

## Part I: Thematic Primary Source Set

**Goal:** Demonstrate how primary sources can support at least one teaching strategy.

**Topic/Big Idea:** The Holocaust

**Grade Level and Subject Area:** High school; World History

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: [Unidentified concentration camp(s), Germany, at time of liberation by U.S. Army: German civilians burying bodies in mass grave]</p> <p>Creator(s): United States. Army. Signal Corps</p> <p>Date Created/Published: 1945</p> <p><a href="http://www.loc.gov/item/96509572/">http://www.loc.gov/item/96509572/</a></p>
	<p>Title: [Der Führer nach seiner grossen Reichstagsrede vom 28 April]</p> <p>Creator(s): N/A</p> <p>Date Created/Published: 1939</p> <p><a href="http://www.loc.gov/item/96505807/">http://www.loc.gov/item/96505807/</a></p>
	<p>Title: Studenten seid Propagandisten des Führers Hoch- u. Fachschulen bekennen sich am 29. März zur Deutschen Freiheitsbewegung // Ludwig Hohlwein, München.</p> <p>Creator(s): Hohlwein, Ludwig</p> <p>Date Created/Published: 1933</p> <p><a href="http://www.loc.gov/pictures/item/2008678846/">http://www.loc.gov/pictures/item/2008678846/</a></p>



## Part II: Classroom Activity Plan

**Essential/Investigative Question:** What was the impact of the Holocaust during WWII?

**Objective(s):**

The student will be able to analyze primary sources.

The student will be able to identify the impact of the Holocaust during WWII.

**Standard(s) Addressed:**

WHII.12 the student will demonstrate knowledge of the worldwide impact of World War II by:

b) examining the Holocaust and other examples of genocide in the twentieth century;

**Procedure:**

1. The students will be placed into 3 groups. Each group will be given a primary source—a photograph from the Holocaust during WWII. The photograph will be covered completely with four post-it notes. The students will be asked to remove the post it notes one at a time. The students will be given a graphic organizer in which they are asked to write down that they see in the photo on one side and what the photo tells us about WWII and the Holocaust on the other side. This will be done each time a post-it note is removed. The students will continue to remove post it notes one at a time until the full photograph has been revealed. They will continue to write what they see in each quadrant and what this tells us about the Holocaust.
2. After the groups are finished, we will have a class discussion about each photograph. The photographs will be placed on the Elmo and projected so all students can see. The groups will come to the front and share their ideas with the class. We will work together as a class to make connections between the documents.

