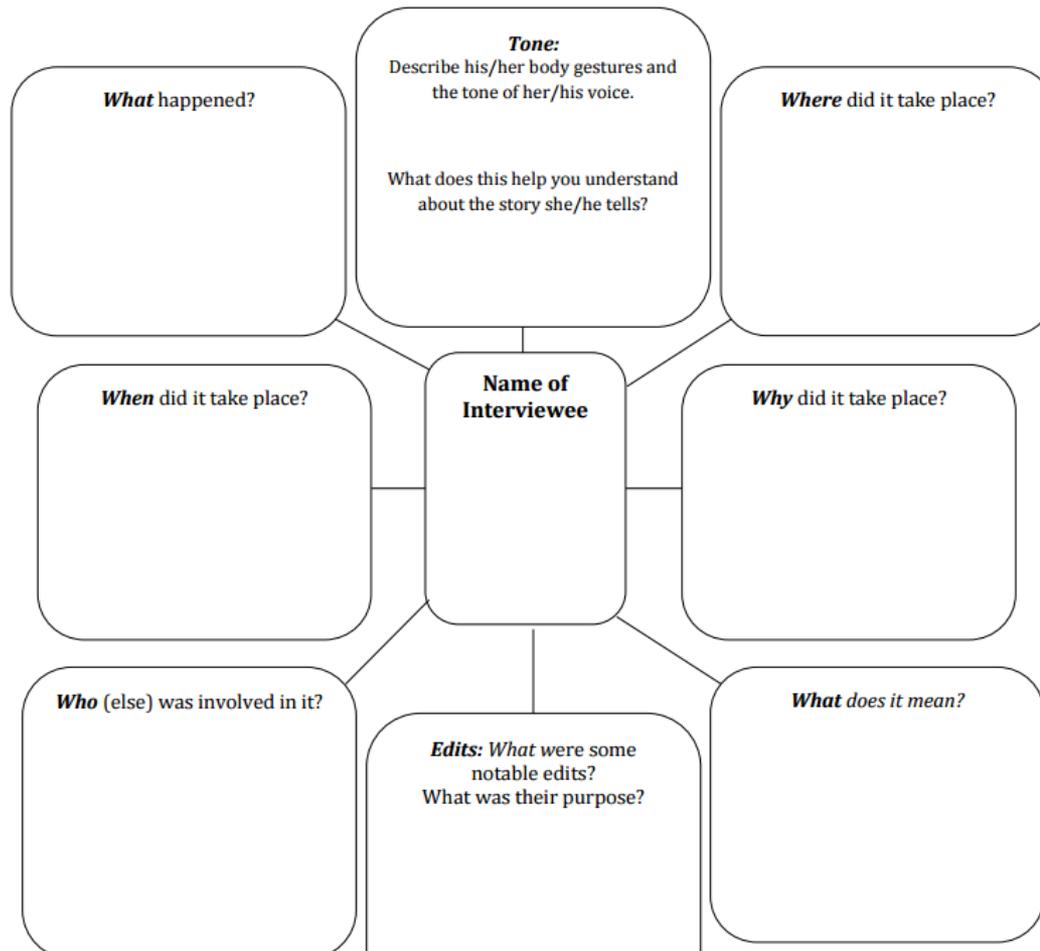
Location of Interview
Felton, CA, U.S.A.

Locating and Analyzing Textual Evidence



Group/Student Name(s) _____

Topic _____



Testimony as Primary Source Critical Analysis with SOAPStone



Directions: Provide as much information as possible for each element then answer the questions below.

<p>Speaker—Identify the speaker. Name, DOB, Experience Group, Relevant Info. What are her/his credentials on the topic?</p>	
<p>Occasion—What may have prompted the speaker to tell her/his story? What perspective or bias does the speaker bring because of an experience or situation?</p>	
<p>Audience—Whom is the speaker trying to address (reach)? To whom is she/him speaking?</p>	
<p>Purpose—In what way does the speaker convey the message? What's the emotional state of the speaker? Why did she/he give an interview? What does the speaker hope to accomplish?</p>	
<p>Subject—On what topic is the speaker focusing?</p>	
<p>Tone—What is the speaker's attitude towards the subject? What diction (word choices) provides clues to the speaker's viewpoint?</p>	
<p>What does this primary source help you understand about the topic of discussion?</p>	
<p>Why is it important to understand the speaker as well as the subject?</p>	

Why might it be important, when teaching about the Holocaust, to use primary sources?

As educators, what is our role in helping our students to identify reliable sources?