



GEORGIA COMMISSION ON THE HOLOCAUST

HOLOCAUST LEARNING TRUNK PROJECT

Teaching Guide (Third Edition)

TABLE OF CONTENTS

Introduction

What is the Holocaust Learning Trunk Project?	5
Why Teach About the Holocaust?.....	6
Definition of the Holocaust	7
Categories of Behavior in the Holocaust.....	7
Guidelines for Teaching about the Holocaust.....	8
Criteria for Trunk Contents.....	11
Overview of Third Edition Trunk Contents.....	12

Section I: Resources

Glossary	15
Timeline of the Holocaust	27
Anne Frank: A Timeline	39

Section II: Educator Materials

Anne Frank: Beyond the Diary.....	53
Teaching about the Holocaust: A CD-ROM for Educators.....	54
<i>Tell Them We Remember: The Story of the Holocaust</i>	58

Section III: Lesson Modules

<i>Benno and the Night of Broken Glass</i>	62
<i>Daniel's Story</i>	64
<i>Diary of Petr Ginz</i>	67
<i>Diary of a Young Girl</i>	70
<i>Four Perfect Pebbles: A Holocaust Story</i>	74
<i>Hana's Suitcase</i>	76
<i>I Am A Star: Child of the Holocaust</i>	79
<i>Island on Bird Street</i>	81
<i>Night</i>	83

Number the Stars 86

The Upstairs Room 89

Kristallnacht: The Nazi Terror that Began the Holocaust 91

Liberation: Stories of Survival from the Holocaust..... 93

Saving Children from the Holocaust: The Kindertransport 95

True Stories of Teens in the Holocaust: Courageous Teen Resisters 97

“Badges of Hate” 100

“First They Came...” 101

I’m Still Here: Real Diaries of Young People who Lived During the Holocaust..... 103

The Short Life of Anne Frank 106

One Survivor Remembers 108

The Diary of a Young Girl (audiobook) 110

“Nuremberg Racial Laws, 1935” 111

Confronting Hatred: Teaching About Antisemitism..... 115

Confronting Hatred – Being an Outsider 117

Confronting Hatred – Fighting Prejudice 119

Confronting Hatred – Holocaust Denial and Hate Speech..... 121

Confronting Hatred – Propaganda and Media..... 124

Confronting Hatred – Rescue and Resistance 127

Section IV: Activity Modules

Frame of Reference..... 130

ID Cards 132

Diary Workshop 140

Anne’s World 141

3D Cardboard Model of The Secret Annex 143

Measuring the Hiding Place 146

The Holocaust: A Remembrance 1933-1945 148

Key Concept Synthesis 150

Literature Circle..... 151

Response Journal 152

Vocabulary Squares..... 153

Sociograms..... 154

Timeline..... 155

Biography Synthesis..... 156

Section V: Handouts and Worksheets

Frame of Reference 158

Key Concept Synthesis..... 159

Literature Circle 161

Vocabulary Squares 168

Sociograms 169

Timeline 170

Biography Synthesis 171

Nuremberg Racial Laws of 1935..... 173

Witness to the Holocaust 174

Works Cited 177

The Holocaust Learning Trunk Project is sponsored by the Georgia Commission on the Holocaust, the Georgia Foundation for Public Education, and The Conference on Jewish Material Claims Against Germany, Inc.

WHAT IS THE HOLOCAUST LEARNING TRUNK PROJECT?

The project makes trunks full of educational materials available to **middle schools** throughout the entire state of Georgia at no cost. Each trunk contains a full complement of educational materials about the Holocaust. These trunks and the materials within are meant to be an interdisciplinary supplement to curriculum already in place and to assist educators in fulfilling the State's Standards of Excellence by teaching the lessons of the Holocaust.

Core objectives:

- ✓ emphasize that hate is taught, not an innate trait by birth and it is a person's choices that determine their role(s)
- ✓ explore the significance of personal responsibility
- ✓ utilize personal testimony, not statistics

HOW DOES THIS RELATE TO THE GEORGIA'S STANDARDS OF EXCELLENCE?

By utilizing the materials in this guide, educators can provide students with lessons on how to make moral and ethical choices.

Each lesson module, activity module, and worksheet was designed or directly derived from the tasks, strategies, and themes outlined in the Common Core Georgia Performance Standards.

Middle school students continue to expand their understanding of the past by using multiple sources and perspectives to build interpretations of past events. Through this process, students also acquire an improved understanding of the basic civil rights in a democracy. Students will better understand their role in their community, nation, and international community.

The modules are developed with the goal of teaching critical thinking skills to students in order to provide them with a broad view of societies, cultures, and belief systems. In gaining this perspective students can recognize and respect people's differences and realize the dangers of prejudice, bigotry, and discrimination. It encourages the acceptance of diversity in a pluralistic society.

It is important to learn the lessons of the Holocaust and the skill of critical thinking, so that students can apply these values and strategies to their own decision-making process. Each lesson module provides students with an opportunity to examine their daily lives, the choices they make, and how those choices impact others.

Personal responsibility is a central theme of Holocaust education and the examination of this allows students to recognize when they are in a situation where they must make a choice instead of standing by in apathy. By learning the lessons of the Holocaust students will be able to use their critical thinking skills to make sound decisions.

WHY TEACH ABOUT THE HOLOCAUST?

(United States Holocaust Memorial Museum)

The goal of teaching the Holocaust is to understand what the Holocaust is, why we must study it, and how we can prevent future genocide.

The Holocaust provides one of the most effective subjects for an examination of basic moral issues. A structured inquiry into this history yields critical lessons for an investigation of human behavior.

Study of the event also addresses one of the central mandates of education in the United States, which is to examine what it means to be a responsible citizen.

Through a study of these topics, students come to realize that:

- Democratic institutions and values are not automatically sustained, but need to be appreciated, nurtured, and protected.
- Study of the Holocaust assists students in developing an understanding of the roots and ramifications of prejudice, racism, and stereotyping in any society.
- Thinking about these events can help students to develop an awareness of the value of pluralism and encourages acceptance of diversity in a pluralistic society.
- The Holocaust provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of the oppression of others.

A study of these topics helps students to think about the use and abuse of power, and the roles and responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or policies of genocide.

DEFINITION OF THE HOLOCAUST

(United States Holocaust Memorial Museum)

The Holocaust is the state-sponsored systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945.

Jews were the primary victims -- six million were murdered; Roma and Sinti (Gypsies), people with mental and physical disabilities, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi Germany.

CATEGORIES OF BEHAVIOR IN THE HOLOCAUST

(Georgia Commission on the Holocaust)

Those involved in the Holocaust can be placed in categories based on their choices and behavior. A person is not necessarily in a category permanently – choices are fluid. For example, an individual could make a choice to be a perpetrator in one instance and make a choice to be a rescuer in another instance.

Perpetrators Those responsible for the crimes, deaths, and acts of hatred. The perpetrators were not beasts but human beings who made moral and ethical choices. They chose to commit evil and violate human rights. Perpetrators were not born with hatred – they were taught hatred.

Collaborators Individuals or groups who worked with the Nazis regardless of whether they shared a common goal or believed in the Nazi racial ideology. Collaborators made the choice to join and assist the Nazis for many reasons. Examples of collaborators include the Axis powers that enforced anti-Jewish laws, Norwegian police who assisted in deportations of Jews to Auschwitz, villagers in Poland who dug mass graves for bodies after shootings.

Targets Groups and individuals who were targeted for destruction or decimation for racial, ethnic or national reasons.

Rescuers & Resisters Individuals or groups of individuals who made choices and risked their own lives to save others and stand up against bigotry, prejudice, and hate.

Bystanders The largest group of people during the Holocaust. Bystanders were those who remained silent, passive, and indifferent. It is vital to teach and discuss the consequences of what happens when people make the choice to be a bystander.

Liberators Allied troops responsible for liberating concentration and extermination camps throughout Europe.

GUIDELINES FOR TEACHING ABOUT THE HOLOCAUST

(United States Holocaust Memorial Museum)

Teaching Holocaust history demands a high level of sensitivity and keen awareness of the complexity of the subject matter. The following guidelines, while reflecting approaches appropriate for effective teaching in general, are particularly relevant to Holocaust education.

1. Define the term "Holocaust"

The Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims—six million were murdered; Gypsies, the handicapped and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war and political dissidents, also suffered grievous oppression and death under Nazi tyranny.

2. Do not teach or imply that the Holocaust was inevitable

Just because a historical event took place, and it is documented in textbooks and on film, does not mean that it had to happen. This seemingly obvious concept is often overlooked by students and teachers alike. **The Holocaust took place because individuals, groups, and nations made decisions to act or not to act.** Focusing on those decisions leads to insights into history and human nature and can better help your students to become critical thinkers.

3. Avoid simple answers to complex questions

The history of the Holocaust raises difficult questions about human behavior and the context within which individual decisions are made. Be wary of oversimplification. Seek instead to nuance the story. Allow students to think about the many factors and events that contributed to the Holocaust and often made decision-making difficult and uncertain.

4. Strive for Precision of Language

Any study of the Holocaust touches upon nuances of human behavior. Because of the complexity of the history, there is a temptation to generalize and, thus, to distort the facts (e.g., "all concentration camps were killing centers" or "all Germans were collaborators"). Rather, you must strive to help your students clarify the information presented and encourage them to distinguish, for example, the differences between prejudice and discrimination, collaborators and bystanders, armed and spiritual resistance, direct orders and assumed orders, concentration camps and killing centers, and guilt and responsibility.

Words that describe human behavior often have multiple meanings. Resistance, for example, usually refers to a physical act of armed revolt. During the Holocaust, it also encompassed partisan activity; the smuggling of messages, food, and weapons; sabotage; and actual military engagement. Resistance may also be thought of as willful disobedience such as continuing to practice religious and cultural traditions in defiance of the rules or creating fine art, music, and poetry inside ghettos

and concentration camps. For many, simply maintaining the will to remain alive in the face of abject brutality was an act of spiritual resistance.

Try to avoid stereotypical descriptions. Remind your students that, although members of a group may share common experiences and beliefs, generalizations about them tend to stereotype group behavior and distort historical reality. Thus, all Germans cannot be characterized as Nazis nor should any nationality be reduced to a singular or one-dimensional description.

5. Strive for balance in establishing whose perspective informs your study of the Holocaust

One helpful technique for engaging students in a discussion of the Holocaust is to think of the participants involved as belonging to one of four categories: victims, perpetrators, rescuers, and bystanders. Examine the actions, motives, and decisions of each group. Portray all individuals, including victims and perpetrators, as human beings who are capable of moral judgment and independent decision making.

As with any topic, students should make careful distinctions about sources of information. Students should be encouraged to consider why a particular text was written, who wrote it, who the intended audience was, whether there were any biases inherent in the information, whether any gaps occurred in discussion, whether omissions in certain passages were inadvertent or not, and how the information has been used to interpret various events. Strongly encourage your students to investigate carefully the origin and authorship of all material, particularly anything found on the Internet.

6. Avoid comparisons of pain

One cannot presume that the horror of an individual, family, or community destroyed by the Nazis was any greater than that experienced by victims of other genocides. Avoid generalizations that suggest exclusivity such as "the victims of the Holocaust suffered the most cruelty ever faced by a people in the history of humanity."

7. Do not romanticize history

Accuracy of fact along with a balanced perspective on the history must be a priority.

8. Contextualize the history

Events of the Holocaust and, particularly, how individuals and organizations behaved at that time, should be placed in historical context. The occurrence of the Holocaust must be studied in the context of European history as a whole to give students a perspective on the precedents and circumstances that may have contributed to it.

9. Translate statistics into people

In any study of the Holocaust, the sheer number of victims challenges easy comprehension. Show that individual people—families of grandparents, parents, and children—are behind the statistics and emphasize that within the larger historical narrative is a diversity of personal experience. Precisely because they portray people in the fullness of their lives and not just as victims, first-

person accounts and memoir literature provide students with a way of making meaning out of collective numbers and add individual voices to a collective experience.

10. Make responsible methodological choices

One of the primary concerns of educators teaching the history of the Holocaust is how to present horrific, historical images in a sensitive and appropriate manner. Graphic material should be used judiciously and only to the extent necessary to achieve the objective of the lesson. Try to select images and texts that do not exploit the students' emotional vulnerability or that might be construed as disrespectful of the victims themselves. Do not skip any of the suggested topics for study of the Holocaust because the visual images are too graphic. Use other approaches to address the material.

In studying complex human behavior, many teachers rely upon simulation exercises meant to help students "experience" unfamiliar situations. Even when great care is taken to prepare a class for such an activity, simulating experiences from the Holocaust remains pedagogically unsound. It is best to draw upon numerous primary sources, provide survivor testimony, and refrain from simulation games that lead to a trivialization of the subject matter.

CRITERIA FOR TRUNK CONTENTS

One of the main objectives of this teaching guide and the design of the trunk contents is to give the history of the Holocaust a human voice.

Providing students with the opportunity to learn about the themes of the Holocaust through personal accounts allows students to connect with what they're learning. For example, the legacy of the story of Anne Frank and her belief that despite everything people are truly good at heart has connected with millions of people throughout the world for decades. In this way, stories of survival, resilience, and standing up in the face of bigotry and discrimination is more powerful than the legacy and reputation of the Nazis and their crimes.

The Holocaust Learning Trunk Project coordinators, Georgia Commission on the Holocaust's Educator Advisory Committee, and other advisors have selected challenging, thought provoking resources and reviewed the materials in the trunks based on the following criteria:

- ✓ Age appropriateness
- ✓ Historical accuracy
- ✓ Social, political, and cultural context
- ✓ Variety of genres: memoir, diary, autobiographical novel, non-fiction, primary sources, play, etc.
- ✓ Balance of personal stories, primary sources, and factual evidence

These materials provide students with the opportunity to expand their understanding of the past by using multiple sources and perspectives to build interpretations of past events. Materials are varied according to general learning styles: visual, audio, kinetic/tactile.

These materials and the accompanying lesson modules strive to address the following:

- | | | |
|---|---|---|
| ✓ geography | ✓ relevance to today | ✓ develop critical thinking skills |
| ✓ vocabulary | ✓ allow students to: | ✓ examine and process historical and textual evidence |
| ✓ examination of historical events | ✓ construct a timeline | |
| ✓ combination of testimony and factual evidence | ✓ discuss themes | |
| | ✓ write response journal reflecting on themes | |

Materials and activities should not trivialize the Holocaust. Activities and teaching strategies that should be avoided:

- ✗ word scrambles, crossword puzzles, counting objects, and other gimmicky exercises
- ✗ simulation exercises

OVERVIEW OF THIRD EDITION TRUNK CONTENTS

Educator Resources

- Teaching the Holocaust: A CD-ROM for Educators
- *Tell Them We Remember: The Story of the Holocaust*

Books

Classroom Sets)	Reading Group Sets (5 of each title)	Research Sets (1 of each title)
<ul style="list-style-type: none"> ▪ <i>The Diary of a Young Girl</i> ▪ <i>Number the Stars</i> 	<ul style="list-style-type: none"> ▪ <i>Benno and the Night of Broken Glass</i> ▪ <i>Beyond the Diary - A Photographic Remembrance</i> ▪ <i>Daniel's Story</i> ▪ <i>The Diary of Petr Ginz</i> ▪ <i>Four Perfect Pebbles</i> ▪ <i>Hana's Suitcase</i> ▪ <i>I Am a Star</i> ▪ <i>Island on Bird Street</i> ▪ <i>Night</i> ▪ <i>The Upstairs Room</i> 	<ul style="list-style-type: none"> ▪ <i>The Holocaust Through Primary Sources</i> <ul style="list-style-type: none"> ○ <i>Kristallnacht - The Nazi Terror that Began the Holocaust</i> ○ <i>Liberation - Stories of Survival from the Holocaust</i> ○ <i>Saving Children from the Holocaust - The Kindertransport</i> ▪ <i>True Stories of Teens in the Holocaust: Courageous Teen Resisters</i> ▪ <i>Beyond the Diary - A Photographic Remembrance</i>

Visual Aides

Please note: Posters could vary among trunks.

- "Badges of Hate" (poster)
- "First They Came" (poster)
- "Nuremberg Racial Laws, 1935" (poster)
- 3D Cardboard Model of The Secret Annex
- *Anne's World* (magazine)
- *I'm Still Here: Real Diaries of Young People who Lived During the Holocaust* (DVD)
- *One Survivor Remembers* (DVD + CD-ROM for educators + yellow star badge + poster)
- *The Short Life of Anne Frank* (DVD)

Audio Materials

- *The Diary of a Young Girl* by Anne Frank (audiobook)
- *Confronting Hatred: Why the Lessons of the Holocaust Continue to Matter* (podcast)

Activity Sets

- 1 Set of Identification Cards (35 cards per set)
- The Holocaust: A Remembrance (15 original newspaper pages chronicling the Holocaust 1933-1946)
- One Survivor Remembers (Film, Teachers Guide & Resources, poster, yellow felt star) courtesy of Teaching Tolerance: A Project of the Southern Poverty Law Center

ACCESS MORE RESOURCES ONLINE

This guide is also available online at <http://holocaust.georgia.gov/teaching-guide>.

Educators may also download and print each individual component found in this guide online at <http://holocaust.georgia.gov/teaching-guide#online>.

The following are not included in this guide but may be found online at the link above:

- **Overview of Curriculum Standards**
- **What Did Each of the Identifying Badges Mean?** In addition to the yellow badge or Star of David armband that Jews were mandated to wear, the Nazis used triangular badges or patches to identify prisoners in the concentration camps. Different colored patches represented different groups. This document can be used by educators to review the origin of this policy. It may also be printed as a handout for students to reference throughout the lesson or unit.
- **Letter to Parents/Guardians** It is optional but important to notify parents/guardians when you are starting a Holocaust related unit with your students. If you feel it necessary to send a letter home with your students to communicate with their parents/guardians, a template has been included in this guide to use or reference for your own letter draft.
- **Student Reflection** Use this worksheet before, during, and after your Holocaust lesson or unit.
- **Animated Maps**
- **Personal Histories**

SECTION I:

RESOURCES

GLOSSARY

AKTION (German) A violent operation against Jewish (or other) civilians by German security forces that included the forced deportation of Jewish civilians to killing centers in German-occupied Poland (United States Holocaust Memorial Museum)

ALLIES The nations fighting Nazi Germany, Italy, and Japan during World War II; primarily the United States, Great Britain, and the Soviet Union (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

ANNEX A term that was often used during the Holocaust as a hidden area within which Jews lived in hiding.

ANSCHLUSS (German) The annexation of Austria by Germany took place on March 12, 1938. Annexation of Austria by Germany on March 13, 1938 (United States Holocaust Memorial Museum, 2015)

ANTISEMITISM The word antisemitism means prejudice against or hatred of Jews. (United States Holocaust Memorial Museum, 2015)

APPEL (German) Roll call (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

ARYAN RACE Term used in Nazi Germany to refer to non-Jewish and non-Gypsy Caucasians. Northern Europeans with especially "Nordic" features such as blonde hair and blue eyes were considered by so-called race scientists to be the most superior of Aryans, members of a "master race." (United States Holocaust Memorial Museum, 2014)

AUSCHWITZ The Auschwitz concentration camp complex was the largest of its kind established by the Nazi regime. It included three main camps: Auschwitz I, Auschwitz II (also called Auschwitz-Birkenau), and Auschwitz III (also called Auschwitz-Monowitz.) All three camps used prisoners for forced labor. One of them, Auschwitz-Birkenau, also functioned for an extended period as a killing center. The camps were located approximately 37 miles west of Krakow. They were near the prewar German-Polish border in Upper Silesia, an area that Nazi Germany annexed in 1939 after invading and conquering Poland. (United States Holocaust Memorial Museum, 2015)

AXIS The three principal partners in the Axis alliance were Germany, Italy, and Japan. These three countries recognized German domination over most of continental Europe; Italian domination over the Mediterranean Sea; and Japanese domination over East Asia and the Pacific. On May 22, 1939, Germany and Italy signed the so-called Pact of Steel, formalizing the Axis alliance with military provisions. On September 27, 1940, Germany, Italy, and Japan signed the Tripartite Pact, which became known as the Axis alliance. They were later joined by Bulgaria, Croatia, Hungary, and Slovakia. (United States Holocaust Memorial Museum, 2015)

BAR/BAT MITZVAH A Jewish coming of age ritual for boy so at age 12 and girls age 13 in which they become accountable for their actions and considered able to understand the Torah.

BELZEC One of the six Nazi extermination camps in Poland. Originally established in 1940 as a camp for Jewish forced labor, the Germans began construction of an extermination camp at Belzec in November 1941, as part of Aktion Reinhard. By the time the camp ceased operations in January 1943, more than 600,000 persons had been murdered there. (The Simon Wiesenthal Center)

BERGEN-BELSEN A Nazi concentration camp located in northern Germany that was established in 1943. Although this camp was designated for persons who were slated to be exchanged with German nationals in Allied countries, only a few of the Jews who were brought to Bergen-Belsen were actually set free by the Germans. At the end of 1944 and early in 1945, thousands of Jewish prisoners who were forcibly marched from the east began arriving in the camp. Due to the deteriorating conditions, a typhus epidemic broke out and by mid-April 1945, 35,000 prisoners had perished. On April 5, 1945, the camp was liberated by British forces, who were appalled to find most of the 60,000 inmates in critical condition. During the next five days, 14,000 prisoners died, and in the following weeks, another 14,000 perished. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

BUCHENWALD A Nazi concentration camp established in 1937 near Weimar, Germany. While it was primarily a labor camp in the German concentration camp system and not an extermination center, thousands died there from exposure, over-work, and execution. Many Jews from other camps were forcibly marched there by the Nazis in early 1945. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

BUNKER A ditch, trench or underground shelter used by soldiers

BYSTANDER One who is present at an event or who knows about its occurrence without participating in it (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

CHELMNO One of six Nazi extermination camps. It was established in late 1941 in the Warthegau region of Western Poland, 47 miles west of Lodz. It was the first camp where mass executions were carried out by means of gas. A total of 320,000 people were exterminated at Chelmno. (The Simon Wiesenthal Center)

CIVIL RIGHTS A civil right is an enforceable right or privilege, which if interfered with by another gives rise to an action for injury. Examples of civil rights are freedom of speech, press, and assembly; the right to vote; freedom from involuntary servitude; and the right to equality in public places. Discrimination occurs when the civil rights of an individual are denied or interfered with because of their membership in a particular group or class. (Cornell University Law School) The Civil Rights Division of the United States Department of Justice was created in 1957. The Division enforces federal statutes prohibiting discrimination on the basis of race, color, sex, disability, religion, familial status and national origin. (Cornell University Law School)

COMMUNISM A political and economic system that promotes holding all assets and property in collective ownership.

CONCENTRATION CAMPS Camps established by the Nazi regime, which eventually became a major instrument of terror, control, punishment, and killing performed through both deliberate means as well as attrition by hunger and/or disease (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

CREMATORIUM/CREMATORIA Furnaces used to cremate bodies. During the Holocaust, crematoria were installed in several camps, among them the extermination camps and the Theresienstadt ghetto. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

CURFEW An order specifying a time after which certain regulations apply. One of the first wartime ordinances imposed a strict curfew on Jewish individuals and prohibited Jews from entering designated areas in many German cities. Similar curfews were instated in many German-occupied countries throughout the Holocaust. (United States Holocaust Memorial Museum, 2014)

DACHAU A concentration camp located in Upper Bavaria, northeast of Munich that began operating in 1933. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

DEATH CAMPS Nazi camps for the mass killing of Jews and others (e.g. Gypsies, Russian prisoners-of-war, ill prisoners). These included: Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka. All were located in occupied Poland. (The Simon Wiesenthal Center)

DEATH MARCH Referring to the forced marches of Nazi camp prisoners toward the German interior at the end of World War II. Such marches began when the German armed forces, trapped between the Soviets to the east and the advancing Allied troops from the west, attempted to prevent the liberation of camp inmates in the harsh winter of 1945. Treated with tremendous brutality during the forced marches, thousands were shot or died of starvation or exhaustion. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

DEMOCRACY A system of government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free election (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

DEPORTATION The deportation was the forced relocation of Jews, in Nazi occupied countries, from their homes to “resettle” elsewhere. It meant removal either to a ghetto or a concentration camp and later to extermination camps. (The Simon Wiesenthal Center)

DER STURMER (The Attacker) An antisemitic German weekly, founded and edited by Julius Streicher, and published in Nuremberg between 1923 and 1945. (The Simon Wiesenthal Center)

DISCRIMINATION The denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking, and political rights. Discrimination is an action that can follow prejudicial thinking. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

DISPLACED PERSON/DISPLACED PERSONS’ CAMP (DP CAMP) Camps set up after World War II in Austria, Germany, and Italy as temporary living quarters for the tens of thousands of homeless people created by the war. Many survivors of the Holocaust who had no home or country to which they could return were among the displaced persons. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

EDICT An edict is an announcement of a law, often associated with monarchism.

EINSATZGRUPPEN (German) Mobile killing units of the German Security Police and SD augmented by Order Police and Waffen-SS personnel. These units followed the German army as it invaded the nations of central and Eastern Europe. Their duties included the arrest or murder of political opponents and potential resistance. In Poland in 1939, these units were assigned to shoot Polish intellectuals and to concentrate the Jewish population into large cities. After the German invasion of the Soviet Union in 1941, Einsatzgruppen personnel killed Jews, Soviet political commissars, Gypsies (Roma), mentally disabled persons, and other perceived "racial" and ideological enemies, usually by mass shootings. (United States Holocaust Memorial Museum, 2014)

EUTHANASIA "euthanasia" (literally, "good death") usually refers to the inducement of a painless death for a chronically or terminally ill individual. In Nazi usage, however, "euthanasia" was a euphemistic term for a clandestine program which targeted for systematic killing institutionalized mentally and physically disabled patients, without their consent or the consent of their families. (United States Holocaust Memorial Museum, 2014) Referring to the Nazi order for the deliberate extermination of German people institutionalized with physical, mental, and emotional disabilities, carried out as a measure to prevent contamination of the Nazi-defined Aryan race. The Euthanasia Program began in 1939. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

EVIAN CONFERENCE In the summer of 1938, delegates from thirty-two countries met at the French resort of Evian. Roosevelt chose not to send a high-level official, such as the secretary of state, to Evian; instead, Myron C. Taylor, a businessman and close friend of Roosevelt's, represented the US at the conference. During the nine-day meeting, delegate after delegate rose to express sympathy for the refugees. But most countries, including the United States and Britain, offered excuses for not letting in more refugees. (United States Holocaust Memorial Museum)

EXTERMINATION CAMPS A Nazi facility where victims were killed on a mass industrialized scale and their bodies burned or buried in mass graves. The Nazis operated six extermination camps: Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

FACISM a political movement that exalts the collective nation, and often race, above the individual and that advocates: a centralized totalitarian state headed by a charismatic leader; expansion of the nation, preferably by military force; forcible suppression and sometimes physical annihilation of opponents both real and perceived. (United States Holocaust Memorial Museum, 2014)

FINAL SOLUTION A Nazi code phrase referring to their systematic plan to murder every Jewish man, woman, and child in Europe. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005) Beginning in December 1941, Jews were rounded up and sent to extermination camps in the East. The program was deceptively disguised as "resettlement in the East." (The Simon Wiesenthal Center)

FOOD RATION Rationing is the controlled distribution of scarce resources, goods, or services. Rationing controls the size of the ration, one's allotted portion of the resources being distributed on a particular day or at a particular time. Another form of rationing was employed during World War II, "Ration Stamps." These were redeemable stamps or coupons. Every family was issued a set number of each kind of stamp based on the size of the family, ages of children and income. This allowed the Allies and mainly America to supply huge amounts of food to the troops and later provided a surplus to aid in the rebuilding of

Europe with aid to Germany after food supplies were destroyed. Nearly all food was rationed in Europe during World War II in both occupied zones and liberated areas.

GAS CHAMBERS The Nazis first began using poison gas as a means for mass murder in December 1939, when an SS Sonderkommando unit used carbon monoxide to suffocate Polish mental patients. In the summer of 1941, the Germans commenced murdering Jews en masse in a systematic fashion. After several months, it became clear to them that the mass murder method they had previously employed, of shooting, was neither quick nor efficient enough to serve their needs. Thus, based on the experience gained in the Euthanasia Program, they began using gas chambers to annihilate European Jewry. The Nazis continued to search for a more efficient method of mass murder. After some experimentation on Soviet prisoners of war, the Nazis found a commercial insecticide called Zyklon B to be an appropriate gas for their needs. All of these gas chambers utilized Zyklon B to kill their victims. (Yad Vashem)

GENOCIDE The deliberate and systematic destruction of a religious, racial, national, or cultural group. (The Simon Wiesenthal Center)

GESTAPO German acronym for *Geheime Staatspolizei* - Secret State Police. (The Simon Wiesenthal Center) The Nazi Secret State Police were directly involved in implementing the murder of Jews and other Nazi victims during the Holocaust. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

GHETTO An Italian word, it refers to a quarter or street separated from the other parts of the city, in which Jews lived in the Middle Ages. The Nazis revived the Italian medieval ghetto and created their compulsory "Jewish Quarter" (Wohnbezirk), where all Jews from the surrounding areas were forced to reside. All ghettos were eventually liquidated and the Jews, Gypsies and others were deported to extermination camps. (The Simon Wiesenthal Center) During the Holocaust, the creation of ghettos was a key step in the Nazi process of separating, persecuting, and ultimately destroying Europe's Jews. They were designed to be temporary; some lasted only a few days or weeks, others for several years. The vast majority of ghetto inhabitants died from disease or starvation, were shot, or were deported to killing centers. (United States Holocaust Memorial Museum, 2015)

GYPSIES A collective term often used for Sinti and Roma communities living throughout Eastern Europe since the fifteenth century. They were considered an asocial element by the Nazis and persecuted. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

HATE CRIME A hate crime is a traditional offense like murder, arson, or vandalism with an added element of bias. For the purposes of collecting statistics, Congress has defined a hate crime as a "criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation." (The Federal Bureau of Investigation)

HITLER YOUTH The Nazi Party's compulsory (after 1939) youth movement, which emphasized physical training, Nazi ideology, and absolute obedience to Hitler and the Nazi Party. Youth were subject to intensive propaganda regarding racial and national superiority. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

HOLOCAUST Derived from the Greek word, *holokauston*, "an offering consumed by fire," has a sacrificial connotation to what occurred. (The Simon Wiesenthal Center) The Holocaust is the state-

sponsored systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims -- six million were murdered; Roma and Sinti (Gypsies), people with mental and physical disabilities, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi Germany. (United States Holocaust Memorial Museum)

INFIRMARY An area that cares for sick or injured people.

JEHOVAH'S WITNESSES A religious sect that originated in the United States and had about 20,000 members in Germany in 1933. Their religious beliefs did not allow them to swear allegiance to any worldly power, making them enemies in the eyes of the Nazi state. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

JEWISH BADGE A distinctive sign which Jews were compelled to wear in Nazi Germany and in Nazi-occupied countries. It took the form of a yellow Star of David or an armband with a Star of David on it. (St. Louis Holocaust Museum & Learning Center)

JUDENRAT Council of Jewish representatives in communities and ghettos set up by the Nazis to carry out their instructions. (The Simon Wiesenthal Center)

JUDENREIN A Nazi term meaning "cleansed of Jews," denoting areas where all Jews had been either murdered or deported. (St. Louis Holocaust Museum & Learning Center)

KAPO From Italian *Capo*, meaning: head, chief. An inmate (male or female) in a position of authority in Nazi concentration camps. The Kapo was in charge of a group of inmates and carried out the instructions of SS supervisors. They made sure that prisoners performed their tasks and met the quotas. The Kapo was the Nazis' instrument to humiliate and brutalize the prisoners. (The Simon Wiesenthal Center)

KINDERTRANSPORT (German) Following the Kristallnacht pogrom, the British government's responded by allowing 10,000 Jewish children to enter Great Britain. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005) Many children from the children's transport program became citizens of Great Britain, or emigrated to Israel, the United States, Canada, and Australia. Most of them would never again see their parents, who were murdered during the Holocaust. (United States Holocaust Memorial Museum, 2015)

KRISTALLNACHT (German) An organized pogrom against Jews in Germany and Austria on November 9-10, 1938. *Kristallnacht* is also known as the "Night of Broken Glass" or "Crystal Night." Orchestrated by the Nazis in retaliation for the assassination of a German embassy official in Paris by a seventeen-year-old Jewish youth named Herchel Grynzspan. 1,400 synagogues and 7,000 businesses were destroyed. Almost 100 Jews were killed and 30,000 were arrested then sent to concentration camps. German Jews were subsequently held financially responsible for the destruction wrought upon their property during this pogrom. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

LABOR CAMP Following the German invasion of Poland in September 1939, the Nazis opened forced-labor camps where thousands of prisoners died from exhaustion, starvation, and exposure. SS units guarded the camps. During World War II, the Nazi camp system expanded rapidly. In some camps,

Nazi doctors performed medical experiments on prisoners. (United States Holocaust Memorial Museum, 2015) The Nazis subjected millions of people (both Jews and other victim groups) to forced labor under brutal conditions. From the establishment of the first Nazi concentration camps and detention facilities in the winter of 1933, forced labor—often pointless and humiliating, and imposed without proper equipment, clothing, nourishment, or rest—formed a core part of the concentration camp regimen. For Jews, the ability to work often meant the potential to survive after the Nazis began to implement the "Final Solution," the plan to murder all of European Jewry. Jews deemed physically unable to work were often the first to be shot or deported. (United States Holocaust Memorial Museum, 2015)

LIBERATION The process of an army driving conquerors out of an occupied territory. Holocaust survivors and citizens of occupied Europe used the word "liberation" to refer to the moment they were freed from German control. Individuals and/or nations involved in the liberation are referred to as "liberators." (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

LODZ The city of Lodz is located about 75 miles southwest of Warsaw, Poland. The Jews of Lodz formed the second largest Jewish community in prewar Poland, after Warsaw. German troops occupied Lodz one week after Germany invaded Poland on September 1, 1939. In early February 1940, the Germans established a ghetto in the northeastern section of Lodz. About 160,000 Jews, more than a third of the city's population, were forced into a small area. The Germans isolated the ghetto from the rest of Lodz with barbed-wire fencing. Special police units guarded the ghetto perimeter. Internal order in the ghetto was the responsibility of Jewish ghetto police. The ghetto area was divided into three parts by the intersection of two major roads. The intersection itself lay outside the ghetto. Bridges constructed over the two thoroughfares connected the three segments of the ghetto. Streetcars for the non-Jewish population of Lodz traversed the ghetto but were not permitted to stop within it. (United States Holocaust Memorial Museum, 2015)

MAUTHAUSEN A Nazi camp for men, opened in August 1938, near Linz in northern Austria. Mauthausen was classified as a camp of utmost severity. Nearly 120,000 prisoners of various nationalities were either worked or tortured to death at the camp before American troops liberated it in May 1945. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

MAJDANEK Though many scholars have traditionally counted the Majdanek camp as a sixth killing center, recent research had shed more light on the functions and operations at Lublin/Majdanek. Within the framework of Operation Reinhard, Majdanek primarily served to concentrate Jews whom the Germans spared temporarily for forced labor. It occasionally functioned as a killing site to murder victims who could not be killed at the Operation Reinhard killing centers: Belzec, Sobibor, and Treblinka II. It also contained a storage depot for property and valuables taken from the Jewish victims at the killing centers. (United States Holocaust Memorial Museum, 2015)

MEMOIR A written account in which someone describes past experiences, a written account of someone or something that is usually based on personal knowledge of the subject

MISCHLINGE In German this word has the general meaning of "hybrid," "mongrel," or "half-breed". In the Third Reich the term was used to denote people who were of partial Aryan ancestry.

MONARCHY A monarchy is a form of government in which sovereignty is actually or nominally embodied in a single individual (the monarch.)

MUSSELMANN (German) Nazi camp slang word for a prisoner on the brink of death. (The Simon Wiesenthal Center)

NATIONALISM A sense of national consciousness with primary emphasis on promotion of its culture and interests. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

NAZI Short for *Nationalsozialistische deutsche Arbeiter-Partei* (N.S.D.A.P.), the political party that emerged in Munich after World War I. The party was taken over by Adolf Hitler in the early 1920s. The swastika was the party symbol. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

NAZI IDEOLOGY or NAZI RACIAL IDEOLOGY The Nazi system of beliefs, based on a racial view of the world. According to Nazi ideology, the Nordic Aryan Germans were the “master race.” Other races were inferior to them and the Jews were considered to be the “anti-race,” the exact opposite of the Germans, and an evil and destructive race. Germans were said to be the natural rulers of the world and, in order to achieve that position, influence of the Jews needed to be ended. Thus, racial antisemitism and a solution to the so-called “Jewish Question” lay at the heart of Nazi ideology, as did the desire for more territory or *Lebensraum* (living space.) (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

NEUTRAL/NEUTRALITY The state of not supporting or helping either side in a conflict, disagreement or war

NUREMBERG LAWS Two anti-Jewish statutes enacted September 1935 during the Nazi party's national convention in Nuremberg. The first, the Reich Citizenship Law, deprived German Jews of their citizenship and all rights pertinent thereto. The second, the Law for the Protection of German Blood and Honor, outlawed marriages of Jews and non-Jews, forbade Jews from employing German females of childbearing age, and prohibited Jews from displaying the German flag. Many additional regulations were attached to the two main statutes, which provided the basis for removing Jews from all spheres of German political, social, and economic life. The Nuremberg Laws carefully established definitions of Jewishness based on bloodlines. Thus, many Germans of mixed ancestry, called “Mischlinge,” faced antisemitic discrimination if they had a Jewish grandparent. (The Simon Wiesenthal Center)

PALESTINE The Roman term for what is now Israel; the name used by the British during World War II to denote the area they held under a League of Nations mandate. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

PARTISANS Traditionally means “irregular troops engaged in guerrilla warfare, often behind enemy lines.” During World War II, this term was applied to resistance fighters in Nazi-occupied countries. (St. Louis Holocaust Museum & Learning Center)

PASSOVER The celebration of the Jewish people's freedom from Egyptian bondage that took place approximately 3,500 years ago, as told in the first fifteen chapters of the biblical Book of Exodus. The celebration is organized into a feast called the Passover Seder. The word “seder” means “order” or “procedure” in Hebrew and refers to the order of historical events recalled in the Passover meal as well as the meal itself. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

PILLAGE The act of looting or plundering especially in war.

PREJUDICE Prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

POGROM Originally a Russian word meaning “devastation” used to describe organized, large-scale acts of violence against Jewish communities, especially the kind instigated by the authorities in Czarist Russia. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem)

PROPAGANDA False or partly false information used by a government or political party intended to sway the opinions of the population. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

QUAKER The Quaker movement, also called the Society of Friends, was founded in England during the middle of the 17th century. The group took its name from the "quaking" that is sometimes associated with the agitation of religious feeling. After Kristallnacht, the American Friends Service Committee (AFSC) became the main source of support for the non-sectarian Committee for Refugee Children and its successor, the non-sectarian Foundation for Refugee Children. Both were established in 1940 to help refugees—primarily Jewish children—resettle from Europe to the United States. Because of the involvement of the AFSC in relief services throughout Europe before World War II, the Nazis treated the Quakers with respect and permitted them to continue welfare activities in southern France during the occupation. The AFSC cooperated closely with Jewish welfare agencies, including the American Jewish Joint Distribution Committee, and provided assistance to Jewish refugees in France, Spain, and Portugal. The actions of the AFSC showed that interfaith activity on behalf of European Jews could be successful. (United States Holocaust Memorial Museum)

RABBI Jewish spiritual leader, teacher

RACISM The practice of discrimination, segregation, persecution, and domination of a group based on that group's race. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

RED ARMY The army and air force of the Soviet Union

REFUGEE One who flees or is deported in search of safety, as in times of war, political oppression, or religious persecution (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

RESISTANCE A group's action in opposition to those in power; during the Holocaust, Jews exhibited cultural, spiritual, and armed resistance to the Nazi regime (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

RESCUER A person who made the choice to risk their own life to save the life of another

RESPONSIBILITY An accountability, duty, concern or obligation.

RIGHTEOUS AMONG THE NATIONS An award given by Yad Vashem in the name of the State of Israel to non-Jews who risked their lives, or in the case of diplomats, their careers, to help Jews

during the Holocaust. Approximately 23,000 “Righteous Among the Nations” have been recognized so far. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

SA (abbreviation: *Stürmabteilung*); the storm troops of the early Nazi party; organized in 1921. (The Simon Wiesenthal Center)

SANITARIUM A sanitarium is a medical facility for long-term illness.

SCAPEGOAT To blame an individual or group for something based on that person or group’s identity when, in reality, the person or group is not responsible. Prejudicial thinking and discriminatory acts can lead to scapegoating. The individual or group blamed is the “scapegoat.” (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

SCANDINAVIA Scandinavia is a historical cultural-linguistic region in Northern Europe characterized by a common ethno-cultural Germanic heritage and related languages that includes the three kingdoms of Denmark, Norway, and Sweden.

SOCIALISM A theory or system of social organization that advocates the ownership and control of land, capital, industry, etc. by the community as a whole. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

SOVIET UNION Short for the Union of Soviet Socialist Republics (USSR) was the single-party state governed by the Communist Party in Russia and surrounding countries between the years 1922 and 1991

STEREOTYPE An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

SELECTION Euphemism for the process of choosing victims for the gas chambers in the Nazi camps by separating them from those considered fit to work. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

SOBIBOR One of six Nazi killing centers. It was located near the present-day eastern border of Poland. It began operations in May 1942, with the deportation of Lublin District Jews from rural areas. On October 14, 1943, with approximately 600 prisoners left in the camp, a number of prisoners initiated an uprising and succeeded in killing nearly a dozen German personnel and Trawniki-trained guards. Around 300 prisoners succeeded in breaking out of the killing center that day; around 100 were caught in the dragnet that following and more than half of the remaining survivors did not live to see the end of the war. After the revolt, the Germans and the trained guards dismantled the killing center and shot the Jewish prisoners who had not escaped during the uprising. It was closed down in November 1943. (United States Holocaust Memorial Museum, 2015)

SS Abbreviation usually written with two lightning symbols for *Schutzstaffeln* (Defense Protective Units). Originally organized as Hitler's personal bodyguard, the SS was transformed into a giant organization by Heinrich Himmler. Although various SS units were assigned to the battlefield, the organization is best known for carrying out the destruction of European Jewry. (The Simon Wiesenthal Center)

SS ST. LOUIS A German transatlantic liner that set sail from Hamburg, Germany, for Havana, Cuba, on May 13, 1939. On the voyage were 937 passengers. Almost all were Jews fleeing from the Third Reich. Most were German citizens, some were from eastern Europe, and a few were officially "stateless." The majority of the Jewish passengers had applied for US visas, and had planned to stay in Cuba only until they could enter the United States. When the *St. Louis* arrived in Havana harbor on May 27, the Cuban government admitted 28 passengers: 22 of them were Jewish and had valid US visas; the remaining six—four Spanish citizens and two Cuban nationals—had valid entry documents. One further passenger, after attempting to commit suicide, was evacuated to a hospital in Havana. The Cuban government refused to admit the remaining 908 passengers. Following the US government's refusal to permit the passengers to disembark, the *St. Louis* sailed back to Europe on June 6, 1939. The passengers did not return to Germany, however. Jewish organizations (particularly the Jewish Joint Distribution Committee) negotiated with four European governments to secure entry visas for the passengers: Great Britain took 288 passengers; the Netherlands admitted 181 passengers, Belgium took in 214 passengers; and 224 passengers found at least temporary refuge in France. Of the 288 passengers admitted by Great Britain, all survived World War II save one, who was killed during an air raid in 1940. Of the 620 passengers who returned to continent, 87 (14%) managed to emigrate before the German invasion of Western Europe in May 1940. 532 *St. Louis* passengers were trapped when Germany conquered Western Europe. Just over half, 278 survived the Holocaust. 254 died: 84 who had been in Belgium; 84 who had found refuge in the Netherlands, and 86 who had been admitted to France. (United States Holocaust Memorial Museum, 2015)

SWASTIKA An ancient Eastern symbol appropriated by the Nazis as their emblem. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

TOTALITARIAN A radical dictatorship or doctrine in which one political party or group maintains complete control, down to the level of the intimate details of an individual life. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

TRANSIT CAMP Transit camps served as temporary way stations in the deportation process. Jews in Nazi-occupied lands often were first deported to transit camps such as Westerbork in the Netherlands, or Drancy in France, en route to the killing centers in occupied Poland. The transit camps were usually the last stop before deportation to an extermination camp.

TREBLINKA An extermination camp located in Poland. By November 1943, approximately 870,000 Jews, many from Warsaw, were murdered in Treblinka. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

TYPHUS A disease that spread rampantly in ghettos and camps, due to the lack of medicines to treat the disease or supplies to maintain sanitary conditions. As a result, thousands died slow and agonizing deaths. This deliberate neglect corresponded with the German policy to cause the deaths of large numbers of Jews through over-crowded, squalid living conditions and a lack of reasonable medical care. This policy of neglect was not without its consequences for the German occupiers. Although the typhus outbreaks were at their worst in the ghettos and labor camps, the disease (contrary to Nazi theories of "race") also spread to German personnel. (United States Holocaust Memorial Museum)

TYRANNY A government in which a single ruler is vested with absolute power or control through the use of threats and violence. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

TEREZIN (Czech) / **THERESIENSTADT** (German) Established in early 1942 outside Prague as a “model” Jewish ghetto, governed and guarded by the SS. The Nazis used Terezin to deceive public opinion. They tolerated a lively cultural life of theater, music, lectures, and art in order to have it shown to officials of the International Red Cross. About 88,000 Jewish inmates of Terezin were deported to their deaths in the East. In April 1945, only 17,000 Jews remained in Terezin, where they were joined by 14,000 Jewish concentration camp prisoners, evacuated from camps threatened by the Allied armies. On May 8, 1945, Terezin was liberated by the Red Army. (The Simon Wiesenthal Center)

TOLERANCE The ability to endure pain or hardship; an acceptance or patience with the beliefs, opinions or practices of others; a lack of bigotry.

UMSCHLAGPLATZ (German) Collection point. It was a square in the Warsaw Ghetto where Jews were rounded up for deportation to Treblinka. (The Simon Wiesenthal Center)

WANNSEE CONFERENCE A conference held on January 20, 1942 beside Lake Wannsee in Berlin. At this conference, the apparatus was coordinated to carry out the total annihilation of European Jews. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

WARSAW GHETTO (POLAND) Established in November 1940, the ghetto was surrounded by a wall and contained approximately 450,000 Jews. About 45,000 Jews died there in 1941 alone, as a result of overcrowding, hard labor, poor sanitation, insufficient food, starvation, and disease. All told, one out of five ghetto residents died in the ghetto itself. During 1942, most of the ghetto residents were deported to Treblinka, leaving about 60,000 Jews in the ghetto until it was liquidated in May 1943. (Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem, 2005)

WESTERBORK Westerbork was a transit camp in the northeast of The Netherlands. The transit camp operated from 1942 to 1944 with the assistance of the Dutch military police and the SS. Deportation trains left the camp every Tuesday from July of 1942 to September of 1944, deporting a total of 97,776 Jews. More than half of those deported from Westerbork went to Auschwitz where they were most likely killed upon arrival. (United States Holocaust Memorial Museum)

YELLOW STAR The six-pointed Star of David made of yellow cloth and sewn to the clothing of European Jews. See also “Jewish badge”. (United States Holocaust Memorial Museum, 2014)

YIDDISH Yiddish is a High German language of Jewish origin, spoken in many parts of the world. It developed as a fusion of Hebrew and Aramaic into German dialects with the infusion of Slavic and traces of Romance languages. It is written in the Hebrew alphabet.

ZLOTY The zloty, which literally means "golden", is the currency of Poland.

TIMELINE OF THE HOLOCAUST

1933

January 30

German President Paul von Hindenburg appoints Adolf Hitler chancellor. Hitler is leader of the National Socialist German Workers' Party (Nazi party).

The German parliament (Reichstag) building burns down due to arson. The government falsely portrays the fire as part of a Communist effort to overthrow the state.

February 27-28

In the Decree of the Reich President for the Protection of People and State, President von Hindenburg grants emergency powers to the Nazi/DNVP coalition government under Adolf Hitler. Popularly known as the Reichstag Fire Decree, it suspends civil rights in Germany and allows for imprisonment without trial. It also gives the central government the authority to overrule state and local laws and overthrow state and local governments.

March 22

Outside the town of Dachau, Germany, the SS establishes the first SS-managed concentration camp to incarcerate political opponents of the regime. Dachau is the only concentration camp to remain in operation from 1933 until 1945.

March 23

The German parliament passes the Enabling Act, which empowered Hitler to establish a dictatorship

April 1

Members of the Nazi Party and its affiliated organizations (such as the SS, SA, and the Hitler Youth) organize and implement a nationwide boycott of Jewish-owned businesses in Germany.

April 7

The German government issues Law for the Restoration of the Professional Civil Service which excludes Jews and political opponents from all civil service positions. (Similar laws passed in the following weeks affected Jewish lawyers, judges, doctors, and teachers.)

May 10

German student organizations supported by Nazi Party members organize public rallies across Germany. They burn books written by Jews, political opponents, and liberal intellectuals, and announce that they are "purifying" German libraries of "un-German" books.

July 14

The German parliament issues the Law against the Founding of New Political Parties, which establishes the Nazi Party as the sole legal political party in Germany. Nazi Germany formally becomes a one-party state.

The German government also passes the Law for the Prevention of Offspring with

Hereditary Diseases, mandating the forced sterilization of certain individuals with physical and mental disabilities. This new law provides a basis for the involuntary sterilization of people with physical and mental disabilities or mental illness, Roma (Gypsies), “asocial elements,” and Afro-Germans.

The Law on the Revocation of Naturalization is also enacted, which deprives foreign and stateless Jews as well as Roma (Gypsies) of German citizenship.

1934

June 30 – July
1

In what will come to be called “the Night of the Long Knives,” on Hitler’s orders members of the Nazi party and police murder members of the Nazi leadership, army, and others. Hitler declares the killings legal and necessary to achieve the Nazi party’s aims. The murders are reported throughout Germany and in other countries.

August 2

German President von Hindenburg dies. With the support of the German armed forces, Hitler becomes President of Germany. Later that month Hitler abolishes the office of President and declares himself Führer of the German Reich and People, in addition to his position as Chancellor. In this expanded capacity, Hitler now becomes the absolute dictator of Germany; there are no legal or constitutional limits to his authority.

October 7

In standardized letters sent to the government, Jehovah’s Witness congregations from all over Germany declare their political neutrality but also affirmed defiance of Nazi restrictions on the practice of their religion.

1935

April 1

The German government bans the Jehovah’s Witness organization. The Nazis persecute Jehovah’s Witnesses because of their religious refusal to swear allegiance to the state.

June 28

The German Ministry of Justice revises Paragraphs 175 and 175a of the criminal code to criminalize all homosexual acts between men. The revision provides the police broader means for prosecuting homosexual men.

The German parliament passes the Nuremberg Race Laws.

September 15

The Nuremberg Race Laws consist of two pieces of legislation: the Reich Citizenship Law and the Law for the Protection of German Blood and German Honor. A special session of the Nazi-controlled Reichstag passed both laws at the Party’s rally in Nuremberg, Germany. These laws institutionalized many of the racial theories underpinning Nazi ideology and provided the legal framework for the systematic persecution of Jews in Germany. The Nuremberg Race Laws did not identify a “Jew” as someone with particular religious convictions but instead as someone with three or

four Jewish grandparents. Many Germans who had not practiced Judaism or who had not done so for many years found themselves still subject to legal persecution under these laws. Even people with Jewish grandparents who had converted to Christianity could be defined as Jews.

1936

June 6

The Minister of the Interior for the Reich and Prussia issues a decree addressing “the Gypsy plague.” The decree officially recognizes many regulations and restrictions already in place at the local level on Roma (Gypsies) residing in Germany. Under its authority, state and local police forces round up Roma as well as other persons who they deem to be behaving in “a Gypsy-like manner.”

July 12

Prisoners and civilian workers begin construction of the concentration camp Sachsenhausen at Oranienburg near Berlin. By September, German authorities will have imprisoned about 1,000 people in the camp.

July 16

German authorities order the arrest and forcible relocation of all Roma (Gypsies) in the Greater Berlin area to a special camp in the Berlin suburb of Marzahn. Beginning in 1938 the authorities began to deport Roma from Marzahn to other concentration camps, such as Sachsenhausen and Auschwitz.

August 1-6

The Summer Olympic Games open in Berlin, attended by athletes and spectators from countries around the world. The Olympic Games are a propaganda success for the Nazi government, as German officials make every effort to portray Germany as a respectable member of the international community. They remove anti-Jewish signs from public display and restrain anti-Jewish activities. In response to pressure from foreign Olympic delegations, Germany also includes one part-Jew, the fencer Helene Mayer, on its Olympic team. Germany also lifts anti-homosexuality laws for foreign visitors for the duration of the games.

August 28

German authorities implement mass arrests of Jehovah's Witnesses in Germany. Most are sent to concentration camps.

1937

July 15

The Inspectorate of Concentration Camps opens the Buchenwald concentration camp near the city of Weimar, Germany.

1938

March 11-13

German troops invade Austria, and Germany incorporates Austria into the German Reich in what is called the *Anschluss*.

- July 6-15 Delegates from 32 countries and representatives from refugee aid organizations attend the Evian Conference at Evian, France, to discuss immigration quotas for refugees fleeing Nazi Germany. However, the United States and most other countries were unwilling to ease their immigration restrictions.
- September 29-30 Germany, Italy, Great Britain, and France sign the Munich agreement, by which Czechoslovakia must surrender its border regions and defenses (the so-called Sudeten region) to Nazi Germany. German troops occupy these regions between October 1 and 10, 1938.
- October 5 The Reich Ministry of the Interior invalidates all German passports held by Jews. Jews must surrender their old passports, which will become valid only after the letter "J" has been stamped on them.
- November 9-10 In a nationwide pogrom called *Kristallnacht* ("Night of Crystal," more commonly known as the "Night of Broken Glass"), members of the Nazi Party and other Nazi formations burn synagogues, loot Jewish homes and businesses, and kill at least 91 Jews. The Gestapo, supported by local uniformed police, arrests approximately 30,000 Jewish men and imprisons them in the Dachau, Sachsenhausen, and Buchenwald concentration camps.
- November 15 German authorities ban the attendance of Jewish children in German public schools. Jewish children can attend only segregated Jewish schools that are financed and managed by the Jewish communities.
- December 8 Heinrich Himmler issues the Decree for "Combating the Gypsy Plague." The decree centralizes Nazi Germany's official response to so-called "Gypsy Question"; defines Gypsies as an inferior race; tasks the German Criminal Police with establishing a nationwide database, and identifying all Gypsies residing on the territory of the so-called Greater German Reich.

1939

- February 9 Senator Robert Wagner of New York and Representative Edith Rogers of Massachusetts introduce a bill to permit the entry of 20,000 refugee children, ages 14 and under, from the Greater German Reich into the United States over the course of two years (1939 and 1940). The children would be granted entry without reference to the quota system. The bill dies in committee in the summer of 1939.
- March 15 German troops enter the remaining territory of Czechoslovakia.
- May 13-17 Over 900 refugees aboard the *St. Louis*, most of them Jewish, leave Hamburg, Germany, for Cuba, in hope of receiving entry visas to the United States. Cuba and the United States will refuse to accept the refugees, forcing them to return to Europe.

- August 23 The Soviet and German governments sign the Molotov-Ribbentrop Non-Aggression Pact in which they agree to divide up eastern Europe, including Poland; the Baltic states of Lithuania, Estonia, and Latvia; and parts of Romania.
- September 1 German troops invade Poland, initiating World War II in Europe.
- September 3 Britain and France fulfill their promise to protect Poland's border and declare war on Germany.
- October Hitler signs an authorization (later backdated to September 1, 1939) that shields German physicians participating in the so-called "euthanasia" program from future prosecution. "Euthanasia" policy is designed to systematically kill Germans with mental and physical disabilities living in institutions, persons of both genders and all ages whom the participating physicians deemed "incurable" and thus "unworthy of life." Health care professionals sent tens of thousands of institutionalized mentally and physically disabled people to central "euthanasia" killing centers where they killed them by lethal injection or in gas chambers.
- October 26 Germany annexes the former Polish regions of Upper Silesia, West Prussia, Pomerania, Poznan, Ciechanow (Zichenau), part of Lodz, and the Free City of Danzig (Gdansk). German authorities place those areas of occupied Poland not annexed directly by Germany or by the Soviet Union under a German civilian administration called the General Government.
- November 23 German authorities require that, by December 1, 1939, all Jews residing in the General Government wear white badges with a blue Star of David.

1940

- April 9-June 10 German troops invade and occupy Denmark and Norway.
- May 10 German forces invade the Netherlands, Belgium, Luxembourg, and France. By June 22, Germany will occupy all of these regions except for southern (Vichy) France.
- May 20 SS authorities establish the Auschwitz concentration camp (Auschwitz I) outside the Polish city of Oswiecim.
- June 10 Italy enters the war as an ally of Germany.
- June 30 German authorities order the first major Jewish ghetto, in Lodz, to be sealed off, confining at least 160,000 people in the ghetto. Henceforth, all Jews living in Lodz have to reside in the ghetto and cannot leave without German authorization.

November 15 German authorities order the Warsaw ghetto in the General Government to be sealed. It is the largest ghetto in both area and population, confining more than 350,000 Jews (about 30 percent of the city's population) in an area of about 1.3 square miles, or 2.4 percent of the city's total area.

1941

April 6 German and other Axis forces (Italy, Bulgaria, and Hungary) invade Yugoslavia and Greece.

June 22 Germany and its Axis forces invade the Soviet Union in Operation Barbarossa. German mobile killing squads called *Einsatzgruppen* are assigned to identify, concentrate, and kill Jews behind the front lines. By the spring of 1943, the *Einsatzgruppen* will have killed more than a million Jews and an undetermined number of partisans, Roma (Gypsies), and officials of the Soviet state and the Soviet Communist party.

July 31 Reich Marshal Hermann Göring charges SS-Gruppenführer Reinhard Heydrich, head of the Security Police and the SD (Security Service), to take measures for the implementation of the “final solution of the Jewish question.” The “Final Solution” is a euphemism for the mass murder of the Jewish population of Europe.

September 3 At the Auschwitz concentration camp, SS functionaries perform their first gassing experiments using Zyklon B. The victims are Soviet prisoners of war and non-Jewish Polish inmates.

September 15 The German government decrees that Jews over the age of six who reside in Germany must wear a yellow Star of David on their outer clothing in public at all times.

September 29-30 German SS, police, and military units shot an estimated 33,000 persons, mostly Jews, at Babi Yar, a ravine on the outskirts of Kiev (in Ukraine). In the following months, German units shot thousands of Jews, Roma (Gypsies), and Soviet prisoners of war at Babi Yar.

October 15 German authorities begin the deportation of Jews from the German Reich to the ghettos of Lodz, Riga, and Minsk.

October 23 The German government forbids Jews to emigrate from the Greater German Reich.

October-November SS functionaries begin preparations for Einsatz Reinhard (Operation Reinhard; often referred to as Aktion Reinhard), with the goal of murdering the Jews in the General Government. Preparations include construction of the killing centers Belzec, Sobibor, and Treblinka in the territory of the General Government.

- November 24 German authorities establish the Theresienstadt (also known as Terezin) ghetto, in the German controlled Protectorate of Bohemia and Moravia.
- November 26 SS authorities establish a second camp at Auschwitz, called Auschwitz-Birkenau or Auschwitz II. The camp is originally designated for the incarceration of large numbers of Soviet prisoners of war but later it will be used as a killing center.
- December 1 Einsatzkommando 3, a subunit of Einsatzgruppe A that operates in Lithuania, reports that its members have killed 136,442 Jews since June 1941.
- December 7 Japan bombs Pearl Harbor, Hawaii. The next morning, the United States declares war on Japan.
- December 8 Gassing operations using special mobile gas vans begin at Chelmno, one of six Nazi killing centers. Located about 30 miles northwest of Lodz, the killing center operates from December 1941 until March 1943 and then briefly in June and early July 1944.
- December 11 Germany and Italy declare war on the United States.

1942

- January 20 Senior Nazi officials meet at a villa in the outskirts of Berlin at the Wannsee Conference to discuss and coordinate implementation of the “Final Solution.”
- March 17 At the Belzec killing center, an SS special detachment begins using gas chambers to kill people. Between March 17 and December 1942, approximately 600,000 people, mostly Jews but also an undetermined number of Roma (Gypsies), are killed at Belzec.
- March 27 German authorities begin systematic deportations of Jews from France. By the end of August 1944, the Germans will deport more than 75,000 Jews from France to camps in the east, mostly to the Auschwitz-Birkenau killing center. Fewer than 3,000 survive.
- May 4 SS officials perform the first selection of victims for gassing at the Auschwitz-Birkenau killing center. Weak, sick, and “unfit” prisoners are selected and housed in an isolation ward prior to being killed in the gas chambers. Between May 1940 and January 1945, more than one million people are killed or die at the Auschwitz camp complex. Close to 865,000 are never registered and most likely are selected for gassing immediately upon arrival. Nine out of ten of those who die at the Auschwitz complex are Jewish.
- May 7 After trial gassings in April, an SS special detachment begins gassing operations at the Sobibor killing center. By November 1943, the special detachment will have killed approximately 250,000 Jews at Sobibor.

- May 27 In occupied Belgium, German authorities issue a decree requiring all Jews to wear the yellow star.
- May 29 German authorities require all Jews residing in France to wear the yellow Star of David on their outer clothing, effective June 7.
- May 31 German authorities open the I.G. Farben labor camp at Auschwitz III (also known as Monowitz or Buna), situated near the main camp complex at Auschwitz.
- July 15 German authorities begin deportation of Dutch Jews from the Westerbork, Amersfoort, and Vught camps in the Netherlands to killing centers and concentration camps in Germany and German-occupied Poland. By September 3, 1944, around 100 trains will have carried more than 100,000 people to Auschwitz, Sobibor, Theresienstadt, and Bergen-Belsen, including about 60,000 Jews to Auschwitz and about 34,000 Jews to Sobibor.
- July 22 Between July 22 and September 12, German SS and police authorities, assisted by auxiliaries, deport approximately 300,000 Jews from the Warsaw ghetto to killing centers and concentration camps. Of that number, about 265,000 Jews are sent to the Treblinka killing center where they are murdered.
- July 23 Gassing operations begin at the Treblinka killing center. Between July 1942 and November 1943, SS special detachments at Treblinka murder an estimated 750,000 Jews and at least 2,000 Roma (Gypsies).
- August 4 German authorities begin systematic deportations of Jews from Belgium. The deportations continue until the end of July 1944. The Germans deport more than 25,000 Jews, about half of Belgium's Jewish population, to the Auschwitz-Birkenau killing center in occupied Poland, where most of them perish.
- October 26 With the assistance of collaborationist Norwegian officials, the Germans begin rounding up Jews in Norway. The Germans eventually deport approximately 770 Norwegian Jews to killing centers and concentration camps.
- December 17 The Allied nations, including the governments of the United Kingdom and the United States, issue a press release stating explicitly that the German authorities were engaging in mass murder of the European Jews, and that those responsible for this "bestial policy of cold-blooded extermination" would "not escape retribution."

1943

January 18-22

SS and police units deport approximately 6,500 Jews from the Warsaw ghetto to the Treblinka killing center, and shoot another nearly 1,400 Jews in the ghetto. Members of the Jewish Fighting Organization (Zydowska Organizacja Bojowa; ZOB) resist the actions of the SS and police with armed force.

April 19-May
16

In what is called the Warsaw ghetto uprising, Jewish fighters resist the German attempt to liquidate the ghetto. German SS and police units shoot approximately 7,000 Jews during the suppression of the uprising and deport another 7,000 of those who survive the armed revolt to Treblinka. The Operation Reinhard deportation coordination office will send approximately 42,000 surviving Warsaw ghetto residents to Lublin/Majdanek concentration camp (18,000) and to forced-labor camps for Jews. Some resistance fighters escape from the ghetto and join partisan groups in the forests around Warsaw. The Warsaw ghetto uprising is the first armed revolt of civilians in German-occupied Europe.

April 30

German authorities establish a “residence camp” at Bergen-Belsen for Jews suitable for prisoner exchanges with the western Allies. This camp is on a portion of an already existing prisoner-of-war camp. The SS Inspectorate of Concentration Camps later designates the “residence camp” as a concentration camp, where over 36,000 prisoners, most of them Jews, eventually die, including Anne Frank and her sister, Margot.

June 21

Heinrich Himmler, leader of the SS, orders the liquidation of all ghettos in the Baltic states and Belorussia (Belarus) and the deportation of all Jews to concentration camps.

August 2

Jewish prisoners revolt at the Treblinka killing center. Although more than 300 prisoners escape, most are caught and killed by German SS and police units assisted by army troops. The SS special detachment forces surviving prisoners to remove all remaining traces of the camp’s existence. After the killing center is dismantled in November 1943, the special detachment shoot the remaining prisoners.

September 8

Italy, Germany's Axis partner, surrenders unconditionally to the Allies. German military and police units quickly occupy northern Italy.

September 20

Approximately 7,200 Danish Jews escape to Sweden with the help of the Danish resistance movement and many individual Danish citizens.

October 14

Jewish prisoners at the Sobibor killing center begin an armed revolt. Approximately 300 escape. German SS and police units, with assistance from German military units, recapture more than 100 and kill them. After the revolt, SS special detachments close and dismantle the killing center.

1944

- March 19 German troops occupy Hungary.
- April 5 Under German guidance, Hungarian authorities require all Jews to wear the yellow star.
- May 15-July 9 Hungarian gendarmerie (rural police units), under the guidance of German SS officials, deport nearly 430,000 Jews from Hungary. Most are deported to Auschwitz-Birkenau where SS staff immediately kill about half of them in gas chambers.
- May 15-18 German authorities deport 7,003 German, Austrian, and Czech Jews from the camp-ghetto Theresienstadt to Auschwitz-Birkenau in order to “thin out” the Jewish population of Theresienstadt in preparation for the upcoming June 23 visit of representatives of the International Red Cross and the Danish Red Cross. Upon arrival in Auschwitz-Birkenau, the prisoners on these transports are incarcerated in a “Theresienstadt family camp” in Birkenau.
- May 16 The SS attempts to liquidate the Gypsy family camp BIIe at Auschwitz. Having been tipped off by a camp official, the inmates, armed with knives, shovels, and other weapons, refuse to leave their barracks. As a result of internal disagreement and in the face of resistance from the prisoners, the SS postpones the liquidation of the family camp until August 1944.
- June 6 D-Day. British and American troops launch an invasion of France.
- June 24 – August 14 War Refugee Board representative John Pehle and several US Jewish organizations including the World Jewish Congress make several requests to the US government to bomb the gas chambers at Birkenau or the rail lines leading to Birkenau. Assistant State Secretary of Defense John J. McCloy handles most of these requests. The US government declines the requests on the grounds that Auschwitz-Birkenau was not a military target, that such a mission would divert resources needed to bring the war to a successful conclusion, and that the speedy end of the war would be most effective in saving lives.
- August 2 The SS liquidates the Gypsy family camp BIIe at Auschwitz-Birkenau. The SS authorities transport 1,408 Roma from the family camp and from Auschwitz I to Buchenwald concentration camp. SS men then murder the remaining 2,897 inmates of the Gypsy family camp in the gas chambers at Birkenau.
- October 7 At Auschwitz-Birkenau, the *Sonderkommando* (special detachment of Jewish prisoners deployed to remove corpses from the gas chambers and burn them) blows up

Crematorium IV and kills the guards. About 250 participants of the revolt die in battle with the SS and police units. The SS and police units shoot 200 more members of the *Sonderkommando* after the battle ends.

November 25 The SS begin to demolish the gas chambers and crematoria at Auschwitz-Birkenau.

1945

January 17 As Soviet troops approach, SS units begin the final evacuation of prisoners from the Auschwitz camp complex, marching them on foot toward the interior of the German Reich. These forced evacuations come to be called "death marches."

January 27 Soviet troops liberate Auschwitz, finding approximately 7,000 prisoners left behind in the main camp and its subcamps.

April 11 U.S. troops liberated more than 20,000 prisoners at Buchenwald.

April 15 British troops liberate about 60,000 prisoners at the Bergen-Belsen concentration camp.

April 29 Liberation of Nordhausen, Ohrdruf, Gunskirchen, Ebensee and Dachau by American U.S. troops liberated approximately 32,000 prisoners at Dachau.

Hitler commits suicide in his bunker in Berlin.

April 30 Soviet troops liberate over 2,000 prisoners at Ravensbrück. In April, before Soviet troops reached the camp, SS authorities had murdered between 5,000 and 6,000 prisoners in the gas chamber at Ravensbrück.

May 2 German units in Berlin surrender to Soviet forces.

May 5 U.S. troops liberate more than 17,000 prisoners at Mauthausen concentration camp and more than 20,000 prisoners at the Gusen concentration camps in the annexed Austrian territory of the German Reich.

May 7-9 German armed forces surrender unconditionally in the West on May 7 and in the East on May 9. Allied and Soviet forces proclaim May 8, 1945, to be Victory in Europe Day (V-E Day).

May 9 Soviet forces enter and liberate the camp-ghetto Theresienstadt.

Soviet forces liberate Stutthof concentration camp, near Danzig.

- August 3 United States special envoy Earl Harrison makes a public report to President Truman on the treatment of Jewish displaced persons (DPs) in Germany. Following World War II, several hundred thousand Jewish survivors are unable or unwilling to return to their home countries. Harrison's report contains a strong indictment of Allied military policies, underscores the plight of Jewish DPs, and leads eventually to improved conditions for them in the US zone of occupied Germany.
- September 2 Japan surrenders. World War II officially ends.
- November 20 The International Military Tribunal (IMT), made up of US, British, French, and Soviet judges, begins a trial of 22 major Nazi leaders at Nuremberg, Germany.
- December 22 US President Truman issues a directive giving preference to displaced persons for immigrant visas under existing US immigration quota restrictions.

1946

- October 1 The International Military Tribunal passes judgment on major Nazi war criminals on trial in Nuremberg, Germany. Eighteen are convicted and three acquitted. Eleven of the defendants are sentenced to death.
- October 16 In accordance with sentences handed down after the convictions, ten of the Nuremberg defendants are executed by hanging. One defendant, Hermann Göring, commits suicide in his cell.

1948

- June 25 The United States Congress passes the Displaced Persons Act, under which approximately 400,000 displaced persons could immigrate to the United States over and above quota restrictions. US officials will issue around 80,000 of the DP visas to Jewish displaced persons.

ANNE FRANK: A TIMELINE

(Anne Frank House)

* Indicates that an exact date is unknown or unavailable.

1925

May 12 Otto Frank marries Edith Holländer in Aachen, Germany.

1926

Feb 16 Margot Frank is born to Otto and Edith.

1929

Jun 12 Anneliese “Anne” Marie Frank is born in Frankfurt, Germany, to Otto Frank and Edith Frank (nee Holländer.) Margot Frank (1926-1945) is her older sister.

1933

Early Mar Otto and Edith have been looking for opportunities to leave Germany. They reach a decision: Otto’s brother-in-law, Erich Elias, (Otto’s sister’s husband) gives Otto an opportunity to set up a company in the Netherlands.

Mar 10 Edith has a passport photo taken of herself with her daughters, Anne and Margot, at a department store.

Jul-Aug The Frank family prepares to move to Amsterdam, the Netherlands. Edith and the children first go to Aachen, Germany where they stay with Edith's mother, Rosa Holländer. Amsterdam, the country's largest city, has a Jewish population of about 75,000 and increases to over 79,000 in 1941. Jews represented less than 10 percent of the city's total population. More than 10,000 of these were foreign Jews who had found refuge in Amsterdam in the 1930s.

Aug 16 Otto registers at the office for foreigners in the Netherlands. His registration card states that he is a merchant, of German nationality, and is a member of the Jewish/Israelite denomination. His family card states that he left Germany “for economic reasons.”

Sept 15 Otto Frank registers his Opekta business at the Chamber of Commerce in Amsterdam and becomes director. He finds temporary housing for himself at 24 Stadionkade and a space for his business at 120 Nieuwezijds Voorburgwal, in the center of Amsterdam.

Fall Edith travels back and forth between Germany and the Netherlands while looking for a home for the family to live. Otto is temporarily living on the Stadionkade during this time.

Nov Edith moves to the family's new apartment on the Merwedeplein (Merwede Square) in southern Amsterdam.

Dec 6 Margot moves to the Netherlands, brought by her maternal uncles Julius and Walter Holländer.

Dec 7 Edith, Margot, and Anne are registered at their new address in Merwedeplein

1934

Jan 4 Margot begins school on Amsterdam's Jekerstraat, near the family's apartment.

Feb 16 Anne moves to the Netherlands as "a birthday surprise." (Edith and Margot share a birthday of Feb 16.)

Anne enrolls in a Montessori school in Amsterdam.

May 16 The Dutch government passes a new law: foreigners can only work if they have a permit which makes it nearly impossible for refugees to find employment.

May 30 The large wave of refugees to the Netherlands results in a government order stating that all refugees with German nationality should be discouraged as much as possible by only being permitted a short stay in the Netherlands. Only those whose lives would be threatened by returning would be allowed to stay but only temporarily. It appears that Otto Frank's family had settled in the Netherlands just in time.

1937

July 26 The Van Pels family emigrates from Osnabruck, Germany, to Amsterdam. They move to the Rivierenbuurt neighborhood. (Hermann Van Pels had inherited Dutch nationality from his father. So, in 1925, when Hermann married Auguste Röttgen, she also became Dutch. Their son, Peter, was born a year later.)

1938

June Otto Frank starts a second company, Pectacon, in partnership with Hermann van Pels, a Jewish butcher, who has also fled from Germany with his family.

Nov 9 Edith's two brothers, Julius and Walter Holländer, are arrested by Nazis during Kristallnacht. Julius is released because he fought for Germany in World War I. Walter is kept at Sachsenhausen concentration camp where is not released until December 1, only after he promises to leave Germany for good. He obtains permission due to poor health to travel to the Netherlands.

1939

Mar Edith Frank's mother, Rosa Holländer, comes to live with the Franks in Amsterdam.

- Apr Despite their Dutch nationality, the Van Pels family does not feel safe in the Netherlands. They apply for a visa at the American consulate in Rotterdam but are placed on a long waiting list. They are eventually denied a visa to the United States.
- Edith's brother, Julius, leaves Germany for the United States. He was able to secure a visa under the sponsorship of a cousin. Julies sails from Rotterdam.
- Dec 16 Edith's brother, Walter, leaves the Netherlands (where he has been staying at Zeeburg internment camp in Amsterdam) for the United States under the sponsorship of his brother, Julius.
- Dec 9 Fritz Pfeffer arrives in the Netherlands by train from Germany with his Catholic girlfriend, Charlotte Kaletta. (They are forbidden to marry in Germany according to the Nuremberg Laws of 1935.) His registration card states that he is a refugee, his occupation is dentist, and that he wants to go to Australia. The Register of Foreigners does not permit him to stay permanently in the Netherlands.

1940

- May 10 The Germans invade the Netherlands.
- May 14 The Netherlands surrenders to Germany. The Germans establish a civilian administration dominated by the SS.
- * After the Germans invade the Netherlands, Otto tries to gain a visa via Cuba for his family to move to the United States. Edith's brothers have already succeeded in fleeing to the U.S.
 - * Margot has to go to the Joods Lyceum ('Jewish High School.')
- An anti-Jewish law imposed a year after the 1940 German invasion of the Netherlands demanded Jewish students be removed to a Jewish lyceum. While Anne inherited her father's ambivalence towards the Torah, Margot followed her mother's example and became involved in Amsterdam's Jewish community. She took Hebrew classes, and attended synagogue. According to Anne, she wished to become a midwife.
- Jul 28 The BBC airs the first broadcast of the Dutch-language radio program titled *Radio Oranje* (Radio Orange). The program is managed by the Dutch government-in exile and is aired each day at 9 o'clock in the evening for 15 minutes. Queen Wilhelmina makes a speech on this first broadcast. She will go on to speak a total of 34 times on *Radio Oranje* during World War II.
- Aug The Frank family visits the beach at Zandvoort in the Netherlands.
- Oct New measures against Jews are introduced in the Netherlands: civil servants must sign an official declaration stating whether they are Jewish or not.
- Nov 21 All Jews in the Netherlands holding public servant jobs are dismissed.
- Dec 1 Opekta and Pectacon move to a new address in Amsterdam: Prinsengracht 263.

Dec 11 Otto receives a letter from the National Refugee Service in New York stating that his application for Cuban visas has been cancelled.

1941

Jan 10 All Jews in the Netherlands are required to register with the German authorities.

Jan 22 The Germans arrest several hundred Jews and deport them from Amsterdam first to the Buchenwald concentration camp and then to the Mauthausen concentration camp. Almost all of them were murdered in Mauthausen.

Feb 13 The Jewish Council is established in Amsterdam.

Mar 12 All Jewish-owned companies in the Netherlands are placed under the supervision of a Verwalter (Caretaker).

Mar 31 The Central Office for Jewish Emigration is established. This is the Amsterdam office of the Nazi SS and the SD, which will supervise the deportation of Jews from the Netherlands.

Apr 15 All Jews in the Netherlands are required to surrender their radios according to a regulation set forth on February 11, 1941.

Aug 8 All financial assets belonging to Jews in the Netherlands, such as cash, stocks, shares, works of art and real estate, are required to be reported to the German Liro Bank.

Sept 1 All Jewish children in the Netherlands are forced to leave the public school system.

Sept 15 Jews in the Netherlands are no longer allowed to participate in public sport activities. Margot is an athletic girl who skates, swims, and rows. A year earlier she won a medal in “style rowing” for girls 14-16 years of age at a rowing competition in Zaandam.

Jews in the Netherlands are also no longer allowed to visit parks, zoos, cafes, bars, restaurants, hotels, theaters, cinemas, sports facilities, public libraries, or museum. The owners of such places are required to post signs that read “No Jews Allowed” in Dutch.

Nov 1 Jews in the Netherlands are no longer allowed to be members of sport clubs.

Nov 7 Jews in the Netherlands are no longer allowed to travel or move houses without a travel permit.

Dec Jews are forbidden to own their own businesses, so Otto appoints Mr. Kleiman and Mr. Kugler as directors, but remains in charge behind the scenes.

1942

Jan The Germans begin the relocation of the Netherlands’ provincial Jews to Amsterdam. Within Amsterdam, Jews are restricted to certain sections of the city. Foreign and stateless Jews are sent directly to the Westerbork transit camp.

Jan 23 All Jews in the Netherlands are required to have a letter “J” stamped on their personal

identification card which must be carried with them at all times.

- Jan 29 Rosa Holländer dies of cancer.
- Mar 25 A ban is placed on marriages between Jews and non-Jews in the Netherlands. Extramarital relations between Jews and non-Jews are also forbidden.
- Apr 1 Jews are no longer allowed to marry in Amsterdam's town hall.
- April 27 Jews in the Netherlands are forced to wear a yellow star with the word "Jew" prominently displayed on their clothing.
- Jun Otto Frank has begun making plans to go into hiding. He asks Miep if she will help if he and his family go into hiding when the time is right.
- Jun 1 The German Security Police and SD take control of the Westerbork camp in the Netherlands, initially established by the Dutch government to intern Jewish refugees who had entered the Netherlands illegally, and transform it into a transit camp.
- Jun 12 Anne receives an autograph book for her birthday that she had pointed out to Otto in a shop window. She decides to use it as a diary.
- Jun 30 A curfew of 8 o'clock in the evening is placed on Jews. They are no longer allowed to ride a bike or use public transport.
- Jun 14 Anne writes the first entry in her diary.
- Jul The Germans begin mass deportations of Jews to extermination camps in occupied Poland, primarily to Auschwitz but also to Sobibor. The city administration, the Dutch municipal police, and Dutch railway workers all cooperate in the deportations, as do the Dutch Nazi party (NSB). German and Dutch Nazi authorities arrest Jews in the streets of Amsterdam and take them to the assembly point for deportations - the municipal theater building. When several hundred people are assembled in the building and in the back courtyard, they are transferred to Westerbork.
- Jul 5 Margot receives her call-up papers: she has to report for a 'work camp' in Germany.
- Jul 6 The Frank family goes into hiding in the secret annex hidden at Prinsengracht 263. They are helped by Otto's most trusted Opetka employees and friends: Jo Kleiman (accountant), Victor Kugler (one of the first employees hired in 1933), Miep Gies, Bep Voskuijl and her father who is warehouse supervisor.
- Jul 13 Hermann van Pels, his wife, Auguste, and their son, Peter, go into hiding in the secret annex. The Van Pels family provides ample excitement, which can sometimes be fun but there are also a lot of major arguments. Mrs. Van Pels becomes the cook of the house. She likes discussing politics, and invariably gets into arguments with her husband.
- Jul 15 The first train carrying Jews from Amsterdam departs.
- Oct The Germans send hundreds of Jews and their families in Amsterdam to Westerbork transit camp. All are deported to Auschwitz-Birkenau within a few weeks.

Nov 6 Fritz Pfeffer goes into hiding in the secret annex. (Pfeffer was born on Apr 30, 1889, in Giessen, Germany. His parents were Jewish and had a clothing store in the center of the city. After high school Fritz studied to be a dentist in Berlin, where he started a dental practice after his study. In 1921 he married Vera Bythiner. Their son Werner was born on Apr 3, 1927. The marriage ended in divorce in 1933. Pfeffer received custody of his son. Following his divorce, Pfeffer met Charlotte Kaletta, a Catholic. The Nuremberg Laws of 1935, outlawing marriages between Jews and non-Jews, made it impossible for them to marry. After "Kristallnacht," the night of broken glass, Pfeffer and Charlotte Kaletta decided to immigrate to the Netherlands. He arranged a place for Werner on a boat going to England as part of a "children's transport." Pfeffer and Charlotte quickly felt at home in the Netherlands.)

1943

Apr All Jews in the Netherlands are no longer allowed to live in provincial areas. They are forced to move to a few designated large cities.

May 25 German authorities order 7,000 Jews, including employees of the *Judenrat* in Amsterdam, to assemble in an Amsterdam city square for deportation. Only 500 people comply. The Germans respond by sealing the Jewish quarter and rounding up Jews.

May 26 A big raid on Jews is carried out in the Centre and East of Amsterdam. 3,000 people are taken by the police. All are deported to Westerbork transit camp and from there, most of them to the Sobibor extermination camp. The Germans confiscate the property left behind by deported Jews. In 1942 alone the contents of nearly 10,000 apartments in Amsterdam were expropriated by the Germans and shipped to Germany. Some 25,000 Jews, including at least 4,500 children, went into hiding to evade deportation. About one-third of those in hiding were discovered, arrested, and deported. In all, at least 80 percent of the prewar Dutch Jewish community perished.

Sept 29 The last major raid on Jews takes place in Amsterdam. The Jewish Council is liquidated.

1944

Aug 4 The one thing the people hiding in the secret annex have been afraid of for so long finally happens: they are discovered and arrested.

Aug 8 The 8 occupants of the Secret Annex are taken by train from Amsterdam Central Station to the Westerbork transit camp.

Kleiman and Kugler are also arrested and interned at the prison Amstelveenseweg.

Sept 3 The people in hiding are deported to Auschwitz-Birkenau extermination camp in occupied Poland.

Sept 6 Arrival at Auschwitz. On the same train was Bloeme Evers-Emden, an Amsterdam native who had befriended Margot and Anne in the Jewish Lyceum in 1941. (Bloeme saw Anne, Margot, and their mother regularly in Auschwitz.) All the inhabitants of the secret annex survive selection. Otto is separated forever from his wife and daughters. Eyewitness reports claim Edith and her two daughters remain close in the camp. Of the 1,019 passengers on the transport, 549—including all children younger than 15—were sent directly to the gas

chambers. Anne had turned 15 three months earlier and was one of the youngest people to be spared from the transport. She was soon made aware that most people were gassed upon arrival, and never learned that the entire group from the secret annex had survived this selection. She reasoned that her father, in his mid-fifties and not particularly robust, had been killed immediately after they were separated.

- Sept 7-11 Kleiman and Kugler are sent to Amersfoort concentration camp (the Netherlands).
- Sept 18 The Red Cross manages to get Kleiman released from Amersfoort camp because of his poor health.
- Sept/Oct Hermann van Pels is gassed at Auschwitz. (According to eyewitness testimony, Hermann van Pels was not gassed immediately upon arrival at Auschwitz. Sal de Liema, an inmate at Auschwitz who knew both Otto Frank and Hermann van Pels, said that after two or three days in the camp, Herman van Pels mentally "gave up" – the beginning of the end for any concentration camp inmate. He later injured his thumb on work detail and requested to be sent to the sick barracks. Soon after that, during a sweep of the sick barracks for selection, he was sent to the gas chambers. This occurred about three weeks after his arrival at Auschwitz. His selection was witnessed by both his son Peter and Otto Frank.)
- * Disease is rampant in Auschwitz; before long, Anne's skin becomes badly infected by scabies. The Frank sisters are moved into an infirmary, which is in a state of constant darkness and infested with rats and mice. Edith Frank stops eating, saving every morsel of food for her daughters and passing her rations to them through a hole she made at the bottom of the infirmary wall.
- Oct ? The Frank women are slated to join a transport to the Liebau labor camp in Upper Silesia. Bloeme Evers-Emden is slated to be on this transport. But Anne is prohibited from going because she has developed scabies, and her mother and sister opt to stay with her. Bloeme goes on without them.
- Oct 30 The last selection takes place at Auschwitz. Edith is selected for the gas chamber while Anne and Margot are selected for deportation to Bergen-Belsen concentration camp in Germany. Edith escapes with a friend to another section of the camp, where she remains through the winter.
- Oct ? Fritz Pfeffer is deported to Neuengamme concentration camp in Germany.
- Nov 26 Mrs. van Pels is sent to Bergen-Belsen concentration camp in Germany with a group of eight women.
- Dec 20 Fritz Pfeffer dies in Neuengamme.

1945

- Jan 6 Edith dies of starvation in Auschwitz-Birkenau, 20 days before the Red Army liberates the camp and 10 days before her 45th birthday
- Jan 16/17 In an attempt to hide German crimes from the advancing Red Army, the gas chambers of Birkenau are blown up. Evacuation of Auschwitz begins. Nearly 60,000 prisoners are forced

on a death march toward a camp in Wodzisław Śląski (German: Loslau). Those too weak or sick to walk are left behind. These remaining 7,500 are ordered for execution by the SS, but in the chaos of the Nazi retreat the order was never carried out. Peter van Pels runs to Otto Frank, who is in the infirmary, telling him he must join them in the evacuation. Otto refuses, not knowing that this resignation to die actually ends up saving his life.

Peter joins the death march out of Auschwitz.

- Jan 25 Peter is registered at Mauthausen concentration camp in Austria.
- Jan/Feb Tents are erected at Bergen-Belsen to accommodate the influx of prisoners in late 1944, and as the population rises, the death toll due to disease increases rapidly.
- Anne and Margot arrive on a transport from Auschwitz that left in late Oct, 1944. Anne is briefly reunited with two friends, Hanneli Goslar and Nanette Blitz, who were confined in another section of the camp. Goslar and Blitz both survive the war and later discuss the brief conversations they conducted with Anne through a fence. Blitz describes her as bald, emaciated, and shivering. Goslar noted Auguste van Pels is with Anne and Margot Frank, and is caring for Margot, who is severely ill. (Neither of them sees Margot, as she was too weak to leave her bunk.) Anne tells both Blitz and Goslar she believes her parents are dead, and for that reason she does not wish to live any longer. (Goslar later estimates their meetings took place in late Jan or early Feb 1945.)
- Jan 27 Auschwitz is liberated by Soviet troops. Otto is still in the sick barracks. He is taken first to Odessa and then to France before he is allowed to make his way back to Amsterdam.
- Jan 29 Peter is placed in an outdoor labor group.
- Feb 4 Mrs. van Pels is deported from Bergen-Belsen to Raguhn (Buchenwald, Germany).
- Feb-Mar A typhus epidemic spreads throughout Bergen-Belsen, killing 17,000 prisoners. Witnesses later testify that Margot falls from her bunk in her weakened state and is killed by the shock. A few days later, Anne dies.
- Anne and Margot are buried in a mass grave; the exact whereabouts remain unknown. (The Red Cross initially concluded at the time that the dates of their deaths were between the 1st and 31st of March, 1945. However, new research by the Anne Frank House reveals that it is unlikely the Frank sisters were still alive in March.)
- Late Mar Kugler escapes during a forced march, and goes into hiding for the rest of the war.
- Apr 9 Mrs. van Pels is deported from Bergen-Belsen to Theresienstadt, Czechoslovakia. It is believed she died en route or shortly upon arrival.
- Apr 11 Peter is sent to the sick barracks at Mauthausen.
- Apr 15 Bergen-Belsen is liberated by British troops; the exact dates were not recorded. After liberation, the camp is burned in an effort to prevent further spread of disease.
- May 2 Peter dies at Mauthausen. (His exact death date is unknown but the International Red Cross designated it as 2 May 1945.) He was 18 years old. Mauthausen is liberated three days later

on 5 May 1945 by men from the 11th Armored Division of the U.S. Third Army.

*

Fritz Pfeffer's son, Peter Werner, leaves for the United States and changes his name to Peter Pepper.

Jun 3

Otto Frank, the sole survivor from the secret annex, returns to Amsterdam. He is reunited with Miep and Jan Gies, who had continued to run his business. Despite being sent to camps after their arrest, J Kleiman and Victor Kugler, who also assisted in hiding the Frank family, have also survived. They return to work and wait for news of the people in hiding. At first Otto stays with Miep and her husband, Jan. Otto knows his wife has died, but he does not know that his daughters have died too. He still has hope and begins searching through records and writing letters inquiring after his daughters' whereabouts.

Oct 24

Otto Frank receives a letter informing him that his daughters died at Bergen-Belsen. Miep gives Anne's diaries and papers to Otto. She found and hid the diary after the Franks' arrest and had been hoping to return it to Anne.

1946

*

Otto leaves Anne's writings unread for some time but eventually begins transcribing them from Dutch for his relatives in Switzerland. He is persuaded that Anne's writing shed light into the experiences of many of those who suffered persecution under Nazis and is urged to consider publishing it. He types out the diary papers into a single manuscript and edits out sections he thinks too personal to his family or too mundane to be of interest to the general reader.

Apr 3

The manuscript is read by Dutch historian Jan Romein, who reviews it for the *Het Parool* newspaper. This attracts the interest of Amsterdam's Contact Publishing.

Summer

Amsterdam's Contact Publishing accepts the manuscript for publication.

Jun 25

The first Dutch edition of the diary is issued under the title *Het Achterhuis* (meaning literally: "the back house.")

1948

*

The first investigation into who betrayed those hiding at the Secret Annex is conducted, 2 years after Kleiman wrote a letter to the Politieke Opsporings Dienst [POD] (a former Dutch equivalent of the FBI). The POD is responsible for hunting down the people who had collaborated with the German occupier. The police question the helpers Miep, Kleiman and Kugler; the warehouse employees Van Maaren and Hartog; as well as others who worked in the warehouse. Hartog testifies that Van Maaren had told him two weeks before the raid that there were Jews being hidden upstairs. Certainly, Hartog's wife could also have known. In looking back, little can be said about the quality of the investigation. Many questions were not asked and few people were interrogated.

It is a shoddy investigation, and it is brought to a close because no evidence is turned up. Fourteen years will pass before a new investigation takes place.

1950

- * The Diary of Anne Frank is published in Germany in an edition of 4,500 copies. (A very successful paperback edition follows in 1955.)
- Otto Frank feels strongly about finding a German publisher for the diary: “Generally I waited until publishers in other countries contacted me, but one country I did try: Germany. I thought they should read it.”
- * The diary is published in France.

1952

- * The success of *Het Achterhuis* leads to an English translation.
- Anne Frank: The Diary of a Young Girl* is published in the United States and includes an introduction by Eleanor Roosevelt. From the start, the book is a huge success and is repeatedly reprinted. Within no time, millions of Americans read it. Its adaptation for the theatre and the big screen adds to its popularity.
- Apr 30 *Anne Frank: The Diary of a Young Girl* is published in the UK. Despite its success in the USA the book is at first rejected by several publishers in the UK. Once published and after receiving several good reviews it still fails to attract an audience and is out of print by 1953.

1953

- Apr 19 Fritz Pfeffer and Charlotte Kaletta are posthumously married.
- Nov 10 Otto marries a former neighbor from Amsterdam and fellow Auschwitz survivor, Elfriede Geiringer (1905–1998), in Amsterdam. (Elfriede Markovits was born in Vienna, Austria, on Feb 13, 1905. She married Erich Geiringer and the couple had two children: a son, Heinz, born in 1926, and a daughter, Eva, born on May 11, 1929. The family fled first to Belgium and then to the Netherlands in 1938, where they settled down as neighbors to the Frank family. Eva and Anne knew each through mutual friends. When the Germans invaded the Netherlands and Heinz received a call-up to a work-camp, the family went into hiding. They successfully hid for two years and might have survived the war if they had not been betrayed in May 1944. They were then captured by the Nazis and sent to Auschwitz-Birkenau concentration camp. They were liberated in Jan 1945 by the Russians, but Erich and Heinz Geiringer had perished in the forced March to Mauthausen that came just before the war ended. Elfriede and her daughter, Eva, returned to Amsterdam on Jun 13, 1945. Otto Frank visited them at their apartment not long after.)

1954

-
- * Bep is a witness at the Landesgericht ('National Court') in Lübeck, Germany. She testifies to the authenticity of The Diary of Anne Frank in a case against a number of people who claim that the diary is a forgery.

1955

- * Victor Kugler emigrates to Canada. He gives talks about Anne Frank in schools.
- Oct 5 The Broadway play "The Diary of Anne Frank" opens. The play was dramatized by Goodrich and Hackett and wins a Tony Award for Best Play and the Pulitzer Prize for Best Drama in 1956. Susan Strasberg, who plays Anne, was nominated for Best Actress.

1956

- * In Germany the play premières simultaneously in Berlin and Dresden.

1957

- May 3 In response to a demolition order placed on the building in which Otto Frank and his family had hid during the war, he and Johannes Kleiman help establish the Anne Frank Foundation, with the principal aim of saving and restoring the building and allowing it to be opened to the general public. With the aid of public donations, the building (and its adjacent neighbor) is purchased by the Foundation.

1959

- Jan 28 Kleiman dies in his office. He is 63 years old.

1960

- May 3 The secret annex is opened as a museum – the Anne Frank House.

1963

- * A new investigation was spurred by the tracking down of Karl Silberbauer, the SS non-commissioned officer who had led the arrests. The 1963 investigation was much more thorough than the one in 1948.

The famous Nazi-hunter Simon Wiesenthal finds Silberbauer in Vienna (Austria) where he is then working as a policeman. Silberbauer still remembers many of the details of the arrest, but not who the betrayer was. The person who had taken the telephone call, his superior, Julius Dettman, committed suicide shortly after the war ended. Silberbauer's police duties are suspended during the course of the investigation, but because he had "only followed orders" during the arrest and had "acted correctly", his old function is restored.

A number of new witnesses are questioned, yet unfortunately some of the important witnesses have already died. Kleiman died in 1959. The warehouseman Hartog and his wife are now also dead. Much more comes to light about Van Maaren, including the fact that he had actually committed the warehouse thefts of which he was suspected, but there is still

no evidence to support the suspicion of betrayal.

In 1964, the investigation is closed without concrete results.

1972

Mar 8 Victor Kugler receives the honor 'Righteous among the Nations' from Yad Vashem for his help to the people in hiding.

1980

Aug 19 Otto Frank dies of lung cancer in Basel, Switzerland, at the age of 91.

1981

Dec 14 Kugler dies in Toronto, Canada, at the age of 81.

1983

May 6 Bep Voskuijl dies at the age of 63 in Amsterdam.

1986

* The Dutch Institute for War Documentation publishes the "Critical Edition" of the diary. It includes comparisons from all known versions, both edited and unedited. It includes discussion asserting the diary's authentication, as well as additional historical information relating to the family and the diary itself.

1995

* Peter Pepper, Fritz Pfeffer's son, dies.
Radical renovation and restoration of the Anne Frank House begins.

1998

Oct 2 After living long enough to see the birth of five of her great grandchildren, Elfriede Frank dies peacefully in her sleep.

1999

* Cornelis Suijk—a former director of the Anne Frank Foundation and president of the U.S. Center for Holocaust Education Foundation—announces that he is in the possession of five pages that had been removed by Otto Frank from the diary prior to publication; Suijk claims that Otto Frank gave these pages to him shortly before his death in 1980. The missing diary entries contain critical remarks by Anne Frank about her parents' strained marriage and discuss Anne's lack of affection for her mother. Some controversy ensues when Suijk claims publishing rights over the five pages; he intends to sell them to raise money for his foundation. The Netherlands Institute for War Documentation, the formal owner of the

manuscript, demands the pages be handed over.

Sept 28

Queen Beatrix of the Netherlands reopens the museum after renovation. The museum has grown to include a bookshop and café.

2000

The Dutch Ministry of Education, Culture and Science agrees to donate \$300,000 to Suijk's Foundation, and the pages are returned in 2001. Since then, they have been included in new editions of the diary.

2008

Summer

Restoration of Anne's room is completed.

2010

Jan 11

Miep Gies dies at the age of 100.

2015

Mar 31

The Anne Frank House publishes new research that sheds light on Anne and Margot's last months alive at Bergen-Belsen. It is concluded that it is unlikely the sisters were still alive in March as previously thought.

SECTION II:

EDUCATOR MATERIALS

ANNE FRANK: BEYOND THE DIARY

Summary

In over one hundred pictures, many never before published, this book provides a deeper look into the life of Anne Frank. It includes maps, family photographs, and excerpts from Anne's diary as well as glimpses into what life was like for Jews living in Amsterdam. The testimony of the people who last saw Anne and her sister Margot alive is also included.

Context

Perspective	Jewish teen in hiding
Historical Background	Overview of Holocaust history

Setting

Geographical location(s)	<ul style="list-style-type: none">▪ Frankfurt, Germany▪ Amsterdam, Netherlands▪ Auschwitz▪ Bergen-Belsen
Point on timeline	1929-1945

TEACHING ABOUT THE HOLOCAUST: A CD-ROM FOR EDUCATORS

(United States Holocaust Memorial Museum)

This CD-ROM offers a wide range of resources for teachers interested in using the Holocaust in their lessons. The “Historical Content” portion supplies resources on the following topics: the Holocaust, the Third Reich, World War II in Europe, ghettos, Nazi camps, the aftermath to the Holocaust, Nazi propaganda, and antisemitism. The media types include: historical photos, survivor testimony, ID cards, historical artifacts, maps/animated maps, historical film footage.

Topics to Teach

The United States Holocaust Memorial Museum has identified topic areas for you to consider while planning a course of study on the Holocaust. We recommend that you introduce your students to these topics even if you have limited time to teach about the Holocaust. An introduction to the topic areas is essential for providing students with a sense of the breadth of the history of the Holocaust.

1933–1939

- Third Reich: Overview
- Anti–Jewish Legislation in Prewar Germany
- Concentration Camps, 1933–1939

1939–1945

- World War II in Europe
- Euthanasia Program
- The Holocaust
- Ghettos
- Einsatzgruppen (Mobile Killing Units)
- Concentration Camps, 1939–1942

- Killing Centers: Overview
- Mosaic of Victims: Overview
- Jewish Resistance and Non–Jewish Resistance
- Rescue
- United States and the Holocaust
- Death Marches
- Liberation of Nazi Camps

Post 1945

- War Crimes Trials
- Displaced Persons and Postwar Refugee Crisis and the Establishment of the State of Israel
- Israel

Overview of “Historical Content”

The Holocaust

- Historical Photos
- Survivor Testimony
 - Abraham Lewent: Conditions in the Warsaw ghetto (0:51)
 - Lilly Appelbaum Malnik: Registration in Auschwitz (1:04)
 - Leo Schneiderman: Arrival at Auschwitz, selection and separation from family (2:51)
 - Martin Spett: massacre of Tarnow Jews (2:41)
- ID Cards
 - Joseph Muscha Mueller, Roma (Gypsy), Germany
 - Helene Melanie Lebel, Handicapped, Austria
 - Robert Oelbermann, Homosexual, Germany

- Gregor Wohlfahrt, Jehovah’s Witness, Austria
- Fela Perznianko, Jewish, Poland
- Jan-Peter Pfeffer, Jewish, Netherlands
- Yona Wygocka Dickmann, Jewish, Poland
- Ossi Stojka, Roma (Gypsy), Austria
- Artifacts
- Maps
- Animated map: The Holocaust (2:09)
 - European Jewish Population Distribution Circa 1933
 - European Rail System, 1929
 - Nazi Concentration Camps, 1933-1939
 - “Euthanasia” Centers, Germany 1940-1945
 - Persecution of Roma (Gypsies), 1939-1945
 - Major Ghettos in Occupied Europe
 - Einsatzgruppen Massacres in Eastern Europe
 - Europe: Major Nazi Camps, 1943-1944
 - Extermination Camps in Occupied Poland, 1942
 - Major Deportations to Extermination Camps, 1942-1944
 - Greater Germany: Major Nazi Camps, 1944
 - Major Death Marches and Evacuations, 1944-1945
 - European Jewish Population Distribution, circa 1950

The Third Reich

- Maps
 - Germany, 1933
 - Europe, 1933
 - German Territorial Gains Before the War, August 1939
 - Greater Germany: German expansion, 1942
 - Greater Germany, 1944
 - Occupation of Germany, 1945
- Historical Film Footage
 - Opening of 1936 Summer Olympic Games: Berlin, Germany, 1 August 1936 (1:44)
 - Books Burn as Goebbels Speaks: Germany, 10 May 1933 (2:56)

World War II in Europe

- Historical Photos
- Survivor Testimony
 - Aron (Dereczynski) Derman: German Invasion of Slonim, Poland (3:28)
 - William (Welek) Luksenburg: First Night of the German Invasion of Poland (1:36)
- Maps
 - Animated Map: World War II in Europe (2:39)
 - German Conquests in Europe, 1939-1942
 - The Defeat of Nazi Germany, 1942-1945
- Historical Films
 - Fall of Warsaw: Warsaw, Poland, September 1939 (1:05)
 - Swastika Flag Rises Over Versailles and Paris: Paris, France, June 1940 (1:25)
 - Japan Attacks Pearl Harbor: United States, 7 December 1941 (1:07)
 - Liberation of Vilna: Vilna, Lithuania, July 1944 (2:10)

Ghettos

- Historical Photos
- Survivor Testimony
 - Charlene Schiff: Smuggling food into the Horochov ghetto (1:08)
 - Emanuel Tanay: Establishment of the Miechow ghetto (1:53)
- ID Cards
 - Paula Garfinkel, Poland
 - Fritz Alexander Rosenberg, Germany
 - Else Rosenberg, Germany
 - Inge Auerbacher, Germany
 - Feiga Kisielnicki, Poland
 - David J. Selznik, Lithuania
 - Nanny Gottschalk Lewin, Germany
- Artifacts
- Maps
 - Bohemia and Moravia 1942, Theresienstadt Indicated
 - Major Ghettos in Occupied Europe
 - Ghettos in Occupied Eastern Europe, 1941-1942
 - Ghettos in Occupied Poland, 1939-1941
 - Ghettos in the Baltic Countries, 1941-1943
 - Romanian Camps and Ghettos, 1942
 - Ghettos in Occupied Hungary, 1944

Nazi Camps

- Historical Photos
- Survivor Testimony
 - Ruth Webber: witnessing a brutal punishment in the camp at Ostrowiec (2:34)
 - Siegfried Halbreich: conditions and forced labor in the Gross-Rosen camp (1:57)
- Artifacts
- Maps
 - Major Nazi camps in Greater Germany, 1944
 - Major Nazi Camps in Europe, 1943-1944
 - Nazi camps in Occupied Poland, 1939-1945
 - Nazi camps in Former Austria, 1938-1945
 - Nazi camps in the Baltic Countries, 1941-1945
 - Nazi camps in the Low Countries, 1940-1945
 - Major Nazi and Axis Camps in Southern Europe, 1941-1944
 - Camps in France, 1944

The Aftermath of the Holocaust

- Historical Photos
- Survivor Testimony
 - Madeline Deutsch: postwar experiences (1:49)
 - Ruth Webber: feelings after the end of the war while in an orphanage (2:05)
- Artifacts
- Maps
 - Animated map: The Aftermath of the Holocaust (3:39)

- Major camps for Jewish displaced persons, 1945-1946
- Camps for displaced persons, Italy 1945
- Jewish “illegal” immigration, 1945-1947
- Jewish Immigration to the State of Israel, 1948-1950
- European Jewish Population Distribution, ca. 1950
- Historical Films
 - Liberation of Dachau: Germany, April 1945 (0:47)
 - Liberation of Auschwitz: Poland, 1945 (2:12)

Nazi Propaganda

- Historical Photos
- Historical Films
 - Opening of 1936 Summer Olympic Games: Germany, 1 August 1936 (1:44)
 - Adam Czerniakow, Chairman of the Jewish Council in Warsaw: Poland, 3 May 1942

Antisemitism

- Historical Photos
- ID Cards
 - Johanna (Hanne) Hirsch, Germany
 - Ernest G. Heppner, Germany
 - Gad Beck, Germany
 - Liliana Guzenfiter, Poland
- Artifacts
- Historical Films
 - Julius Streicher, Nazi Leader and Publisher of the Antisemitic Newspaper “Der Stuermer”(1:12)

TELL THEM WE REMEMBER: THE STORY OF THE HOLOCAUST

By Susan D. Bachrach

Summary

Drawing on the United States Holocaust Memorial Museum’s large collection of artifacts, photographs, maps, and taped oral and video histories, this book tells the story of the Holocaust and how it affected the daily lives of innocent people throughout Europe. Excerpts from “identity cards” that are part of the Museum’s exhibit focus on specific young people whose worlds were turned upside down when they became trapped under Nazi rule. Many of these young people never had the chance to grow up. Those who survived to become adults passed on the stories of relatives and friends who had been killed, with the hope that the terrible crimes of the Holocaust would never be forgotten or repeated. The powerful stories and images in this book are presented with the same hope. Only by learning about the Holocaust will we be able to tell the victims we remember.

Context

Perspective	Real children who lived during the Holocaust
Historical Background	Overview of Holocaust history
Setting	
Geographical location(s)	Europe
Cultural/social environment	Children were particularly vulnerable during the Holocaust. Deemed a threat to future Aryan domination, and too young to be of use to the Nazi war machine as slave labor, children were killed en masse. The Germans and their collaborators murdered more than one and one-half million Jewish children during the Holocaust. For those who remained alive, the ruthlessness of Nazi rule and the barbarities of war forced many to mature beyond their years.
Point on timeline	1933-1946

Connections to Trunk Contents

- *Benno and the Night of Broken Glass* by Meg Wiviott
 - Jewish Life in Europe before the Holocaust, p.2
 - The Nuremberg Race Laws, p.18
 - “Night of Broken Glass”, p.24
 - Boycott of Jewish Businesses, p.14
 - Nuremberg Race Laws, p.18
 - Germans Occupy Western Europe, p.36
 - At the Killing Centers, p.52
 - Liberation, p.78
 - The Survivors, p.82
- *Daniel’s Story* by Carol Matas
 - Jewish Life in Europe before the Holocaust, p.2
 - Hitler Comes to Power, p.8
 - Nazi Racism, p.12
 - Boycott of Jewish Businesses, p.14
 - Nuremberg Race Laws, p.18
 - “Night of Broken Glass”, p.24
 - Life in the Ghetto, p.40
 - Deportations, p.48
 - On the Train, p.50
 - Auschwitz-Birkenau, p.54
 - Prisoners of the Camps, p.58
 - Death Marches, p.76
 - Liberation, p.78
 - Afterward, Remembering the Children, p.86
- *Diary of a Young Girl* by Anne Frank
 - Hitler Comes to Power, p.8
 - Germans Occupy Western Europe, p.36
 - Deportations, p.48
 - Auschwitz-Birkenau, p.54
 - Rescue, p.64
- *Diary of Petr Ginz*
 - The Nuremberg Race Laws, p.18
 - Germans Occupy Western Europe, p.36
 - Life in the Ghetto, p.40
 - Auschwitz-Birkenau, p.54
- *Four Perfect Pebbles* by Lila Perl
 - Jewish Life in Europe before the Holocaust, p.2
 - Antisemitism, p.6
 - Hitler Comes to Power, p.8
 - Nazi Racism, p.12
- *Hana’s Suitcase* by Karen Levine
 - Jewish Life in Europe before the Holocaust, p.2
 - Antisemitism, p.6
 - Hitler Comes to Power, p.8
 - Nazi Racism, p.12
 - Nuremberg Race Laws, p.18
 - Germans Occupy Western Europe, p.36
 - Life in the Ghetto, p.40
 - Auschwitz-Birkenau, p.54
- *The Holocaust Through Primary Sources: Kristallnacht*
 - “Night of Broken Glass”, p.24
 - The Holocaust Through Primary Sources: Liberation
 - Liberation, p.78
 - The Survivors, p.82
- *The Holocaust Through Primary Sources: The Kindertransport*
 - Rescue, p.64
- *I Am a Star* by Inge Auerbacher
 - Jewish Life in Europe before the Holocaust, p.2
 - Antisemitism, p.6
 - Hitler Comes to Power, p.8
 - Nazi Racism, p.12
 - Nuremberg Race Laws, p.18
 - Germans Occupy Western Europe, p.36
 - Life in the Ghetto, p.40

- *Island on Bird Street* by Uri Orlev
 - The War Begins, p.30
 - Ghettos in Eastern Europe, p.38
 - Life in the Ghetto, p.40
 - Deportations, p.48
 - On the Train, p.50
 - Prisoners of the Camps, p.58
 - The Warsaw Ghetto Uprising, p.70
- *Night* by Elie Wiesel
 - Deportations, p.48
 - On the Train, p.50
 - Auschwitz-Birkenau, p.54
 - Prisoners of the Camps, p.58
 - Death Marches, p.76
 - Liberation, p.78
 - The Survivors, p.82
- *Number the Stars* by Lois Lowry
 - Germans Occupy Western Europe, p.36
 - Rescue, p.64
- *True Stories of Teens in the Holocaust: Courageous Teen Resisters* by Ann Byers
 - Rescue, p.64
 - Resistance Inside Germany, p.68
 - The Warsaw Ghetto Uprising, p.70
 - Killing Center Revolts, p.72
 - Jewish Partisans, p.74
- *The Upstairs Room*
 - Germans Occupy Western Europe, p.36
 - Rescue, p.64

SECTION III:

LESSON MODULES

BENNO AND THE NIGHT OF BROKEN GLASS

By Meg Wiviott

Summary

Benno the cat lives happily in Berlin, spending his day moving from one generous resident to the next. But things begin to change as angry boots walk the streets. Less scraps are offered to Benno, and voices and eyes are lowered in what was once a happy, friendly city. Then one night, businesses are looted, glass is broken, and books are burned. But not all the businesses are destroyed, and not all of Benno's human friends are affected by this. But others, those with names like Goldfarb and Adler, are never seen again. This child-friendly version of Kristallnacht is followed up by an afterword which provides readers with more details of this fateful event. (Goodwin Holocaust Museum and Education Center)

Context

Perspective	Benno the cat
Genre	Historical fiction
Historical Background	Rise of Hitler, Nuremberg Laws, Kristallnacht

Setting

Geographical location(s)	Berlin, Germany
Point on Timeline	1933-1946

Cultural/Social Environment

Kristallnacht, literally, "Night of Crystal," is often referred to as the "Night of Broken Glass." The name refers to the wave of violent anti-Jewish pogroms which took place on November 9 and 10, 1938, throughout Germany, annexed Austria, and in areas of the Sudetenland in Czechoslovakia recently occupied by German troops.

The rioters destroyed 267 synagogues throughout Germany, Austria, and the Sudetenland. Many synagogues burned throughout the night, in full view of the public and of local firefighters, who had received orders to intervene only to prevent flames from spreading to nearby buildings. SA and Hitler Youth members across the country shattered the shop windows of an estimated 7,500 Jewish-owned commercial establishments, and looted their wares.

The pogrom proved especially destructive in Berlin and Vienna, home to the two largest Jewish communities in the German Reich. As the pogrom spread, units of the SS and Gestapo (Secret State Police) arrested up to 30,000 Jewish males, and transferred most of them from local prisons to concentration camps. In the weeks

that followed, new laws were passed that deprived Jews of their property and businesses, dismissed them from employment, expelled them from schools and restricted their movements.

Kristallnacht is considered to be a turning point in Nazi anti-Jewish policy. (United States Holocaust Memorial Museum, 2014)

Main Characters

- Benno, the cat
- Adler family
- Schmidt family
- Gerber family
- Professor Goldfarb
- Mitzi Stein
- The Hausmeister

Vocabulary

- Kristallnacht

Questions for Consideration

1. What is Benno's life like?
2. What are some similarities between Sophie and Inge? What are their differences?
3. How does Benno spend his day? Where does he go?
4. What changes did Benno notice in the neighborhood?
5. Why did Sophie walk with her head low?
6. What does Benno see the mob doing?
7. How do the illustrations help tell the story? Do they change at all during the story?
8. What happens to Sophie and Inge's friendship? How do they feel about it?
9. When the scary night happens, who is affected? Who isn't? Why?
10. What happens to Benno's Jewish friends?
11. How does Benno feel at the end of the story?

(Kar-Ben Publishing)

Writing Prompts

1. Why do you think the story is told from the perspective of a cat rather than a person?
2. Select one image of Benno from the book and write out what he is thinking about in that scene. Use your creativity to explain Benno's thoughts, feelings, emotions, and opinions.
3. In Benno and the Night of Broken Glass, we see examples of different people being treated in different ways. Make a list of ways that people were treated unfairly in the story. After you make your list, write about standing up to injustice. When should people stand up against injustice? Why should they?

(Kar-Ben Publishing)

Recommended Activities

- Sociograms - Page 154
- Timeline - Page 155

DANIEL'S STORY

By Carol Matas

Lexile Score: 720

Summary

Lexile Measure – 720L Daniel's Story is a children's novel, telling the story of a young Jewish boy's experiences in the Holocaust in World War II.

Daniel barely remembers living a normal life before the Nazis came to power in 1933. He can still picture once being happy and safe, but his life changed when the Nazis took over Germany. No longer able to practice their religion, vote, own property, or work, Daniel's family is forced from their home in Frankfurt. First, they are deported to the ghetto in Łódź, Poland, where he meets a girl he comes to love. The ghetto is liquidated and the Jews are transported to Auschwitz. Daniel survives the death camp and is transferred to Buchenwald. He endures to witness the camp's liberation in 1945.

Though many around him lose hope in the face of terror, Daniel is supported by his courageous family. He loses them all except for his father and his cousin Fredric, and together they struggle for survival. Yet he manages to retain his life, hope and dignity through the horrors of Hitler's terrors.

Context

Perspective	Victim (Jewish child)
Genre	Historical fiction
Historical Background	Rise of Hitler, Nuremberg Laws

Setting

Geographical location(s)	<ul style="list-style-type: none"> – Frankfurt, Germany – Lodz (ghetto), Poland – Auschwitz – Buchenwald
Point on Timeline	1933-1945

Cultural/Social Environment

Frankfurt is a city in western Germany. In 1933, more than 26,000 Jews lived in Frankfurt, making the city the second largest Jewish community in Germany. It was considered a progressive, tolerant city before the rise of Hitler. As soon as the Nazis rose to national power in January 1933, the Jews of Frankfurt, like Jews all over Germany, were subjected to discrimination. The city's Jewish mayor was immediately kicked out of office and many Jewish workers were fired from their jobs. The Nazis in Frankfurt began their anti-Jewish boycott

earlier than the rest of the country, and continued boycotting Jewish enterprises after the official one-day boycott of April 1, 1933. (Yad Vashem: The International School for Holocaust Studies)

Children were particularly vulnerable during the Holocaust. Deemed a threat to future Aryan domination, and too young to be of use to the Nazi war machine as slave labor, children were killed en masse. The Germans and their collaborators murdered more than one and one-half million Jewish children during the Holocaust. For those who remained alive, the ruthlessness of Nazi rule and the barbarities of war forced many to mature beyond their years. (United States Holocaust Memorial Museum, 2014)

Main Characters

- Daniel
- Father Joseph
- Mother Ruth
- Uncle Peter
- Sister Erika
- Oma Rachel

Vocabulary

(Glossary included in the book)

Questions for Consideration

1. Who is Daniel? Describe him and the life he leads when we first meet him. Continue to update as Daniel's life changes.
2. Create a time line of Daniel's experiences, using both what has happened in the past and what Daniel is experiencing in the present. Update as his story continues.
3. Daniel says, "By the time I was eleven, I'd almost forgotten life had ever been different." What do you think Daniel meant by that statement?
4. In the midst of all the turmoil, there are examples of normalcy in Daniel's life. Explain how they affect his morale.
5. Describe the school Daniel attended. How did the teacher treat the Jewish students? What incident made Daniel leave his school?
6. What are the Nuremberg Laws? What do they mean to Daniel, his family and the members of the Jewish community of Frankfurt?
7. What is Kristallnacht and its significance? How does Daniel describe it?
8. Daniel is sent the ghetto in Lodz, Poland. Define ghetto. Describe the ghetto as Daniel sees it.
9. Daniel is determined to live. He says he will "be witness against them" What does that mean?
10. Identify and describe examples of prejudice described in Daniel's Story.

(Broward County Public Schools, 2009)

Writing Prompts

1. In 1933 there was a three-day boycott of Jewish stores in Germany. The event was one of those pivotal points in history where the future might have been changed had the populace reacted differently. Review this period in both German and world history to identify other pivotal points where a different response could have possibly yielded an entirely different future.

2. Create a family tree of Daniel's extended family, and label each person. As the story progresses, indicate the fate of each member
3. Thousands of men, women and children from the ghetto died. But some people still talk about surviving the war. Where would they all like to go when the war is over? Why?
4. What was "Resistance"? Provide examples of several types of resistance exhibited in Daniel's Story.

(Broward County Public Schools, 2009)

Recommended Activities

- Literature Circle - Page 151
- Response Journal - Page 152
- Vocabulary Squares - Page 153
- Sociograms - Page 154
- Timeline - Page 155
- Key Concept Synthesis - Page 159

DIARY OF PETR GINZ

Edited By Chava Pressburger

Summary

This is the story of a young boy, Petr, who wrote a secret diary about day to day life under Nazi occupation while living in Prague, Czechoslovakia. Petr was interested in literature, history, painting and geography. Between the ages of 8 and 14 he wrote five novels, written in the style of Jules Verne and illustrated with his own paintings. The diary was lost for over sixty years in an attic in until it was rediscovered in 2003. The diary provides a unique insight into the Nazi occupation of Czechoslovakia, the loss of Jewish rights, and the deportation of Petr's family and friends. In October, 1942, he himself was transported to Terezín concentration camp where he spent the last two years of his life, drawing, writing and reading. While in Terezín, Petr created a magazine, Vedem meaning "We Lead," which was written by hand and published by the boys in his barrack. Petr never realized his full potential. In September, 1944, at the age of 16, Petr was put on a train – one of the last transports to Auschwitz – and sent to his death in a gas chamber immediately upon arrival. Petr gave most of his writings and paintings to his sister before his transport, so a majority was saved. His sister was deported to Terezín in 1944 but she survived and Petr's creations with her.

Context

Perspective	Victim in Prague and Terezín (Jewish teen)
Genre	Diary
Historical Background	Rise of Hitler, Nuremberg Laws, Germany occupation of Czechoslovakia, Life in Terezín concentration camp

Setting

Geographical location(s)	– Prague, Czechoslovakia – Terezín concentration camp
Point on Timeline	1941-1942
Cultural/social environment	

Cultural/Social Environment

Theresienstadt (Terezín) was a ghetto near Prague, the capital of what was then Czechoslovakia. Prague was a multi-ethnic, culturally rich city until Hitler invaded in 1939. The prisoners of Theresienstadt were mostly artists, musicians, and intellectuals. Despite the compulsory labor, food shortages, and congestion, the prisoners ensured that culture continued to flourish. Through music, art, other creative outlets, and educational activities the Jews resisted the degradation inflicted on them by the Nazis which strengthened their will to survive. Special care was taken to ensure the children participated in such activities in order to

distract them and protect their innocence. Between 1942 and 1944, nearly 15,000 children passed through and less than 100 survived. For more information on Terezín please see “Lesson Module: I am a Star” on page 79. (United States Holocaust Memorial Museum)

Approximately 1.5 million children died in the Holocaust. Only a small number of diaries written by victims of the Nazis have survived but they prove to be valuable, moving, and inspiring testimonies. These diaries can be broadly grouped into the following categories:

- 1) Refugee diaries: those written by children who escaped German-controlled territory and became refugees or partisans;
- 2) Diaries in hiding: those written by children living in hiding; and
- 3) Diaries in imprisonment or occupation: those maintained by young people as ghetto residents, as persons living under other restrictions imposed by German authorities, or, more rarely, as concentration camp prisoners.

While each diary reflects a specific personal story, as a collection the diaries of the Holocaust represent many universal themes with which readers of any age can connect. The diaries present the moral and ethical dimensions of the Holocaust through the eyes of children and teenagers. Additionally, the variety of such diaries expresses contrasting wartime circumstances. This is especially evident in the Holocaust Learning Trunk Project as regards the inclusion of the diaries of Petr Ginz and Anne Frank. (United States Holocaust Memorial Museum, 2014)

Main Characters

- Petr
- Otto Ginz (Petr’s father)
- Marie Ginz (Petr’s mother)
- Chava (Petr’s sister)
- Jiri Kotoue

Vocabulary

- Antisemitism
- Auschwitz
- concentration camp
- deportation
- ghetto
- propaganda
- resistance
- Terezín

Questions for Consideration

1. How would you describe Petr?
2. Why do you think Petr began writing his diary?
3. Petr’s father was Jewish and his mother was not. Why was Petr transported?
4. Describe everyday life for Jews in Prague during the Nazi occupation.
5. What insights have you gained from reading the diary?
6. Why do you think Petr continued to write and paint in the Terezín camp?

Writing Prompts

1. Write about what freedom means to you in your life. What happens if you lose it?
2. What kind of man would Petr be if he had lived?
3. What would you tell Petr about today's space exploration?
4. How do you think Petr kept his spirit alive in Terezín?
5. What is the role of creativity in a person's life?
6. How do you explain Petr's hunger for life?
7. In 2003, Israel's first-ever astronaut, Colonel Ilan Ramon, the son of an Auschwitz survivor, took a copy of the print "Moon Landscape" (made by Petr in Theresienstadt) on a space shuttle mission. The picture represented the 14 year-old's vision of what Earth might look like from the moon. What do you think this picture symbolizes? What does it say about Petr and his imagination? How do you think Petr might feel about his drawing, 58 years later, being taken with the son of an Auschwitz survivor into space?

Recommended Activities

- "I'm Still Here: Real Diaries of Young People Who Lived During the Holocaust" - Page 103
- Frame of reference - Page 130
- Diary Workshop - Page 140
- Literature Circle - Page 151
- Response Journal - Page 152
- Vocabulary Squares - Page 153
- Biography Synthesis - Page 156

DIARY OF A YOUNG GIRL

By Anne Frank

Lexile Score: 1080

Summary

Lexile Measure –1080L On June 12th, 1941, Anne Frank received a diary for her birthday. From her very first entry, dated just two days later, Anne chronicles the next two years of her life. Anne is a young, popular and precocious girl living in Amsterdam with her family. The Franks left their home in Frankfurt, Germany, when Hitler rose to power in 1933. They escaped to the Netherlands, a nation that was neutral during World War I. Anne and her sister, Margot, attend school and live normal and happy lives until the Nazis invade the Netherlands. When Margot receives her “call up papers” ordering her to return to Germany, the entire family goes into hiding in a secret annex behind Mr. Frank’s business. Anne continues writing in her diary on a variety of topics – from daily life to the powerful thoughts of a teenager that have touched millions since the diary was first published.

The diary of Anne Frank gives the Holocaust a human face and inspiring voice. The diary has become a universal symbol of resistance for despite it all Anne wrote about her belief that above all, people are truly good at heart.

Context

Perspective	Victim in hiding (Jewish teen)
Genre	Diary
Historical Background	Rise of Hitler, Nuremberg Laws, Nazi occupation of the Netherlands (Amsterdam)

Setting

Geographical location(s)	Amsterdam, the Netherlands
Point on Timeline	1942-1945 (Refer to “Anne Frank: A Timeline: on page 39)

Cultural/Social Environment

Frankfurt is a city in western Germany. In 1933, more than 26,000 Jews lived in Frankfurt, making the city the second largest Jewish community in Germany. It was considered a progressive, tolerant city before the rise of Hitler. As soon as the Nazis rose to national power in January 1933, the Jews of Frankfurt, like Jews all over Germany, were subjected to discrimination. The city's Jewish mayor was immediately kicked out of office and many Jewish workers were fired from their jobs. The Nazis in Frankfurt began their anti-Jewish boycott

earlier than the rest of the country, and continued boycotting Jewish enterprises after the official one-day boycott of April 1, 1933. (Yad Vashem: The International School for Holocaust Studies)

The Netherlands was a neutral country during WWI. Many German refugees fled to the Netherlands when Hitler rose to power in 1933. When World War II began in 1939, approximately 34,000 refugees moved to the Netherlands.

In May of 1940 the Nazis followed with an invasion and many restrictions were placed on the Jewish population. Daily life was instantly affected: Jewish children had to attend different schools, curfews were put into place, Jews were forced to turn in their bikes and restricted from public places and public transportation, Jews were forced to wear yellow stars and register with the government. A Judenrat was set up by the Germans but deportations began in the summer of 1942. Nearly 25,000 Dutch Jews went into hiding but approximately 1/3 were discovered and arrested.

Most of the Dutch population did not join the Nazi party but there were those who sympathized and even collaborated with the party. Many non-Jews risked their lives to perform various acts of resistance against the Nazis and to help Jews in hiding or on-the-run. Starting in the summer of 1944 many resistance fighters were shot or executed. (Yad Vashem: The International School for Holocaust Studies)

The Frank family had many friends in Amsterdam and when they went into hiding their social environment shrunk drastically to that of just the Secret Annex and its occupants. Life in hiding was certainly a challenge for the Franks, van Pels, and Fritz Pfeffer but not all those in hiding during World War II had such luxuries as a bathroom, kitchen, beds, separate rooms, and a reliable source of food. (Anne Frank House)

In 1944, the Dutch government in exile in Britain ordered a Dutch Railway strike. Service halted and an enormous shortage followed. As a result, people were without fuel and food and had to resort to desperate measures. Anything that could be burned was used for heat and anything that could be eaten, including tulip bulbs, became food. Thousands of Dutch children were sent into the countryside where they had a better chance of being fed but 22,000 people still died of hunger. Then, in April of 1945, British planes dropped food throughout the Netherlands and a few weeks later the war ended. Over 75% of Dutch Jews, more than 100,000 people, were killed during the war and of the 24,000 who went into hiding 16,000 survived. (Yad Vashem: The International School for Holocaust Studies)

Today there exist more than sixty diaries written by young people during the Holocaust. These diaries can be broadly grouped into the following categories:

- 1) Refugee diaries: those written by children who escaped German-controlled territory and became refugees or partisans;
- 2) Diaries in hiding: those written by children living in hiding; and
- 3) Diaries in imprisonment or occupation: those maintained by young people as ghetto residents, as persons living under other restrictions imposed by German authorities, or, more rarely, as concentration camp prisoners.

While each diary reflects a specific personal story, as a collection the diaries of the Holocaust represent many universal themes with which readers of any age can connect. The diaries present the moral and ethical dimensions of the Holocaust through the eyes of children and teenagers. Additionally, the variety of such diaries expresses contrasting wartime circumstances. This is especially evident in the Holocaust Learning

Trunk Project as regards the inclusion of the diaries of Petr Ginz and Anne Frank. (United States Holocaust Memorial Museum, 2014)

Main Characters

- Anne Frank
- Margot Frank
- Otto Frank
- Edith Frank
- Herman van Pels (van Daam)
- Auguste van Pels (van Daam)
- Peter van Pels (van Daam)
- Fritz Pfeffer (Albert Dussel)
- Nelly's brother
- Pani Kyrzia
- Miep Gies
- Jan Gies
- Johannes Kleiman
- Victor Kugler
- Bep Voskuijl

Vocabulary

- Allies
- Annex
- Auschwitz
- Axis
- Bergen-Belsen
- civil rights
- Concentration camp
- Curfew
- Deportation
- Food ration
- *Judenrat*
- Neutral
- Nuremberg Laws
- Transit camp
- Typhus

Questions for Consideration

1. What type of information is usually included in a diary?
2. How is a diary a person's individual history?
3. How does a diary reflect the times?
4. What events cause the Frank family to go into hiding?
5. How are the Franks and the others hiding in the secret annex able to survive there for such a long period of time?
6. What were some of the most difficult aspects of life in hiding?
7. What insights have you gained from Anne Frank's diary from World War II and the Holocaust?
8. Anne Frank's wish to go on living even after her death has come true. How will you remember Anne? (Meyer Meinbach & Klein Kassenoff, 1994)

Writing Prompts

1. Anne struggles with becoming who she really wants to be because of the frustrations she feels with her mother and her sister, Margot. Describe how living in a secret hiding place and in such close proximity to her family and others is a struggle for Anne. Is she able to become who she really wants to be? Explain what changes she experiences and what they teach her about life. Provide details on the personal problems and encounters that Anne endured in the hiding place that helped her become the young girl that she was. (ELA CCGPS Unit Plan: 3rd 9 weeks, Grade 6)
2. One of the common subjects that Anne writes about in her diary entries is the conflict and difference between her parents and herself. In addition, Anne writes extensively about how young people's views are treated by older generations. Think about the ideas that Anne Frank presented in her diary entry on July 15, 1944, and other important diary entries as well. Describe how Anne's

- experiences as a young person shaped her beliefs and views about youth and the younger generation. Examine the similarities and difference between Anne’s views on the younger generation and yours, and explain when an adolescent becomes an adult and in “independent think.” Support your answer using evidence from the text. (ELA CCGPS Unit Plan: 3rd 9 weeks, Grade 6)
3. Describe a prolonged, difficult situation in which you or someone close to you made the best of the situation. How did you feel? How did they feel? (ELA CCGPS Unit Plan: 3rd 9 weeks, Grade 6)
 4. What Anne experienced was an extreme version of the kinds of tolerance, bullying, and bigotry that people still experience every day. Write a personal narrative describing a time you were a victim of this type of behavior, or a time when you treated someone else unfairly. Be sure to let your own unique voice come through in your writing, using tense, voice, imagery, and all the other literary tools at your disposal to engage your audience. (CCGPS, English Language Arts Integrated Lesson Planning Template)
 5. Which character in the diary is the most heroic? Why? (Meyer Meinbach & Klein Kassenoff, 1994)
 6. If you were to go into hiding, what are the five things you would take with you?
 7. What would be the most difficult aspect of life in hiding for you and your family?
 8. Describe something about the world you would like Anne to know about so she can see how it has changed since 1945.
 9. How did Anne maintain her spirits while in hiding? What sort of activities did she do? What sort of activities would you do?
 10. Write about what freedom means to you in your life. What happens if you lose it?

Recommended Activities

- Watch “I’m Still Here: Real Diaries of Young People Who Lived During the Holocaust” - Page 103
- Watch “The Short Life of Anne Frank” - Page 106
- Audiobook – Page 110
- Frame of Reference - Page 130
- Diary workshop - Page 140
- 3D Cardboard Model of the Secret Annex - Page 143
- Literature Circle - Page 151
- Response Journal - Page 152
- Vocabulary Squares - Page 153
- Timeline - Page 155
- Biography Synthesis - Page 156

FOUR PERFECT PEBBLES: A HOLOCAUST STORY

By Lila Perl

Lexile Score: 1080

Summary

Lexile Measure – 1080L In 1939, a five year-old girl, Marion, and her family were trapped in Nazi Germany. They managed to escape to the Netherlands, but in 1940 the Nazis invaded and occupied the Netherlands. For the next six –and-a-half years, the Blumenthal family was forced to live in refugee and transit camps that included Westerbork in the Netherlands and Bergen-Belsen in Germany. Marion, her brother, and parents survived the war, but her father died of typhus several months after liberation. Finally, Marion, her mother and brother obtained the necessary papers and boarded a ship to the United States.

Context

Perspective	Victim in camps (Jewish child)
Genre	Memoir
Historical Background	Rise of Hitler, Nuremberg Laws, Nazi occupation of the Netherlands (Amsterdam)

Setting

Geographical location(s)	<ul style="list-style-type: none"> – Hoya, Germany – Westerbork transit camp (the Netherlands) – Bergen-Belsen concentration camp (Germany)
Point on Timeline	1938-1948

Cultural/Social Environment

The Netherlands was a neutral country during WWI. Many German refugees fled to the Netherlands when Hitler rose to power in 1933. When World War II began in 1939, approximately 34,000 refugees moved to the Netherlands.

In May of 1940 the Nazis followed with an invasion and many restrictions were placed on the Jewish population. Most of the Dutch population did not join the Nazi party but there were those who sympathized and even collaborated with the party. Many non-Jews risked their lives to perform various acts of resistance against the Nazis and to help Jews in hiding or on-the-run. (Yad Vashem: The International School for Holocaust Studies)

Westerbork was a transit camp in the northeast of The Netherlands. In 1941 approximately 1,100 Jewish refugees, most originally from Germany, inhabited the camp. The transit camp operated from 1942 to 1944 with the assistance of the Dutch military police and the SS. Deportation trains left the camp every Tuesday from July of 1942 to September of 1944, deporting a total of 97,776 Jews. More than half of those deported from Westerbork went to Auschwitz where they were most likely killed upon arrival.

There was a permanent portion of the camp that consisted of approximately 2,000 German Jews – Jewish council members, camp employees, and those of similar status who were exempted from deportation. They were encouraged by their German captors to participate in “normal” activities such as metal work, health services work, and cultural activities. There was even a Jewish police force to keep order and assist with transports.

When Canadian forces liberated Westerbork on April 12, 1945, there were 876 inmates remaining. (United States Holocaust Memorial Museum, 2014)

Main Characters

- Marion Blumenthal
- Albert Blumenthal
- Ruth Blumenthal
- Walter Blumenthal

Vocabulary

- *Appel*
- Bergen-Belsen
- Food ration
- Kristallnacht
- Liberation
- Nuremberg Laws
- Palestine
- Refugee
- Transit Camp
- Westerbork

Questions for Consideration

1. What do the four pebbles represent?
2. What is the mood of the book and how did it change later?
3. Describe life in the Westerbork transit camp.
4. What does the phrase “Raus Juden” mean?
5. Describe the similarities and differences of Anne Frank and Marion Blumenthal.

Writing Prompts

1. How would you feel after you have been promised release and then disappointed?
2. How do you think it would feel coming to a new country, attending a new school and not knowing the language?
3. Write about what freedom means to you in your life. What happens if you lose it?

Recommended Activities

- Key Concept Synthesis - Page 150
- Literature Circle - Page 151
- Vocabulary Squares - Page 153
- Sociograms - Page 154
- Timeline - Page 155
- Biography Synthesis - Page 156

HANA'S SUITCASE

By Karen Levine

Lexile Score: 730

Summary

Lexile Measure – 730L Hana's Suitcase is a true story that interweaves the tragedy of Hana Brady, a Czech Jewish girl who died at 13 in Auschwitz, the determination of Fumiko Ishioka, the director of the Tokyo Holocaust Center, and her young helpers, and the generous spirit of George Brady, Hana's older brother, who survived the Holocaust and now lives in Toronto.

The Tokyo Holocaust Center, endowed by an anonymous Japanese donor, had a number of objects obtained from the Auschwitz Museum in Poland, among them Hana's suitcase. The simple suitcase, with Hana's name, birthdate, and the German word for orphan written across it, captured the imagination of the children who helped Fumiko at the Center and other children visiting it. They wanted to know who Hana was, where she had lived, what her family was like, and what had happened to her. They formed a club called "Small Wings," and they produced a newsletter so that children in other parts of Japan would know about the Holocaust and their search for Hana.

Context

Perspective	Victim (Jewish child)
Genre	Biography
Historical Background	Rise of Hitler, Nuremberg Laws, Nazi occupation of Czechoslovakia, Auschwitz

Setting

Geographical location(s)	<ul style="list-style-type: none"> – Nove Mesto, Czechoslovakia – Theresienstadt – Tokyo Japan
Point on Timeline	1931-1944

Cultural/Social Environment

Children were particularly vulnerable during the Holocaust. Deemed a threat to future Aryan domination, and too young to be of use to the Nazi war machine as slave labor, children were killed en masse. The Germans and their collaborators murdered more than one and one-half million Jewish children during the Holocaust. For those who remained alive, the ruthlessness of Nazi rule and the barbarities of war forced many to mature beyond their years.

Many children took on responsibilities that are normally associated with adults, such as providing food for, or working to support, their families. They were forced to become the breadwinners when their parents were unable to properly care for them. They made difficult choices that often affected the future of their families, such as the decision to smuggle food, which could result in death. Often, they had to struggle to live without any parental supervision at all. These are subjects often overlooked when teaching the Holocaust. (United States Holocaust Memorial Museum, 2014)

Theresienstadt (Terezín) was a ghetto near Prague, the capital of what was then Czechoslovakia. Prague was a multi-ethnic, culturally rich city until Hitler invaded in 1939. The prisoners of Theresienstadt were mostly artists, musicians, and intellectuals. Despite the compulsory labor, food shortages, and congestion, the prisoners ensured that culture continued to flourish. Through music, art, other creative outlets, and educational activities the Jews resisted the degradation inflicted on them by the Nazis which strengthened their will to survive. Special care was taken to ensure the children participated in such activities in order to distract them and protect their innocence. Between 1942 and 1944, nearly 15,000 children passed through and less than 100 survived. For more information on Terezín please see “Lesson Module: I am a Star” on page 79. (United States Holocaust Memorial Museum)

Main Characters

- Hana Brady
- George Brady
- Fumiko Ishioka and her students

Vocabulary

- Auschwitz
- Concentration Camp
- Deportation
- Gestapo
- Kristallnacht
- Refugee
- Theresienstadt

Questions for Consideration

1. List all of the historical events that affected Hana and her family.
2. Explain why Fumiko and her students decided to find out about Hana's story.
3. What is the traditional role of children? How did that role change for Hana and her brother?
4. How would you summarize Hana and George's childhood in Nove Mesto?
5. What facts would you use to show evidence that before the Holocaust, Hana and George were well accepted by the other children of Nove Mesto?
6. What might have happened if the Bradys' Christian friends and neighbors tried to help them?
7. List 3 things that Hana and George were no longer allowed to do after the Nazi occupation.
8. Describe Hana and George's experiences in Theresienstadt.
9. Why did Hana care about how she looked when she was deported? What did she think was going to happen? What actually happened?

(Flaig, 2003)

Writing Prompts

1. If you were forced to leave home, if you could pack only 5 things, what would you take with you?
2. If you could interview Fumiko, what are some of the questions you would ask her?

3. What are some of the things the prisoners did to help each other in Theresienstadt? Why do you think people helped each other out so much in Theresienstadt?

Recommended Activities

- Key Concept Synthesis - Page 150
- Literature Circle - Page 151
- Response Journal – Page 152
- Vocabulary Squares - Page 153
- Sociograms - Page 154
- Timeline - Page 155
- Biography Synthesis - Page 156

I AM A STAR: CHILD OF THE HOLOCAUST

By Inge Auerbacher

Lexile Score: 950

Summary

Lexile Measure—950L Inge Auerbacher’s childhood was as happy and peaceful as that of any other German child – until 1942. By then, the Nazis were in power, and because Inge’s family was Jewish, she and her parents were sent to a concentration camp in Czechoslovakia. The Auerbachers defied death for three years, and were finally freed in 1945. In her own words, Inge Auerbacher tells her family’s harrowing story – and how they carried with them ever after the strength and courage of will that allowed them to survive. For more biographical information on Inge Auerbacher please consult her card in the ID Card set.

Context

Perspective	Victim in camps (Jewish teen)
Genre	Autobiography
Historical Background	Rise of Hitler, Nuremberg Laws, Nazi occupation of Czechoslovakia (Prague)

Setting

Geographical location(s)	– Germany – Terezin, Czechoslovakia
Point on Timeline	1938-1945

Cultural/Social Environment

Theresienstadt (Terezín) was a ghetto near Prague, the capital of what was then Czechoslovakia and a multi-ethnic, culturally rich city until Hitler invaded in 1939. The Nazis publicized Theresienstadt as a “model Jewish settlement;” it was a model ghetto used in propaganda and referred to as the “Führer’s gift to the Jews.” The prisoners of Theresienstadt were mostly artists, musicians, and intellectuals. The interned included Jews from Bohemia, Moravia, the Netherlands, Denmark, and thousands of “special merit” from the Reich.

In late 1943, when reports began to circulate about death camps, the Red Cross requested an inspection visit and they were invited by the Nazis to Theresienstadt. In preparation, the Nazis ordered deportations directly to Auschwitz to decrease overcrowding in the ghetto and they established fake stores, a coffee house, bank, and school. The true conditions of the ghetto were horrendous; it was unsanitary and overcrowded, the prisoners were malnourished and as a result disease spread quickly and easily. (Yad Vashem: The International School for Holocaust Studies)

Despite the compulsory labor, food shortages, and congestion, the prisoners of Theresienstadt ensured that culture continued to flourish. Through music, art, other creative outlets, and educational activities the Jews resisted the degradation inflicted on them by the Nazis and strengthened their will to survive. Special care was taken to ensure the children participated in such activities in order to distract them and protect their innocence. Between 1942 and 1944, nearly 15,000 children passed through and less than 100 survived. (United States Holocaust Memorial Museum, 2014)

Main Characters

- Inge Auerbacher
- Berthold Auerbacher (Inge's father)
- Regina Auerbacher (Inge's mother)
- Inge's grandparents

Vocabulary

- Antisemitism
- Dachau concentration camp
- Eichmann
- Kristallnacht
- Liberation
- Nuremberg Laws
- Scapegoat
- Terezin/Theresienstadt
- Yellow star

Questions for Consideration

1. What conditions in Germany allowed Hitler to rise to power?
2. What is a scapegoat? Why were the Jews used as scapegoats?
3. How were the children in Terezín allowed to be creative?
4. What was the first thing Inge did when she was liberated by the Soviet army in 1945?
5. What is Inge's hope for the world?
6. What happened when the Auerbacher family returned to their grandmother's home?
7. Review the chapter "Afterthoughts." What is the author's main point? Why is it important to speak out against injustice and evil?

Writing Prompts

1. Explain philosopher George Santayana's phrase, "Those who cannot remember the past are condemned to repeat it."
2. Select a poem in the book and explain its significance.
3. Of the 15,000 children imprisoned in Terezín, Inge was one of a hundred that survived. Why do you think she was able to survive?
4. Describe an incident when you spoke out against something you believed was wrong.
5. Write about what freedom means to you in your life. What happens if you lose it?

Recommended Activities

- ID Cards - Page 132
- Literature Circle - Page 151
- Response Journal – Page 152
- Vocabulary Squares - Page 153
- Timeline - Page 155
- Biography Synthesis - Page 156

ISLAND ON BIRD STREET

By Uri Orlev

Lexile Score: 690

Summary

Lexile Measure – 690L The *Island on Bird Street* is a semi-autobiographical children's book by Israeli author Uri Orlev, which tells the story of a young boy, Alex, and his struggle to survive alone in a ghetto during World War II. Alex is an 11-year-old Jewish boy living in a ghetto in German-occupied Poland during World War II with his father and their friend, Boruch. German soldiers come into the Ghetto and send people onto trains to be taken away (most likely to concentration camps). Alex and his father get separated, and soon Alex has to learn how to survive in the empty ghetto by himself.

As it turns out the ghetto is not entirely empty, and that is where he comes across various people, from neighbors to robbers, some of whom even try to help him. He finds himself in an abandoned, bombed out building on Bird Street where he seeks refuge. The only thing he has to pass the time away is his pet mouse Snow, the novel *Robinson Crusoe* and other books, and a small window overlooking the town. He has to hunt for food on his own and still stay hidden from soldiers. It is a great test for Alex to see if he can make it through tough conditions, and also wait for the arrival of his father.

Context

Perspective	Victim in hiding (Jewish teen)
Genre	Semi-autobiographical
Historical Background	Rise of Hitler, Nuremberg Laws, Establishment of Warsaw ghetto, Warsaw ghetto uprising and deportations

Setting

Geographical location(s)	Warsaw, Poland
Point on Timeline	1940-1943

Cultural/Social Environment

Warsaw is the capital of Poland. Before World War II, Warsaw was a thriving, vibrant center of Jewish life and culture in Poland. The Warsaw Jewish community of 350,000 was the largest in both Poland and Europe, second only to New York City.

Germany invaded Poland on September 1, 1939 and the Nazi entered Warsaw later in September. In November, 1939 Warsaw Jews were forced to identify themselves by wearing white armbands with a blue Star of David. Jewish schools were closed, Jewish property was confiscated and Jewish men were conscripted for forced labor. On October 1940, the Nazis established the ghetto. All Jewish residents from Warsaw and nearby towns were forced to evacuate their homes and move into a small designated area which was sealed off from the rest of the city. The ghetto was enclosed by a wall that was over 10 feet high, topped with wire and closely guarded. The ghetto was estimated to hold over 400,000 Jews in an area of 1.3 square miles with an average of 7.2 persons per room. Food and supplies were very scarce. People starved to death and died from crowded, unsanitary conditions.

In 1942 the Nazis carried out mass deportations of 265,000 Jews to the Treblinka killing center and also killed approximately 35,000 Jews inside the ghetto. (United States Holocaust Memorial Museum, 2014)

Main Characters

- Alex
- Father
- Boruch
- Snow
- Gryns
- Henryk
- Freddy
- Bolek
- Stashya

Vocabulary

- Ghetto
- Typhus
- Communist
- Bunker
- Curfew
- Uprising

Questions for Consideration

1. Why is Alex's home described as an island?
2. Why do you think the author chose to call Alex's hiding place to be called Bird Street?
3. How does Alex cope and live on his own?
4. How does Snow, the mouse help Alex survive?
5. What kinds of positive goals did Alex set for himself?
6. What is the significance of the book Robinson Crusoe for Alex?

Writing Prompts

1. Compare and contrast conditions in the ghetto from when it was overcrowded to when it had been emptied.
2. When do you feel lonely? What kinds of things do you do to help you deal with your loneliness?
3. Have you ever been asked to keep an important promise? Did you ever think of breaking the promise? Did you keep the promise? Explain your answers.

Recommended Activities

- Response Journal - Page 152
- Sociograms - Page 154
- Timeline - Page 155
- Key Concept Synthesis - Page 159
- Vocabulary Squares - Page 153
- Literature Circle – Page 151

NIGHT

By Elie Wiesel

Lexile Score: 570

Summary

Lexile Measure – 590L Nobel prize-winner, Elie Wiesel, recounts his experiences as a teenager when he and his family were taken from their home in 1944 to the Auschwitz and Buchenwald concentration camps. *Night* is a Holocaust memoir detailing a 15 year-old's first encounter with prejudice, his resulting loss of innocence, and his nightmare of witnessing the death of his family. It is a survival story about confronting the absolute evil of mankind and a teenager's ability to maintain a sense of compassion, justice, and humanity.

Recommended only for advanced readers and mature students.

Context

Perspective | Victim in camp (Jewish teen)

Genre | Memoir

Historical Background | Rise of Hitler, Advance of Germany army through Europe, German invasion of Transylvania

Setting

Geographical location(s) | – Sighet, Transylvania
– Auschwitz
– Buchenwald

Point on Timeline | 1944-1945

Cultural/Social Environment

165,000 of northern Transylvania's population of 2.5 million were Jewish. Up until 1920 the region belonged to Hungary until it was given to Romania. However, as a reward for joining Germany, northern Transylvania was retransferred to Hungary in August of 1940. Hungary's anti-Jewish policies and regulations were immediately applied. Then in March of 1944 the Germans invaded Hungary. By that point the "Final Solution" was in place so the process of forcing the Jewish population into ghettos, beginning deportation, imprisonment in camps, and eventually death began for the Jews of Elie's homeland.

First, the Jews were ordered to gather in their synagogues and community buildings where they were held for days until being transported to ghettos in larger cities. Next, after a brief time in the ghettos some 131,641 Jews were deported to Auschwitz. (Yad Vashem: The International School for Holocaust Studies)

Auschwitz was the largest German concentration camp. It consisted of a collection of sub camps: Auschwitz I, Auschwitz II (Birkenau), and Auschwitz III (Monowitz). An approximate total of 1.1 million Jews were deported to Auschwitz from 1942 to the summer of 1944. Upon arrival, inmates were unloaded from the cattle cars and underwent selection where SS staff determined who was fit for forced labor and who was to be immediately sent to the gas chambers. The inmates were stripped of their belongings which were then sorted by other prisoners who referred to the warehouse where the items were stored until being shipped back to Germany as “Kanada (Canada)” because it symbolized wealth. A minimum estimate of 960,000 Jews, 21,000 Gypsies, 15,000 Soviets POWs, and 10,000-15,000 other nationalities were killed in Auschwitz. (United States Holocaust Memorial Museum, 2014)

Buchenwald was another large concentration camp established in 1937. At first, inmates were political prisoners but the population expanded throughout the operation of the camp to include Jews, Jehovah’s Witnesses, Gypsies, “asocials”, German military deserters, resistance fighters, and criminals. Women were not admitted into the camp system until late 1943 or early 1944. The northern portion of Buchenwald was considered the main camp with the SS guard barracks in the southern part. It was surrounded by an electrified barbed-wire fence, watchtowers, and sentries equipped with automatic machine guns. In January of 1945, approximately 10,000 prisoners forced on a death march from Auschwitz and Gross-Rosen by the Nazis (retreating from the advancing Red Army) arrived at Buchenwald. American troops drew close in April and the Germans once again tried to evacuate the prisoners, 1/3 of whom died from exhaustion or were shot by the SS. On April 11, 1945, prisoners seized control of the camp despite their starved and emaciated condition. They knew liberation was coming and later that afternoon, when U.S. forces entered the camp, they found more than 21,000 survivors. (United States Holocaust Memorial Museum, 2014)

Main Characters

- Elie
- Shlomo
- Moshe the Beadle
- Madame Schächter
- Franek
- Juliek
- Tibi and Yosi
- Dr. Josef Mengele
- Idek
- Rabbi Eliahou

Vocabulary

- *Appel*
- Buchenwald
- concentration camp
- deportation
- Final Solution
- edict
- genocide
- ghetto
- Holocaust
- Nazi
- Passover
- pillage
- prejudice
- rabbi

Questions for Consideration

1. What are some incidents that suggest or foreshadow the danger to the Jews in Sighet? Despite these signs, why don’t they believe that they are in danger? (The Glencoe Literature Library)
2. Describe the conditions in the death camps and how the Nazis dehumanized the Jews. (Meyer Meinbach & Klein Kassenoff, 1994)
3. When the Jewish people were being deported they were allowed to take only one small bag with all their possessions. Evidence has shown us that most people took their photograph albums. Why were these albums so important to them? (Meyer Meinbach & Klein Kassenoff, 1994)
4. Why did Elie and his father lie about their ages?

5. Consider 1945: Do you think it is possible in today's world for a community to know so little and be so unprepared? (Meyer Meinbach & Klein Kassenoff, 1994)
6. What scenes, ideas, or feelings from the memoir do you find unforgettable? (The Glencoe Literature Library)
7. How does Elie's link to his father affect his will to survive?

Writing Prompts

1. Keep a food diary for one day and compare it to what a teen inmate in a concentration camp, like Elie, ate. Based on what you've read, how many calories do you think a teenager needs to stay healthy and continue growing properly?
2. What would you say if you could talk to Elie about this time in his life? What would you want him to explain to you? (The Glencoe Literature Library)
3. Explain the significance of the title *Night*.
4. Write about what freedom means to you in your life. What happens if you lose it?
5. Consider this quote:

"Sometimes we must interfere...
Whenever men or women are persecuted
Because of their race, religion, or political
Views, that place must – at that moment –
Become the center of the universe." – Elie Wiesel

Do you agree with this statement? Why or why not?

6. Elie's advocacy for human rights grew out of his experiences in the Holocaust. How might the things you have learned from the Holocaust affect your views on human rights?

Recommended Activities

- Frame of reference - Page 130
- Literature Circle - Page 151
- Response Journal – Page 152
- Vocabulary Squares - Page 153
- Biography synthesis - Page 156
- Timeline - Page 155

NUMBER THE STARS

By Lois Lowry

Lexile Score: 670

Summary

Lexile Measure – 670L This historical-fiction novel follows a young girl, Annemarie, and her friend, Ellen, in Nazi-occupied Denmark during the successful efforts of the Danish resistance to save their nation’s approximately 7,000 Jewish men, women, and children. It is a story of friendship, courage, individual responsibility, and rescue.

Context

Perspective	Victim in Denmark (Jewish teen)
Genre	Historical fiction
Historical Background	Rise of Hitler, Nuremberg Laws, Advancement of German army through Europe, Germany occupation of Denmark, Danish resistance movement (1942-1943), Neutrality of Sweden

Setting

Geographical location(s)	– Copenhagen, Denmark – Sweden
Point on Timeline	1938-1948

Cultural/Social Environment

Germany invaded Denmark on April 9, 1940. At the time approximately 7,500 Jews lived in Denmark (0.2% of the country’s total population), 6,000 of whom were Danish citizens. The capital and largest city in Denmark, Copenhagen, was home to most of these Jews. Upon occupying Denmark the Germans took over Danish foreign policy but permitted the Danish government to keep its authority in domestic affairs such as the legal system and police. In comparison to occupation in other countries, Germany adopted a “relatively benign approach to Denmark” since they were considered “fellow Aryans.” The Danes, however, did not in return adopt the Nazi racial ideology. Although Jews occupied a small percentage of the population, most Danes supported their fellow Danish citizens regardless of their Jewish heritage or beliefs. The Danish government did not require the registration of property and assets held by Jews. Furthermore, Jews in Denmark were not required to wear a yellow star or any other form of identification. The myth of the Danish King Christian X donning a yellow star in form of protest, though false, does symbolize the general feeling of Danes towards their Jewish neighbors in the context of the German occupation. In fact, Danes did much more than choose not to discriminate against Jews—they made a conscious effort to save them. “Denmark was the only

occupied country that actively resisted the Nazi regime's attempts to deport its Jewish citizens." (United States Holocaust Memorial Museum, 2014)

In September of 1943, a German diplomat tipped off the Danish resistance to a Nazi plan to begin deporting the Jews of Denmark. In a matter of days a nationwide effort began to secretly transport Jews across the Baltic Sea to Sweden, a neutral country in World War II. Jews travelled by train, car, and on foot, to homes, hospitals, and churches where they were hidden by Danish people before they were smuggled by fishermen on boats to Sweden. Approximately 7,200 Jews and 680 non-Jewish family members were led to safety in Sweden. The remaining Jews, some 500 that were unable to travel, were deported to Theresienstadt ghetto (see Glossary) where only 51 did not survive. (United States Holocaust Memorial Museum)

Main Characters

- Ellen Rosen
- Annemarie Johansen
- Mrs. Johansen
- Peter Nielsen
- Henrik

Vocabulary

- Bystander
- *De Frie Danske* = The Free Danes
- monarchy
- neutral
- rabbi
- rescuer
- resistance
- Scandinavia
- Yellow star

Questions for Consideration

1. What is the significance of the book's title? (Meyer Meinbach & Klein Kassenoff, 1994)
2. Why did Denmark surrender to Germany without putting up a fight? (Meyer Meinbach & Klein Kassenoff, 1994)
3. How did the powder in the handkerchief keep the dogs from discovering the hidden passengers in the boats taking them to safety in Sweden? (Meyer Meinbach & Klein Kassenoff, 1994)
4. Why did so few Jewish people die in Nazi-occupied Denmark compared to people in the rest of Europe? (Meyer Meinbach & Klein Kassenoff, 1994)
5. Describe the friendship between the Johansen and Rosen families.

Writing Prompts

1. How might history have been different if people in all countries had the same sense of responsibility?
2. How did King Christian X set an example for the people of Denmark?
3. What characteristics and beliefs do you think people need to have to become rescuers? What characteristics did the Johansen family have?
4. Research an event or events throughout history where people were not bystanders and made the choice to save lives. Example: underground railroad. (Meyer Meinbach & Klein Kassenoff, 1994)
5. Describe a situation where you might risk your life to save others.
6. Write about what freedom means to you in your life. What happens if you lose it?
7. Write about a time when you made a conscious decision to help someone in a difficult situation. Why did you make that choice?

Recommended Activities

- ID Cards – Page 132
- Literature Circle - Page 151
- Sociograms - Page 154
- Timeline - Page 155
- Key Concept Synthesis - Page 150
- Response Journal – Page 152
- Vocabulary Squares - Page 153

THE UPSTAIRS ROOM

By Johanna Reiss

Lexile Score: 380

Summary

Lexile Measure – 380L This is a first person account of a Jewish family, the de Leeuws, living in the Netherlands during the Nazi occupation. Annie and her sisters are forced to quit school and her father has to leave his job. They realize they must go into hiding to avoid being transported to a concentration camp. The entire family cannot hide in the same location so they separate. Their mother remains in a hospital while the father and sister, Raquel, stay with a retired minister in a different town. Annie and her sister, Sini, are hidden by the Oostervelds, a sympathetic farming family. The story unfolds into a wonderful relationship between the two families. After two difficult years in hiding, the two sisters return to home and are reunited with their family.

Context

Perspective | Victim in hiding (Jewish teen)

Genre | Memoir

Historical Background | Rise of Hitler, Nuremberg Laws, German occupation of The Netherlands

Setting

Geographical location(s) | – Usselo, The Netherlands
– Winterswijk, The Netherlands

Point on Timeline | 1938-1944

Cultural/Social Environment

The Netherlands was a neutral country during WWI. However, in May of 1940 the Nazis invaded and many restrictions were placed on the Jewish population. Many Jews tried to escape to the Dutch countryside. Approximately 25, 000 Dutch Jews were able to go into hiding but 1/3 were turned-in or discovered by the Germans.

Most of the Dutch population did not join the Nazi party but there were those who sympathized and even collaborated with the party. Many non-Jews risked their lives to perform various acts of resistance against the Nazis and to help Jews in hiding or on-the-run. They provided food, ration cards, forged identity papers, and hid Jews without asking for money. A total of 4,500 children were taken in by Dutch families and very few were found by the Nazis. (Yad Vashem: The International School for Holocaust Studies)

Main Characters

- Annie
- Racquel
- Sini
- Annie's parents
- Johan Oosterveld
- Dientje Oosterveld
- Opoe Oosterveld

Vocabulary

- Antisemitism
- Gentile
- *Kristallnacht*
- Mauthausen
- neutral
- rescuer
- responsibility
- yellow star

Questions for Consideration

1. What are the similarities between Anne Frank and Annie deLeeuws?
2. What were the conditions in hiding for Annie and Sini?
3. Do you think the members of the Oosterveld family were heroes?
4. What do you think was the most difficult time for Annie?
5. Why do you think the Oosterveld family was willing to risk their lives and sacrifice safety?
6. Was it understandable that Annie's father left his family to go into hiding before the children were gone?

Writing Prompts

1. Describe the star that Jews had to wear on their chest. How do you think it made the Jews feel when they had to wear it?
2. What would be the most difficult for you to endure while in hiding?
3. Describe why you think the two sisters were depressed during hiding.
4. If you were one of the sisters, what would you say in a thank you note to the Oosterveld family?
5. Write about what freedom means to you in your life. What happens if you lose it?

Recommended Activities

- Frame of Reference - Page 130
- Literary Circle - Page 151
- Response Journal – Page 152
- Timeline - Page 155
- Vocabulary Squares - Page 168

KRISTALLNACHT: THE NAZI TERROR THAT BEGAN THE HOLOCAUST

By James M. Deem

Summary

The events of Kristallnacht are told in this collection of 10 eyewitness profiles.

Context

Perspective	Victims (Jewish teens)
Genre	Non-fiction (primary sources)
Historical Background	Rise of Hitler, Nuremberg Laws, Nazi Ideology

Setting

Geographical location(s)	– Germany
	– Austria
	– Poland
Point on Timeline	1938

Cultural/Social Environment

Kristallnacht (“Night of Crystal,” “Night of Broken Glass”) took place on November 9th and 10th, 1938. The name “*Kristallnacht*” refers to the shattered glass of Jewish-owned business, homes, and synagogues – the result of the central purpose of the program: destruction. It was instigated statewide in Germany, annexed Austria, and the Sudetenland (part of Czechoslovakia) by Nazi Party officials, the SA, and Hitler Youth.

German officials claimed that *Kristallnacht* was the public’s reaction to the assassination of the German embassy official in Paris, Ernst vom Rath, by a young Polish-Jew, Herschel Grynszpan, which had taken place a few days prior. Grynszpan assassinated vom Rath as a reaction to discovering that his parents, residents of Germany since before his birth, were among the Jews with Polish citizenship that were expelled from the Reich, denied entry to Poland and were stranded in a refugee camp near the border.

Two days after the shooting, Nazi Party leadership met in Munich to commemorate an important anniversary on the party’s calendar. At that meeting it was decided that the assassination would be used as a pretext for a planned night of antisemitic action. Hitler’s minister of propaganda, Joseph Goebbels, was the mastermind behind the operation, announcing “demonstrations should not be prepared or organized by the Party, but insofar as they erupt spontaneously, they are not to be hampered.” Within hours, the riot began. The windows of Jewish properties were smashed, stores were looted, and approximately 90 Jews were murdered in the organized chaos. Nearly 30,000 Jews were arrested and placed in Dachau, Sachsenhausen, and

Buchenwald. Jews were then forced to pay a large fine for the destruction and many who had not yet tried to leave the country were spurred to flee and take refuge in Western countries. (United States Holocaust Memorial Museum, 2014)

Vocabulary

- Antisemitism
- Aryan race
- bystander
- communism
- Gestapo
- hate crime
- Hitler Youth
- *Kristallnacht*
- nationalism
- Nazi
- Nazi ideology
- Nuremberg Laws
- pillage
- prejudice
- pogrom
- propaganda
- SA
- Scapegoat
- socialism
- stereotype
- SS
- swastika
- totalitarian
- tyranny

Questions for Consideration

1. What is the significance of Kristallnacht?
2. Who prompted Kristallnacht?
3. Who participated in Kristallnacht?
4. When did Germany annex Austria?
5. Why was Kristallnacht widespread throughout Germany and Austria?
6. Who was responsible for Kristallnacht?
7. What did the police and firemen do?
8. Why was Dachau established? When did it open?
9. How long had Hitler been in power in Germany when Kristallnacht took place?

Writing Prompts

1. How were Jewish children in Germany affected by *Kristallnacht*?
2. Why did some families leave Germany and Austria after *Kristallnacht*?
3. What might make you and your family leave your home and change schools unexpectedly?
4. How would you feel if you saw some of your favorite books, local stores, and places of worship burned and destroyed?
5. Using the timeline on page 27, look at what happened between Hitler coming to power in Germany (January 1933) and *Kristallnacht*. Do you think these events are connected in any way? How?
 - a. What event is immediately after Hitler's advancement to chancellor of Germany on the timeline? What connection do you think there is between these two events?
 - b. What event is immediately after *Kristallnacht* on the timeline? What connection do you think there is between these two events?

Recommended Activities

- Watch "I'm Still Here: Real Diaries of Young People During the Holocaust" - Page 103
- ID Cards - Page 132
- Timeline - Page 155
- Response Journal – Page 152

LIBERATION: STORIES OF SURVIVAL FROM THE HOLOCAUST

By Betty N. Hoffman

Summary

The process of liberation is told through this collection of 8 eyewitness profiles, including that of General Dwight D. Eisenhower, Supreme Commander of the Allied Forces in Europe.

Context

Perspective	Victims in camps and in hiding (primarily Jewish teens)
Genre	Non-fiction (primary sources)
Historical Background	Deportations, Nazi camp system, World War II: Allies and Axis powers, concentration camps, End of World War II

Setting

Geographical location(s)	– Europe
Point on Timeline	1944-1945

Cultural/Social Environment

The Red Army (Soviet soldiers) was the first to liberate prisoners of concentration camps towards the end of the war. (Soviet prisoners were among the victims held at such camps.) The first liberation of a camp by the Red Army took place on July 23, 1944, at Majdanek camp (Poland). The next liberation took place on January 27, 1945, when they entered Auschwitz, the largest German concentration camp. It consisted of a network of camps and sub-camps ranging from concentration and extermination to labor. At Auschwitz the Red Army found hundreds of abandoned prisoners, many on the brink of death due to disease, malnourishment and abuse. The Nazis operating the camp had left in haste, forcing able prisoners on a death march to the East as they retreated from the advancing Allies.

The other camps were liberated as such: Buchenwald and Dachau by Americans, and Bergen-Belsen by the British in April of 1945. See “Anne Frank: A Timeline” on page 39 and the camps listed in the “Glossary” starting on page 15 for more details and liberation dates of other camps.

Evidence of brutality and death at the camps upon the arrival of Allied forces was undeniable and overwhelming for many soldiers, despite the Nazis’ attempts at hiding evidence of their crimes.

The act of liberating the camps was not all that was required; the prisoners were so unhealthy and weak that simply freeing them of their captors and the camps did not ensure their survival. The Allies initiated relief efforts that included feeding and providing medical attention for the prisoners. Regardless, nearly half of the

prisoners left at Auschwitz died within a few days following liberation. (United States Holocaust Memorial Museum)

Displaced persons camps were established as a short-term solution for the number of victims who could not or would not return to their homes. Some DP camps were set up on location, where a concentration camp existed before. The largest of these was the DP camp of Bergen-Belsen. The majority of displaced persons lived in southern Germany (American occupation zone) and northern Germany (British occupation zone.) Under the Truman administration immigration restrictions to the United States were eased and in 1948 the State of Israel was founded. The more than 200,000 displaced persons of Europe were gradually able to find relocate and start new lives. Most of the DP camps were closed by 1951. (United States Holocaust Memorial Museum, 2014)

Vocabulary

- | | | | |
|-----------------|-----------------------|-----------------------|---------------|
| ▪ Allies | ▪ Chelmno | ▪ death march | ▪ <i>Kapo</i> |
| ▪ Auschwitz | ▪ communism | ▪ displaced persons | ▪ labor camp |
| ▪ Axis | ▪ concentration camps | ▪ extermination camps | ▪ liberation |
| ▪ Bergen-Belsen | ▪ crematorium | ▪ final solution | ▪ Majdanek |
| ▪ Belzec | ▪ Dachau | ▪ gas chambers | ▪ Mauthausen |
| ▪ Buchenwald | ▪ death camps | ▪ infirmary | |

Questions for Consideration

1. Who was General Eisenhower and what role did he have in the liberation of Europe?
2. Why was it important to document and take pictures when liberating a town or camp?
3. Why were many Jews not able to return home after being liberated?
4. What role did the Red Cross have in the liberation of Europe?
5. During the process of liberating the camps, what questions do you think the Allied soldiers might have had?
6. Who was responsible for the existence of the camps, crematoria, and victims?

Writing Prompts

1. If you survived a war, would you want to return to your home?
2. What would be the first thing you would do to rebuild your life after being liberated?
3. What would it be like to live in a displaced person's camp? What might someone in a displaced person's camp write in a letter to a family member?
4. If you were an Allied liberator or witness to liberation, what would your reaction be? Write a letter to a friend at home describing what you have seen.
5. What personal story in the book did you find most interesting and why?
6. Does the act of liberation give you any new insights into a soldier's duty, no matter what country he/she serves?

Recommended Activities

- Response Journal – Page 152
- Timeline - Page 155
- “Witness to the Holocaust” - Page 174

SAVING CHILDREN FROM THE HOLOCAUST: THE KINDERTRANSPORT

By Ann Byers

Summary

The story of the Kindertransport from Germany and Austria to England is told through this collection of 9 eyewitness accounts.

Context

Perspective – Victims (Jewish children)
– Rescuers

Genre Non-fiction (primary sources)

Historical Background Rise of Hitler, Nuremberg Laws, Kristallnacht, Kindertransport

Setting

Geographical location(s) – Germany
– Austria
– England

Point on Timeline 1935-1945

Cultural/Social Environment

After the violence of the statewide Nazi program *Kristallnacht*, immigration sanctions regarding certain categories of Jewish refugees were eased by the British government. A combination of support including public opinion and the British Committee for Jews of Germany and the Movement for the Care of Children from Germany motivated British authorities to allow “an unspecified number of children under the age of 17 to enter Great Britain from Germany and German-annexed territories. (At that time, such territories included Austria and Czechoslovakia.)

Temporary travel visas were issued by the British government to the refugee children but the cost of care and education was the responsibility of private citizens or organizations. The children were not permitted to be accompanied by parents or guardians and initially the basis of the operation was circumstantial – when the “crisis was over” it was understood that the children would return home. Orphans, the homeless, and children whose parents were already in concentration camps were given priority.

The system of transport was intricate and complex. It consisted of various collection points, convoys, and modes of transport (mostly by train and/or boat but also included planes depending on location) and spanned various countries in Europe: Belgium, the Netherlands, Germany, Czechoslovakia, Austria, and

Poland. The rescue operation was organized and led by many organizations and included the combined efforts of Quakers and other Christian denominations.

Upon arriving in Britain, children with sponsors went directly to London to connect with their foster families while children without sponsors were sent to a summer camp in Dovercourt Bay, as well as hostels, schools, farms, and other such facilities until individual families came forward to take them in. What began as a temporary relief effort led to eventual emigration to and citizenship in places such as Great Britain, the United States, Israel, Canada, and Australia. The majority of the children in the Kindertransport never saw their parents again. (United States Holocaust Memorial Museum, 2014)

Vocabulary

- Antisemitism
- Kindertransport
- Kristallnacht
- Nazi
- Quaker
- Refugee
- Rescuer
- Righteous Among the Nations
- Tyranny

Questions for Consideration

1. What beliefs did the Quakers have that motivated them to save the child victims?
2. What did people risk to establish a Kindertransport?
3. Why did parents want their children on a Kindertransport?
4. What choices did people who created a Kindertransport have to make? What choices did the families who participated in a Kindertransport have to make?
5. What role did Nicholas Winton play in the Kindertransport from German-occupied Czechoslovakia?
6. What is a refugee? How is his or her life different from yours?

Writing Prompts

1. What might a child on the Kindertransport write in letter to their parents?
2. How would you feel if you had to leave your family? What if you were separated from your siblings?
3. How would you feel about travelling to a different country by yourself?
4. How would you feel if you had to leave your home to never return again?
5. Would you characterize the families in England as rescuers?
6. Write about what freedom means to you in your life. What happens if you lose it?

Recommended Activities

- Key Concept Synthesis - Page 150
- Response Journal – Page 152
- Vocabulary Squares - Page 153
- Timeline - Page 155

TRUE STORIES OF TEENS IN THE HOLOCAUST: COURAGEOUS TEEN RESISTERS

By Ann Byers

Summary

The story of the Kindertransport from Germany and Austria to England is told through this collection of 9 eyewitness accounts.

Context

Perspective	– Targets and Resistance (Jewish and non-Jewish) – Rescuers
Genre	Non-fiction (primary sources)
Historical Background	Rise of Hitler, Nuremberg Laws, Final Solution

Setting

Geographical location(s)	– Russia – Germany – France – Poland – Lithuania
Point on Timeline	1933-1945

Cultural/Social Environment

Nazi-sponsored persecution and mass murder fueled resistance to the Germans in the Third Reich itself and throughout occupied Europe. Although Jews were the Nazis' primary victims, they too resisted Nazi oppression in a variety of ways, both collectively and as individuals. Organized armed resistance was the most forceful form of Jewish opposition to Nazi policies in German-occupied Europe. Jewish civilians offered armed resistance in over 100 ghettos in occupied Poland and the Soviet Union. Jewish prisoners rose against their guards at three killing centers: Treblinka (August 1943), Sobibor (October 1943), and Auschwitz-Birkenau (October 1944). In many countries occupied by or allied with the Germans, Jewish resistance often took the form of aid and rescue. Many Jews fought as members of national resistance movements in Belgium, France, Italy, Poland, Yugoslavia, Greece, and Slovakia. (United States Holocaust Memorial Museum, 2014)

The government of Adolf Hitler was popular with most Germans. Although the Gestapo (secret state police) and the Security Service (SD) suppressed open criticism of the regime, there was some German opposition to the Nazi state and the regimentation of society that took place through the process of "coordination"

(Gleichschaltung)—the alignment of individuals and institutions with Nazi goals. Opposition ranged from non-compliance with Nazi regulations to attempts to assassinate Hitler. Political opposition to the regime by leftist parties was crushed by force and imprisonment.

Efforts to "coordinate" religious life also followed the Nazi rise to power. Although the Concordat between the Vatican and the Third Reich in July 1933 regulated relations between the Reich and the Catholic church, the Nazis went on to suppress Catholic groups and sought to defame the church through a series of show trials known as the priest trials. While officially silent about the persecution of Jews, the church played a role in the opposition to the killing of mentally or physically handicapped individuals ("euthanasia"). Moreover, individual clergy sought to protect or help Jews.

Opposition to the Nazi regime also arose among a very small number of German youth, some of whom resented mandatory membership in the Hitler Youth. In Munich in 1942, university students formed the White Rose resistance group. Its leaders, Hans Scholl, his sister Sophie Scholl, and professor Kurt Huber were arrested and executed in 1943 for the distribution of anti-Nazi leaflets. (United States Holocaust Memorial Museum, 2014)

Vocabulary

- | | | |
|-----------------------|------------------------|-------------------------------|
| ▪ <i>Aktion</i> | ▪ crematoria | ▪ Nazi |
| ▪ Antisemitism | ▪ deportation | ▪ propaganda |
| ▪ Aryan | ▪ gas chamber | ▪ Righteous Among the Nations |
| ▪ Auschwitz | ▪ Gestapo | ▪ SS |
| ▪ Chelmno | ▪ ghetto | ▪ Treblinka |
| ▪ concentration camps | ▪ <i>Kristallnacht</i> | ▪ Warsaw |
| | ▪ labor camp | |

Questions for Consideration

1. How do the resisters' actions exemplify not being a bystander?
2. What kind of risks did these courageous resisters take?
3. What choices did people who resisted the Nazis make? What motivated them to make these choices?
4. Did these resisters know the consequences of being caught by the Nazis? If so, why did they continue to resist the Nazis?
5. Why would someone want to resist the Nazis?
6. How were acts of resistance in a ghetto different than resistance in a camp? What resources were available in a ghetto vs. a camp and vice versa?

Writing Prompts

1. List acts of resistance that are mentioned in this book.
2. List events or circumstances which people reacted to with resistance in this book.
3. What personal story in the book did you find most interesting and why?
4. Why do you think resistance groups consisted of Jews and non-Jews?
5. Choose one person profiled in this book and describe what he or she might say to teens now who are facing injustices.

Recommended Activities

- ID cards – Page 132
- Key Concept Synthesis - Page 150
- Response Journal – Page 152
- Vocabulary Squares - Page 153
- Timeline - Page 155

“BADGES OF HATE”

(United States Holocaust Memorial Museum, 2014)

Overview

The mandatory “Badges of Hate” were part of the Nazi system used in concentration camps to identify the reason a prisoner had been placed there. The badges were triangles made out of fabric and sewn on jackets or trousers. The Nazis required Jews to wear the yellow Star of David not only in camps, but throughout occupied Europe. In November 1938, following Kristallnacht, the Nazi leader Reinhard Heydrich recommended that the Jews be forced to wear identification badges. The badges were first introduced in Poland 1939. Jews who failed to wear them risked death. The badges were a way to identify, imprison, deprive, starve and ultimately murder the Jews.

Among the first victims of persecution in Nazi Germany were the political opponents, Communists, and trade unionists. Jehovah’s Witnesses refused to serve in the German army or take an oath of obedience to Hitler and they were also targeted. The Nazis also harassed German male homosexuals, whose sexual orientation was considered a hindrance to the expansion of the German population.

The Nazis persecuted those people they considered to be racially inferior. The Nazis promoted hate for Roma (Gypsies) and blacks. Criminals were another group targeted. The categories of prisoners were easily identified by a marking system combining a colored inverted triangle with lettering.

- Criminals were marked with green inverted triangles
- Political prisoners with red inverted triangles.
- Asocials (Roma, nonconformists, vagrants and other groups) black triangles
- Gypsies brown triangles
- Homosexuals pink triangles
- Jehovah’s Witnesses purple triangles
- Jews yellow Star of David

For more information, please see “What did each of the identifying badges mean?” online at <http://holocaust.georgia.gov/teaching-guide#online>.

Questions for Consideration

1. How do you think other people viewed the badges when they saw them worn by their friends and neighbors?
2. How do you think the “Badges of Hate” promoted the Nazi policies of discriminate and hate?
3. How did the “Badges of Hate” promote the Nazis’ ideology of categorizing non-Aryans as racially inferior?
4. What do you think a “Badge of Hate” does to someone’s confidence and way of life?

Recommended Activities

- ID Cards activity - Page 132
- Key Concept Synthesis - Page 150
- Frame of Reference - Page 130

“FIRST THEY CAME...”

By Martin Niemoeller

Overview

Martin Niemoeller was a German pastor and an anti-communist. Niemoeller grew disillusioned with Hitler and became the leader of a resistance group of clergymen opposed to Hitler. Unlike his peers, Niemoeller did not stand down to Hitler. Niemoeller was arrested and imprisoned in concentration camps for seven years. Upon liberation in 1945, he continued his career as both a clergyman and a pacifist advocating for human rights.

Context

Perspective — Bystander, Resister, Victim in camp

Genre Poem

Historical Background Rise of Hitler
 (The poem was first published in 1955. The text is based on Niemoeller’s speeches from 1946. The poem was circulated in the United States by civil rights groups and based on speeches from 1946.)

Setting

Geographical location(s) Germany

Point on Timeline 1946

Cultural/Social Environment

In 1933, the population of Germany was approximately 60 million – about a third were members of Roman Catholic churches and two thirds were members of Protestant churches. At the time, Europe had a long and widespread legacy of antisemitism that was intertwined with Christian history. However, many non-religious factors contributed to German-Christians’ acceptance of and affiliation with the Nazis: anti-communism, nationalism, resentment for heavy reparations placed on Germany after World War I, and many other social changes that influenced the behavior and beliefs of many Germans. When the Nazis came to power in Germany a national “Reich Church” was created based on a “Nazified” version of Christianity.

There were members of both Protestant and Catholics churches in Germany that openly supported the Nazis and others whose suspicions grew into anti-Nazi sentiments. According to the United States Holocaust Memorial Museum, “The general tactic by the leadership of both Protestant and Catholic churches in Germany was caution with respect to protest and compromise with the Nazi state leadership where possible. There was criticism within both churches of Nazi racialized ideology and notions of "Aryanism," and movements emerged in both churches to defend church members who were considered "non-Aryan" under

Nazi racial laws (e.g., Jews who had converted). Yet throughout this period there was virtually no public opposition to antisemitism or any readiness by church leaders to publicly oppose the regime on the issues of antisemitism and state-sanctioned violence against the Jews. There were individual Catholics and Protestants who spoke out on behalf of Jews, and small groups within both churches that became involved in rescue and resistance activities.” (United States Holocaust Memorial Museum, 2014)

Vocabulary

- Bystander
- Communism
- Concentration camp
- Prejudice
- Resistance camp

Questions for Consideration

1. At the end of the poem, why is there no one left to speak for the narrator? (Moger, 1998)
2. How might history have been different if people had spoken out?
3. During what other events in history did the silence of the people lead to injustice and tragedy?
4. How do people’s moral choices influence events?

Writing Prompts

1. Write about a time you stood up for something you thought was right or about a time you looked the other way. (Moger, 1998)
2. Identify another figure from history or current events who is a pacifist. How does he/she stand up for human rights? What core beliefs does he/she represent?

Recommended Activities

- ID Cards activity - Page 132
- Biography Synthesis - Page 156
- Timeline - Page 155
- Response Journal – Page 152

I'M STILL HERE: REAL DIARIES OF YOUNG PEOPLE WHO LIVED DURING THE HOLOCAUST

Directed by Lauren Lazin

Summary

This film presents the diaries of young people who experienced first-hand the terror of daily life during the Holocaust. Through an emotional montage of archival footage, personal photos, and text from the diaries themselves, the film tells the story of a group of young writers who refused to quietly disappear. The diaries were collected and presented for the first time in the award-winning book *Salvaged Pages: Young Writers' Diaries of the Holocaust*, edited by Alexandra Zapruder.

Context

Perspective	– Victims (Jewish teens)
Genre	Documentary (diary)
Historical Background	Rise of Hitler, Nuremberg Laws, Kristallnacht, Nazi occupation of Europe, Nazi Ideology

Setting

Geographical location(s)	– Essen, Germany
	– Paris, France
	– Kranjo, Poland
	– Vilna Ghetto, Lithuania
	– Kovno Ghetto, Lithuania
	– Terezín Ghetto, Czechoslovakia
	– Łódź Ghetto, Poland
	– Transnistria, Romania
	– Stanisławów, Poland
	Point on Timeline

Cultural/Social Environment

Today there exist more than sixty diaries written by young people during the Holocaust. These diaries can be broadly grouped into the following categories:

- 1) Refugee diaries: those written by children who escaped German-controlled territory and became refugees or partisans;
- 2) Diaries in Hiding: those written by children living in hiding; and

3) Diaries in imprisonment or occupation: those maintained by young people as ghetto residents, as persons living under other restrictions imposed by German authorities, or, more rarely, as concentration camp prisoners.

While each diary reflects a specific personal story, as a collection the diaries of the Holocaust represent many universal themes with which readers of any age can connect. The diaries present the moral and ethical dimensions of the Holocaust through the eyes of children and teenagers. Additionally, the variety of such diaries expresses contrasting wartime circumstances. This is especially evident in the Holocaust Learning Trunk Project as regards the inclusion of the diaries of Petr Ginz and Anne Frank. (United States Holocaust Memorial Museum, 2014)

Diarists/Narrators

- Klaus Langer, 12 (1937)...Elijah Wood
- Peter Feigl, 14 (1942)...Oliver Hudson
- Elisabeth Kaufmann, 16 (1940)...Amber Tamblyn
- Dawid Rubinowicz, 12 (1940)...Elijah Wood
- Yitskhok Rudashevski, 14 (1942)...Joaquin Phoenix
- Ilya Gerber, 18 (1942)...Ryan Gosling
- Petr Ginz, 15 (1943)...Oliver Hudson
- Eva Ginz, 14 (1944)...Kate Hudson
- Anonymous girl, age unknown (1942)...Brittany Murphy
- Miriam Korber, 18 (1941)...Amber Tamblyn
- Elsa Binder, 21 (1941)...Brittany Murphy

Vocabulary

- Anschluss
- Antisemitism
- Auschwitz
- Final Solution
- Gestapo
- Ghetto
- Judenrat
- Kristallnacht
- Liberation
- Nazi
- Refugee
- Terezín/Theresienstadt
- transit camp
- Treblinka
- Tyranny

Questions for Consideration

1. How do you express yourself?
 - a. What experiences in your life have shaped your perspective and voice? (Facing History and Ourselves)
2. What compelled these young people to write in diaries during the Holocaust? (Facing History and Ourselves)
3. How do these diaries serve as testimony to the Holocaust? (Facing History and Ourselves)
4. What further questions do you have about the lives of these diarists? (Facing History and Ourselves)
5. Do any of the diarists have anything in common? If so, please describe.
6. Do you write? If so, what types of writing do you use as a form of personal expression?
7. If you don't write, have you discovered something else in your life that enables you to personally express yourself?
8. Imagine a set of circumstances that would alter your reason for keeping a diary, would make you change the purpose of your diary, or would make you start a diary even though you are not so inclined. What might those circumstances be?

Writing Prompts

1. This documentary was based on a book (*Salvaged Pages*) of diary excerpts collected by Alexandra Zapruder who says:

...Regardless of craft, like all writers, they sought meaning in the written word. In this, they did more than just describe a moment in time. They sought a way to put words around an element of the human experience: of suffering and sorrow; of persecution and injustice; of human frailty and failing; of reprieve and hope.... Perhaps most important of all, they stand as markers of people in time, those who wrote themselves into existence when the world was trying to erase their presence.

What is your reaction to this quote? Do you think the diaries they left behind have immortalized these teens? (Facing History and Ourselves)
2. Describe the theme of courage as represented by one of the diarists.
3. During which other era in history do you feel keeping a diary would have been important testimony?
4. Choose one of the diarists featured in the documentary and write a series of questions you would like to ask him/her personally. (Facing History and Ourselves)
5. Write about what freedom means to you in your life. What happens if you lose it?

Recommended Activities

- Literature Circle - Page 151
- Diary Workshop - Page 140
- Timeline - Page 155
- Biography Synthesis - Page 156
- Key Concept Synthesis - Page 150
- Vocabulary Squares - Page 153
- Response Journal – Page 152

THE SHORT LIFE OF ANNE FRANK

Directed and Produced by Gerrit Netten

Summary

In this documentary, the story of Anne Frank is told through quotations from her diary, unique photographs from the Frank family albums and historical film extracts. It also includes the only film footage of Anne Frank. The film is designed for an audience of both young people and adults and tells not only the story of Anne Frank, her diary, her family and the secret annex, but also of the Second World War and the persecution of the Jews; which makes it an excellent tool in Holocaust education.

Running Time 28 minutes

Languages English, French, Hebrew, Spanish

Context

Perspective	– Victim in hiding (Jewish teen)
Genre	Documentary (diary)
Historical Background	Rise of Hitler, Nuremberg Laws, Nazi occupation of the Netherlands (Amsterdam)

Setting

Geographical location(s)	Amsterdam, the Netherlands
Point on Timeline	1942-1945 (Refer to “Anne Frank: A Timeline” on page 39.)

Cultural/Social Environment

See “Lesson Module: *Diary of a Young Girl* by Anne Frank on page 70.

Main Characters

- Anne Frank
- Margot Frank
- Otto Frank
- Edith Frank
- Herman van Pels (van Daam)
- Auguste van Pels (van Daam)
- Peter van Pels (van Daam)
- Fritz Pfeffer (Albert Dussel)
- Nelly’s brother
- Pani Kyrasia
- Miep Gies
- Jan Gies
- Johannes Kleiman
- Victor Kugler
- Bep Voskuijl

Vocabulary

- Allies
- Annex
- Auschwitz
- Axis
- Bergen-Belsen
- Concentration camp
- Curfew
- Deportation
- Food ration
- *Judenrat*
- Neutral
- Nuremberg Laws
- Transit camp
- Typhus

Questions for Consideration

1. What type of anti-Jewish decrees did Anne describe?
2. How old was Anne when she began her diary?
3. What events forced Anne and her family into hiding?
4. How were Anne and her family and the others able to survive in the secret annex?
5. How was the Diary found?
6. How did Anne, her mother and sister die?
7. What insights did you gain from watching the film?

Writing Prompts

1. Describe Anne's early life in Germany.
2. Describe the secret annex. How many rooms were there? How many people lived there?
3. Describe Miep. Why do you think she chose to help hide the Frank family and remained a close friend of Otto Frank for the rest of his life?
4. How will you remember Anne?
5. What did you notice about Anne in this documentary that you might not have otherwise known or realized if you had only read her diary?

Recommended Activities

- 3D Cardboard Model of The Secret Annex – Page 143
- Measuring the Hiding Place - Page 146
- Response Journal – Page 152
- Timeline - Page 155
- Biography Synthesis - Page 156
- Vocabulary Squares - Page 168

ONE SURVIVOR REMEMBERS

A film by Kary Antholis

Summary

Gerda Weissmann Klein was born in Poland and was 15-years-old in 1939 when the Nazis invaded. In the winter of 1945, on the day of her liberation from six years of Nazi rule, Gerda Weissmann clung to life at the end of a 350-mile death march. She weighed 68 pounds, her hair had turned white, and she had not had a bath in three years. The short film *One Survivor Remembers* tells her story. It received an Academy Award and an Emmy.

Running Time 41 minutes

Languages English

Context

Perspective – Victim (Jewish teen)

Genre Documentary

Historical Background Rise of Hitler, Nuremberg Laws, Nazi occupation of Poland

Setting

Geographical location(s) Bielsko, Poland

Point on Timeline 1939-1945

Cultural/Social Environment

The Jewish community in Poland was the largest in Europe but only 10% of Poland's Jewish population survived the Holocaust.

After the Germans invaded Poland on September 1, 1939, all German policies against Jews (outlined in the Nuremberg Laws of 1935 starting on page 111) were implemented immediately. The Nazi persecution of Jews in Poland also began right away. The Jewish population was first forced into ghettos. In 1942, Nazis began the systematic killing of Jews at their six extermination camps. All of these camps were located in areas annexed or occupied by Germany.

Although, according to nationality, Poles represent the largest number of people who rescued Jews during the Holocaust it was the only country where helping Jews was punishable by death.

Furthermore, Poland has a long history of antisemitism and Nazis tried to exploit this sentiment through propaganda prompting collaboration. After liberation, the Polish Jews that managed to survive the camps were often not able to return to their homes due to the remaining antisemitic attitudes of the local Poles. (Yad Vashem)

Vocabulary

- Antisemitism
- concentration camps
- death camps
- death march
- deportation
- extermination camps
- ghetto
- Jewish badge
- Liberation
- Nazi
- Yellow star

Questions for Consideration

1. How did the Nazis dehumanize Jews? How did Gerda work to overcome dehumanization, and who helped her?
2. This film focuses on the persecution of Jews in the Holocaust, but others also were murdered, including Soviet prisoners of war, Roma (Gypsies), gay men, and Communists. In what ways do you see persecution happening in today's world? What groups do you see being targeted? What can we do to work against such prejudice and intolerance?
3. During the Holocaust, what strategies were used to create distinctions between "us" and "them"? What were the consequences of these distinctions?
4. What are the costs of injustice, hatred and bigotry?
5. What choices do people make in the face of injustice?

Writing Prompts

1. What scenes or images were most powerful for you, and why? What lessons or messages did these scenes offer?
2. What makes a possession precious? What is your most precious possession? Describe it and explain why it is something you cherish.
3. Explain what you think it means to be human. Explain what you think it means to be humane.
4. How old was Gerda when the Nazis invaded her homeland? How old was she when she was liberated? How do you think she changed as a person during that time? What experiences do you think most changed her?

Recommended Activities

- Timeline - Page 155
- Biography Synthesis - Page 156
- Vocabulary Squares - Page 153
- Response Journal – Page 152

THE DIARY OF A YOUNG GIRL (AUDIOBOOK)

By Anne Frank – Narrated by Selma Blair

Summary

On June 12th, 1941, Anne Frank received a diary for her birthday. From her very first entry, dated just two days later, Anne chronicles the next two years of her life. Anne is a young, popular and precocious girl living in Amsterdam with her family. The Franks left their home in Frankfurt, Germany, when Hitler rose to power in 1933. They escaped to the Netherlands, a nation that was neutral during World War I. Anne and her sister, Margot, attend school and live normal and happy lives until the Nazis invade the Netherlands. When Margot receives her “call up papers” ordering her to return to Germany, the entire family goes into hiding in a secret annex behind Mr. Frank’s business. Anne continues writing in her diary on a variety of topics – from daily life to the powerful thoughts of a teenager that have touched millions since the diary was first published.

The diary of Anne Frank gives the Holocaust a human face and inspiring voice. The diary has become a universal symbol of resistance for despite it all Anne wrote about her belief that above all, people are truly good at heart.

Running Time 9 hours, 55 minutes

Languages English

Context

Perspective	Victim in hiding (Jewish teen)
Genre	Diary
Historical Background	Rise of Hitler, Nuremberg Laws, Nazi occupation of the Netherlands (Amsterdam)

Setting

Geographical location(s)	Amsterdam, the Netherlands
Point on Timeline	1942-1945 (Refer to “Anne Frank: A Timeline: on page 39)

Cultural/Social Environment

Please see “Lesson Module: The Diary of a Young Girl” on page 70.

“NUREMBERG RACIAL LAWS, 1935”

United States Holocaust Memorial Museum

Background

The anti-Jewish boycott and other such measures enacted in Germany by the Nazis beginning in 1933 raised the question: Who is a Jew? At their annual rally held in Nuremberg in September 1935, Nazi party leaders announced new laws that institutionalized many of the racial theories underpinning Nazi ideology. The so-called Nuremberg Race Laws were the cornerstone of the legalized persecution of Jews in Germany, excluding them from Reich citizenship and prohibiting them from marrying or having sexual relations with persons of “German or German-related blood.” Ancillary ordinances to these laws deprived German Jews of most political entitlements, including the right to vote or hold public office.

The Nuremberg Race Laws represented a major shift from traditional antisemitism, which defined Jews by religious belief, to a conception of Jews as members of a race, defined by blood and by lineage. For this reason, the Nuremberg Race Laws did not identify a “Jew” as someone with particular religious convictions but, instead, as someone with three or four Jewish grandparents. Many Germans who had not practiced Judaism or who had not done so for years found themselves caught in the grip of Nazi terror. Even people with Jewish grandparents who had converted to Christianity could be defined as Jews.

Like everyone in Germany, Jews were required to carry identity cards, but the government added special identifying marks to theirs: a red “J” stamped on them and new middle names for all those Jews who did not possess recognizably “Jewish” first names -- “Israel” for males, “Sara” for females. Such cards allowed the police to identify Jews easily. (United States Holocaust Memorial Museum, 2014)

Common Questions

How did they know who was Jewish?

German officials identified Jews residing in Germany through census records, tax returns, synagogue membership lists, parish records (for converted Jews), routine but mandatory police registration forms, the questioning of relatives, and from information provided by neighbors and officials. In territory occupied by Nazi Germany or its Axis partners, Jews were identified largely through Jewish community membership lists, individual identity papers, captured census documents and police records, and local intelligence networks. (United States Holocaust Memorial Museum)

Wasn’t one of Hitler’s relatives Jewish?

There is no historical evidence to suggest that Hitler was Jewish. Recent scholarship suggests that the rumors about Hitler’s ancestry were circulated by political opponents as a way of discrediting the leader of an antisemitic party. These rumors persist primarily because the identity of Hitler’s paternal grandfather is unknown; rumors that this grandfather was Jewish have never been proven. (United States Holocaust Memorial Museum)

Key Dates

15 September 1935 – Nuremberg Laws are Instituted

At their annual party rally, the Nazis announce new laws that revoke Reich citizenship for Jews and prohibit Jews from marrying or having children with persons of "German or related blood." To do so is "made a criminal offense." The Nuremberg Laws define a "Jew" as someone with three or four Jewish grandparents. Consequently, the Nazis classify as Jews thousands of people who had converted from Judaism to another religion, among them even Roman Catholic priests and nuns and Protestant ministers whose grandparents were Jewish.

18 October 1935 – New Marriage Requirements Instituted

The "Law for the Protection of the Hereditary Health of the German People" requires all prospective marriage partners to obtain from the public health authorities a certificate of fitness to marry. These certificates are refused to those suffering from "hereditary illnesses" and contagious diseases and those attempting to marry in violation of the Nuremberg Laws.

14 October 1935 – Nuremberg Law Extended to Other Groups

The first supplemental decree of the Nuremberg Laws extends the prohibition on marriage or having children between people who could produce "racially suspect" offspring. A week later, the minister of the interior interprets this to mean relations between "those of German or related blood" and Roma (Gypsies), blacks, or their offspring.

(United States Holocaust Memorial Museum, 2014)

Reich Citizenship Law of September 15, 1935

(Translated from Reichsgesetzblatt I, 1935)

The Reichstag has unanimously enacted the following law, which is promulgated herewith:

Article 1

1. A subject of the state is a person who enjoys the protection of the German Reich and who in consequence has specific obligations toward it.
2. The status of subject of the state is acquired in accordance with the provisions of the Reich and the Reich Citizenship Law.

Article 2

1. A Reich citizen is a subject of the state who is of German or related blood, and proves by his conduct that he is willing and fit to faithfully serve the German people and Reich.
2. Reich citizenship is acquired through the granting of a Reich citizenship certificate.
3. The Reich citizen is the sole bearer of full political rights in accordance with the law.

Article 3

The Reich Minister of the Interior, in coordination with the Deputy of the Führer, will issue the legal and administrative orders required to implement and complete this law.

Nuremberg, September 15, 1935

At the Reich Party Congress of Freedom

The Führer and Reich Chancellor

[signed] Adolf Hitler

The Reich Minister of the Interior
[signed] Frick

(United States Holocaust Memorial Museum)

Law for the Protection of German Blood and German Honor of September 15, 1935

(Translated from Reichsgesetzblatt I, 1935)

Moved by the understanding that purity of German blood is the essential condition for the continued existence of the German people, and inspired by the inflexible determination to ensure the existence of the German nation for all time, the Reichstag has unanimously adopted the following law, which is promulgated herewith:

Article 1

- 1. Marriages between Jews and subjects of the state of German or related blood are forbidden. Marriages nevertheless concluded are invalid, even if concluded abroad to circumvent this law.*
- 2. Annulment proceedings can be initiated only by the state prosecutor.*

Article 2

Extramarital relations between Jews and subjects of the state of German or related blood are forbidden.

Article 3

Jews may not employ in their households female subjects of the state of German or related blood who are under 45 years old.

Article 4

- 1. Jews are forbidden to fly the Reich or national flag or display Reich colors.*
- 2. They are, on the other hand, permitted to display the Jewish colors. The exercise of this right is protected by the state.*

Article 5

- 1. Any person who violates the prohibition under Article 1 will be punished with a prison sentence.*
- 2. A male who violates the prohibition under Article 2 will be punished with a jail term or a prison sentence.*
- 3. Any person violating the provisions under Articles 3 or 4 will be punished with a jail term of up to one year and a fine, or with one or the other of these penalties.*

Article 6

The Reich Minister of the Interior, in coordination with the Deputy of the Führer and the Reich Minister of Justice, will issue the legal and administrative regulations required to implement and complete this law.

Article 7

The law takes effect on the day following promulgation, except for Article 3, which goes into force on January 1, 1936.

Nuremberg, September 15, 1935
At the Reich Party Congress of Freedom

The Führer and Reich Chancellor
[signed] Adolf Hitler

The Reich Minister of the Interior
[signed] Frick

The Reich Minister of Justice
[signed] Dr. Gürtner

The Deputy of the Führer
[signed] R. Hess

(United States Holocaust Memorial Museum)

Questions for Consideration

1. How did the Nuremberg Laws contribute to the Nazi party's transformation of Germany from a democracy to a dictatorship?
2. What was the goal of implementing the Nuremberg Laws?
3. Nazi persecution of Jews began before the Nuremberg Laws even existed. Why did the laws come after the Jewish boycott?
4. How did the Nuremberg Laws and subsequent legislation reinforce the Nazis' message that Jews were outsiders in Germany?

Writing Prompts

1. Describe how the Nuremberg Laws affected the everyday life of a Jewish family living in Germany.
2. Write about what freedom means to you in your life. What happens if you lose it?
3. Using the timeline on page 27, look at what happened between Hitler coming to power in Germany (January 1933) and the implementation of the Nuremberg Laws (September-November 1935). Do you think these events are connected in any way? How?
4. Explain how the Nuremberg Laws set the stage for *Kristallnacht*. Do you think these events are connected in any way? How?
5. What choices did the authors of the Nuremberg Laws make? What do you think motivated them to make the decision to create this type of legislation?

Recommended Activities

- Frame of Reference – Page 130
- Key Concept Synthesis – Page 150
- Response Journal – Page 152
- Timeline - Page 155

CONFRONTING HATRED: TEACHING ABOUT ANTISEMITISM

(United States Holocaust Memorial Museum)

Overview

The purpose of these educational modules is to help students learn about the following themes:

- Being an Outsider » - Page 117
- Fighting Prejudice » - Page 119
- Holocaust Denial & Hate Speech » - Page 121
- Propaganda & Media » - Page 124
- Rescue & Resistance » - Page 127

Each module is divided into six sections:

- Episodes from the Museum's Voices on Antisemitism series relevant to the theme;
- Rationale, which explains why this theme is important today;
- History, which connects the Holocaust to the theme and can be a resource to use with students;
- Questions for Discussion or Writing;
- Activities for students

Objectives

As a teaching resource, the modules:

- Illustrate the existence and broad impact of contemporary antisemitism;
- Demonstrate the ongoing relevance of the Holocaust to law, faith, the arts, and other areas; and
- Introduce, punctuate, or end sections of study; as homework or in-class listening.

Discography

Transcripts of each interview can be accessed online at <http://holocaust.georgia.gov/teaching-guide#online>.

Disc 1

1. Introduction
2. Ruth Bader Ginsburg, U.S. Supreme Court justice
3. Brigitte Zypries, Minister of Justice, Federal Republic of Germany
4. Gregory S. Gordon, Director, Center for Human Rights and Genocide Studies, University of North Dakota
5. Christopher Browning, Professor of History, University of North Carolina at Chapel Hill
6. Errol Morris, documentary filmmaker
7. Father Patrick Desbois, President of the Catholic-Jewish organization Yahad-In Unum
8. Deborah Lipstadt, Professor of Modern Jewish History and Holocaust Studies, Emory University
9. Imam Mohamed Magid, President, Islamic Society of North America
10. Alan Dershowitz, Professor of Law, Harvard University
11. Laurel Leff, Associate Professor of Journalism, Northeastern University

12. David Pilgrim, Founder, Jim Crow Museum, Ferris State University
13. Margaret Lambert, athlete, 1936 German Olympic team
14. Ladan Boroumand, Founder, Omid: A Memorial in Defense of Human Rights in Iran
15. danah boyd, Fellow, Berkman Center for Internet & Society, Harvard University
16. Closing credits and additional resources

Disc 2

1. Introduction
2. Madeleine K. Albright, Former U.S. Secretary of State
3. Father John Pawlikowski, Professor of Social Ethics, Catholic Theological Union
4. Rabbi Gila Ruskin, Temple Adas Shalom, Havre de Grace, Maryland
5. Ray Allen, basketball player, Boston Celtics
6. Sadia Shepard, author and scholar of religions
7. Reza Aslan, author and documentary filmmaker
8. Ilan Stavans, Professor of Latin American and Latino culture, Amherst College
9. Jeffrey Goldberg, correspondent, The Atlantic
10. Sara Bloomfield, Director, United States Holocaust Memorial Museum
11. Andrei Codrescu, poet and commentator
12. Navila Rashid, student, University of the Sciences in Philadelphia
13. Elie Wiesel, Nobel Peace laureate
14. Closing credits and additional resources

Disc 3

1. Introduction
2. Rabbi Marc Schneier and Russell Simmons, President and Chairman, The Foundation
3. Helen Jonas, Holocaust survivor
4. Robert Satloff, Executive Director, Washington Institute for Near East Policy
5. Samia Essabaa, high school teacher, Noisy-le-Sec, France
6. Xu Xin, director, Glazer Institute of Jewish Studies, Nanjing University, China
7. Eboo Patel, Founder and President, Interfaith Youth Core
8. Judea Pearl, President, Daniel Perl Foundation
9. Daniel Libeskind, architect
10. Cornel West, Professor of Religion, Princeton University
11. Frank Meeink, former skinhead
12. Col. Edward B. Westermann, Former Commander, Lackland Air Force Base, Texas
13. Sayana Ser, Student Outreach Coordinator, Documentation Center of Cambodia, Phnom Penh
14. John Mann, Member of Parliament, United Kingdom
15. Closing credits and additional resources

CONFRONTING HATRED – BEING AN OUTSIDER

(United States Holocaust Memorial Museum)

Objective

This educational module aims to help students think more deeply about what it means to be an outsider.

Episodes

Andrei Codrescu – disc 2, track 11: Born in Transylvania just after the Holocaust, Codrescu immigrated to the United States as a teenager and eventually settled in New Orleans. Through the evolution of his now-famous surname, Codrescu reveals something about his own identity as a Jew, a poet, and an immigrant.

Samia Essabaa -- disc 3, track 5: Samia Essabaa was born in France to Moroccan and Tunisian parents. A Muslim, shaped by both Arabic and French culture, Essabaa often feels she can relate to her students, many of whom are from Africa and the Caribbean. A believer in hands-on learning, she takes her classes to Auschwitz, where they learn not only about history, but about humanity and community.

David Pilgrim – disc 1, track 12: In 1996, David Pilgrim established the Jim Crow Museum at Ferris State University in Michigan. As the university's Chief Diversity Officer and a professor of sociology, one of Pilgrim's goals is to use objects of intolerance to teach about tolerance.

Sadia Shepard – disc 2, track 6: Sadia Shepard's book *The Girl from Foreign* documents her travels to India to connect with the tiny Jewish community there and to unlock her family's history. The trip and the book have given her unique insights into the relationships among Jews, Muslims, and Hindus in India.

Ilan Stavans – disc 2, track 8: Ilan Stavans has long thought of himself as an outsider, first as a Jew growing up in Mexico and now as a Mexican living in America.

Rationale

Almost everyone, at one point in his or her life, has felt like an outsider. Most people would agree that this state of being is difficult and that drawing positives from the experience is even more challenging. The state of being an outsider is discussed frequently in the *Voices on Antisemitism* podcast series because antisemitism, racism, and other forms of hatred have affected many of the individuals featured in the episodes. These people are working to prevent the exclusion of others by drawing from their own experiences as outsiders. Specific examples of podcasts dealing with this topic are Ilan Stavans, who discusses his childhood as a Jew in Mexico, David Pilgrim, who started the Jim Crow Museum, and Andrei Codrescu, a Jewish poet and commentator, who was encouraged to change his name to publish in Romania.

History

Being a member of a group on the “outside” of a society can be dangerous. At their annual party rally held in Nuremberg in September 1935, the Nazi leaders announced new laws that institutionalized many of the racial theories prevalent in Nazi ideology. These Nuremberg Laws excluded German Jews from Reich citizenship and prohibited them from marrying or having sexual relations with persons of “German or German-related blood.” The Nuremberg Laws did not identify a Jew as someone with particular religious beliefs. Instead, the first amendment to the Nuremberg Laws defined anyone who had three or four Jewish grandparents as a Jew, regardless of whether that individual recognized himself or herself as a Jew or belonged to the Jewish religious community. Other regulations reinforced the message that Jews were outsiders in Germany; for example, in December 1935, the Reich Propaganda Ministry issued a decree forbidding Jewish soldiers to be named in World War I memorials as among the dead.

Exclusionary methods did not end with the Holocaust. In April 1994, extremist leaders of Rwanda’s Hutu majority launched a campaign of extermination against the country’s Tutsi minority. In 100 days, as many as 800,000 people were murdered and hundreds of thousands of women were raped. The genocide ended in July 1994, when the Rwandan Patriotic Front, a Tutsi-led rebel force, pushed the extremists and their genocidal interim government out of the country. The consequences of the genocide continue to be felt. It left Rwanda devastated, hundreds of thousands of survivors traumatized, the country’s infrastructure in ruins, and over 100,000 accused perpetrators imprisoned. Justice and accountability, unity and reconciliation remain elusive.

Questions to Consider / Writing Prompts

- 1- In what ways do the people interviewed in the Voices on Antisemitism podcast series see themselves as outsiders?
- 2- Do you identify with several different groups, as Sadia Shepard does?
- 3- What are some ways in which Ilan Stavans has dealt with being an outsider, first as a child growing up in Mexico and then as an adult living in the United States?
- 4- Andrei Codrescu made sacrifices because of his religion. Describe some sacrifices that you have made because of your religion or culture.
- 5- Samia Essabaa witnessed tension in her classroom and did something positive to diffuse it. What steps could you take to encourage greater inclusion in society?
- 6- At times, “outsider” status can evolve into something positive, like David Pilgrim’s Jim Crow Museum. Describe some other positives that could evolve from being seen as or feeling like an “outsider.”

Suggested Activities

Create your own podcast interview: Students interview each other about a time in which they felt like outsiders. What surrounding factors influenced their treatment? What influenced how they responded?

Group Activity : In groups, students examine how the individuals in the Voices on Antisemitism episodes have coped with their status as “outsiders.” The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

Photo Activity : Using quotations from the podcast series, students portray their thoughts and feelings about that quotation through photographs selected from the United States Holocaust Memorial Museum’s Photo Archive database. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

CONFRONTING HATRED – FIGHTING PREJUDICE

(United States Holocaust Memorial Museum)

Objective

This educational module aims to teach students about fighting prejudice.

Episodes

Ray Allen – disc 2, track 5: Ray Allen has visited the United States Holocaust Memorial Museum several times since it opened; each time he brings a different friend, teammate, or coach. The Museum, Allen says, has a message for everyone and lessons about prejudice that are universally relevant.

danah boyd -- disc 1, track 15: As a researcher for Microsoft and a fellow at Harvard's Berkman Center for Internet & Society, danah boyd looks at how young people interact with social network sites, like Facebook and MySpace. Her research has led her to develop interesting observations about the nature of hate speech on the internet and tactics for combating it.

Judea Pearl – disc 3, track 8: Judea Pearl, father of slain journalist Daniel Pearl, describes himself as a soldier battling the tsunami of hatred that has defined the twenty-first century.

Cornel West –disc 3, track 10: Cornel West encourages us to acknowledge our prejudices, rather than to pretend that they don't exist. He says that we must then formulate strategies to move to a higher moral ground.

Xu Xin – disc 3, track 8: Professor Xu Xin has spent 40 years at Nanjing University—as an undergrad, a grad student, and currently as director of the Glazer Institute of Jewish Studies. He teaches new generations of Chinese students about Jewish history, culture, and the lessons of the Holocaust.

Rationale

The Holocaust is an example of prejudice and discrimination taken to the extreme. One can see its legacy in the efforts of some postwar activists to combat religious, racial, ethnic, and gender stereotypes. Stunned by the atrocities in Europe, many Americans turned to the fight against prejudice and discrimination at home. Unfortunately, prejudice continues today.

Tenacious individuals from a variety of backgrounds are fighting prejudice in all its forms. The Voices on Antisemitism podcast series is designed to bring together a variety of distinguished leaders of different backgrounds to comment on why antisemitism matters today. These leaders include Judea Pearl, whose son Daniel Pearl was kidnapped and killed by racial extremists in Pakistan; Cornel West, who encourages acknowledgement of prejudices, rather than pretending they don't exist; and danah boyd, who discusses tactics for combating internet hate.

History

Jews were racially targeted for persecution in Nazi Germany and in German-controlled Europe. The Nazis believed that Germans were “racially superior” and that the Jews, deemed “inferior,” were a threat to the so-called German racial community. Also targeted because of their perceived “racial inferiority” were Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others).

In addition to racially targeted victims, the Germans persecuted, incarcerated in concentration camps, and killed real and perceived political opponents of the Nazi regime inside Germany. These included Communists, Socialists, Jehovah’s Witnesses, and homosexuals. Nazi ideology identified a multitude of enemies which ultimately led to the systematic persecution and murder of many millions of people, both Jews and non-Jews.

Questions to Consider / Writing Prompts

1. Judea Pearl created a program intended to promote cross-cultural understanding. What can you do to promote cross-cultural understanding?
2. Ray Allen believes the Holocaust Museum is significant for everyone. How do you find meaning in the lessons of the Holocaust?
3. Why does Cornel West think it important for us to acknowledge our own prejudices instead of just ignoring them?
4. danah boyd explains that internet hate has shown young people that issues of prejudice have not been solved, which has spurred them to become activists for tolerance.
 - a. How can you become an activist for tolerance? What can you do to encourage others?
5. Xu Xin believes that antisemitism will come to China one way or another.
 - a. What does this say about the spread of antisemitism?
 - b. What does this say about the importance of fighting antisemitism and other prejudices?

Suggested Activities

Create your own podcast interview: Students interview each other about a time in which they felt like outsiders. What surrounding factors influenced their treatment? What influenced how they responded?

Group Activity: In groups, students examine how the individuals in the Voices on Antisemitism episodes have coped with their status as “outsiders.” The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

Photo Activity: Using quotations from the podcast series, students portray their thoughts and feelings about that quotation through photographs selected from the United States Holocaust Memorial Museum’s Photo Archive database. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

Press Conference Activity: Students simulate a press conference in which they present on what the person assigned to them is doing to fight prejudice. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

CONFRONTING HATRED – HOLOCAUST DENIAL AND HATE SPEECH

(United States Holocaust Memorial Museum)

Objective

This educational module aims to teach students about Holocaust denial and hate speech.

Episodes

Ladan Boroumand -- disc 1, track 14: Following an international meeting of Holocaust deniers in Tehran in 2006, Iranian exile Ladan Boroumand published a statement deploring the fact that denial of the Holocaust has become a propaganda tool for Iran's leaders today.

Deborah Lipstadt -- disc 1, track 8: When Holocaust denier David Irving sued Deborah Lipstadt for libel in a British court, she experienced what she called "the world of difference between reading about antisemitism and hearing it up close and personal."

Frank Meeink -- disc 3, track 11: In his book *Autobiography of a Recovering Skinhead*, Frank Meeink describes with brutal honesty his descent into bigotry and violence as a teenage neo-Nazi. Through some surprising personal encounters, Meeink came to reject his beliefs and become an advocate for tolerance and diversity.

Errol Morris -- disc 1, track 6: Errol Morris makes documentaries that investigate the past, focusing on small details and questioning why people do what they do. In his film *Mr. Death*, Morris looks closely at Fred Leuchter, an engineer who became an expert witness to Holocaust deniers.

Brigitte Zypries – disc 1, track 3: As Germany's Justice Minister, Brigitte Zypries is responsible for upholding justice, rights, and democracy in her country. Zypries explains why her government passed a law making Holocaust denial a criminal offense and why that law is important.

Rationale

Holocaust deniers want to debate the very existence of the Holocaust as a historical event and want to be seen as legitimate scholars arguing a historical point. Because legitimate scholars do not doubt that the Holocaust happened, such assertions play no role in historical debates. Although deniers insist that the Holocaust as myth is a reasonable topic of discussion, it is clear in light of the overwhelming evidence that the Holocaust happened that the debate the deniers proffer is more about antisemitism and hate politics than it is about history. Scholars, survivors, activists, and leaders around the world work to combat Holocaust denial, and some are included in the *Voices on Antisemitism* podcast series.

Voices on Antisemitism is designed to bring together a variety of distinguished leaders of different backgrounds to comment on why antisemitism and hatred matters today. Featured podcasts include Deborah Lipstadt, who won a notable court case against David Irving, a convicted Holocaust denier; Errol Morris, who made a documentary looking closely at Fred Leuchter, an engineer who became an expert

witness to Holocaust deniers; and Brigitte Zypries, who explains why her government passed a law making Holocaust denial a criminal offense and why that law is important.

History

Holocaust denial and minimization or distortion of the facts of the Holocaust is a form of antisemitism. Holocaust deniers ignore the overwhelming evidence of the event and insist that the Holocaust is a myth invented by the Allies, the Soviet communists, and the Jews for their own ends. According to the deniers' "logic" the Allies needed the "Holocaust myth" to justify their occupation of Germany in 1945 and the "harsh" persecution of Nazi defendants.

Holocaust deniers assert that if they can discredit one fact about the Holocaust, the whole history of the event can be discredited as well. They ignore the evidence of the historical event and make arguments that they say negate the reality of the Holocaust in its entirety. Some Holocaust deniers argue that, since there is neither a single document that outlines the Holocaust nor a signed document from Hitler ordering the Holocaust, the Holocaust itself is a hoax. Holocaust denial on the Internet is especially a problem because of the ease and speed with which such misinformation can be disseminated. In the United States, where the First Amendment to the Constitution ensures freedom of speech, it is not against the law to deny the Holocaust or to propagate Nazi and antisemitic hate speech. European countries such as Germany and France have criminalized denial of the Holocaust and have banned Nazi and neo-Nazi publications. The Internet is now the chief source of Holocaust denial and the chief means of recruiting for Holocaust denial organizations.

Questions to Consider / Writing Prompts

1. Explain what Deborah Lipstadt means when she says "to claim to be neutral is to participate in the evil" in respect to Holocaust denial.
2. Ladan Boroumand discusses the use of Holocaust denial as a propaganda tool. Discuss the dangers of using state-sanctioned teaching of contempt and hatred.
3. Why would someone who wanted to gain support from a large population use Holocaust denial as a propaganda tool?
4. Former skinhead Frank Meeink talks about his past and how he came to reject bigotry and violence. What does it take to let go of hate?
5. Brigitte Zypries, on the other hand, states: "In Germany, freedom of expression is a central basic right, same as in the United States. And it's protected by the German Constitution as well. But however this basic right is not granted without restriction. Our Federal Constitutional Court has ruled that the ban on Holocaust denial does not violate this basic right of freedom of expression."
6. Discuss the benefits and implications of having laws in place that make the denial of the Holocaust illegal.
7. Do you agree with Zypries' views? Why?
8. Would curbing free speech prevent or curb genocide or violence?
9. Errol Morris presents several thought-provoking questions in his interview. Discuss the following:
"How else do you describe a man [Leuchter] like this but to describe him as an anti-Semite? I found it interesting to try to ask the question: okay he's an anti-Semite, but what do we mean by that? ... what does it mean? What does it mean when we talk about the Germans as being antisemitic? Were they all the same? What were the differences?"

10. In his interview, Morris raises another important concept: the need to re-examine history in a responsible, non-political, and academically sound manner to advance scholarship. He states:
- “...part of as I conceive history is rediscovering history again and again and again and again. There is no historical subject so sacrosanct—and that includes the Holocaust—that it should not be examined, re-examined. History should never be considered as some kind of recitation of dead facts. It, for all of us, should be a process of endless discovery and rediscovery. Properly considered history is an investigation, a personal investigation as well as an investigation that involves many, many, many people. ...I think it’s absolutely essential for us to understand history, and to look at history, and to think about history.”
- How would you “rediscover” history in a responsible, non-political, and academically sound manner?
11. Is it acceptable to re-examine the Holocaust in this way? Does this process imply denial of the Holocaust? Could examination of the Holocaust from different perspectives (for example, gender) have the power to offend?
12. How does ongoing scholarly examination of the Holocaust help us to better understand it?

Suggested Activities

Create your own podcast interview: Students discuss how hate speech has affected them or how to combat Holocaust denial.

Group Activity: In groups, students examine in-depth what the individuals in the Voices on Antisemitism episodes are doing to combat Holocaust denial and hate speech. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

Photo Activity: Using quotations from the podcast series, students portray their thoughts and feelings about that quotation through photographs selected from the United States Holocaust Memorial Museum’s Photo Archive database. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

Press Conference Activity: Students simulate a press conference in which they present what the person assigned to them is doing to fight Holocaust denial and hate speech. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

CONFRONTING HATRED – PROPAGANDA AND MEDIA

(United States Holocaust Memorial Museum)

Objective

This educational module aims to teach students about propaganda and media.

Episodes

Alan Dershowitz – disc 1, track 10: Alan Dershowitz is concerned over what he views as a rising tide of antisemitic speech on American college campuses.

Margaret Lambert -- disc 1, track 13: In 1936, Margaret Lambert was poised to win a medal at the Berlin Olympic Games. Just one month before the Olympics began, Lambert was informed by the Reich Sports Office that she would not be allowed to compete.

Laurel Leff -- disc 1, track 11: In examining how the New York Times could have missed—or dismissed—the significance of the annihilation of Europe's Jews, Laurel Leff found many universal lessons for contemporary journalists.

David Pilgrim -- disc 1, track 12: In 1996, David Pilgrim established the Jim Crow Museum at Ferris State University in Michigan. As the university's Chief Diversity Officer and a professor of sociology, one of Pilgrim's goals is to use objects of intolerance to teach about tolerance.

Rationale

Propaganda is biased information designed to shape public opinion and behavior. It simplifies complicated issues or ideology for popular consumption, is always biased, and is geared to achieving a particular end. Its purpose is not solely negative, as demonstrated by the frequent use of slogans and symbols in election or health care campaigns. Propaganda is often transmitted to the public through various media, drawing upon techniques and strategies used in advertising, public relations, communications, and mass psychology. The real danger of propaganda lies when competing voices are silenced. Using the internet and bypassing respected media outlets, propagandists have been able to transmit their messages to a wider audience. It is important to fight against the hateful and racist messages that propaganda can carry. There are responsible citizens who are already doing so, some of whom are represented in the Voices on Antisemitism podcast series. Voices on Antisemitism is designed to bring together a variety of distinguished leaders of different backgrounds to comment on why antisemitism and hatred matters today. Propaganda and its negative effects are discussed in depth in this series, through Margaret Lambert, who was used as a propaganda tool by Hitler in the 1936 Olympics; Laurel Leff, who encourages journalistic responsibility; and David Pilgrim, who started a museum on Jim Crow and anti-black propaganda.

History

Propaganda served as an important tool to win over the majority of the German public who had not supported Adolf Hitler and to push forward the Nazis' radical program, which required the acquiescence,

support, or participation of broad sectors of the population. The Ministry of Public Enlightenment and Propaganda, headed by Joseph Goebbels, ensured that the Nazi message was successfully communicated through art, music, theater, films, books, radio, educational materials, and the press. Goebbels goal was to manipulate and deceive the German population and the outside world. He and other propagandists preached an appealing message of national unity and a utopian future that resonated with millions of Germans. At the same time, they waged campaigns that facilitated the persecution of Jews and others excluded from the Nazi vision of the “National Community.” Propagandists often targeted youth audiences because they knew that if Nazism was going to be everlasting, they would need to look to the future—the children. The message directed toward them was that the Party was a movement of youth: dynamic, resilient, forward-looking, and hopeful. Many German young people were won over to Nazism in the classroom and through extracurricular activities.

Antisemitic messages were frequently broadcast over the radio and printed in newspapers in Nazi Germany. In 1923, Julius Streicher established his virulently antisemitic newspaper, *Der Stürmer* (The Stormtrooper). In 1938, Streicher’s *Stürmer* reached its highpoint in terms of circulation; his successful publishing house of the same name (*Stürmer-Verlag*) produced, among other works, a host of antisemitic children’s literature, including the infamous *Giftpilz* (The Poisonous Mushroom). Because the lies of propaganda were so widespread, many under German control believed them. Propaganda messages portrayed Jews as an “alien race” that fed off the host nation, poisoned its culture, seized its economy, and enslaved its workers and farmers. This made it easier for citizens to turn a blind eye to the persecution and murder of the Jews and other victims of Nazi brutality.

Questions to Consider / Writing Prompts

1. What are some potential risks of propaganda?
2. Mark Potok discusses the devastating effect that propaganda from small hate groups is having today in America.
 - a. What current social conditions encourage and allow these lies to spread?
3. How was Margaret Lambert used as a Nazi propaganda tool? What are some contemporary analogies?
4. Alan Dershowitz sees a new type of propaganda developing, one used to dehumanize and demonize people and countries one dislikes.
 - a. What are other examples of this new form of propaganda?
 - b. Do we have a responsibility to act when confronted with this type of hatred? Please explain.
5. Laurel Leff explains how the Holocaust was “buried” in the *New York Times*.
 - a. Why did this happen?
 - b. In what ways does it happen today?
6. David Pilgrim discusses propaganda against African Americans in the United States.
 - a. Discuss his motivations for collecting “objects of intolerance?”
7. What prevents a society and its citizens from being misled by propaganda?
8. How can you recognize propaganda?
9. What role do the media play in a democratic society?
 - a. What elements of that role are important to you?
10. Who can weaken or obstruct the role of the media in a democracy and how can they do it?

Suggested Activities

Create your own podcast interview: Students discuss the role of propaganda in the media today.

Group Activity: In groups, students examine in-depth how the individuals in the Voices on Antisemitism episodes have been affected by propaganda in the media. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

Photo Activity: Using quotations from the podcast series, students portray their thoughts and feelings about that quotation through photographs selected from the United States Holocaust Memorial Museum's Photo Archive database. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

Propaganda Image Analysis Activity: Deconstructs Nazi propaganda images. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

CONFRONTING HATRED – RESCUE AND RESISTANCE

(United States Holocaust Memorial Museum)

Objective

This educational module aims to teach students about rescue and resistance.

Episodes

Christopher Browning -- disc 1, track 5: Historian Christopher Browning has written extensively about how ordinary Germans became murderers during the Holocaust. Listen to Browning explain why examining the perpetrators' history matters.

Father Patrick Desbois – disc 1, track 7: In 2004, Father Patrick Desbois set out across Ukraine to locate the sites of mass killings of Jews during the Holocaust. He is motivated in part by the memory of his own grandfather, a French soldier who was deported to Ukraine by the Nazis.

Gregory Gordon – disc 1, track 4: Gregory Gordon helped to prosecute the landmark "media" cases in Rwanda—where hate speech, broadcast over the radio, was directly linked to the genocide of the Tutsi people. Gordon believes that the lessons learned in Rwanda could be applied in Iran and elsewhere, to prevent these incitement tactics from taking hold.

John Mann -- disc 3, track 14: Although there is not a single Jewish person living in the area British Member of Parliament John Mann represents, he believes it absolutely proper that he serves as chair of the British Parliamentary Committee Against Antisemitism.

Sayana Ser -- disc 3, track 13: Sayana Ser was born in Cambodia in 1981, two years after the fall of dictator Pol Pot. Today, Ser works to help her country heal from that genocide. As part of that effort, Ser decided to translate The Diary of Anne Frank into her native language of Khmer.

Rationale

Preventing and responding to genocide is of critical importance today. Since the Holocaust, genocide has occurred in horrifying instances, in Rwanda, Cambodia, Darfur, and other places, making it necessary for people everywhere to unite to prevent such destruction. Voices on Antisemitism is designed to bring together a variety of people from different backgrounds to comment on why antisemitism matters today. Antisemitism, like other forms of hatred, has caused mass violence and has the potential to lead to devastating outcomes. Specific examples of podcasts dealing with this topic are Gregory S. Gordon, who helped prosecute the landmark “media” cases in Rwanda, where hate speech, broadcast over the radio, was directly linked to the genocide of the Tutsi people; Sayana Ser, who translated The Diary of Anne Frank into her native language Khmer to help fellow Cambodians deal with the aftermath of genocide; and, John Mann, who believes it absolutely proper that he serves as chair of the British Parliamentary Committee Against Antisemitism, although there is not a single Jewish person living in the area he represents.

History

The word “genocide” is defined as any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- a. Killing members of the group;
- b. Causing serious bodily or mental harm to members of the group;
- c. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- d. Imposing measures intended to prevent births within the group;
- e. Forcibly transferring children of the group to another group.

Raphael Lemkin devoted his life to stopping the spread of genocide. Lemkin, a Jewish lawyer born in 1900 in Poland, fled Europe when the German army invaded and eventually joined the U.S. War Department as an analyst. In his 1944 book, *Axis Rule in Occupied Europe*, Lemkin coined the word “genocide.” On December 9, 1948, the United Nations approved the Convention on the Prevention and Punishment of Genocide.

Questions to Consider / Writing Prompts

1. How will Sayana Ser’s work help her people in dealing with the aftermath of the Cambodian genocide?
2. Gregory S. Gordon and Christopher Browning both discuss how “ordinary men” committed violent acts contributing to genocide.
 - a. Was it easy for these people to carry out such acts?
 - b. Historically, what have been the motivations for committing violent acts and contributing to genocide?
3. John Mann states, “The Jewish community is the canary in the cage for all of us, because the racists will never just stop with abusing the Jews.” What does he mean by this statement?
 - a. Compare and contrast this quote with Martin Niemöller’s poem.
4. What motivates Father Patrick Desbois to carry out his projects in Eastern Europe?
5. How does the work of these people help us to understand genocide today?
6. What can you do to prevent genocide?

Suggested Activities

Create your own podcast interview: Students discuss what they think they (or the U.S.) can do to prevent current genocide.

Group Activity: In groups, students examine in-depth what the individuals in the Voices on Antisemitism episodes are doing in response to genocide. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

Photo Activity: Using quotations from the podcast series, students portray their thoughts and feelings about that quotation through photographs selected from the United States Holocaust Memorial Museum’s Photo Archive database. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

Press Conference Activity: Students simulate a press conference in which they present on what the person assigned to them is doing in response to genocide. The module for this activity is available at <http://holocaust.georgia.gov/teaching-guide#online>.

SECTION IV:

ACTIVITY MODULES

FRAME OF REFERENCE

(MetaMetrics: The Lexile Framework for Reading)

Description

Pre-Reading During Reading Post Reading

Frame of Reference activities are useful for establishing a context for material by requiring students to think critically about information they already know. Frame of Reference practices then go a step further and require students to identify how they know this information.

How it Works

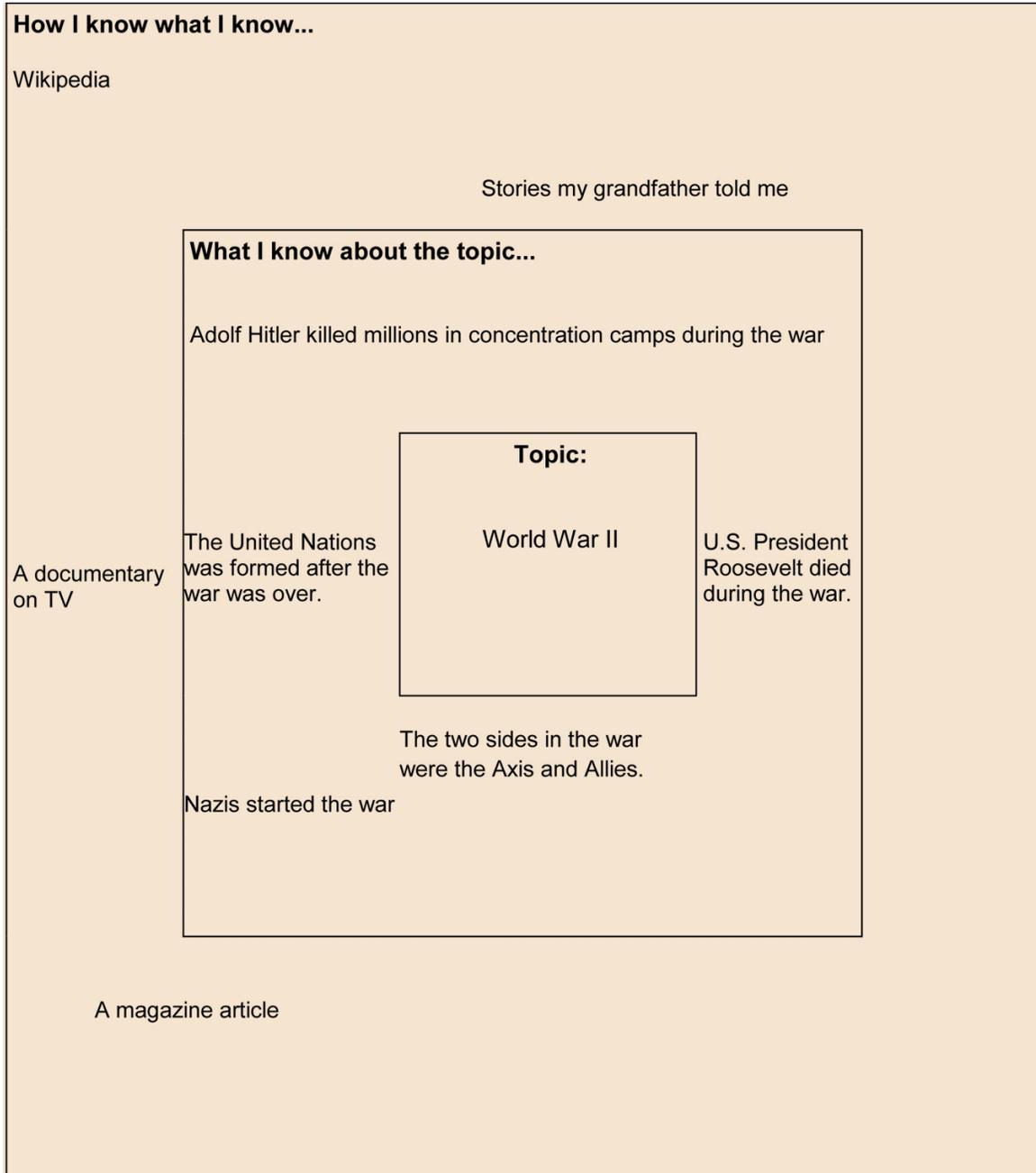
Frame of Reference is a basic graphic organizer that allows students to access prior knowledge as well as the sources through which they gained this information. The main topic is identified in the center of the graphic organizer. The student's information on this topic, as prior knowledge or what is gained by reading the text, is written in single words and small phrases inside the 'What I Know' rectangle. How that student gathered that information is identified in the outer rectangle.

How to Differentiate

Frame of Reference activities are useful in all content areas.

- Students may use the Frame of Reference template as a graphic organizer for notes as they progress through a text.
- After reading the text, it may be useful for students to revisit the ideas they recorded during the Frame of Reference activity in order to identify where their previous knowledge, or previous sources of that knowledge, may have been inaccurate.

EXAMPLE: FRAME OF REFERENCE



ID CARDS

(United States Holocaust Memorial Museum)
Georgia Commission on the Holocaust

Objectives

Pre-Reading During Reading Post Reading

The activity provides students with the following information that is essential to their study of the Holocaust:

- Defines the Holocaust and connects the events to this definition
- Explores the categories of behavior based on the choices of people alive during the Holocaust
- Emphasizes that the Holocaust took place because individuals, groups, and nations made decisions to act or not to act
- Understand the Holocaust through personal stories instead of just statistics

Rationale

This activity was developed by the Georgia Commission on the Holocaust from the United States Holocaust Memorial Museum’s collection of ID cards corresponding to real people alive during the Holocaust. It strives to accomplish the following from the “Guidelines for Teaching about the Holocaust”:

- Define the term "Holocaust"
- Do not teach or imply that the Holocaust was inevitable
- Avoid simple answers to complex questions
- Contextualize the history
- Translate statistics into people

Methodology

1. Provide informative framework:

a. Define the Holocaust

The Holocaust is the state-sponsored systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945.

b. Introduce Categories of Behavior

Those involved in the Holocaust can be placed in categories based on their behavior. Place the emphasis on choices. Clarify that a person is not necessary in a category permanently – choices are fluid. (An individual could make a choice to be a perpetrator in one instance and make a choice to be a rescuer in another instance.)

– **Perpetrators:** *Who was responsible for the Holocaust?*

The perpetrators were not beasts but human beings who made moral and ethical choices. They chose to violate human rights. Perpetrators were not born with hatred – they were taught hatred.

– **Collaborators:** *Who helped Hitler and the Nazis?*

Individuals or groups who worked with the Nazis regardless of whether they shared a common goal or believed in the Nazi racial ideology. Collaborators made the choice to join and assist the Nazis for many reasons.

Examples: the Axis powers that enforced anti-Jewish laws, Norwegian police who assisted in deportations of Jews to Auschwitz, villagers in Poland who dug mass graves for bodies after shootings.

– **Targets:** *Who was targeted during the Holocaust?*

Groups and individuals who were targeted for destruction or decimation for racial, ethnic or national reasons. Jews were targeted by the Nazis for racial reasons, not religious reasons. Jews were the primary victims -- six million were murdered; Roma and Sinti (Gypsies), people with mental and physical disabilities, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi Germany.

– **Rescuers & Resistance:** *How might someone resist the Nazis? Why would someone rescue Jews? What do you think were the consequences of being caught?*

Individuals or groups of individuals who made choices and risked their own lives to save others and stand up against bigotry, prejudice, and hate. Resistance can take many forms: escaping arrest, going into hiding, keeping a diary. Although stories of rescue are very popular, only a tiny percentage of the targeted populations were rescued.

– **Bystanders:** *Which category do you think had the most people? Why do you think the behavior of most people falls into this category?*

Bystanders are witnesses to the Holocaust who remained silent, passive, and indifferent. These are groups, nations and individuals who chose to do nothing. It is vital to teach and discuss the consequences of when people make the choice to be a bystander.

2. Prepare for cards.

- a. There were millions of people involved in the Holocaust. The Holocaust took place in countries throughout Europe.

- b. Explain that these cards represent stories of people involved in the Holocaust. These people actually existed and some are still alive today.
 - c. Instruct students to think about the choices the person made or the choices the people around them made when reading their card.
 - d. Ask students to consider in which category the person on their card might be placed.
 3. Distribute cards.
 - a. Allow a few minutes for students to read the cards silently to themselves.
 - b. Before beginning the series of questions, you may allow the opportunity for students to ask about unfamiliar vocabulary words. Common words include:
 - Auschwitz
 - Concentration camp
 - Extermination camp
 - Ghetto
 - Partisan
 - Gypsy
 - Jehovah's witness
 - Euthanasia
 4. Initiate series of questions.
 - a. The following are basic questions to ask in order to illustrate on a relatable scale the number of targets, Resisters, and rescuers, as well as the number of survivors. Adjust specific follow-up questions to individuals and timeframe.
 - How many of you have a red J on your card?
 - What do you think the red J symbolizes?
 - Those of you who have a red J: How many of you have cards for people who died?
 - What was the cause of death?
 - How many of you have cards for people who survived?
 - Where did he/she go after the war?
 - Why might he/she have left Europe after the war?
 - How many of you have cards for people who came to the United States?
 - What might have been particularly appealing about the United States for those wanting to start a new life?
 - Those of you who do not have a red j: Into which category would you place the person on your card?
 - Victim? Resister? Perpetrator? Why?
 - How many of you have cards for people who resisted?
 - How:
 - Who:
 - Where:
 - What choices did he/she make?
 - How many of you have cards for people who rescued?
 - How:
 - Who:
 - Where:
 - What choices did he/she make?
 5. Conclude the activity. Allow for follow-up questions.
 6. Assign one of the following activities to students, using the information on the ID card they received:

- a. Key Concept Synthesis – Page 150
- b. Response Journal – Page 152
- c. Vocabulary Squares – Page 153
- d. Timeline – Page 155
- e. Biography Synthesis – Page 156

Writing Prompts

1. In your own words, describe the person on your ID card. What was their family like? What was their life like before the Holocaust?
2. How old was the person on your ID card when the Holocaust began in 1933? When did the Holocaust first affect his or her life? How did their life change? Did you expect the Holocaust to affect his or her life the way it did?
3. What did you learn about the Holocaust from the story on your ID card that you did not know before? Would you have learned this if you had not read this ID card?
4. What most surprised you about what happened in the life of the person on your ID card?
5. List the injustices that the person on your ID card faced during his or her lifetime. Describe, if possible, how he or she was or was not able to overcome those injustices.
6. Do you think it was easy or difficult to obtain false ID papers during the Holocaust? Why or why not? Describe how you imagine the process of forging false papers might have been. What kind of materials and tools were needed?

Content Overview

To view additional resources and an interactive map please visit <https://holocaust.georgia.gov/third-edition-trunks-id-cards>.

ID Card	Summary	Vocabulary
Adler, Nelly 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 28 Feb 1930 Liege, Belgium ▪ Died: 21 May 1944 Auschwitz 	<ul style="list-style-type: none"> ▪ Gestapo ▪ deportation ▪ Auschwitz ▪ concentration camp ▪ gas chamber
Auerbacher, Inge 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 31 Dec 1934 Kippenheim, Germany 	<ul style="list-style-type: none"> ▪ Kristallnacht ▪ Dachau ▪ Concentration camp ▪ Theresienstadt ▪ Ghetto ▪ Liberation

<p>Birnbrey, Henry</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 1923 Dortmund, Germany 	<ul style="list-style-type: none"> ▪ Kristallnacht ▪ death marches ▪ concentration camp
<p>Boissevain, Gideon</p> 	<ul style="list-style-type: none"> ▪ Protestant; Resistance ▪ Born: 5 Jun 1921 Amsterdam, Netherlands ▪ Died: 1 Oct 1942 Executed by Nazis 	<ul style="list-style-type: none"> ▪ Nazi ▪ resistance
<p>Cesana, Franco</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 20 Sept 1932 Bologna, Italy ▪ Died: Sept 1944 Shot by Germans 	<ul style="list-style-type: none"> ▪ Bologna, Italy ▪ Fascism ▪ Partisan ▪ resistance
<p>Dermer, Frederick</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 1925 Vienna, Austria ▪ Died: date unknown location unknown 	<ul style="list-style-type: none"> ▪ refugee ▪ concentration camp
<p>Elek, Thomas</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 7 Dec 1924 Budapest, Hungary ▪ Died: 21 Feb 1944 Nazi firing squad 	<ul style="list-style-type: none"> ▪ Fascism ▪ Communism ▪ resistance ▪ partisans
<p>Felman, Moishe</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 1926 Sokolow Podlaski, Poland ▪ Died: fall 1942 Treblinka 	<ul style="list-style-type: none"> ▪ Yiddish ▪ ghetto ▪ deportation ▪ Treblinka ▪ extermination camp ▪ Jewish badge
<p>Galperin, Nesse</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 28 Mar 1928 Siauliai, Lithuania 	<ul style="list-style-type: none"> ▪ Lodz ▪ SS ▪ ghetto ▪ selection ▪ concentration camp ▪ deportation ▪ death march ▪ Soviet Union
<p>Gani, Joseph</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 1926 Preveza, Greece ▪ Died: Oct 1944 Auschwitz 	<ul style="list-style-type: none"> ▪ Preveza, Greece ▪ deportation ▪ Auschwitz ▪ crematoria ▪ SS ▪ rabbi

<p>Goldstein, Dorotka</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 1 Feb 1932 Warsaw, Poland 	<ul style="list-style-type: none"> ▪ Warsaw, Poland ▪ ghetto ▪ deportation ▪ Liberation ▪ concentration camp ▪ typhus
<p>Heyman, Eva</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 13 Feb 1931 Oradea, Romania ▪ Died: 17 Oct 1944 Auschwitz 	<ul style="list-style-type: none"> ▪ ghetto ▪ deportation ▪ Auschwitz
<p>Hirsche, Johanna (Hanne)</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 28 Nov 1924 Karlsruhe, Germany 	<ul style="list-style-type: none"> ▪ deportation ▪ Kristallnacht
<p>Katz, Helen</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 2 Jan 1931 Kisvarda, Hungary ▪ Died: 31 May 1944 Auschwitz 	<ul style="list-style-type: none"> ▪ ghetto ▪ Auschwitz ▪ concentration camp ▪ gas chambers
<p>Kernweiss, Kalman</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 1920 Kupno, Poland ▪ Died: 1994? Antisemitic ambush 	<ul style="list-style-type: none"> ▪ labor camp ▪ antisemitism
<p>Kirzhner, Iosif</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 7 January 1916 Odessa, Ukraine 	<ul style="list-style-type: none"> ▪ Red Army ▪ Soviet Union ▪ Auschwitz ▪ deportation
<p>Kulka, Tomas</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 25 May 1934 Czechoslovakia ▪ Died: 9 May 1942 Sobibor 	<ul style="list-style-type: none"> ▪ deportation ▪ Theresienstadt ▪ ghetto ▪ Sobibor ▪ extermination camp ▪ gas chamber
<p>Lebel, Helene Melanie</p> 	<ul style="list-style-type: none"> ▪ Jewish father; Catholic mother ▪ Born: 16 Sep 1911 Vienna, Austria ▪ Died: 1940 Euthanasia 	<ul style="list-style-type: none"> ▪ Nuremberg Laws ▪ gas chamber ▪ Euthanasia ▪ <i>Anschluss</i>
<p>Ledermann, Barbara</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 4 Sep 1925 Berlin, Germany 	<ul style="list-style-type: none"> ▪ deportation ▪ liberation ▪ resistance

<p>Ledermann, Susanne</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 8 Oct 1928 ▪ Died: 1944 Auschwitz 	<ul style="list-style-type: none"> ▪ deportation ▪ transit camp ▪ Westerbork ▪ Auschwitz ▪ concentration camp
<p>Lische, Blimcia</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: Late 1938 Kolbuszowa, Poland ▪ Died: 7 July 1942 Belzec 	<ul style="list-style-type: none"> ▪ extermination camp ▪ deportation ▪ ghetto
<p>Munch-Nielsen, Preben</p> 	<ul style="list-style-type: none"> ▪ Protestant; Rescuer ▪ Born: 13 Jun 1926 Snekkersten, Denmark 	<ul style="list-style-type: none"> ▪ refugees ▪ resistance ▪ Gestapo
<p>Nemeth, Maria</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 14 Dec 1932 Szentes, Hungary ▪ Died: 1945 forced labor near Goestling an der Ybbs 	<ul style="list-style-type: none"> ▪ labor camp
<p>Nussbaum, Pola</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: Sep 1922 Raczki, Poland 	<ul style="list-style-type: none"> ▪ ghetto
<p>Petranker, Celia</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 28 Nov 1923 Stanislav, Poland ▪ Died: 1941 Executed by Germans 	<ul style="list-style-type: none"> ▪ Palestine ▪ Jewish badge ▪ Gestapo
<p></p>	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
<p>Pfeffer,Jan-Peter</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 3 May 1934 Amsterdam, Netherlands ▪ Died: 11 Jul 1944 Auschwitz 	<ul style="list-style-type: none"> ▪ refugee ▪ transit camp ▪ Westerbork ▪ Theresienstadt ▪ ghetto ▪ deportation ▪ Auschwitz ▪ concentration camp ▪ gas chamber
<p>Pfeffer, Thomas</p> 	<ul style="list-style-type: none"> ▪ Jewish ▪ Born: 22 Nov 1936 Amsterdam, Netherlands ▪ Died: 11 Jul 1944 Auschwitz 	<ul style="list-style-type: none"> ▪ refugee ▪ transit camp ▪ Westerbork ▪ Theresienstadt ▪ ghetto ▪ deportation ▪ Auschwitz ▪ concentration camp

		<ul style="list-style-type: none"> gas chamber
Podgorska, Stefania 	<ul style="list-style-type: none"> Catholic: Rescuer Born: 1925 Lipa, Poland 	<ul style="list-style-type: none"> ghetto
Rivkina, Dora 	<ul style="list-style-type: none"> Jewish Born: 7 Nov 1924 Minsk, Belorussia Died: 1943 Shot by German 	<ul style="list-style-type: none"> ghetto partisans Soviet Union
Schatz, Nadine 	<ul style="list-style-type: none"> Jewish Born: 10 Sep 1930 Paris, France Died: Sep 1942 Auschwitz 	<ul style="list-style-type: none"> transit camp Auschwitz concentration camp gas chamber
Sevini, Bruna 	<ul style="list-style-type: none"> Jewish Born: 22 Sep 1923 Trieste, Italy 	<ul style="list-style-type: none"> Fascism deportation Liberation refugees
Stojka, Ceija 	<ul style="list-style-type: none"> Roma/Sinti Born: 1933 Knittelfeld, Austria 	<ul style="list-style-type: none"> Gypsy Auschwitz concentration camp Bergen-Belsen gas chambers crematoria
Szabasson, Baruch 	<ul style="list-style-type: none"> Jewish Born: 1927 Kozienice, Poland Died: 1942 Typhus; Czesnow labor camp 	<ul style="list-style-type: none"> ghetto bar mitzvah labor camp typhus
Wilk, Jozef 	<ul style="list-style-type: none"> Catholic: Resistance Born: 19 Mar 1925 Rzesnow, Poland Died: 19 Apr 1943 Warsaw ghetto uprising 	<ul style="list-style-type: none"> resistance Warsaw ghetto
Wohlfahrt, Willibald 	<ul style="list-style-type: none"> Jehovah's Witness Born: 5 Dec 1927 Koestenberg-Velden, Austria Died: 1945 Digging trenches in Germany 	<ul style="list-style-type: none"> Jehovah's Witness concentration camp Allies

DIARY WORKSHOP

(Facing History and Ourselves)

Objective

Pre-Reading During Reading Post Reading

The purpose of the small group work is for students to apply their learning of the diary as a literary form to the larger questions concerning their own writing.

Methodology

Divide the class into small discussion groups and assign each group one of the following sets of questions.

- **Diary and Purpose/Intent**
 - Are the reasons for which young people wrote diaries the same reasons for which a novelist writes?
 - Or for which a person writes a letter?
 - Do the differences in intent shape content, and if so, how?
- **Diary as Private or Public Expression**
 - Does a “diary” imply something private? How does context determine or change genre?
 - Is it any less of a diary if the writer intends for it to become a public document?
- **Diary and Personal Voice**
 - If you are writing for yourself, or for comfort, or for other personal reasons, does it matter how well you write?
 - Where does literary talent or skill come into play here?
 - Does the beauty of the language or the literary expressiveness matter in this context?
- **Diary as a Historical Document**
 - Does the purpose of the diary (as the writer stated it) shape how historically valuable it will be for the study of history?
 - What details would be revealed?
 - What would be missing from a diary that would be found in other historical documents?

At the close of their small group work, students should be prepared to present their assigned questions to the larger group.

Writing Prompts

1. Do you write? If so, what types of writing do you use as a form of personal expression? If you don't write, have you discovered something else in your life that enables you to personally express yourself?
2. Imagine a set of circumstances that would alter your reason for keeping a diary, would make you change the purpose of your diary, or would make you start a diary even though you are not so inclined. What might those circumstances be?
3. After reading Alexandra Zapruder's categories and entries, are there different declarations of intent that you were able to identify?
4. Which category of diary writing does Anne Frank fall into? Which category does Petr Ginz fall into? Why?

ANNE'S WORLD

Anne Frank House

Objectives

Pre-Reading During Reading Post Reading

While studying Anne Frank and her family, students who access *Anne's World* will:

- know the most important facts related to the Secret Annex.
- see an itinerary for a typical day in the Secret Annex.
- become familiar with the main characters and be able to speak about this in their own words.
- make some furniture pieces to gain a better understanding of the interior of the Secret Annex.
- understand the fate of the eight residents of the Secret Annex.
- explore information regarding the betrayal of the Secret Annex.
- learn more about Otto Frank and his decision to publish Anne's diary.
- explore a visual timeline of the Secret Annex.

Methodology

1. Allow students to access the magazine in the classroom during activities related to Anne Frank, such as those available in this guide:
 - Lesson Module: Diary of a Young Girl – Page 70
 - Lesson Module: The Short Life of Anne Frank – Page 106
 - Activity Module: 3D cardboard Model of The Secret Annex – Page 143
 - Activity Module: Measuring the Hiding Place – Page 146
2. Incorporate the magazine as a resource in recommended activities, such as those available in this guide:
 - Frame of Reference – Page 130
 - Timeline – Page 155
 - Biography Synthesis – Page 156

Questions for Consideration

1. Why, as Anne describes, could there be “no running water, no flushing lavatory, no walking around, no noise whatsoever” between 8:30am and 9:00am?
2. How does the schedule for the warehouse staff affect the schedule of those hiding in the Annex?
3. What type of chores must be done in the Annex?
4. Look at the small table in Anne's room (photo on page 5.) What is on the table? Why is this so important to Anne?
5. What else did Anne write while she was in hiding, aside from diary entries?
6. How do Anne's writings change over time? Consider the tone, topics, and themes.
7. What choices did “the helpers” (described on page 9) make? Why did they choose to help hide the Frank family?
8. Do you think Otto's decision to publish Anne's diary in 1947 and open the Annex as a museum in 1960 are directly connected? Why or why not?

Writing Prompts

1. Describe Anne's bedroom in the Annex. Describe your bedroom at home. How are they similar? How are they different?
2. Using the fold-out timeline between pages 8 and 9, choose 3 events that happened outside the Annex. List these events and describe how each event could have been perceived at the time, when no one yet knew the outcome of the Holocaust and World War II. How do you think the residents of the Secret Annex reacted to news of these events while listening to the radio?
3. Does learning about the fate of the residents of the Annex change how you read Anne's diary?
4. There are no entries in Anne's diary after she is arrested. How do you learn about what happened to Anne after her arrest? How is it different than learning about her life by reading her diary?
5. View the photo on page 14. Describe the photo in your own words. Give the photo a title and explain why you chose that title.
6. Excluding Anne, choose one person who was hiding in the Annex or helping the residents of the Annex that you would most like to interview. Create a list of at least 10 questions you would like to ask him or her.
7. What other questions do you have about Anne, the Frank family, the other residents of the Annex, and/or the helpers that were not answered in this magazine? What resources might you use to research these questions?

3D CARDBOARD MODEL OF THE SECRET ANNEX

Anne Frank House

Objectives

Pre-Reading During Reading Post Reading

Students will:

- know the most important facts related to the Secret Annex.
- immerse themselves in a particular space, get familiar with the main characters and be able to speak about this in their own words.
- make some furniture pieces to gain a better understanding of the interior of the Secret Annex.
- be able to name a few problems the people in hiding encountered.
- come to realize the importance of the helpers.
- be able to tell in their own words what happened to the people in hiding after their arrest.
- know that Otto Frank was the only one out of the eight people in hiding who returned after the war, that Miep Gies gave him Anne's diary and that he published it as a book.

Rationale

Many students immediately associate 'Anne Frank' with 'Diary' and 'The Jewish girl who hid behind a bookcase'. They often have no idea what the space behind the bookcase looked like or, for that matter, what happened there. The starting point of this 3D model of the Secret Annex is to gain a better understanding of the hiding place.

Historical Context

On 6 June 1944 the people in hiding get good news. A large army has landed in France to liberate the occupied countries in Europe. This gives everybody hope. Anne thinks she may even go back to school again in October. But on the 4th of August a car suddenly halts in front of Otto Frank's office building. Led by a Nazi officer, three Dutch police officers enter the building. They go to the hiding place behind the bookcase.

The people in hiding have been betrayed! To this day it is unclear who betrayed them. The people in hiding are arrested and transported to prison by truck. Anne's diary, her notebooks and the loose sheets she's been writing on are left behind in the Secret Annex. Miep Gies and Bep Voskuijl, two of their helpers, find these when they go into the hiding place after the arrest. Miep keeps them safe in her desk drawer.

First, the Nazis bring the fugitives to Westerbork, a large transit camp in the province of Drenthe, and from there, with more than a thousand other Dutch Jews, to Auschwitz concentration camp. On the platform of Auschwitz the men are separated from the women. This is when Anne and Margot see their father for the last time. They are then moved to Bergen-Belsen, another concentration camp, where they die in March 1945, shortly before the liberation of the camp (15 April 1945).

Otto Frank is the only one of the eight people in hiding who survives the Holocaust. In June 1945 he returns to the Netherlands. Miep gives him Anne's diary, notebooks and loose sheets of paper after it is clear the girls will not return. Otto reads in the diary that Anne really wanted to publish a book after the war. To fulfill her wish he compiles her diary entries into a real novel: *Diary of a Young Girl*. It is first published in Dutch, followed by translations in more than 70 different languages.

3D Package Contents

- loose parts to build the Annex
- instructions
- a poster of Prinsengracht 263
-

Methodology

Before you assemble the 3D model:

1. 1. Make sure the students have a basic knowledge of the life of Anne Frank up to the period of going into hiding. (You can use a digital introduction lesson on Anne Frank: available on www.annefrank.org/3Dmodel.)
2. Make the students aware of the fact that the spaces, as they are today and as such being part of the Anne Frank House, are unfurnished. They are completely empty, as decided by Otto Frank after his return. After the arrest of the people in hiding, the Nazis ordered the Annex to be emptied and Otto wanted to leave it that way. In 1960, Otto had some models made in order to give visitors an impression of the interior during the period in hiding.
3. Tell your students that approximately 28,000 Jewish men, women and children went into hiding in the Netherlands. However, the situation of Anne and the other people in hiding was exceptional and not representative.
 - a. Most Jewish families were separated. Children often went into hiding without their parents.
 - b. Many people hid in the countryside, not in cities. Some Jewish children could even go to school and play outside.
 - c. Many people in hiding had to change addresses frequently to stay safe. Survivor Ed van Tijn, for example, hid in 18 different places.

Assemble the 3D model:

- You can do this yourself or assign this task to groups of students.

After the 3D model has been built, have the students present on assigned spaces:

1. Use the poster of the building at Prinsengracht 263 so that it is clear that the Secret Annex/the hiding place is part of a larger building.
2. Divide your class into five groups and give each group a worksheet relating to part of the interior and the characters that belong to that particular space.
3. Ask each group to divide the questions and assignments among themselves.
4. Each group answers questions and makes the furniture for their assigned space.
5. Each group places its furniture in their assigned space.
6. Each group presents their space and what they have discovered in front of the class.

Questions for Consideration

1. At lunchtime, when the storeroom workers would be at home for lunch, the helpers would often visit the people in hiding. Anne always looked forward to these visits. Can you imagine why?
2. Who would have had a harder time to persevere at the Secret Annex, Anne or Fritz? Why?
3. Look at the small table in Anne's room. What is on the table? Why is this so important to Anne?
4. How do you think Margot felt about sharing a room with her parents? Why?
5. Why was Hermann and Auguste's room also the communal living-room used by all the people in hiding?
6. Why was it so important to Anne to see nature?

Writing Prompts

1. Do you think it was easy to share this space with eight people? If yes, please explain, If no, please explain.
2. Anne writes in her diary of her room: 'Up to now our bedroom, with its blank walls, was very bare. Thanks to Father – who brought my entire postcard and movie-star collection here beforehand – and to a brush and a pot of glue, I was able to plaster the walls with pictures. It looks much more cheerful.' (Anne Frank, *The Diary of a Young Girl*, 11 July 1942) Make a list of things you have attached to your own bedroom walls and explain why you chose to display these items.
3. '[...] whenever one of the eight of us opens his mouth, the other seven can finish the story for him', Anne writes on 28 January 1944. They have been in hiding for a year and a half. What does Anne mean? Explain in your own words.

MEASURING THE HIDING PLACE

Objective

Pre-Reading During Reading Post Reading

Examine the experience of living in a hiding place like the secret annex. Understand the context in which Anne wrote her diary while hiding for nearly two years.

Methodology

1. Have students examine the blue print of the Secret Annex on page 17 of *Diary of a Young Girl*.
2. Discuss with the students why Anne would go into such great detail with describing the Secret Annex. Require students to support their points with examples from the text.
3. Divide students into groups of eight.
4. Instruct the students to measure out the specific measurements of the hiding place and mark with masking tape. (If you would rather go ahead and rearrange the classroom before students come to the class that day, it might provide more time for reflection on this reading.) Conduct the discussion and response journal session within the confines of the masking tape.
 - a. Anne Frank and Fritz Pfeffer's room was 16'8" in length by 6'9" in width. Pose the question to the students about how Anne made this small room her own. Did she get along with Fritz? What types of activities did she do in their room? What type of activities do the students do in their bedrooms? Do they have to share their rooms with a sibling or family member?
5. Conduct a class discussion about living a life in hiding and how Anne, as a teenager, possibly felt about it. (See discussion questions below.)
6. Assign 1-3 of the writing prompts below to complete during class time or at home.

Discussion Questions

1. Anne was a very popular and precocious girl. She had many friends before she went into hiding. What do you think it was like to live in the annex with the same group of people?
2. What sort of activities did Anne and Margot do to keep their minds busy?
3. Life in hiding was certainly a challenge for the Franks, van Pels, and Fritz Pfeffer but not all those in hiding during World War II had such luxuries as a bathroom, kitchen, beds, separate rooms, and a reliable source of food. With this in mind, how do you think other people hid during the Holocaust?
4. In 1957, Anne's father, Otto, who was the only survivor from the Secret Annex, bought the building to save it from demolition. Three years later it was opened as a museum. Why do you think Otto decided to open it to the public? Would you want to visit the museum today?
5. How has measuring out the hideout affected your understanding of Anne's life in hiding and why she wrote in her diary?

Writing Prompts

1. Begin keeping your own diary. For your first entry, write some reasons as to why keeping a diary could change how you view yourself, the world, and those around you.

2. Choose an event described in an article from the Holocaust newspapers included in the Holocaust Learning Trunk. Write a letter to Anne in hiding – describe the event and its significance. How might Anne feel to be able to receive mail from someone from a different county with a different perspective on the events in Europe?
3. For more writing prompts, see “Lesson Module: Diary of a Young Girl” on page 70.

THE HOLOCAUST: A REMEMBRANCE 1933-1945

Retro Graphics Publishing

Objectives

Pre-Reading During Reading Post Reading

By reading American newspapers from the era, students are able to glimpse how the events of the Holocaust were made available to a non-European audience. Doing so raises essential questions concerning propaganda, the media, and the United States' role.

Summary

This replica set of 15 original newspaper pages from 1933-1946 chronicle selected reporting on news and events during the Holocaust.

- *Boston Evening Globe*, January 30, 1933
- *The Dallas Morning News*, April 2, 1933
- *San Francisco Chronicle*, April 23, 1938
- *The Dallas Morning News*, November 11, 1938
- *Daily Record*, November 18, 1938
- *The Houston Post*, November 23, 1938
- *San Francisco Chronicle*, March 15, 1939
- *The Baltimore News-Post*, September 1, 1939
- *The Jewish News*, December 11, 1942
- *45th Division News*, May 13, 1945

Historical Context

During the era of the Holocaust, the American press did not always publicize reports of Nazi atrocities in full or with prominent placement. For example, the *New York Times*, the nation's leading newspaper, generally deemphasized the murder of the Jews in its news coverage. The U.S. press had reported on Nazi violence against Jews in Germany as early as 1933. It covered extensively the Nuremberg Laws of 1935 and the expanded German antisemitic legislation of 1938 and 1939. The nationwide state-sponsored violence of November 9-10, 1938, known as Kristallnacht (Night of Crystal), made front page news in dailies across the U.S. as did Hitler's infamous prediction, expressed to the Reichstag (German parliament) on January 30, 1939, that a new world war would mean the annihilation of the Jewish "race."

As the magnitude of anti-Jewish violence increased in 1939-1941, many American newspapers ran descriptions of German shooting operations, first in Poland and later after the invasion of the Soviet Union. The ethnic identity of the victims was not always made clear. Some reports described German mass murder operations with the word "extermination." As early as July 2, 1942, the *New York Times* reported on the operations of the killing center in Chelmno, based on sources from the Polish underground. The article, however, appeared on page six of the newspaper. Although the *New York Times* covered the December 1942 statement of the Allies condemning the mass murder of European Jews on its front page, it placed coverage

of the more specific information released by Wise on page ten, significantly minimizing its importance. (United States Holocaust Memorial Museum, 2014)

Methodology

1. Divide students into pairs or small groups and assign each to one article in the set of 15.
2. Using only information presented in the article, have the students complete the Frame of Reference activity (module on page 130 and student work sheet on page 158.)
3. Have the students examine the event on which the article reported in relation to surrounding events in Timeline of the Holocaust on page 27 .
4. Have the students complete the Response Journal activity on page 152 using one or all of the writing prompts below.
5. Or, lead the class in a group discussion with the questions for consideration listed below.

Questions for Consideration

1. What are other ways people received news between 1933 and 1945?
2. What effect did the media--newspapers, editorial cartoons, film footage, and radio--have during the Holocaust?
3. How do you think reporting on the events of the Holocaust by American newspapers was different than newspapers in Germany?
4. What is propaganda?
5. After Hitler took power in 1933, the Nazis established control or exerted influence over the press in Germany. Within months, the Nazi regime destroyed Germany's previously vigorous free press. (United States Holocaust Memorial Museum, 2014)
 - a. Why did the Nazis feel it necessary to establish control of the press?
 - b. How do you think the Nazis manipulated the press surrounding specific events such as Kristallnacht?
 - c. Why do you think the Nazis minimized the actual scale of the death and destruction for which they were responsible?

Writing Prompts

1. Do you think the article provides accurate information? Why or why not?
2. How do you think someone reading this article at the time, without knowing the outcome of the Holocaust and World War II, would have reacted to this news?
3. What other type of articles appear alongside the article you studied? How do they affect the tone of the article you studied?
4. Does your article include a photo? If so, please describe the photo. Do you think this photo is important?
5. When looking at the page, what is the first photo or headline that catches your eye? What does this tell you about the importance or non-importance the newspaper editors are trying to convey concerning the article you studied?
6. How do you think reporting on the events of the Holocaust by American newspapers was different than newspapers in Germany?

KEY CONCEPT SYNTHESIS

(MetaMetrics: The Lexile Framework for Reading)

Description

Pre-Reading During Reading Post Reading

Key Concept Synthesis is an effective strategy for allowing students to identify the central concepts of a text, and to put those concepts into their own language while making connections to other concepts.

How It Works

Key Concept Synthesis helps students to determine the key concepts in a piece of text and then relate those concepts to broader ideas. Key Concept Synthesis requires students to first use textual clues to determine the key concepts in a piece of text. These include looking for divisions or sections within the text, determining which sentence in each paragraph is the topic sentence, and learning to ‘forecast’ the main idea. Once a student is able to identify the central concepts of a text, they can restate those ideas in their own words, and then make even broader connections between those concepts and other ideas or knowledge. The practice of restating the idea in their own words allows teachers to spot fallacies and misunderstandings in the student’s representation of an idea.

How It Can Be Used

Key Concept Synthesis can be used across multiple content areas and is particularly useful with science and mathematics instruction.

- Key Concept Synthesis is best used with text that is at or below the student’s Lexile measure.
- Some students may prefer to use an artistic or graphical device, like a mind map, to establish the key concepts.
- Once students have completed the graphic organizer, they can share their ideas with other students and identify how they determined the key concepts and how they determined the relevant connections.
- Upon completion, it is advisable that students share their efforts with their peers. Students are advised to discuss the methods they used to establish the key concepts and how they identified the primary connections.

LITERATURE CIRCLE

(MetaMetrics: The Lexile Framework for Reading)

Description

Pre-Reading During Reading Post Reading

When done correctly, Literature Circles are an important strategy for engaging a text on multiple levels. Literature Circles require each member of a small group to play a pre-defined role in examining a chosen text. Each role within the group is responsible for investigating a different aspect of the text and then sharing with the group to formulate a coherent picture of the text and its meaning. Literature Circles require that students read for meaning while thinking critically about the content of a text.

How It Works

Literature Circles are typically organized by a set of graphic organizers. Each graphic organizer establishes and defines the role that a student will play within their group. The roles most commonly used include Director, Illuminator, Illustrator, Connector, Word Watcher, and Summarizer, though those roles are somewhat flexible. Roles may be added or omitted as necessary. Each role has an assigned set of responsibilities and questions to consider while reading the text. The students read the text individually (usually this is done outside of class, but is sometimes done in class with short pieces of text) and then reconvene with their assigned group. Within their group, the students share their insights and comments. The Director usually summarizes the group's thoughts for the class.

How It Differentiates

Literature Circles are commonly used in ELA classes and with works of fiction, but with little modification can be used across all content areas.

- When creating groups for Literature Circles, it can be helpful to group students of varying Lexile ranges as a way to expose students with lower Lexile measures to higher order thinking.
- In certain contexts, such as each group being assigned a different segment of information on the same topic, it may be advisable to group students of similar Lexile measures together and have them read texts at a lower level as a means of scaffolding.

RESPONSE JOURNAL

Objective

Pre-Reading During Reading Post Reading

Provide students with the opportunity to express their thoughts, feelings, reactions, and beliefs throughout the entire Holocaust or Holocaust-related unit.

Methodology

1. Assign each student to bring an empty notebook to class for the first day of the unit.
2. Assign 1-3 writing prompts from the lesson module to each student as an in-class or take-home assignment. Notify students that there are no “right” or “wrong” answers to these assignments.

(Optional: Have students volunteer to read his/her entry for the day aloud to the rest of the class as the opening for a class discussion.)

3. Journals can be turned in at the end of each assignment, week, or unit. Provide feedback on 3-5 of the student’s responses.

(Optional: Once the entire unit is complete, encourage each student to bring their journal home to share with his/her family.)

Questions for Consideration

1. How do you express yourself?
2. What experiences in your life have shaped your perspective and voice?
3. Do you keep a diary? If so, why?
4. How do you think you might view your responses in this journal 1 year from now? 5 years from now? 50 years from now?

VOCABULARY SQUARES

(MetaMetrics: The Lexile Framework for Reading)

Description

Pre-Reading During Reading Post Reading

Because the semantic dimension of any text is a critical factor in influencing readability, Vocabulary Squares are a useful practice for identifying key words or concepts, defining them in relation to the text, and relating those words to their relevant contexts.

How It Works

Vocabulary Squares comprise multiple four-part grids that are labeled as part of speech, synonyms & antonyms, symbol/icon, and definition. For each identified vocabulary word, the student is required to fill in the appropriate information in each section of the grid and then formulate a sentence employing the word in the relevant context. Vocabulary Squares are typically used as an individual reading activity that provides additional support to a text.

How It Can Be Used

Vocabulary Squares can be useful across all content areas.

- Vocabulary Squares is best used for texts that are at or slightly above a student's Lexile measure.
- Vocabulary Squares are an effective strategy in cases where the semantic dimension of a text may impede reading fluency.

SOCIOGRAMS

(MetaMetrics: The Lexile Framework for Reading)

Description

Pre-Reading During Reading Post Reading

Sociograms are graphic representations of structures or relationships. Students can describe interpersonal relationships of characters in works of fiction, relationships among historical figures, or even relationships among scientific concepts or processes.

How It Works

Sociograms allow students to think creatively and express their understanding of the reading material in novel ways. While students can ultimately determine the look and structure of their own Sociograms, some general conventions will help students get started. Students can place the primary character(s) or theme(s) at the center of the diagram and let the physical distance between persons and/or facts reflect the historical or actual distance between the people, places, or facts. The size/shape/symbol of a character or concept can be a symbolic representation of each personality or concept. Students can show the direction of a relationship by an arrow or line, which can be creatively applied to represent different conditions by being a jagged line, a wavy line, or a thick line. Substantiated relationships can be portrayed with a solid line and inferred relationships with a broken line. Living people can be circled with a solid line, historical people can be circled with a broken line. Students can illustrate the tone and/or theme of a piece by using colors or visual symbols.

How It Can Be Used

Sociograms can be useful in all content areas, but are best when applied to concepts, processes, or interpersonal relationships that have various connections.

- Explore creative ways to explain historical events or scientific processes with shapes, arrows, lines, and other meaningful symbols.
- Sociograms can be done as an individual assignment or can be developed in groups. Each group may be assigned a different portion, chapter, or unit as part of a jigsaw, and then combined to create a comprehensive picture for the entire class.

TIMELINE

(MetaMetrics: The Lexile Framework for Reading)

Description

Pre-Reading During Reading Post Reading

Timeline activities allow students to identify key facts about a prominent person or event and arrange those facts, in brief sentences or phrases, into a chronological timeline.

How It Works

During or after reading a text that provides a series of events or facts, students can create a comprehensive Timeline that allows them to see the scope and sequence of events at a glance. Creating a Timeline can help students identify key facts or events and see the whole concept in terms of the main points before delving into the supporting information.

How It Can Be Used

A Timeline can be useful across all content areas, in instances when students are given a series of chronological pieces of information.

- Timeline activities are useful for helping students record chronological information in a simple graphic organizer format.

BIOGRAPHY SYNTHESIS

(MetaMetrics: The Lexile Framework for Reading)

Description

Pre-Reading During Reading Post Reading

Biography Synthesis offers students an opportunity to identify the key facts about a historical figure, acclaimed scientist, author, or even a character in a work of fiction, and compile those facts into a coherent summary.

How It Works

After reading a text that provides biographical information on a person relevant to the lesson theme, students create their own personal biography of the person by incorporating facts from the text as well as speculative opinions or questions based on what they have learned. The questions can vary, though inference-based or opinion questions should be able to be substantiated with factual knowledge.

How It Can Be Used

Biography Synthesis can be useful across all content areas, in instances when students are given biographical information on a prominent figure in the field.

- Biography Synthesis is useful for helping students engage with historical figures in a personally relevant way

SECTION V:

HANDOUTS AND WORKSHEETS

FRAME OF REFERENCE

How I know what I know...

What I know about the topic...

Topic:

KEY CONCEPT SYNTHESIS

Directions: Use the following graphic organizer to identify the five most important concepts (in the form of single words or phrases) from the reading. Think about identifying the five most important concepts in this way: If you had to explain to someone who had not read the text, what are the five most important concepts you would want them to understand? (Use sticky notes to identify important concepts as you read and then complete the graphic organizer once you have completed the reading.)

Article:

Five Key Concepts	Put the Concept in Your Own Words	Explain Why the Concept is Important AND Make Connections to Other Concepts
1.		
2.		

3.		
4.		
5.		

LITERATURE CIRCLE

Responsibilities of Literature Circle Members

- ✓ Contribute to your Literature Circle discussion
- ✓ Personally keep up with your responsibilities to your group
- ✓ Diligently record your ideas on your Literature Circle Notes
- ✓ Respectfully hold each member accountable for work, contributions to discussion, and ongoing participation

Roles of Literature Circle Members

- Illuminator
- Illustrator
- Connector
- Word Watcher
- Discussion Director
- Summarizer

Book:

Author:

	Group Member	Role
1.		
2.		
3.		
4.		
5.		
6.		

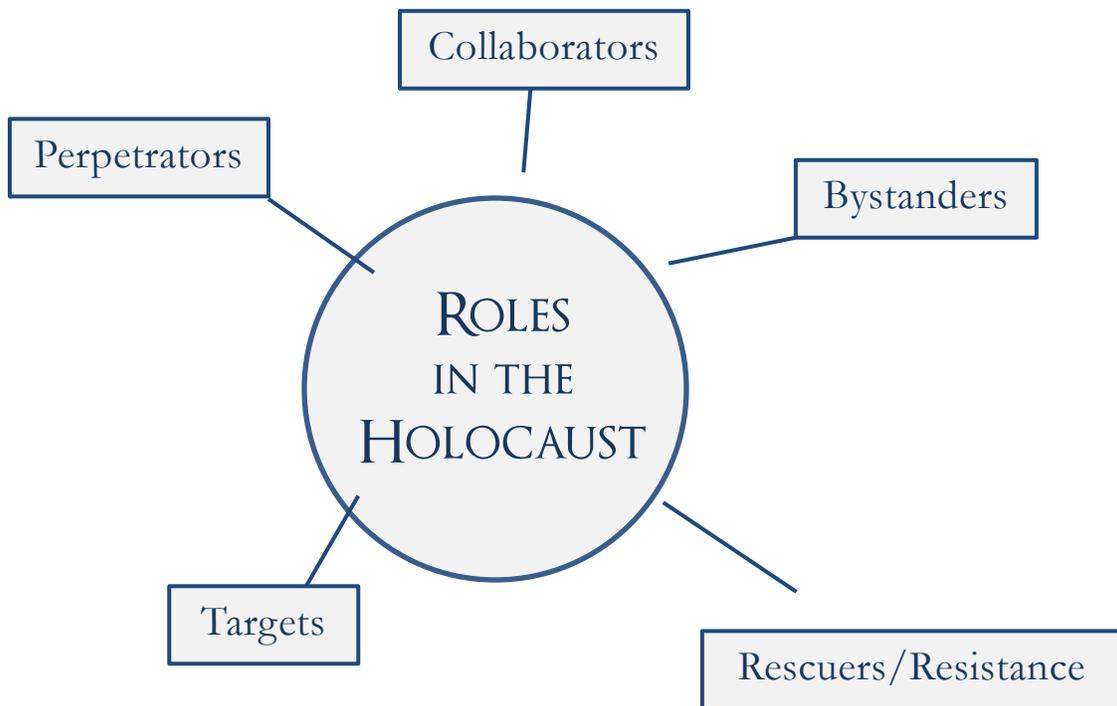
VOCABULARY SQUARES

Word:		Word:	
Part(s) of Speech:		Part(s) of Speech:	
Etymology	Symbol/Logo/Icon	Etymology	Symbol/Logo/Icon
Synonyms	Antonyms	Synonyms	Antonyms
Definition(s)		Definition(s)	
Sentence		Sentence	

Word:		Word:	
Part(s) of Speech:		Part(s) of Speech:	
Etymology	Symbol/Logo/Icon	Etymology	Symbol/Logo/Icon
Synonyms	Antonyms	Synonyms	Antonyms
Definition(s)		Definition(s)	
Sentence		Sentence	

SOCIOGRAMS

Directions: Using the template below, complete the Sociograms by drawing additional lines and bubbles for each character in the book(s) you read. Keep in mind what choices each character made and why.



TIMELINE

The image shows a vertical timeline template. A central vertical line is flanked by six rectangular boxes, three on each side. Each box is designed for recording an event and contains the following text:

- Top-left box: **Date:** and **Event:**
- Second box from top: **Date:** and **Event:**
- Third box from top: **Date:** and **Event:**
- Bottom box: **Date:** and **Event:**
- Bottom-right box: **Date:** and **Event:**

BIOGRAPHY SYNTHESIS

Directions: Complete the biography of a prominent person in your own words below:

This is a biography of:

This person is most famous for:

Some interesting facts about this person are:

I would describe this person as being:

I would describe this person this way because:

If I could meet this person and ask one question, I would ask him/her:

I would ask this question because:

This person's accomplishments affect my life because:

This person's accomplishments have affected the world because:

NUREMBERG RACIAL LAWS OF 1935

Vocabulary

- antisemitism
- Aryan race
- civil rights
- democracy
- Der Sturmer
- discrimination
- Jewish badge
- mischling
- Nazi
- Prejudice
- propaganda
- racism
- stereotype
- tolerance
- tyranny

Response Questions

1. Which law stripped Jews of German citizenship?

2. Which law segregated Jews from other Germans?

3. Check one: How did Nazis force Jews to display their identity as Jewish?

- Jews were required to carry identity cards.
- Jews were required to have a red “J” stamped on their passports.
- Jews who did not have “recognizable ‘Jewish’” first names were forced to adopt new middle names: “Israel” for males and “Sara” for females.
- Jews were required to wear a Jewish badge: a yellow Star of David on their clothes or a similar armband.
- All of the above.

4. Circle one: Jews are a race of people.

True

False

WITNESS TO THE HOLOCAUST

Biography of William Alexander Scott III

William Alexander Scott III's father founded the first black-owned daily newspaper in the United States – *The Atlanta Daily World*. Scott grew up in Atlanta, attended Morehouse College, and later became the editor of the newspaper. He was also a tireless civil rights activist, WWII photojournalist and a witness to the liberation of the Buchenwald concentration camp.

In 1943 Scott was a Business and Math major at Morehouse College and engaged to his childhood sweetheart, Marian Willis, when he was called up for service in the United States Army. In March of 1943, shortly after his induction at Fort Benning, Georgia, Private Scott was assigned as a photographer with the 318th Airbase Squadron until June 1944. He left Tuskegee, Alabama, after some testing and was assigned to the Army Specialized Training Program (ASTP) at Howard University (Washington, D.C.)

Scott and five others out of a group of 310 men completed the nine-month basic engineering program in six months. From there, Scott was assigned to the 183rd Engineer Combat Battalion at Camp McCain (Grenada, Mississippi). Just before he was shipped overseas, Scott and Willis married in 1944.

During World War II the United States Army was, like much of the nation itself, segregated. “Things were supposed to be ‘separate but equal’ but they were not, of course. They were separate but they were not equal. So that was one of the challenges that many of the black soldiers had – they were fighting for rights that they could not enjoy,” Scott’s daughter, Alexis, explained. “But a lot of the black soldiers felt that because they were fighting for democracy, surely the United States would see that and recognize that; ‘we are just as patriotic, just as American, and this will make a difference when we come back home.’ And, as you know, it certainly did.”

On April 11, 1945, Scott rode into Eisenach, Germany, on an Army convoy with the 8th Corps of General George S. Patton’s 3rd Army. That afternoon they entered Buchenwald, one of the largest concentration camps established by the Nazis within German borders. The African American soldiers liberating the camp could hardly overlook the irony of their own status in an army that considered them inferiors, even as they fought to defeat the Nazi army which carried the banner of racial supremacy.

With his camera, Scott documented the atrocities for which the Nazis were responsible at Buchenwald. Many of these photographs were deemed to be official evidence and had to be turned over to the United States government.

After the war, Scott returned to Atlanta and completed his education at Morehouse. He then applied to Georgia Tech despite the fact that acceptance was impossible at the time due to the color of his skin. He submitted his application simply as an act of defiance – to challenge the system.

On July 16, 1948, President Harry S. Truman issued Executive Order 9981 which abolished racial discrimination in the armed forces.

In 1948 Scott became circulation manager of *The Atlanta Daily World* and was very active in the Atlanta community. He served on the committee to celebrate the first official national holiday commemorating the life of Martin Luther King, Jr.

Scott was appointed by Georgia Governors Joe Frank Harris and Zell Miller to be a member of the Georgia Commission on the Holocaust. He was also appointed by President George H.W. Bush to the United States Holocaust Memorial Council.

Scott died in 1992 at the age of 69.

Witness Testimony of the Liberation of Buchenwald by William Alexander Scott III

When one explores the halls of memories, some moments cannot be forgotten or dimmed by the passage of time. I remember the day – clear and sunny – riding in a convoy into Eisenach, Germany, 11 April 1945, as World War II was ending; and, a Third Army courier delivering a message to us to continue on to a concentration camp (Buchenwald), 10 or more miles further east, near Weimar.

I was a reconnaissance sergeant, photographer, camoufleur and part-time historian in S-2 (Intelligence Section) of the 183rd Engineer Combat Battalion. We were in the: 8th Corps of General George S. Patton's 3rd Army. As we rode into Buchenwald, I can remember thinking--"there is no place as horrible as we have been told--no atrocities--we should turn around--stop wasting time--go back to Eisenach and establish our Battalion Headquarters.

But we continued and finally, arrived at a place that did not look so bad as we passed the main entrance--but, as we rolled around the front building, we saw the feeble mass of survivors milling around.

We got out of our vehicles and some began to beckon to us to follow and see what had been done in that place--they were walking skeletons. The sights were beyond description. What little we had been told in an orientation session in Northern France in early December, 1944, was nothing in comparison--and I had thought no place could be this bad.

I took out my camera and began to take some photos--but that only lasted for a few pictures. As the scenes became more gruesome, I put my

camera in its case and walked in a daze with the



survivors, as we viewed all forms of dismemberment of the human body. We learned that 31,000 of the 51,000 persons there had been killed in a two week period prior to our arrival. An SS trooper had remained until the day of our arrival and survivors had captured him as he tried to flee over a fence. He was taken into a building where two men from my unit followed. They said he was trampled to death by the survivors.

I began to realize why few, if any, persons would believe the atrocities I had seen. HOLOCAUST was the word used to describe it--but one has to witness it to even begin to believe it--and, finally after going through several buildings, with various displays--lamp shades of human skin, incinerators

choked with human bones, dissected heads and bodies, testes in labeled bottles, so that they could be seen by the victims on a shelf by the door as they went in and out of the barracks (after two weeks of this procedure, they would be killed, but, we arrived before this ritual could be continued), my mind closed the door on this horror.

We eventually left after helping to remove some of the survivors for medical assistance. As we rode

Even though my ancestors had arrived in our country (the United States of America) as slaves in chains from Africa, and subjected to torture and death during the long centuries of slavery, it all seemed to pale in comparison to the glaring impact of what I had witnessed at Buchenwald.

I later learned about other death facilities-including the monstrous Auschwitz. My slave ancestors, despite the horrors they were subjected to, had value and were listed among the assets of a slave holder.

back to Eisenach in silence, I remembered that about 1,000 persons in an isolated area were in better shape than the others-- who were they?-Russians we were told. But, I asked myself, how could a country, classified during my high school days of the late 1930's as probably the world's most literate, allow this type of mass murder and psychotic behavior to take place? There were no answers, as many thoughts raced through my mind.

Had the Nazi position prevailed in the aftermath of the U.S. Civil War, (my slave great grandfather and namesake-- William Alexander Scott fought with the Union Army in Mississippi) I, or others similarly situated, would not exist in the world today--the earth would have literally become the "Forbidden Planet" where no humans would exist, only Robby the Robot and Hal the Computer

would patrol the plains. My life, as I contemplate the impact of past events on it, has evolved into a character that exhibits an attitude to fellow humans that they have nothing to fear from me or my family. I am only one. But my wife, our children (a son and a daughter--their children, 2 boys, a girl and 2 boys, respectively) have the character and function that nothing should fear them--they have no designs on others or their families."

Vocabulary

- Antisemitism
- Buchenwald
- Civil Rights
- Concentration camp
- Crematoria
- Discrimination
- Liberation
- Prejudice
- Racism
- stereotypes

Questions to Consider

1. Explain Mr. Scott's statement "How could a country classified during my high school days of the 1930's as probably the most literate, allow this type of mass murder and psychotic behavior to take place?"
2. How did Mr. Scott compare the camp prisoners to his slave ancestors?
3. Why was it important to take pictures of what the Liberators witnessed?
4. Why do you think Mr. Scott was inspired to combat injustice and fight for civil rights when he returned to Atlanta?

WORKS CITED

This guide was compiled strictly for nonprofit educational purposes from multiple sources by the Georgia Commission on the Holocaust as a companion to the contents included in the Holocaust Learning Trunk Project third edition trunks. For additional resources, live links, and recommended sources for further research, please visit www.holocaust.georgia.gov.

Introduction

Why teach about the Holocaust?

United States Holocaust Memorial Museum. "Why Teach About the Holocaust?" n.d. *Resources for Educators*. 16 December 2014. <<http://www.ushmm.org/educators/teaching-about-the-holocaust/why-teach-about-the-holocaust>>.

Definition of the Holocaust

United States Holocaust Memorial Museum. "Guidelines for Teaching About the Holocaust." n.d. *Resources for Educators*. 16 December 2014. <<http://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines#define>>.

Guidelines for Teaching About the Holocaust

United States Holocaust Memorial Museum. "Guidelines for Teaching About the Holocaust." n.d. *Resources for Educators*. 16 December 2014. <<http://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines>>.

Resources

Glossary

Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem. (2005). *Echoes and Reflections*.

Cornell University Law School. (n.d.). *Civil Rights*. Retrieved December 16, 2014, from Legal Information Institute: Wex: http://www.law.cornell.edu/wex/Civil_rights

St. Louis Holocaust Museum & Learning Center. (n.d.). *Terminology*. Retrieved December 16, 2014, from Education: <http://hmlc.org/education/education-holocaust-terminology/>

The Federal Bureau of Investigation. (n.d.). *Hate Crime -- Overview*. Retrieved December 16, 2014, from What We Investigate: http://www.fbi.gov/about-us/investigate/civilrights/hate_crimes/overview

The Simon Wiesenthal Center. (n.d.). *Glossary of the Holocaust*. Retrieved December 16, 2014, from Holocaust Resources: http://www.museumoftolerance.com/site/c.tmL6KfNVlTH/b.5879939/k.1DC/Glossary_of_Terms_Places_and_Personalities.htm

United States Holocaust Memorial Museum. (2014, June 20). *Westerbork*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005217>

- United States Holocaust Memorial Museum. (2014, June 2014). *Glossary*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007315>
- United States Holocaust Memorial Museum. (2015, August 18). *Antisemitism*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005175>
- United States Holocaust Memorial Museum. (2015, August 18). *Austria*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005447>
- United States Holocaust Memorial Museum. (2015, August 18). *Axis Alliance in World War II*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005177>
- United States Holocaust Memorial Museum. (2015, August 18). *Forced Labor: An Overview*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005180>
- United States Holocaust Memorial Museum. (2015, August 18). *Ghettos*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005059>
- United States Holocaust Memorial Museum. (2015, August 18). *Killing Centers: An Overview*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005145>
- United States Holocaust Memorial Museum. (2015, August 18). *Kindertransport, 1938-1940*. Retrieved September 10, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005260>
- United States Holocaust Memorial Museum. (2015, August 18). *Lodz*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005071>
- United States Holocaust Memorial Museum. (2015, August 18). *Nazi Camps*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005144>
- United States Holocaust Memorial Museum. (2015, August 18). *Sobibor*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005192>
- United States Holocaust Memorial Museum. (2015, August 18). *Voyage of the St. Louis*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005267>
- United States Holocaust Memorial Museum. (n.d.). *Combating Holocaust Denial: Origins of Holocaust Denial*. Retrieved December 16, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007273>
- United States Holocaust Memorial Museum. (n.d.). *Quakers*. Retrieved December 2016, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005212>
- United States Holocaust Memorial Museum. (n.d.). The Evian Conference. Retrieved September 14, 2015, from The Holocaust: A Learning Site for Students: <http://www.ushmm.org/outreach/en/article.php?ModuleId=10007698>

United States Holocaust Memorial Museum. (n.d.). *Typhus*. Retrieved December 18, 2014, from Exhibitions and Collections: <http://www.ushmm.org/information/exhibitions/online-features/collections-highlights/who-was-this-woman/typhus>

Yad Vashem. (n.d.). *Gas Chambers*. Retrieved December 16, 2014, from The Holocaust: http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%206234.pdf

Yad Vashem. (n.d.). *The World of the Camps: Labor and Concentration Camps*. Retrieved December 16, 2014, from The Holocaust: <http://www.yadvashem.org/yv/en/holocaust/about/06/camps.asp>

Timeline of the Holocaust: 1933-1945

United States Holocaust Memorial Museum. (2014, June 20). *German Jews During the Holocaust, 1939-1945*. Retrieved December 16, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005469>

United States Holocaust Memorial Museum. (2015, August 18). *1933: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007499>

United States Holocaust Memorial Museum. (2015, August 18). *1934: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007500>

United States Holocaust Memorial Museum. (2015, August 18). *1935: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007501>

United States Holocaust Memorial Museum. (2015, August 18). *1936: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007759>

United States Holocaust Memorial Museum. (2015, August 18). *1937: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007760>

United States Holocaust Memorial Museum. (2015, August 18). *1938: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007761>

United States Holocaust Memorial Museum. (2015, August 18). *1939: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007762>

United States Holocaust Memorial Museum. (2015, August 18). *1940: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007766>

United States Holocaust Memorial Museum. (2015, August 18). *1941: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007764>

- United States Holocaust Memorial Museum. (2015, August 18). *1942: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia:
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007765>
- United States Holocaust Memorial Museum. (2015, August 18). *1943: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia:
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007767>
- United States Holocaust Memorial Museum. (2015, August 18). *1944: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia:
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007768>
- United States Holocaust Memorial Museum. (2015, August 18). *1945: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia:
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007769>
- United States Holocaust Memorial Museum. (2015, August 18). *1946-1948: Key Dates*. Retrieved September 14, 2015, from Holocaust Encyclopedia:
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007770>
- United States Holocaust Memorial Museum. (2015, August 18). *Kindertransport, 1938-1940*. Retrieved September 10, 2015, from Holocaust Encyclopedia:
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005260>
- United States Holocaust Memorial Museum. (m.d.) *Chronology of the Holocaust*. Retrieved September 15, 2015, from Materials by Topic: <http://www.ushmm.org/educators/teaching-materials/materials-by-topic#holocaust>
- United States Holocaust Memorial Museum. (n.d.). *German Jews' Passports Declared Invalid*. Retrieved September 14, 2015, from Timeline of Events: <http://www.ushmm.org/learn/timeline-of-events/1933-1938/reich-ministry-of-the-interior-invalidates-all-german-passports-held-by-jew>
- Anne Frank: A Timeline**
- Anne Frank House. (n.d.). *A new start*. Retrieved January 2, 2015, from Emigrating to the Netherlands:
<http://www.annefrank.org/en/Anne-Frank/Emigrating-to-the-Netherlands/A-new-start/>
- Anne Frank House. (n.d.). *Anne Frank Timeline*. Retrieved January 2, 2015, from
<http://www.annefrank.org/en/Subsites/Timeline>
- Anne Frank House. (2015, March 31). *Anne Frank's last months*. Retrieved September 14, 2015, from News:
<http://www.annefrank.org/en/News/News/2015/Maart/Anne-Franks-last-months/>
- Anne Frank House. (n.d.). *Anti-Jewish measures*. Retrieved January 2, 2015, from The Nazis occupy the Netherlands.: <http://www.annefrank.org/en/Anne-Frank/The-Nazis-occupy-the-Netherlands/Anti-Jewish-Decrees/>
- Anne Frank House. (n.d.). *Emigration plans*. Retrieved January 2, 2015, from
<http://www.annefrank.org/en/Anne-Frank/Life-in-Germany/Emigration-plans/>
- Anne Frank House. (n.d.). *Emigration plans*. Retrieved January 2, 2015, from Life in Germany:
<http://www.annefrank.org/en/Anne-Frank/Life-in-Germany/Emigration-plans/>

- Anne Frank House. (n.d.). *From Germany to the Netherlands*. Retrieved January 2, 2015, from Temporary Exhibitions: The flight of the Frank family, the Van Pels family and Fritz Pfeffer: <http://www.annefrank.org/en/Museum/Exhibitions/Temporary-Exhibitions/Misschien-trekken-ook-wij-verder/From-Germany-to-the-Netherlands/>
- Anne Frank House. (n.d.). *How welcome were the Frank family?* Retrieved January 2, 2015, from Temporary Exhibitions: The flight of the Frank family, the Van Pels family and Fritz Pfeffer: <http://www.annefrank.org/en/Museum/Exhibitions/Temporary-Exhibitions/Misschien-trekken-ook-wij-verder/How-welcome-were-the-Frank-family-in-the-Netherlands/>
- Anne Frank House. (n.d.). *Life in Germany*. Retrieved December 18, 2014, from Anne Frank: <http://www.annefrank.org/en/Anne-Frank/Life-in-Germany/>
- Anne Frank House. (n.d.). *Life in Germany*. Retrieved December 18, 2014, from Anne Frank: <http://www.annefrank.org/en/Anne-Frank/Life-in-Germany/>
- Anne Frank House. (n.d.). *The hiding place*. Retrieved December 18, 2014, from Anne Frank: <http://www.annefrank.org/en/Anne-Frank/Not-outside-for-2-years/>
- Anne Frank House. (n.d.). *The hiding place*. Retrieved December 18, 2014, from Anne Frank: <http://www.annefrank.org/en/Anne-Frank/Not-outside-for-2-years/>
- Anne Frank House. (n.d.). *Threat of War*. Retrieved January 2, 2015, from Emigrating to the Netherlands: <http://www.annefrank.org/en/Anne-Frank/Emigrating-to-the-Netherlands/Threat-of-War/>
- Dutch Resistance Museum. (n.d.) *Persecution of Jews in the Netherlands: Overview 1940-1945*. Retrieved September 14, 2015: http://www.verzetsmuseum.org/tweede-wereldoorlog/nl/achtergrond/achtergrond,jodenvervolging/overzicht_1940_1945
- Yad Vashem. (n.d.) *Rescue Story: Kugler, Victor*. Retrieved September 14, 2015, from The Righteous Among the Nations: <http://db.yadvashem.org/righteous/family.html?language=en&itemId=4015898>

Lesson Modules

Benno and the Night of Broken Glass

- Goodwin Holocaust Museum and Education Center. (n.d.). *Teaching Tolerance Storybook List Grades Pre-K - 8*. Retrieved December 19, 2014, from Resources for the Classroom: <http://www.state.nj.us/education/holocaust/resources/ToleranceBookListPK8.pdf>
- United States Holocaust Memorial Museum. (2014, June 20). *Kristallnacht: A Nationwide Pogrom, November 9-10, 1938*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005201>
- Kar-Ben Publishing. (n.d.). *Benno and the Night of Broken Glass*. Retrieved December 19, 2014, from eSource: Resources for Teachers and Students: http://www.karben.com/assets/images/eSources/eSource_Benno.pdf

Daniel's Story

Broward County Public Schools. (2009, December 9). *Daniel's Story Guide*. Retrieved December 19, 2014, from Multicultural, ESOL and Program Services Department:
<http://www.broward.k12.fl.us/esol/Eng/Multicultural/PDF/Daniel's%20Story%20Guide.pdf>

United States Holocaust Memorial Museum. (2014, June 20). *Children During the Holocaust*. Retrieved December 19, 2014, from Holocaust Encyclopedia:
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005142>

Yad Vashem: The International School for Holocaust Studies. (n.d.). *Frankfurt am Main*. Retrieved December 19, 2014, from Shoah Resource Center:
http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%205861.pdf

Diary of Petr Ginz

United States Holocaust Memorial Museum. (2014, June 20). *Theresienstadt*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005424>

United States Holocaust Memorial Museum. (2014, June 20). *Children's Diaries During the Holocaust*. Retrieved December 18, 2014, from Holocaust Encyclopedia:
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007952>

Diary of a Young Girl

Anne Frank House. (n.d.). *The hiding place*. Retrieved December 18, 2014, from Anne Frank:
<http://www.annefrank.org/en/Anne-Frank/Not-outside-for-2-years/>

Meyer Meinbach, A., & Klein Kassenoff, M. (1994). *Memories of the Night: A Study Guide of the Holocaust*. Frank Schaffer Publications, Inc.

United States Holocaust Memorial Museum. (2014, June 20). *Children's Diaries During the Holocaust*. Retrieved December 18, 2014, from Holocaust Encyclopedia:
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007952>

Yad Vashem: The International School for Holocaust Studies. (n.d.). *Frankfurt am Main*. Retrieved December 19, 2014, from Shoah Resource Center:
http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%205861.pdf

Yad Vashem: The International School for Holocaust Studies. (n.d.). *The Netherlands*. Retrieved December 18, 2014, from Shoah Resource Center: http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%205952.pdf

Four Perfect Pebbles: A Holocaust Story

United States Holocaust Memorial Museum. (2014, June 20). *Westerbork*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005217>

Yad Vashem: The International School for Holocaust Studies. (n.d.). *The Netherlands*. Retrieved December 18, 2014, from Shoah Resource Center: http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%205952.pdf

Hana's Suitcase

Flaig, D. (2003). *Hana's Suitcase: A book study*. Retrieved December 19, 2014, from
<http://www.hanassuitcase.ca/PDF/studyguide.pdf>

United States Holocaust Memorial Museum. (2014, June 20). *Children During the Holocaust*. Retrieved December 19, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005142>

United States Holocaust Memorial Museum. (2014, June 20). *Theresienstadt*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005424>

I Am a Star: Child of the Holocaust

United States Holocaust Memorial Museum. (2014, June 20). *Theresienstadt*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005424>

Yad Vashem: The International School for Holocaust Studies. (n.d.). *Theresienstadt*. Retrieved December 18, 2014, from The Ghettos: <http://www.yadvashem.org/yv/en/holocaust/about/03/terezin.asp>

Island on Bird Street

United States Holocaust Memorial Museum. (2014, June 20). *Warsaw*. Retrieved December 19, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005069>

Night

Meyer Meinbach, A., & Klein Kassenoff, M. (1994). *Memories of the Night: A Study Guide of the Holocaust*. Frank Schaffer Publications, Inc.

The Glencoe Literature Library. (n.d.). *Study Guide for Night by Elie Wiesel*. New York: The McGraw-Hill Companies, Inc.

United States Holocaust Memorial Museum. (2014, June 20). *Auschwitz*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005189>

United States Holocaust Memorial Museum. (2014, June 20). *Buchenwald*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005198>

Yad Vashem: The International School for Holocaust Studies. (n.d.). *Transylvania*. Retrieved December 18, 2014, from Shoah Resource Center: http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%205884.pdf

Number the Stars

Meyer Meinbach, A., & Klein Kassenoff, M. (1994). *Memories of the Night: A Study Guide of the Holocaust*. Frank Schaffer Publications, Inc.

United States Holocaust Memorial Museum. (2014, June 20). *Denmark*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005209>

United States Holocaust Memorial Museum. (n.d.). *Rescue in Denmark*. Retrieved December 18, 2014, from The Holocaust: A Learning Site for Students: <http://www.ushmm.org/outreach/en/article.php?ModuleId=10007740>

The Upstairs Room

Yad Vashem: The International School for Holocaust Studies. (n.d.). *The Netherlands*. Retrieved December 18, 2014, from Shoah Resource Center: http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%205952.pdf

Kristallnacht: The Terror that Began the Holocaust

United States Holocaust Memorial Museum. (2014, June 20). *Kristallnacht: A Nationwide Pogrom, November 9-10, 1938*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005201>

Liberation: Stories of Survival From the Holocaust

United States Holocaust Memorial Museum. (2014, June 20). *Displaced Persons*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005462>

United States Holocaust Memorial Museum. (n.d.). *Liberation*. Retrieved December 18, 2014, from The Holocaust: A Learning Site for Students: <http://www.ushmm.org/outreach/en/article.php?ModuleId=10007724>

Saving Children from the Holocaust: The Kindertransport

United States Holocaust Memorial Museum. (2014, June 20). *Kindertransport, 1928-1940*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005260>

True Stories of Teens in the Holocaust: Courageous Teen Resisters

United States Holocaust Memorial Museum. (2014, June 20). *German Resistance to Hitler*. Retrieved December 22, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005208>

United States Holocaust Memorial Museum. (2014, June 20). *Jewish Resistance*. Retrieved December 22, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005213>

Badges of Hate

United States Holocaust Memorial Museum. (2014, June 20). *Classification System in Nazi Concentration Camps*. Retrieved January 2, 2015, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005378>

First They Came...

United States Holocaust Memorial Museum. (2014, June 20). *The German Churches and the Nazi State*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005206>

I'm Still Here: Real Diaries of Young People Who Live During the Holocaust

Facing History and Ourselves. (n.d.). *Study Guide to the MTV film I'm Still Here: Real Diaries of Young People Who Lived During the Holocaust*. Retrieved December 19, 2014, from Alexandra Zapruder: <http://www.alexandrazapruder.com/pdf/zapruder-fhao-teachers-guide.pdf>

United States Holocaust Memorial Museum. (2014, June 20). *Children's Diaries During the Holocaust*. Retrieved December 18, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007952>

One Survivor Remembers

Yad Vashem. (n.d.). *Poland: Historical Background*. Retrieved December 19, 2014, from The Righteous Among the Nations: http://www.yadvashem.org/yv/en/righteous/stories/historical_background/poland.asp

Nuremberg Racial Laws, 1935

United States Holocaust Memorial Museum. (n.d.). *Common Questions about the Holocaust*. Retrieved December 19, 2014, from Resources for Educators: <http://www.ushmm.org/educators/teaching-about-the-holocaust/common-questions>

United States Holocaust Memorial Museum. (2014, June 20). *Holocaust Encyclopedia*. Retrieved January 2, 2015, from Background: Nuremberg Race Laws: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007902>

United States Holocaust Memorial Museum. (2014, June 20). *The Nuremberg Race Laws*. Retrieved December 16, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/outreach/en/article.php?ModuleId=10007695>

United States Holocaust Memorial Museum. (n.d.). *Translation: Nuremberg Race Laws*. Retrieved December 16, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007903>

Confronting Hatred: Teaching About Antisemitism

United States Holocaust Memorial Museum. (n.d.). *Educational Modules Based on Audio Podcasts*. Retrieved December 19, 2014, from Teaching About Antisemitism: <http://www.ushmm.org/confront-antisemitism/teaching-about-antisemitism/educational-modules-based-on-audio-podcasts>

Confronting Hatred: Being an Outsider

United States Holocaust Memorial Museum. (n.d.). *Being an Outsider*. Retrieved December 19, 2014, from Educational Modules Based on Audio Podcasts: <http://www.ushmm.org/confront-antisemitism/teaching-about-antisemitism/educational-modules-based-on-audio-podcasts/being-an-outsider>

Confronting Hatred: Fighting Prejudice

United States Holocaust Memorial Museum. (n.d.). *Fighting Prejudice*. Retrieved December 19, 2014, from Educational Modules Based on Audio Podcasts: <http://www.ushmm.org/confront-antisemitism/teaching-about-antisemitism/educational-modules-based-on-audio-podcasts/fighting-prejudice>

Confronting Hatred: Holocaust Denial and Hate Speech

United States Holocaust Memorial Museum. (n.d.). *Holocaust Denial and Hate Speech*. Retrieved December 19, 2014, from Educational Modules Based on Audio Podcasts: <http://www.ushmm.org/confront-antisemitism/teaching-about-antisemitism/educational-modules-based-on-audio-podcasts/holocaust-denial-and-hate-speech>

Confronting Hatred: Propaganda and Media

United States Holocaust Memorial Museum. (n.d.). *Propaganda and Media*. Retrieved December 19, 2014, from Educational Modules Based on Audio Podcasts: <http://www.ushmm.org/confront-antisemitism/teaching-about-antisemitism/educational-modules-based-on-audio-podcasts/propaganda-and-media>

Confronting Hatred: Rescue and Resistance

United States Holocaust Memorial Museum. (n.d.). *Rescue and Resistance*. Retrieved December 19, 2014, from Educational Modules Based on Audio Podcasts: <http://www.ushmm.org/confront->

antisemitism/teaching-about-antisemitism/educational-modules-based-on-audio-podcasts/rescue-and-resistance

Activity Modules

Frame of Reference

MetaMetrics: The Lexile Framework for Reading. (n.d.). *The Lexile Framework for Reading*. Retrieved December 19, 2014, from Georgia Standards: Resources: https://www.georgiastandards.org/resources/Lexile_in_Action/SEV5_Frame-of-Reference_Description.pdf

ID Cards

United States Holocaust Memorial Museum. (n.d.). *Identification Cards*. Retrieved December 31, 2014, from Remember: <http://www.ushmm.org/remember/id-cards>

Diary Workshop

Facing History and Ourselves. (n.d.). *Study Guide to the MTV film I'm Still Here: Real Diaries of Young People Who Lived During the Holocaust*. Retrieved December 19, 2014, from Alexandra Zapruder: <http://www.alexandrazapruder.com/pdf/zapruder-fhao-teachers-guide.pdf>

The Holocaust: A Remembrance 1933-1945

United States Holocaust Memorial Museum. (2014, June 20). *The United States and the Holocaust*. Retrieved December 22, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005182>

United States Holocaust Memorial Museum. (2014, June 20). *Writing the News*. Retrieved December 22, 2014, from Holocaust Encyclopedia: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007821>

Key Concept Synthesis

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Key Concept Synthesis*. Retrieved December 19, 2014, from Georgia Standards: Resources: https://www.georgiastandards.org/resources/Lexile_in_Action/S6E5_Key_Concept_Synthesis_Description.pdf

Literature Circle

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Literature Circle*. Retrieved December 19, 2014, from Georgia Standards: Resources: https://www.georgiastandards.org/resources/Lexile_in_Action/SES1_Literature_Circle_Description.pdf

Vocabulary Squares

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Vocabulary Squares*. Retrieved December 19, 2014, from Georgia Standards: Resources: https://www.georgiastandards.org/resources/Lexile_in_Action/SC2_Vocabulary%20Squares_Description.pdf

Sociograms

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Sociograms*. Retrieved December 19, 2014, from Georgia Standards: Resources:

https://www.georgiastandards.org/resources/Lexile_in_Action_CTAE/HS-IHS-7_Sociograms_Descr.pdf

Timeline

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Timeline*. Retrieved December 19, 2014, from Georgia Standards: Resources:
https://www.georgiastandards.org/resources/Lexile_in_Action/S8P3_Timeline_Description.pdf

Biography Synthesis

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Biography Synthesis*. Retrieved December 19, 2014, from Georgia Standards: Resources:
https://www.georgiastandards.org/resources/Lexile_in_Action/SSUSH16_Biography-Synthesis_Description.pdf

Handouts & Worksheets

Frame of Reference

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Frame of Reference*. Retrieved December 19, 2014, from Georgia Standards: Resources:
https://www.georgiastandards.org/resources/Lexile_in_Action/SSCG3_Frame-of-Reference_Template.pdf

Key Concept Synthesis

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Key Concept Synthesis*. Retrieved December 19, 2014, from Georgia Standards: Resources:
https://www.georgiastandards.org/resources/Lexile_in_Action/SS6G7_Key-Concept-Synthesis_Template.pdf

Literature Circle

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Literature Circle*. Retrieved December 19, 2014, from Georgia Standards: Resources:
https://www.georgiastandards.org/resources/Lexile_in_Action_Strategies__Tasks/Literature%20Circle_Template.pdf

Vocabulary Squares

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Vocabulary Squares*. Retrieved December 19, 2014, from Georgia Standards: Resources:
https://www.georgiastandards.org/resources/Lexile_in_Action/S7L5_Vocabulary_Squares_Template.pdf

Timeline

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Timeline*. Retrieved December 19, 2014, from Georgia Standards: Resources:
https://www.georgiastandards.org/resources/Lexile_in_Action/SS7G8_Timeline_Template.pdf

Biography Synthesis

MetaMetrics: The Lexile Framework for Reading. (n.d.). *Biography Synthesis*. Retrieved December 19, 2014, from Georgia Standards: Resources:

https://www.georgiastandards.org/resources/Lexile_in_Action/SS7H3_Biography%20Synthesis_Template.pdf

Witness to the Holocaust

Georgia Commission on the Holocaust. (n.d.). "Witness to the Holocaust: WWII Veteran William Alexander III at Buchenwald." *Anne Frank in the World: 1929-1945*. Sandy Springs, GA.

The Holocaust Learning Trunk Project is sponsored by the Georgia Commission on the Holocaust, the Georgia Foundation for Public Education, and The Conference on Jewish Material Claims Against Germany, Inc.
