



FOLLOWING YOUR VISIT: QUESTION CARD ACTIVITIES

Review your students' knowledge after their visit to the Permanent Exhibition *The Holocaust* by using some of these suggested discussion topics and activities based on the question cards received at the Museum.

FOLLOW-UP ACTIVITIES FOR THE THEME QUESTIONS

The role of bystanders: Make a mental list of the places you see bystanders or observers in photographs. What are those observers looking at and what are they doing?

Actions of the perpetrators: What policies and actions did the Nazis implement to remove Jews and other "enemies of state" from society and later to eliminate them?

Responses of the victims: In what ways did the victims of the Holocaust respond to Nazi oppression?

The role of the media: What effect did newspapers, editorial cartoons, newsreels, and radio have during the Holocaust?

U.S. and world responses: How did the United States and other countries respond to the events of the Holocaust?

- Group students according to their theme questions. Have students discuss what they observed in the Permanent Exhibition that helped them to answer their theme questions. Have each group report back to the class on its findings.
- Have each theme group analyze the corresponding photograph on their card. Possible guide questions include: define who the victims, perpetrators, and bystanders are; what each person is doing; what objects can be seen; and where the photograph was taken. Can students recall other photographs and artifacts they saw in the Permanent Exhibition that related to their themes?
- Divide theme groups into jigsaw groups; one member from each theme group will form a jigsaw group. Have students share what they learned in each of their theme groups.
- Jigsaw groups can complete a culminating project of your choice.

FOLLOW-UP ACTIVITIES FOR THE COMMON QUESTION

Which photograph or artifact had special meaning about the Holocaust for you?

- Ask students to discuss in pairs, groups, or as a class their personal responses to this question and why they made the choices they did.
- Divide students into two groups: those who chose objects and those who chose photographs. Have students discuss why they made these choices and how objects and photographs differ as primary sources of information.
- Ask students to discuss how their personal choice of object or photograph connects to the selected themes in the Permanent Exhibition and what meaning their choices had for them.
- Have students reflect in a creative way on the object or photograph they chose.
- Encourage students to learn more about the Holocaust and genocide prevention using the Web site on the question card: ushmm.org/student-visit.

UNITED STATES HOLOCAUST MEMORIAL MUSEUM

100 Raoul Wallenberg Place, SW | Washington, DC 20024-2126 | ushmm.org

Make a mental list
of the places you see
bystanders or observers
in photographs.

What are those observers
looking at and what
are they doing?

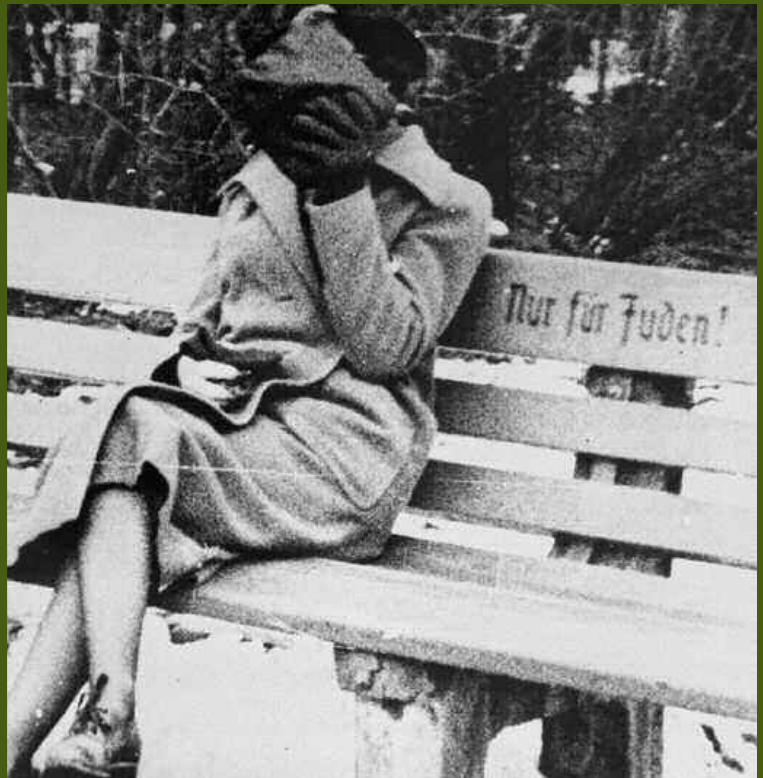


USHMM, courtesy of the National Archives and Records Administration, College Park, MD

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Nazis and local residents look on as Jews are forced to get on their hands and knees to scrub the pavement. Vienna, German-incorporated Austria, March–April 1938.

What policies and actions did the Nazis implement to remove Jews and other “enemies of state” from society and later to eliminate them?



USHMM, courtesy of Institute of Contemporary History and Wiener Library Limited, London, England

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A woman, concealing her face, sits on a park bench marked “For Jews only.”
German-incorporated Austria, circa March 1938.

In what ways
did the victims of
the Holocaust respond
to Nazi oppression?



USHMM, courtesy of Yad Vashem

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Three Jewish partisans in the Parzew forest near Lublin. Poland, 1940-45.

What effect did newspapers, editorial cartoons, newsreels, and radio have during the Holocaust?



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The front page of the *St. Louis Post-Dispatch* from November 11, 1938, with the article "700 Jews Seized by Secret Police in Berlin, More than 1400 in Munich."

St. Louis, Missouri, November 11, 1938.

How did the
United States and
other countries
respond to the events
of the Holocaust?



USHMM, courtesy of Österreichische Gesellschaft für Zeitgeschichte

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Viennese Jews wait in line at a local district police station to obtain exit visas.
Vienna, German-incorporated Austria, 1938–39.

As you go through the exhibition,
which photograph or artifact
has special meaning about
the Holocaust for **you**?

To learn more about the
Holocaust and genocide prevention
visit ushmm.org/student-visit



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Hall of Witness, United States Holocaust Memorial Museum.