



## Lesson Plan for Use with the Holocaust Museum Houston Exhibit

On view at Holocaust Museum Houston Aug. 5, 2011 – July 22, 2012

### Rationale/Purpose for the Lesson

“The Impact of Racist Ideologies: Jim Crow and the Nuremberg Laws” permits visitors to the Museum to consider the use of racist ideologies within two societies: Jim Crow America and Nazi Germany. Custom and law are closely linked systems that affect how people act toward each other. In both the post-Civil War United States and Nazi Germany, the freedoms and rights of some groups of people were limited. Each country developed a system of racially based laws influenced by past customs and beliefs, which would dramatically shape history. Under each system, specific groups were targeted. They lost important political, economic and social rights. African-Americans were the primary target under the U.S. system of Jim Crow Laws. Jewish people were the primary target under the Nuremberg Laws of Nazi Germany.

This lesson will allow students to consider a series of five questions asked within the exhibition as they consider the impact of the laws at the time of their implementation and the legacy of these laws to today’s society.

### Materials/Teaching Resources Needed

- Background Information: Legalizing Racism
- Worksheet: Jim Crow and the Nuremberg Laws
- Activity sheet: Jim Crow and the Nuremberg Laws
- Worksheet: Legacy of Racist Ideologies
- Computers with Internet access and printer capability
- Magazines, local newspapers or other consumables with imagery

### Activities

1. **Pre-visit:** Provide students with background information about the Holocaust. The “Guide for Preparing Group and Student Tours” ([http://www.hmh.org/Uploads/PDF/Group\\_Student\\_Tours\\_Guide.pdf](http://www.hmh.org/Uploads/PDF/Group_Student_Tours_Guide.pdf)) has some suggestions that teachers could implement. Teachers also could have students view the overview video of Holocaust Museum Houston available online at [www.hmh.org](http://www.hmh.org) so they are prepared for a visit to the Museum.

Teachers should read the included background information resource to develop the necessary preparation of students for the visit. The exhibition can be viewed as having six different sections.

The first three sections of the exhibition feature information about the Jim Crow and Nuremberg Laws during their implementation, examining their impact at that time. There are images, quotes and artifacts to consider in these sections. The fourth section discusses the end to the laws: for the Nuremberg Laws, the end of World War II, liberation of camps and the Nuremberg Trials; for the Jim Crow Laws, the Double “V” call by African-American soldiers during World War II and the Civil Rights Movement.

The fifth section of the exhibition discusses the impact of the racist ideologies and laws on today's society. There is a graph, a map and a political cartoon to analyze in this section.

The final section asks visitors to consider what they will do to [Stop Hate. Starting Here](#).

If you are conducting portions of this lesson as a part of a tour of the exhibition, discuss the directions and have the students bring paper for note taking with them for the tour. Students should also bring a pencil to write with. Pens are not permitted in the exhibition areas.

**This lesson can be conducted outside of a tour of the exhibition as well.**

2. **During the visit:** Have students view the exhibit and consider the imagery used.

*It may be helpful to have paper for note taking and some extra pencils for students who forget them. The Museum does not provide these items.*

3. **Post-visit:** Discuss the exhibition with students. Ask them about key images and what they can do to [Stop Hate. Starting Here](#).

4. **The Lesson**

- A. Hand out the background information sheet and the worksheet, "Jim Crow and the Nuremberg Laws." Discuss these sheets with the students to ensure they understand what these laws were about and why they were passed within each society.
- B. Handout the Activity Sheet, "Jim Crow and the Nuremberg Laws." Unless the teacher wishes to print historical images to use for this activity, students must have access to the Internet to print historical images. You may wish to have students complete this collage activity in groups; however, it is best if the writing portion of this activity is completed individually.
- C. Handout the worksheet, "The Legacy of Racist Ideologies." Students could complete this worksheet in class or as an at-home assignment. One suggestion would be for students to complete the worksheet and then discuss their findings with their parents, who write a separate response.

### Additional Resources

- United States Holocaust Memorial Museum Photo Archive: <http://www.ushmm.org/research/collections/photo/>
- "Segregation and Violence Resource Guide" from the Library of Congress: [http://memory.loc.gov/learn///lessons/97/crow/s\\_and\\_v.html](http://memory.loc.gov/learn///lessons/97/crow/s_and_v.html)
- Examples of antisemitic laws, 1933 – 1939: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007459>
- Examples of Jim Crow Laws: <http://academic.udayton.edu/race/02rights/jcrow02.htm>
- Jim Crow Museum of Racist Memorabilia at Ferris State University: <http://www.ferris.edu/jimcrow/>
- Sample Census Form: <http://www.census.gov/dmd/www/pdf/d02p.pdf>
- Hilberg, Raul. "Perpetrators, Victims, Bystanders: The Jewish Catastrophe, 1933-1945." New York, NY: Aaron Asher Books, 1992.
- Dailey, J. "The Age of Jim Crow." New York, NY: W.W. Norton & Company, 2009.

## Assessment

1. Collect the “Jim Crow and the Nuremberg Laws” collage created by the students (with the accompanying writing) and the completed “Legacy of Racist Ideologies” worksheet for grades that are appropriate to the teacher’s grading structure.
2. Have students complete a journal entry that reflects on this quote in relation to the content studied:

**“Bad laws are the worst sort of tyranny.” – Edmund Burke**

## Extensions

1. Have students consider this quote and respond to it in their own words: The Swiss Federal Commission against Racism noted in 1998, “Individuals (not races) are different, but all human beings are equal. Racism violates the fundamental principle of human rights that is non-discrimination. Racism sullies not only its victims but also those who are guilty of it, depriving them of their humanity. A society that tolerates racism and antisemitism is not democratic.”
2. Have students reflect on a time when they were a member of an in-group or an out-group – or when they witnessed someone else in either of those situations. Have students visit the Museum’s Facebook page to post in the discussion section about their memories, thoughts and feelings of that situation.
3. To stop racism in our world today, it requires actions from each of us. Have students visit the Museum’s Facebook page to post in the discussion section what they will do to **Stop Hate. Starting Here.**

## Background Information: Legalizing Racism

*\*\* Much of this text appears in the exhibition itself.*

### Eugenics and Racism

According to 19<sup>th</sup>-century eugenic theories, humans were divided into different races. Some eugenicists ranked the races, with whites or Aryans at the top, and Slavs, Asians and Africans lower in the rankings.

The so-called scientific theories of eugenics were based on traditional prejudices and racism. Racism is an ideology that justifies a social relationship of dominance. Many racists used eugenics to defend or protect their positions in society.

### From Antisemitism to the Nuremberg Laws

Cultural groups studied in the 19th century were often known by their language groupings. Although Semitic languages include Hebrew and Arabic, the term came to stand only for the Jewish people. By 1879, Jews were no longer identified by their cultural or religious beliefs, but were now marked as a race – the Semitic race.

Nazi leaders were strong believers in eugenic principles. Gaining power in 1933, they passed antisemitic laws that restricted the social, political and economic activities of Jews, known collectively as the Nuremberg Laws. These laws were national in scope; more than 444 such laws were passed in the years 1933 to 1945. The restrictions against Jewish people would spread to countries taken over by the Nazis, existing until the end of World War II.

### From “Jumping Jim Crow” to the Jim Crow Laws

Originally, a dance, Jim Crow was also a name given to a black-faced character in minstrel shows that travelled throughout the United States beginning in the 1830s. “Jim Crow” became a derogatory term to refer to African-Americans.

Following the Civil War, African-Americans were restricted in their movements, actions and rights through local ordinances and state laws. Approved through U.S. Supreme Court cases like *Plessy v. Ferguson* (1896), these laws supported “separate, but equal” accommodations between the “races.” The right to vote was taken from African-Americans through voter registration restrictions and poll taxes. Between the years 1865 and 1967, more than 400 state laws, constitutional amendments and city ordinances were passed. Jim Crow Laws existed in more than 30 states and would be in effect in many areas of the United States until the 1960s.

## Worksheet: Jim Crow and the Nuremberg Laws

Question	Text or Description of a Nuremberg Law	Text or Description of a Jim Crow Law
<p><b>Who Am I?</b> In Nazi Germany, a person was considered Jewish if they had at least two Jewish grandparents (“partial Jew,” or <i>mischlinge</i> versus “full Jew”). In the United States during Jim Crow, a person was defined in some states as “colored,” having at least one great-grandparent of African descent. Some states extended the actions against “coloreds” to include people who were Native American, Latino or Asian American.</p>	<p><b>First Supplementary Decree to the Citizenship Law (November 1935):</b> This law defined as Jewish all persons who had at least three full Jewish grandparents, or who had two Jewish grandparents and were married to a Jewish spouse or belonged to the Jewish religion at the time of the law’s publication, or who entered into such commitments at a later date.</p>	<p><b>North Carolina “Black Code,” 1866:</b> <i>“Sec. 1. Be it enacted by the General Assembly of the State of North Carolina .... That negroes and their issue, even where one ancestor in each succeeding generation to the fourth inclusive is white, shall be deemed persons of color.”</i></p>
<p><b>Where Can I Live?</b> The Nazis created ghettos during the war for Jews in occupied territories and marked homes of Jews with yellow stars. During the Jim Crow period in the United States, many local communities implemented restrictive deeds, prohibiting the purchase or sale of a home to certain “racial” groups.</p>	<p>Millions of Jews lived in eastern Europe. After Germany invaded Poland in 1939, more than 2 million Polish Jews came under German control. After Germany invaded the Soviet Union in June 1941, several million more Jews came under Nazi rule. The Germans aimed to control this sizable Jewish population by forcing Jews to reside in marked-off sections of towns and cities the Nazis called “ghettos” or “Jewish residential quarters.” Altogether, the Germans created at least 1,000 ghettos in occupied territories. The largest ghetto was in Warsaw, the Polish capital, where almost half a million Jews were confined.</p>	<p>Louisiana had a statute which read, “Any person who shall rent any part of any building to a Negro person or a Negro family when such building is already in whole or in part in occupancy by a white person or white family, or vice versa when the building is in occupancy by a Negro person or Negro family, shall be guilty of a misdemeanor.”</p>

Question	Text or Description of a Nuremberg Law	Text or Description of a Jim Crow Law
<p><b>Whom Can I Marry?</b> In Nazi Germany, an “Aryan” and a Jewish person could not marry. In many states in the United States, people identified as “colored” could not marry “white” people. Known as miscegenation statutes, they occurred more frequently than any other discriminatory laws.</p>	<p><b>Law for the Defense of German Blood and Honor (September 1935):</b> “Fully aware that the purity of German blood is the condition for the survival of the German Volk, and animated by the unwavering will to secure the German nation forever, the <i>Reichstag</i> has unanimously decided upon the following, which is thereby proclaimed. Marriages between Jews and citizens of German and related blood are forbidden.”</p>	<p>In 1865, Arizona passed a miscegenation statute which made marriages between whites with “Negroes, mulattoes, Indians or Mongolians” illegal and void.</p>
<p><b>Where Can I Go to School?</b> In Nazi Germany, the number of Jewish students who could attend public schools was at first limited and later prohibited entirely. Nearly a quarter of all Jim Crow Laws passed in the United States related to segregated education for “colored” students. African-American children often attended schools in substandard buildings with limited or outdated supplies.</p>	<p><b>Law Against Overcrowding of German Schools and Universities (April 1933):</b> This law limited the matriculation of new Jewish students in any German school or university to 1.5 percent of the total of new applicants, with the overall number of Jewish pupils or students in any institution not to exceed 5 percent.</p>	<p>In 1904, Oklahoma passed the following education statute: “Any instructor who shall teach in any school, college or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in any sum not less than ten dollars nor more than fifty dollars for each offense.”</p>
<p><b>How Did These Laws Affect Everyday Life?</b> In Nazi Germany, Jews experienced ever increasing restrictions in daily life – from jobs they could hold to confiscation of property to limits on the ability to move freely. African-Americans under Jim Crow faced local or regional restrictions in daily life. They could not vote, were not allowed to hold certain jobs or join unions, and were prevented from eating in many restaurants.</p>	<p><b>Aug. 17, 1938</b> Executive Order on the Law on the Alteration of Family and Personal Names requires Jews to adopt an additional name: “Sara” for women and “Israel” for men.</p> <p><b>Nov. 12, 1938</b> Decree on the Exclusion of Jews from German Economic Life closes all Jewish-owned businesses.</p>	<p><b>Restaurants</b> It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. <i>Alabama</i></p> <p><b>Burial</b> The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. <i>Georgia</i></p>

## Activity Sheet for Jim Crow and the Nuremberg Laws

1. Read the worksheet, "Jim Crow to the Nuremberg Laws."
2. Create a collage:
  - a. Using the Internet, locate historical imagery that exemplifies the links between the laws (e.g., segregation on a rail car under the Nazi policies to a segregated bus in Jim Crow). You should select one image from Nazi Germany (or occupation) and one image from the Jim Crow period for each of the five questions. Remember to select appropriate imagery for school: no nudity or graphic violence.
  - b. Print these images and paste them to a piece of paper in a collage format. Use the text from the worksheet within the collage.

These Web sites may be useful in completing this activity:

- United States Holocaust Memorial Museum Photo Archive:  
<http://www.ushmm.org/research/collections/photo/>
- "Segregation and Violence Resource Guide" from the Library of Congress:  
[http://memory.loc.gov/learn///lessons/97/crow/s\\_and\\_v.html](http://memory.loc.gov/learn///lessons/97/crow/s_and_v.html)
- Examples of antisemitic laws, 1933 – 1939:  
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007459>
- Examples of Jim Crow Laws:  
<http://academic.udayton.edu/race/02rights/jcrow02.htm>
- Jim Crow Museum of Racist Memorabilia at Ferris State University:  
<http://www.ferris.edu/jimcrow/>

3. Respond to these questions on a separate sheet of paper:
  - a. What role does law play in a society?
  - b. Viewing the images you selected for your collage, what examples do you see of perpetrators, victims, bystanders and upstanders?
  - c. How can laws limit behaviors of upstanding?
  - d. How can they encourage such behaviors?

## Legacy of Racist Ideologies

Directions: Consider the questions in the left-hand column and then record your response in the right-hand column. If necessary, attach an additional sheet of paper.

Question	Your Response
<p><b>Who Am I?</b> The U.S. Census has asked participants to identify their race since 1790. Today, this question relies on self-identification and allows respondents to choose multiple categories. Which box or boxes did you check to describe yourself in the latest census?</p> <p>See this site for a sample Census Form: <a href="http://www.census.gov/dmd/www/pdf/d02p.pdf">http://www.census.gov/dmd/www/pdf/d02p.pdf</a></p>	
<p><b>Where Can I Live?</b> Think about where you live and who your neighbors are. In terms of ethnicity, who lives in your neighborhood? Are there areas of your town that you know are dominated by one ethnic group?</p>	
<p><b>Whom Can I Marry?</b> Think of the last time you were in public and a multiethnic couple walked into the room, store or past a group of people. How did people respond? How do you respond when you see a multiethnic couple? Does a stigma exist today around multiethnic couples?</p>	

Question	Your response
<p><b>Where Can I Go to School?</b> Schools today are usually zoned for attendance, drawing from area neighborhoods. Think of the ethnic make up in your area schools. Are they best described as integrated or segregated?</p>	
<p><b>What Is Everyday Life Like Today?</b> Think of the social or economic groups to which you belong. How diverse are the memberships of these groups?</p>	

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