



*By reconstructing the events that lead to the Holocaust, the Yad Vashem Holocaust Museum aims to bring the past to life and prevent future atrocities through greater understanding.*

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## CURRICULUM CONNECTIONS

Grades 6 - 12  
World History

### **World History - Standard 41. Understand the causes and global consequences of World War II**

- Understand the human costs of World War II (e.g., how and why the Nazi regime forged a "war against the Jews," and the devastation suffered by Jews and other groups in the Nazi Holocaust; social problems as a consequence of the war)
- Understand the influence of Nazism on European society and Jewish culture (e.g., European and Jewish resistance movements to the Nazis and their policies, discrepancies between Nazi public announcements concerning Jews and the actual experiences of Jews between 1941 and 1944)
- Understand the Holocaust and its impact on Jewish culture and European society (e.g., the chronology of the Nazi "war on the Jews," and the geography and scale of Jewish deaths resulting from this policy; personal reasons for resistance to or compliance with Nazi policies and orders; the brutality of Nazi genocide in the Holocaust as revealed in personal stories of the victims)

**Resource** - [McREL Content Knowledge – Standards & Benchmarks](#)

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## DISCUSSION QUESTIONS

- ☞ *What is the purpose of Yad Vashem? Why does Professor Yehuda Bauer make a point of telling us that it concentrates on the fate of the individual?*
- ☞ *Describe the main corridor to the museum. What effect was the architect trying to achieve?*
- ☞ *Charlie asks, "What was the atmosphere of the time that allowed people to rally into this kind of unity?" He is referring to the Nazis' attitude towards Jews. How does the professor answer this question? What was the economic situation like that helped turn Germans against the Jews?*
- ☞ *The Nazis portrayed themselves as rescuers and saviors of the German people. Why?*

☞ Charlie asks, “How has the holocaust shaped current Israeli politics?” The professor responds that the goal of the museum is to present what actually happened during the holocaust and let people decide how to deal with the information. Can you think of an example in your own life where you had very strong feelings about something in the past but didn’t really know all the details? Give an example of something that is in the collective conscience of a group of people.

☞ Professor Bauer wants people to draw a humane and positive conclusion from visiting the museum. Can you give examples?

## ACTIVITY

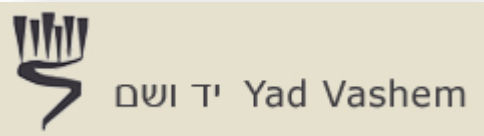
### Hall of Names

Create a Hall of Names for your class. Each student writes a “virtual tombstone” for someone who has been important in their life. It can be a relative, friend, or historical figure.

Name  
Dates of birth and death  
Accomplishments

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## BACKGROUND INFORMATION



As the Jewish people’s living memorial to the Holocaust, Yad Vashem safeguards the memory of the past and imparts its meaning for future generations. Established in 1953, as the world center for documentation, research, education and commemoration of the Holocaust, Yad Vashem is today a dynamic and vital place of intergenerational and international encounter.