

Holocaust Education Lesson Plan

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Topic: Introduction to the Holocaust

Lesson Title: Photo Study

Subject: World History

Grade Level: 10

Length of Lesson:

4-55 minute class periods or 2-95 minute block class periods

Introduction:

Though the Holocaust is a significant part of history, many of our students are not familiar with its causes, events and the aftermath. Because so many students are visual learners, images can often be more impactful and provide for a deeper understanding and connection to history.

This brief overview of the Holocaust is found on the United States Holocaust Memorial Museum website and can provide any user with the background knowledge to guide students through this lesson. It may also be a valuable tool for students to examine in subsequent lessons.

"The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. "Holocaust" is a word of Greek origin meaning "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": [Roma](#) (Gypsies), the disabled, and some of the Slavic peoples ([Poles](#), Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, [Jehovah's Witnesses](#), and [homosexuals](#).

In 1933, the [Jewish population of Europe](#) stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during [World War II](#). By 1945, the Germans and their [collaborators](#) killed nearly two out of every three European Jews as part of the "[Final Solution](#)," the Nazi policy to murder the Jews of Europe. Although Jews, whom the Nazis deemed a priority danger to Germany, were the primary victims of Nazi racism, other victims included some 200,000 Roma (Gypsies). At least 200,000 mentally or physically disabled patients, mainly Germans, living in institutional settings, were murdered in the so-called [Euthanasia Program](#).

As Nazi tyranny spread across Europe, the Germans and their collaborators persecuted and murdered millions of other people. Between two and three million [Soviet prisoners of war](#) were murdered or died of starvation, disease, neglect, or maltreatment. The Germans targeted the non-Jewish Polish intelligentsia for killing, and deported millions of Polish and Soviet civilians for [forced labor](#) in Germany or in occupied [Poland](#), where these individuals worked and often died under deplorable conditions.

From the earliest years of the Nazi regime, German authorities persecuted homosexuals and others whose behavior did not match prescribed social norms. German police officials targeted thousands of political opponents (including Communists, Socialists, and trade unionists) and religious dissidents (such as Jehovah's Witnesses). Many of these individuals died as a result of incarceration and maltreatment.

In the early years of the [Nazi regime](#), the National Socialist government established [concentration camps](#) to detain real and imagined political and ideological opponents. Increasingly in the years before the outbreak of war, SS and police officials incarcerated Jews, Roma, and other victims of ethnic and racial hatred in these camps. To concentrate and monitor the Jewish population as well as to facilitate later deportation of the Jews, the Germans and their collaborators created [ghettos](#), transit camps, and forced-labor camps for Jews during the war years. The German authorities also established numerous forced-labor camps, both in the so-called Greater German Reich and in German-occupied territory, for non-Jews whose labor the Germans sought to exploit.

Following the [invasion of the Soviet Union](#) in June 1941, [Einsatzgruppen](#) (mobile killing units) and, later, militarized battalions of Order Police officials, moved behind German lines to carry out mass-murder operations against Jews, Roma, and Soviet state and Communist Party officials. German SS and police units, supported by units of the Wehrmacht and the Waffen SS, murdered more than a million Jewish men, women, and children, and hundreds of thousands of others. Between 1941 and 1944, Nazi German authorities deported millions of Jews from Germany, from occupied territories, and from the countries of many of its Axis allies to ghettos and to [killing centers](#), often called extermination camps, where they were murdered in specially developed [gassing facilities](#).

In the final months of the war, SS guards moved camp inmates by train or on forced marches, often called "[death marches](#)," in an attempt to prevent the Allied liberation of large numbers of prisoners. As Allied forces moved across Europe in a series of offensives against Germany, they began to encounter and [liberate](#) concentration camp prisoners, as well as prisoners en route by forced march from one camp to another. The marches continued until May 7, 1945, the day the German armed forces surrendered unconditionally to the Allies. For the western Allies, World War II officially ended in Europe on the next day, May 8 (V-E Day), while Soviet forces announced their "Victory Day" on May 9, 1945.

In the [aftermath](#) of the Holocaust, many of the survivors found shelter in [displaced persons](#) (DP) camps administered by the Allied powers. Between 1948 and 1951, almost 700,000 Jews emigrated to Israel, including 136,000 Jewish displaced persons from Europe. Other Jewish DPs emigrated to the United States and other nations. The last DP camp closed in 1957. The crimes committed during the Holocaust devastated most European Jewish communities and eliminated hundreds of Jewish communities in occupied eastern Europe entirely."

-www.ushmm.org

Objectives:

Students will:

- Read and analyze the definition of the Holocaust.
- Review the chronological events of the Holocaust as an introductory lesson.
- Analyze primary sources from the Holocaust museum.
- Practice making inferences and visual literacy skills

Standards:

Nevada State Content Standards and Benchmarks

Include Nevada History, English and/or science standards and benchmarks with the number AND descriptive text. Only use the standards and benchmarks where the

students will show learning outcomes. Correlate your lesson to the appropriate grade level benchmark(s).

- H 2.21 Explain why and how global power shifts took place after World War I and World War II.
- H 4.14 Analyze the causes, course, and effects of World War I and World War II on the world.

Materials List:

For instructor:

- *Laminated chronological images from the Holocaust website (see attached)
- *Picture captions & Suggested order of photos from Holocaust website (see attached)

For students:

- *Holocaust definition handout (see attached)
- *Photo Study Handout (see attached)

In Class Activities:

*Students will be arranged in to groups of 3. There should be approximately ten groups.

Opener:

- 1. Do now:** Students will answer the following pre assessment questions accessing prior knowledge.
 - a. What is the Holocaust?
 - b. Who was involved?
 - c. Why did the Holocaust take place?

** Instructor should ask students to share aloud, clarify and misconceptions, and help guide students to focus in on the word 'Holocaust'. At this time, the instructor might want to set the serious tone for the class and remind students that respect and thoughtfulness is an expectation for their participation in the lesson.*

- 2. Holocaust definition.**
 - a. Using the Holocaust definition handout, students should first read the definition quietly on their own underlining any words that they are unclear about.
 - b. After students finish reading, the instructor should guide students through a second reading clarifying any concepts that are unclear to students..
 - c. Discuss what “deliberate, calculated: means in this context.
 - d. Ask students to refer back to this definition as they complete the next assignment.

3. Photo Study Part A.

**Students have been arranged in groups of three. There should be a total of ten groupings (stations). At each station place three of the laminated images. Make sure they are in order (See suggested order below for chronological organization.)*

**The Photo Study Handout should be given to each student.*

- a. Students must follow the directions for part A of the photo study for each picture at their group’s station. Each photo should be analyzed for two minutes, then

they should switch to the next photo until every photo has been analyzed. It is important that they respond quietly and that they place their responses in the appropriate place on their handout.

b. Once every group has finished their analysis, the groups must shift to the next chronological station. (*See suggested order for chronological organization.*)

c. Once all 31 photos have been analyzed, students will move on to part B on their Photo Study Handout.

4. Photo Study Part B.

**The instructor will assign one photo to each student for deeper analysis. If there are fewer than 31 students, use your discretion in eliminating images. If there are more than 31 students, the photos may be shared.*

a. Students will individually complete Part B of their Photo Study handout.

Closer:

**After students have seen and analyzed all images, the instructor will post all images on the board in chronological order. Using the captions provided by the USHMM website, the instructor should review each image and have students compare the captions to their own analysis. This will allow student to see the big picture and may clarify any 'cloudy' areas.*

5. Students will write a one-page response to their experience using images to introduce the Holocaust. They should respond to what they have learned and may be inspired to ask questions and/or request more information. This may be done for homework or in class if time remains.

Evaluation/Assessment:

*"Do now" questions

*Photo Study handout part A & B

*Closer response

Bibliography/Citations:

➤ *Holocaust Summary*

- <http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005143>

➤ Holocaust definition, SELECT PHOTO INTERPRETING HISTORICAL IMAGES: PHOTO ANALYSIS (Photo Study Part B), Image Captions with Citations & Dates, SUGGESTED CHRONOLOGICAL ORDER OF PHOTOS

- <http://www.ushmm.org/education/foreducators/prodev/beli/2003/staff01/pdf/lesson.pdf>

➤ *Images*

- [http://www.ushmm.org/education/foreducators/prodev/beli/2003/staff01/images/.](http://www.ushmm.org/education/foreducators/prodev/beli/2003/staff01/images/)

STUDENT HANDOUTS AND TEACHER RESOURCES

*STUDENT HANDOUT 1

DEFINITION OF THE HOLOCAUST

Definition of the Holocaust from the United States Holocaust Memorial Museum:

Between 1933 and 1945, Germany's government, led by Adolf Hitler and the National Socialist (Nazi) party, carried out a deliberate, calculated attack on European Jewry. Basing their actions on anti-Semitic ideology and using World War II as a primary means to achieve their goals, they targeted Jews as their main enemy, killing six million Jewish men, women, and children by the time the war ended in 1945. This act of genocide is now known as the Holocaust. As part of their wide reaching efforts to remove from German territory all those whom they considered racially, biologically, or socially unfit, the Nazis terrorized many other groups as well, including political opponents, Roma (also known as Gypsies), Germans with mental and physical disabilities, homosexuals, Jehovah's Witnesses, Poles, and Soviet prisoners of war. In the course of state sponsored tyranny, the Nazis left countless lives shattered and millions dead.

-<http://www.ushmm.org/education/foreducators/prodev/beli/2003/staff01/pdf/lesson.pdf>

*Student Handout 2 – Photo Study

Name: _____

Part A

Create a 3-column chart with 31 rows on a separate piece of lined paper. You will need to do this for 31 images so make sure you give yourself plenty of space. Three lines per image is suggested. You may use several pieces of paper. *Follow my example on your own chart.

Image #	Image Description (How many people, what are they feeling? If objects, what do they represent? Etc.)	What do you think is going on? (At what point in history do you suppose this image takes place? What is happening in this very moment?)
1		
2		
3		

***Now make your own!**

Part B

SELECT PHOTO

INTERPRETING HISTORICAL IMAGES: PHOTO ANALYSIS

Study the photograph again. Form an overall impression of the photograph and then examine individual items; answer the questions that follow.

Subject of the Photograph

1. Are there **people** in the photograph? How many? _____

2. Describe the clothing being worn:

3. Describe facial expressions:

4. Describe what the people are doing:

5. Are there **objects** in the photograph? List them if appropriate:

6. Describe in detail the objects in the photograph:

7. How are the individuals in the photograph using the objects?

Setting of the Photograph

8. Can you tell when or where the photograph was taken?

Inferences (*Reminder: An inference is when you make a logical judgment or conclusion using evidence or clues and your own prior knowledge rather than on the basis of direct observation.*)

9. Based on what you have observed above, list three things you might infer from the photograph.

*

*

*

Questions

10. Write a caption for the photograph. *A caption is a short description or explanation of a photograph or picture. It often includes information about what is happening in the picture, where and when the picture was taken, and who is in the picture.* Using the information gathered above, write a caption for the photograph.

11. How would the caption be different if it were published in a Nazi newspaper, a Jewish-German newspaper, or in an American newspaper?

***Teacher Resource 1**

IMAGES *(can be cut out and laminated or can be projected for whole class instruction)*

See suggested order for grouping)

**All images can be downloaded on the USMM website at:*

<http://www.usmm.org/education/foreducators/prodev/beli/2003/staff01/images/>.

1.



2.



3.





4.

5.



6.



7.



8.



9.



10.

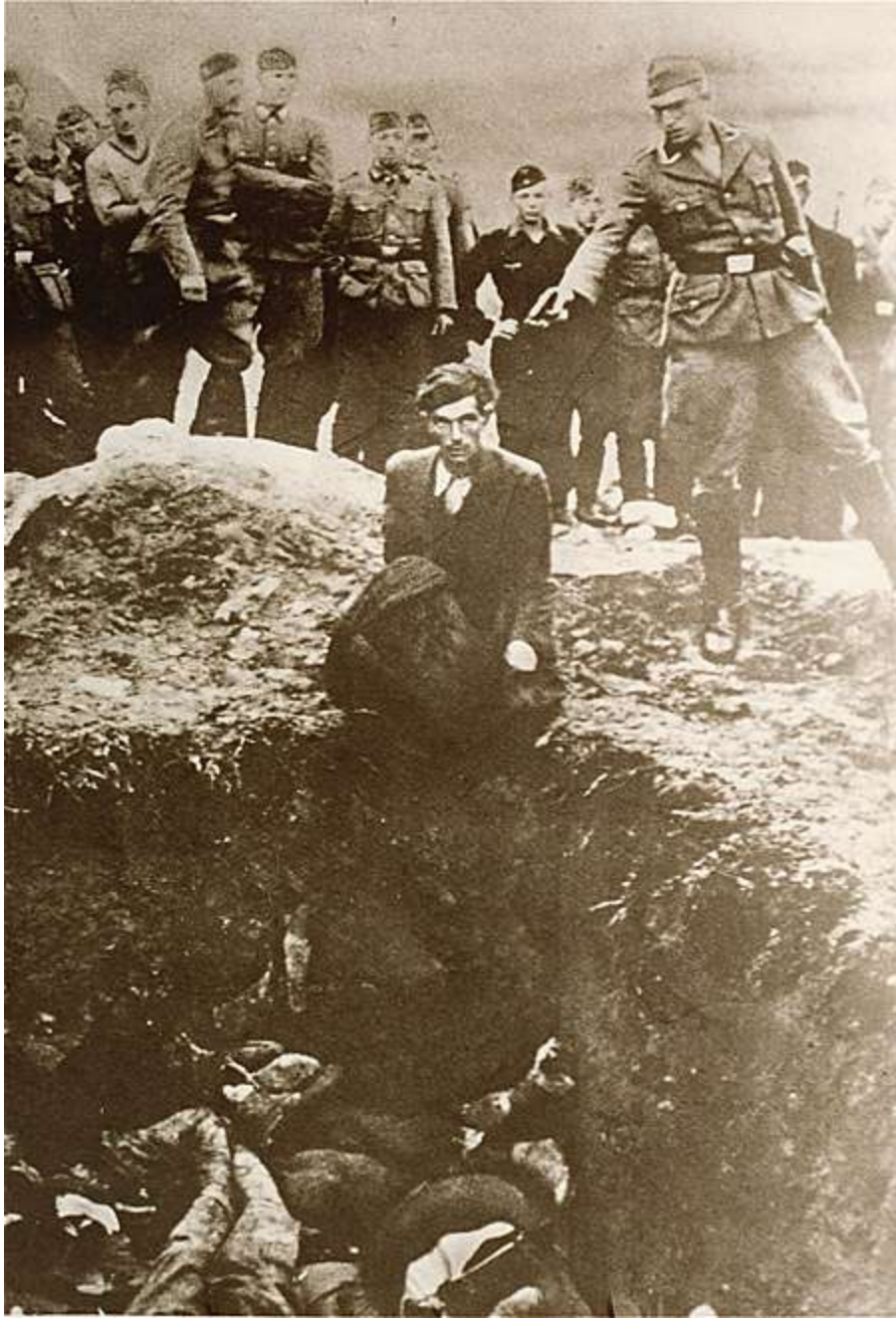


11.



12.





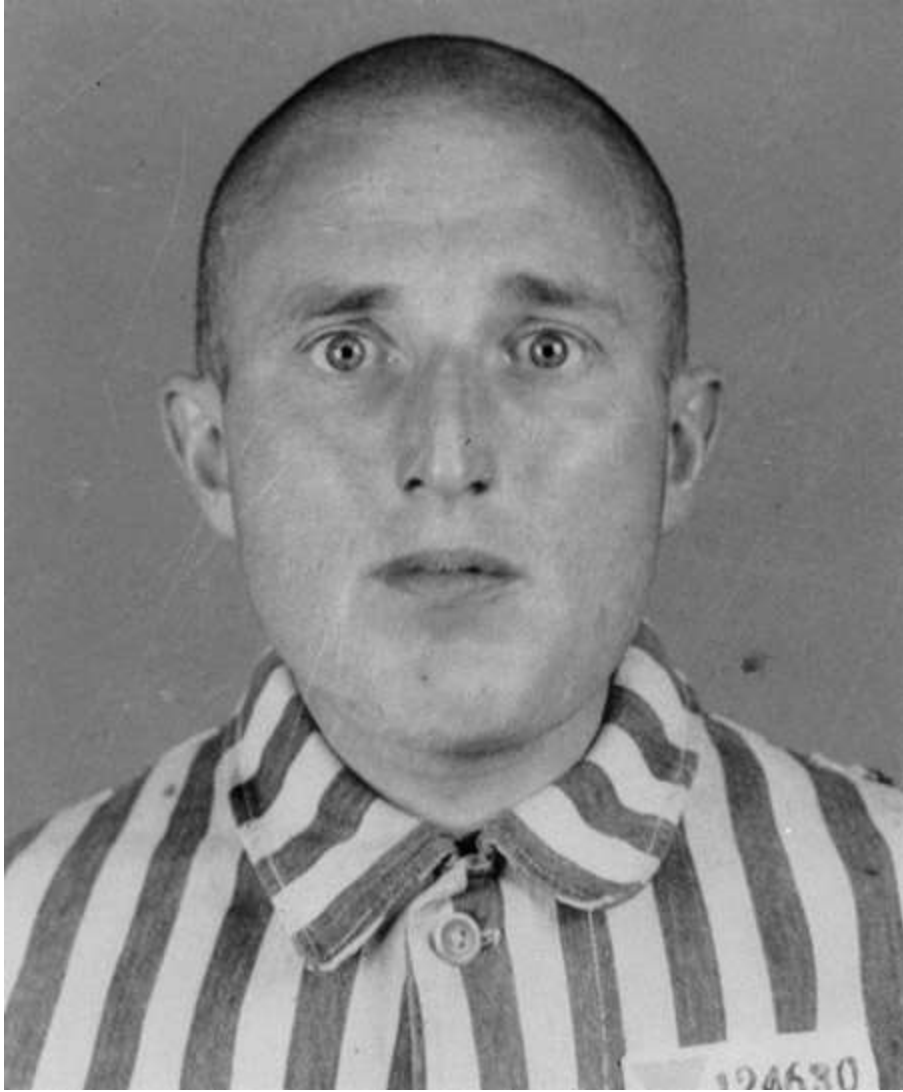
13.



14.

15.





16.



17.

18.

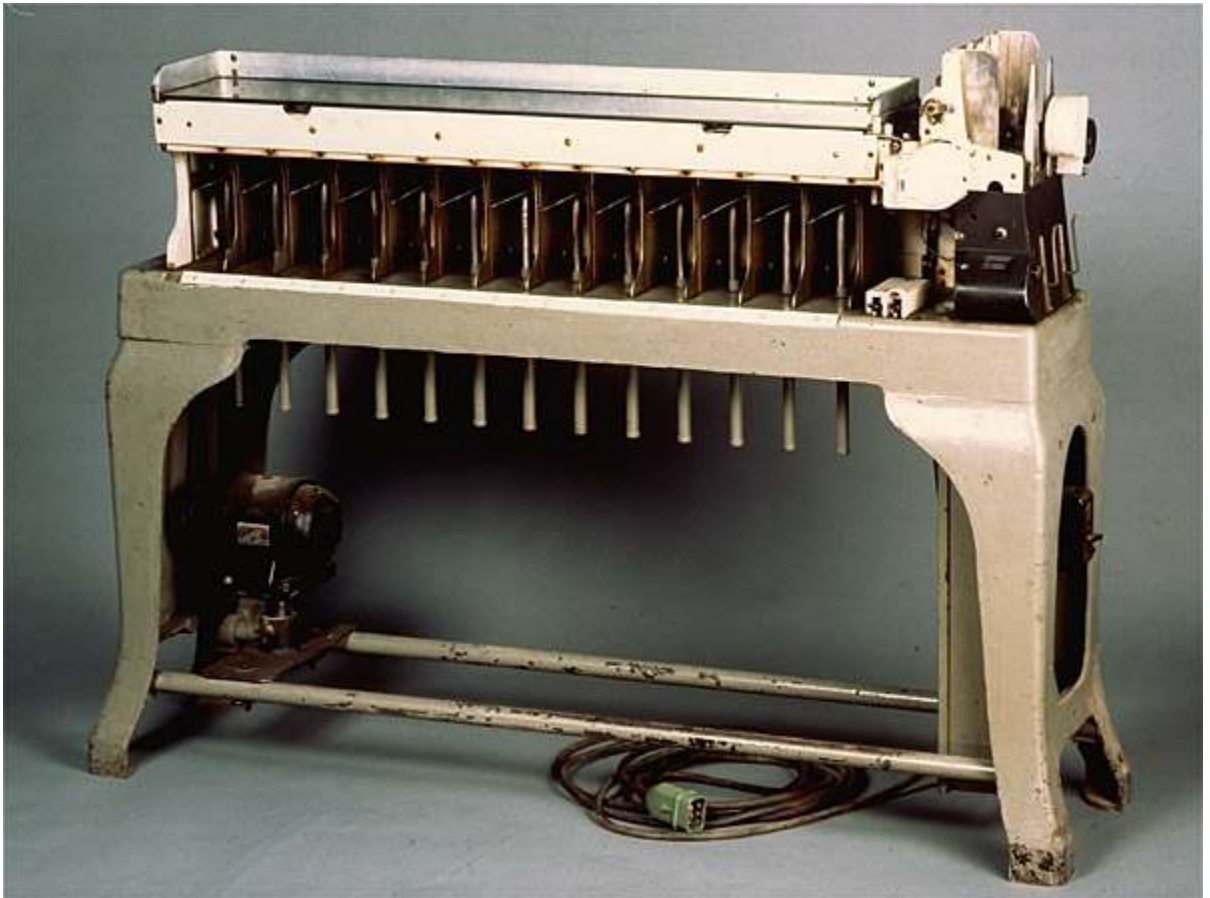


19.





21.





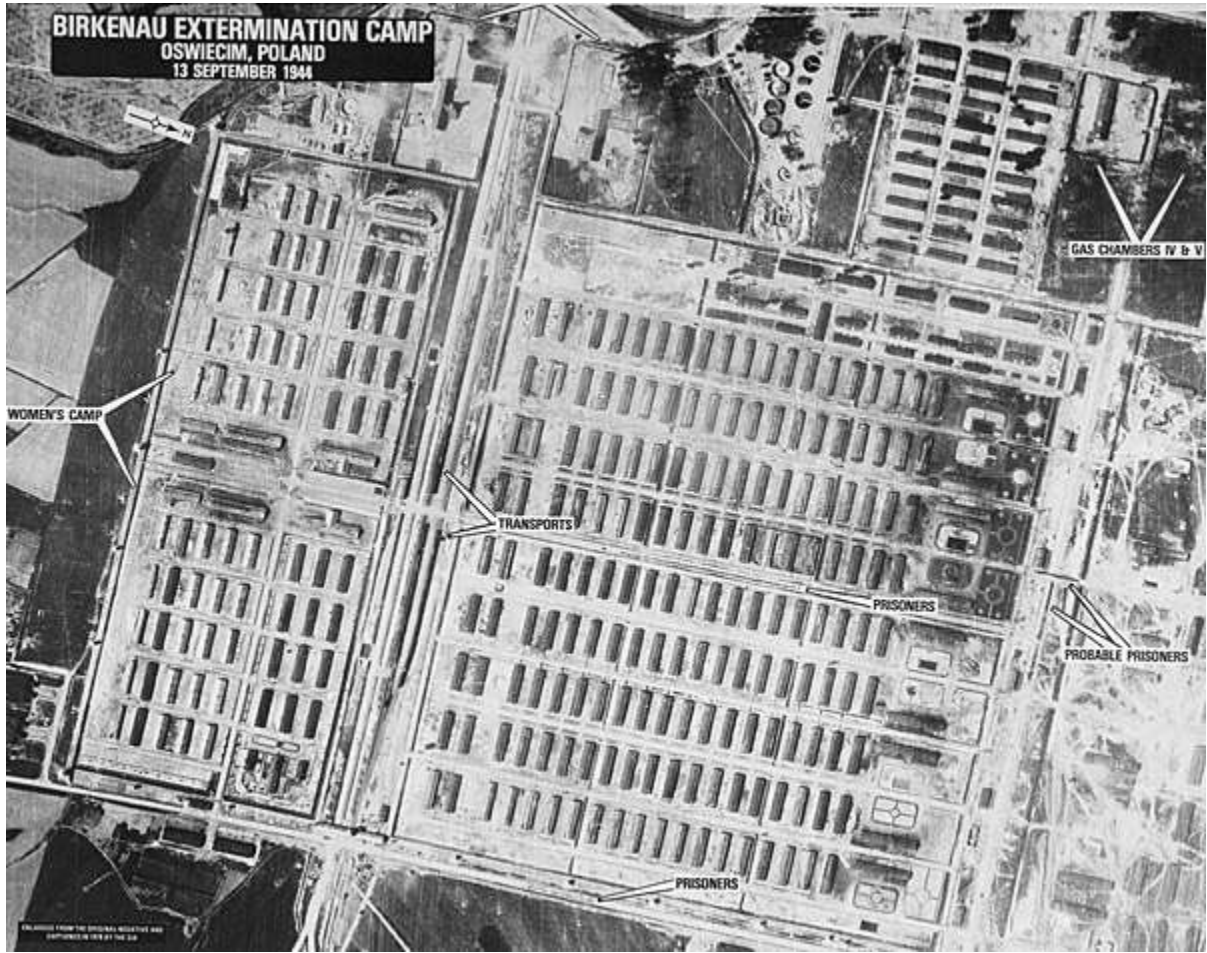






25.

26.



27.



28.



29.





30.



*Teacher Resource 2

Image Captions with Citations & Dates

<http://www.ushmm.org/education/foreducators/prodev/beli/2003/staff01/pdf/lesson.pdf>

1. German soldiers march into Warsaw carrying bayonets. October 5, 1939. USHMM, COURTESY OF NATIONAL ARCHIVES AND RECORDS ADMINISTRATION
2. On the morning after *Kristallnacht*, local residents watch as the synagogue in Ober Ramstadt, Germany, is destroyed by fire. The local fire department tries to prevent the fire from spreading to a nearby home. November 10, 1938. USHMM, COURTESY OF TRUDY ISENBERG
3. Jewish mothers with baby carriages at the Landsberg Displaced Persons camp. January 1, 1947. USHMM, COURTESY OF AVIVA KEMPNER
4. One of the three milk cans in which Emmanuel Ringelblum saved the “Oneg Shabbat” archives chronicling the history of the Warsaw ghetto. 1939–1943. USHMM, COURTESY OF .Z YDOWSKI HISTORYCZNY INSTYTUT NAUKOWO-BADAWCZY
5. U.S. soldiers view the charred remains of victims of the Ohrdruf concentration camp. April 1945. USHMM, COURTESY OF NATIONAL ARCHIVES AND RECORDS ADMINISTRATION
6. German soldiers execute Piotr Sosnowski, a priest from Tuchola.

Piasnica Wielka, Poland, fall 1939. USHMM, COURTESY OF INSTYTUT PAMIĘCI NARODOWEJ

7. Mauthausen camp survivors cheer American soldiers soon after their liberation. May 1945. USHMM, COURTESY OF NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

8. Women inmates in Auschwitz sort through a huge pile of shoes from a transport of Hungarian Jews. May 1944. USHMM, COURTESY OF YAD VASHEM

9. Bystanders watch as a Jewish student is paraded over the Wiedenhaser Bridge in Marburg carrying a sign that reads, "I have defiled a Christian maiden." An SA fife-and-drum band marches ahead drawing attention to the man who is dressed in a suit and bow tie. Germany, 1933–1939 (similar photos available: enter "public humiliation" in Photo Archives search bar). USHMM, COURTESY OF AMT FÜR PRESS-UND-OFFENTLICHKEITSARBEIT, MARBURG

10. A Jewish woman walks toward the gas chambers with three young children after going through the selection process on the ramp at Auschwitz-Birkenau. May 1944. USHMM, COURTESY OF YAD VASHEM

11. German Jewish children in Berlin prior to the Nazi seizure of power. January 1929. USHMM, COURTESY OF GEORGE FOGELSON

12. Wilhem Beiglboeck, a consulting physician for the Luftwaffe, pleads "not guilty" to the charges against him at the Doctors trial. November 1945. USHMM, COURTESY OF NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

13. Execution of a Ukrainian Jew by a member of an Einsatzgruppe (mobile killing squad). Vinnitsa, Soviet Union, 1942. USHMM, COURTESY OF LIBRARY OF CONGRESS

14. A German Jewish refugee family poses on the deck of the *St. Louis* while en route to Cuba. May–June 1939. USHMM, COURTESY OF JOHN MEYERSTEIN

15. Roma (Gypsy) prisoners in the Belzec forced-labor camp. Poland, 1940. USHMM, COURTESY OF ARCHIWUM DOKUMENTACJI MECHANICZNEJ, WARSAW

16. Mug shot of prisoner accused of homosexuality, in Auschwitz concentration camp. 1940–1944. USHMM, COURTESY OF KARL GORATH

17. Under SS guard, prisoners carry stones up the "staircase of death," in the Mauthausen concentration camp. Austria, 1942. USHMM, COURTESY OF ARCHIV DER KZ-GEDENKSTÄTTE MAUTHAUSEN

18. Prisoners stand at roll call at Buchenwald camp. 1938–1941. USHMM, COURTESY OF ROBERT A. SCHMUHL

19. Danish rescuers on board a boat. 1943. USHMM, COURTESY OF FRIHEDSMUSEET

20. Jewish partisans in the forests of Lithuania. 1941–1944. USHMM, COURTESY OF MOSHE KAGANOVICH

21. A Hollerith machine of the type used to tabulate national census data in Nazi Germany in the 1930s. USHMM, COURTESY OF TECHNISCHES MUSEUM DRESDEN

22. Spectators give the Nazi salute as they attend a rally in Nuremberg. September 1938. USHMM

23. View of the Jewish-owned Eisenstaedt clothing store in Berlin. 1930–1938. USHMM, COURTESY OF INGE EISENSTAEDT

24. Germans read a poster affixed to a pillar in a busy Berlin street warning them not to buy from Jews. April 1933. USHMM, COURTESY OF KZ GEDENKSTÄTTE DACHAU

25. A view of concentration camp prisoners marching through a village while on a death march from Dachau to Wolfratshausen. April 1945. USHMM, COURTESY OF KZ GEDENKSTÄTTE DACHAU

26. An aerial reconnaissance photograph of the Auschwitz concentration camp showing the Auschwitz II (Birkenau) killing center. Poland, September 1944. USHMM, COURTESY OF NATIONAL ARCHIVES AND RECORDS ADMINISTRATION
27. The Hadamar Institute was one of six hospitals and sanatoria in Germany and Austria in which the Nazi “euthanasia” program was carried out. Spring 1945. USHMM, COURTESY OF ROSANNE BASS FULTON
28. Vendors and buyers at the market in the Lodz ghetto. Circa 1941. USHMM, COURTESY OF ROBERT ADAMS
29. Two young boys wearing Jewish badges in the Kovno ghetto shortly before their round-up in the “Children’s Action.” 1944. USHMM, COURTESY OF SHRAGA WAINER
30. Concentration camp badges bearing purple triangles worn by Jehovah’s Witnesses. 1940–1945. USHMM, COURTESY OF ANNEMARIE AND WALTRAUD KUESSEROW
31. Some of the thousands of shoes confiscated from arriving prisoners at the Majdanek concentration camp. ARCHIWUM PAN ’ STWOWEGO MUZEUM NA MAJDANKU

***TEACHER RESOURCE 3**

<http://www.ushmm.org/education/foreducators/prodev/beli/2003/staff01/pdf/lesson.pdf>

SUGGESTED CHRONOLOGICAL ORDER OF PHOTOS

Pre-1933:

11. German Jewish children
12. Berlin department store

1933–39:

24. Anti-Jewish poster–boycott
9. Public humiliation (could be throughout this period)
21. Hollerith machine for census
22. Nazi rally
2. Morning after Kristallnacht
14. Passengers on the *St. Louis*
1. German conquest of Poland
6. Execution of priest
18. Buchenwald lineup (could be later)
27. Hadamar hospital (could be later)

1940–45:

15. Roma at Belzec
28. Market in Lodz ghetto
13. Einsatzgruppen shooting
17. Mauthausen camp stairs
4. Warsaw Ghetto milk can
19. Danish rescuers
31. Shoes (could be later)
20. Partisans in forest
30. Purple badges
8. Prisoners sort clothes in Auschwitz
10. Woman and children walk at Auschwitz
29. Kovno children with stars
26. Aerial photo of Auschwitz
25. Death march
5. American GIs at Ohrdruf
7. Liberation of Mauthausen

After 1945:

3. Jewish mothers at DP camp
31. Shoes (or earlier)