

Become a Curator

Task: Curate a museum exhibition expressing Nazi ideological principles which led to the victimization and extermination of European Jews, political opponents, Jehovah's Witnesses, homosexuals, Polish and Soviet civilians, Soviet prisoners of war, Germans with physical and mental disabilities, African Germans and the Roma. This exhibition will focus on the non-Jewish victim groups.

Essential Questions:

The exhibition should answer the following questions

- How were Hitler and the Nazi party able to execute this plan?
- Why did they target these groups?

Procedure:

1. Utilize ***Nazi Ideology and the Holocaust*** to research your assigned cluster of non-Jewish victims. As a group, read the chapter and determine which particular victim group you would like to focus your exhibition on.
2. Create and illustrate a timeline which demonstrates the step by step marginalization of your particular victim group and the escalation of Nazi actions.
3. Gather and display 4 pieces of propaganda which best illustrate the Nazi ideological principles that placed this group in this category and that tap into public sentiment toward that group.
4. Gather 2 documents which demonstrate the systematic nature of the Nazi strategy that marginalized this group of people.
5. Gather 4 archival photographs to provide documented proof of the specific abuse towards your victim group.
6. Drawing on our previous lesson on Nazi Ideology, identify and explain the

particular ideology used against your group. (i.e. **survival depends upon racial purity, survival depends on seizure of territory or survival depends on nullifying or eliminating anti-social groups who undermine society and the government**)

7. Provide a works cited page affixed to the back of the display board using MLA format.
8. Use a tri-fold display board to display your evidence.
9. Prepare for a gallery walk of your exhibition.

Grading: See Attached Rubric

Visual Example:

Nazi Propaganda	Title of Group	Documentation of Abuse															
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Curator Rubric

Category	4	3	2	1
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than four errors in spelling or grammar.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence or original thought.	Uses other people's ideas, but does not give them credit.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.
Sources	Source information collected for all graphics, facts and quotes. All sources documented in MLA format using Works Cited. No errors are present in the list.	Source information collected for all graphics, facts and quotes. Most documented in desired format. A few errors may be present but information is included.	Source information collected for all graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Visual Impact	The accumulation of historical details accurately and visually reflects the emotional impact of the escalation of violence that occurred as a result of Nazi Ideological principles. There is insight demonstrated and a sense of the student seeing the	The accumulation of historical details reflects the emotions and the responses to the violence and to Nazi ideology, but insight is less thoughtful or may not be based on progression. Recognize sequence of events, but may not demonstrate a	Some gaps in the historical data occur. There is not thoughtful presentation of the timeline – feels summative rather than analytical. 1-2 errors appear.	No awareness of how visual impact is created. Basic summary information reported without a sense of how best to arrange the information for visual impact.

	scope and progression of events.	recognition of cause.		
Accuracy	All historical data is presented with precision and accuracy and answers the essential questions of the project.	Most historical data is presented with precision and accuracy and answers the essential questions of the project.	Very little historical data is presented with precision and accuracy and only one essential question is answered.	Historical data is not present in the project and neither essential question is answered.
Analysis	The project accurately reflects the particular ideology that was used against the victim group and the analysis refers to all exhibition details.	The project accurately reflects the particular ideology that was used against the victim group and the analysis is missing one key supporting detail.	The project accurately reflects the particular ideology that was used against the victim, but is missing several key supporting details.	The project does not accurately reflect the particular ideology that was used against the victim group and is missing most supporting details.
Oral Presentation	Students are completely prepared and have obviously rehearsed.	Students are prepared, but might have needed a couple more rehearsals.	The students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.

Common Core Standards Addressed: RH.9-10.3; WHST.9-10.2; WHST.9-10.4; WHST.9-10.5; WHST.9-10.8.