

## Guide to *The World Must Know*

### Overview

*The World Must Know* provides a narrative of the Holocaust “as told in the United States Holocaust Memorial Museum.” Therefore, its structure mirrors that of the Museum’s Permanent Exhibition: The Holocaust with chapters that correspond closely to displays in the exhibition’s three floors:

- Nazi Assault -- 1933-1939
- The “Final Solution” -- 1940-1945
- Last Chapter

*The World Must Know* is best suited for upper secondary students. Teachers should assess the age, maturity and preparedness of their classes before assigning the book and/or certain passages, and consider which topics in the book will best fit their rationale and learning goals.

Why read *The World Must Know*:

1. To understand how and why the Holocaust happened by examining key events and concepts before and during the Holocaust
2. To learn the history of the Holocaust as told by the US Holocaust Memorial Museum
3. To build comprehension through reading and multimedia
4. To incorporate multimedia exploration to enhance historical understanding and provide updated scholarship

### Journals

*The World Must Know* provides a useful starting point for deeper exploration of Holocaust history, its impact and continuing relevance. Teachers may assign readings from the Museum’s website that corresponds to the articles/themes in the book and ask students to write about these in the right side of a dialectical journal. Content to consider includes:

- [Holocaust Encyclopedia](#) (Over 900 articles, historical film footage, photographs, [animated maps](#), and more than 550 [survivor testimony clips](#))
- [Curator’s Corner](#) video features about the Museum’s collections
- [First Person: Conversations with Holocaust Survivors](#) audio podcast

Content from online sources like these have the added advantage of being more regularly updated and reflect recent scholarship; whereas, *The World Must Know* was originally published in 1993 and last revised in 2006.

### Pairing with *The Path to Nazi Genocide* (film)

For a multimedia approach, teachers may assign excerpts from the USHMM film [Path to Nazi Genocide](#) which are aligned with different pages of *The World Must Know*. These are also supported by guiding questions.

- [Chapter 1: Aftermath of World War I and Rise of Nazism](#) of *Path to Nazi Genocide*, aligns with pages 1-17 of *The World Must Know*
  - GUIDING QUESTION: How did conditions in Germany and Europe at the end of World War I contribute to the rise and triumph of Nazism in Germany?
- [Chapter 2: Building a National Community](#) of *Path to Nazi Genocide*, aligns with pages 17-30 of *the World Must Know*
  - GUIDING QUESTION: How did the German government under Nazi rule build support among the German people?
- [Chapter 3: From Citizens to Outcasts of Path to Nazi Genocide](#), aligns with pages 30-56 of *The World Must Know*
  - GUIDING QUESTION: How did Nazi Germany gradually isolate, segregate, impoverish, and incarcerate Jews and persecute other perceived enemies of the state between 1933 and 1939?
- [Chapter 4: World War II and the Holocaust](#) of *Path to Nazi Genocide*, aligns with pages 56-184 of *The World Must Know*
  - GUIDING QUESTION: How did the Nazis lead Germany to war in Europe and, with their collaborators, kill millions--including systematically murdering six million Jewish people?
- Pages 184-222 of *The World Must Know* focus on liberation and life after the Holocaust
  - GUIDING QUESTION: How (in what ways) did some individuals, groups, and nations (including the victims themselves) work to protect and save Jews from the Nazis; ultimately, how did the Holocaust come to an end?

### Photo Analysis

Select specific photos for students to analyze and discuss the following questions as a class in person or in an online format.

NOTE: Look ahead before assigning any portion for reading or photo analysis - some of the photos are graphic in nature and may not be appropriate for all students..

#### Photo Analysis Questions:

- What do you see in this photograph?
- Who do you see in this photograph?
- Where and when was the photograph taken?

- What is happening in the photograph (both as the focus of the photographer and in the periphery of the photograph)?
- Why might this photograph have been taken?

**Photo Analysis suggested photos:**

- Page 17
- Page 18
- Page 29
- Page 31
- Page 37--top
- Page 66
- Page 73
- Page 79
- Page 93

**The Holocaust: History and Memory (A Virtual Tour):**

Through both its website and Google Expeditions, the museum offers a [virtual tour](#) that allows students to view several displays in the Museum's permanent exhibition. The tour comes with a lesson plan, and it can also serve as a companion to *The World Must Know*.

**Additional Tools:**

Below are additional online resources that you may find helpful when using *The World Must Know* with students.

- [Holocaust Encyclopedia: Topics to Teach](#)
- [Permanent Exhibition Question Cards](#): These questions are useful for framing class or online discussion, journaling, essay prompts, etc.
- Short Videos: Survivor Reflections Related to Displays in the Permanent Exhibition
  - [Fritz Gluckstein Reflects on the Nuremberg Laws](#)
  - [Survivors Remember Kristallnacht](#)
  - [A Holocaust Survivor's Moment of Life and Death \(Selection at Auschwitz-Birkenau\)](#)
- [USHMM Teaching Materials By Topic](#), including Foundational Resources