

## **Voices from the Resistance**

### **Create an Exhibit: The Museum Project**

#### **Introduction**

During the Holocaust, the very act of survival was a significant form of resistance on the part of Jewish victims. Not only was survival extremely difficult, but it also signified the failure of the Nazis' object of annihilating the Jewish population of Europe.

For this project, student groups will design a museum exhibit that describes, analyzes, and interprets women's resistance in three contexts during the Holocaust. Each group will select the documents and artifacts that will comprise this exhibit.

The final product will be a typed five-page description of the exhibit. This document will include a one-page introduction and about four pages of exhibit annotations. In addition, the student group will prepare a five-to-seven minute oral presentation whose purpose is to "pitch" the exhibit to the staff of a museum. The presentation must be persuasive, designed to convince museum curators that this exhibit should be displayed in their museum.

#### **Learning Goals**

- Students will become more aware of the extent and forms of resistance among women in the concentration camps and ghettos.
- Students will learn about the conditions under which women carried out resistance efforts.
- Students will identify the difficulties these women encountered.
- Students will appreciate the acts of heroism by women resisters.

- Students will identify forms of resistance that were specific to women as opposed to men.
- Students will empathize with, appreciate, and honor the women who resisted the Nazi regime.

## **Materials**

Computer with internet access, books, articles, tapes and films.

## **Methodology**

Students will select one of the following themes: “Women in the Ghetto,” “Camp Resisters,” or “Partisans and Passers.” (In this context, “partisans” refers to those who fought the Nazis, and “passers” are the Jewish people who passed as non-Jews in an effort to survive.) Student groups will then design a museum exhibit that focuses on the selected theme and is set within the time frame of 1939-45.

Each group will produce ten documents or artifacts for the exhibit. These can include the following: photographs, laws, buildings, maps, song lyrics, speeches, letters, artworks, newspaper articles, film clips, and slides. Prepare interpretive comments to accompany each part of the exhibit. These annotations should be between fifty and one hundred words in length and should include the title of the document or artifact, bibliographical information, biographical information, and the reason for including the document or artifact in the exhibit.

Students will prepare an introduction that defines the exhibit’s objective.

Each student group will prepare and present an oral presentation on its exhibit. In the presentation, students should first describe their exhibit to the museum curators (their classmates) and then explain how the individual documents and artifacts relate to

the exhibit's theme. The students should justify why their exhibit is important enough to be displayed to the general public as a remembrance of the Holocaust. Students also should identify what they hope the public will learn from the exhibit.

### **Assessment**

Grades will be given for the written (50%) and the oral (50%) presentation. For the written work, the grade can be based on the following criteria:

- form: neatness, grammar, spelling, length
- documents: appropriate for the required category
- project: defined clearly
- annotations: effectively describe the documents and artifacts
- Introduction: effectively presents the rationale for the exhibit.

For the oral presentation, the grade can be based on the following criteria:

- speaking qualities: volume, diction, pacing, expression, and gestures
- eye contact
- understanding of material
- introduction, body, and conclusion.