

Teacher's

Parallel Journeys: The Holocaust through the Eyes of Teens

Guide



GRADES
9-12

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Museum of History and Holocaust Education

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About this Teacher's Guide

This Teacher's Guide accompanies the Museum of History and Holocaust Education's exhibit *Parallel Journeys: The Holocaust through the Eyes of Teens*, which tells the stories of twenty teenagers who were witnesses, participants, and often victims of World War II and the Holocaust. Although Anne Frank is one of the most famous teenagers in history, with her diary translated into over 67 languages and capturing the hearts of readers across the world, her story alone does not document the complexity of World War II and the Holocaust. Anne's story and others told in *Parallel Journeys* draw visitors into many different lived experiences during World War II and the Holocaust and demonstrate the realities of this brutal conflict. Using chronological historical panels and individual stories, *Parallel Journeys* enables visitors to meet history face-to-face.

Parallel Journeys is accompanied by a traveling exhibition that brings the content and personal stories to your classroom. To enquire about availability, please email us at **mhheeducation@kennesaw.edu**.

This curriculum guide for **fifth to twelfth grade** teachers will help educate students about the rise of Nazism and the Holocaust and the individuals impacted by this brutal conflict. Although many of the lessons in this guide focus on **Social Studies and World History** standards, the activities are designed to be cross-curricular and can also be used for the Reading and Writing Standards for Literacy, English Language Arts, and Advanced Placement classes.

This guide is organized by individual lessons that are intended to take between one and two class periods to complete. We recognize, however, that not all teachers will be able to dedicate this amount of time to the topic of Georgia in World War II; the activities, therefore, can be pulled out of the lessons and stand alone as individual parts.

In designing this guide, we also sought to place a heavy emphasis on primary sources to teach this topic. All primary sources and worksheets that are needed for each lesson are included in the guide. Sources include propaganda posters, extended biographies of the featured individuals, and a comprehensive timeline of events.

Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.

Overview:

The Holocaust was the systematic and government sanctioned murder of six million Jews and five million others by the Nazi regime and its collaborators. Following the election of Adolf Hitler in January 1933, the Nazi party implemented anti-Jewish laws that lasted until 1945. The Nazis believed in the “racial superiority” of the German people, and viewed the Jewish community as an “inferior race” that posed a threat to German purity.

The Germans began by stripping the Jews of their social and economic rights in the 1930s. Jews became targets for violence, and experienced segregation and prejudice under the Nuremberg laws, which denied citizenship to German born Jews. By the late 1930s, the Nazis created a climate that separated Jews from all aspects of German life. Laws barred the Jews from socializing with German citizens, including the removal of Jewish children from public schools and limiting access to restaurants and public places. In order to administer his discriminatory campaign, Hitler used local law enforcement officials. Those committed to preserving and administering justice.

Some of the Jewish population sought to escape the increasingly dangerous circumstances in Germany between 1933 and 1939. However, immigration was difficult because of the expense, documentation, and strict immigration quotas across the world.

Germany's invasion of Poland on September 1, 1939, marked the beginning of World War II in Europe. Three million Polish Jews came under Nazi authority. The Nazis began sending Jews to ghettos and concentration camps. In 1942, at a pivotal Nazi meeting, Hitler instituted the “final solution,” which was the plan to annihilate the Jews of Europe. The Nazis began liquidating ghettos and forcibly rounding up Jews for transport to extermination centers.

In the winter of 1944, it became clear that Germany was losing the war. As the Allied Powers advanced on Germany, Nazis began evacuating the outlying concentration camps, sending prisoners on forced death marches. The Jews liberated in the spring of 1945 were near death, and many perished from malnourishment, disease, and exposure to the elements.

By the time of Germany's surrender in May 1945, two thirds of Europe's Jewish population perished. This included nearly one and a half million children. The individuals who were witnesses, perpetrators, and victims of the Holocaust demonstrate the complexity of this brutal conflict.

Georgia Standards of Excellence correlated with *Parallel Journeys: The Holocaust Through the Eyes of Teens* activities:

FIFTH GRADE

These lessons meet the criteria for the following 5th Grade Georgia Standards of Excellence:

SOCIAL STUDIES

SS5H2: Describe U.S. involvement in World War I and post-World War I America.

- a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the **Treaty of Versailles** in 1919.

SS5H4: Explain America's involvement in World War II.

- a. Describe **German aggression in Europe** and Japanese aggression in Asia.
- b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the **Holocaust**.
- d. Identify **Roosevelt**, Stalin, Churchill, Hirohito, Truman, Mussolini, and **Hitler**.

SIXTH GRADE

These lessons meet the criteria for the following 6th Grade Georgia Standards of Excellence:

SOCIAL STUDIES

SS6H3: Explain conflict and change in Europe.

- a. Describe the aftermath of World War I: the rise of communism, the **Treaty of Versailles**, the rise of **Nazism**, and worldwide **depression**.
- b. Explain the rise of **Nazism** including preexisting **prejudices**, the use of **propaganda**, and events which resulted in the **Holocaust**.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS

- L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
- L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CRAFT AND STRUCTURE

- L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- L6-8RHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).



INTEGRATION OF KNOWLEDGE AND IDEAS
<p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.</p>
WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES
<p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
PRODUCTION AND DISTRIBUTION OF WRITING
<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
RESEARCH TO BUILD AND PRESENT KNOWLEDGE
<p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
SEVENTH GRADE
<p>These lessons meet the criteria for the following 7th Grade Georgia Standards of Excellence:</p>
SOCIAL STUDIES
SS7H2: Analyze continuity and change in Southwest Asia (Middle East).
<p>b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.</p>
READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS
<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>

CRAFT AND STRUCTURE

- L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

INTEGRATION OF KNOWLEDGE AND IDEAS

- L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES:
TEXT TYPES AND PURPOSES**

- L6-8WHST1: Write arguments focused on discipline-specific content.
- L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

PRODUCTION AND DISTRIBUTION OF WRITING

- L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.

EIGHTH GRADE

These lessons meet the criteria for the following 8th Grade Georgia Standards of Excellence:

**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES:
KEY IDEAS AND DETAILS**

- L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
- L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.



<p>CRAFT AND STRUCTURE</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>L6-8RHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
<p>INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<p>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES</p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
<p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>HIGH SCHOOL WORLD HISTORY</p>
<p>These lessons meet the criteria for the following High School World History Georgia Standards of Excellence:</p>
<p>SOCIAL STUDIES</p>
<p>SSWH17: Demonstrate an understanding of long-term causes of World War I and its global impact.</p>
<p>c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control.</p>

SSWH18: Examine the major political and economic factors that shaped world societies between World War I and World War II.

- a. Describe the rise of fascism in Europe and Asia by comparing the policies of **Benito Mussolini** in Italy, **Adolf Hitler** in Germany, and **Hirohito** in Japan.
- d. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the **Treaty of Versailles**.

SSWH19: Demonstrate an understanding of the global political, economic, and social impact of World War II.

- a. Describe the major conflicts and outcomes, include: North African, Pacific, and **European theatres**.
- b. Identify **Nazi ideology** and policies that led to the **Holocaust** and its consequences.

NINTH & TENTH GRADE

These lessons meet the criteria for the following 9th and 10th Grade Georgia Standards of Excellence:

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS

- L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CRAFT AND STRUCTURE

- L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

INTEGRATION OF KNOWLEDGE AND IDEAS

- L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES
L9-10WHST1: Write arguments focused on discipline-specific content. L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
PRODUCTION AND DISTRIBUTION OF WRITING
L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
ELEVENTH & TWELFTH GRADE
These lessons meet the criteria for the following 11th and 12th Grade Georgia Standards of Excellence:
READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS
L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CRAFT AND STRUCTURE

- L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

INTEGRATION OF KNOWLEDGE AND IDEAS

- L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES:
TEXT TYPES AND PURPOSES**

- L11-12WHST1: Write arguments focused on discipline-specific content.
- L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

PRODUCTION AND DISTRIBUTION OF WRITING

- L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research

Guidelines for Teaching the Holocaust

Source: United States Holocaust Memorial Museum

<http://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines>

Define the term “Holocaust”

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.

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 provides insight into history and human nature and can help your students to become better critical thinkers.

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 simplification. Seek instead to convey the nuances of this history. Allow students to think about the many factors and events that contributed to the Holocaust and that often made decision making difficult and uncertain.

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 lesson objective. Try to select images and texts that do not exploit the students’ emotional vulnerability or that might be construed as disrespectful to the victims themselves. Do not skip any of the suggested topics because the visual images are too graphic; instead, 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 is pedagogically unsound. The activity may engage students, but they often forget the purpose of the lesson and, even worse, they are left with the impression that they now know what it was like to suffer or even to participate during the Holocaust. 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.

Furthermore, word scrambles, crossword puzzles, counting objects, model building, and other gimmicky exercises tend not to encourage critical analysis but lead instead to low-level types of thinking and, in the case of Holocaust curricula, trivialization of the history. If the effects of a particular activity, even when popular with you and your students, run counter to the rationale for studying the history, then that activity should not be used.

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”). Avoid this by helping 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 and assumed orders, concentration camps and killing centers, and guilt and responsibility.

Try to avoid stereotypical descriptions. Though all Jews were targeted for destruction by the Nazis, the experiences of all Jews were not the same. Remind your students that, although members of a group may share common experiences and beliefs, generalizations about them without benefit of modifying or qualifying terms (e.g., “sometimes,” “usually,” “in many cases but not all”) tend to stereotype group behavior and distort historical reality.

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

Most students express empathy for victims of mass murder. However, it is not uncommon for students to assume that the victims may have done something to justify the actions against them and for students to thus place inappropriate blame on the victims themselves. One helpful technique for engaging students in a discussion of the Holocaust is to think of the participants as belonging to one of four categories: victims, perpetrators, rescuers, or 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.

Avoid comparisons of pain

A study of the Holocaust should always highlight the different policies carried out by the Nazi regime toward various groups of people; however, these distinctions should not be presented as a basis for comparison of the level of suffering between those groups during the Holocaust. 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.”

Do not romanticize history

People who risked their lives to rescue victims of Nazi oppression provide useful, important, and compelling role models for students. But given that only a small fraction of non-Jews

under Nazi occupation helped rescue Jews, an overemphasis on heroic actions in a unit on the Holocaust can result in an inaccurate and unbalanced account of the history. Similarly, in exposing students to the worst aspects of human nature as revealed in the history of the Holocaust, you run the risk of fostering cynicism in your students. Accuracy of fact, together with a balanced perspective on the history, must be a priority.

Contextualize the history

Events of the Holocaust, and particularly how individuals and organizations behaved at that time, should be placed in historical context. 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.

Translate statistics into people

In any study of the Holocaust, the sheer number of victims challenges easy comprehension. Show that individual people—grandparents, parents, and children—are behind the statistics and emphasize the diversity of personal experiences within the larger historical narrative. Precisely because they portray people in the fullness of their lives and not just as victims, first-person accounts and memoir literature add individual voices to a collective experience and help students make meaning out of the statistics.

CORE LESSON

Understanding the Holocaust: “Tightening the Noose”

For the best possible experience, this activity should be conducted before a visit to the museum and the Parallel Journeys exhibition to orient students to the major chronological and thematic events of the Holocaust. It can also stand alone as a lesson activity. Designed for students of all ages, this activity can be extended through the inclusion of more details, events, or moments, and through the level of research and analysis expected of the students.

5TH – 12TH GRADES

Goals:

The metaphor of a noose tightening around Europe is apt for understanding how the events of the Holocaust took place. It unfolded gradually between 1933 and 1945. Wielded like a weapon, Nazi ideology shrank the universe of choices available to individuals until, for many, it seemed that there were no choices left at all. **This activity, designed for one class period, asks students to consider major moments and events that increased the persecution of Jews and other groups deemed undesirable by the Nazis between 1933 and 1945.**

Materials Needed:

Computers or tablets with Internet access, whiteboard and projector, board markers, paper and pencils

Procedures:

1. As a class define and discuss the terms “stereotype,” “discrimination,” and “prejudice”

Stereotype: to believe unfairly that all people or things with a particular characteristic are the same

Discrimination: the unfair practice of treating a person or group of people differently from other people or groups of people

Prejudice: an unreasonable or illogical feeling of like or dislike for someone or something

(Definitions courtesy of Merriam Webster)

2. Discuss as a class the main theme of this activity:

The Holocaust did not happen overnight. It unfolded gradually between 1933 and 1945. Wielded like a weapon, Nazi ideology shrank the universe of choices available to individuals until, for many, it seemed that there were no choices left at all.

3. Project onto the whiteboard the major events/moments of the Holocaust.
(Central moments are emphasized in bold)

1919 – Treaty of Versailles is signed.

1920 – Nazi Party is founded in Germany.

1929 – Great Depression Begins.

1933 – Hitler assumes emergency dictatorial powers.

1933 – The first concentration camp, Dachau, is built to imprison political opponents of the Nazis.

1933 – Book burnings occur throughout Germany to remove anti-Nazi ideas from German society.

1935 – The Anti-Semitic Nuremberg Laws are passed.

1936 – Germany hosts the 1936 winter and summer Olympics.

1938 – Kristallnacht, the “Night of Broken Glass”.

1939 – The T-4 (Euthanasia) program started, people with physical and mental disabilities murdered.

1939 – Germany invades Poland; World War II begins in Europe.

1939 – Ghettos are established throughout German-occupied Europe to segregate Jews from the rest of society.

1941 – Germany invades the Soviet Union and begins a brutal war of extermination against Soviet Jews.

1942 – At the Wannsee Conference fifteen leading Nazis meet to discuss “the Final Solution to the Jewish Question” leading to the construction of six extermination camps in German-occupied Poland.

1943 – In the Warsaw Ghetto six weeks of fighting breaks out as the Jewish prisoners fight back.

1944 – Majdanek, a concentration camp near Lublin, Poland, is the first to be liberated by Soviet troops.

1944 – British and American troops invade Europe in Normandy on D-Day.

1945 – Germany surrenders to the Allies.

* For younger students (5th-8th grade) you should only include the central events highlighted in bold; for high-school aged students you should consider including the additional events/moments listed above in the activity. Learning about many of the events of the Holocaust can be difficult. Use your judgment as to the depth of exploration about the events of the Holocaust that you want your students to undertake.

4. In pairs or small groups, students should research one of the events/moments and use the United States Holocaust Memorial Museum's Holocaust Encyclopedia to consider how it contributed to conditions for Jews and other targeted groups in Europe between 1933 and 1945. Students will also prepare a short presentation of their research to the whole class.

<https://www.ushmm.org/learn/holocaust-encyclopedia>

5. As each pair or small group presents its research about each major event to the class, the other students should take notes.
6. After the completion of the presentations, discuss as a class how these events either support or challenge the "tightening of the noose" concept after the Nazi party rose to power in Germany. Students may highlight, for example, how the worsening of discrimination was briefly halted during the 1936 Olympics, and how, after *Kristallnacht* and the beginning of World War II especially, conditions for Europe's Jews deteriorated rapidly.
7. Students should write an analytical essay connecting their research and the class discussion about the deteriorating conditions in Europe for Jews and other targeted groups under the Nazis with the experiences of individuals during this time. If they have read the *Diary of Anne Frank* or Elie Wiesel's *Night* or other Holocaust memoirs, they should consider how these individual stories fit into this larger historical context. (If not, they may choose an individual featured in *Parallel Journeys*, page 33-46.)

Differentiation:

Classes who wish to can also give particular attention to the pre-1933 events that led to the Nazi rise to power, and students may be prompted to consider how the event they are researching contributed to the rise of Nazism.

Extension:

Ask the students to plot the major events that they researched and also plot major moments from the lives of the individuals featured in the exhibition on a map of Europe (Source Sheet B). After conducting this mapping activity, they should write a short response reflecting on their observations focused on the questions: In what places do the individual stories connect or diverge from the larger historical events? What is surprising about the map? Students can also present their analyses in small group discussions or to the whole class.

One

5th Grade

Individual Experiences of the Holocaust

Goals:

The Holocaust impacted millions of lives throughout Europe, yet no two experiences were the same. **This activity asks students to analyze the experiences of individuals featured in the *Parallel Journeys* exhibit and compare and contrast these individuals' lives and the choices that they faced to gain a broader understanding of the complexity of the Holocaust.**

Materials Needed:

Pens/pencils, paper, computer with Internet access, projector, screen

1. Each student will research one of the individuals featured in *Parallel Journeys* (extended biographies, page 33-46) and present to the class their answers to the following questions:
 - i. Who were they?
 - ii. What happened to them during the war and Holocaust?
 - iii. Did they face any difficult decisions in their lives? If so, why did they make the decisions that they did?
2. As the students discuss these individual stories, you might create a list on the whiteboard, or alternatively the students can take notes.
3. After each student has presented, ask the students to discuss the similarities and differences between these individuals' experiences. Their responses may focus on differences or similarities in geographical locations, experiences as victims or perpetrators, or choices to resist or help the Nazis.
4. Extension: Choose two or three video clips of Holocaust survivors who made their home in Georgia after the war talking about their experiences from the Museum of History and Holocaust Education's *Legacy Series* webpage:
http://historymuseum.kennesaw.edu/educators/legacy_holocaust.php
While watching these clips, the students should complete the following tasks on paper:
 - Describe what you learned about this person's life by watching the clips.
 - Record any unfamiliar words you heard in the clips.
 - Describe how you feel after watching the clips.
 - Describe new information you learned about the Holocaust by watching the clips.
 - What adjectives would you use to describe this person's experiences during the Holocaust?

5. Discuss the video clips as a class. Conclude the activity by conducting a discussion about the context in which the videos were recorded. Emphasize that the individuals recalled their experiences many years after the events happened. How might the passage of time affect their memory of events in their childhood?

Two

5th Grade

Propaganda and Dr. Seuss

Goals:

Propaganda was used in the Nazi rise to power to solidify public support for the Nazi party and later encourage wider public support for the Nazi party agenda, especially anti-Semitism. The Nazis, however, were not the only countries using propaganda during this period. Dr. Seuss's political cartoons, made in the United States, highlight the subtlety of propaganda. **Students will analyze the work of Dr. Seuss to understand the subtleties of propaganda, and how artists and others supported official U.S. government propaganda.**

Materials Needed:

Computer with Internet access, white board

1. The beloved children's story writer and illustrator, Dr. Seuss (Theodor Seuss Geisel), created approximately 400 political cartoons during World War II. He tackled such topics as racism, discrimination, the dangers of isolationism, fascism and other political issues. Explore the University of California San Diego online catalog of Dr. Seuss cartoons at <http://libraries.ucsd.edu/speccoll/dswenttowar/> with your students.
2. After deciding upon the images to analyze as a class, ask the students to discuss the following questions in small groups:
 - What is the central message of the cartoon?
 - What event, issue, or person does the cartoon refer to or target?
 - Is the cartoon trying to persuade or inform? If so, what and how?
 - How are people/animals drawn? Are they distorted or exaggerated? Why?
 - List adjectives that describe the emotions portrayed in the cartoon.
 - Is the cartoon effective? Why or why not?
 - What groups would agree/disagree with the cartoon's message? Why?
 - What would make this cartoon more effective?
 - Do you think cartoons are a good way of communicating a social or political issue? Why or why not?
3. As students begin to analyze the political cartoons, convey to them what makes a political cartoon effective. According to Charles Press, author of *The Political Cartoon*, in order for a political cartoon to be persuasive it must have the following four qualities:

- Artistic quality—but the artistry must not get in the way of the message
 - Genuine sentiment—but it should not feel phony
 - Fresh, uncomplicated imagery—should be striking, forceful, and amusing
 - Lasting importance—the subject of the cartoon should be important so the cartoon can be understood by future readers
4. After students complete the questions, discuss their findings. Answer any questions they have about the meaning of the cartoons.
 5. If some students finish early, they can create their own political cartoons using a current event in your school or your community (in class or as homework). Cartoons may be shared with the class if time allows.

For additional information on the political cartoons of Dr. Seuss, see Mandeville Special Collections Library's online catalog:

<http://libraries.ucsd.edu/speccoll/dspolitic/index.htm>

Three

5th Grade

Spiritual Resistance and the Butterfly Project

Goals:

Throughout the Holocaust even victims who did not take up arms against the Nazis fought back through many different forms of spiritual resistance. The Butterfly Project was designed by the Holocaust Museum Houston to explore spiritual resistance by creating 1.5 million butterflies to commemorate the 1.5 million children who perished in the Holocaust. **Students will analyze the poem “The Butterfly,” by teenager Pavel Friedmann, written while he was imprisoned in the Theresienstadt ghetto. The students will use art to reflect upon Friedmann’s experience and the experiences of other individuals in the Holocaust.**

Materials Needed:

Art supplies, copies of the Butterfly template (Source Sheet A, page 15), computer with projector and screen

1. Print or project the poem, *The Butterfly*, and read it aloud as a class. You may ask students to read individual lines or have one student read the entire poem.

The Butterfly

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun’s tears would sing
against a white stone. . . .
Such, such a yellow
Is carried lightly ‘way up high.
It went away I’m sure because it wished to
kiss the world good-bye.
For seven weeks I’ve lived in here,
Penned up inside this ghetto.
But I have found what I love here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.
That butterfly was the last one.
Butterflies don’t live in here,
in the ghetto.

2. Discuss with the class the following questions:
 - Why do you think Pavel Friedmann wrote this poem?
 - What does the butterfly represent in this poem?
 - How does this poem make you feel?

Complete the discussion with an explanation of Pavel Friedmann, his life, and his poem. Friedmann wrote this poem on April 6, 1942, while he was imprisoned in the Theresienstadt concentration camp. Without enough food, water, or sanitation, many Jews died in Theresienstadt. Those who survived were often sent to extermination camps in Poland. Pavel Friedmann eventually died in the Auschwitz extermination camp in 1944. He was 23 years old.

3. Distribute the butterfly template (Source Sheet A, see page 15) and colored markers to the students. Ask them to contemplate Pavel Friedmann's poem before they begin. Encourage them to be thoughtful and creative.
4. The students should share their butterflies in front of the class and explain why they used certain colors and designs. Display the butterflies in your classroom.

Four

5th Grade

Responding to the *St. Louis*

Goals:

The story of the German ocean liner the *St. Louis* sheds light on prejudice and discrimination as global issues and the world's response to refugees from Nazi Germany.

Students will analyze the voyage of the *St. Louis* and develop a deeper understanding of wider anti-Semitic attitudes in the 1930s and 1940s.

Materials Needed:

Whiteboard, board markers, paper, pencils/pens

1. Discuss the voyage of the *St. Louis* as a class.

After Kristallnacht (the Night of Broken Glass) in November of 1938, many Jews who could afford to apply for visas emigrated from Nazi Germany. In May of 1939, the transatlantic liner St. Louis left Hamburg, Germany, for Havana, Cuba, carrying nearly 1,000 Jewish passengers. The St. Louis's passengers thought Havana would be a safe refuge until their American visas were granted. When they arrived at port, however, the Cuban government refused to allow the passengers to disembark. The political situation had deteriorated in the midst of economic troubles and social unrest. Immigrants were viewed with suspicion. Only twenty-two passengers with valid United States visas, two Cuban nationals, and four Spanish citizens were allowed entry. After leaving Cuba, the St. Louis made several attempts to land at ports along the eastern seaboard of the United States but was turned away each time. Indifference towards European refugees and anti-Semitism contributed to the passengers' plight. When the ship returned to Europe, Great Britain, France, Belgium, and the Netherlands agreed to take some of the passengers. Two hundred and fifty-four passengers of the St. Louis would eventually perish in the Holocaust.

2. Divide the students into groups of two or three. The groups should develop convincing arguments for the *St. Louis* to land at an American harbor. Remind the students that their arguments are meant to convince both the American people and politicians.
3. The groups should present their arguments to the class. Write the arguments on the whiteboard.
4. Instruct the students to write a letter to President Franklin Roosevelt arguing in favor of allowing the *St. Louis* to land at an American harbor. The students should support their claims with points from the previous discussion and supplementary material from their research about the Holocaust.

Five

5th Grade

Mapping the War and the Holocaust

Goals:

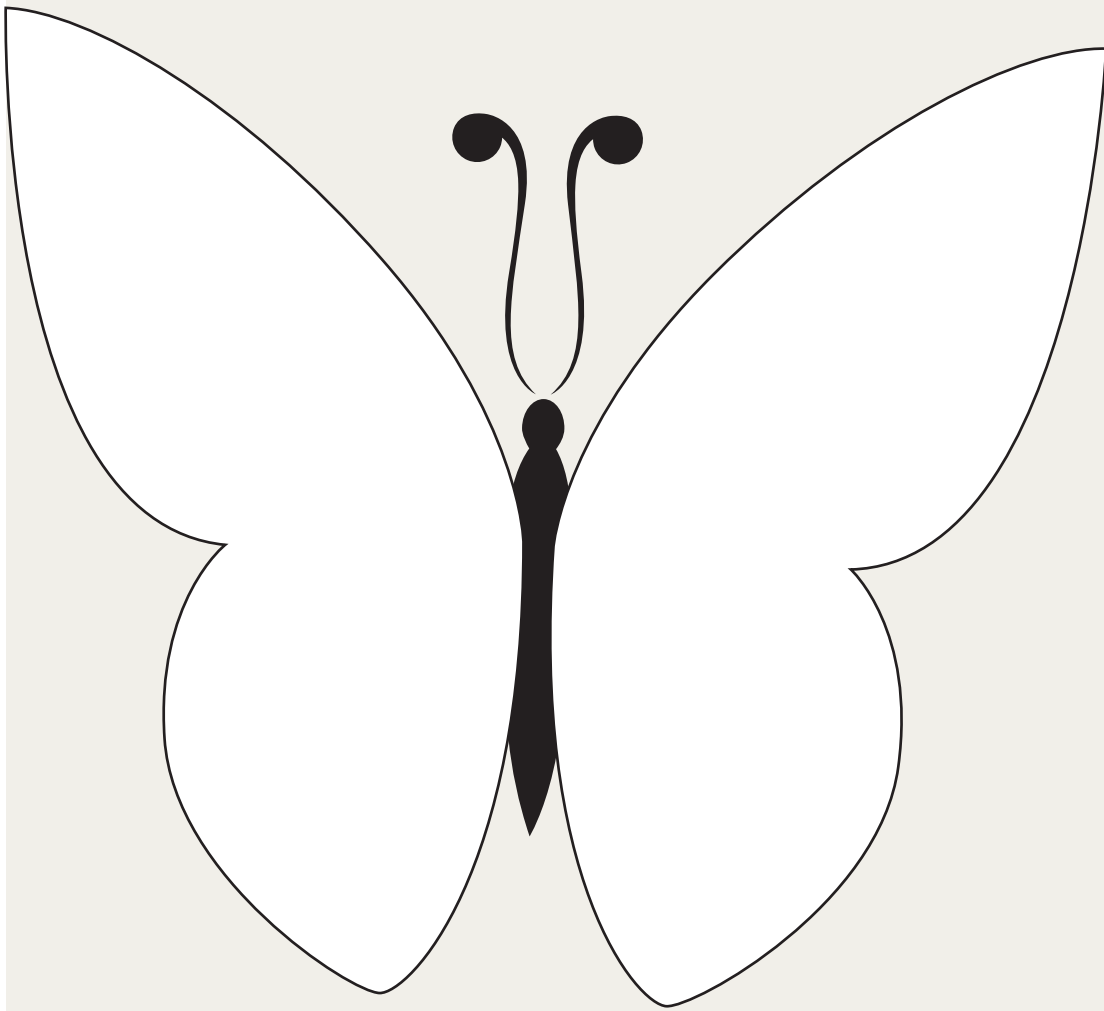
The vast geographical extent of World War II provided the “fog of war” necessary for many of the horrific events of the Holocaust to happen. **Students will research, analyze, and consider the geographical scope of the Holocaust and connect the events of individual lives to the larger events of the War and the Holocaust.**

Materials Needed:

Copies of attached map (Source Sheet B, page 16) computers or tablets with Internet access, pens/pencils

1. Print and distribute copies of the attached map (Source Sheet B, page 16) of Europe during World War II.
2. The students should conduct research about World War II and the Holocaust and plot major events on the map. The students should research and plot the following major events:
 - The formation of the Nazi Party in Munich, Germany, 1919
 - The annexation of the Sudetenland and the Anschluss with Austria in 1938
 - The invasion of Poland in 1939
 - The invasion of Belgium, the Netherlands, and France in 1940
 - The invasion of the Soviet Union in 1941
 - The defeat at the Battle of Stalingrad in 1942
 - The invasion of Normandy by the Allies in June 1944
 - The invasion of Germany by the Allies in March 1945
3. In addition to researching and mapping these events, you may discuss the lives of the young people who experienced the Holocaust and are featured in *Parallel Journeys* (see pages 33-46) with the class. After the students have read about the lives of these individuals, either individually or in groups, they can also add these individuals’ lives and movements to the map.
4. This activity can also be conducted as a class discussion by projecting the attached map onto the whiteboard and plotting additional dates and details directly on the white board.
5. Extension: Students can further research and plot the impact of World War II in parts of the world other than Europe, using a map of North Africa, the Soviet Union, the Atlantic Ocean, and the Pacific theater of war.

SOURCE SHEET A - THE BUTTERFLY PROJECT



SOURCE SHEET B - MAP OF EUROPE



One

The Rise of Nazism

6th - 8th Grade

Goals:

Humiliated by the loss of World War I, Germany was bound by the provisions of the Treaty of Versailles, which included disarmament, territorial loss, and reparations. After the German Emperor, Kaiser Wilhelm II, abdicated in November 1918, the new democratic Weimar Republic struggled to meet the needs of the German people. The country's economy suffered from hyperinflation in the 1920s and the Great Depression in the 1930s. This created fertile ground for radical political movements.

Like many other veterans, Adolf Hitler was angry about the state of Germany after World War I. In 1919, he joined the German Worker's Party, ousted its leaders, and renamed it the National Socialist German Worker's Party (commonly called the Nazi Party). The Nazis exploited German nationalism and anti-Semitism, using intimidation and violence to build nationwide support. When the Nazi Party won 33 percent of the votes in the 1932 parliamentary election, German President Paul von Hindenberg named Hitler Chancellor. In 1933, the German parliament (*Reichstag*) building burned and Hitler convinced the government to give him emergency dictatorial powers. The next year Hindenberg died, and Hitler combined the office of the President and the Chancellor to become *Führer* (supreme leader).

Students will research, analyze, and debate the different causes of Nazism in Germany in the 1920s and 1930s.

Materials Needed:

Computers or tablets with internet access, pens/pencils, and paper

1. Divide the class into groups and assign them one of the follow causes of the rise of Nazism between 1920 and 1933.

Hitler's Leadership	The Treaty of Versailles	The Great Depression
The Failure of the Weimar Republic	Historic Anti-Semitism in Germany	<i>Reichstag</i> Fire

2. Ask the members of each group to research their cause and develop a compelling argument for why they think that cause was the most important one in explaining the rise of the Nazi party. Students should consult the United States Holocaust Memorial Museum's online encyclopedia:
<https://www.ushmm.org/learn/holocaust-encyclopedia>

3. Conduct an in-class debate, allowing each group time to attempt to persuade the other students about the significance of the particular cause that they researched.
4. At the end of the debate, allow students to vote on which argument they found the most compelling.
5. Conclude the discussion by emphasizing how the complex interplay of short- and long-term causes, rather than one cause only, led to the rise of the Nazi party in Germany in 1933.

Two

The Power of Propaganda

6th - 8th Grade

Goals:

Propaganda, intended to shape public opinion rather than impart information, is a powerful weapon during wartime. The Nazi party used posters, rallies, speeches, films, flyers, pamphlets, newspapers, and postcards to build support and loyalty among the German people. One main theme sought to remind Germans that they were engaged in an epic struggle against foreign and domestic enemies, especially Jews. **Students will analyze Nazi anti-Semitic propaganda to understand how these pieces used insidious stereotypes of Jews to create a climate of fear in Germany.**

Materials Needed:

Propaganda Poster Source Sheet C (page 25), Pencils, Paper, Computer with Internet and Projector

1. Project the propaganda *Le Peril Juif* (“The Dangerous Jew”) Source Sheet C (page 25) on the whiteboard and ask the students to analyze the propaganda image by answering the following questions.
 - Describe what you see.
 - What issue(s) do you think the poster is promoting?
 - What common stereotypes of Jews does this poster use?
 - In what ways do you think this poster may have shaped public opinion?
2. Discuss the students’ responses to the poster and their answers to the questions. Highlight the use of stereotypically anti-Semitic “Jewish features” on the spider, the Star of David on its hat, and its position on top of the globe, representing the common stereotype that alleged a Jewish takeover of the world. Use this as an opportunity to define anti-Semitism: the hatred of Jews based on stereotypes and prejudice.
3. Explain the context for this image. Highlight that it comes from the cover of a French version of *The Protocols of the Elders of Zion*. *The Protocols of the Elders of Zion* is the most notorious and widely distributed anti-Semitic publication of modern times. Its lies about Jews, which have been repeatedly discredited, continue to circulate today, especially on the Internet.
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007058>
4. Instruct the students to explore the United States Holocaust Memorial Museum’s online propaganda archive and select an image from the collection to analyze using the questions above:
<https://www.ushmm.org/wlc/en/gallery.php?ModuleId=10005202&MediaType=ph>
5. After each student has analyzed an image, they should present their findings to the class using the projector to analyze and discuss each poster.

Three

Children in the Holocaust

6th - 8th Grade

Goals:

The Nazi Party focused its attention on German children. The Hitler Youth and League of German Girls were created to indoctrinate children with Nazi ideology through group activities that encouraged obedience, strength and bravery, while discouraging dissent. Students will analyze the life and actions of Alfons Heck, a member of the Hitler Youth, and consider what it meant to grow up as a child in Nazi Germany.

Materials Needed:

Computer with Internet access, whiteboard and projector, pencils/pens and paper

1. As a class read about the lives of Alfons Heck and Helen Waterford from the supplementary material provided (page 37 and 38.)
2. Display the following passage from Heck and Waterford's book *Parallel Journeys*, in which they reflected on their experience after the war, speaking together to groups about their Holocaust experiences.

The question struck the two speakers on stage like a round from a submachine gun. "Mr. Heck, would you have killed Mrs. Waterford if you had been ordered to do so in the Hitler Youth?"...Unable to look at Helen, seated next to him on stage, Alfons spoke slowly into the microphone. "I'm afraid, young man, that the answer is 'yes.' Obeying without question was the iron-clad rule by which we were raised. To refuse a direct order in the line of duty, no matter how repulsive that order might be, was simply unthinkable."

3. Either through a written response or classroom discussion, ask the students to analyze this passage by answering the following questions:
 - What do we learn about the Hitler Youth from this passage?
 - In what ways does this recollection of life in the Hitler Youth contribute to your understanding of why the Holocaust happened? (*For example, it reflects individual obedience and the indoctrination of young people into Nazi ideologies*)
 - To what extent are individuals who were obediently following orders responsible for their actions during the Holocaust?
4. Discuss the students' responses to these questions. Highlight the importance of obedience and following orders in understanding why the Holocaust happened, and the important lessons about critical thinking and speaking out against prejudice and discrimination that this teaches us. Although there is no correct answer to the question "To what extent are individuals who were obediently following orders responsible for their actions during the Holocaust?" wrestling with its complexity and the Holocaust more broadly, promotes critical thinking and analytical skills and allows students to develop a more complex understanding of the Holocaust.

Four

Religious Identity and Anne Frank

6th - 8th Grade

Goals:

Anne Frank was a child living in Europe during World War II. She and her family spent two years in Amsterdam, the Netherlands, hiding from the Nazis. In her diary, Frank explored her own identity as a Jew. **Students will analyze how Anne Frank felt about her Jewish identity and be encouraged to share their feelings about the role of religious identity more broadly.**

Materials Needed:

Computer, projector, white board, pens/pencils, and paper

1. Students should read the extended biography of Anne Frank provided in this Teacher's Guide (page 35)
2. Project onto the screen or print and distribute the following excerpt from Anne Frank's diary:

"Who knows, maybe our religion will teach the world and all the people in it about goodness, and that's the reason, the only reason, we have to suffer. We can never just be Dutch, or English, or whatever, we will always be Jews as well. And we'll have to keep on being Jews, but then, we'll want to be." (April, 1944)

3. In small groups, and then as a class, discuss the following questions:
 - What do you think motivated Anne's faith?
 - How does she feel about her Jewish identity?
 - Why does Anne think that Judaism and the Holocaust can teach about goodness? Is she right? Can it teach the world about goodness? How?
 - When Anne says "*we'll have to keep on being Jews, but then, we'll want to be,*" what does she mean?
 - Why does Anne feel that her people can never just be Dutch or English, but that they will always be Jews as well?
4. Project onto the screen or print and distribute this second excerpt from Anne Frank's diary:

"We must put our feelings aside; we must be brave and strong, bear discomforts without complaint, do whatever is in our power and trust in God. One day this terrible war will be over. The time will come when we will be a people again and not just Jews." (April, 1944)

5. In small groups, and then as a class, discuss the following questions:
- How can Anne be so faithful to God after what she went through?
 - Why did Anne still have faith that the war would end?
 - After so many years of war, why did Anne still believe in God?
 - What did Anne mean when she said, “*The time will come when we will be a people again and not just Jews.*”
6. Concluding discussion questions or possible writing prompts:
- In the first quote, Anne talked about the fact that Jews will always have two identities. In the second quote she mentions that at the time, they were “just Jews” and had no other identity because it had been stolen from them by the Nazis. Can a person be defined by more than one identity? Can a person be both American and Jewish or American and Christian? Is it possible for us to be defined by our nationality and our religion? Or are we always defined by what we believe?
 - In the world today, many people die because of their religious beliefs or their nationality. Why is it so difficult for many people to reconcile religious and national identity?
6. **Extension:** Conduct further research into the history of different religious groups and write about their similarities and differences.

Five

First-person Accounts of Resistance

6th - 8th Grade

Goals:

Despite the risks, many people resisted the Nazis inside and outside Germany. Partisan groups in Poland, Ukraine, and other countries used weapons to attack German soldiers, rail lines, and communication centers. Violence was not, however, the only form of resistance. Underground resistance movements developed in over 100 ghettos in Nazi-occupied Europe. They created secret schools and synagogues, and planned escapes and uprisings. In the camps and ghettos, many Jews held religious services and celebrated holidays, created art or music, read books by Jewish writers, formed mutual assistance groups, and printed underground newspapers. Ordinary citizens also spoke out against the actions of the Nazis. **Students will analyze a range of resistance activities through the analysis of first-person accounts of the Holocaust.**

Materials Needed:

Computer with Internet access, projector

1. Discuss the term “Resistance” with the class. What activities or actions do they associate with this term?
2. As a class watch three Holocaust survivors describe different resistance activities during the Holocaust:
Tosia Schneider: “A Secret School” (Length 1:08)
<https://vimeo.com/channels/tosiaschneider/129575646>
Norbert Friedman: “The Resistance” (Length 0:40)
<https://vimeo.com/channels/norbertfriedman/129683477>
Hershel Greenblat: “Resistance Efforts” (Length 0:52)
<https://vimeo.com/channels/hershelgreenblat/129586062>
3. As a class, discuss each clip and consider the following questions:
 - a. What types of resistance activities did this individual describe?
 - b. How were those activities intended to defy Nazi rule?
 - c. Did the individual have a personal connection to these activities?
4. Discuss the ways that these clips were similar and different and how they contribute to a larger understanding of resistance during the Holocaust. Emphasize the range of resistance activities conducted during the Holocaust, even by those who were unable to take up arms against the Nazis.

5. Extension: Compare and contrast the experiences discussed in the clips by Schneider, Friedman, and Greenblat with the resistance activities of some of the individuals featured in *Parallel Journeys* (for example Preben Munch-Nielsen, Rosa Robotka, Isaac Nehama, and Jan Yoors). Discuss what different motivations these individuals had for resisting, and consider what character traits these individuals demonstrated. What can we learn from their heroic behavior?

Six

6th - 8th Grade

The Founding of Israel - Personal Stories

Goals:

The United Nations General Assembly approved the U.N. partition plan in 1947, creating the State of Israel. Six months later Israel proclaimed its independence from British rule. Within 24 hours, Egypt, Jordan, Syria, Lebanon, and Iraq invaded the new country. Israel's War of Independence lasted fifteen months. Hundreds of thousands of Jews chose to settle in the State of Israel after it was established. For those given the choice, selecting the United States or Israel often meant choosing between the promise of prosperity and the challenges of a pioneer life. By the end of 1957, a total of 687,000 displaced persons made Israel their home. **Students will analyze the testimony of Holocaust survivors who moved to Israel and explore the different meanings that Israel had for Holocaust survivors and refugees from Europe.**

Materials Needed:

Computer with Internet access, projector

1. Ask the students to conduct research about the founding of the State of Israel after World War II. Students should consult the United States Holocaust Memorial Museum's Encyclopedia entry "Postwar Refugee Crisis and the Establishment of the State of Israel," <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005459>.
2. As a class watch the following two oral history film clips from the United States Holocaust Memorial Museum and discuss the questions:

Leah Hammerstein Silverstein, (length 1:27)

https://www.ushmm.org/wlc/en/media_oi.php?ModuleId=10005459&MediaId=1177

- Describe Leah's experience of arriving in Israel.
- What emotions does she describe and why?
- What were the "psychological processes" that Leah describes? How do you think these impacted her as a young adult?

Rifka Muscovitz Glatz (length 1:23)

https://www.ushmm.org/wlc/en/media_oi.php?ModuleId=10005459&MediaId=3702

- Describe what Rifka recalls in this clip.
- What emotions does she describe and why?
- Why do you think it took Rifka time to understand "the consequences and ramifications of this news?"

3. Discuss as a class the similarities and differences between these two clips, the different perspectives of the two narrators because of their age and experiences, and the different emotional responses that they describe.
4. Extension: Based on their earlier research, ask students to write a short essay analyzing the extent to which they think the experiences of Leah Hammerstein Silverstein and Rifka Muscovitz Glatz represent “typical experiences” of refugees moving to Israel. Students can also bring in stories and experiences of other individuals to support their analysis.

SOURCE SHEET C - "THE DANGEROUS JEW"



Cover of a popular French edition of the *Protocols of the Elders of Zion*, circa 1934. Captioned "Le Peril Juif" - "The Dangerous Jew." Courtesy Institute of Contemporary History and Wiener Library Limited.

One

The Rise of Nazism

9th - 12th Grade

Goals:

Humiliated by the loss of World War I, Germany was bound by the provisions of the Treaty of Versailles, which included disarmament, territorial loss, and reparations. After the German Emperor, Kaiser Wilhelm II, abdicated in November 1918, the new democratic Weimar Republic struggled to meet the needs of the German people. The country's economy suffered from hyperinflation in the 1920s and the Great Depression in the 1930s. This created fertile ground for radical political movements.

Like many other veterans, Adolf Hitler was angry about the state of Germany after World War I. In 1919, he joined the German Worker's Party, ousted its leaders, and renamed it the National Socialist German Worker's Party (commonly called the Nazi Party). The Nazis exploited German nationalism and anti-Semitism, using intimidation and violence to build nationwide support. When the Nazi Party won 33 percent of the votes in the 1932 parliamentary election, German President Paul von Hindenberg named Hitler chancellor. In 1933, the German parliament (*Reichstag*) building burned and Hitler convinced the government to give him emergency dictatorial powers. The next year Hindenberg died, and Hitler combined the office of the president and the chancellor to become *Führer* (supreme leader).

Students will research, analyze, and debate the different causes of the rise of Nazism in Germany in the 1920s and 1930s.

Materials Needed:

Computers or tablets with Internet access, pens/pencils, paper

1. Divide the class into groups and assign them one of the following causes of the rise of Nazism between 1920 and 1933.

Hitler's leadership

The Treaty of Versailles

The Great Depression

The failure of the
Weimar Republic

Historic Anti-Semitism
in Germany

Reichstag fire

2. Ask each group to research each cause and develop a compelling argument for why they think that cause was the most important one in explaining the rise of the Nazi party.
3. Conduct an in-class debate, allowing each group of students time to attempt to persuade the other students about the importance of the particular cause that they researched.

4. At the end of the debate, allow the students to vote on which argument they found the most compelling.
5. Conclude the discussion by emphasizing how the complex interplay of short- and long-term causes, rather than one cause only, led to the rise of the Nazi party in Germany in 1933.
6. Extension: Ask the students to conduct research into the fascist party under Benito Mussolini in Italy and the rule of Emperor Hirohito in Japan in the 1930s. Ask the students to write an essay in response to the following prompt:

Describe and analyze the similarities and differences in the rules of Hitler, Mussolini, and Hirohito in the 1930s.



Two

9th - 12th Grade

Global Responses to the Holocaust: Document Based Question (DBQ)

Goals:

International responses to the Holocaust differed significantly. **Students will critically analyze different responses to the Holocaust and the reasons for those responses.**

Materials Needed:

Computers or tablets with Internet access

Precis: Countries such as Denmark and Sweden worked to save as many Jews as possible by smuggling them across international borders. In China, the city of Shanghai alone accepted about 25,000 Jewish refugees. The United States and Great Britain, however, limited Jewish immigration in keeping with existing laws that were motivated by nativism, anti-Semitism, and eugenics. The U.S. declined to collaborate with Sweden in a plan to rescue Jewish children and rejected proposals to resettle Jews in Alaska. Great Britain tightened immigration quotas and eventually prohibited Jews from entering or leaving some of the territories it controlled. Many South American countries forced any ship containing Jewish refugees to return to Europe, thus sealing the fate of the Jews on board. In France, the Vichy government often willingly turned over Jews to the Nazis. Although Italy resisted the transport of its Jewish citizens, the country enacted racial laws in 1938 and constructed Jewish ghettos within its borders.

Prompt: What caused different countries to respond to the Holocaust in the way that they did? Write an essay analyzing and explaining the responses of at least three different countries to the Holocaust. You must include an analysis and discussion of at least three of the following primary documents in your essay.

Document A: Aerial reconnaissance photo taken by the Allied Air Forces over Auschwitz-Birkenau on August 25, 1944, Courtesy Yad Vashem http://www.yadvashem.org/yv/en/holocaust/about/08/worlds_reaction_gallery.asp

Document B: Anti-Semitic poster equating Jews with communism. United States, 1939. Courtesy: United States Holocaust Memorial Museum https://www.ushmm.org/wlc/en/media_ph.php?ModuleId=10005182&MediaId=1039

Document C: A group of Hungarian Jews rescued from deportation by Swedish diplomat Raoul Wallenberg. Budapest, Hungary, November 1944. Courtesy: United States Holocaust Memorial Museum courtesy of Thomas Veres, Photo by Thomas Veres https://www.ushmm.org/wlc/en/media_ph.php?ModuleId=0&MediaId=1299

Document D: Circular label from the suitcase used by Margot Stern when she was sent on a Kindertransport to England. Germany, December 1938. Courtesy: United States Holocaust Memorial Museum courtesy of Margot Stern Loewenberg https://www.ushmm.org/wlc/en/media_ph.php?ModuleId=10005260&MediaId=8527

Document E: Boarding pass for Dr. Walter Weissler for a voyage on the “St. Louis” from Hamburg to Havana. When Cuban authorities refused the passengers entry, Weissler returned to France, where he survived in hiding. He died in Paris in 1996. Hamburg, Germany. Date of pass, May 13, 1939. Courtesy: United States Holocaust Memorial Museum https://www.ushmm.org/wlc/en/media_ph.php?ModuleId=10005267&MediaId=1032

Three

Anti-Semitism

9th - 12th Grade

Goals:

Anti-Semitism has persisted for more than two thousand years. The Nazis perceived Jews as a threat to German nationalism. They defined Judaism racially, paving the way for the segregation of Jews from political and social life in Germany. They wanted to protect the purity of an imagined “Aryan” master race. **Students will learn about anti-Semitism throughout history and today and think critically about religious difference.**

Materials Needed:

Whiteboard, projector, computers or tablets with Internet access, pencils/pens, paper

1. Use the Internet or library resources to learn about the history of anti-Semitism before the Holocaust. One effective resource is the United States Holocaust Memorial Museum’s 13-minute film, *European Anti-Semitism from its origins to the Holocaust*, available here:
<https://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust>
2. Divide the class into groups and ask each group to research one of the following questions:
 - What role did ethnicity, race, and religion play in immigration laws in the U.S. prior to and during World War II. How were immigration rules applied to Jews during this time?
 - What was eugenics, and how was it used to justify anti-Semitism? What did eugenicists say about Jews?
 - What “Christian” arguments were used to justify “anti-Semitism”?
 - Does anti-Semitism still exist today? Find examples. How long ago did anti-Semitism begin? Identify a few early examples.
 - What kinds of false beliefs were promoted by anti-Semites? What did they say about Jews?
 - Jews are generally considered “white” today, but they were not always seen as such. Find clues to explain how and when this shift occurred.
3. Ask students to present their findings to the class. Use images and media where possible.

Four

Casting a Wide Net

9th - 12th Grade

Goals:

Jews were the primary targets of the Nazis. Other groups were also perceived as a threat to the Nazi concept of a “master race” including the Roma or Sinti (Gypsies), Afro-Germans, homosexuals, people with mental and physical disabilities, and Slavs. Freemasons, political opponents (including Communists, Socialists, Social Democrats, and trade unionists), artists and intellectuals, Catholic priests, and Jehovah’s Witnesses were all targeted because of their anti-Nazi beliefs and actions. **Students will analyze and consider how different groups were targeted by the Nazis during the Holocaust and study ways in which certain groups are or are not publicly memorialized.**

Materials Needed:

Computers or tablets with Internet access, pencils/pens, paper

1. Using the list of targeted groups in the “Goals” above, divide the class into groups and assign one targeted victim group to each group of students. Ask each group to research ways in which the Nazis targeted groups of people. They should answer the following questions, using individual examples where possible, to support their answers:
 - When did the persecution of this group of people begin?
 - What was the rationale?
 - What happened to members of this group?
 - Was everyone persecuted or just some members?

Students should use the United States Holocaust Memorial Museum’s Holocaust Encyclopedia to conduct their research: <https://www.ushmm.org/learn/holocaust-encyclopedia>

2. Ask each group to present their research to the rest of the class to create a broader understanding of the different experiences of targeted groups during the Holocaust.
3. Ask the students to research Holocaust commemoration and find out whether each group’s suffering has been honored with a specific memorial. If so, students should explain where the memorial is located and its purpose. If not, they should write a reflection considering why certain groups have been memorialized and others have not.

Five

Survivor Stories

9th - 12th Grade

Goals:

Often when we study the Holocaust, we think about Anne Frank, Elie Wiesel, or Oskar Schindler. But these are only a few stories in this terrible human tragedy. Studying the Holocaust urges us to wrestle with this complex history by studying the lives of teenagers who had drastically different experiences. **Students will critically analyze the lives of individuals who survived the Holocaust and consider the many different experiences of teens across Europe.**

Materials Needed:

Computers or tablets with Internet access, pencils/pens, paper

1. Divide the students into groups and assign one of the following individuals from *Parallel Journeys* to each group:

Gad Beck	Stella Goldschlag	Murray Lynn
Edith Hahn	Alfons Heck	Margaret Lambert (Gretel Bergman)
Helen Waterford	Solly Perel	Elie Wiesel

2. Ask each group to use the extended biographies (page 33-46) to research these individuals' lives (some of these individuals also have additional information about them online; remind students to only use trusted websites for their research). Each group should answer the following questions:
 - What did these individuals do to survive?
 - Did they receive help from others?
 - What was life like for them after the Holocaust?
 - In what ways did the country this individual lived in shape his or her experience?
 - Did they receive any official recognition for their experiences?
 - Plot the key events of these survivors' lives on a timeline. Consider your own life and what you were doing at that age. Can you imagine having to make the choices that these individuals made at this age? How do you think they felt? Explain your answer.
3. After each group has researched each individual's experience and presented their findings, select one or two individuals from the Museum of History and Holocaust Education's *Legacy Series* oral history program and watch their clips as a class. Short biographies of these individuals and clips of their recollections can be found at: http://historymuseum.kennesaw.edu/educators/legacy_holocaust.php.

4. Discuss as a class the similarities and differences between these individuals' experiences and the lives of the individuals featured in *Parallel Journeys*. Highlight the importance of understanding the complexity of the Holocaust and the diversity of experiences. Understanding and analyzing a range of human experiences provides a more complete understanding of the Holocaust.
5. Extension: Students can choose one of the individuals in the *Legacy Series* and analyze how their experiences of a specific event (for example: Herbert Kohn's recollection of *Kristallnacht*) are similar and/or different from other accounts and primary documents of the event that the student has read or seen.

Six

Moral Passports

9th - 12th Grade

Goals:

Morality—the questions of whether specific actions are right or wrong—tells us a lot about what the moral agent—the person making the decision—does or does not value. Every moral choice that we make is a statement about what we value. If I am robbed at gunpoint and I hand over my wallet, my actions show that I value my safety more than the money in my wallet. Most situations demand that we “weigh” competing or conflicting values such as this. The Holocaust presented many people with difficult and complicated moral choices. **Students will draw from the experiences of individuals featured in *Parallel Journeys* as a way of considering and challenging what is and is not considered moral behavior.**

Materials Needed:

Computers or tablets with Internet access, pencils/pens, paper

1. Choose an individual featured in *Parallel Journeys* (page 33-46). Answer the following questions:
 - a. Briefly explain who this person was and what happened to them.
 - b. Do you think this person’s actions were moral or immoral? What would you have done? What does this say about what you value? Explain.
 - c. Consider what it was like to live in Nazi Germany: Anti-Semitic propaganda is all around, children are indoctrinated into Aryan values through the Hitler Youth and League of German Girls, and many people who dissent are labeled criminal and punished. Do you think that most Germans thought that the Nazis were acting morally? Explain.
 - d. Given that most of these individuals were children, does that make them any less responsible for their actions? Explain.
 - e. What does the Holocaust suggest about the relationship between morality and legality? Why are some actions that are immoral also illegal (i.e., murder) and others are not (i.e., lying to a friend)? Should laws reflect moral sensibilities?
 - f. Look up definitions of “moral absolutism” and “moral relativism.” What parts of the Holocaust could provide evidence for the existence of moral absolutism? What parts could provide evidence for moral relativism?
 - g. Try to identify any competing values and principles at stake in this person’s situation. (For example, an Aryan German who chooses to hide a Jew from the Nazis would consider the value of saving others’ lives as more important than the value of self-preservation, following the law, or protecting one’s family from danger.) Consider the extremes of both moral relativism and moral absolutism. With which do you relate more?

Biographies of the Individuals featured in *Parallel Journeys*

GAD BECK

Gerhard (Gad) Beck was born in Berlin, Germany, in 1923. The Nazis targeted Beck because under Nazi racial law Gerhard and his sister were considered “Mischlinges,” meaning their mother was Christian and their father was Jewish. They also targeted Beck because he was gay. Beck’s German classmates tormented him at school because of his Jewish heritage, so his parents placed him in a Jewish school. When they could no longer afford the tuition, Beck gained employment as a shop assistant. In Berlin, he became involved with the Hehalutz Zionist movement, a group that prepared individuals for settlement in Israel. Beck fell in love with another member of the movement, Manfred Lewin, who later died in Auschwitz in 1942. Because of his status as a “half-Jew,” Beck was not deported but was sent to a temporary internment camp. Upon release, Beck joined Chug Halutzi, a Jewish resistance movement, and led their underground operations. Chug Halutzi helped Jews in Berlin escape to neutral Switzerland. Beck helped by procuring food and safe places to hide for escaping Jews. In March 1945, a Jewish “catcher” working for the Gestapo arrested Beck. He survived in a transit camp in Berlin until the end of the war in May 1945. After the war, the Soviet Union appointed Beck as the first representative for Jewish affairs in Berlin. He later moved to Munich and assisted Jews seeking to immigrate to Palestine and later moved there himself. He returned to Europe, moving to Vienna where he met his partner Julius Laufer. He died in Berlin in 2012.

MASHA BRUSKINA

Masha Bruskina was living in Minsk, Belorussia, when Germany invaded in 1941. As a member of the Jewish community, Bruskina was forced into the Minsk ghetto. She escaped to the “Aryan” section of town, where she joined the local anti-Nazi partisan movement. She worked at a Soviet prisoner-of-war hospital smuggling clothes, medicine, and a camera to a group of partisans, who created false papers for Soviet prisoners of the Nazis. After a prisoner of war informed on Bruskina’s activities, she was arrested and tortured. Bruskina, however, did not reveal any information about the partisans’ activities. The Nazis paraded Bruskina and two other partisans, Kiril Trus and Volodya Sherbatelych, through Minsk on October 26, 1941, with a sign describing their “crime”: “We are partisans and have shot at German soldiers.” They had never fired guns at German soldiers, but the Nazis mandated all captured partisans had to wear the sign in an attempt to deter others from copying their resistance activities. Afterwards they were hanged in front of the local yeast factory. After the war, the Soviets celebrated Kiril and Volodya’s acts of heroism, yet Bruskina’s identity remained listed as “unknown” until 1987. Some scholars have argued that this silencing of Bruskina’s heroism was because the Soviet Union was unwilling to recognize her “Jewishness.”

ALAN DAVIES

Alan Davies was born in 1932 in the working-class East End of London, England. The Blitz bombings by the German Luftwaffe disrupted Davies' childhood, forcing his mother to evacuate him three times to safety in the English countryside. Encouraged and sometimes enforced by the British government, the evacuation of children to the countryside affected millions of children from London and its suburbs. The disruption in his home life as well as his education, Davies later recalled, caused depression and anxiety later in his life. After the war, Davies became a copy boy in the London office of the newspaper the *Birmingham Mail and Post*. This position gave him the chance to return to school in the evenings and finish his education. Later Davies completed two years in the Royal Air Force and immigrated to Canada and then the United States. After gaining American citizenship, he began work as a U.S. civil servant. He met his wife, Juliane, while working in Germany. In 2005, he published his memoir, *A Life in Shadow: Divine Spark or Chemical Imbalance?*, which explores the effects of war on children. Today he lives in Marietta, Georgia.

ANNE FRANK

One of the most famous victims of the Holocaust, Anne Frank was born on June 12, 1929, in Frankfurt, Germany. After the Nazis came to power, Frank and her family moved to Amsterdam, Netherlands, where her father, Otto Frank, opened Opekta Works, a company that sold preservatives for canned foods. In 1942, Frank celebrated her thirteenth birthday and received a diary, which she later named "Kitty." After her sister, Margot, received orders to report for work at a labor camp, Frank's family went into hiding in a "Secret Annex" above her father's factory. With the help of Opekta colleagues and friends, the Frank family hid from the Nazis for two years. On August 4, 1944, an anonymous source betrayed Frank's family. After the Gestapo (German secret police) arrested them, Miep Gies, an Opekta employee who assisted those in hiding, saved Frank's diary and other personal belongings. The Gestapo transported the Frank family to Westerbork, a transit camp in the Netherlands. From there, Frank and her sister, Margot, were transported to Auschwitz, and finally, Bergen-Belsen. In February 1945, Margot and Anne Frank died of typhus, two months before the liberation of the camp. Of the eight members in hiding, only Otto Frank survived. He returned to Amsterdam after the war and found his daughter's diary, which documents her hopes and fears throughout the war as well as the hardships of life in hiding. Otto Frank published the diary in 1947. It has been translated into sixty-seven languages and adapted for the stage and screen.

STELLA GOLDSCHLAG

Stella Goldschlag was born in 1922 and attended the Goldschmidt School, a Jewish school in Berlin, after Hitler and the Nazis placed bans on Jewish students attending German public schools. In 1943, a Jewish friend working for the Gestapo as a "catcher" betrayed Goldschlag and her family. Rather than deport her immediately, the Nazis gave her the option of working as a catcher because her Aryan features – blonde hair and blue eyes – would allow her to pass as a non-Jewish German in Berlin. Goldschlag

agreed and started informing on the presence and activities of other Jews hiding in the city. She received payment for her deeds, and even after the Nazis deported her parents to the East, Goldschlag continued to assist the Nazis. It is not known how many Jews she turned over to the Nazis, but estimates range from sixty to 3,000. Three separate courts tried and convicted her after the war ended, but she served only ten years in prison. Nurses who wanted to protect Goldschlag's daughter Yvonne took her from her mother shortly after she was born in late 1945. In the 1960s, because of her mother's wartime decisions Yvonne cut all ties with her mother. Shortly after the publication of her biography in 1994 by former Goldschmidt School classmate Peter Wyden, Goldschlag committed suicide by throwing herself out of the window of her Berlin apartment. She never took full responsibility for her actions during the war.

IRMA GRESE

From a young age, Irma Grese was a fervent member of the Nazi party and an active participant in the Nazi youth organization, the League of German Girls. Even though she wanted to become a nurse, Grese dropped out of school at the age of 14 to assist with her family's dairy farm. In 1942, she volunteered to become a guard at the Ravensbrück concentration camp, an all-women's camp north of Berlin. Rising through the ranks of camp guards, Grese transferred to Auschwitz-Birkenau in Poland in 1943 and later to Bergen-Belsen, where she oversaw 18,000 female prisoners. When Allied forces liberated the camp in April 1945, she and 44 other guards refused to flee like many Nazi officials and camp guards. During her trial, the atrocities Grese committed were exposed. Acting against orders, Grese beat and sometimes killed concentration camp prisoners on their way to the gas chambers. She was also accused of selecting deportees for the gas chambers with Dr. Josef Mengele at Auschwitz. Along with another 31 guards from Bergen-Belsen, Grese was found guilty of war crimes and sentenced to death at the end of the war.

EDITH HAHN

Although born a Jew, Edith Hahn survived the war by hiding in plain sight as a German nurse's aide. Born in Austria in 1914, Hahn was expelled from law school in Vienna for being Jewish. She was deported by the Nazis to Germany to work in a forced labor camp. Hahn continued to correspond with her family in Austria, and when she was given a pass to visit them, she went into hiding rather than report for "resettlement." With the help of a Christian friend, Christle Denner, Hahn obtained papers stating she was a German named Grette Denner and moved to Munich, Germany. After she gained employment as a nurse's aide with the Red Cross, she met Werner Vetter, a failed artist and supervisor in the paint department of the Arado Aircraft factory, who was later drafted into the German army. Vetter fell in love with Hahn, and after he proposed to her, she revealed the truth about her background. They went forward with the marriage and after the birth of their daughter in April 1944, the German army drafted Vetter. After the war, the Soviets captured Vetter. Hahn showed the Soviets her papers confirming she was a Jew and was allowed to go free. She later became a judge. After the war, she divorced Werner and moved to England. She died in 2009.

ALFONS HECK AND HELEN WATERFORD

Alfons Heck and Helen Waterford both grew up in Germany, but their experiences of the war were very different. Labeled by the Nazis as an Aryan, Heck joined the Hitler Youth at the age of ten and rose through the ranks before serving in the German Air Force and infantry. Adolf Hitler presented Heck with the Iron Cross, a medal given to soldiers for bravery. Towards the end of the war, with Allied forces advancing on all fronts, Heck led the Hitler Youth in battle. After the war, Heck was arrested and the Allied forces sent him to a re-education program, where he was forced to watch film clips showing the atrocities of the concentration camps. After immigrating to Canada, Heck worked on railways and drove taxis and buses. He became a citizen of the United States in 1963 and wrestled with his wartime actions, writing extensively about the Hitler Youth.

Helen Waterford was born to Jewish parents. After the Nazis rose to power, she escaped persecution by immigrating to the Netherlands. She and her husband, Siegfried, had one child, Doris. During their time in Amsterdam, non-Jewish friends assisted and hid them from the Nazis until 1944, when they were arrested and sent to the Westerbork transit camp. Later, Waterford and Siegfried were transported to Auschwitz. As Soviet troops advanced into Germany, the Nazis transferred Waterford and other prisoners to Kratzau, a forced labor camp. When Allied forces liberated the camp in May 1945, Waterford returned to the Netherlands and reunited with her daughter. They immigrated to the United States after the war.

In 1980, Waterford read Heck's articles about his time in the Hitler Youth. They began a partnership, traveling and lecturing to school groups across the country. Confronted with hatred by some during their lectures, Heck and Waterford continued their alliance hoping to make a difference in the lives of others. In 1995, they worked with Eleanor Ayer to combine their written works into a book for young adults titled *Parallel Journeys*.

TRAUDL JUNGE

Born in 1920, Gertraud (Traudl) Junge grew up in her maternal grandparent's house in Munich, Germany, after her father left his family for Turkey in 1925. Her grandfather, a former general in the German army, allowed Junge, her mother, and her sister to live in his house but never let them forget the burden they placed on him. She lived her early life free of politics, interested more in rhythmic gymnastics and dance. In the winter of 1942, Adolf Hitler selected Junge as his personal secretary from a group of ten women. In this role, she traveled all over Germany and Europe, typing Hitler's correspondence and final will and testament. In 1943, she married Hans Junge, one of Hitler's valets, who died in battle a year later. After the war ended, Junge was arrested by the Soviet army and spent six months in a Russian prison camp. After she was released, Junge

returned to Germany and worked as a secretary. In 1947, Junge wrote her memoir *Until the Final Hour: Hitler's Last Secretary*, which was not published until 2002. Junge recalled, "except for a few weeks' holiday, there were very few days when I didn't see Hitler, talk to him, work with him or share meals with him." Shortly after the publication of her book and the release of a documentary about her life, *Blind Spot: Hitler's Secretary*, Junge died of lung cancer at the age of eighty-one. Throughout her life, she remained adamant that, despite being so close to Hitler, she had no knowledge of the Final Solution.

JAN KOSTANSKI

Jan Kostanski was born in Warsaw, Poland, in 1925. After his parents' divorce, he and his two sisters were raised by their Catholic mother. When German bombing destroyed large sections of Warsaw at the start of World War II, Kostanski and his family took up residence in a small apartment in the city's commercial district. They became close friends with the Wierzbickis, a Jewish family that lived across the courtyard. The establishment of the Warsaw Ghetto in 1940 divided the apartment building in two. Kostanski risked his life to smuggle food and supplies to his friends inside the ghetto. When he was arrested by the Polish police, Kostanski's mother bribed them for his release, and he continued to assist people in the ghetto. In 1943, Kostanski helped his mother find a new apartment to hide members of the Wierzbickis' family, preventing their deportation. They maintained the arrangement for 18 months before the Warsaw Ghetto Uprising made the situation untenable. Kostanski's mother fled, and he was left to protect the Wierzbickis. Kostanski led the group from underground cellar to cellar until the Soviet Army liberated the city in early 1945. After the war, Kostanski married Nacha Wierzbicki in 1946 and they moved to Australia, where Jan lived until his death at the age of 85. The World Holocaust Remembrance Center planted a tree in Kostanski's honor in the Garden of the Righteous in Jerusalem, Israel, almost fifty years after the end of World War II.

WOLFGANG KUSSEROW

Wolfgang Kusserow was born in Germany in 1922, the second of eleven children. When Wolfgang was an infant, his family became Jehovah's Witnesses. At age nine, Wolfgang's home acted as local headquarters for a new congregation in Bad Lippspringe. In 1935, the Nazis banned the religion, which prescribed pacifism and allegiance to God and His laws rather than "earthly" governments. Although Jehovah's Witnesses were targeted, they were the only targeted group to be offered the opportunity to renounce their beliefs and swear allegiance to Hitler. Those who refused and were arrested, however, were often trusted by the Nazi guards in the camps, even serving as domestic servants in the households of SS members, because they rarely attempted to escape or fight back. Many communities of Jehovah's Witnesses came together in the camps, publishing and distributing religious tracts and converting other prisoners, and their support for one another helped many survive while in prisons and concentration camps. The Kusserow family were among those who refused to swear allegiance to Hitler and deny their beliefs. They continued to host Bible studies after the Nazis arrested Wolfgang's father

and oldest brother, Wilhelm, and sent them to a concentration camp. The government conscripted Wolfgang into the Germany army in 1941, but he refused to obey the order because of his belief in the commandment “Thou shalt not kill.” The Nazis arrested him at the age of nineteen, tried and convicted him. Wolfgang was beheaded by guillotine on March 28, 1942.

MARGARET LAMBERT

Gretel Bergman was born in Laupheim, Germany, to Jewish parents in 1914. As a young girl, Bergman showed interest in sports and her parents, Paula and Edwin, encouraged her to train. As a teenager Bergman became one of the most successful high jumpers in Germany. When the Nazis came to power in 1933, Bergman was expelled from her athletic club because she was Jewish. Her father enrolled her at London Polytechnic in England to distance her from growing anti-Semitism in Germany. Bergman quickly became the British high-jump champion. With the threat of international boycotts of the 1936 Berlin Olympic Games, the Nazis forced Bergman to return to Germany for the Games to counter the growing discontent about the country’s treatment of Jews. Conditions for Jewish Germans had deteriorated, but Bergman reached the high-jump record of 1.60 meters at the Württemberg Championship in 1935. Although the Nazis had assured the International Olympic Committee that German Jews would be able to compete, it excluded Bergman from the German team on the lie that she was injured. In 1937, Bergman met and married Bruno Lambert, who immigrated to the United States with her. There, she officially changed her name to Margaret Lambert and won two American national championships. However, it was many years before people of the world recognized Margaret for her achievements. The Jewish Hall of Fame in Israel inducted her in 1980 and she was the guest of honor of the German Olympic team at the 1996 Atlanta Games.

MURRAY LYNN

Murray Lynn was born in Bilke, Hungary, in 1930. As a boy, he faced anti-Jewish sentiment that increased after the Nazis came to power in nearby Germany. After the start of the Second World War, Lynn’s father was murdered by the Hungarian secret police, who worked alongside the Nazis. In 1944, Lynn, his mother, and his three younger brothers were deported to Auschwitz-Birkenau in Poland. Even though Lynn was 14 when he arrived at Auschwitz, another Jewish prisoner told him to say that he was 16, so that he would be sent to work rather than immediately be sent to the gas chambers. Although Lynn was selected for forced labor, his mother and younger brothers were sent to the gas chambers. After the camp was liberated, Lynn returned to Hungary, where he discovered that most Jewish members of his childhood community had been killed in the Holocaust. Waiting for an opportunity to move west, Lynn settled in Bratislava. His opportunity to emigrate came through the efforts of Rabbi Solomon Scholfeld in England. Scholfeld transported Lynn and over one hundred other orphan survivors to Clonyn Castle near Dublin, Ireland. Lynn moved to the United States in

1948, where he eventually settled in Atlanta, Georgia, and where he later married and had two children. In 2013, at the age of eighty-three, Lynn returned to Ireland with many of the orphan survivors from Clonyn Castle. He still shares his experiences of the Holocaust around Georgia to honor the memory of his family.

PREBEN MUNCH-NIELSEN

Preben Munch-Nielsen was born in a fishing village outside of Copenhagen, Denmark, in 1926. After the German invasion of Denmark in 1940, Munch-Nielsen joined the Danish resistance group, the “Friends of the Sound,” as a courier and regularly conducted rescue missions taking Danish Jews to Sweden. Members of the resistance asked Munch-Nielsen to smuggle a group of people by boat to neutral Sweden. The four-mile trip across the straits of Sweden took one hour each way. The organization’s headquarters was located in Munch-Nielsen’s hometown, where he recruited local fishermen, using their boats to transport Jewish refugees. Although most boats held less than twelve people, Munch-Nielsen and his comrades saved an estimated 1,400 Jews in one year. Munch-Nielsen fled to Sweden in late 1943 to avoid arrest, and lived there until the Germany occupation ended in May 1945. After the war, Munch-Nielsen remained in Denmark and worked in the import-export business. In 1997, he received recognition for his heroic acts from President Bill Clinton and the Garden of the Righteous Program in Washington D.C. He died in 2002.

EVA AND MIRIAM MOZES

Twins Eva and Miriam Mozes were born in the small town of Portz, Romania, on January 31, 1934. Their family was the only Jewish family in the village. When Eva and Miriam were six years old, the Hungarian Nazi armed guard occupied Portz. In 1944, four years after the occupation began, the Nazis transported the Mozes family to the Simleu Silvaniei ghetto, where they remained briefly until transport to the Auschwitz-Birkenau death camp. Identified as twins, the girls became subjects of Dr. Josef Mengele’s inhumane medical experiments. Approximately 1500 sets of twins underwent these operations, and many died as a result. Eva became ill during these experiments, but the sisters survived. On January 27, 1945, the Soviet army liberated the camp. The girls traveled to a convent in Katowice, Poland, which was operating as an orphanage. As they were the only surviving members of their immediate family, the girls became the responsibility of Rosalita Csengeri, a friend of their mother’s, who helped them return to Romania. After the war, Eva and Miriam lived in Cluj, Romania, with their Aunt Irena under communist authority. They suffered physical and psychological problems from the experimentation. In 1950, the sisters immigrated to Israel where Eva studied at an agricultural school and Miriam became a nurse. Eva married fellow Holocaust survivor, Michael Kor, in 1960 and became a citizen of the United States. Miriam lived

in Israel until her death in 1993 from a rare form of cancer likely a result of Mengele's experimentation. In 1995, Eva opened the CANDLES (Children of Auschwitz Nazi Deadly Lab Experiments Survivors) Holocaust Museum in Terre Haute, Indiana, to combat prejudice. She published several books about her experiences, and is an active speaker about the Holocaust today.

SOLLY PEREL

Solomon "Solly" Perel was born near Brunswick, Germany, in 1925. His parents had emigrated from Russia after the October Revolution in 1917 and opened a shoe store. Because they were Jewish, Perel's family faced discrimination after the passage of the Nuremberg Laws in 1935. Perel was expelled from school, and non-Jewish members of the community boycotted the family's shoe store. The Perels sought refuge in Poland. After Germany invaded Poland in 1939, Perel's parents sent him to the Soviet Union, where he lived in a Communist-run orphanage. Germany's invasion of the Soviet Union in 1941 triggered an evacuation order in the orphanage, but Perel was captured by the German army. He hid his official papers and changed his name to Josef Perjell, claiming that a bomb destroyed his documents. Because he had grown up in Germany and had Russian ancestry, he spoke both languages and translated for the German Army. Eventually he was sent to study at a boarding school in Brunswick, where maintaining his alias proved difficult. Although some discovered his secret, Perel maintained his secret identity for over four years until the end of the war. Perel searched for his family after the war but learned that only his brothers survived the Holocaust. In 1948, he moved to Israel and served in the military. His 2006 memoir, *Europa, Europa*, inspired a Golden-Globe winning film of the same name.

ROSA ROBOTA

Rosa Robota was born into a wealthy Jewish family in Poland in 1921. By the time the Germans invaded Poland in September, 1939, Robota was already an active member of her town's Zionist underground movement, which promoted Jewish settlement in Palestine. The Nazis destroyed Robota's home and forced her and her sister to work cleaning the house of the former head of the Polish government. They were deported to Auschwitz-Birkenau in 1942. While there, Robota became a forced laborer in the clothing unit, where she sorted belongings of those killed, including members of her own family. In 1943, a Jewish underground group formed at Auschwitz and recruited Robota to smuggle explosives from women prisoners working in a munitions factory. For more than a year, the women smuggled black powder in the hems of their skirts, and Robota transferred it to members of the underground group who, after they had collected enough, eventually used it to blow up a crematorium in Auschwitz-Birkenau. The SS used an undercover agent to discover which prisoners were involved. After Robota was identified, the SS tortured her for more information, but she refused to disclose the names of anyone else involved. She and three of her friends were hanged on January 6, 1945, for their involvement in the revolt. Her story lives on through the testimony of survivors who regard her as a symbol of Jewish resistance.

WILLIAM A. SCOTT

Born in Atlanta, Georgia, in 1923, William A. Scott III was the great-grandson of a Mississippi slave and soldier in the Union Army. His father was founder of the *Atlanta Daily World*, one of the oldest African American-owned daily newspapers in the United States. Scott was a student at Morehouse College when the military drafted him in 1943, and he enlisted at Fort Benning in Columbus, Georgia. While in the 183rd Engineer Combat Battalion of the Army, Scott served as a reconnaissance sergeant, battalion historian, and photographer. Upon his arrival in France in early 1944, the U.S. Army showed Scott and his unit footage of concentration camps, but they did not know the extent of the atrocities until they arrived at Buchenwald concentration camp in Germany in 1945. Among the horrors Scott later described were incinerators and starving prisoners. As a photographer and historian, he gathered footage of the gruesome scenes. After Scott's service in the military ended, he returned to Atlanta and had two children with his wife, Marian. He shared his stories about the liberation of Buchenwald and connected what he saw there to slavery and civil and human rights in the United States. He worked for his family's newspaper until his death in 1992. His daughter M. Alexis Scott is the current publisher of the *Atlanta Daily World*.

ELIE WIESEL

Eliezer "Elie" Wiesel was born to Jewish parents in Romania in 1928. After German soldiers arrived in Wiesel's hometown in March 1944, members of the town's Jewish community were forced into ghettos, where they had to give up their jobs and their religious practices. The Germans eventually deported Wiesel and his family to Auschwitz, where his mother and younger sister were immediately sent to die in gas chambers. To survive, fifteen-year-old Wiesel lied about his age and occupation. He and his father became slave laborers in Auschwitz and the connected Buna labor camp. In January 1945, the Germans sent Wiesel and his father to a third camp, Buchenwald, where his father died of dysentery. In April of that same year, the U.S. Army liberated the camp. After the war, Wiesel wrote a memoir, *Night*, about his experiences as a teenager in the death camps. The book became a bestseller, published in over thirty languages around the world, and it continues to resonate today. Wiesel continued writing and teaching, using his experiences during the Holocaust to promote world peace. He wrote, "For the dead and the living, we must bear witness." Wiesel won the Nobel Peace Prize in 1986. He died in 2016.

JAN YOORS

Jan Yoors was born in Belgium in 1922. At the age of twelve, Yoors befriended a group of Roma (commonly known by the pejorative term "Gypsies") who lived on the outskirts of his hometown and left home for several months to live with the group. This group of Roma, the Lovara, informally adopted Yoors, as he learned their customs and language. Yoors joined the British Army in World War II and recruited members of the Roma to smuggle weapons to resistance fighters. The Gestapo (Nazi secret police) arrested Yoors in 1943 and sentenced him to death. When he was accidentally released, Yoors continued working for the Allies. After being arrested a second time, Yoors was sent to

a concentration camp in Spain, where he remained until 1945. Upon his release, Yoors learned that most of his adoptive Roma were killed in Auschwitz. After the War, Yoors moved to New York City where he began work as a tapestry artist and pursued an interest in photography. He eventually returned to Europe to photograph Roma who survived the Holocaust. His intention was to share the stories of these misunderstood and oppressed people. Publications and exhibitions around the world feature his photographs, including two of his own books, *The Gypsies* and *Crossing*. Yoors died in 1977.

Suggested Reading

Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.

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Resources for Teachers: K-12 Educational Programs

The mission of the Museum of History and Holocaust Education is to support K-12 students and teachers in the study of World War II and the Holocaust. Our programs are free and flexible, and you can customize a program to fit your school's specific needs. We offer:

- Field Trips to the museum
- In-School Programs
- Traveling Trunks
- Traveling Exhibitions
- Online Teacher's Guides
- Summer Workshop for High School Students
- No Place for Hate Art and Writing Contest
- Professional Development Workshops
- On-Site Events

To reserve a program, or for more information, contact us at **470-578-2083** or by email at **mhheeducation@kennesaw.edu**.

The Legacy Series

The Museum of History and Holocaust Education's *Legacy Series* oral history program uses filmed interviews to preserve the experiences of Holocaust survivors, World War II veterans, and home front workers living in Georgia. Through our website, you can find short video clips excerpted from these filmed interviews, in which the individuals share their World War II and Holocaust experiences. We encourage you to use these in your classroom to support your teaching about World War II and the Holocaust, and to help your students meet history face to face.

historymuseum.kennesaw.edu/educators/legacy_series.php



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