Holocaust: Records & Voices



Name _____ Date _____

1 Recall, then make a connection.

Start from memory. Write a meaning or quick example for each term.

Antisemitism	Genocide	Provenance

How would you use provenance to interpret a source about antisemitism and genocide without treating a perpetrator's descriptions as neutral? Identify why Jewish documentation matters to the inquiry.

Context for the task

The Holocaust was the persecution and genocide of Europe's Jews by Nazi Germany and its allies and collaborators. Six million Jewish people were murdered. Nazi authorities also persecuted and murdered other groups. Antisemitism was central to the targeting of Jews, and government institutions translated prejudice into exclusion, dispossession, deportation, and mass murder. Jewish people had varied families, beliefs, work, and communities before and during persecution; they must not be reduced to the categories imposed by perpetrators.

2 Organize the records.

What question can the source answer?

These are instructional source descriptions, not fabricated quotations. Classify each by its most direct evidentiary contribution.

Sort the source descriptions.

A. Government policy or coordination
B. Jewish experience and documentation
C. Later historical interpretation

Write the category letter beside each record.

1. ___ A text of a discriminatory law identifies imposed legal restrictions.

2. ___ Conference minutes identify ministries involved in implementing policy.

3. ___ A diary preserved in a community archive describes daily conditions.

4. ___ An underground archive preserves notices, reports, and testimony.

5. ___ A museum historian compares several sources and explains their context.

Evidence, application & transfer.



3 Read the evidence closely.

From prejudice to rights violations

Claim to explain: antisemitic ideas became enforceable restrictions through institutions, rather than remaining only private prejudice.

Select all evidence that supports that mechanism.

A. Legal provisions denied rights on the basis of imposed racial classifications.

B. Government agencies coordinated the implementation of persecutory policies.

C. A private diary reports an individual's prejudice but identifies no government rule or enforcement action.

D. A later account discusses postwar remembrance without documenting Nazi-era institutional policies.

Selections: _____ Explain your reasoning:

4 Apply the idea.

Why preserve the archive?

A label treats the Oneg Shabbat records only as background to Nazi administrative documents.

Which revision better represents their historical importance?

A. The archive preserves Jewish voices, observations, and deliberate efforts to document life under persecution.

B. Only government records can provide evidence about the past.

C. The archive's existence proves that its contributors could control the conditions of persecution.

My choice: _____ Explain why it fits:

5 Carry the idea forward.

Write a source-based explanation connecting antisemitic ideology, one institutional mechanism, and a rights violation. Explain how a Jewish-created record adds evidence a perpetrator document cannot supply. Avoid treating people as a single undifferentiated group.