Teachers, thank you for checking out Holocaust Learn and Remember with your students. Below are TEKS that fit with this exhibit, and please note the objectives that follow:

(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;

(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and

(E) identify bias and support with historical evidence a point of view on a social studies issue or event.

(29) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and

(B) use social studies terminology correctly.

Objectives:

* Students will identify denotation, connotations, and examples of the word isolation.
* Students will develop an understanding of isolation during the Holocaust.
* Students will take notes on the primary and secondary sources in the exhibit in order to analyze political, personal, and psychological effects of isolation.
* Students will summarize information in order to draw inferences and conclusions.
* Students will create a written or oral opinion on citizens’ responsibility to respond to human rights violations.

Define isolation. What connotations are there?

Can you think of some examples of isolation? How might isolation feel?

How do you view isolation?

As you browse the exhibit, take notes on each section.

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| **Introduction**: What are some results and psychological effects of isolation? |
| **Intimidation:** How were Jewish people labeled by Nazi propaganda?  What reactions were there among different groups? Why? |
| **Exclusion**: Why do you think Nazis purposely excluded groups? What groups were targeted?  What are the psychological effects of exclusion? |
| **Separation**: What was life in the ghettos like?  What happens psychologically to children who are separated from their parents? |
| **Loss**: What happened in the camps? How did victims react?  What are some psychological effects of loss? |
| **Survival**: Name 2-3 experiences that happened to survivors after liberation. How might they have felt? |
| **Aftermath**: How did survivors feel when it was all over? Why?  How does trauma affect people? |

Describe survivors’ stories that are most memorable you. Why do think these stories stick with you?

How do you view isolation now that you have learned of stories from the Holocaust?

Now that you know what Holocaust survivors went through, what will you do? What is a regular person’s responsibility in a situation like this?