

Archive Station Jigsaw

The Stages Through the Tauber Holocaust Library & Archives

Time: 75-90 minutes

Audience: 9-12th Grade

Learning Targets

By the end of this lesson, students will be able to...

- Investigate the stages of genocide in the Holocaust through archival artifacts.
- Analyze the role of the artifact in identifying the stages of genocide.

Aligned Standards

Common Core: CCSS.ELA-LITERACY.WHST.9-12.1a-e

This curriculum is a project of the California Teachers Collaborative for Holocaust and Genocide Education, established by the JFCS Holocaust Center, with support from the California Department of Education, Marin County Office of Education, and the State of California.

Context

This lesson is designed as the second lesson of a series on the Stages of Genocide. As with the previous lesson in the series, it should be placed within a unit on WWII and after students have context on the Holocaust.

As this lesson is the second of a series on the Stages of Genocide, we do NOT recommend teaching them out of order. This lesson includes in depth study on the themes and concepts established with the first lesson in the series and is not suitable as a stand alone lesson. Go here to access the first lesson, [Building to Genocide in Nazi-Occupied Europe: The Stages of Genocide Applied to the Holocaust](#).

For a list of common terms used within this lesson, go to the glossary at the end of the lesson.

Materials Needed

- [Archival Station Folder](#)
- [Student Assignment: Document-Based Question](#) (DBQ)

Lesson/Activity

This lesson has been designed for in-person learning. Due to the challenging themes of hatred and discrimination that this lesson focuses on and the use of primary source to highlight this, we strongly recommended students receive a trigger warning about the challenging nature of the subject, frame the lesson as a continuing conversation, and remind students of their options if they feel they need to take a break.

1. Before beginning this lesson, materials need to be set up to make the stations run smoothly. There are 5 stations - each station has handouts that need to be printed and grouped. All can be found in the [Archival Station Folder](#).

NOTE

- If your class is bigger than 30 students (6/station), we recommend adding a 6th station to meet with students, utilizing this station as a teacher guided reflection station.
 - Station 5 requires an additional document to be printed or accessed: [Wiesbaden Donation Letter](#).
2. Introduce the lesson to your students by noting that they will continue learning about the Holocaust and stages of genocide by applying both concepts in a jigsaw station activity.
 3. Before beginning the activity, tap into their pre-existing knowledge by prompting the students with the following question: *What are the stages of genocide and how do they relate to the Holocaust?*

As you debrief this question, guide the conversation to ensure the students have the following information:

- The Holocaust was the systematic and state-sponsored persecution and murder of 6 million European Jews by the Nazi German regime and their collaborators.
 - The Holocaust occurred because of individual decisions made over many years rooted in antisemitism. Those decisions led to systematic actions and can be classified by the stages of genocide.
 - Originally coined by Gregory Stanton, the 10 stages of genocides - Classification, Symbolization, Discrimination, Dehumanization, Organization, Polarization, Persecution, Preparation, Extermination, Denial - are a way to standardize the approach of studying genocides.
 - Outlined by the United Nations in Article II of the Convention on the Prevention and Punishment of the Crime of Genocide (1948), a genocide is the following acts committed with the intent to destroy a national, ethnic, racial, or religious group, in whole or in part: Killing members of the group, causing serious bodily or mental harm to members of the group, deliberately inflicting conditions of life calculated to bring about the group's physical destruction, imposing measures intended to prevent births within the group, and/or forcibly transferring children of the group to another group.
4. With the above information in mind, begin the activity. Explain to the students that they will be utilizing expert groups for a station activity.
 - Each group will receive a different station (station names are below):

Station 1: *Nazi Primer*

Station 2: Yellow Star & Armband

Station 3: *Trust No Fox*

Station 4: Passport

See Supplemental Resources at the end of the lesson for additional resources on genocide, including the primary sources referenced.

Station 5: Wiesbaden

- Each group is responsible for investigating the source(s) the station focuses on to answer the following essential question: *How does the station highlight the patterns of genocide within the Holocaust?*
 - At the end of the investigation time, each expert group member should be prepared to share out to peers that did not investigate the same station.
5. The stations usually take 8-10 minutes to fully investigate. Transition to the expert teachout when each group has been able to both investigate their station fully and respond to the essential question noted above and on their station materials.

To complete the expert teachout, provide the following directions:

- At this time, count off in your expert group by 6*.
- Listen carefully for where you will go to meet with your peers that have the same number.
NOTE: Provide locations for each of the 6 groups.
- Teach your new team about the source(s) within your station and learn from your peers about their stations.
- Take notes, ask questions, and be prepared to apply your knowledge gained.

*The number 6 assumes you have 30 students and 6 students in each expert group of 5. Modify as needed to match your own student numbers.

Teaching Tip! Running short on time? Remove the middle step and have the expert group teach directly to the whole class, debriefing alongside the expert groups.

6. The expert teach-outs usually take 2-4 minutes per station. After each expert teacher has had the opportunity to share, revisit the essential question as a whole class, asking the students if they noticed any common patterns across the stations they learned about: *How does the station highlight the patterns of genocide within the Holocaust?*
7. Then, close out the lesson with a [Student Assignment: Document-Based Question](#) (DBQ) that requires students to utilize a minimum of 2 station's sources in their response to the essential question.

Teaching Tip! Want to shift the DBQ to a collaborative assignment? Modify this short answer into team presentations and pre-assign the application of different sources together. For example, group 1 - apply sources from stations 1 and 5 in response to the essential question.

Next Steps? History comes alive through primary sources like those seen in this lesson. To learn about incorporating more archival materials into your curriculum or bringing a survivor of genocide to your classroom through our [Speaker's Bureau Program](#), contact the JFCS Holocaust Center (holocaustcenter@ifcs.org).

Supplemental Resources

- What is genocide? For more information on what genocide is, visit our partners at the [US Holocaust Memorial Museum](#).
- To read the entire document by the United Nations defining genocide as an international crime, visit the [Convention on the Prevention and Punishment of the Crime of Genocide \(1948\)](#). This document is also a primary source.
- For additional information on the 10 stages of genocide, visit [Genocide Watch](#).
- To learn more about the themes from Station 2, visit this article called [The Corruption and Reclaiming of the Jewish Star](#) published by the JFCS Holocaust Center.
- To learn more about the photos taken of the last major deportation of the Jews living in Wiesbaden - the sources from Station 5-, Francis Dreyfus, a researcher with Monash University, [wrote a paper analyzing the collection of photographs](#).

Glossary

Antisemitism: Hatred or prejudice against Jewish people as a group for being Jewish.

Final Solution: The “Final Solution for the Jewish Question” often shortened to the Final Solution is a Nazi regime code-phrase referring to the systematic plan to murder every Jewish man, woman, and child in Europe.

Genocide: Outlined by the United Nations in Article II of the Convention on the Prevention and Punishment of the Crime of Genocide (1948), a genocide is the following acts committed with the intent to destroy a national, ethnic, racial, or religious group, in whole or in part: Killing members of the group, causing serious bodily or mental harm to members of the group, deliberately inflicting conditions of life calculated to bring about the group's physical destruction, imposing measures intended to prevent births within the group, and/or forcibly transferring children of the group to another group.

Holocaust: The systematic and state-sponsored persecution and murder of 6 million European Jews by the Nazi German regime and their collaborators.

Judaism: a monotheistic religion, believing in one god. Individuals who are Jewish may identify religiously, ethnically, or culturally as Jews - or may not identify as Jews at all. Jewish communities may differ in belief, practice, politics, geography, language, and autonomy.

Primary Source: A first-hand account of an event or topic. Primary sources are the most direct evidence of a time or event because they were created by people or things that were there at the time or event; they are original thinking and without any modification or interpretation.

Racism: The hatred or prejudice against a person based on their race.

Stages of Genocide: Originally coined by Gregory Stanton, the 10 stages of genocides - Classification, Symbolization, Discrimination, Dehumanization, Organization, Polarization, Persecution, Preparation, Extermination, Denial - are a way to standardize the approach of studying genocides.

References

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Collection of Holocaust-related documents and artifacts, 2004-1002. Courtesy of the Tauber Holocaust Library & Archives, JFCS Holocaust Center, San Francisco, California.

Deportation of Jews from Wiesbaden, Germany, photographs, 1990-2002. Courtesy of the Tauber Holocaust Library, JFCS Holocaust Center, San Francisco, California.

John Franklin (Hans Frankenthal) papers, 1991-1016. Courtesy of the Tauber Holocaust Library & Archives, JFCS Holocaust Center, San Francisco, California.

Max and Mae Mandl Papers, 2007-0001, Courtesy of the Tauber Holocaust Library & Archives, JFCS Holocaust Center, San Francisco, California.