

A young person with curly brown hair is smiling while wearing a cardboard VR headset. They are holding the headset with both hands. The headset has the HMH logo on it. They are wearing a grey and red long-sleeved shirt and a black digital watch on their left wrist. The background is a blurred classroom setting.

Where will your
instruction take you?

HMH Field Trips powered by
Google Expeditions for Social Studies

Teacher Guide Sampler

The answer is: **virtually anywhere.**

With HMH Field Trips, your students will be able to travel through history, explore the world, and witness scientific wonders without ever leaving their classrooms—and you'll be able to guide them every step of the way using our Teacher Guide lessons.

HMH® has 180 years of experience creating engaging and effective content, experimenting with new ways to deliver classroom materials that inspire curiosity and transform learning. Now, with HMH Field Trips powered by Google® Expeditions, your students will be able to explore and learn like never before.



Learn how it all works together!

What is HMH Field Trips powered by Google Expeditions?

HMH Field Trips powered by Google Expeditions is a classroom experience that takes full advantage of Google's VR technology and HMH's instructional support. It allows teachers to bring students closer than ever to interesting locations they would not normally be able to visit.

These trips are collections of 360° panoramas and 3D images—annotated with details, points of interest, and questions that make them easy to integrate into curricula already used in schools. HMH has also developed Teacher Guides so teachers know exactly when and how to use HMH Field Trips in connection with their core programs.

Using the Teacher Guide, you can explore HMH Field Trips in American history, world geography, world history, civics, and United States government.

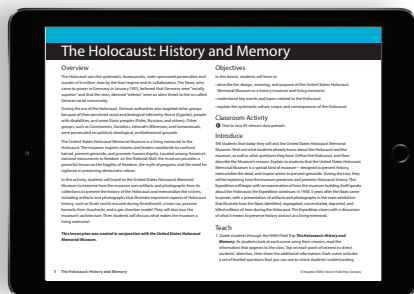
How to Get Started



Step 1: Getting Set Up

You will need:

- A device for the teacher, or “guide” (preferably a tablet)
- A mobile phone and compatible VR viewer device (like Google Cardboard®) for the student, or “explorer”
- A Wi-Fi® network that is peer-to-peer enabled. It may be helpful to go through a router or hotspot.



Download the FREE Google Expeditions app to your devices from Google Play™ (for Android™) or from iTunes® (for iOS®). The first time you open Google Expeditions, you'll be offered a brief demonstration of the app. In the demo, tap **Full Screen** to see how the app works without a viewer.

Teachers can start Field Trips, guide students through multiple panoramas, access notes, and highlight points of interest throughout the Field Trip. Students can insert the phone into the viewer and start exploring! The Field Trip must be started by the teacher.

Step 2: Selecting HMH Field Trips

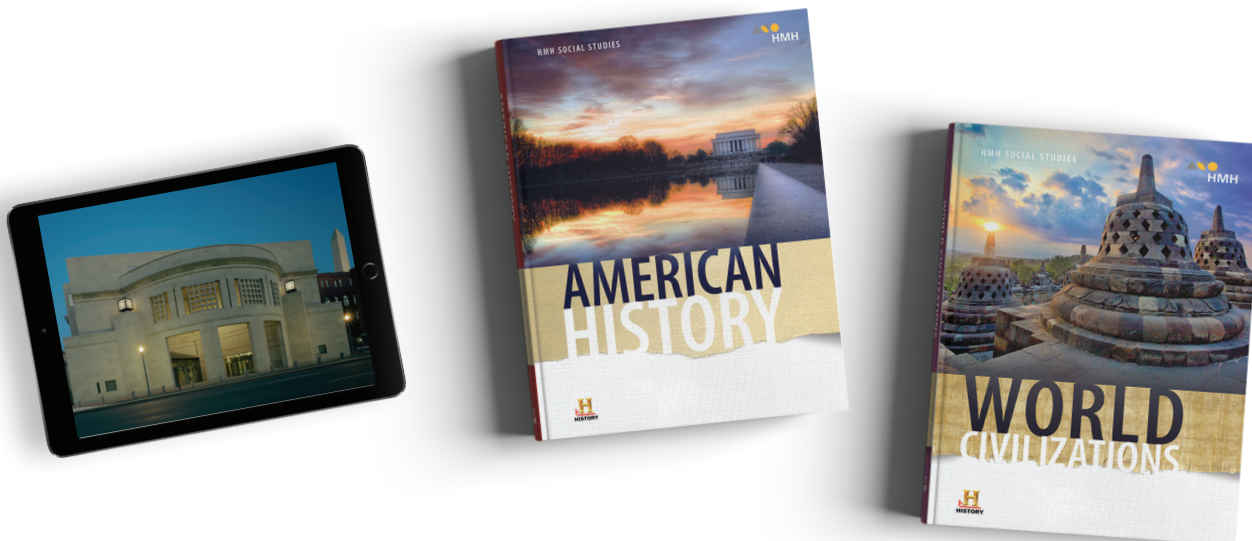
HMH has developed a variety of Field Trips that can be accessed through the Google Expeditions app. For now, use the search function in the app and type in the exact title to select the example: **The Holocaust: History and Memory**.

Step 3: Using the HMH Teacher Guides

HMH has developed Teacher Guides for HMH Field Trips powered by Google Expeditions that correspond to our programs. You can access these guides through your HMH Online Teacher Resources and incorporate them into your lessons. To get you started, we've included a complete list of Field Trips for American history, world geography, world history, civics, and United States government, as well as a sample lesson plan.

I like it! How can my school purchase the hardware?

Your school can purchase the recommended equipment through any hardware provider or work with a Google-certified provider like Best Buy® Education (bestbuy.com/googleexpeditions). With Best Buy Education, you can purchase a ready-made kit or build your own, depending on what suits your needs.



Look for these **HMH Field Trips** currently available in the **Google Expeditions App**

HMH Field Trip

American History

Exploring America's Past
Native American Cultures
The Jamestown Colony
The American Revolution Begins
The Declaration of Independence
The United States Constitution
The National Mall
The Florida Seminoles
The Gold Rush
Slavery in America
The Civil War
America Expands West
The Industrial Age
Immigration and Cities
Women's Suffrage in the U.S.
America's National Parks
World War I
The Great Depression
World War II
The Space Race
The Civil Rights Movement
The Vietnam War
9/11 Memorial & Museum
Celebrating America's Diversity
American Landmarks

Geography

Studying Geography
Google Earth™ World Tour
Physical Geography
Human Geography
World Religions
Urban Geography
Economic Geography
Global Environmental Issues
Geography of the United States
Geography of Canada
Geography of Mexico
Geography of South America
Geography of Europe
Geography of Russia
Geography of Southwest Asia
Geography of China
Geography of the Indian Subcontinent
Geography of Southeast Asia
Geography of Africa
Geography of Australia
Geography of the Poles
The World Ocean

World History

Studying World History
Prehistoric Cultures
World Religions
Ancient Egypt
Ancient Greece
Ancient Rome
The Middle Ages
The Vikings
Civilizations in the Americas
Chinese Dynasties
Mughal India
The Ottoman Empire
The Industrial Age
The Great War
World War II Memorials
The Holocaust: History and Memory
The Modern World

Included in
this sampler

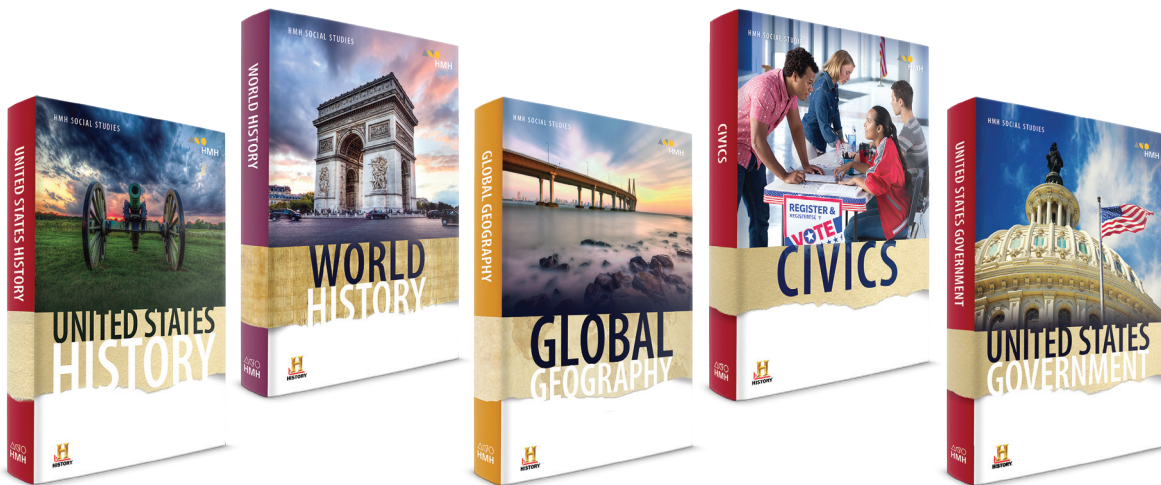
HMH Field Trip

Civics

American Landmarks
 Celebrating America's Diversity
 Immigration and Cities
 The Declaration of Independence
 The United States Constitution
 The National Mall
 Women's Suffrage in the United States
 The Civil Rights Movement
 The Great Depression
 9/11 Memorial & Museum

United States Government

American Landmarks
 Celebrating America's Diversity
 Immigration and Cities
 The American Revolution Begins
 The Declaration of Independence
 The United States Constitution
 The National Mall
 The Vietnam War
 Women's Suffrage in the United States
 The Civil Rights Movement
 9/11 Memorial & Museum



The Holocaust: History and Memory

Lesson Plan for use with **HMH Social Studies World Civilizations** and **HMH Social Studies World History**.

Overview

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of 6 million Jews by the Nazi regime and its collaborators. The Nazis, who came to power in Germany in January 1933, believed that Germans were “racially superior” and that the Jews, deemed “inferior,” were an alien threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived racial and biological inferiority: Roma (Gypsies), people with disabilities, and some Slavic peoples (Poles, Russians, and others). Other groups, such as Communists, Socialists, Jehovah’s Witnesses, and homosexuals, were persecuted on political, ideological, and behavioral grounds.

The United States Holocaust Memorial Museum is a living memorial to the Holocaust. The museum inspires citizens and leaders worldwide to confront hatred, prevent genocide, and promote human dignity. Located among America’s national monuments to freedom on the National Mall, the museum provides a powerful lesson on the fragility of freedom, the myth of progress, and the need for vigilance in preserving democratic values.

In this activity, students will travel to the United States Holocaust Memorial Museum to examine how the museum uses artifacts and photographs from its collections to present the history of the Holocaust and memorialize the victims, including artifacts and photographs that illustrate important aspects of Holocaust history, such as Torah scrolls rescued during Kristallnacht, a train car, prisoner barracks from Auschwitz, and a gas chamber model. They will also tour the museum’s architecture. Then students will discuss what makes the museum a living memorial.

This lesson plan was created in conjunction with the United States Holocaust Memorial Museum.

Objectives

In this lesson, students will learn to:

- describe the design, meaning, and purpose of the United States Holocaust Memorial Museum as a history museum and living memorial
- understand key events and topics related to the Holocaust
- explain the systematic nature, scope, and consequences of the Holocaust

Classroom Activity

 One to two 45-minute class periods

Introduce

Tell students that today they will visit the United States Holocaust Memorial Museum. Find out what students already know about the Holocaust and the museum, as well as what questions they have. Define the Holocaust, and then describe the Museum’s mission. Explain to students that the United States Holocaust Memorial Museum is a special kind of museum—designed to present history, memorialize the dead, and inspire action to prevent genocide. During the tour, they will be exploring how the museum preserves and presents Holocaust history. This Expedition will begin with an examination of how the museum building itself speaks about the Holocaust; the Expedition continues in 1938, 5 years after the Nazis came to power, with a presentation of artifacts and photographs in the main exhibition that illustrate how the Nazis identified, segregated, concentrated, deported, and killed millions of Jews during the Holocaust. The Expedition closes with a discussion of what it means to preserve history and act as a living memorial.

Teach

1. Guide students through the HMH Field Trip ***The Holocaust: History and Memory***. As students look at each scene using their viewers, read the information that appears to the class. Tap on each point of interest to direct students’ attention, then share the additional information. Each scene includes a set of leveled questions that you can use to check students’ understanding and to encourage critical thinking. At the end of the field trip, have students put their viewers down.
2. Briefly discuss with students what they have learned from the field trip. Which photos and artifacts had the greatest impact on them? Why?

3. Discuss what the field trip revealed about the systematic nature, scope, and consequences of the Holocaust. Ask students, “In this Expedition, what changes did you observe in the experiences of Jews?” ([The Expedition progresses from Kristallnacht in late 1938 through the Nazi creation of ghettos in occupied Eastern Europe, deportations to the camps, life in the camps, and mass killings in gas chambers. The artifacts and photographs illustrate how Jewish life under Nazi rule progressed through stages of dehumanization and loss—including social isolation, legal discrimination and segregation, confiscation of property, forced removal, deportation, imprisonment, and ultimately death.](#))

Close

Discuss how the United States Holocaust Memorial Museum uses its collections and exhibitions, and even the building design, to teach about the Holocaust and memorialize the Nazi’s victims. Reflect on Elie Wiesel’s desire that the museum be a living memorial—as he said, “a memorial unresponsive to the future would violate the memory of the past.” Students should share their thoughts on actions they think people can take to honor victims of the Holocaust.

Teaching Tips and Information

Confronting the history and legacy of the Holocaust can be upsetting to students. Be aware of students’ emotions during this lesson, and acknowledge that the Holocaust is a complex and difficult topic to learn about.

Before this lesson, you may want to review the United States Holocaust Memorial Museum’s “Guidelines for Teaching about the Holocaust”.

To frame an Expedition within the broader historical context and promote student understanding of how and why the Holocaust happened, you may begin a lesson with a 38-minute documentary called *The Path to Nazi Genocide*. This film includes graphic imagery; so, please preview the film before screening it with students. A study guide is available to help you in guiding students through a discussion of how and why the Holocaust happened.

For additional background, you and your students may reference the museum’s “Holocaust Encyclopedia”.

Short Videos That Complement the Expedition

Life Before the Holocaust

Fragments of Childhood: The de Groot Family Home Movies (Curators Corner #36)

A Life Left Behind: The Leah Grochowska Gutman Collection (Curators Corner #42)

Kristallnacht

Survivors Remember Kristallnacht

Ghettos

Interview with Judy Cohen: “Voices from the Lodz Ghetto”

Conversations with survivors from the Lodz ghetto

Rail Car

A Letter Thrown from a Train

Holocaust Survivor Leo Schneiderman describes arrival at Auschwitz

Auschwitz Barracks

Encountering Auschwitz

“To the Memory of My Parents”: Michael Kraus’s Diaries (Curators Corner #10)

Aerial Photography and the Holocaust: The Dino A. Brugioni Collection (Curators Corner #32)

Gas Chamber Model

Holocaust survivor Sam Itzkowitz describes the gas chambers at Auschwitz-Birkenau

The Conservation Lab

Secrets Inside: How a Boy’s Bear Helped a Family Escape Nazi Persecution (Curators Corner #34)



Experience **HMH Field Trips** With:

***HMH Social Studies
United States History***

***HMH Social Studies
American History***

***HMH Social Studies
World Civilizations***

***HMH Social Studies
World History***

***HMH Social Studies
World Geography***

***HMH Social Studies
Global Geography***

***HMH Social Studies
Civics***

***HMH Social Studies
United States Government***

Visit hnhco.com/fieldtrips to get started.

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