

*Materials to help introduce and conclude a study of 1938 including The Historian's Toolbox, Observation/Inference, Source Analysis Sheet, "What do you Notice?", Quote Annotation, and Key Terms.*



A last class photo: 10 year old Gisela Kleinermann and her classmates in Dresden right before the Kleinermann family's emigration

### QUESTIONS EXAMINED

HOW CAN WE INTRODUCE STUDENTS TO THE TOPIC OF THE HOLOCAUST?

HOW CAN WE BRIDGE HISTORY TO THE PRESENT?

WHAT STORIES DO ARTIFACTS TELL?

### Subject

Social Studies

### Grades

6-12

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## RESOURCES INCLUDED

### FOR TEACHERS

#### EXTERNAL LINKS

[About the Leo Baeck Institute & the 1938Projekt](#)

[Key Dates: Jews Under the Nazi Regime 1933–1939](#)

[What Do You Notice? Slideshow](#)

- About the Leo Baeck Institute and the 1938Projekt (see external links)
- Key Dates: Jews Under the Nazi Regime (see external links)
- Introductory Activities for the 1938Projekt Lesson Set: Overview
- Key Terms and Vocabulary
- The Historian’s Toolbox: Examining Historical Artifacts and Documents
- [What Do You Notice? Slideshow](#)
- Student Handouts

### FOR STUDENTS

- Historian’s Toolbox Worksheet: *Doing a Close Reading of Artifacts*
- Historian’s Toolbox Worksheet: *Source Analysis Sheet*
- Historian’s Toolbox Worksheet: *Images: See, Think, Question*
- Historian’s Toolbox Worksheet: *Quote Annotation*

*Cover Image: Class photo of Gisela Kleinermann, September, 1938: Erna Weingold Kleinermann Collection, AR 11787, Archives of the Leo Baeck Institute New York | Berlin*

## INTRODUCTORY & WRAP-UP ACTIVITIES FOR THE 1938PROJEKT LESSON SET

**The 1938Projekt timeline creates an opportunity for students to examine the impact historical events had on real people from the past.** Each date on the timeline highlights one historical artifact that communicates information about the person who created or used it in 1938. By reading these artifacts closely people who lived in the past come to feel more immediate and real, and history becomes more relevant to our lives now. By selecting several artifacts from the timeline to examine, students come to understand how the many subjective accounts of individual lives we study form a larger, objective truth about a time and place.

**One way to begin a study of the 1938Projekt is to build students' historical literacy.** The following activities are meant to introduce the themes and resources found on the site through asking students to practice the skills that historians use to learn from primary source materials.

These activities provide a variety of options for students and teachers. You can choose to examine one artifact at a time, or provide students with artifact sets of the same type of different types on similar themes. You can use the **Observation/Inference handout** for any of the site's documents, or ask pairs of students to examine two or three sources using the **Source Analysis Sheet**. Once students become familiar with reading historical sources they can better use them to draw evidence-based interpretations.

Additionally, for a tailor-made lesson introduction you can use the **What do you notice?** slideshow and accompanying **"See, Think, Question"** sheets for a more curated introduction.

You can also use the **Word Map** to introduce any of the Key Terms found in these materials.

Finally, once students have worked with any of the lesson plans in the 1938Projekt lesson set, they can apply the **"Quote Annotation: Frances Harper"** activity to make connections from 1938 to the present.

**KEY TERMS / VOCABULARY**

<b>Alien</b>	<b>Belonging to a foreign country or nation.</b>
<b>Anti-Semitism</b>	<b>Hostility to or prejudice against Jews.</b>
<b>Asylum</b>	<b>The protection granted by a nation to someone who has left their native country as a political refugee.</b>
<b>Concentration camp</b>	<b>A place where large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned.</b>
<b>Emigrate</b>	<b>Leave one's own country in order to settle permanently in another.</b>
<b>Humanity</b>	<b>Humaneness, the quality of being well meaning towards people.</b>
<b>Immigration foreign country.</b>	<b>The action of coming to live permanently in a</b>
<b>Public charge</b>	<b>A person who is likely to become dependent on certain government benefits in the future.</b>
<b>Quota</b>	<b>A fixed minimum or maximum number of a particular group of people allowed to do something, such as immigrants to enter a country.</b>
<b>Refugee</b>	<b>A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.</b>
<b>Sponsor</b>	<b>A person taking official responsibility for the actions of another.</b>
<b>Visa</b>	<b>An endorsement on a passport indicating that the holder is allowed to enter, leave, or stay for a specified period of time in a country.</b>

## TIPS FOR USING THIS RESOURCE

### 1938Projekt TIMELINE

The following activities ask student to interact with primary sources from the 1938Projekt site. You might wish to print out copies of these sources for students to examine, or ask students to interact with the site itself using laptops or tablets.

Before introducing these materials, take some time to familiarize yourself with the site's layout.

#### To begin:

1. Explore the [1938Projekt](#) website by scrolling through daily entries within each month to gain a chronological understanding of the events revealed through artifacts on the site.
2. Follow the hyperlinked dates in the list of artifacts included in this lesson. This will lead you to more in-depth information about the artifacts themselves and the people who created them.
3. Keyword search on the 1938Projekt website to find artifacts or themes that connect to particular topics, places, and individuals.



## THE HISTORIAN'S TOOLBOX: EXAMINING HISTORICAL ARTIFACTS & DOCUMENTS

The documents on the 1938Projekt website consist of official records, reports, letters, diary entries, and photographs. When working with historical sources is important to keep the following questions in mind:

- Who created this source?
- What do we know about them and the time period when they lived?
- What is the tone of this source?
- What is the point of view?



### Try This!

Click on any of the examples from the 1938Projekt below to introduce how to do a close reading of various sources. You can use one example of each source, several examples of the same source, or multiple examples on similar themes. Students can work as a whole class, individually, in pairs, or small groups to examine them. Choose from any of the handouts that follow for students to work with the sources.

### Official Records and Reports

#### Take a Number

Last Resort: Emigration

Ungrateful Fatherland

Stigmatizing Bureaucracy

Contradictory Messages

### Diary Entries

#### Finally: Positive Answers!

Not a Trace of Uncle Arthur

We're Emigrating

No Strength to Write

Calm Before the Storm

### Letters

New Hope for Help

Clutching at Straws

An Inappropriate Insinuation

Namesakes

Their Only Hope

### Photographs

A Last Class Photo

Kindertransport

Shattered Splendor

House of Love

The Crowd Looked on Quietly



**Historian's Toolbox Worksheet:**  
**DOING A CLOSE READING OF ARTIFACTS**

**OBSERVATIONS**  
What do you see?

**INFERENCES**  
What do you think it means?

**QUESTIONS**



## Historian's Toolbox Worksheet: SOURCE ANALYSIS SHEET

### SOURCING

Author

*Who created this source? What do we know about this person?*

Audience

*For whom was the source created?*

Purpose

*Why was this source created when it was?*

### CONTEXT

Time Period

*What do we know about the time and place where this source was created?*

### CLOSE READING

Main Idea

*What is the main idea of the source? Include a quote.*

Tone

*What is the tone of the source? Include a quote.*





## Historian's Toolbox Worksheet:

### IMAGES: SEE, THINK, QUESTION

After examining the images in the **What Do You Notice?** slideshow, work with your group members to fill in the chart below for each image.

What do you see? *(Use bullet points)*

What do you think about what you see? *(Use complete sentences)*

What questions can you ask about what you see and think? *(Use complete sentences)*

#### Image #1. The Crowd Looked on Quietly

What do you see?	What do you think about what you see?	What question can you ask about what you think and see?

#### Image #2. Black Triangle

What do you see?	What do you think about what you see?	What question can you ask about what you think and see?



**Historian's Toolbox Worksheet:**  
**IMAGES: SEE, THINK, QUESTION, cont.**

**Image #3. Shattered Splendor**

What do you see?	What do you think about what you see?	What question can you ask about what you think and see?

**Image #4. Counting Refugees**

What do you see?	What do you think about what you see?	What question can you ask about what you think and see?



## Historian's Toolbox Worksheet: QUOTE ANNOTATION

### BACKGROUND

**Frances Ellen Watkins Harper** was a 19<sup>th</sup> Century African American abolitionist, suffragist, poet, teacher, public speaker, writer, and one of the first African American women to be published in the United States. In this quote Harper is referencing slavery in the United States.

Let's examine this Frances Harper quote:

**"But two things are wanting in American civilization – a keener and deeper, broader and tender sense of justice – a sense of humanity, which shall crystallize into the life of a nation the sentiment that justice, simple justice, is the right, not simply of the strong and powerful, but of the weakest and feeblest of all God's children."**

**Frances Harper**

### ANALYSIS

*How can the meaning and language of this quote be extended to the plight of German and Austrian Jewish refugees in 1938?*

### DISCUSSION

*Compare responses in small groups. Jot down new ideas.*

### EVALUATION

*Write a more complete response using evidence from the quote and perspectives of other students.*