TEACHING HOLOCAUST HISTORY WITH PHOTOS

1. Ask students to consider questions about photographs and analyze them closely. When they do this, their knowledge of the event is enhanced and curiosity is peaked. Questions include:
   - When taking a photo, "What do I want to include in this photo? What do I not want to include? What emotion do I want to include in the photo?"
   - When analyzing a photo, "What emotions and interpretations does this photo evoke for me? What do I learn from the photograph? What do I still need to know to understand this event?"

2. ECHOES & REFLECTIONS discourage the use of graphic photos - they can dehumanize the victim and can traumatize students.
   - Pedagogical Principles for Effective Holocaust Instruction

3. Analyzing photos and testimony in Unit 1: Studying the Holocaust and Unit 3: Nazi Germany
   - Photo: Siegen, Germany, November 10, 1938
   - Testimony of Esther Clifford
   - One primary source cannot tell the whole story. Use a Venn diagram to analyze photographs and testimony as primary sources to understand the event of Kristallnacht.

4. Quadrant activity in Unit 4: The Ghettos
   - Photo: Jews Crossing the Bridge in the Lodz Ghetto
   - Divide the photograph into four parts and label each quadrant. Students analyze each quadrant individually and then look at the photo as a whole.

5. Photographs taken by Mendel Grossman in Unit 4: The Ghettos and Unit 10: The Children and Legacies Beyond the Holocaust
   - Mendel Grossman was a Jewish Photographer in the Lodz who was hired by the Ghetto Department of Statistics to take photos for administrative purposes, which allowed him to own a camera. He also took photos to record daily life in the ghetto.
   - Photo: Child leaving a soup kitchen with a pot of soup
   - Photo: Children playing in the Lodz Ghetto (1940)
   - Photo: Taken during the Aktion against the Jews in Lodz in September 1942

6. Additional strategies for using photos
   - Conduct a gallery walk
   - Create an emotion-oriented title or caption for photographs
   - Pair photographs with poems, diary entries, visual history testimony, and other primary sources