



## DURING YOUR VISIT: USING THE QUESTION CARDS

The question cards are designed to support a visit to the Museum's Permanent Exhibition *The Holocaust* by encouraging observation and dialogue between students, teachers, and chaperones both at the Museum and in the classroom. When student groups arrive at the Museum, students receive one of five different color-coded question cards that encourages them to focus on a particular theme as they walk through the Permanent Exhibition. Each card features a historical image from the Museum's collection with a question relating to its theme. On the reverse is a question common to all the cards, encouraging students to identify an image or object that had special meaning for them.

### THEME QUESTIONS

**The role of bystanders:** Make a mental list of the places you see bystanders or observers in photographs. What are those observers looking at and what are they doing? [Page 3](#)

**Actions of the perpetrators:** What policies and actions did the Nazis implement to remove Jews and other "enemies of state" from society and later to eliminate them? [Page 4](#)

**Responses of the victims:** In what ways did the victims of the Holocaust respond to Nazi oppression? [Page 5](#)

**The role of the media:** What effect did newspapers, editorial cartoons, newsreels, and radio have during the Holocaust? [Page 6](#)

**U.S. and world responses:** How did the United States and other countries respond to the events of the Holocaust? [Page 7](#)

### COMMON QUESTION

**As you go through the exhibition, which photograph or artifact has special meaning about the Holocaust for you?** [Page 8](#)

Encourage students to use the cards during their visit as they walk through the Permanent Exhibition. Students may go through the Permanent Exhibition either individually with a single card or with a partner in order to discuss the themes from their cards along the way.

PDF versions of the cards are also available on the Museum's Web site, and group leaders may want to show their students examples of the cards and what they will receive at the Museum during their visit.

It is highly recommended that the group leader facilitate a follow-up discussion with the students after the visit, using materials provided on the Museum's Web site.

For further study, encourage students to learn more about the Holocaust and genocide prevention using the Web site on the question card: [ushmm.org/student-visit](http://ushmm.org/student-visit).

**THE UNITED STATES HOLOCAUST MEMORIAL MUSEUM** honors the memory of the victims of the Holocaust by teaching the history to subsequent generations. These question cards and your visit to the Museum can serve as a springboard to many of the fundamental questions raised by the Holocaust relating to individual responsibility in fighting hatred, antisemitism, and racism. The Museum provides powerful lessons on the fragility of freedom and reminds visitors that vigilance and responsibility are crucial to preserving democracy. While the Holocaust came to an end, the scourge of genocide has not, so the Museum honors the memory of those who suffered in the Holocaust by confronting genocide and threats of genocide in our own time.

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## FOLLOWING YOUR VISIT: QUESTION CARD ACTIVITIES

Review your students' knowledge after their visit to the Permanent Exhibition *The Holocaust* by using some of these suggested discussion topics and activities based on the question cards received at the Museum.

### FOLLOW-UP ACTIVITIES FOR THE THEME QUESTIONS

**The role of bystanders:** Make a mental list of the places you see bystanders or observers in photographs. What are those observers looking at and what are they doing?

**Actions of the perpetrators:** What policies and actions did the Nazis implement to remove Jews and other "enemies of state" from society and later to eliminate them?

**Responses of the victims:** In what ways did the victims of the Holocaust respond to Nazi oppression?

**The role of the media:** What effect did newspapers, editorial cartoons, newsreels, and radio have during the Holocaust?

**U.S. and world responses:** How did the United States and other countries respond to the events of the Holocaust?

- Group students according to their theme questions. Have students discuss what they observed in the Permanent Exhibition that helped them to answer their theme questions. Have each group report back to the class on its findings.
- Have each theme group analyze the corresponding photograph on their card. Possible guide questions include: define who the victims, perpetrators, and bystanders are; what each person is doing; what objects can be seen; and where the photograph was taken. Can students recall other photographs and artifacts they saw in the Permanent Exhibition that related to their themes?
- Divide theme groups into jigsaw groups; one member from each theme group will form a jigsaw group. Have students share what they learned in each of their theme groups.
- Jigsaw groups can complete a culminating project of your choice.

### FOLLOW-UP ACTIVITIES FOR THE COMMON QUESTION

**Which photograph or artifact had special meaning about the Holocaust for you?**

- Ask students to discuss in pairs, groups, or as a class their personal responses to this question and why they made the choices they did.
- Divide students into two groups: those who chose objects and those who chose photographs. Have students discuss why they made these choices and how objects and photographs differ as primary sources of information.
- Ask students to discuss how their personal choice of object or photograph connects to the selected themes in the Permanent Exhibition and what meaning their choices had for them.
- Have students reflect in a creative way on the object or photograph they chose.
- Encourage students to learn more about the Holocaust and genocide prevention using the Web site on the question card: [ushmm.org/student-visit](http://ushmm.org/student-visit).

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Make a mental list  
of the places you see  
bystanders or observers  
in photographs.

What are those observers  
looking at and what  
are they doing?

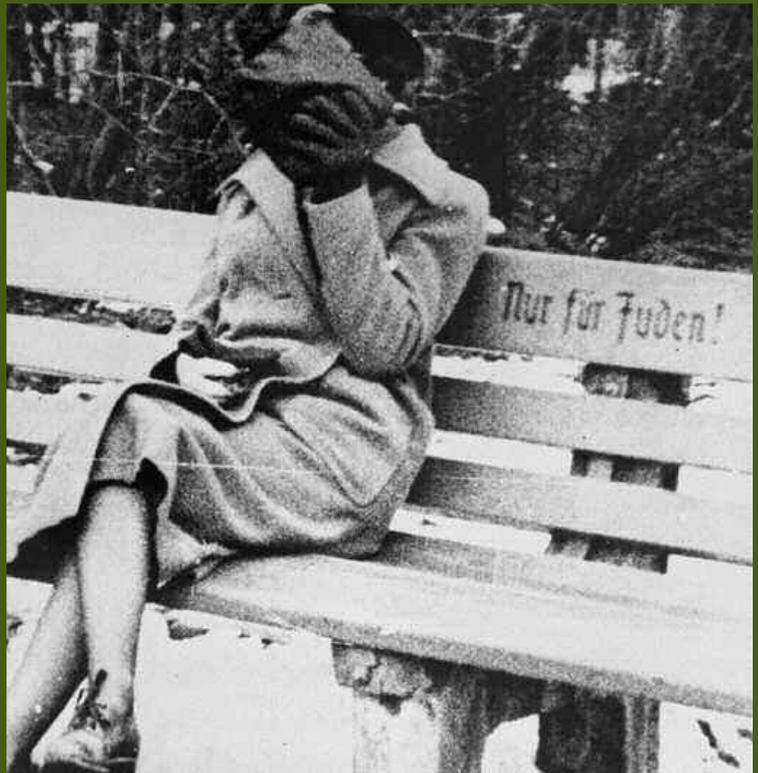


USHMM, courtesy of the National Archives and Records Administration, College Park, MD

This publication has been funded in part by a gift in memory of Simcha, Gisele, Eva and Leah Münzer.

Nazis and local residents look on as Jews are forced to get on their hands and knees to scrub the pavement. Vienna, German-incorporated Austria, March–April 1938.

What policies and actions did the Nazis implement to remove Jews and other “enemies of state” from society and later to eliminate them?



USHMM, courtesy of Institute of Contemporary History and Wiener Library Limited, London, England

This publication has been funded in part by a gift in memory of Simcha, Gisele, Eva and Leah Münzer.

A woman, concealing her face, sits on a park bench marked “For Jews only.”  
German-incorporated Austria, circa March 1938.

In what ways  
did the victims of  
the Holocaust respond  
to Nazi oppression?



USHMM, courtesy of Yad Vashem

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Three Jewish partisans in the Parczew forest near Lublin. Poland, 1940-45.

What effect did newspapers, editorial cartoons, newsreels, and radio have during the Holocaust?



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The front page of the *St. Louis Post-Dispatch* from November 11, 1938, with the article "700 Jews Seized by Secret Police in Berlin, More than 1400 in Munich."

St. Louis, Missouri, November 11, 1938.

How did the  
United States and  
other countries  
respond to the events  
of the Holocaust?



USHMM, courtesy of Österreichische Gesellschaft für Zeitgeschichte

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Viennese Jews wait in line at a local district police station to obtain exit visas.  
Vienna, German-incorporated Austria, 1938–39.

As you go through the exhibition,  
which photograph or artifact  
has special meaning about  
the Holocaust for **you**?

To learn more about the  
Holocaust and genocide prevention  
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Hall of Witness, United States Holocaust Memorial Museum.