



Los Angeles Museum of the Holocaust

Student Directions and Worksheet

Instructions: Complete the following six sections of this worksheet and submit to your teacher.

About the Museum: Los Angeles Museum of the Holocaust is a primary source institution that commemorates those who perished, honors those who survived, and houses the precious artifacts that withstood the Holocaust. The museum provides free Holocaust education to students and visitors from across Los Angeles, the United States, and the world, fulfilling the mission of the founding Holocaust Survivors to commemorate, educate, and inspire. Through engagement and educational programs that value dialogue, learning, and reflection, the museum believes that we can build a more respectful, dignified, and humane world.

To learn more about the museum and our mission watch this [video](#).

Section I

KWL Chart

Your teacher will be holding two virtual lessons. Please complete a KWL Chart together with a classmate before learning more about Holocaust history. Check with your teacher for further instruction or before beginning the section below titled, 'Overview of the Holocaust'.

Overview of the Holocaust

Review the following [terms](#) before you begin.

The Holocaust was the persecution and mass murder of European Jewry led by Nazi Germany and assisted by the countries and people who sided or allied themselves with the Nazis. It took place over 12 years from 1933 to 1945. The Nazis used bias, prejudice, and hate to target Jews and enact their genocidal agenda. Jews were the primary victims of the Holocaust, although the Nazis targeted anyone who opposed them or their values, including Roma, Sinti, homosexuals, mentally handicapped, physically handicapped, and political allies. Six million Jews were murdered during the Holocaust. That equals two-thirds of the Jewish population in Europe, meaning out of every three Jews living in Europe, two were killed.

Below is a link you will use to learn more about the Holocaust.

Complete the following:

1. Click on the following [link](#) for a timeline of key events that took place during the Holocaust.

Timeline: Place the historical events by year and date in order using the numbers 1-12 next to each date below. Alternatively, you can draw a timeline and list events in the order in which they happened.

November 20th:

The Nuremberg Trials begin; the first time people are held accountable for crimes against humanity

September 1st

Germany and the Soviet Union invade Poland, World War II begins

March 20th:

The first concentration camp, Dachau, is opened by the Nazi government

December 8th:

The first Jewish prisoners are murdered by poison gas at Chelmno Death Camp

January 30th:

Adolf Hitler is appointed Chancellor

September 25th:

Nazi Germany enacts the Nuremberg Laws, stripping German Jews of their citizenship

April 1st

First statewide boycott of Jewish businesses; the boycott marked the beginning of Nazi efforts to drive Jews from the German economy

October 28th:

Polish Jews are deported from Germany

August 19th:

Hitler abolished the office of the president and announced that he was the Führer, or supreme leader of Germany.

December 2nd:

First Kindertransport arrives; Jewish parents voluntarily sent their children on organized transports to live in children's homes, with foster families, or with distant relatives in Great Britain, the Netherlands, or France

November 9th & 10th:

Kristallnacht, or "Night of Broken Glass"; 30,000 Jewish men and boys were arrested and sent to concentration camps. Hundreds of synagogues and more than 7,000 businesses were damaged or destroyed

June 14th:

First prisoners arrive at Auschwitz; a large concentration camp near the town of Oswiecim, in Nazi-occupied Poland

Section II

Survivor Story

A Holocaust survivor is someone who lived through the Holocaust, during which approximately 6 million Jewish people were murdered. Therefore, each experience of survival is different. Holocaust survivor testimony and oral history are essential components of Holocaust education and remembrance. The Holocaust survivors in our community volunteer their time to share their

personal histories with students like you. They are firsthand witnesses to this history. By listening to them with care, respect, and compassion, you share the responsibility of collective memory. It is a generous act.

Through listening, sharing, and learning, we can, together, commit to build a more humane, dignified, and respectful world.

Listen for key details that stand out to you as well as any examples you find of prejudice or bias in their story.

Click to watch one of the suggested survivor testimonies and answer the following questions below.

- [Lisa Jura](#)
- [Jerry Wisner](#)
- [Dana Schwartz](#)
- [Harry Davids](#)

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 did you connect with or what stood out to you from their story? 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. What kind of life experiences did you learn about through this person's story? Name examples.

Section III

Connecting Heritage and Objects:

Object: A material thing that can be seen and touched.

Artifact: An item of cultural or historical interest.

Objects surround us: cellphones, stickers, photographs, etc. Some objects are special to us, while others are easily discarded. One way that we learn about the past is by studying artifacts, including everyday items, photographs, or things used for religious ceremonies. Heritage and symbolism can be found in everyday objects, and we can explore this further by looking at historical artifacts.

In 1961, Holocaust survivors living in Los Angeles came together and realized each of them had carried personal artifacts and precious mementos with them from Europe, items such as photographs, documents, and memories. These treasured objects represent the personal histories of each individual. Each artifact represents something significant to the survivor it belonged to,

acting as a connection to their families, traditions, and culture, representing a part of their lives and who they are. These objects signify each survivor's story and personal history and can be found in the Museum. Each of us has our own story to tell and a unique heritage. This heritage is an important part of our identity and our family story.

In the following sections you will carefully study and observe an object from the Museum as well as an object from your own home to practice the importance of careful observation using primary source material.

A Closer Look at Primary Sources

For this activity, you can work together in pairs (virtually) or alone if you prefer. You will be using the 'Artifact Observation' document. Artifacts can be a number of things, including an object, document, diary, manuscript, autobiography, image, or recording. They serve as an original source of information about a topic. Artifacts are an important part of the Museum's exhibits; each artifact has its own story to tell. Take a close look at the artifact on your 'Artifact Observation' document and follow the steps below.

Step 1:

Observe and take notes about an artifact from our museum on the 'Artifact Observation' document. Describe the details of it and consider the following:

- What does the artifact look like/What do you think it is?
- Where do you think it is from? What time period?
- To whom do you think the artifact belonged to?
- For what do you think the artifact would be used? How would it be used?
- Why do you think this artifact would be important to someone?
- What do you think the artifact feels like or how much do you think it might weigh?

Step 2:

Learn about the history of the artifact on page 2 of the 'Artifact Observation' document. After reading about the artifact, answer the following questions.

1. Why is it important to study artifacts?
2. What can objects tell us about the people who used them?
3. How can objects become a part of our own story and our family heritage?
4. Does the object make you think about the person who used it or wonder anything about their life before the Holocaust? What do you think of?
5. Why is important to celebrate heritage? Are there ways that you celebrate your family's heritage?
6. How is this object part of someone's heritage? Whose heritage?
7. Note any other observations or conclusions.

Object Share

Choose an object that is important to you in terms of your personal and/or family story and share it virtually with the class. Your teacher will set up a time to do the object share.

Examples of objects students shared in the past: baseball bat belonging to a grandparent, a painting created by a loved one, or a map showing grandparents' journeys to the U.S.

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? Where is it from?
5. Did you learn something new about yourself or your family when you researched your object?

Section IV

Hopes for the Future:

The Holocaust left a large impact not just on history, but also on the minds and hearts of those who suffered during this violent time. Each victim of the Holocaust experienced and reacted to the brutality in different ways. Their feelings, and coping mechanisms - how they coped with the pain - contributed to their resilience and survival.

Watch messages from Holocaust survivors in our community on our Vimeo account [here](#). 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 or 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:

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 or resilience into your art piece.

Section V

Art Project

You will create a digital or paper collage, object sketch, or assemblage piece using everyday objects from around your house or found in nature to reflect the survivor's story that you listened to. Please see the attached PowerPoint for detailed instructions and examples.

Option 1:

1. Choose from one of the following options to create your digital collage: [Adobe Spark](#), [Google Drawings](#), or [Canva](#). You can click on the application of your choice to create a free account and to create your collage. All of these are free, and each offers a free download option as well. I suggest downloading the images in jpeg format.
2. This activity can be done individually or with your classmates (virtually).
3. Alternatively, if you cannot access online collages, you can create a paper collage from images you have at home. This includes photographs, magazine cut outs, paper, fabric, etc. (Basically anything you have at home to create a collage will work). Once finished you can take a photograph of your work and upload as a jpeg to send to your teacher.
4. Detailed instructions and examples of each art project can be found in the attached PowerPoint.
5. After you finish your artwork, answer questions and complete an artist's statement in section 6 of your worksheet. Send your artist's statement and artwork as a jpeg to your teacher to upload onto our virtual gallery. Once we have the art work for all students, we will share the link to view your art in a virtual gallery on our website.

Option 2:

Below is a list of alternative art projects you can make from items you have at home:

1. Alternative options include an object sketch or assemblage art. Detailed instructions on each of these projects can be found in the attached PowerPoint provided by your teacher.
2. After you finish your artwork, answer questions and complete an artist's statement in part 6 of your worksheet.

We would love to see your work! Upload pictures from your phone to share via social media or on an online virtual gallery.

What is an Artist's Statement?

An **Artist's 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.

1. 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?

Section VI

Share your Artwork on Social Media:

- Share your creative class collage or artwork on social media or acts of kindness you are doing/seeing in your community with #museumfromhome, #lamothfromhome
- You can also tag us at: #neverforget, #holocaust, #museum, #education, #survivors, #jewishhistory, #LAMuseum, #testimony, #memorial
- **Practice Zachor: (Practice Taking Action)** – Virtual learning can make connecting to other people more difficult and can make people feel lonely, so let's find more ways to connect virtually and work towards a more shared future.
- In the Jewish tradition, there is a command to learn about the past, called Zachor ("remember"). Zachor is not just about memory, it is also about positive action to make the world a better place. Think about Zachor and the idea of taking positive action in your community for a moment.
- Are there any ways that you feel you make positive changes in your community?
- Think about being active in the community virtually through participation. Is there an organization, school, library, or community center where you can help?