

Los Angeles Museum of the Holocaust Virtual Learning Worksheet

Section I

Introduction to the Holocaust

1. What are the main factors that contributed to the Holocaust?
2. What do you think were the warning signs before the Nazis came into power in 1931? What do you think the warning signs were before the beginning of mass murder in 1941?
3. How did the Nazis utilize propaganda? What does it mean to have freedom of the press and free speech or to lose those? What happens when only one narrative is being told?
4. Across Europe, the Nazis found willing collaborators who helped them fulfill their genocidal aim, what types of motives or pressures do you think would lead people to turn a blind eye, to torture, or to murder their fellow humans?
5. What are the dangers of stereotyping and hate rhetoric? How do we spot stereotyping and bigotry?
6. Have you seen examples of antisemitism, racism, or negative stereotyping in the world around you? How do you think we can prevent it?

Section II

Holocaust Timeline and Key Events:

Place the historical events in order using the numbers 1-13 next to each date below. Alternatively, you can draw a timeline and list events in the order in which they happened by the year.

- November 9 & 10: Kristallnacht, or "Night of Broken Glass"
- December 2: First Kindertransport arrives
- June 14: First prisoners arrive at Auschwitz
- January 27: Soviet troops liberate Auschwitz

- April 11: American troops liberate Buchenwald
- September 15: Nazi Germany enacts the Nuremberg Laws, stripping German Jews of their citizenship
- November 20: The Nuremberg Trials begin
- August 2: Hitler becomes dictator of Germany
- September 1: Germany invades Poland sparking the outbreak of World War II

- March 20: Dachau concentration camp opens
- April 1: Boycott of Jewish businesses
- December 8: Mass murder begins at Chelmno
- October 28: Polish Jews deported from Germany

Section III

Consider these questions before, during, and after the interview.

Survivor Story:

1. What do you think is the importance of hearing a holocaust survivor share their story? Why do you think it is important to hear from elders about things that happened to them in the past? Why might they want to share their story with you?
2. What resonated with you? What can't you get out of your head?
3. Why do we learn about other people's stories?
4. Who is someone you would want to tell your story to?
5. How do individual stories fit into the collective narrative?
6. What experiences are covered in learning through this individual's narrative? Name concrete examples.
7. Write anything you learned doing research on the survivor speaker's story if you did the additional option.

Interview an Elder in your life:

Interview someone from your family who is an elder, for example a grandparent, and write about their life story.

Be sure to think about the following:

- Is there anything similar to the survivor speaker's story in your elder's life? This could be in terms of the time, places lived, traveled, adversities, etc.
- Did they face any adversity? If yes, how did they overcome it?
- What were the key events in their lives up until this point?
- What about their story relates to you and your life?
- Why is it important to know our family's heritage and history?
- Does your family member have a hope for the future and/or for you?

Section IV

A Closer Look at Primary Sources:

1. Below list three primary sources you looked up. Describe each one – what do you notice about them? Are there words? Symbols? Colors? What is the significance of the primary source to the survivor's story you heard?
 - a.
 - b.
 - c.
2. What do these archival sources teach us about the Holocaust?
3. What does each source tell us? What do these sources add to your understanding of the past? What new questions do they raise?
4. What do everyday objects tell us about people? What about their daily lives?

Object Share:

Now find an object in your home that is important to your family or an object that is important to you. For example, this could be a quilt made by a relative that has been passed down, a piece of jewelry that is a family heirloom, or a beloved photograph. The object must be significant to you and/or your family. You will be sharing your object with your classmates and with your teacher doing an object share. Follow your teacher's instructions when you do the object share with your class.

Think about sharing the following information about your objects:

1. Describe your object.
2. Why is this object significant to you and/or your family?
3. What is the story behind your object?
4. What time period is it from?
5. Where is the object from?
6. How can objects become a part of the greater stories of our lives and our family heritage?
7. Did you learn something new about yourself or your family when you researched your object?

Section V

Sharing Hope:

During times of uncertainty or adversity, human beings have shown they can overcome struggles through maintaining hope and resilience. [Watch](#) messages from Holocaust survivors in our community on Vimeo. Hearing stories of hope, resilience, and determination can give us the strength we need to continue to support ourselves and our community.

Please pick one of two of the statements made by the survivors in this film. Think about them. Why did they stand out to you? What do they mean? Why do you think these statements were important to the survivors to pass on? Can you think about someone in your own life who embodies this message? What does the message make you think of? Feel? Want to do?

Listen to ones that stand out to you but here are some examples below.

1. Erika Fabian: "I made the best of every situation I have been in."
2. Jacob Eisenbach: "No matter how dark the clouds may be, there will be a day when the sun breaks through."
3. Edith Frankie: "Never hate anybody."
4. Jerry Weiser: "Study history, because it has a tendency of repeating itself."
5. Joseph Alexander: "I hope tomorrow will be a better day."

Think about how you can incorporate your own message of hope into your art piece.

Section VI

Art Reflection: Many artists use art to encourage contemporary audiences to remember and reflect on the Holocaust and other traumas. Art as a medium helps us to express ourselves and create stories that inspire others.

Our emotions and thoughts can come through various artistic processes. Your art piece can become a vessel for expressing your feelings be it fear, sadness, hope, anger, joy etc. You will be creating an art piece of your own out of one of the following choices: digital collage, paper collage, object sketch, or an assemblage box. Answer the questions below and see the attached PowerPoint for detailed instruction on how to create one of these art pieces.

1. How do you think artistic creativity and expression aids Holocaust survivors in processing memories and feelings of oppression, persecution, hope and loss?
2. Art therapy can provide an outlet when words fail. How do you think art aids those working through trauma and PTSD?
3. What stories can we tell through our artwork or what can be expressed through an art piece?
4. What are your hopes for the future? Include your hopes in your reflective art piece.

An **Artist Statement** describes what you made and why you made it. It is the vehicle to speak to the audience who views your piece. It should include the what (your medium), the why (what excited you about it? What were your influences and inspirations), and the how (what was the process that you went through to make it). Please include your basic ideas, an overview of the piece, and the issues and story you were trying to tell .

5. Create your artist's statement. Please include the following in your artist's statement:
 - Title (of artwork)
 - Your name
 - Describe your piece: What does it look like, what media (paint, colored pencil, etc.) did you use to create it?
 - What inspired you to make this piece? Were you inspired by an artist, someone's story or something you saw in nature?
 - Does this piece have a message? What are you trying to say with this piece?
 - What are your hopes for the future? How did you incorporate this into your art piece?