

## SURVIVAL, LIBERATION, AND LEGACY



Photograph from the National Archives, courtesy of USHMM Photo Archives.

**Joseph Schleifstein, a 5 year old survivor of Buchenwald.  
(After May 1945)**



**Milkcan (#N00100)**

Date: June 19, 1991

Photo Credit: Zydowski Instytut Historyczny Instytut  
Naukowo-Badawczy, courtesy of USHMM Photo Archives

Photographer: No photographer recorded

Unit VI: Survival, Liberation, and Legacy

Unit Goal: The students will recognize and demonstrate empathy for the immensity of the human destruction caused by the Holocaust, for the determination and courage required to go on to build new lives, and for the world's struggle to confront the issues of genocide and moral responsibility to act as "rescuer."

<b>Performance Objectives</b> Students will be able to:	<b>Teaching/Learning Strategies and Activities</b>	<b>Instructional Materials/Resources</b>
<ol style="list-style-type: none"> <li>1. Discuss the liberation of the camps and the role of the liberators as witnesses in the post war world.</li> <li>2. Analyze and discuss the unique role of those Jews who had escaped their Nazi persecutors and later returned as liberators.</li> <li>3. Explore the meaning of the term "survivor's guilt" and the added psychological burden it places upon a survivor who experiences it.</li> <li>4. Demonstrate an understanding an empathy for the difficulty survivors faced in</li> </ol>	<ol style="list-style-type: none"> <li>A. Survival, Liberation, and Legacy</li> <li>B. Survival and Liberation                             <ol style="list-style-type: none"> <li>1. "Armageddon Revisited: from the Holocaust to D-Day, A Survivor's/ Liberator's Tale" by Paul Zell. Two readings included in guide with lessons. Paul Zell was a young boy in Vienna, Austria when Kristallnacht convinced his father that the family had to find a way out of Austria. Later, living in the United States, Zell returns to Europe as a member of the U.S. Army. In the second reading, Zell describes his arrival at Buchenwald and the impact that it has upon him.</li> <li>2. <b><u>Liberation: Teens In Concentration Camps and the Teen Soldiers Who Liberated Them.</u></b> Part of a series called <b><u>Teen Witnesses to the Holocaust.</u></b> Lesson in guide.</li> <li>3. Carol Matas novel <b><u>After the War.</u></b> Ruth, a 15-year-old survivor, finds new hope as she works in an underground organization to take children to Palestine.</li> <li>4. <b><u>Anna Is Still Here</u></b> by Ida Voss. Novel</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. "Armageddon Revisited..." by Paul Zell. Two readings from his personal memoirs are included in the guide.</li> <li>2. Visit Internet web sites listed in lesson in guide for additional information about rescue and liberation.</li> <li>3. Reading selected from a volume of the series <b><u>Teen Witnesses to the Holocaust.</u></b> Author of volume is E. Tina Tito.</li> <li>4. Two novels about liberation and building a new life - <b><u>After the War</u></b> by Carol Matas and <b><u>Anna Is Still Here</u></b> by Ida Voss.</li> </ol>

<b>Performance Objectives</b> Students will be able to:	<b>Teaching/Learning Strategies and Activities</b>	<b>Instructional Materials and Resources</b>
<p>finding the strength and courage to begin to build new lives.</p> <ol style="list-style-type: none"> <li>5. Explain the need for significant health care of many of the survivors and the many victims who were too weakened by their abusive treatment in the Holocaust to recover.</li> <li>6. Describe the desperate search by survivors for news of family and friends.</li> <li>7. Explore the significance of the birth of children to the survivors and the custom of using family names.</li> <li>8. Describe the hostility and violence rejection that many survivors experienced when they tried to return to their country of origin after liberation.</li> <li>9. Demonstrate an understanding of the special meaning of a homeland for the survivors who had been torn and driven from the lands of their births.</li> </ol>	<p>about a Dutch survivor who struggles to find meaning in life while coming to terms with the haunting memories of her existence as a hidden child. Lesson in guide.</p> <ol style="list-style-type: none"> <li>5. Aranka Siegel, author of <b><u>Upon the Head of a Goat</u></b>, is also the author of this story of survival, liberation, and the search for a new life. It is called <b><u>Grace in the Wilderness: After Liberation 1945-1948</u></b>.</li> <li>6. <b><u>To Life</u></b> by Ruth Minsky Sender. Guide contains two readings from the authors sequel to her book <b><u>The Cage</u></b>. Readings and lessons in guide.</li> <li>7. <b><u>My Hundred Children</u></b> by Lena Kuchler-Silberman. Reading and lesson. There is a follow-up news story and lesson by Norman Salsitz and Stanley Kaish on the role of Salsitz in Lena's story.</li> <li>8. <b><u>Lydia, Queen of Palestine</u></b> by Uri Orlev and <b><u>The Boy From Over There</u></b> By Tamar Bergman. Two novels set in Palestine/Israel in post war world. Lesson for each novel.</li> </ol>	<ol style="list-style-type: none"> <li>5. <b><u>Grace in the Wilderness: After Liberation 1945-1948</u></b> by Aranka Siegel.</li> <li>6. Two readings in the guide from the Ruth Minsky Sender story of her liberation and struggle to build a new life. <b><u>Beyond the Yellow Star to America</u></b> by Inge Auerbach is also a follow-up to her first book about life in Terezin camp.</li> <li>7. Reading from Lena Kuchler-Silberman's true story <b><u>My Hundred Children</u></b>. Following the readings is the newspaper article by Norman Salsitz and Stanley Kaish "The 100 Children and the Jewish 'Righteous Gentile' " from the <b><u>New Jersey Jewish News</u></b>, April 19, 2001</li> <li>8. Uri Orlev novel <b><u>Lydia, Queen of Palestine</u></b> And <b><u>The Boy From Over There</u></b> by Tamar Bergman.</li> </ol>

Performance Objectives Students will be able to:	Teaching/Learning Strategies and Activities	Instructional Materials and Resources
<p>10 Demonstrate an understanding that many individuals, groups, communities, and nations must still come to terms with their actions during the Holocaust.</p> <p>11. Demonstrate an understanding of the complexity but the significance of making good moral and ethical choices.</p> <p>12. Explain the importance and significance of the Nuremberg War Trials.</p> <p>13. Describe the outcome of the Nuremberg War Trials.</p> <p>14. Explore some of the questions and fears raised by the use of the atomic bomb.</p> <p>15. Explore and analyze the rise in hate crimes in society today.</p> <p>16. Explore and examine how hate groups use modern technology to spread their message of hate.</p> <p>17. Discuss and analyze the record of the United States in regard to the War Relocation Centers where Americans of Japanese ancestry were imprisoned during World War II</p>	<p>C. Memory and Remembrance</p> <ol style="list-style-type: none"> <li>1. <b><u>The Shadow Children</u></b> by Steven Schnur. Lesson on this novel about a community's difficulty in coming to terms with the Nazi seizure of Jew children hiding in their community.</li> <li>2. Exercise on quotes reflecting ethical choices.</li> </ol> <p>D. War Trials</p> <ol style="list-style-type: none"> <li>1. Reading and lesson on the <b><u>Limits of War</u></b> from a pamphlet published by the Xerox Corporation.</li> </ol> <p>E. Post War World</p> <ol style="list-style-type: none"> <li>1. <b><u>Shin's Tricycle</u></b> by Tatsuharu Kodama. Lesson in the guide.</li> <li>2. Lesson from <b><u>The Christmas Menorahs: How a Town Fought Hate</u></b> by Janice Cohn. Recounting of a true incident in Billings, Montana in modern USA.</li> <li>3. Story of a family's return to the Manzanar War Relocation Center in Eve Bunting's tale <b><u>So Far from the Sea</u></b>. Book is written on an elementary level but has some sophisticated concepts to examine. Lesson in guide.</li> <li>4. <b><u>Peacebound Trains</u></b> by Haemi Balgassi is set in the time of the Korean War and after. Lesson in</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>The Shadow Children</u></b> by Steven Schnur.</li> <li>2. Exercise included in guide.</li> <li>1. <b><u>Limits of War</u></b> reading in guide on the Nuremberg War Trials.</li> <li>1. <b><u>Shin's Tricycle</u></b> by Tatsuharu Kodama. Also visit the Internet site of the Sadako Peace Cranes project. See Internet site list in guide.</li> <li>2. Janice Cohn's <b><u>The Christmas Menorahs</u></b>. Also videos on incidents "<b><u>Not in Our Town</u></b>." See video list.</li> <li>3. <b><u>So Far From the Sea</u></b> by Eve Bunting.</li> <li>4. <b><u>Peacebound Trains</u></b> by Haemi Balgassi.</li> </ol>

<b>Performance Objectives</b> Students will be able to:	<b>Teaching/Learning Strategies and Activities</b>	<b>Instructional Materials and Resources</b>
<p>18. Define the terms apartheid, slavery, hate crime, ethnic cleansing, and genocide.</p> <p>19. Discuss the legacy of pain and anguish of post war policies of prejudice and discrimination and of genocide in places such as Cambodia, Rwanda, former Yugoslavia, East Timor, Sudan, etc.</p> <p>20. Analyze how we might work today to prevent genocide and "ethnic cleansing" in the future.</p> <p>21. Explain why it is important for us to study the Holocaust and genocide.</p> <p>22. Analyze why the deniers and revisionists claim the Holocaust and other genocides never occurred.</p> <p>23. Demonstrate an understanding of the struggle of survivors to build new lives and the tremendous importance of their testimonial legacy.</p>	<p>F. Violence, Discrimination, Ethnic Cleansing and Genocide</p> <ol style="list-style-type: none"> <li>1. <b><u>Kaffir Boy - An Autobiography</u></b> by Mark Mathabane. Reading and lesson on apartheid in South Africa.</li> <li>2. Reading from <b><u>One Boy from Kosovo</u></b> by Trish Marx and Cindy Karp. Lesson and reading included. Follow up readings and lesson with quotes of children from the book <b><u>I Dream of Peace</u></b>.</li> </ol> <p>G. Lessons to be learned</p> <ol style="list-style-type: none"> <li>1. Exercise: What Lessons are to be learned from the Holocaust? All materials in guide.</li> <li>2. <b><u>The Terrible Things: An Allegory of the Holocaust</u></b> by Eve Bunting. Lesson in the guide. Much more than a child's book, this story can be used by any level, child to adult.</li> <li>3. "I Cannot Forget" and "The Creed of a Holocaust Survivor." Poems by Alexander Kimel. Poems and lesson in guide.</li> <li>4. "Teaching the Holocaust Through</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>Kaffir Boy - An Autobiography</u></b> by Mark Mathabane. Reading included in guide. Internet search on apartheid and its legacy in South Africa.</li> <li>2. Reading in guide for <b><u>One Boy from Kosovo</u></b> by Trish Marx and Cindy Karp as well as readings from <b><u>I Dream of Peace</u></b>.</li> <li>3. Read <b><u>Zlata's Diary</u></b> by Zlata Filipovic or read the excerpt featured in February 28, 1994 issue of <b><u>Newsweek</u></b>.</li> <li>4. Internet search of sites listed in lesson for <b><u>I Dream of Peace</u></b>.</li> </ol> <ol style="list-style-type: none"> <li>1. <b><u>The Terrible Things: An Allegory of the Holocaust</u></b> by Eve Bunting.</li> <li>2. Poetry of Holocaust survivor Alexander Kimel in guide. Additional poems and work on Internet site. See lesson for web address.</li> <li>3. Samples of Postage stamps are in guide as well as web site for viewing more</li> </ol>

<b>Performance Objectives</b> Students will be able to:	<b>Teaching/Learning Strategies and Activities</b>	<b>Instructional Materials and Resources</b>
24. Recognize the importance of confronting our past histories of prejudice, discrimination, violence, and destruction and coming to terms with that past.	Stamps." Lesson and materials in guide.  5. Poems from Ursula Duba's book <b><u>Tales from a Child of the Enemy.</u></b> Lesson and poems included in guide.  6. "The Legacy of the Holocaust Survivors" by Elie Wiesel.	Stamps.  4. <b><u>Tales from a Child of the Enemy</u></b> by Ursula Duba. Poetry selections for lessons included in guide.

## Survival, Liberation, and Legacy

When Adolf Hitler and the National Socialist Party rose to power in Germany in 1933, there were nine million Jews living in the twenty-one countries of Europe that would be occupied by German forces. In Germany itself, the Jews represented less than one percent of the total German population. By 1945, with the end of World War II and the liberation of the concentration and death camps, two out of every three European Jews had been killed. Half a million Roma and Sinti had been killed and at least 250,000 mentally or physically disabled persons had been murdered. The list of Nazi Germany's targets killed continue: three million Soviet prisoners of war, at least two million Poles, thousands of political and religious dissidents, thousands of homosexuals and others classified as "anti-social," and about two thousand Jehovah's Witnesses.

After liberation, many of the camp victims were in such deteriorated physical condition that even the best of medical care available at the time could not save their lives. Many others who were saved were left with permanent injuries and medical problems. The psychological and emotional scarring cannot be measured or recorded.

Many large extended families had been annihilated or dwindled to a single or few battered survivors. Homes, synagogues and religious centers, businesses, professional offices, personal memorabilia, whole communities, and even grave stones were gone. Some survivors returned to the countries where they had been raised. Others survivors were met by hostile local populations who drove them away or killed them. What were the battered and tormented survivors to do?

The Allied Powers set up camps and provided food, shelter, medical care, and other basic human needs for displaced refugees. Neutral countries and international relief agencies offered assistance. Procedures and agencies were established to assist survivors searching for the tattered remains of their families and communities. The survivors themselves began the search for new homes. Where could they go? Few countries were willing to accept the refugees fleeing the disaster of the war and camps. Long waiting lists for immigration to the United States, Canada, Australia, the Latin America nations and most other nations grew longer. The British were trying to keep the door to Palestine closed.

Determined survivors continued their struggle to establish new homes and, for many, to build a homeland in Palestine. In defiance of British directives and the threat of imprisonment in camps, efforts to smuggle Jews into Palestine continued. In 1948, the nation of Israel was born in the midst of much turmoil and bitter fighting. Whether their determination took them to Israel, the United States, Canada, Australia, Latin America, Asia, Africa, or back to their pre-war home countries, the survivors began to rebuild shattered lives.

Many government and military officials, religious leaders, leaders of social relief organizations, and ordinary citizens around the world lamented the horror of the Holocaust and vowed that we must learn from this terrible lesson of history. Speeches were made with vows of remembrance and renewed promises of peace and humanitarian efforts.

Yet, in a very short time, the world's attention turned to other concerns and struggles. Survivors found themselves with a difficult and compelling tale to tell but few were willing to listen. They were often urged to "forget it" and to "get on with life." With such a small, unwilling audience, most survivors suffered in silence with their painful memories, too often haunted by nightmares. Sylvia Rothchild wrote, "Whether silent or outspoken, survivors were torn between remembering and forgetting, between shielding their children from their unhappy history and warning them that the world was a dangerous place. They urged each other to 'forget the gruesome things...and look forward and see the good,' but the speed with which the Holocaust was eased into ancient history frightened them." (Howard J. Langer's The History of the Holocaust: A Chronology of Quotations, p.241.) It is only in recent years as the survivors have aged and begun to dwindle sadly in number that people have begun to realize the importance of preserving the survivors' stories. At long last, survivors have found an audience to hear their stories, to bear witness.

Tragically, the world's memory was too short and its attention span too limited. As the attention of the world's people turned to other matters - "normal" lives of family, business, social life - the signs of continued policies and practices of discrimination and bigotry abounded on every continent, in communities big and small, rich and poor, urban and rural. Cold wars, "limited wars," and regional conflicts began to appear almost immediately. Old empires and nations crumbled and new nations emerged in their place. In the absence of world attention, new pogroms and new genocides began to occur. "Ethnic cleansing" was one of the new terms of hidden meanings. Cambodia, Bosnia, Rwanda, Sudan, East Timor, and other places on the globe joined Armenia and the planned famine in the Ukraine as well as the Holocaust on the growing list of 20<sup>th</sup> century genocides. Terrorism became a force of evil that permits a handful of individuals to visit devastation and heartbreak on people anywhere in the world.

Signs and portents of hope also appeared, however. International agencies of peace, private and governmental, were established. Efforts to mediate conflict and to negotiate for peace have occurred. Laws and treaties have been adopted in an effort to contain and reduce conflict. Private citizens and public figures speak out for peace and justice.

The future cannot be predicted with any accuracy. However, the potential for great good and great evil hovers around our world. The hostilities and hate run generations and centuries deep. If peace and justice are to prevail, it will take the dedication and vigilance of people and nations worldwide.



**Armageddon Revisited**  
**From the Holocaust to D-Day, A Survivor's/Liberator's Tale**

From His Memoirs

by

Paul Zell

Copyright by Paul Zell

Recommended for Grades 7-8

**Synopsis**

Paul Zell was born in Vienna, Austria in 1924. Two weeks after *Kristallnacht* (Night of Broken Glass) in November of 1938, he failed to escape with his father to Belgium. In December of 1938, Paul Zell escaped to England on the *Kindertransport*. In 1940 he was able to come to the United States. Only three years later, in 1943, he joined the American Army and was shipped to England. He became a member of the 1<sup>st</sup> Special Amphibious Brigade that landed on Utah Beach in Normandy, France, on D-Day, June 6, 1944. He was one of the first American soldiers to enter the concentration camp of *Buchenwald* in Germany in April of 1945.

After the war, Mr. Zell became mayor of two German towns and was responsible for bringing several Nazis to justice.

Paul Zell is a licensed professional engineer with a noted career in his field. Since his retirement, he has devoted a great deal of time to speaking about his experiences during the Holocaust and the Second World War. For three consecutive years, he has been invited to address the Corps of Cadets at the US Military Academy at West Point. He has also spoken to high school students in Vienna, Austria. Paul Zell has written 3 other novels including his memoirs. His sister also survived the war and lives in Syracuse, NY. The author resides with his wife in East Brunswick, NJ.

**"The Anschluss"**

**Reading #1**

Adolph Hitler and his Nazi Party assumed power in Germany in 1933. By 1935, the Nuremberg Laws were passed, placing severe restrictions on all aspects of Jewish life in Germany. In one fell swoop, the Jews of Germany not only became non-citizens but they became the innocent victims of a virulent anti-Semitic government and populace. While the noose was tightening gradually, the stage was set for Hitler's plan of total elimination of German Jewry, a plan well documented in his book "*Mein Kampf*" (My Struggle), a book he wrote during a brief incarceration in a German prison in the 1920's.

"Once I really am in power, my first and foremost task will be the annihilation of the Jews. As soon as I have the power to do so, I will have gallows built in rows at the Marienplatz in Munich, for example-as many as traffic allows. Then the Jews will be hanged indiscriminately, and they will remain hanging until they stink; they will hang there as long as the principles of hygiene permit. As soon as they have been untied, the next batch will be strung up, and so on down the line, until the last

**Jew in Munich is exterminated. Other cities will follow suite, precisely in this fashion, until all Germany has been completely cleansed of Jews.”**

(Hitler's conversation with Joseph Hell in 1922 from the book Adolph Hitler by John Toland, London Book Club, 1977 p.116)

Most of the 500,000 Jews living in Germany in the 1930's were well assimilated into the German culture. Many of them could trace their ancestry on German soil for centuries. And most of them believed that a modern and highly cultured society like Germany would not tolerate Hitler's dictatorship for long. Some felt more German than Jewish and, despite the few restrictions on emigration in the beginning, many Jews opted to remain in Germany.

In Austria, the anti-Jewish actions taking place across the border in Germany did not go unnoticed by the Jews of Austria. Fear and trepidation became widespread among the 250,000 Austrian Jews and life became more difficult with each passing day. Encouraged by growing confusion in Austrian government circles and spurred on by a pervasive and underlying anti-Semitism on the part of the Austrian people, local Nazis and Nazi sympathizers became more aggressive with each passing hour. Occasional incidents such as smoke bombs thrown at synagogues and Nazi slogans painted on walls overnight created an atmosphere of fear and trepidation among Viennese Jews.

Mobs of young Austrian teenagers roamed the streets looking for Jews to curse and physically attack. My mother forbade my sister and I to leave the apartment at night without accompaniment. Most Jewish parents did likewise. Now the stage was set for Hitler to take the next step, incorporating Austria, a German speaking country and the place of his birth, into the Third Reich.

On March 12, 1938, after issuing an ultimatum to Kurt von Schuschnigg, the new Chancellor of the Austrian Government, Hitler's armies marched across the border and incorporated Austria into the Third Reich without a single shot being fired. This was Hitler's second bloodless coup. A few years earlier, Nazi troops marched into the Rhineland, a disputed area between France and Germany, in clear violation of the Versailles Treaty that had ended World War I in 1918.

I remember March 12, 1938, the day of the *Anschluss* (Annexation) well. How can I ever forget it? The city of Vienna was in political turmoil. The main streets of Vienna were filled with thousands of demonstrators, many proclaiming their loyalty to the Austrian government by wearing an insignia consisting of three arrows (*Drei Pfeile*), while just as many demonstrators were wearing Swastika armbands, waving pro-Nazi banners, and giving the "*Heil Hitler*" salute. Vienna was clearly a city divided.

As a young boy of 13, interested in the world around me, I spent most of that day on the *Wallenstein Strasse*, the main thoroughfare of the 20<sup>th</sup> District of Vienna. I remember being fearful and apprehensive, but also strangely fascinated by the sheer spectacle of it all. This parade of noisy scenery was passing before my eyes. Everyone seemed to sense that something was about to happen. And then, about 5 o'clock in the afternoon, all the commotion, the yelling, the screaming, the singing and sloganeering stopped suddenly, as if someone had blown a whistle. The entire street, about 2/3 of a mile long from beginning to end, became eerily quiet and devoid of all movement. For a few

moments, this eerie silence persisted. Suddenly, a faint rumble could be heard in the distance. Soon the rumble increased in intensity and a truck loaded with screaming men came into view. Some of them wore swastika armbands on their sleeves, shouting “*Ein Volk, Ein Reich, Ein Fuhrer*” (One Nation, One Empire, One Leader) and then came a loud chorus of “*Judah Ver-recke!, Judah Ver-recke!*” (Jews Shall Perish!). Truck after truck followed in a long procession, all screaming and spewing the same poisonous hatred. I could not believe the reaction of the crowds. The same demonstrators, who just minutes before seemed totally divided, were suddenly united in their support of Hitler. Everybody was wearing Nazi swastika armbands, waving Nazi flags, and giving the Nazi salute of “*Heil Hitler*”.

I recall becoming very scared and deciding to run home the few blocks to our small apartment on *Brigitta Platz*. I wanted to tell my parents all that I had witnessed when I noticed a large commotion was taking place in the middle of the street in front of me. Even though I was almost in panic by then, curiosity got the better part of me. I ran over and witnessed a group of about 100 Viennese of all ages surrounding two elderly Jewish men, dressed in the traditional orthodox garb on their hands and knees, being forced to scrub the pavement clean of some anti-Nazi slogans using tooth brushes. I can still see the facial expressions of these panic stricken men as they were being spat upon, called dirty Jews, and beaten with sticks.

I ran home quickly in tears. We spent a very fearful and sleepless night, the night of March 12, 1938. My parents, my sister and I huddled together in our apartment not knowing what the future would bring, but expecting the worst. There was no telephone, no television, and we, like most Viennese in those days, did not possess a radio. There was no way to get any information except to wait for the morning newspapers. With the morning newspaper, our worst fears were confirmed. Overnight, the Austria that we knew had ceased to exist. It had been incorporated into the Third Reich and all anti-Jewish laws existing in Germany now applied to Austria as well. Overnight, all Jewish children were forbidden to go to school. Most Jewish men, including my father, lost their jobs. Most professional people, except for the self-employed, could not practice any longer. University professors, schoolteachers, and all government employees were dismissed. Included were leading professors at the University of Vienna, factory workers and store clerks. Their means of livelihood were taken away from them in one fell swoop. Only those who owned small businesses or were fortunate enough to be employed by Jewish owned establishments were spared and were able to eke out a living. The rest had to live on whatever savings that they were able to accumulate or to ask for assistance from the *Kultus Gemeinde*, the Jewish Welfare Agency.

My parents had little, if any, savings and my father was too proud to ask for any assistance from strangers. So every day became a struggle for survival. We managed to scrape by with some help from my Uncle Joseph, a furrier, who operated his own small business in his apartment on the *Staudiger Gasse*. Since my uncle's wife, my Aunt Gustie, was opposed to letting go of their money, all transactions had to be carried out without my aunt's knowledge.

Most, if not all, Jewish owned homes or rented apartments were confiscated without any compensation. About one week after the *Anschluss*, a Nazi SS man came to our door and gave my father four hours notice to get out of our apartment on *Brigitta Platz*. His tone seemed very threatening. How my father managed to get all the furnishings and belongings on the street on such short notice remains a mystery to me to this day. He did manage to find a one room walk-up apartment several blocks away on the *Treu Strasse* that same day. With the help of my Uncle Leo, we moved into this apartment before darkness fell. We were forced to move from a relatively comfortable three- room apartment in a new city-owned building (*Gemeinde House*) to a one-room apartment in a one hundred-year-old apartment house. Most other Jewish families in Vienna had the same experience.

All parks in Vienna were declared off limits to the Jews. A few benches in a few parks were marked for "*Jews Only*". However, there was a small park behind the Vienna Stock Market on the *Boerse Platz*, in the 1<sup>st</sup> district of Vienna, called the Inner *Stadt* where Jews were still permitted. After I found out about this, I spent two or three days every week playing soccer with other Jewish boys. To get to this park, I had to run and walk about 3 kilometers each way, crossing the *Danube Canal* in the process. Even that limited access to a park came to an abrupt end two months after the *Anschluss*. About two dozen Nazi Party Youths came to the park, chased us into a corner, and surrounded us. While we tried to fight back, we were badly outnumbered and badly beaten up. They warned us never to come back to this park. I came home all bloody and bruised that afternoon. After that incident, the only thing left for me to do was to kick hand-made soccer balls around with my friends or to play an occasional game of chess with some of my Jewish friends in front of our apartment house.

How we managed to survive at all is beyond me. I know that my parents used the little bit of savings they had accumulated over the years, plus the financial help from my Uncle Joseph, to buy enough food, mostly bread, potatoes, sardines, and occasionally some cheese, to keep our small family from starving. Most Jewish families in Vienna were faced with the same predicament. There were many meals consisting of bread, the main staple in our meager diet, a can of Portuguese sardines or an occasional herring, and water for the four of us.

While my mother busied herself with scraping up enough food to keep us alive and hand washing our clothes, my father was busy trying to find a way out of this dilemma, a way for us to leave Austria.

Starting on March 13, 1938, the day after the *Anschluss*, my father began visiting every foreign embassy and consulate that existed in Vienna, hoping to obtain an exit permit or visa or any other means of getting our family out of Austria. My father was not alone; tens of thousands of Jewish men, despite the constant danger of beatings and arrests, formed long lines in front of these embassies. The day after the *Anschluss* my father stood overnight in front of the American Embassy hoping to obtain a low quota number. In order to immigrate to the United States, one needed a quota number as well as an affidavit (someone in the United States willing to support you for one year, not to become a burden on the American taxpayer). Not only did my father come under the

Polish quota, which was very small, we didn't have any relatives or friends in the United States willing to support us for one year.

In the 1930's, American immigration quotas were extremely limited for East European countries as compared to Western European countries. This made our chances of immigrating to America very slim indeed. However, this did not deter my father from trying. As fate would have it, this overnight stay at the American Embassy on March 13, 1938 saved my parents' lives. My father received a low quota number and, eventually, a complete stranger provided my parents with an affidavit. But the story of this miracle a little bit later on.

The situation at other embassies was the same. No one really wanted Jews. There is a famous Yiddish (Jewish) song entitled "*Woahin soll Ich gehn?*" (Where Shall I go?) that best described the dilemma faced by most Austrian Jews. The situation in Germany differed somewhat. German Jews had from 1933 to 1938 to make plans to leave the country; many did but some did not. Austrian Jews did not have the same luxury of time on their side. Their situation became desperate immediately, and the worst was still to come.

### **"Liberation of Buchenwald"**

from

### **Armageddon Revisited, From the Holocaust to D-Day, A Survivor's/Liberator's Tale**

by

Paul Zell

#### **Reading #2**

"Combine all the woes that temporal and Ecclesiastical tyrannies have ever inflicted on men and nations, and you will not have reached the full measure of suffering which this martyr people was called upon to endure century upon century. It was as if all the powers of the earth had conspired- and did so conspire- to exterminate the Jewish people, or at least to transform it into a brutalized horde. History dare not pass over in silence these scenes of well nigh unutterable misery. It is her duty to give a true and vivid account of them; to evoke due admiration the superhuman endurance of this suffering people, and to testify that Israel, like Jacob in the days of old, has striven with gods and with men, and has prevailed."

**Hirsch Graetz 1863**

**(High Holiday Prayer Book** by Morris Silverman. United Synagogue of America, p. 386)

On April 10, 1945, we reached the German town of *Weimar*. I was certain that I had heard the name before, but no matter how hard I tried, I could not remember where and when I had heard it. But then, in a flash, it came to me. It was the site of the infamous Nazi concentration camp whose very mention struck fear in the heart of every Austrian and German Jew. A number of my close relatives, including Uncle Leo, were taken to *Buchenwald* after *Kristallnacht*, and my father had avoided detention there due to a stroke of good luck. Except for my Uncle Leo who managed somehow to escape from *Buchenwald* and who also had escaped from a military prison in Siberia during World War I, the fate of these relatives were unknown to me. Could this concentration camp be nearby? The thought was beginning to haunt me and I had difficulty sleeping that night.

The next morning I managed to get hold of a map of Germany and the map showed the camp was indeed near *Weimar*, and that it could easily be reached from *Weimar* via a narrow country road. At the time, I was completely unaware that many other, much more terrible, concentration camps existed in Poland, Austria, and other Nazi territories.

I immediately went to our Lieutenant Colonel and asked him to let me take a jeep out of our motor pool because I wanted to drive to *Buchenwald*. I told him that I had just become aware of our proximity to this infamous concentration camp, named *Buchenwald*, a name that he had never heard of before. Our commanding officer was familiar with my background as a Holocaust survivor, but nevertheless denied my request.

“You have survived the Holocaust, the invasion of Normandy, the many months of fighting the German army, and now, when the war is about to end, you want to undertake this dangerous mission. As your Commanding Officer, I cannot allow you to risk your life during the last days of the war.”

After pleading my case, telling him that I was determined to go because some of my relatives were imprisoned there, he relented and wished me God’s speed.

I recall getting behind the wheel of a jeep in the early afternoon of April 11, 1945 in full battle gear with my rifle on my shoulder, not knowing what to expect when I got to the camp. The narrow and hilly road leading to the camp seemed deserted. I was driving slowly, looking carefully ahead, and nervous with anticipation. Approximately one kilometer from the camp, I stood on the hood of the jeep and, using a pair of German-made Zeuss field glasses- the very binoculars taken from the German Army Lieutenant that I had captured earlier- I could make out what looked like the front gate of the concentration camp. While I was still too far away to see clearly, it seemed to me that the front gate of the camp was swung open. What looked like human beings were lying in front of the gate. All the while I was keeping a sharp eye out for any sign of German guards. About two hundred yards from the gate, I again stood on the hood of the jeep and now could see clearly the wide open front gate with a sign above the gate carrying the following words: “*Arbeit Macht Frei*”( *Work Makes One Free*).

Even though I was now quite certain that the open gate was a clear indication that the concentration camp guards had fled, I slowly maneuvered my jeep towards the gate with great caution and my rifle by my side. Suddenly, I spotted some activity in one of the guard towers at the perimeter of the camp, but soon realized that they were prisoners who apparently had taken over the deserted towers. I could clearly see their striped camp uniforms. I looked at my watch and it was now a few minutes after 3:00 PM. I found out a little later that the Nazi guards had fled into the nearby woods only a few minutes prior to my arrival.

It seems clear to me that I must have been the first American soldier to enter the camp. About three hours later, I spotted other American soldiers wandering around the camp. The history books credit elements of the Sixth Armored Division of the 3<sup>rd</sup> US Army as the first American unit to have entered the camp.

It is difficult for me to describe and put into words what my eyes beheld that afternoon on April 11, 1945, as I approached the front gate. There were dozens of prisoners (I hate to call them prisoners, since they were all innocent human

being) lying quietly and almost motionlessly all around the front gate, as if they had spent every last ounce of energy just to experience the freedom of an open gate. They seemed to have great difficulty just moving their bodies. I never saw such decimated human beings with eyes deep in their sockets, ribs and bones protruding. I felt a sudden chill overtaking my body. An odd thought suddenly entered my mind: Is this reality? Am I really witnessing this and not dreaming it? How can a human being do this to another human being?

The quiet moans and cries coming from these unfortunate human beings put an end to all such thoughts. I was not dreaming this, it was reality and I was a witness to it.

I quickly got out of my jeep and proceeded to walk among them. For a brief moment I did not know what to do. Who to attend to first? They all were in bad need of help and kept reaching toward me. One of the prisoners in particular caught my attention as he kept pulling my trousers. I knelt down beside him, propped up his head, and gave him a candy bar that I had brought with me. He quickly devoured it. He was unable to mutter a sound even though he was trying to tell me something by gesturing wildly with his hands. At first glance, he seemed to be an old man in his seventies. He told me later that he was only 35 years old. The candy bar seemed to have revived him somewhat because, in a few minutes, he began to speak in a low voice. But I could not understand what he was trying to tell me. I recognized that he spoke Polish. I decided to speak to him in German, hoping that he could speak Yiddish. Yiddish, a Jewish language of the Jews, was spoken in Poland, Russia and other East European countries. Yiddish is a derivation of the German language and in many respects similar to it. The experiment worked and we were able to communicate.

His first words to me that I could understand were: "Mr. American Soldier, I want to show you what the Germans have done to us." I told him that I was an American Jewish Soldier, which seemed to urge him on. I could detect a wild excitement in his voice when he continued. "Please take me with you. I want to show you everything. Please let the whole world know what you will see here today".

I picked him up in my arms like a baby and gently placed him in the passenger seat of the jeep. He felt like he weighed no more than sixty or seventy pounds, even though he was a tall man. We spent the rest of the afternoon and well into the evening together going through the camp.

The first place he took me was a dispensary, one of two so called 'hospitals' at *Buchenwald*. In fact, it was a 'House of Death'. The one story building that seemed to have been designed as a cow barn was about 100 feet long and 30 feet wide and about 12 feet high. It sported a tin roof, a dirt floor, and the Germans had meticulously built shelves on both sides of the long walls and divided them into small cubicles. Each cubicle was approximately 6 feet long, 3 feet wide and 2 feet high, just large enough for a human body to fit in.

Whenever a prisoner went there to get relief from any ailment, no matter how insignificant the ailment, he was put into one of these cubicles, a place from which he would never leave alive. He was just left there to die. While the camp ration for all prisoners consisted of a small cup of soup made from potato peels

and a small chunk of stale bread once a day, the prisoners in the dispensary received neither medication nor the standard meager rations. They were just left there without attention to die a horrible death. There was a twenty-hour guard stationed inside to prevent any inmate from leaving the dispensary.

When I first walked into the dispensary, I could not believe the sight that my eyes beheld. Almost all the cubicles were filled. Some of the occupants were dead. The stench of death was overpowering. Weak, almost indecipherable voices were emanating from those still alive. Bony, fleshless fingers were reaching out to me. They were trying to tell me something but I could hardly hear them, no less understand what they were saying.

Twelve months of fighting and chasing the German Army across Europe should have inured me to a sight like this. Did I not see fellow soldiers killed and wounded in front of me? I saw German soldiers as well as dead French civilians blown apart and rotting away on the ground. And yet, somehow, the sight of these dead and barely living skeletons directly in front of me was different. They were totally innocent human beings caught up in a world gone mad. It was too much for me to handle. I got sick to my stomach and raced out the back door to relieve myself and catch some fresh air. When I opened the heavy metal back door, I was immediately confronted by a thirty foot high mound of dead human skeletons, just left there to rot, until some unfortunate prisoners were forced to remove them and bury them in a mass grave or burn them. My guide informed me that this pile of bodies was an accumulation of dead patients from the dispensary.

After taking a few minutes to try to calm myself down, I took some photographs and again began to wonder whether what I had just seen was real or whether I was just dreaming it all.

Our next stop was a large, one story brick building with smoke stacks protruding from the its roof. My Polish prisoner guide, whose name I cannot remember, told me that this building housed a number of ovens for the burning of dead bodies. We proceeded to go into the building and I opened one of the ovens. Inside were human remains still smoldering.

From the crematorium, he directed me to a brick building without windows that was used as an execution room as well as a punishment room. Prisoners were taken there to either be severely punished or to be executed. I noticed several steel hooks mounted on the inside walls of the building and many more holes in the wall where hooks had apparently been removed. There were also signs of bloodstains on the walls and floor of the building. It seemed that there might have been an attempt by fleeing guards to remove some of the evidence of murder and torture that was carried on there. I examined the walls very carefully and found scratches that looked very much like human fingernail scratches. According to my Polish guide, prisoners were brought there for minor offenses, like collapsing during roll call, or walking too close to the electrified fences. They were hung up like cattle and either executed by stabbing or clubbing, or whipped unconscious by the ruthless guards. This building had all the appearances of a slaughterhouse right after the slaughter.



We walked out of this building and went to my jeep where I needed time to recover my senses. We rested in the jeep for a few minutes, staring at each other with neither one of us saying a word.

For the first time since my arrival, I began to notice other American soldiers and officers walking around the camp. We passed each other quietly, politely acknowledging each other's presence, and occasionally shaking heads in disbelief of what we were witnessing. An eerie silence prevailed during the entire visit, interrupted only by occasional moaning sounds coming from distressed prisoners.

It started to get dark and I had promised our Commanding Officer that I would try to return before darkness fell. However, my Polish guide insisted that we make one more stop. He directed me to a well-landscaped house and told me that it was called "the Brothel". The German guards used Jewish women there for their earthly pleasures. He told me that certain privileged prisoners, mostly non-Jewish political prisoners, were also allowed to use this facility for a small fee.

Since it was already dark, I decided to spend a little more time at the camp with my Polish guide showing me a few more sights of horror and bestiality. One of these sights was an infirmary where medical experiments were carried out on hapless prisoners.

By now, I had spent six hours at *Buchenwald* and, for the first time in my life, I felt completely drained emotionally. I was overtaken by a desperate need for revenge. I emptied my pockets and handed my Polish guide a few more candy bars that I brought with me and gave him whatever German money I had with me. We embraced and said goodbye to one another. I wished him well, but I had an instinctive feeling that his problems were just beginning. We never saw each other again since my unit left *Weimar* a few days later, and I do not know what happened to him.

Many of the badly starved survivors did not make it since little was known then about the proper nutritional requirements of badly starved humans. Their systems could not take the sudden intake of rich foods that we supplied them with after liberation. Other prisoners who made their way home, especially those that returned to Poland, found hostile receptions awaiting them, and quite a large number of them were murdered by Polish mobs. They survived the worst that Nazi Germany had to offer them, only to be killed by Polish anti-Semites after their liberation.

I drove away that night, totally shaken, and feeling very depressed, but vowing to keep the scenes of horror that I just had witnessed forever engraved in my mind. I made a firm commitment to myself that I would tell the outside world what I had just witnessed and that I would do so for as long as I lived.

It took many years for me to reach the point where I could speak about the horrors at *Buchenwald*, even to my wife and children, but I have kept my promise.

Safely back with my unit, I had great difficulty falling asleep that night with images of what I had seen that day flashing before my eyes.

## **Pre-Reading Activities**

- Locate Austria and Germany on a map at the time of World War II
- What happened in Germany and Austria from 1933-1939? (Make a timeline)
- Why did Hitler want to annex Austria?
- Define the terms: Nuremberg Laws, *anschluss*, *Mein Kampf*, *kindertransport*, D-Day, Buchenwald, Evian Conference, liberation, Weimar.
- Examine the immigration policy of the United States in the 1930's.
- What avenues of escape were open to Jews in the 1930's?
- Look at a map of the camps that existed in the German Reich.

### **Discussion Questions about the Anschluss Reading (Reading #1)**

1. What laws were passed in Austria as soon as Hitler came into power?
2. What was life like for Paul Zell before the Anschluss?
3. How did the Anschluss take place as a bloodless coup?
4. What happened to the Jews as soon as the Anschluss took place?
5. How did the Anschluss change Paul Zell's life and that of his family?
6. What terrible incidents did Paul Zell witness?

### **Discussion Questions about the Liberation of Buchenwald ( Reading #2)**

1. Paul Zell, an American Jewish soldier, found himself near Weimar and Buchenwald. What did he do?
2. Why did Paul's commanding officer discourage him from going to Buchenwald?
3. What did he find when he arrived at Buchenwald?
4. How did he describe what he saw?
5. What did he vow to do after his visit to Buchenwald? Has he kept his promise?
6. What did the prisoner at the gate want to do? Why do you think it was so important to the prisoner to do this?
7. What are the lessons to be learned from Buchenwald?

### **Activities**

1. Read other testimonies of Liberators and compare them with Paul's story, i.e. Harry J. Herder, Jr. was a young American soldier who was in Buchenwald the same day Paul Zell was there - April 11, 1945. How do they both describe what they saw? How did this experience impact on their lives? <http://www.remember.org/liberators.html>
2. Study some of the testimony presented at the Nuremberg Trial. What was the outcome of this trial?
3. Invite a survivor and/or liberator to visit your school and share their stories with the class.

### **Suggested Readings**

- Browning, Christopher H. **Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland**- Based on interrogations by West German Prosecutors. The author looks at 500 ordinary men in drab green uniforms and how they could calculatedly murder 38,000 with guns and send 45,000

more to the gas chambers of *Treblinka*. NY: Harper-Perennial, 1992. Grade 8 and up.

- Tito, Tina E. **Liberation: Teens Who Survived the Concentration Camps and Teen Soldiers Who Liberated Them.** Riveting stories of prisoners and GI's who freed the camp inmates. Black and white photos are **graphic**. Rosen, 1998. Part of a series of books on Holocaust Grade 8 and up

#### Internet

- **Rescue and Liberation**  
<http://fcit.coedu.usf/holocaust/timeline/RESCUE2.htm>
- **The Aftermath**  
<http://fcit.coedu.usf/holocaust/timeline/after.htm>
- **The Nuremberg Trials**  
<http://www.historyplace.com/worldwar2/holocaust/h-nurem.htm>
- **Liberator's Testimonies**  
<http://www.remember.org/liberators.html>

**Liberation: Teens in the Concentration Camps  
And the Teen Soldiers Who Liberated Them**

by

E. Tina Tito

from the series

**Teen Witnesses to the Holocaust**

Rosen Group, Inc., New York, 1999

Recommended for Grades 7-8 and up

**Synopsis**

People who were teenagers during the Holocaust before and during the war share their experiences of liberation in this book. Also, American soldiers who liberated victims of the Holocaust from concentration camps share their feelings and findings as they discovered the horror that occurred within the camps. These accounts are from eyewitnesses and are valuable testimony to what happened during the Holocaust.

**Quote**

"We saw a tank and an American soldier. He started screaming, 'You are free! Come out!' The strangest thing happened. There was no jubilation. A sound of horrible moaning started. Everybody was crying. They started thinking of those that did not make it to this moment." (p. 39)

**Pre-Reading Activities**

- Define, discuss, and explain the importance of D-Day.
- Review examples of Nazi methodology toward their victims and conquered peoples.
- Identify the location of Normandy on a map of Europe.
- Provide background information on camp conditions and the treatment of prisoners.

**Discussion Questions**

1. Discuss the vocabulary found in the glossary of the book. How did the Nazis use language to attempt to deceive people about what they were doing?
2. Discuss the Nazi concept of "dislike the unlike" stated in the introduction of the book.
3. Discuss the importance and value of "remembering the Holocaust."
4. Discuss the behaviors of the individuals and the impact upon them at the time of liberation. What were the reactions of the liberators to what they were seeing in the camps? Why did the camp inmates begin to cry when they were told that they were free?
5. Describe the physical and emotional condition of most of the inmates at the time of liberation.
6. What problems arose concerning the food provided to the camp survivors after liberation?
7. Discuss some of the events on the timeline at the end of the book.

### **Activities**

1. Select one of the individuals from the collection and create a letter to them that expresses your feelings after having read their story.
2. View one of the videos that the book recommends. Write a short essay explaining your reaction to what you learn from the video.
3. Draw a map of Europe. Mark the locations of the various concentration camps on the map.
4. Invite a survivor or a liberator to speak to the class. (The Holocaust centers at different colleges in New Jersey often have a list of speakers available.)

### **Suggested Readings**

- **Hitler's War Against the Jews** by David A. Altschuler.
- **Jacob's Rescue: A Holocaust Story** by Malka Drucker and Michael Halperin.
- **The Lost Generation: Children in the Holocaust** by Azriel Eisenberg.
- **The Grey Striped Shirt: How Grandma and Grandpa Survived the Holocaust** by Jacqueline Jules.
- **All But My Life** by Gerda Klein. (Also available in video.)
- **The Hidden Children: The Secret Survivors of the Holocaust** by Jane Marks.

### **Teacher Resources**

- Video: "**More Than Broken Glass: Memories of Kristallnacht.**"

### **Internet web sites**

- Anti-Defamation League-Braun Holocaust Institute - <http://www.asl.org/Braun/braun.htm>
- United States Holocaust Memorial Museum <http://www.ushmm.org/index.html>

## **After the War**

A Novel by  
Carol Matas

Simon and Shuster, NY, 1996  
Recommended for Grades 6-8

### **Synopsis**

When Buchenwald is liberated at the end of World War II, fifteen-year-old Ruth is the only member of her family to survive. She returns to her village in Poland hoping to find a friend or relative, but she finds that everything has changed. Ruth has no place to go, so she joins an underground organization that helps people go to Palestine. She risks her life to lead a group of children there.

### **Quote**

"I know he is wrong. I haven't beaten Hitler. He's beaten me. Before the war there'd been almost eighty in my family, aunts, uncles, cousins, grandparents. Now? Am I the only one left? And if so, why me? I don't deserve it. Or maybe it is my punishment for being the bad child of the family. Doomed to live when everyone else has left me. Why did I survive?" (pp. 8-9)

### **Pre-Reading Activities**

- Define, discuss, and explain the background of the history of the British Palestine Mandate.
- Review examples of Nazi methodology toward their victims.
- Identify the location of Eastern Europe and Palestine/Israel on a map.
- Provide background information on the map given on the title page.

### **Discussion Questions**

1. Discuss the changes that occur in Ruth's attitudes throughout the book in regard to her feelings of hope and a future life of happiness.
2. Discuss the importance and value of "Brichah" (Rescue).
3. Why does Ruth initially feel that her survival is a punishment for having been "the bad child" of the family? What is meant by the phrase "survivor guilt"? What would you say to Ruth about this feeling?
4. Explain how Ruth becomes involved in the underground operation to take children to Palestine. Why does the operation have to be underground or secret? What fate awaits them if they are caught?
5. How does involvement in this operation change Ruth's view of herself and her survival?
6. What were the consequences of the choices and behaviors made by individuals and groups in this story?

7. Identify some of the trained behaviors exhibited by the children as a result of their experiences in a concentration camp. Explain how these behaviors were a response to those experiences.

### **Activities**

1. Draw a map of Europe and the Middle East. Draw the route taken by the Brichah on the map.
2. Write a letter of encouragement to Ruth as she journeys with the group.
3. Using a Venn diagram, compare and contrast Ruth's feelings before and after joining the Brichah.
4. Draw an illustration to depict one of the boat scenes.
5. Imagine that you are one of the children on the Brichah and write a series of journal entries describing your experiences and emotions on the journey.

### **Suggested Readings**

- **The Garden** by Carol Matas.
- **Shadow of the Wall** by Christa Laird.
- **Daniel's Story** by Carol Matas.
- **The Cage** by Ruth Misky Sender.
- **Jacob's Rescue** by Malka Drucker and Michael Halperin.

### **Teacher Resources**

- **A Young Person's History of Israel**. This is the story of the Jewish people and their homeland. The book contains over 100 photographs and is accompanied by a teacher's guide and student activity book.

## **Anna Is Still Here**

A Novel by  
Ida Voss

Houghton Mifflin Company, Boston, 1993.  
Recommended for Grades 5-6

### **Synopsis**

Anna has spent three years alone in an attic while hiding during the Holocaust. The setting is Holland after the end of World War II. However, Anna continues to be haunted by her years as a hidden child. Reunited with her parents, the family struggles to adjust and to rebuild their lives. A lonely neighbor befriends Anna and, together, they confront their pasts and begin new and happier lives.

### **Quote**

"While in hiding she had made a list of things she wanted to do after she was free. At the top of the list was: Walk in the rain. Her second wish was: Walk in the sun." (p.16)

### **Pre-Reading Activities**

- Review information regarding the separation of families during the Holocaust.
- Review student knowledge of Nazi terminology and methodology.
- Find Holland on a map of Europe.
- Discuss the concept of choices, reactions, and consequences.

### **Discussion Questions**

1. Why was Anna experiencing an adjustment struggle?
2. Describe the adjustment difficulties her parents were experiencing. How were they similar to Anna's? How were they different?
3. Describe the behavior of Mrs. Neumann. What were the causes for her behavior?
4. Explain the importance and value of hope as exhibited by Anna's neighbor.
5. How did the choices and behaviors of the the various individuals in this story impact on the other characters in the story? Give specific examples.

### **Activities**

1. Work in small groups to identify some of Anna's adjustment issues, compiling a list of five and analyzing how they would have solved them.
2. Draw up a master plan that would be used today if a child were missing. Consider what you have seen on television; talk to a police officer, a firefighter, or other rescue personnel for information for your plan.
3. Analyze the importance of Kike.
4. Create several diary entries for Anna's life and draw illustrations for these diary entries to express her feelings.
5. Invite a "hidden child" to speak to the class. (Holocaust centers in New Jersey colleges often have a list of speakers available.)



6. Write a poem to express the loneliness of Anna's experience while in hiding. Write a second poem to express the confused feelings and conflicts she experiences when the hiding is over and she is reunited with her family.
7. Imagine that you are a "hidden child." Create a list of activities that you could do to pass the time while you are in hiding. Remember that you have very limited space, are alone, must maintain silence so that you are not heard or seen by others, etc. Also, keep in mind that your hiding experience will continue for several years. Make a second list of fears and anxieties that you experience while you are hiding. Describe your feelings about your rescuer.

### **Suggested Readings**

- **Hide and Seek** by Ida Voss, et al.
- **The Night Crossing** by Karen Ackerman.
- **Shadow of the Wall** by Christa Laird.
- **I Am A Star: Child of the Holocaust** by Inge Auerbacher.
- **Jacob's Rescue** by Malka Drucker and Michael Halperin.

### **Teacher Resources**

- **Liberation: Teens Who Survived the Concentration Camps and Teen Soldiers Who Liberated Them.**

**Grace in the Wilderness:**  
**After the Liberation 1945-1948**

by  
Aranka Siegel

Farrar, Straus, and Giroux  
Recommended for Grades 7-8

**Synopsis**

Piri Davidowitz and her older sister Iboya are liberated from Bergen-Belsen Concentration Camp but Piri is very ill. The two cling together as Piri receives medical treatment and slowly recovers. Although Piri dreams of returning home to Hungary to search for surviving family members and friends, it cannot be. The two accept the offer of the Swedish Red Cross to take them in and find them a place in Sweden. Once there, Piri struggles to "fit in" while maintaining her own identity. Both girls have the opportunity to make friends and to build a new life. It is Iboya who insists that the two continue to search for relatives living in the United States and to establish contact with them. Eventually, Piri and her sister must make the difficult decision to say goodbye to their new lives and friends in Sweden and, once again, to start anew in a strange country, the United States.

**Quote**

"The loneliness I tried to keep at a distance suddenly enveloped me. With all the talk about new beginnings in America, Palestine, and Sweden, deep within me I still held fast to the conviction that I'd be going home. But now my secret dream of traveling the road back to Hungary and picking up my former life was shattered. Iboya's voice trailed off and in the silence I felt a chill that covered my skin with goose bumps." (p. 67)

**Pre-Reading Activity**

- Read some of the testimony provided by liberators of the concentration and death camps.
- Investigate the work of the Swedish Red Cross during and after the Holocaust and World War II.
- Read a description of the round up of the Jews of Hungary and their deportation to the camps.

**Discussion Questions**

1. Frau and Herr Rantzow invite Piri to come to live with them. Why do they make this offer? How do Piri and Iboya respond to their offer? How did most of the Swedish people that Piri and Iboya met respond to them?
2. Piri feels that she does not "fit in" and is very uncomfortable when the Rantzows take her to dinner. Why does she feel so strange? Have you ever felt as if you "do not belong"? How do others perceive Piri?
3. Iboya tells Piri that her personality had much to do with her survival. How does she explain this to Piri? What are the attributes that Iboya identifies as

key features of Piri's personality? What other factors do Piri and Iboya believe helped them to survive?

4. Piri and Iboya and their friends who survived had to make many choices after liberation. Make a list of some of those choices. Why did so few of the survivors "go home" after liberation? Explain some of the difficulties, small and large, the survivors faced trying to build a new life in new and strange lands.
5. Iboya is determined to immigrate to America and for Piri to accompany her. Why did the two young women decide to leave the safe, comfortable lives they were building with their new friends in Sweden to start all over again in another strange place called the United States of America?

### **Activities**

1. Make a map of the eastern United States and Europe. On the map, mark each place that Piri and Iboya lived and traveled: their home in Hungary; their transports to the camps; movement to various camps; liberation and refugee camps; new living places in Sweden; immigration to the United States. Make a list of the various languages they needed to acquire.
2. Iboya struggles constantly to keep Piri with her. Investigate and explain the influence that many believe being with a friend or family member had in encouraging the prisoners to survive against such overwhelming odds. What influence do you believe friends and family members have on your life in terms of your attitudes, moods, beliefs, etc.?
3. Research the role of Sweden in aiding Holocaust survivors after liberation. Provide examples of the types of things done by the Swedish people and the Swedish government. How many survivors eventually made Sweden their new home?
4. Piri and her friends talked about the difficulties that faced Jewish survivors of the Holocaust who wished to go to live in Palestine. Who controlled Palestine at this time? Why did they want to keep survivors from going to Palestine? How were those who tried to reach Palestine treated if they were captured?

### **Suggested Reading**

- **To Life** by Ruth Minsky Sender.
- **Beyond the Yellow Star to America** by Inge Auerbacher.

**To Life**  
by  
Ruth Minsky Sender

Puffin Books, New York, 1990  
Recommended for Grades 6-8 and up

**Synopsis**

The war had ended and Riva Minsky had been liberated from Grafenort Nazi labor camp. Yet Riva soon learned that her struggle was far from over. As she desperately searched for family and friends, Riva quickly realized that anti-Semitism remained very strong and that returning home to Lodz, Poland was not safe. Her post-war journeys began. Riva met Moishe Senderowicz and the two fell in love and married. The two decided to return to Germany to live in the displaced persons camps until they could find a place to live. Eventually Riva learned that she had family members who had survived the Holocaust also and was able to re-unite with them. Her husband Moishe found no survivors of his family. While living in the displaced persons camps, Riva bore two sons, Laibele and Avrom. Riva and Moishe were able to make contact with relatives who had moved to the United States before the war and, eventually, after a struggle that lasted over three years, were able to go to America.

**Quote**

"As long as there is life, there is hope." (p. 122)

*Reading One - Chapter 21, pp. 117-122*

From the many barracks in the camp, people I have never met come to see the new baby. They bring small gifts, love, good wishes. They lend a hand. I am grateful for their presence, their attention. I look at their faces filled with enchantment and tenderness as they touch the baby, and marvel at those emotions that survived horror, death, degradation. I see the agony in the eyes of those who lost children in the Nazi gas chambers. I think of the pain, the emptiness they must live with, and I cry. I hope they will find the strength to build a new life.

Moniek's world revolves around his little family. He pampers me. He washes the baby's diapers and irons them so they will be soft and smooth. He sits at the side of the cot as I nurse the baby, studies in amazement the miracle of our lives, our baby. I wonder how such a tiny baby can bring so much sunshine into our pain-filled hearts. If only we had family to share our joy with...

I think of the letter I wrote to my sister Chana. I told her that I am a mother. That her first letter arrived as I was in labor, as a new life was beginning. I told her how eagerly I am awaiting the day that will reunite us again, the day she will hold my baby in her arms. I have so much I want to say, but I cannot put it into words. Will I ever be capable of talking about these years? The survivors of the concentration camps seldom speak about their experiences. It is easier to keep silent.

Then Chana and Moishe receive permission to transfer to Pocking, and before I know it Chana and I are locked in an embrace. We whisper each other's name, hold on tight, afraid to let go. Am I dreaming? Is she really here? Will she be gone again if I let her out of my arms?

Through tear-filled eyes we study each other's face again and again. I wondered so often if I would recognize her. It has been seven years. Still, she looks like the sister I remember, only older, with serious eyes. Her hands move softly over my face. "My little sister, my little sister. I thought this day would never come."

Holding hands, we walk toward the baby's cradle. A smile lights up her face. She takes the baby in her arms, kisses his head gently. Tears flow over her cheeks. Holding the baby on one arm, she puts her other arm around me, hugging me close. "I left you a child. I find you a mother of a beautiful son. If only all of us had lived to see this day."

"Have you heard from Mala and Yankl?" I ask anxiously.

She puts the baby gently back into the cradle, straightens his blanket slowly, sits down on the cot. I sit down next to her, my eyes glued to her face. She takes my hand in hers, sits quietly absorbed in thought.

"Have you heard from Mala and Yankl?" I ask again.

"The last time I heard from them," she says, "they were still in Poland. That was several weeks ago. Yankl and Edzia may be on their way to Germany by now. Mala, Yosef, and Abramek will take longer. It is harder to cross the border illegally with a child."

I stare at her, bewildered. "Who is Edzia? Who is Yosef? Who is Abramek? Where is Laibish, Mala's husband?"

She holds my hand tight. "I forget that you do not even know that Mala had a son. He is Abramek. He is almost six. He is a fine boy, but not very healthy. Malnutrition, poor living conditions in Russia affected his health. But he is a fine boy. A fine boy." She smiles with pride. "And Edzia is Yankl's wife."

"Yankl is married? I remember a young boy of sixteen. I cannot think of him as a married man."

She smiles. "We could not think of you as a married woman. We remember a child, and look at you. We've all changed. So much has changed." The pain returns to her eyes. She puts her arm around me as if trying to shield me from bad news. "Laibish was killed on the Russian front, fighting the Germans."

"Laibish dead! No! No!"

She holds me tight. "Abramek was only a baby. He never knew his father. Mala was a young widow." Her voice breaks. "Yosef is her new husband. He is a good man. He is a good father to the child."

"I felt something was terribly wrong when I did not see Laibish's name on the postcard." I swallow the lump that has formed in my throat. "I tried to convince myself that it was a simple mistake, an oversight. Even when you did not mention his name in your letter, I still wanted to believe it was a mistake. I expected you all to return safely. You had escaped the Nazis. You had to return alive and well." My head spins.

"What about Uncle Baruch? His family? Aunt Balchia? Her family? They all escaped to Russia. Did you hear from them? Where are they?" My voice is high-pitched. The words rush from my mouth. "Where are they?"

Chana shakes her head. "They - they did not survive. The Nazis caught up with them when they attacked Russia. They all perished."

I bury my face in my hands and cry. Chana puts her face close to mine. "I had to bring you more pain, my poor sister."

Chana and Moishe are permitted to share our room. We are happy to be a family again. We each delight in the baby. Pamper him. Hold him in our arms, not letting him shed a tear.

"It is good for a baby to cry a little. It is good for lungs," a neighbor scolds.

"With four adults here to take care of his needs, he does not have to cry. His lungs will be fine. Do not worry. We have shed enough tears. This earth is flooded with our tears," I reply, annoyed.

Chana and I spend many hours talking about our childhood. About life in Poland before the war. I do not speak much about life in the ghetto. She does not ask. We are each trying to spare the other pain.

How can I tell her of all the suffering, the hunger, the fear we had to endure? How can I tell her that the day Mama was brutally taken from us was September 10, Chana's birthday? Instead I speak of the love and devotion Motele, Laibele, Moishele, and I shared. I speak of our determination to survive. I speak of spiritual resistance. Of secret classes, secret libraries, creativity. She listens, wipes her tears, asks few questions.

I ask about life in Russia. She hesitates. "We thought that when we came home to our families we would have so much to tell. The hard years in isolated, faraway work details. Hunger, suffering." She takes a deep breath. "But when we came back we found there was no home, no family. When we learned of the horrors -" She stops again. "We were not in death camps."

We hold each other close.

One day we have wonderful news. Mala is in a Berlin displaced persons camp with her husband and son. Yankl and his wife are also in Germany in a displaced persons camp. We are all in different parts of Germany.

"At least each of us is safely out of Poland." I sigh with relief.

We hear from Mala often now. Her letters are warm, loving, full of hope. "One day we will be together again."

Mala and Yosef ask to be transferred out of Berlin to a camp closer to us. They and Abramek are being moved to Leipheim. We, too, apply to be transferred to Leipheim. The people in the camp office assure us they will try. "We are eager to reunite families," the clerk says. "But most of the camps are already overcrowded with refugees. Do not lose hope," she adds quickly, seeing the dejection on our faces.

"As long as there is life, there is hope," I reply.

"I must remember that," she says.

### **Pre-Reading Activity**

- Define the terms liberator, antisemitism, and displaced persons camp.

- Locate the displaced persons camps on a map of post-war Europe.
- Read a description of life in a displaced persons camp.
- Read a description of the immigration policy of the United States toward survivors after the end of World War II.

### **Discussion Questions**

1. Explain the term "flashback." Examine the circumstances that caused survivors to have these flashbacks after their liberation from the camps.
2. Discuss the custom of naming children after a deceased relative. Why did this custom have such great significance to the survivors when the new generation began to be born?
3. Riva and her sisters speak of feeling guilty about surviving and decisions made during the years of the Holocaust. Why did their survival bring both joy and pain to so many of the survivors? What is meant by "survivor's guilt?"
4. Many of the survivors hoped that the gates of the free world countries would open to them after the war ended but were bitterly disappointed. Why did many countries, including the United States, continue to restrict the immigration of survivors to their countries? Explain the impact of these policies on the survivors.
5. Examine the health problems that many survivors continued to experience while living in the displaced persons camps.
6. How did the survivors try to rebuild their culture and customs while living in the displaced persons camps?

### **Activities**

1. Draw a map tracing the route of Riva's travels after liberation from Grafenort until the time she came to the United States.
2. Investigate the types of activities children have in pre-school and kindergarten. Compare these to the activities of the children in the schools started in the displaced persons camps.
3. Research information about the Yiddish theater and its role in the pre-war world of many of the Jewish communities in Europe. What were some of the themes and stories popular in the Yiddish theater?
4. What is the role of "folk music" and traditional music in a culture? Teach several of the songs the children in the displaced persons camp would have been taught and perform them in class.

**To Life**  
by  
Ruth Minsky Sender

Puffin Books, New York, 1990  
Recommended for Grades 7-8

**Synopsis**

Riva Minsky Sender and other survivors struggle to adjust to the world of the displaced persons camps after the war. In this temporary home, the refugees, survivors of the horrors of Nazi persecution, are often haunted by the memories of that terror.

**Quote**

*"We should be running around mad rings in my ears."* (p. 166)

*Reading Two - Chapter 29, pp. 163-166*

The day is warm and sunny. I sit on a bench in front of block six, watching my little boy play on the grass. People walk by, some engaged in heated discussions, some silent, somber. I study their faces and wonder what they are thinking, what they are feeling. Are they living in the past, the present, or dreaming of the future? Most of the survivors are in their twenties and thirties. Very seldom is there an older person or a teenager. Most of the children here were born after the Holocaust.

A young woman pushing a baby in a carriage sits down next to me. She places the carriage close to her side. She turns toward me. "Do you mind if I sit here?" she whispers, not to wake the sleeping baby.

"I appreciate the company," I whisper back.

She mumbles something as she wheels the carriage slowly back and forth.

"How old is your baby?" I ask softly.

Her eyes glow as she looks toward the baby. "My little girl is six months old." She fixes the baby's blanket carefully. "I do not know what I would do without her."

"I know how you feel." My eyes are on my child. "I wonder if other mothers are so attached to their children, too. Are we overprotective?"

She does not answer, absorbed in thoughts of her own.

"I live in constant fear of losing my baby," she says suddenly. "Tell me this is normal." She holds on tightly to the carriage, as if someone were lurking nearby to snatch her baby from her.

"Who can say what is normal for us? Or if we are normal. I often wonder how we still manage to go on as we do."

"We should all be running around mad." Her voice is low, distant. "We should be running around mad."

We sit silently, watching our children. I glance at the young woman. She seems to be in another world. Her hands twitch nervously. Her lips move silently.



Maybe we are mad, I think as I watch her face twisted in pain.

The baby in the carriage stirs, cries out in her sleep. The mother grabs her quickly, holds her tight, pressing the baby's face into her sweater. Her eyes wild, she whispers frantically. "Quiet. Quiet. Do not cry, my child. Do not cry." Sweat is dripping from her face.

I stare at her, bewildered. "What is wrong with you? Let the baby breathe." I pull the sweater off the baby's face. "What is wrong with you?"

She stares at me as if trying to remember where she is. "Oh, my God. Oh, my God." She cradles the child in her arms, crying hysterically. "My poor baby. Did I hurt you? Did I hurt you?"

"The baby is fine. Calm down, please, calm down." I touch her arm lightly. She pulls back.

"Your baby is fine," I stammer, confused.

She wipes her face, turns toward me. "I am sorry. I have to explain. You must think I am crazy." She caresses the baby's hair with shaking hands. "I have to explain." She sobs. "I survived hidden in a bunker, a hole in the ground on a Polish farm. We were nine people there. Seven adults and two small children. We lived in silence. If we had been discovered, the Nazis would have killed us and the Polish farmer with his family."

She takes a deep breath. "But how do you keep small children quiet all the time? The children, too, must have felt that they must be quiet. I do not know how. They were so little. But they were silent most of the time. They were so little. If a child cried, the mother would quickly cover the child's face with a pillow to muffle the sound. When I heard the baby cry, I forgot where we are. Suddenly I was one of the mothers in the bunker and had to silence my crying baby." She closes her eyes. "One of the children suffocated." Her voice is hollow. "The mother lost the will to live any longer. She died."

I gasp. She, too, almost suffocated her baby.

"I am still in the bunker. Even here," she mumbles.

We sit silently, each lost in the past. My heart cries for the mother who lost her child. For the child who lost its life. For the woman next to me who still lives in the bunker.

I reach out for my child. Hold him close. *We should be running around mad rings in my ears.*

### **Pre-Reading Activities**

- Research some of the things loving mothers do to comfort and soothe their crying infants.
- Research and list some of the characteristics of the behavior of a person who has suffered through a long and traumatic stress.

### **Discussion Questions**

1. Why does Ruth say that there is seldom an older person or teenager to be seen in the refugee camps? How do you think this affects the nature of life for people in the camps?

2. Why does the young woman who joins Ruth on the bench ask for reassurance that their feelings about their children are "normal"? Why does she say "We should be running around mad?"
3. Ruth and the young woman who joins her both speak in whispers. Why do you think they speak in such quiet tones? Is that the way that most people would speak in an American park or school today? Explain your answer.
4. Why does the young woman say that she is still living in a bunker? The experience she suffered is sometimes called a "flashback". What does the term mean? How can flashbacks affect a person's behavior? Discuss other situations that have caused people to experience flashbacks. How has the trauma of the experience impacted on their lives?

### **Activities**

1. Imagine that the young mother with her husband and child have moved into the house next to you. You are aware that she has been through some terrible experiences although you do not know the full extent of them. What are some things that you could do to help the mother, her child, and her husband feel safe and welcome in your world?
2. Imagine that you have met the baby who has now grown to be your age. You visit their home and become friends. Describe the relationship that you believe you will see between the mother, the father, and the children (there are two siblings now). Have they adjusted to life in the United States?
3. Write a poem as a memorial to the infant and mother who died hiding in the bunker.
4. Write a poem or short essay in praise of the courage of those who survived and their determination to build new lives in new homelands around the world.

### **Suggested Readings**

- **Beyond the Yellow Star to America** by Inge Auerbacher.
- **Grace in the Wilderness** by Aranka Siegel.
- **My Hundred Children** by Lena Kuchler-Silberman.

## **My Hundred Children**

by

Lena Kuchler-Silberman

Adapted from the Hebrew by

David C. Gross

Laurel-Leaf Books, Dell Publishing Co., Inc. NY, 1987

Recommended for Grades 7-8 and up

### **Synopsis**

Masquerading as a Roman Catholic and working as a nanny and teacher in Nazi-occupied Poland was not an easy task for Jewish-born Lena Kuchler but it was a matter of survival. After the war, Lena returned to her hometown to look for her family and old neighbors but was driven away by the antisemitism of the Poles now living in her old home. In the railroad station at Cracow, an ill and beaten Lena was discovered by her brother Sani and nursed back to health. Lena searched for her beloved sister Fela only to discover that the Gestapo had killed Fela. Eventually, Lena discovered the center where surviving Jews looked through long lists for the names of family members and gathered for desperately needed food, clothing, and other assistance. It was here at the center among the sick, desperately hungry, and abandoned children that Lena re-discovered a purpose for her life. Determined to help the children, Lena obtained the necessary food, clothing, and medical aid as well as discovering a large estate in the country to establish a children's home. There she continued her work with the children until the hostility of her Polish neighbors forced her to realize that they were not safe there. With guile and determination, Lena and the children scheme to escape from Poland, travel to France, and, eventually, to find safety and a new homeland in Israel.

Chapter viii, pp. 98- 101

Fifteen minutes later I stepped from a jeep driven by a soldier. We had parked up on the sidewalk in front of the Jewish Committee building. Sani [Lena's brother] and Zaleski, in uniforms complete with medals and ribbons, preceded me as we marched right into the Chairman's office. The crowd of Jews shrank back as they saw us approaching. Any uniform frightened them, it seemed.

Seated at a small table were a half-dozen people; it was apparent that we were interrupting a meeting. The white-haired Chairman greeted us with a look of concern and asked us to sit down. The others who had been sitting at the table drifted away.

Zaleski, his face stern, pointed to Sani and to me and announced, "I wish to present Nesanel Eliashov Kuchler, lieutenant-colonel of the Polish Army. And this lady is Miss Lena Kuchler, who is associated with the university here. I am in charge of the labor department in Cracow."

The Chairman looked puzzled and apprehensive. "And what brings you to this place, may I ask?" he said.

Sani replied, in the tone of an official.

"My sister," he said, indicating me, "was here yesterday and saw the condition of the Jewish children. She wishes to help you."

"Oh, that's good!" the Chairman said. "We need help with the children. All the help we can obtain."

"It's not that simple, Mr. Chairman," I said. "I can't get out of my mind what I saw yesterday - these children are starving, the sores on their bodies will infect the other children, and the filth and the sleeping on the floor - yes, and the woman Bella that you have for them - you have no right to keep children in such conditions!"

The Chairman sprang toward me, forgetting the uniformed visitors. He was furious.

"We don't have the right? We don't have the right?" He ran his hand through his hair, in an apparent effort to restrain himself. "What would *you* do?--every day we find new children here - in the courtyard, on the steps. The government orphanages discover that the children are Jewish, and right away they ship them here. Yes! *They* don't want them, they have their own to take care of, they say. The Polish children get food and clothing, and the Jews they send here, as you saw them--hungry, barefoot, with nothing. So what shall we do?"

I was sorry I had spoken as I did. But the Chairman with the soft blue eyes had to get this off his chest. He was pacing angrily now, talking more to himself than to us.

"We have no food, no clothes, nothing. The government doesn't allow the Joint\* to send help to the Jews here - not one penny have we received yet. And every day, every single day, Jews from Auschwitz come through here, on their way to Hungary and Slovakia - they *all* want help. When we can't do anything for them, they scream and curse us - they even *die* here, right in front of our eyes. Everything we have is in this building - the children's shelter, the home for the aged, the hospital, the morgue, the offices, the kitchen, everything! And the government doesn't even give us back the Jewish community buildings, the former Jewish hospital and school buildings. So everything is here. You think the children's condition is bad? Would you like to see how the adults live? Come, I'll show you! This whole building is an extension of Auschwitz!"

The Chairman's voice was quiet now, as he moved back and forth across the room. Zaleski had lost his military bearing and looked like a tired old man; Sani had lowered his eyes, and did not look up. I didn't know what to say.

The Chairman stopped and looked at us three, and now his eyes filled with tears.

"It's good that you're concerned with the children," he said. "I had a child too. He was sixteen years old. He was a brilliant student, he wrote poems, and he played soccer. He was a wonderful pianist. Everybody loved him. He was kind and understanding, like an adult twice his age. He always had a helping hand for everyone, my boy. And you know, the Poles turned him over to the Gestapo, they deliberately handed him to the Gestapo - nothing's left of him now, nothing,

\*The worldwide Jewish relief agency, the Joint Distribution Committee.

nothing, not even a grave where I could stand and cry over him...."

The Chairman collapsed at the table, his head in his hands, unable to control his sobbing.

Sani looked away, his eyes on some distant object beyond the window, Zaleski stared into space. I came close to the Chairman. I put a hand on his shoulder. "Please, please, you are doing here the kind of work you son would have done," I tried to comfort him. "Let me help you with the children. I'll go to the supply director for food - I'll get food for them somehow."

He rose, wiping his eyes and looking at me. He held my hands in his, nodding slightly.

"Yes, yes, we need you here to care for the children. They need so much, but more than anything else they need a mother. Be a mother to them," he said. "Be a mother to them."

He held my hands firmly in his. I felt a heavy weight lifting from my shoulders. This was the role that fate had decreed for me. I could no longer escape it.

Chapter ix, pp. 102-104

Early the next day I entered the outer office of the director of the supply mission. What I saw there filled me with dismay.

There were at least thirty other people ahead of me, all of them holding official applications for supplies like mine, and every single one of them, even the handful of women, was in uniform!

I couldn't even make out what all the uniforms represented, but some I recognized - the government Labor Department, the Socialist party, the Public Safety Ministry (the secret police), the militia, the regular army, the association of former political prisoners. And arrayed against all these formidable forces was my little form, applying for food for a roomful of Jewish children.

No wonder the Committee Chairman had said he had been sending representatives here for weeks on end but that they had always been turned away empty handed. Thoroughly discouraged, I sat down on the edge of a chair standing near a closed door. The cries of the children for "Food!" and "Soup!" echoed in my head. I turned to a uniformed man next to me.

"Has the director begun to interview applicants yet?" I asked him.

"Yes, but he's shut the door of his office for a little while," he replied. He nodded toward the adjoining door, indicating that through there streamed the line of applicants.

On an impulse I rose, walked through the door, closed it behind me, and sat down in an empty seat next to the director's desk. An older man, his brow heavily wrinkled, the director was bent over a sheaf of papers, reading intently. My entry seemed not to have been noticed. He ignored me completely.

I cleared my throat and he looked up, scowling.

"Sir, I beg of you to forgive my coming in this way, but I had no choice," I said. "If you were in my position, you would do the same thing. I have come to appeal to you for food for children who are starving and who will die if you do not help them!"

He looked at me quizzically. "What children are you talking about?" he asked, somewhat suspiciously.

"The Jewish children," I answered. "Those handfuls who were not thrown into the Germans' crematoria. They're alive, but they're starving. They have nothing - no clothing, no decent place to live, no medicines to cure them. You're out last hope."

He removed his glasses and placed them on his desk. Then he looked at me thoughtfully. "Do you have a formal application?" he asked. His whole manner seemed to have changed.

I showed him the official form, which also bore Sani's recommendation for speedy action. He looked at the items we requested and threw up his hands in dismay.

He rose and walked up and down the small office a few times. "Even if I wanted to give you everything on this list, I couldn't," he said. "Our warehouses are empty. Nobody believes me, but it's the truth. There are no fats, no groats, no potatoes, no preserves, no flour -" He stopped and smiled suddenly. "Wait! Just a minute, yes, I'll give you the one thing I do have - sugar!"

He sprang to his desk and with a flourish wrote out several forms to which he applied a rubber stamp. Excitedly he handed me the papers, explaining that he hope the sugar could help and asking me to invite him one day to visit the children.

"And tell the Jewish Committee if they want anything again they should only send you - nobody else," he said as he led me outside, past the waiting room still filled with uniformed applicants. "Come again when I can be of service to you," he emphasized, shaking my hand with unexpected warmth and cordiality.

Sugar was better than nothing, I thought, as I hurried to the building on Deluga Street. Besides, it was a beginning - I had broken the ice of indifference. I burst into the Chairman's office, waving my precious papers happily. "Look," I shouted, "look, we're getting sugar!"

The Chairman beamed at me and took the papers. He looked up in astonishment. "It can't be!" he murmured. He turned to his secretary, Mrs. Ernah, who always appeared to be several degrees calmer than he. "The director has given us two thousand kilograms of sugar! Look for yourself, it's written out, in words and in figures - two thousand! It's a fortune. We can sell the sugar and get flour and oil - even shoes and clothing - for the children."

\* \* \* \*

Chapter xi, pp. 135-142

\* \* \* \*

We hired a large truck for the long trip to the mountains. [Lena Kuchler had arranged to use a resort home in Zakopane where the children could rest and recover their health.] The driver was a Gentile who agreed to undertake the trip only on condition that we ride with a large tarpaulin enclosing the vehicle; he explained, a little shamefacedly, that he did not want his "cargo" exposed. "That would only be inviting trouble," he said.

\* \* \* \*

Our truck was scheduled to depart at five in the morning, and all night long I was busy with last-minute preparations. One of the things I most dreaded was saying good-bye to the children who were going to Rabka, among whom was Mira. I had hoped that she would be with us in Zakopane but the doctor had insisted that she needed the Rabka climate instead.

The children rose early, excited by the prospect of a trip to the country to what we had promised them would be a new and wonderful home, with adequate food and clothing, with classes and games, where they would be happy. They dressed quickly, Hanka and I and the women who had been hired for Zakopane helping the little ones. Quietly we filed out of the Deluga Street building, toward the waiting, tarpaulin-covered truck.

One of the smaller boys, who had been in Auschwitz, was first in line. He ran up to the truck - and then pulled back suddenly. All the other children followed him in retreat. I heard some of them mumbling, "No, no, I don't want to go in a truck." Puzzled, I asked them to climb aboard, but no one moved, not even the older boys. Looking at their faces, pale in the predawn light, I then understood what was wrong: a tarpaulin-covered truck could mean only one thing - a trip to a place of death. I should have realized sooner. Again I had misjudged the children because I had not myself been imprisoned in a concentration camp.

Clapping my hands, then, and grinning broadly, I called out, "All right, children! The first ones in the truck will get prizes when we reach Zakopane. Let's go, all aboard! I assure you that we are going to a wonderful home."

There was a sudden rush for the small ladder at the truck's back entrance. The children piled in, most of them carrying packed lunches. The staff and I seated ourselves among them; they were now wide awake and talking loudly, drowning out the fear I knew they felt at leaving the building on Deluga Street for an unknown place, far away - because I *said* it was best for them.

I signaled the driver to proceed, and we drove in silence through the still-silent streets of Cracow. I had told the children they would have to be quiet until we reached the open road.

"We must not wake the city people," I had said, thinking to myself: *lest they spit at us, or worse.*

Near me Yitzhak was holding in his arms a little boy of about four who was so pale we had at first thought him to be an albino. He had been hidden in a cellar for more than two years and still never spoke. "At least we won't have any noise from this one," Yitzhad said, shifting the child in his lap to a more comfortable position.

My home, I thought, and the children's home. My children's home.

I looked about me. *Let them sleep, and rest, and grow strong. Let me have the courage and the strength to take care of them.* Nothing else mattered.

\* \* \* \*

Every day brought new surprises to the children. At first they were incredulous when they saw the neat beds, the fresh linen, the sparkling bathrooms. The first few days I let them relax and become adjusted to the new environment. After that we instituted orderly programs. At a quarter of seven I would ring the big bell and listen to the sounds of children as they rose and washed and dressed. The

young ones, of course, needed help. When I handed out a toothbrush to each child, urging that no one but the owner should use it, it was a high point of the day. Most of our charges had never before seen a toothbrush. The older children were expected to make their own beds before coming down to breakfast; as might have been expected, the girls performed this chore more skillfully than the boys.

\* \* \* \*

Most of the group were afflicted with a wide variety of sores, rashes, and pimples. Our doctor "operated" on Anton, his first dermatology patient. When Anton came out of the doctor's office his entire face was swathed in bandages, and for weeks he was known as the Egyptian mummy. Anton had spent more than a year in Auschwitz, where the Germans had set up a "table of death," according to which all children smaller than a certain norm were sent to the gas chambers. Because of his height, Anton was regarded as fit to be a labor conscript and his life was spared.

The second patient called in to be treated was Saul, the same Saul who had only one eye and who, when I first set eyes on him, ran around with a stick in his hand threatening the younger children so that they would cry and create havoc. But Saul's first visit to the doctor's office was a dismal mistake. The doctor had asked his nurse to prepare a hypodermic needle with which to inject Saul with some new and potent vitamins; the sight of the needle produced a wild reaction in Saul. Not only did he strike the doctor, but he also shoved the nurse so hard against a cabinet that the hypodermic in her hand fell and crashed. It was a bad beginning and an unnerving experience for the doctor, though he himself had been an inmate of a German camp and might have been expected to be more sympathetic.

I had a difficult few minutes calming doctor and nurse; then I went to talk to Saul, who had rushed to his room. In his haste to leave the medical office, he had left behind his eye patch, which I brought with me to return to him.

Stone faced, hands clasped behind his head, he lay on his bed staring at the ceiling. "Saul, I've brought you this," I said, holding up his eye patch. "May I tie it on for you?" He didn't even look toward me, much less answer; gently I tied on the patch.

Gradually, then, he began to talk. He told me the story that had become so familiar. The Germans had arrested his family, and all of them were killed. Saul had escaped and at the age of nine had joined the partisans; it was only after three years in the forest that he had been wounded in a massive German attack.

"I was in the Russian hospital for many months," he said. "I couldn't move. They cut me up all the time, I don't know how many operations. But they never gave me enough to eat - that's why I ran away from the hospital to the Jewish Committee building. I was hungry."

I held the hand that undoubtedly had triggered the death of many Germans during the partisan attacks. "Saul, tell me," I asked him, "why did you hit the doctor? He wants to help you. He wanted to give you a vitamin injection. For your good."



He sprang from the bed, looking at me with suspicion. "Listen - no goddam doctor from a concentration camp is going to stick any needle in me," he replied. "I've heard what those camp doctors did to people. Tell him to stay away from me."

Talk was useless; earning his trust would take time. Although capsules were slower-working, I had the doctor prescribe the vitamins for Saul in this form. He took them without a murmur.

\* \* \* \*

Combating illiteracy was a far more difficult challenge. Most of the older children, even the brightest among them, did not know how to read or write. Young Milek was an exception. He wrote almost daily to his nurse, who had decided to remain in Cracow. How could I expect them to be literate when they had spent so many precious years hiding in forests, in cellars, in attics? Some of the very young children, the four-year-olds, could not even speak properly. Avrahamchik, who might have been five, was only now beginning to walk correctly; he would sit at my knees like a kitten, waiting to be stroked and petted, while I waited for him to speak his first word.

The girls who had spent the war years in convents did know how to read, of course; there were a sprinkling of others, too. Meir, who was about twelve, had in fact saved his life because he had mastered the Ukrainian language. Toward the end of the war he had been given refuge by an elderly peasant woman who had allowed him to live in an unused kennel in exchange for lessons in reading Ukrainian.

The children responded eagerly to our scholastic efforts. They had a hunger to learn, to catch up with all the knowledge that had been denied them by the Germans. I set up a nursery class, a kindergarten class, and several older grades. Hanka, the only veteran of Deluga Street worker I had been able to bring with me, helped with the younger children. I made time in the day to teach, too, wishing to avoid being looked upon by the children merely as an administrator. A teacher gives himself to his students, a little bit every day; and I wanted to give - and to receive what my pupils would give to me. ...

The days and nights flew. We had a routine, and a goal, largely unspoken: we were learning, to make up for lost time; and we were building our health, to prepare for the future....

Chapter xiii, pp. 176-181

....A few days later, in Zakopane, a botanist was murdered in his sleep. A note pinned to his nightshirt explained that he had been "sentenced to death, because he was of Jewish origin." The note was signed by the NSZ. [National Armed Forces, a fascist Polish militia group fighting against the post-war government] The murdered man was a widely respected scientist who had lived in the town for more than forty years. Throughout the German occupation he had never once been molested; his Jewish ancestry had not been suspected.

Threatening letters continued to arrive for us in the mail, anonymously, of course. I began to hear that the small groups of Jews living in isolated towns were quietly abandoning their homes and property and moving to the larger

cities, where there was a higher degree of security. At the same time the stream of Jews escaping from Poland to western Europe continued without surcease. The Polish government, beset on the one hand by the NSZ and similar dissident gangs, was also lowering the Iron Curtain over its western frontier, and no Jews - or Christians - were allowed to emigrate. But the clandestine, illegal traffic went on.

The idea of some such escape for our children began to ferment inside of me. What were we struggling for? Why did we have to live like terrified, imprisoned subhumans? Where would all this terror end?

I asked myself these questions with growing frequency as I stood guard near the main door of our building, the pistol now in my pocket. I had become in these last few weeks extremely agitated, but I felt that I was responsible for my children's lives and didn't want to give up. I was ready to fight the enemy at any price.

By mid-January, as fresh reports of attacks on Jews reached us, I ordered my staff to teach the children what to do in case of an attack. The windows of the basement were sealed off with bricks, and I had the youngsters marched to the underground shelter daily, as a drill. We began to stock some supplies in the basement too.

Our militiamen were becoming a new source of concern to us. They had begun to enter the house, taking whatever they wanted. Bronia would come pleading to me that they were taking the meager food supplies out of the children's mouths. The Zakopane commander, who continued to display a genuine concern for our welfare, learned what was going on and changed the guards so that their familiarity with us would not breed contempt; he even arrested a number of those caught stealing food, keeping them under lock and key for several days.

But it was to no avail. Poland at that moment in its long history was on the brink of chaos. The Jews were once again filling the role that history had ordained for them ever since their exile nearly two thousand years ago - they were scapegoats and pawns in the hands of cynical players.

And my sick children in Zakopane were caught up in the middle of the whole rotten mess.

The situation with the militia became intolerable. I asked the commander to recall them altogether and managed, through the Cracow Committee, to hire five Jewish guards, all of them veterans of the Polish Army, under the command of a Sergeant Miller. It meant added expense and extra mouths to feed, but we had no alternative. The older boys, Saul at their head, continued to ask me for guns, assuring me that they, with or without the Jewish guards, could protect us from assault.

I didn't want the children to fight. The oldest were only 14. I was afraid that one of them should get hurt or killed. I didn't want to make heroes out of them. But they circumvented my orders and I learned that almost all of the older boys were being trained by the guards to handle a rifle and to throw grenades. Saul, Aaron, and Lonek in particular never seemed to be able to tear themselves away from the guards.

The attack came suddenly, on an overcast night.

It was about ten o'clock and I had been working at my desk. I seemed suddenly to sense something unusual in the air and an anticipation of trouble took hold of me. I threw on my coat, feeling for the pistol in my pocket, and ran outside to the guards. Sergeant Miller held up his hand when he saw me, signaling me to be quiet. I stood rooted in my tracks, my heart beating rapidly.

One of the soldiers put his ear to the ground, trying to catch some sound, some warning. He rose, shaking his head. Everything was quiet.

Nevertheless we felt that danger was close. Perhaps the black night emphasized our fears, perhaps the absolute stillness on all sides. Miller whispered into my ear, "Get the children down into the basement and put out all the lights."

I ran to obey, noticing that one of the soldiers had already uncovered the machine gun and fitted the ammunition belt into place, while another was on the roof, swinging the big searchlight in a wide arc around the house. I woke Mr. Menlich and the nurse, and told them to escort the children downstairs silently and swiftly. The older girls helped with the small children, carrying the very young ones, some of whom were asleep in their arms, wrapped in blankets.

I ran outside again and came upon Miller, looking angry.

"Climek has run away and taken a rifle with him," he announced.

The old coward! I ran to a corner of the main floor behind the kitchen, a favorite spot for the watchman, and found him standing against the wall, the rifle in his hands, trembling. I held out my hand and he pushed the weapon toward me; my eyes motioned toward the door, and he sped off, his still-mute dog at his heels. I brought the rifle to Miller, who had now stationed six of the older boys in strategic positions. Mr. Menlich had taken up a post too. They stood alert, some with pistols and some with rifles, and waited.

We had still heard no shot, nor had the moving searchlight picked up anything suspicious.

But the sudden quiet in the whole area surrounding our house was inexplicable. My heart continued to pound over and over again that an attack was coming.

I went to my office and got out the flare gun. I hurried outside again and shot it off, not waiting to observe the diffused red and white lights illumine the black night. I sped back to the office and pressed the buzzer that set off the siren on the roof. While it wailed, I telephoned the militia. The phone rang and rang, but there was no answer. I dialed the central exchange and begged the operator to call the militia office for me. After a few minutes an unfamiliar voice answered. I screamed into the mouthpiece that the children's institution was in danger.

"Hurry!" I begged. "Hurry! Send the troops. Any minute we'll be attacked!"

There was no answer from the other end. Instead the line went dead. Before I could think of what to do next, I heard the first shots ring out. I ran to the front door and sprang to my own position behind the low rail on the balcony. My pistol was aimed in the general direction of the black night. I know I pulled the trigger several times, in reply to flashes of fire that appeared to come from behind the trees. The machine gun was clattering, the siren continued to screech, the roof

searchlight moved back and forth, rifles and pistols rang out, and from below me I heard the cry of children's voices.

In action my feeling of terror disappeared. I was proud that we were fighting for our lives. Defending and attacking the enemy. I reloaded my pistol, observing that Victor and Mr. Menlich and Saul had not moved from their posts, where their rifles spat fire every few seconds. The light from the roof made it easier for us to aim, and the increasing rat-tat-tat of the machine gun on the balcony became an encouraging sound. Surprised and pleased at my new calm, I took aim again at the fleeting shadows behind the trees, pressing the trigger with greater care and confidence than before.

One of the children had climbed to a balcony and tossed a grenade into the clump of trees from where most of the fire seemed to be concentrated. It exploded with a roar.

For fifteen minutes the shooting continued, with neither side appearing to be affected in any telling way. But I realized that it was only a matter of time before our meager supply of ammunition ran out. We must get indoors and fight from there. I called out to the boys, "Victor! Saul! Inside! Everyone get into the house!" They ignored me completely.

The attackers' fire seemed to be increasing in intensity. I crawled away from the balcony, toward the boys' post. I remembered that I was carrying a hand grenade. Without stopping to think, I pulled out the pin and hurled it with all my might toward the attackers. It produced a loud roar, and I continued toward the boys, shouting to them to get into the house. Bullets were flying on all sides, and the combined screeching of the roof siren and the children's wails from the basement produced an eerie, terrifying sound.

Suddenly the attackers' fire grew weak. On the main road we could now see the militia trucks arriving and soldiers streaming in our direction. Still crouched on the ground, I watched some twenty of them joining the battle with their rifles. The soldiers had dispersed the attackers, and our trial was over. Someone helped me to my feet. I was dazed.

The Zakopane commander, alert as ever, was talking to me, a wide grin on his face. "All right, you can rest now. They've run like rabbits." He went with me to my office. Mr. Menlich and the others went with the children home, letting me remain undisturbed at my desk.

The commander came in. "We'll leave some men here for the night, although I don't think there'll be any more trouble," he said. "Miss Lena, you should be proud of your boys, and very thankful. Nobody was hurt. Everything is all right."

I nodded my head and said, "Sir, you have saved our lives! I can't tell you how grateful we are!"

"It was my duty," he said modestly, and added, "You'll have to thank my wife for getting us here tonight. I was asleep already, but she saw your flares. That's why it took us so long to come."

His face darkened. "As for the gentleman who took your telephone call," he added, "don't worry. I'll deal with him personally. He deliberately cut off your call - he didn't want us to get here."

As the commander turned to leave I said, "Commandant, please do something for me. When you get home, kiss your wife - for all of us."

The next morning at breakfast I kissed nearly all the children, reserving a special hug for each of our young defenders. I watched with amusement as the small children crowded around Victor and Saul and the older youths who had participated in the defense. The little ones believed we had beaten off an attack by Germans and no one bothered to correct them.

The idea of escape from this nightmare grew stronger within me. But I had no idea whom to contact or what to do.

Escaping from Poland to a free place across the border was not just a routine matter, to be taken up at a Committee meeting. Particularly when it involved one hundred children.

### **Pre-Reading Activities**

- Locate Poland on a map of Europe. Locate Cracow, Zakopane, and Auschwitz. What mountains are located in Poland? Trace the route that would be followed by train from Cracow, Poland to the southern coast of France.
- Identify the following: Joint Distribution Committee, concentration camp, National Armed Forces (NSZ), Iron Curtain

### **Discussion Questions**

1. Why did Lena Kuchler go to the Chairman of the committee with her brother and his friend in uniform? What picture in her mind is haunting her?
2. What is the Chairman's reaction to her comment "you have no right to keep children in such conditions!?" What had happened to the Chairman's son?
3. Lena had lost her only child, a daughter, in the Holocaust and has a strong desire to work with the children she saw in the Jewish Committee building. What does the Chairman tell Lena that the children need the most?
4. Lena goes to the director of the supply mission with all of the signed documents provided by her brother and the Chairman. What does she find when she arrives? How does she handle the problem?
5. How does the officer respond when she tells him why she is there? What does he give to Lena? Why was sugar such an important product to have in Poland at that time? What does the officer tell Lena to do in the future when there is a need?
6. Why does the driver of the truck to Zakopane warn Lena that a tarpaulin should cover the children for the trip to the resort home she had rented?
7. When it is time to board the truck for the ride to Zakopane, the children suddenly refuse to do so. Why? How did Lena resolve the problem?
8. What does Lena tell the children is the reason they must be quiet? What is the real reason for the need for silence?
9. Why did Lena want to remove the children from Cracow and take them into the countryside? Describe the condition of the children as they left the committee building.

10. What amazed the children about their new home in Zakopane? What was so special about a toothbrush?
11. Saul had been a member of a partisan unit since he was nine years old and had lost an eye as a result of a wound he had received during a German attack. In their new home in Zakopane, why did he react so violently toward the doctor and nurse when they tried to give him a badly needed vitamin shot? How did Lena resolve this problem?
12. Define the term "illiteracy." How did Lena attempt to solve this problem for the children? How did the children respond to her efforts? Why was it so important to them to begin quickly?
13. Why did Lena want to be a teacher to the children and not just an administrator?
14. What was the NSZ? What were the NSZ and other groups like them doing to the Jews in Poland at this time? Why was the children's home receiving threatening letters?
15. What was the Iron Curtain? Why was it a problem to Lena and the children and other Jews in Poland and throughout Eastern Europe?
16. How did Lena begin to prepare the staff and children for a possible attack from the antisemitic groups?
17. How did the Zakopane commander try to help Lena and the children?
18. What was the purpose of the five Jewish guards that Lena requested be hired for Zakopane?
19. Saul and the other older boys (the oldest only 14) wanted to be armed with guns. Why was Lena opposed to this idea? How did Saul and the boys handle her opposition to their request to be armed to fight? Why were these boys so determined to fight?
20. Discuss the role played by each of the following when the attack on the home finally occurred: the five guards; Lena Kuchler; the staff; Saul and the other older boys; the Zakopane commander.
21. What impact did the attack on their home have on Lena's plans for the future?

### **Activities**

1. Lena Kuchler was able to disguise herself and "pass" as a Catholic Pole during the years of the Holocaust so she had avoided being placed in a concentration camp. However, she had lost most of her family in the ghettos and camps. Explain how the children she found in the Jewish Committee building affected her life.
2. After the Holocaust ended and the concentration camps were liberated, many of the survivors who tried to return to their former homes in Poland were met with hostility and open violence. Why do you think this happened? Research information about the history of antisemitism in Poland. What is a pogrom?
3. Lena Kuchler and her children eventually were able to escape from Poland to travel to France and on to Israel. If the Jews still were not wanted in Poland, why was it so difficult for them to leave the country? What was the Iron Curtain? How did this new "Cold War" cause difficulties for the Jews who had managed to somehow survive the Holocaust?

4. Define the term "prejudice." Antisemitism is sometimes referred to as "the longest hatred." What does this mean? Create a chart or poster identifying some of the key points in the history of antisemitism. Why do some of the mistaken ideas and deliberate lies about the Jews continue to be put forward despite the fact that they have been proven to be lies? Make a second chart or poster listing things that an individual and groups can do to combat anti-semitism and other forms of prejudice.
5. Research information about the current status of Jews in Poland. What roles have religion and government played in this? Compare and contrast the population of Jews in Poland in 1930 to their population in Poland today. What has happened to many of the synagogues that had been built in Poland?
6. Imagine that you have an opportunity to meet Saul and some of the other boys, now old men, in person. Make a list of questions that you would like to ask them. Write a letter to them expressing your thoughts and feelings about their experiences and their actions during and after the Holocaust.
7. Imagine that Lena Kuchler is making a visit to your school. Draw up a plan of action detailing how you would like her to be welcomed to your school, questions that you would like to ask her about her experiences in Poland, and about her life in Israel since she moved there.
8. Lena Kuchler and the Chairman each had lost their child as a result of the Holocaust. Write a poem expressing your sympathy for the emotional pain a parent must feel for such a tragic loss.
9. Write a newspaper article describing the kind of personal strength and determination you think it takes for a person who has lost everyone in their family, their friends, and family property to start to build a whole new life - and to help others to do the same.

### **The 100 Children and the Jewish 'Righteous Gentile'**

by

Norman Salsitz with Stanley Kaish

#### **New Jersey Jewish News**

Vol. LV No. 16, Thursday, April 19, 200, pp. 28-29

One night, my wife, Amalia, and I settled down for a quiet night at home, watching television. We had seen advertisements for an NBC movie called *My Hundred Children*. We look for motion pictures related to the Holocaust, and the network's promotion indicated that this story took place in Poland immediately after the war. Since we were both there during that time, we made sure that we tuned in. As the story unfolded, I was dumbfounded. I realized that not only did I know much of the story being told, I had played a principal role in its outcome.

The story opens in Cracow. A woman named Lena Kuchler is seeking information on her sister. The refugee center posts the names of known Jewish survivors, and each day Lena comes to scan the list. The number of names listed are pitifully few, and it turns out that they never do include the name of

Lena's sister, Fela. We learn that Lena had survived the war by passing as a Catholic but that her sister, fearing that she looked too Jewish, had left the home that had been sheltering them both. Lena's situation was not very different from that of Amalia, who also survived the war masquerading as a Polish Catholic. She too had a sister, Celia, but in her case, there had been no point in searching. Amalia knew that her sister had been taken away by the Germans in 1941.

In the course of going to the Jewish Refugee Center each day, Lena learns that 100 abandoned Jewish children are living on the third floor of the building. They had been brought there but, due to the lack of resources, had been virtually abandoned. The story involves Lena's heroic efforts to save these children from the hunger, disease, and Polish anti-Semitism that would otherwise doom them.

And where do I figure in all this?

As the war was ending, I had joined the Polish army and by 1945 I found myself, Tadeusz Zaleski, in charge of security in Cracow. I too was masquerading as a Polish Catholic, but it was increasingly recognized in Jewish circles that I was extremely sympathetic to the needs of the survivors. Perhaps they suspected I was a Jew. A number of other army officers were in situations similar to mine, and it was not unusual for a representative of some Jewish group with a problem to come to my office seeking help. I found myself in a powerful position to assist and did so whenever I could.

"Commandant Zaleski, there is a Jewish woman waiting to see you," my secretary informed me one day.

After introducing herself, the woman before me revealed the astonishing news that there were 100 Jewish children in the refugee center, survivors of the camps, the alleys, the woods. Some had been abandoned by their Catholic protectors after it became obvious that their Jewish parents would not be returning to make the payment promised to them at the beginning of the war. These children were in dire need of help, but there was no money or food for them.

"Mister Stulbach and Lady Markowiecka of the Jewish Committee," the woman told me, "had suggested that you might help."

I stared at her. One hundred Jewish children! I couldn't believe it. I had to help, but how? I had no money or food to give either. But I did have one thing; I had control over the stores of supplies and loot that the Germans had left behind.

While she watched, I wrote out an order and gave it to her.

"A thousand kilos of sugar? Our children can't eat sugar. What on earth can I do with a thousand kilos of sugar?" she asked when she had read the order.

"What you can do," I told her, "is sell it on the black market. Sugar is worth its weight in gold on the black market."

The Germans had left behind many things looted from the Poles. Sugar was just part of it. I told her that she would have to arrange for the transport of the sugar herself, but if she could do so, my order instructed the warehouse guards to transfer it to her. A few days later, the Jewish Committee sent a truck to take delivery of the bags of sugar. These would be sold and bartered and would buy what she needed to save the 100 lives for which she had taken responsibility.

A week later she was back in my office.



“The children need soap.”

Once again, I wrote an order for bundles of soap to be delivered to Lena Kuchler from the German warehouse, and this time I added clothing and blankets to the requisition. She thanked me and returned to her mission, and I returned to my duties as chief of security in post-war Cracow.

I lost track of Miss Kuchler and the children at that point in 1945. There was so much chaos, and my duties were so demanding. I heard that she had left Cracow with the children, but I was unaware of their ultimate fate. The NBC program updated me that night, 50 years later.

Lena Kuchler used part of the money from the sale of the sugar to rent a country house in the town of Zakopane in the Carpathian Mountains. The children lived there with her and gradually grew stronger and healthier. But Zakopane was not immune from the anti-Semitism that infected Poland. She couldn't get a doctor who was willing to treat Jewish children, and when she tried to enroll them in the public school system, they were at first shunned by the teachers and later abused and beaten by their Polish classmates. Eventually, after an aborted attempt by the local Polish Jew-haters to burn their house down, she saw that there would be no place for them to live in peace in Poland. She arranged with the Jewish Committee in Cracow to smuggle the children to Palestine, and traveling with falsified passports, bundles of currency and bottles of vodka, they bribed and begged their way out of Poland, through Czechoslovakia and eventually to France. In 1948, after Israel achieved independence, Lena Kuchler brought her brood of 100 children to the promised land, where they joined the tens of thousands of other displaced persons who found refuge at last in the Jewish homeland.

And so, the film ends.

I sat still for a long time as the credits ran. Most people will tell you that I am a pretty tough old man. I have been beaten, shot, starved, frozen. I have killed, and I have seen people I love killed. I have had to be tough in business to get from the state of penniless immigrant to prosperous suburbanite. I became tough because I had to. Still, as I watched the film that night my eyes filled with tears. They do each time I watch it and see those wretched children restored and saved through the actions of this courageous woman. Perhaps, had I not been there at the time, with her drive and initiative she would have discovered another way to get the needed money. Perhaps not. Who knows? We can't rewrite history.

The fact is, I was there, and I am pleased that my help was instrumental in allowing Lena Kuchler to rescue those abandoned children who wanted nothing more than to be Jewish and to live.

The Yad Vashem Holocaust museum in Israel has a voluminous file documenting people's personal experiences in the Holocaust. These have been gathered through the testimony of survivors and witnesses to the events of that time. The names of those mentioned have been catalogued on a variety of bases. One can look up people of all nationalities, classified as friends or enemies, Jews or gentiles, criminals or saviors. The quiet of the library belies the turmoil of the lives methodically collected and catalogued in those files. I have

looked through them, seeking to learn what happened to friends, relatives, acquaintances.

One time, as I was browsing through the records, I looked for the name Tadeusz Zaleski, my Polish Catholic alter ego. First I looked among the Jews but couldn't find a reference.

Eventually, I found that I was listed among the gentiles who had helped survivors, the righteous gentiles. There in the records of Yad Vashem is the narration given by Lena Kuchler acknowledging the debt of the 100 children to this Polish officer who gave them the sugar that allowed them to survive and eventually escape to Israel.

### **About the authors**

Norman Salsitz of Springfield, New Jersey is working on a number of books: **In a World Gone Mad**, coauthored with his wife, Amalie Petranker Salsitz, and Amy Hill Hearth, and **A Harvest of Jewish Memories**, written with Stanley Kaish.

Salsitz is the author of two earlier books, **Against All Odds: A Tale of Two Survivors**, cowritten with his wife, and **A Jewish Boyhood in Poland, Remembering Kolbuszowa**, with Richard Skolnik. Salsitz was also a major contributor to the Yiddish-language **Kolbuszower Memorial Book**.

Salsitz and Kaish are also preparing a book whose working title is **And You Are Still Alive? I Thought They Killed All of You**, about Jews who survived the war and returned home, only to be killed by their Polish neighbors.

Stanley Kaish recently retired from a 35-year career as a professor of economics and dean of the Undergraduate School of Management at Rutgers University in Newark. The author of two books and numerous articles on economic and financial subjects, he has held elective office in his hometown of Springfield, serving twice as mayor. His collaboration with Salsitz grew out of their conversations over the course of their long-standing friendship.

### **Pre-Reading Activities**

- Read the excerpt from **My Hundred Children**.
- Define the terms: Righteous Gentile, antisemitism, black market, immigrant, Yad Vashem

### **Discussion Questions**

1. Why were Norman Salsitz and his wife Amalia so surprised by the movie about Lena Kuchler and her 100 children?
2. Who was Tadeusz Zaleski? How does he relate to Norman Salsitz?
3. Why did Polish Jews try to continue their masquerade as Polish Catholics after World War II ended? How did this continued masquerade sometimes help other Jews?
4. What did Zaleski tell Lena to do with the sugar? What other contact did he have with Lena Kuchler? Why did they lose contact?

5. How does Zaleski describe the means that Lena Kuchler used to smuggle her children out of Poland across Europe to France and, eventually, to Palestine (Israel)?
6. Where did Norman Salsitz find the name Tadeusz Zaleski listed in Israel? Who had told his story and had it entered into the record?
7. Where did Salsitz move after he immigrated?

### **Activities**

1. Imagine that you are present at a meeting between Norman Salsitz and Lena Kuchler today. Write a description of what you believe would take place in such a meeting. What would they talk about? What questions would they ask each other?
2. Why were Norman Salsitz and his wife watching the television movie that evening? Describe the role luck and good fortune had played in the previous contacts between Lena Kuchler and Tadeusz Zaleski.
3. Make a list of characteristics that you think both Lena and Norma exhibited that made it possible for them to survive the Holocaust and to take such courageous actions after the Holocaust.

## **Lydia, Queen of Palestine**

by  
Uri Orlev

Puffin Books, New York, 1993  
Recommended for Grades 5-8

### **Synopsis**

Lydia is a young survivor who escapes from Romania and is transported into British Palestine. She has a willful personality, is very independent, and reluctant to take directions. It is her imagination that she uses against events of the war, antisemitism, and her parents' divorce. Lydia, an individualist, struggles at the kibbutz where communal living is mandated.

### **Quote**

"I didn't ask any more questions. I didn't want to know. Everyone said that the Jews in Poland were being killed. I couldn't stand thinking of those two boys with their coats and bundles being killed. This wasn't some game. It was for real." (p. 79)

### **Pre-Reading Activities**

- Define, discuss, and explain antisemitism and its long history.
- Review knowledge of Palestine under the British mandate and the founding of modern Israel.
- Locate Romania and Palestine/Israel on a map.
- Provide some background information regarding life in occupied Poland.

### **Discussion Questions**

1. How does Lydia manage to escape from Romania?
2. Explain the importance of Lydia's dolls.
3. Lydia has a very decisive personality. How does this both help and hamper her ability to handle the dangers and changes in her life?
4. Discuss Lydia's attitude regarding her parents' divorce.
5. Discuss divorce situations and remarriage. Identify some of the problems and adjustments both adults and children must make.
6. What is a kibbutz? Why was life on a kibbutz difficult for Lydia?
7. How does Lydia's imagination help her adjust to all of the changes in her life?

### **Activities**

1. Write a journal entry as if you were on a kibbutz. Include information about your responsibilities to others.
2. Draw a map of Europe and the Middle East. Draw in the travel route that was taken by the children to Palestine.
3. Draw an illustration depicting a kibbutz.
4. Create a song the children could sing while en route in the train.

### **Suggested Readings**

- **Anna Is Still Here** by Ida Vos.
- **Shadow of the Wall** by Christa Laird.
- **Beyond the Yellow Star to America** by Inge Auerbacher.
- **The Night Crossing** by Karen Ackerman.

## **The Boy From Over There**

by

Tamar Bergman

Houghton Mifflin Company, 1988

Recommended for Grades 6-8

### **Synopsis**

Avramik struggles with life on a kibbutz as he hopefully awaits the reunion with his mother. While his uncle assumes responsibility for his being in the kibbutz, the uncle's son, Rami, is jealous of the attention that is given to Avramik. The danger of the Arab-Israeli War tests the group.

### **Quote**

"He had guessed why she'd climbed the tree instead of going with the rest of the kibbutz to welcome the prisoners home. Yet how could he know what she felt? In fact, how could anyone tell what anyone else felt? You could count hours, days, years. You could see how long a road was or weigh a loaf of bread, but how could you measure anyone's pain or suffering or hunger?" (p.10)

### **Pre-Reading Activities**

- Define, discuss, and explain a kibbutz.
- Provide background information regarding Arab-Israeli relations in the late 1940s-early 1950s.
- Locate Israel, Syria, and Jordan on a map of the Middle East.
- Provide background information regarding the British mandate for Palestine and the founding of the state of Israel.

### **Discussion Questions**

1. What were Avramik's difficulties in adjusting to the kibbutz?
2. Discuss the symbolism of Rina's dream.
3. Explain the meaning of the title of the book.
4. Who do you think is taking the left over food from the pantry? Why do you think this?
5. Explain the reason why Misha stopped sleeping in the children's house.
6. Discuss the scene when Rami declares that he's glad Avramik's father is dead. Why does he say this? What reactions does he receive to his words?
7. What is the turning point of the book? Explain the importance of this event.
8. Identify a number of situations where peer pressure is at work. Identify the reactions of different individuals to these situations. Why do you think each responds the way s/he does?

### **Activities**

1. Draw a map of the area that is involved in this book. Label the map with places that are mentioned in the story. Locate the Yarmuk River. Identify the area of Transjordan as it is today.
2. Collect newspaper and magazine articles about this area today.

3. Divide into small groups in class. Assign a role to each group and debate the question of who should have the rights to the land. Make one of the groups a peace settlement committee. Have this group work with the other groups to try to resolve the issues and problems involved and to reach a peaceful settlement to their hostilities.

### **Suggested Readings**

- **Island on Bird Street** by Uri Orlev.
- **Hide and Seek** by Ida Voss.
- **Kavik the Wolf Dog** by Walt Morey.
- **Lydia, Queen of Palestine** by Uri Orlev.

### **Teacher Resources**

- Tito, Tina. **Liberation: Teens Who Survived the Concentration Camps and the Teen Soldiers Who Liberated Them.**
- Video: "We Must Never Forget."

## **The Shadow Children**

A Novel by  
Steven Schnur

Scholastic Inc., New York, 1996  
Recommended for Grade 5

### **Synopsis**

It was summer and Etienne is old enough to travel alone to spend his vacation with Grandfather on his farm in the high country near Mont Brulant, France. It is a visit that both eagerly anticipated. From the very beginning of the visit, Etienne sees starving, waif-like children that no one else seems to see and he is haunted by their image. Only the old white mare Reveuse seems to sense the presence of the children. Madame Jaboter and Grandfather become upset when Etienne talks about the children that he sees. Madame Jaboter tells Etienne that he should not go into the woods because they are haunted with "The souls of a thousand lost children (p. 25)." Then, on a visit to the woods, Etienne meets a young man who is with about a dozen children and they ask Etienne if it is safe before disappearing into the woods. Grandfather calls the children "the bad dreams of a guilty conscience (p.44)." Etienne continues to visit the woods and each time he visits he returns with small keepsakes, evidence that the children must be there. Grandfather finally tells Etienne that he would have suffered the same fate as the "Shadow Children" if he had been born during the war because Etienne's father is a Jew. Grandfather explains that during the war many Jewish children came to Mont Brulant and that the whole village tried to feed and care for them. Then one day the Nazi soldiers came with their guns and demanded that the children be given to them to be cared for. Some believed the Nazis and some believed they had no choice. The children were taken away in cattle trains and their memory haunts the woods and the villagers.

### **Pre-Reading Activity**

- Locate the following countries on a map: Germany, France, Spain, Portugal, Switzerland
- Define the terms: bookbinder, refugees, ghosts, superstition, guilty conscience, foreigners, cattle car, Talmud
- Describe some of the "ghost" stories you have heard. Are they scary, humorous, etc.? What is the role or purpose of the "ghosts" in these stories?

### **Discussion Questions**

1. How does Etienne feel about spending the summer with Grandfather on the farm near Mont Brulant? How does Grandfather feel about his grandson's visit?
2. Grandfather is a farmer but he is also a bookbinder. Describe his work as a bookbinder. How does he feel about books?
3. What past experiences has Etienne had with refugee children? How did he feel whenever he saw them?



4. Who does Grandfather think was eating his pears? How does he feel about gypsies? Is Grandfather prejudiced toward the gypsies? How can you deduce his attitude?
5. When Madame Jaboter hears Etienne's story about the incident in the woods she warns him, "The souls of a thousand lost children live in those woods (p.25). What do you think she means by this?"
6. Etienne tells Madame Jaboter that he does not believe in ghosts. What does she tell him to call them, if not ghosts?
7. What is special about the shelf of books that Grandfather never returned? Why do you think Grandfather says, "You don't forget about books like these (p.29)?"
8. What puzzles Etienne about the bracelet he finds?
9. What does the young man in the woods ask Etienne? How do the children respond when Etienne tells them that he is Monsieur Hoirie's grandson?
10. Describe the young man. Why does he say that they are from "everywhere?" What is his answer when Etienne inquires why he has never seen any of them before this time?
11. Why is Etienne puzzled by their reference to a train?
12. Grandfather is angry when he realizes that Madame Jaboter has been talking to Etienne about the children. He tells her, "Enough! What's done is done." She responds, "You can't will them away! They won't be forgotten. They want their revenge. (p.43)" What do you think they are talking about?
13. Grandfather's tells Etienne that "They're (the children) nothing but the bad dreams of a guilty conscience. (p.44)." What do you think he means by this? Have you ever been bothered with thoughts and memories of something you were sorry about?
14. What is the collection that Etienne begins to make? How does he feel about his collection?
15. What is strange about the train that Etienne hears?
16. Reveuse throws Etienne down the embankment by the old stone bridge. What does he find? What is strange about the ink mark on his arm?
17. How does Grandfather respond to the mark? Why does he say, "Because this is what they did to the ones they made into slaves (p.55)?"
18. On the ride to the village, Etienne tells Grandfather and Madame Jaboter that he sees the children again. What is Grandfather's reaction?
19. What do you think Madame Jaboter means when she responds to Grandfather, "And may God forgive us (p.60).?"
20. Grandfather insists "That time is over and done with." Madame responds "Maybe for us it's over, but not for the children... It will never be over...(p.61)." What are they talking about?
21. What does Grandfather tell his grandson about war? Why does he say that the "last war" (World War II) was a time of special madness?
22. How did the villagers treat the children? Why did so many children come to Mont Brulant? How did his family respond to the children?
23. What did Grandfather say the children wanted?
24. What rumors had the villagers heard about concentration camps?

25. What choices did the villagers have? What would have been the consequences of each choice?
26. How does Grandfather respond when Etienne asks, "Would you have let them take me? (p.65)"
27. What kind of madness does Grandfather say existed? Why does he say that there was no place to hide?
28. What happens to Etienne's arm while Grandfather is telling him about the children, the villagers, and the Nazis?
29. Who was Isaac? What was his role? How did Grandfather and Grandmother feel about Isaac? About Sarah?
30. How did the Nazis force the round up of the children? Why did Grandfather say that resistance was useless?
31. What was it like at the bridge as the children were forced into the cattle cars?
32. Why does Isaac refuse to save himself?
33. How does Grandfather feel about himself after the Nazis took the children away? What does he mean when he says that the children are always with him?
34. Isaac shouted to Grandfather from the cattle car "...one day the law will bear fruit. Preserve it, please, for those who come after us (p.72)." What was he trying to tell Grandfather?
35. What did Grandfather do with the books? What do they tell him about Isaac?
36. Grandfather says that it would have been better to die with the children than to live with the guilt. What does this tell you about his character?
37. What did the villagers do about the train tracks? Why did they do it?
38. What did Grandfather say the villagers may have been trying to hide? Did he think it had worked? Why not?
39. What was the terrible crime that the villagers committed? What other choice does Grandfather think they had? Do you agree or disagree with him?
40. Etienne returns to the forest the night after his grandfather told him what had happened to the children. What does he find?
41. Isaac gives Etienne a message to give to Grandfather. What was it? What will happen if Isaac and the children do not go on the train?
42. What are the two things Isaac tells Etienne to do? Why do you think he told Etienne to do these things?
43. How did things change for Etienne after the night of the train?
44. What does Etienne conclude about Madame Jaboter's words "the souls of a thousand lost children haunted the place (p.85)."?
45. What does Etienne conclude about the importance of Grandfather's work with the books? Explain how the books influenced Etienne.

### **Activities**

1. Imagine that you are writing a letter to Etienne. What would you say to him about his grandfather?
2. Write a newspaper story about the events that occurred in Mont Brulant.
3. Make a Venn diagram illustrating the connections between Etienne, his grandfather, and Isaac.

4. Make a "shadow drawing" or silhouette of Etienne, Grandfather, Madame Jaboter, Isaac, and Sarah. (You may use classmates, the teacher, and other adults as models to create the silhouettes.) Under each, write a brief explanation of their reaction to the events that took place in Mont Brulant. Alternatively, write a brief description of the character of each person.
5. Do you think **The Shadow Children** was a good name for this book? Explain your answer. How was this story different from other stories of "ghosts" that you may have heard?
6. Madame Jaboter tells Etienne to think of the "ghosts" as "memories." What did she mean by this? Why does Isaac want Etienne to remember? Although this was a story, explain why it is important for today's children and future generations to learn and remember what really happened in the Holocaust.
7. Grandfather says the children only wanted peace. Read about some organizations and peace efforts occurring today. Make a list of things that you can do to work for peace.

#### **Other Suggested Sources**

- **Daniel's Story** by Carol Matas
- **Jacob's Rescue** by Malka Drucker and Michael Halperin
- **Twenty and Ten** by Claire Huchet Bishop

## The Holocaust: Quotes Reflecting Complex Ethical Choices

### Synopsis

The following quotes might help you better understand the complex ethical choices individuals faced during the Holocaust. They do not represent or explain all choices. Decide which of the roles studied match the quotation, and explain why or support your answer.

**Armed Resister - Spiritual Resister - Collaborator - Bystander - Rescuer - Perpetrator - Righteous Gentile/ Among Nations - Witness**

1. "We helped each other. That's probably how we survived the war - helping each other."

Role represented: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. "Let it [our history] be not only a history of tragedy; let it also be one of bravery in battle, of a fight defending a life of meaning, of death with honor."

Role represented: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. "If you want to remain a human being and take care of your own human dignity, you have to take care of your neighbor."

Role represented: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. "It is our duty to arouse, to whip up, and to incite in our people the instinctive repugnance of the Jews."

Role represented: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. "Where one burns books, one will in the end, burn people."

Role represented: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. "Here we see things no one has ever seen before...We stand and look on."  
Role represented: \_\_\_\_\_  
Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. "I rarely saw them as individuals. It was always a huge mass."  
Role represented: \_\_\_\_\_  
Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. "I only took part in this crime because there was nothing I could do to change anything."  
Role represented: \_\_\_\_\_  
Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. "All it takes for evil to prevail, is for good men to do nothing."  
Role represented: \_\_\_\_\_  
Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. "Should one resist a tyranny knowing that there is no chance of success?"  
Role represented: \_\_\_\_\_  
Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## The Holocaust: Quotes Reflecting Complex Ethical Choices

### Teacher Note:

Students will be expected to name the roles people had during the Holocaust and to explain what each entailed. *Active Resister, Spiritual Resister, Bystander, Witness, Collaborator, Perpetrator, Victim, Rescuer, Righteous Gentile/Among Nations*

1. Review with the class the meaning of the mores and ethics of the terms. Students should provide concrete examples from their research on the Holocaust.
2. Distribute the handout related to this lesson and have students analyze select quotes describing ethical issues related to the Holocaust. Students will name the role depicted in each, and explain how/why they came to the answer or conclusion they reached. (The number of expected responses may vary. The exercise may be done individually or collectively.)
3. This activity should be reviewed collectively (the entire class) using the responses of each student or group.
4. Closure: Ask students to hypothesize what factors determine the roles that people assume. Brainstorm collectively and ask the class if the above mentioned factors can be categorized (social, economic, political, cultural, etc.)
5. Evaluation: Students should research and bring in current examples of each of the roles addressed in the lesson.

## Nuremberg War Trials

### Synopsis

It was November 1945, the United States, Great Britain, the Soviet Union, France and their Allies had defeated Germany. As the war progressed, reports of Nazis atrocities were growing and the Allies promised that the Germans would be held accountable for war crimes. The Allied powers decided in 1943 that an International Tribunal should be held to bring the perpetrators to justice and that this event should be recorded in the annals of history for the world to witness.

After the Allies liberated many concentration camps, they saw the barbaric behavior of the Germans and witnessed the atrocities that were inflicted upon the Jews and other minorities whom the Germans wished to annihilate.

The trial was held in the Palace of Justice in Nuremberg, previous site of Nazi rallies, and began on November 29, 1945 and lasted until October of 1946 with 403 court sessions. The Judges studied over one hundred thousand captured documents from the German files. These were the largest war trials ever held and filled forty-two large volumes. Top Nazis were charged with four counts of indictments. It was also the first time that heads of governments were being prosecuted. The Nuremberg defendants included the following:

**Hermann Goring**- Chief of the Airforce – ranked second in command after Hitler.

**Rudolph Hess**- Reich Minister without portfolio, ranked 3<sup>rd</sup> after Goring.

**Joachim Von Ribbentrop**- Foreign Minister.

**Ernst Kaltenbrunner**- Head of the Security Police.

**Wilhelm Keitel**- Army general and Chief of German High Command.

**Alfred Rosenberg**- Nazi Party Leader for Ideology.

**Hans Frank**- Reich Minister Without Portfolio (Headed General Government in Poland).

**Julius Streicher**- Editor of Der Sturmer, an antisemitic newspaper.

**Wilhelm Frick**- Reich Minister of the Interior and Director of the Central Office for all occupied Territories.

**Walter Funk**- Press Chief, later Minister of Economics.

**Hjalmar Schacht**- Reich Minister of Economics and President of the Reichsbank.

**Karl Donitz**- Commander in Chief of the German Navy.

**Erich Raeder**- Admiral of the German Navy.

**Baldur Von Schirach**- Reich Governor and Leader of Youth.

**Fritz Sauckel**- Reich Governor and General in the SS.

**Alfred Jodl**- Army General and Chief of Staff to Keitel.

**Martin Bormann**- Chief of Staff to Rudolph Hess (not present).

**Franz Von Papen**- Reich Vice and Ambassador to Vienna and Turkey.

**Arthur Von Seyss-Inquart**- Deputy Governor-General of occupied Poland and Netherlands.

**Albert Speer**- Reich Minister for Armament and Munitions.

**Konstantin Von Neurath-** Foreign Minister before Ribbentrop, and Protector of Bohemia and Moravia.

**Hans Fritzsche-** Director of Propaganda.

(Taken from p. 24 Limits of War- War Trials)

The United States appointed Supreme Court Justice Robert Jackson as Chief American prosecutor to head the team of eight judges, two from each power, none of whom were Jewish, (as Streicher charged). He had outlined the proceedings to President Roosevelt earlier:

“ Our case against the major defendants is concerned with the Nazi master plan, not with individual barbarities and perversions which occurred independently of any central plan. The grounds of our case must be...authentic and case against the major defendants is concerned with the Nazi master plan, not with individual barbarities and perversions constitute a well documented history of what we are convinced was a grand, concerted pattern to incite and commit the aggressions and barbarities which have shocked the world...”

(p.14, Limits of War-The War Trials)

On August 8, 1945, the representatives of the four powers signed an agreement and they defined the categories in the following manner for the Tribunal’s jurisdiction:

1. **“Conspiracy:** Leaders, organizers, instigators, and accomplices in the formulation or execution of a common plan, or conspiracy, to commit any of the following crimes are responsible for all acts performed by any persons in execution of such plan.
2. **Crimes Against Peace:** Planning and waging of a war of aggressions or a war in violation of international agreement...
3. **War Crimes:** Violations of the laws and customs of war, including murder, mistreatment or enslavement of civilians in occupied territories or at sea, mistreatment of prisoners of war, and destruction of public or private property not justified by military necessity.
4. **Crimes Against Humanity:** Murder, mistreatment, enslavement, or deportation of civilians before and during the war: also political, racial, or religious persecutions, whether or not in violation of domestic law of the country where it was practiced." (War Crimes and Crimes Against Humanity overlap)

(p.14 The War Trials)

Reporters from many countries were present to report the proceedings that were held in four languages. These trials set a precedent for future trials when 10,000 other Germans were brought to trial.

*Reading taken from*

**The Limits of War- War Trials**

**Judgement at Nuremberg P. 13-24, 30**

Xerox Corporation, 1970

Recommended for Grades 7-8



Judge Jackson from the prosecution addressed the court and the gathered:

*“The privilege of opening the first trial in history for crimes against the peace of the world imposes a grave responsibility. The wrongs we seek to condemn and punish have been so calculated, so malignant, and so devastating, that civilization cannot tolerate their being ignored because it cannot survive their being repeated. That four great nations, flushed with victory and stung with injury, stay the hand of vengeance and voluntarily submit their captive enemies to the judgement of the law is one of the most significant tributes to power ever paid to Reason...*

*“This inquest represents the practical effort of four of the most mighty of nations, with the support of fifteen more, to utilize International Law to meet the greatest menace of our times- aggressive war. The common sense of mankind demands that law shall not stop with the punishment of petty crimes by little people. It must also reach men who possess themselves of great power and make deliberate and concerted use of it to set in motion national evils which leave no home in the world untouched...*

*“In the prisoner’s dock sit twenty-odd broken men. Reproached by the humiliation of those they have led almost bitterly as by the desolation of those they have attacked, their personal capacity for evil is forever past. It is hard now to perceive in these miserable men as captives the power by which as Nazi leaders they once dominated much of the world and terrified most of it. Merely as individuals, their fate is of little consequence to the world.*

*“What makes this inquest significant is that these prisoners represent sinister influences that will lurk in the world long after their bodies have returned to dust. They are living symbols of terrorism and violence, and of arrogance and cruelty of power. They are symbols of fierce nationalism and of militarism, of intrigue and war-making which have embroiled Europe generation after generation, crushing its manhood, destroying its homes, and impoverishing its life. They have so identified themselves with the philosophies they conceived and with the force they directed that any tenderness to them is a victory and an encouragement to all the evils which are attached to their names. Civilization can afford no compromises with the social forces which would gain renewed strength if we deal ambiguously or indecisively with the men in whom those forces now precariously survive.*

*“What these men stand for we will patiently and temperately disclose. We will give you undeniable proofs of incredible events....They took from the German people all those dignities and freedoms that we hold natural and inalienable rights in every human being. The people were compensated by inflaming and gratifying hatreds toward those who were marked as ‘scapegoats.’ Against their opponents, including Jews, Catholics, and free labor, the Nazis directed such a campaign of arrogance, brutality, and annihilation, as the world has not witnessed since the pre-Christian ages. They excited the German ambition to be a ‘master race,’ which of course implies serfdom for others. They led their people on a mad gamble for domination. They diverted social energies and resources to the creation of what they thought to be an invincible war machine. They overran their neighbors. To sustain the ‘master race’ in its war-making, they enslaved millions of human beings and brought them to Germany, where these helpless creatures now wander as displaced persons.”*

**(p. 15-16 - The Limits of War-War Trials)**

For 15 weeks the Allied prosecutors presented evidence against the accused. Most of the evidence consisted of official documents, movies, and photographs confiscated from German files. The evidence weighed tons and filled several trucks.

*The American prosecutors, seeking to prove that Germany had planned a war of aggression, quoted from Hitler’s own words to his advisers: “There is no question of sparing Poland, and we are left with the decision: to attack Poland at the first suitable opportunity.”*

Charging that Nazi organization had carried out the plan, the American counsel said: *“They fabricated the border incidents which Hitler used as an excuse for attacking Poland...”* (Concentration camp inmates were dressed in Polish uniforms and forced to “attack” a German radio station at Gleiwitz. The Germans mowed down and displayed the bodies to the press as “proof” of the attack.)

Then one afternoon the Allied prosecution showed a film of concentration camps at the time they fell into Allied hands. In these camps millions of prisoners were killed or made to perform slave labor.

An observer, Gerald Dikler, described the film:

*“The cameras coursed slowly over mounds of hollow-cheeked corpses left behind in the final rout, the bones of inmates hastily buried alive, the gaping mouths of the still-warm crematoriums ovens, the bales of human hair consigned to patriotic German bedding, the lampshades made of human skin.”*

The defendants, who had been jovial in the morning, suddenly had a change of mood—described by a prison psychiatrist:

*“Fritzsche (who had not seen any part of the film before) already looks pale and sits aghast as it starts with scenes of prisoners burned alive in a barn...Keitel wipes brow, takes off headphones...Hess glares at screen, looking like a ghoul with sunken eyes over the footlamp...Keitel puts on headphone, glares at the screen out of the corner of his eye...von Neurath has head bowed, doesn't look...Funk covers his eyes, looks as if he is in agony, shakes his head...Ribbentrop closes his eyes, looks away...Sauckel mops brow...Frank swallows hard, blinks eyes, trying to stifle tears... Fritzsche watches intensely with knitted brow, cramped at the end of his seat, evidently in agony...Goering keeps leaning on balustrade, not watching most of the time, looking droopy...Hess keeps looking bewildered...piles of dead are shown in a slave labor camp...Goring looks sad, leaning on elbow...Sauckel shudders at picture of Buchenwald crematorium-oven...as human skin lampshade is shown. Streicher says “I don't believe that”...Goring coughing...Attorneys gasping...Now Dachau...Schacht still not looking...Frank nods his head bitterly and says, “Horrible!”...British officer starts to speak, saying that he has already buried 17,000 corpses...Ribbentrop sitting with pursed lips and blinking eyes, not looking at screen...Funk crying bitterly, claps hand over mouth as woman's naked corpses are thrown into pit...Keitel and Ribbentrop look up at mention of tractor clearing corpses, see it, then hang their heads...Streicher shows signs of disturbance for the first time...Film ends.*

*“After the showing of the film, Hess remarks, 'I don't believe it.' Goring whispers to him to keep quiet...Streicher says something about 'perhaps in the last days.'Fritzsche retorts scornfully: 'Millions? In the last days? No.' Otherwise there is a gloomy silence as the prisoners file out of the courtroom.”*

**(p.16-7, The Limits of War-War Trials)**

### **The Defense “No Crime Without Law”**

The defense had many attorneys representing the best German lawyers, judges and professors that even included a few Nazis.

*“In opening the prosecution's case, Justice Jackson had emphasized a “master plan” that directed all the defendants and all the Nazi organizations toward their criminal deeds. But the defense counsel challenged the idea of conspiracy. The typical line of dissent was offered by Herr Jahreiss, one of Goring's lawyers:*

*The Prosecution is based upon the completion of a conspiracy to conquer the world on the part of a few dozen criminals...But the Fuhrer Principle has...been the organizational guiding principle in the development of the Reich constitution after 1933..Now in a state in which the entire power to make final decisions is concentrated in the hands of a single individual, the orders of this one man are absolutely binding on the members of the hierarchy...An order by the Fuhrer was binding—on the person to whom it was given, even if the directive was contrary to international law or to other traditional values...If such a conspiracy (to*

*commit crimes against peace, usages of war, and humanity) had existed, then Hitler would have been...the leader of these conspirators. But it has already been emphasized that a conspiracy headed by a dictator, is a contradiction in itself...Hitler was an autocrat. He was not concerned with the approval of these men, but merely with having his decisions executed...The concept of conspiracy belongs to the sphere of Anglo-American law...and is entirely unknown to German law... May a criminal procedure, bent upon realizing justice, employ legal concepts which are...utterly alien to the defendants and to the legal trend of thought of their people?...*

*“As a further criticism, the Prosecutors...want to punish...the conspirators' actions they did not participate in...Article 6 of the Charter (establishing the Tribunal) says that all conspirators are responsible for any action committed by one of the conspirators 'in execution of such plan.' These are the decisive words for the interpretation. In my opinion, the meaning of these words is as follows: The other conspirators are also responsible for any actions of their comrades forming part of the common plan which they helped to conceive, desired, or at least condoned...A legal principle extending the fellow conspirator's responsibility to actions not included in their common responsibility is alien to German law. Whether or not it belongs to Anglo-American law, the application of such principle in the present trial would make punishable acts which heretofore could not be punished. This would clearly contradict the rule of *nulleum crimen sine lege* (no crime without a law)”.*

*Defense lawyers also challenged the responsibility of a government official or a general for the actions of others or even his own actions in a state ruled by an absolute dictator. One of the accused Alfred Jodl, the former German army chief of staff, was defended by his counsel, Dr. Exener, in the following terms:*

*“The decision to start the war was far removed from his influence...If Hitler had extensive plans right from the start, Jodl did not know of them, let alone consent to them...Every time a campaign had been resolved upon, he did indeed do his bit to carry it out successfully.. It is true that without his generals Hitler could not have waged the wars....If the generals do not do their job, there is no war. But one must add: If the infantryman does not, if his rifle does not fire...there is no gunsmith....guilty of complicity of war...? Does Henry Ford share in the responsibility for thousands of accidents which his cars cause every year?*

*The defense filed a joint objection against Count Two of the indictment concerning Crimes against Peace in violation of international treaties and assurances. The defense contended that planning and waging aggressive war had never before been considered a crime. Even the League of Nations, which had been created to prevent wars, had only condemned aggressive states as violators of international law. It had never thought of putting on trial the statesmen, generals, and industrialists of those states.*

*For the prosecution to indict German leaders under Count Two, the defense argued, was to hold them guilty for actions that at the time were not regarded as criminal acts. In effect, the Allies were changing the law after the so-called crime had been committed. Such a policy, the defense concluded, ‘is repugnant to a principle of jurisprudence sacred to the civilized world....”*

**Defense lawyers challenged the notion that aggressive war was recognized as an international crime. They declared that although the Kellogg-Briand Pact, which Germany had signed, condemned war “as an instrument of national policy” the pact did not specifically state that international aggression was a criminal act, nor did it set up courts to try aggressors.**

**Counsel for Von Ribbentrop said:**

*“All...plans for outlawing war during the period between the First and Second World Wars remained mere drafts....because practical politics would not allow these moral postulates.”* **The defense contended, therefore, that the Kellogg-Briand Pact was meaningless as a mechanism for punishing aggressors.**

**Count Three and Four were handled together at the trials. The category “Crimes Against Humanity” was new, extending international law to cover**

offenses not anticipated in earlier definitions of war crimes. Crimes against humanity included acts by German officials against German citizens during the war, even though these acts did not violate the laws of the Nazi state itself.

This last provision aroused the defense lawyers to protest again that the prosecution was making retroactive law. They said that since Nazi law permitted policies such as the extermination of political or racial groups, the Tribunal had no right to punish the defendants later.

Then the defense argued: Was it fair to judge German leaders by standards that the Allies themselves had violated? What about the Allied airmen who bombarded German cities to terrorize civilians? Alfred Jodl spoke bitterly of the annihilation of women and children by machine guns of the low-flying Allied pilots. He complained that the Canadians had bound prisoners with ropes that ran around their necks, down their backs, and around their legs, resulting in some prisoners being strangled. Goring described the Allied shooting of German planes marked with a Red Cross.

But the Tribunal refused to accept evidence of arguments comparing Allied and Nazi conduct in the war. When one defendant mentioned that the prewar military training of youth in the USSR far exceeded Germany's program, the court rebuked him for making "an irrelevant comparison." At one point the Tribunal explained: *"We are not trying whether any other powers have committed breaches of international law, or crimes against humanity, or war crimes; we are trying whether these defendants have."*

Defense lawyers then argued that the Tribunal had no authority to hold the defendants individually responsible.

Counsel for Von Ribbentrop, the former foreign minister, argued: *"...when informed of imminent War Crimes, he did what was in his power to prevent execution of Allied prisoners...It would be unjust to hold a foreign minister with limited authority responsible for war crimes and crimes against humanity, the more so as it has been conclusively proved that he was excluded from any influence on the conduct of the war."*

Several of the defense counsels for German military leaders pointed out that the notion of individual responsibility was especially inappropriate in the military sphere. For example, Dr. Exener (representing Alfred Jodl) gave examples to show the impossibility, especially during war, of permitting military commanders to question the orders or judgement of political leaders.

#### The Prosecution's Rebuttal

Defense objection to the charge of individual responsibility of the accused had been answered in advance by two sections of the Charter establishing the Tribunal. The first rejected pleas based on "acts of state," or the principle that an individual is not responsible for actions that he commits while serving as a government official. The second section rejected pleas based on the principle that an individual is not punishable for actions carried out on orders from a higher official. Jackson explained why the Allies had decided ahead of time to rule out such pleas:

*“Of course the idea that a state, any more than a corporation, commits crimes is a fiction. Crimes always are committed only by persons...The Charter recognizes that one who has committed criminal acts may not take refuge in superior orders nor in the doctrine that his crimes were acts of state. These twin principles working together have heretofore resulted in immunity for practically everyone one concerned in the really great crimes against peace and mankind. Those in lower rank were protected against liability by the orders of their superiors. The superiors were protected because their orders were called acts of state. Under the Charter, no defense based on either of these doctrines can be entertained.”*

According to Jackson, not only had many of the defendants gone “above and beyond the call of duty” in their zeal for carrying out “orders,” but also German officials must have known their orders “from above” violated accepted principles of international law.

### The Judgement

In its judgement, the Tribunal stated: *“Crimes against international law are committed by men, not by abstract entities such as states, and only by punishing individuals who commit such crimes can the provisions of international law be enforced.*

*“That a soldier was ordered to kill or torture in violation of the international law of war has never been recognized as a defense for such acts of brutality...The true test, which is found in varying degrees in the criminal law of most nations, is not the existence of the order, but whether moral choice was in fact possible.”*

*“In the opinion of the Tribunal, the evidence establishes the common planning to prepare and wage war by certain of the defendants. It is immaterial to consider whether a single conspiracy...has been conclusively proved. Continued planning, with aggressive war as the object, has been established beyond doubt...The argument that such common planning cannot exist where there is complete dictatorship is unsound...Hitler could not make aggressive war by himself. He had to have the co-operation of statesmen, military leaders, diplomats, and businessmen. When they, with knowledge of his aims, gave him their cooperation, they made themselves parties to the plan he had initiated...”*

*“To initiate a war of aggression is...not only an international crime; it is the supreme international crime...”*

Eight of the highest officials in the Nazi party were convicted of conspiracy (Count One). Twelve defendants were convicted of waging aggressive war (Count Two).

The Tribunal convicted all but two of the 20 defendants who were indicted on one or both of Counts Three and Four. It then sentenced to death ten by hanging, three to life imprisonment, and four to imprisonment from 10 to 20 years. Three were acquitted.

When the prisoners stood to receive their sentences, each was allowed to make a personal statement. Von Ribbentrop stated that the Tribunal had been guilty of severe injustice by rejecting certain evidence- evidence showing that

other nations hadn't protested when Germany initiated her policies of defensive expansionism.

*"This trial will go down in history," Von Ribbentrop declared, "as a model example of how, while appealing to hitherto unknown legal formulas and the spirit of fairness, one can evade the cardinal problems of twenty-five years of the gravest human history."*

Others expressed similar sentiments. Doenitz, Grand Admiral of the Navy, defending submarine warfare, said, *"I would do exactly the same all over again."* Jodl bitterly reminded the Tribunal of the killing of women and children by the Allied bombing raids and machine gunning. Under such conditions, he asserted, Germany's harsh measures were fully justified. He declared that his duty *"toward my people and the fatherland stands above every order."* Eleven of the 12 sentenced to death were hanged on the night of Oct. 16, 1946. Goring had committed suicide the previous night. Julius Streicher's last words on the gallows were: *Heil Hitler!*

### **Pre-Reading Activities**

- Examine prior international agreements to World War II, such as the Hague Convention of 1899-1907, Kellogg-Briand Pact of 1928, and Geneva Convention of 1929.
- Examine the Treaty of Versailles that ended World War I. What were the results?

### **Discussion Questions**

(Taken from Limits of War p.26-28)

#### **1. Considering Alternatives**

- a) Should the Nazi leaders have been given a trial, left alone, or summarily shot?
- b) Assuming that the trials were justified, who should have held them: the Allies, neutral nations, or some other authority? In deciding these questions, consider the following criteria: impartiality, might makes right, mutual consent of all parties (including Germany), custom and legal tradition, other possibilities.
- c) How should the convicted Nazis have been treated? Executed, exiled, imprisoned or other?

1. **Weighing Evidence:** Assuming the defendants actually committed the acts described by the prosecution, which of the three types of "crimes" provided the strongest case for the Allies?

- a) Planning and waging war of aggression or a war in violation of international agreements
- b) Violations of the laws or customs of war
- c) Crimes against humanity (political, racial and religious persecution).

#### **2. Arguments for the Defense**

Following are points made by the defense in the trials. Which point seems most persuasive? Which seems least persuasive? Why?

- a) "Conspiracy" or deliberate planning by a group of men in a nation ruled by absolute dictator is a contradiction
- b) People cannot be tried for actions that were not defined as crimes at the

- time committed.
- c) Everyone under Hitler was merely following orders. Where does one begin to punish subordinates? With generals? With infantrymen? With people working in factories producing arms? Why should generals be any more guilty than the average German citizen?
  - d) International agreements such as the Kellogg-Briand Pact did not have the force of international law because practical politics made them unenforceable. Furthermore, these agreements forbade nations, not individuals, to start wars.
  - e) The so-called “war crimes” did not violate the law of the German nation, which is the highest law to which any German owed obedience,
  - f) Many of the actions for which the Germans were being tried were also committed by the Allies. Why bring to trial only Germans? Why not try Allied war criminals?

#### 5. **Determining Impact of Precedent (p.30)**

In conducting the war crimes trials at Nuremberg, the Allies hoped that they would discourage nations from planning and waging aggressive wars in the future. The influence of Nuremberg has been felt in concrete ways. The **American Army Field Manual**, for example states: “the fact that domestic law does not impose a penalty for an act which constitutes a crime under international law does not relieve the person who committed the act from responsibility under international law.” Legal cases involving draft resistance have been referred to Nuremberg.

- a) Will the Nuremberg trials
  - Be forgotten?
  - Cause people to conclude that might makes right?
  - Cause people to resist what they believe to be unjust demands by their government?
- b) To what extent, if any, do you think the Nuremberg Trials will deter individuals from planning or participating in an aggressive war? Keep in mind that the U.N. General Assembly has unanimously accepted the principles on which the trials were held.
- c) It has been proposed that there be a Permanent Criminal World Court, similar to Nuremberg and representing all the major power blocs of the world, that could try people for international crimes. Would you recommend that such a court be established now? If so, how would it operate?

#### **Activities**

1. Compare the Nuremberg Trials of 1945-46 with the Hague Tribunal of the present. How are current dictators and those waging aggressive warfare brought to trial? [www.yahoo.com](http://www.yahoo.com) put in Hague Tribunal and many sights can be found
2. Watch excerpts from the film **Judgement at Nuremberg** (187 Min) with Spencer Tracy. This film covered the second proceedings of the Nuremberg

Trials that raised timeless issues of morality, legality and responsibility. 8<sup>th</sup> and up

3. Look at the film **Joseph Schultz**. (13 min) The issue of individual moral responsibility vs obedience to authority is dramatized in this account of an actual World War II incident. Joseph Schultz was a soldier in the Nazi army fighting in Yugoslavia 1941. He was commanded to join an execution squad of a group of villagers. He could not accept this order and joined the partisans, preferring to die rather than obeying the order. 7<sup>th</sup> and up

### **Teacher Resources**

**Nuremberg**. A Simulation of the International Military Tribunal of 1945-1946-Interaction Publication, 1993

Tusa, Ann and John. **The Nuremberg Trial**. NY:Atheneum, 1986.

**The War Crimes Trials**. History Simulations by David Dal Porto and John Koppel, 1994.

### **Shin's Tricycle**

by

Tatsuharu Kodama

Walker and Company, Inc., 1992

Recommended for Grade 5

### **Synopsis**

Shin was three years old and living in Hiroshima before it was bombed in August of 1945. He was riding his red tricycle when he died in the bomb explosion. The tricycle was found and is displayed in the Hiroshima Peace Museum as a testament to all those who were innocently killed in the bomb blast of 1945.

### **Pre-Reading Activities**



- Locate on a map: Hiroshima, Japan
- Define the terms: war, atomic bomb, symbol, tricycle

### **Discussion Questions**

1. Where did Shin and his family live? Describe his family.
2. What did Shin want for his birthday?
3. Who brought him a tricycle?
4. What was happening in the world during this time? What is meant by the term "world war"?
5. Describe the events of the morning of August 6, 1945.
6. What happened to Shin and his family?
7. What happened to Shin's sisters?
8. What happened to the people of Hiroshima?
9. Describe life after the war.
10. How did they find the tricycle again?
11. What did the father decide to do with the tricycle?
12. What did the tricycle symbolize for children everywhere?

### **Activities**

1. Do you remember when you received your first tricycle or bicycle? Draw an illustration of it and then write a short paragraph describing how you felt when you rode it.
2. Look up other symbols of peace. Make a drawing of each symbol and write an explanation of it under each symbol.
3. Write a poem about Shin and his red tricycle or write a letter to Shin's family telling how it made you feel to read the story.
4. Another project that has been started as a result of the illness suffered by those who were affected by the atomic bombs is the peace crane project. Find about this project on the Internet or in your school library. Try to organize the children in your class - or your whole school - to participate in the peace crane project.

### **The Christmas Menorahs: How a Town Fought Hate**

by  
Janice Cohn, D.S.W.

Albert Whitman & Company, Morton Grove, Ill. 1995  
Recommended for Grade 5

### **Synopsis**

Young Isaac Schnitzer is shocked when a rock flies through his bedroom window. The menorahs were lighted for Hanukkah in his Billings, Montana home just as Christmas lights decorated the home of his friend Teresa Hanley. Mr. Schnitzer explains that the rock was thrown at their home "because we're Jews." Mrs. Schnitzer, Police Chief Inman, Margaret MacDonald, and other citizens of

Billings decided that they would stand up against the hate groups who were throwing the rocks and trying to intimidate Jews and others. Isaac talked to his class about the importance of the menorah and his teacher led the class in a discussion about the importance of taking a stand against bullies. Other people throughout Billings also heard about the incident and soon menorahs began to appear on doors and windows of stores, homes, and other buildings throughout the town. The citizens of Billings, Montana had decided that they were going to stand together to fight hate.

### **Pre-Reading Activities**

- Investigate the holiday of Hanukkah and the tradition of the menorah.
- Locate Billings, Montana on a map.
- Define the terms: bully, perpetrator, victim, bystander, rescuer,

### **Discussion Questions**

1. What occurs one night during Hanukkah while Isaac Schnitzer is studying?
2. How does Mrs. Davis respond?
3. How does Isaac respond to Mrs. Schnitzer's insistence that Police Chief Inman be called?
4. What is the reaction of Police Chief Inman to the rock-throwing incident?
5. What other incidents of prejudice, discrimination, and hate does the Police Chief say have occurred?
6. How do Isaac's mom and dad respond to the threats of the rock throwing? What do they tell Isaac that they must do about bullies?
7. Why does Mrs. Schnitzer compare their family to their pioneer ancestors?
8. At first, what does Isaac want to do when his parents explain about the prejudice of some people against Jews?
9. Isaac is afraid to place his menorah back in his bedroom window. What do his parents and other adults do about Isaac's fears?
10. Why do Police Chief Inman and Margaret MacDonald call for a special meeting? How do the people of Billings respond?
11. What do the two tell the people attending the meeting?
12. Explain the action that the people at the meeting and the churches in the community decide to take. Why do they decide to do this?
13. Describe the story of the menorah as Isaac explained it to his class.
14. What does Isaac's teacher Mrs. Pearson tell his class about celebrating Hanukkah and fighting against prejudice?
15. What was the story about prejudice that Teresa Hanley recalled and told to the class? What other story of prejudice and discrimination is told by a classmate?
16. What does Mrs. Pearson have to say about bullying? What are Mrs. Pearson and others in town going to do about the bullying?
17. Teresa asks her family to place a menorah in the family window. How does her family respond to her suggestion?
18. Why is Isaac fearful that the high school would be angry with his family? What is his mother's response to his concerns?

19. Why does Isaac's mom take him for a ride in the car? What does he learn?
20. Isaac confesses a secret he has kept to his mom. What was it? Why do you think he didn't tell the truth to his friends? What is his reaction now?
21. What do Isaac and his mother decide about love and hate when they see the sign in the Hanley window? What symbols were on the sign? What message was the Hanley family sending to Isaac and his family and to others?
22. How does the sign in the Hanley's window and his mother's words influence Isaac's decision and actions?

### **Activities**

1. In the subtitle of the book, the town of Billings is described as the town that fought hate. Explain what this means. What does the reaction of the people in the story to the rock-throwing incident tell you about their character? Are these the kind of people that you would want for friends and neighbors? Explain your response.
2. Several other individuals and groups are identified in the story as being victims of hate and bullying also. Make a list of these people and groups. Explain how each was the victim of prejudice and discrimination. Make a list of ideas that the class can create to fight hate and discrimination.
3. Draw menorahs for your classroom and take some of the menorahs into other classrooms. Explain the story of the menorah.
4. Make a list of all of the acts of courage that were discussed and explained in this book. Explain why it is important to "stand up" to bullies.
5. Identify the character/person in this book whom you most respect and admire. Write a letter or poem explaining your respect for this person and the reasons that you admire and respect them.

### **Other Suggested Sources**

- View the video: "**Not In Our Town: Heroes.**" CA: The Working Group, 1995.
- View the video: "**Prejudice: Answering Children's Questions**" with Peter Jennings. ABC News, 1991.

### **So Far from the Sea**

by  
Eve Bunting

Clarion Books, NY, 1998  
Recommended for Grade 5

### **Synopsis**

Laura and her family visit Grandfather's grave at the Manzanar War Relocation Center, where he died during the internment of Japanese Americans after the bombing of Pearl Harbor. As a memento, she leaves behind her grandfather's Cub Scout scarf. Grandfather had dressed in his scout uniform trying to prove he was a true American when the soldiers came to move the family out of their home.

### **Quote**

“My father never found out afterward what happened to the boat or to Grandmother and Grandfather’s house. He said the government took those things and grandfather’s dignity along with them when they brought him here so far from the sea.”

### **Pre-Reading Activities**

- Locate Japan on a map and note the proximity to the Pacific Coast.
- Discuss events that led to internment in the United States.

### **Discussion Questions**

1. Allow children to examine the scene of the Manzanar War Relocation Center. Note the barracks, guard towers and guards, barbed wire fencing and desolation of environment. How do you think it would feel to live in this camp for three years?
2. When the family visited Manzanar, which people had made the tire tracks in the soft dirt?
3. Allow children to examine the scene of the barrack school. What is the difference between your school and the one in the picture? Do you think a classroom in a town would look like this in 1942?
4. What did Laura’s father mean when he said, "Grandfather began dying the day the soldiers came for them, to put them in buses and bring them to Manzanar?"
5. When the soldiers came for father’s family, why did Grandfather tell him to put on his Cub Scout uniform?
6. Why did Laura leave the Cub Scout scarf? Do you think she should have? Why or why not?

### **Activities**

1. Write a letter to Laura or Thomas. Tell them how you feel about their father’s story.
2. Write a poem for grandfather that you could leave at the Memorial to the Dead.
3. Draw a picture to illustrate the part of the story that is special for you.

### **Suggested Reading**

- **Baseball Saved Us** by Ken Mochizuki, Lee & Low Books Inc., NY, 1993
- **The Bracelet** by Yoshiko Uchida, Philomel Books, NY, 1993
- **I Am an American, A True Story of Japanese Internment** by Jerry Stanley, Crown Publishers, Inc., NY, 1994

### **Historical Perspective**

*On December 7, 1941, the naval forces of Japan launched a surprise attack on the United States warships stationed at Pearl Harbor in Hawaii. On that Sunday morning, nineteen ships were destroyed and 2,335 servicemen were killed. The United States declared war on Japan and her allies, Germany and Italy.*

*The bombing of Pearl Harbor was a great tragedy in American history, but it resulted in a second tragedy – the forced imprisonment in the United States of 120,000 Japanese Americans, two-thirds of whom were US citizens. These citizens had committed no crime, broken no law, and when their rights were taken away, they were charged with no offense. Their only crime was that they were of Japanese ancestry.*

*During World War II, the US Supreme Court upheld the constitutionality of internment of American citizens of Japanese ancestry. In 1980, Congress, pressured by the Japanese American Citizens League, established the Commission on Wartime Relocation and Internment of Civilians to investigate the events that led to Executive Order No. 9066. It concluded that there was no legal or moral basis for Japanese internment and that the evacuation was caused by “race prejudice, war hysteria and a failure of political leadership.”*

**Peacebound Trains**

by

*Haemi Balgassi*

Clarion Books, NY, 1996  
Recommended for Grade 5

**Synopsis**

When Sumi's father dies, her mother joins the U.S. army so that she can undergo training and obtain college benefits. Sumi stays with her grandmother and is missing her mother on her birthday. Grandmother finds Sumi at the top of Blossom Hill watching for a train and tells the story of her family's escape from Seoul during the invasion of South Korea by the North. Grandmother and her family wait too long to leave before invading troops, so now must struggle to travel to where a train could take them to relative safety. Since the train is so crowded, the family must travel on the roof of the train. Grandfather stays behind.

## Quote

“But right now, I want her to be my mother and nothing else. I want her to be home, singing “Happy Birthday” to me in half Korean, half English.”

## Pre-Reading Activity

- Using a world map, point out where Korea is in relation to the United States. Explain that in 1950 North Korean Communists troops invaded non-Communist South Korea. President Truman ordered supplies, then U.S. troops, to aid the South. Troops from many countries were placed under a unified United Nations command headed by the U.S. commander General Douglas MacArthur. The participating ground forces of these nations, the United States, and South Korea were grouped in the U.S. Eighth Army. Neither side “won” and a cease-fire was negotiated in 1953. American troops remained in South Korea to ensure peace and help rebuild their war-torn country.

## Discussion Questions

1. Why does Sumi's grandmother join her at the top of Blossom Hill?
2. What is meant by "brothers fighting brothers?"
3. Grandmother says it was dangerous for men to be seen in the beginning of the war. What did she mean?
4. At the end, Grandfather stayed behind to do his part as a soldier. Do you think he should have done that? Why or why not?

## Activities

1. Change the ending of the story so that Harmuny and Harabujy meet after the War. Draw a picture to go with your ending.
2. Write a poem about the peacebound train. Tell it from Harabujy's point of View. Relate his feelings about how the train was able to take his family to safety as well as away from him forever.

## Kaffir Boy - An Autobiography

by

Mark Mathabane

Touchstone Books, 1986

Recommended for Grade 8

## Synopsis

This is an autobiographical account of growing up black in apartheid South Africa. The author describes his life in a nonwhite ghetto outside of Johannesburg - and how he was able to escape it. Hard work and a faith in the value of education helped Mark Mathabane to win a tennis scholarship to an American university. The book chronicles a life of near hopelessness - where police raids, poverty, and gang wars were common occurrences. It also tells of the strength of Mark's family - parents who were illiterate because of the near impossibility for blacks to obtain an education. The family, however, was Mark's safety net in a precarious world. This became an issue when Mark can escape apartheid and get an education. The cost of that education was to leave his

family in desperate poverty and the fear that permeated Mark's entire life. The last sentence of the book summarizes his choice: "I wanted to tell the man to go back. But I didn't. I followed destiny."

### **Quotes**

"Long after I had ceased having thoughts of him; long after my mother had given him up for dead, following constant nightmares she had had of his being killed by a white farmer for insubordination...my father walked in one afternoon... After almost a year in prison, he was so changed that I hardly knew him...He spent days telling my mother...about thousands of black men locked inside because they...were unemployed...and thousands more for entering the white world without permission. p.49

### *Reading, p. 232*

I had read somewhere that there were, among blacks in America, singers, educators, politicians, mayors, inventors, scientists, actors...judges, army generals, pilots, writers, and so on - people whose names weren't African, yet some were as black as I was. W.E.B. DuBois, George Washington Carver...Malcolm X...Frederick Douglass, Martin Luther King, Jr., Joe Louis, and the list went on and on.

I came across these names in newspapers, magazines and books. On reading of their accomplishments I found it beyond me to believe that they, who history depicted as descendants of slaves, slaves taken from the very Africa in which I lived, could have achieved so much.

Yet somehow...our growth as a people, our aspirations as individuals...had been ruthlessly stunted by whites who possessed our lives from birth to death.

It seemed as if the haunting belief, held firmly by many a white South African...that we blacks were an inferior race, denied by nature and by God the ability to achieve anything great, was being affirmed...few had attained the international status of their American counterparts.

We could care less if they [the Americans] stayed at five-star hotels into which they were allowed as honorary whites...All we wanted them to do was to be true to the realities of their color, to show concern for our plight, to not condone or to appear to condone apartheid, to come out to the ghettos to meet us, because so few of us had the means to go and meet them."

### *Reading #2*

Six months after...a new crisis hit the family. The authorities announced that Alexandra was soon to be demolished, for it had long been declared a "black spot." From stories I heard daily about the plight of blacks in other townships that had been declared "black spots," I knew well what the phrase meant. It meant that all family units were to be dismantled to make way for barracks housing only single men and women working in the white world. Those households...were to be relocated in Soweto...a black township under construction...others were to be deported back to tribal reserves.

...Where would we go?...What could we do? The family was plunged into utter despair. We had little sleep each night, not knowing when bulldozers would come and raze our home.

A month later...we were still in our shack. But I wondered for how long, for daily I heard stories of people refusing to move; of bulldozers moving in and leveling their houses, churches...and of children sleeping in the streets and in the gutter while their parents were chased by police. Would the same happen to us? For the first time in my life I knew real terror - a terror that was mirrored in the helplessness of my parents, and in the suffering of the families that were broken up.

I was walking along a street one afternoon when I saw a piece of magazine...I found that it contained pictures of big beautiful houses, white people's houses. I took the magazine home and told my mother that someday I would amass hordes of money and build her a house similar to the ones in the magazine.

"...it's against the law for black people to own houses," my mother said matter-of-factly.

"What law is that?" I asked. "White people build nice houses...so why can't we?"

...My conception of the world, of life, was wholly in racial terms; and that conception was not mine alone. It was echoed by all black people I had come across. There were two worlds, as far as we were concerned, separated in every sense...though the two worlds were as different as night and day, as east and west, they had everything to do with each other; that one could not be without the other, and that their dependency was that of master and slave.

### **Pre-Reading Activities**

- Research the history of South Africa and the effect of the various white immigrants on the culture of the area.
- Watch the movie "**The Power of One**" and discuss students reactions to apartheid.
- Discuss how culture affects race relations.

### **Discussion Questions**

1. What were some of the rules of apartheid that would keep blacks from achieving economic or social success?
2. Why do you think apartheid was made a law?
3. Mark reads about famous African Americans such as Frederick Douglass and Martin Luther King, Jr. How does the discovery of such famous people of African heritage affect him?
4. Why do the people in the ghetto want famous black Americans who visit South Africa to come to their ghetto?
5. How does the discovery of the magazine showing the beautiful houses of white people affect Mark?
6. How did Mark's family help him to combat the oppressions of apartheid?
7. When Mark receives the opportunity to leave South Africa to go to a university to study, how does his family respond?



8. To leave the ghetto and apartheid behind him, Mark must also leave the family that has been his source of strength and support. Explain the emotional conflicts this opportunity gives Mark and the likely consequences of any decision that he makes.
9. How does Mark represent hope to other South Africans locked into poverty?
10. What are some of the problems that South Africa faces in the post-apartheid years?
11. How do you think people fought against apartheid? What types of resistance are mentioned in the book?
12. What should American response be to human rights violations? Explain your answer.

### **Activities**

1. Make a timeline of the history of South Africa.
2. Write a letter to the editor of a newspaper telling why apartheid - and other racist policies - should be abandoned.
3. Write a story telling what you think happens to Mark after he gets his degree.
4. Discuss some solutions that South Africa could use to resolve post-apartheid problems.
5. Do some research and report on Nelson Mandela. Explain how this man has impacted South Africa's history during the apartheid and the post-apartheid eras.
6. Compare and contrast the attitudes and behaviors of Gandhi of India and Mandela of South Africa in their efforts to achieve liberty and justice for the people of their nations. Include the methods of resistance that each used, their treatment by police authorities, the response of people to them, their impact on the international world, and their own attitudes on racial equality.
7. Explain how heroes and heroines can influence our lives. Give examples.

### **One Boy From Kosovo**

by

Trish Marx and Cindy Karp (Photographer)

Harper Collins Publishers, NY, 2000

Recommended for Grades 5-6

### **Synopsis**

The author Trish Marx starts out with the background of the Kosovo conflict between the Albanians and the Serbs. The conflict had erupted in 1998 over a disputed territory, a 55 mile-long plateau in Southern Serbia bordering Albania and Macedonia in which they had both lived for centuries. This is the story of war torn Yugoslavia and what happens when ethnic cleansing takes place. This story is personalized by Edi Fejzullahu, a 12 year old Kosovo Albanian boy and his family, who in the spring of 1999 were forced to flee their home in Gnjilane for a refugee camp of 30,000 people in Macedonia.

With touching photos taken by Cindy Karp, they both tell the plight of the refugees, the merciless killings which took place in Kosovo, and the problems

that arose in the tent city refugee camp. Edi's story is recounted with affection and in a calming manner. Edi volunteers his time in the children's center of the camp and helps younger children to draw and paint to express their feelings. The Epilogue tells the story of how Edi and his family return to their home. This book presents an introduction to the human side of war and what happens to people who are caught up in its turmoil.

### **Quote**

"Edi's family had heard about the ethnic cleansing, but they did not want to leave the home they loved.....Preparations were made quickly and in secret. They could only bring what they could carry- a few clothes and prized possessions.....It was the final straw for Edi's parents. They did not want to live in constant danger any longer. They told the children that if they went to a refugee camp, they would be safe. " (Pp.8 and 9)

### *Reading: pp 7-15, p. 19 and Epilogue*

Then everything changed for Edi and his family. March 1999 brought terror to Kosovo. The Serbian government in Belgrade had begun to encourage ethnic cleansing, which meant that they wanted only Serbs to live in all parts of Serbia-including Kosovo. In a concentrated effort to rid Kosovo of Albanians, the Serbian government sent tanks to block the main roads in many towns and villages in Kosovo. Soldiers, and civilians acting as soldiers, followed, knocking on the doors of Albanian homes shouting to the people inside to leave immediately or be shot. Frightened Albanians grabbed a few possessions-a warm blanket, a photo album, whatever money they could find- then fled into the streets. They left televisions, computers, clothing, medicine, favorite heirlooms, and family pets. Some left their front door open.



[http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/europe/Kosovo\\_History92.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/europe/Kosovo_History92.jpg)

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Almost one million Kosovars were forced to leave their country, shoved on crowded train cars and in back of trucks. Many families were separated. Some people fled under their own power. They went in cars and on buses. Anything with wheels was pressed into service, even farm equipment. Many of the Albanians who remained in Kosovo slept fully dressed so that they would be ready if the Serbs came to force them out from their homes in the middle of the night.

Edi's family had heard about the ethnic cleansing, but they did not want to leave the home they loved. Then Edi's father came home with the terrible news that Serbian soldiers had killed one of his coworkers, along with ten members of the man's family. Like Edi's father, this man had held a position of leadership in

the energy worker's union. Now Edi's father worried that the soldiers would come for him, too. There seemed to be violence everywhere. Edi's mother heard that Serbian soldiers had shot a friend's daughter on the street when she ran out to look at a plane flying overhead. Edi's parents decided that they must leave their home.

Preparations were made quickly and in secret. They could only bring what they could carry- a few clothes and prized possessions. Edi's mother packed her scissors and cape for cutting hair, and she wore the small gold earrings her brother had given her. Edi's father brought his money belt and orange notebook and pen he carried everywhere. Linda packed some pictures from the family album, her journals in which she had written about her feelings and observations about the war and her report cards. Shpend (Sh PEND) brought his class pictures. Edi just wanted to bring his cousin Shkurta but her parents had decided their family was staying in Kosovo. So he brought their class picture to remind him of her.

For a few weeks, Edi's family hid with relatives in Gnjilane and surrounding villages. They felt safer but Edi's father always slept in a different house. He did not want the soldiers to find his wife and children with him. He learned they would be killed like his coworker's family.

One day, Serbian troops with guns and masks marched into the street where Edi was staying with his mother and brother and sister, It was the final straw for Edi's parents. They did not want to live in constant danger any longer. They told the children that if they went in a refugee camp, they would be safe. They would not really be refugees, they would just live like refugees for a little while. As soon as they could, they would return to their life in Gnjilane. As thousands of other Kosovar Albanians had done, the Fejzullahu family would seek safety over the mountains, in Macedonia, a country south of Kosovo.

On a quiet, clear morning, the five of them walked to the crowded bus station. There were Serbian soldiers there. Edi clutched his father's hand. Linda walked with her head down. She had heard of young girls being raped by the soldiers. She was also worried that the soldiers would search the luggage and find her journals, which contained accounts of massacres and persecution in Kosovo. Edi and Shpend were scared too. There were rumors that the Serbian troops kidnapped young boys. The family huddled close to one another, fearful that they might be herded onto different buses going to different camps.

The Fejzullahus boarded their bus without incident, but they realized they weren't safe yet. Everyone had heard stories about people being taken off buses to be tortured or killed. Edi's mother told the children that if soldiers took their father off the bus, they were not to cry or complain or act scared. If the soldiers took him, they would immediately get off the bus and go to hide in the mountains rather than be captured by the Serbians.

The family rode on the bus for many hours. Edi's legs cramped up, and he was hungry. Suddenly the bus stopped. Edi looked out the window and saw Serbians soldiers at the roadblock. Ahead of them were two more buses filled with refugees. Edi watched as soldiers boarded the first two buses, searching people and taking their money and jewelry. Then the soldiers boarded Edi's bus.

Edi wished he were like the baby across the aisle, peacefully asleep on his mother's lap during this frightening time. He tried to remember what his mother had told him. Do not cry. Do not panic. He had never in his life been so scared. Suddenly, they heard the loud thunder of a bomb exploding and the hum of an airplane engine. The frightened Serb soldier ran off the bus and drove away. Linda lifted her head off her lap, and Edi stopped clutching his father's hand. They realized they had been very lucky.

The bus reached Kosovo-Macedonia border late in the afternoon. Everywhere Edi looked there were tanks, Serbian policemen, and lines of abandoned red tractors. Hundreds of farmers had fled on their only means of transportation- the bright red tractors they used to plant and harvest their fields. The tractors were the most valuable possessions the refugee owned, but they had been forced to leave them at the border. Edi heard people talking all around him. Would the border police let them through? Would the children be safe? Would families be separated? Someone even suggested they should get on another bus and go back home. Edi was too tired to listen anymore. He sat on his suitcase and waited.

There were hundreds of refugees entering Macedonia that night. Each person had to show identification papers. It took a long time for the immigration agents to read the names and addresses of so many people, to make sure they were who they said they were. The Macedonians were trying to prevent poverty-stricken people who were not refugees from sneaking into a camp, for the food and shelter there. Seven hours later, at midnight the family finally passed all the border checks.

The Fejzullahus didn't go directly to their refugee camp. Edi's mother had an Uncle Sedat (SE dat) who lived in Macedonia close to the camps, and the family went to see him first. Edi's mother was worried about her younger brother Kamber (CUM ber). She had not heard from him in weeks and hoped that their uncle might have news.

Sedat had a small house on a hill and a lovely garden. While they were there, Edi slept on the front porch. He liked to look at the river of lights coming from the city of Skoppe (SKO pyeh) in the valley below. But the house was too small to hold five extra people for long. There was no news of Kamber and after two weeks, the Fejzullahus went to join Edi's Aunt Sanije (SAN ieh) at the Brazda refugee camp.

Brazda was very different from anything Edi had ever seen. It was a huge tent city, erected on an abandoned airstrip and spreading into the surrounding fields. The entire camp was enclosed with a huge wire fence. Macedonian police patrolled the fence and guarded the single entrance. Refugees, visitors, and relief workers carrying food and medicine poured by the busloads through a large gate. A wide dusty road ran through the camp, with small shops selling soda and ice cream on either side of it.

Edi saw some children on an old plane, others played basketball at a hoop stuck in dry ground. Some of the people walking by were carrying loaves of bread, and all ages were mixed in together- old woman wearing dimit (dee MEET), traditional divided skirts, were next to teenagers in jeans and T shirts.

Beyond the road, all he could see were tents for the United Nations High Commissioner for Refugees (UNHCR) and the other groups responsible for running Brazda. These were the offices for administering the camp's food and water, garbage pickup, and health services- sort of a tent city hall. There were long lines of refugees in front of the service tents.

The Fejzullahus bus stopped in the UNHCR compound. A relief worker looked over the papers and consulted a long list until he found Aunt Sanije's name and the number of her tent. Fortunately, there was room for Edi's family in the same tent. The relief worker gave each of them an emergency packet of soap, a toothbrush, shampoo, and a few essentials and told Edi's father where to pick up the ration books that entitled the family to meals from the food tent. Then he led them down a narrow path between the tents to a large green one with laundry hanging from the sides. Many pairs of shoes sat by the front flap. A baby cried inside.

Aunt Sanije stepped out of the tent crying out, "*Sije* (SI yay, hello). She told them how lucky they were to be in this tent. There were cots to sleep on.

Inside the tent it was very dark and hot. A little girl with large brown eyes stared at Edi as he put his suitcase beneath the empty cot. He was grateful when Aunt Sanije told him there was a small room in the back of the tent for changing clothes, but felt too tired to move. Edi's mother spread a blanket on his cot and told him to lie down. She said that he could brush his teeth tomorrow, there would be time for everything then, It was only early evening, but Edi fell asleep before he could say *naten e mire* (NAH ten ah mir; good night).

Over the next few weeks, Edi learned about living in a refugee camp. There was a line for everything: using the wood-and-canvas toilets set on the edge of the camp; taking a shower in a canvas shower stall, with water that had been warmed in the sun, and filling the plastic jugs with water from the row of metal spigots that supplied the whole camp. Brazda was intended to house twenty thousand people, but there were close to thirty thousand people living there. It seemed to Edi that he was either standing in a line, with nothing to do but wait, or sitting in his tent, with nothing to do but wait.

There was always a long line at the food tent. Edi's father stood in it several times a day to fill their canvas grocery bags with fresh bread, tomatoes, cucumbers, peppers, canned fish, and containers of juice. It was all charged against the food ration book. One morning he came back with tiny dry sticks of bread. Nobody could tell him what they were, but the family ate them with fresh peaches for breakfast, Edi thought of the *burek* (BUR ik) he often had for breakfast at home, and he could almost taste the fried bread filled with spinach or cheese. He and Shkurta used to eat it on the way to school, but Edi wondered now if he would ever taste it again.

Almost every evening, Edi's mother made the same simple dish of peppers, onions, and eggs over a small burner she had bought while they were staying with her uncle. Although the family got tired of eating the same thing every day, they were grateful they had hot meals. Most refugees had to make do with cold food, When someone got a special treat, such as a cake from a visiting relative, it

was shared with everyone in the tent. The small girl with the large brown eyes ate her so daintily that she had been nicknamed Princess.

Edi's mother was very careful with the burner when she cooked. The hot dry winds that blew through the camp all day long worried both refugees and relief workers- if a fire started in the camp, it would spread quickly from tent to tent. Another danger in the camp was disease. All garbage was immediately put in large cans that were emptied once a day into a yellow garbage truck. Two field hospitals were set up in the camp, and there was another tent just for dispensing medicine. Medical people put signs up urging people to be careful of sunburn, and to check themselves for lice. Aunt Sanije, who had been a nurse in Gnjilane, washed the floor of their tent every day with an antiseptic solution she had brought with her....

Edi often volunteered to help the little kids paint and draw. After they finished, Edi encouraged the children to talk about their pictures. One little girl drew a candle sitting by an open book. She told Edi that her family could not use electric lights to read at night, because they were afraid their house might be bombed. One of Edi's favorite pictures showed a house on a street shaded with trees and lined with *bozbur* (bo JUR), the red flowers that symbolize Kosovar freedom. The young artist told Edi it was a picture of home.

### *Epilogue*

Two months after the Fejzullahus entered Brazda refugee camp, the war ended, and Edi and his family went home to Gnjilane. Cindy and I heard from an American soldier stationed as part of the peacekeeping force in Gnjilane. Edi's mom had asked him to send us this E-mail.

Dear Cindy and Trish,

We are happy for... the possibility to be in touch with you. No phone lines are working, and we are being in touch with you via the E-mail of this kind friend of ours. The time we spent together with you two is unforgettable. We hope you get the opportunity to visit us one day, otherwise we all are doing just fine and we are working thanks to God and Americans.

### **Pre-Reading Activities**

- On a map, look at the separate countries that were created in Yugoslavia since WWII.
- Learn about the people who live in these territories.
- What caused this conflict to erupt between the Serbs and Albanians?
- Understand the terminology: Ethnic cleansing, refugee camp, genocide, NATO, CARE
- Who are the Albanians?
- What religion are the Albanians?
- Who are the Serbs?
- What religion are the Serbs?
- Why did this conflict arise?
- When was Kosovo created?
- What did Slobodan Milosevic, President of the Serbian Republic, do in 1987?

- What did the Serbian government forbid the Albanians to do?

### **Discussion Questions pp.7-15, p.19 & Epilogue**

1. How did the conflict affect the Fejzullahu family? (Edi parents)
2. Before the conflict, what was Edi's life like?
3. March of 1999, terror struck. How did it change life for Edi and his family?
4. How many Kosovars were forced to flee?
5. How was Edi's family able to escape?
6. How were they able to cross into Macedonia?
7. What was life like in the tent city?
8. How did Edi keep busy in the camp?
9. When the war ended, what happened to Edi and his family?

### **Activities**

1. Make a list of items that you would take on a journey if you had to leave home in a hurry.
2. Write a poem about the events in Kosovo.
3. Draw a picture of your feelings about the events in Kosovo.
4. Write a playlet and present it to another class
5. Write a letter of protest to the United Nations or head of state about another ethnic cleansing or genocide.
6. Read **Zlata's Diary**. A Child's Life in Sarajevo by Zlata Filipovic in class aloud
7. If you were able to send a relief package, what would you send?
8. Make a school bulletin board on freedom.

### **Suggested Readings**

- **Zlata's Diary** (A Child's Life in Sarajevo) by Zlata Filipovic, Viking Press, 1994. Zlata wrote her diary over a period of 2 years from September 1991-1993. Before the war, she was a good and diligent student who studied many subjects. As the war broke out and her country was torn apart, she witnessed many horrors.
- **I Dream of Peace**. Images of War by Children of former Yugoslavia. Each child describes what the drawing means to them and the drawings tell all. Unicef. HarperCollins Publishers, 1993. Grades 5 and up
- **Kindertransport** by Olga Levy Drucker. After *Kristallnacht* (Night of Broken Glass), November 9, 1938, the Nazi forced Jews to flee. Many parents tried to save their children by sending them to safe havens. The author plus ten thousand children were rescued and sent to England on a special transport for children. NY: Scholastic, 1992. Grade 5 and up..
- **Ten Thousand Children** by Anne L. Fox and Eva Abraham-Podietz. True stories of children who escaped the Holocaust on the *Kindertransport* to England. Each narrative is accompanied by photos. Springfield, NJ: Behrman House, 1999.



### Teacher Resources

- **Bosnia: A Short History** by Noel Malcolm. A Brief and understandable history of Bosnia from earlier times to the present of the conflict between the Serbs and Albanians. 1996
- **Kosovo: How Myths and Truths Started the War** by Julie Mertus. The author provides one of the first comprehensive looks at the explosive situation in Kosovo and about the victims that were created as a result of the war. 1999
- **Kosovo: A Short History** by Noel Malcolm. 1999

**Internet** (Educators – please pre-screen sites before handing them out to students)

- **[http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/Kos](http://www.lib.utexas.edu/Libs/PCL/Map_collection/Kos)**
- yahoo.com type in **Kosovo**. It lists many sources which include history, articles, maps, video, photos, and testimonies.
- yahoo.com type in **Bosnia**. It lists many sources-same as above

### **I Dream of Peace: The Words of Children in Former Yugoslavia**

Recorded and Published by  
UNICEF

UNICEF/Harper Collins, 1994  
Recommended for Grades 5-8

### **Synopsis**

The following quotes are taken from the web site "Children In War: The State of the World's Children in 1996." (<http://www.unicef.org/sowc96/adream.htm>) UNICEF gathered these thoughts and comments together in the book **I Dream of Peace** along with drawings and illustrations. All of the work were recorded by UNICEF in the course of its efforts to help children in the former Yugoslavia deal with the war-related psychological trauma from which they suffered.

"A grenade had landed on our shelter. We had to climb over the dead bodies to get out. Meanwhile the snipers kept shooting at us. My father was one of those wounded and was taken away to the hospital. We've not seen him since, but I hope that he is still alive, perhaps in one of the detention camps. I try not to talk about these things, but I get so upset and keep having nightmares about what happened." - *Kazimir, 13*

"I had a new tricycle, red and yellow and with a bell...Do you think they have destroyed my tricycle too?" - *Nedim, 5*

"I remember going to our apartment during an alert. When I entered the corridor, all the doors were closed. Slowly, I walked through the dark and opened the bedroom door. All at once, the sun shone brightly upon me. My sadness and fear completely vanished. But while I was enjoying it, I felt as if I had no right to such happiness." - *Ivan, 13*

"So many people have been killed fighting for justice. But what justice? Do they know what they are fighting for, who they are fighting? The weather is growing very cold now. No longer can you hear the singing of the birds, only the sound of the children crying for a lost mother or father, a brother or a sister. We are children without a country and without hope." - *Dunja, 14*

"No film can adequately depict the suffering, the fear and the terror that my people are experiencing. Sarajevo is awash in blood, and graves are appearing everywhere. I beg you in the name of the Bosnian children never to allow this to happen to you or to people anywhere else." - *Edina, 12*

"Our teacher has told us about Anne Frank, and we have read her diary. After fifty years, history is repeating itself right here with this war, with the hate and the killing, and with having to hide to save your life. We are only twelve years old. We can't influence politics and the war, but we want to live! And we want to stop this madness. Like Anne Frank fifty years ago, we wait for peace. She didn't live to see it. Will we?" - *Students from a fifth-grade class*

"From the group, they chose the ones they were going to kill. They picked my uncle and a neighbor! Then they machine-gunned them to death. After that, the soldiers put the women in the front cars of the train and the men in the back. As the train started moving, they disconnected the back cars and took the men off to the camps. I saw it all! Now I can't sleep. I try to forget, but it doesn't work. I have such difficulty feeling anything any more." - *Alik, 13*

"When I close my eyes, I dream of peace." - *Aleksandar, 14*, said this just after enduring a dressing change of the terrible burn wounds he suffered from a Molotov cocktail explosion. His words became the title of the book.

### **Pre-Reading Activities**

- Locate the former country known as Yugoslavia on a map of Europe. List the countries into which it has been divided. Locate Sarajevo on the map.
- Define the terms: ethnic cleansing, genocide, Molotov cocktail, sniper, grenade, detention camp.

### **Discussion Questions**

1. Why do you think Ivan said that he felt he had no right to such happiness? What had given him this happiness? How does the sun make you feel after a time of darkness?
2. The fifth-grade students had been reading the **Diary of Anne Frank**. What similarities do they see between her life and their lives? What question do they ask at the end of their comment?
3. Why does Dunja say that they are a children without a country and without hope? Why do you think it is so important for children - and adults - to find a means to maintain hope?

4. Dunja asks, "what justice?" How would you answer the question?
5. Nedim asks, "Do you think they have destroyed my tricycle too?" Why do you think "simple" things such as a tricycle assume such importance to people in a world of such horror and destruction?
6. Why do you think Alik has difficulty feeling? Is that a reaction that people often have after a time of terrible horror and tragedy? What would you say to try to reassure Alik about "lost" emotions?

### **Activities**

1. Aleksandar said, "I dream of peace." What do you think would be your dream if you lived in Sarajevo during this time? Write a poem about your dream and about Aleksandar's. Draw an illustration for your poem.
2. Zlata Filipovic started a diary when she was ten-years-old and living in Sarajevo. As her city came under attack, she recorded what she saw, her thoughts, and her emotions in her diary. That diary was published several years later by a peace group in Sarajevo and was translated and published in the United States in 1994. There is an excerpt of **Zlata's Diary** in the February 28, 1994 issue of **Newsweek** magazine. Read this excerpt. Write a comparison of her thoughts and observations with those of Edi in **One Boy From Kosovo** and with the comments of the children in the book **I Dream of Peace**. What experiences did they have in common? What fears do they share? What hopes do they share? [Zlata was fortunate in some ways. She and her parents were able to escape from Sarajevo.]
3. Write a letter to the editor of a newspaper expressing the common fears and hopes of all of these children. Include your own thoughts and the thoughts of your classmates about the horrors of war and hopes for the future in the letter.
4. Go to the website and read the story of the teenage soldier Sergeant Lawrence Moore in Liberia. (<http://www.unicef.org/sowc96/bteenage.htm>) Sgt. Moore began fighting when he was only fifteen. Explain how war has affected his life. What did he lose to the war? How does the soldier from Monrovia feel about his war experience? What is his hope for the future? Compare the experiences of these two soldiers with the experiences of the children in Kosovo and Sarajevo. How were they alike? How were they different? Compare and contrast their hopes for the future.

## What Lessons Are To Be Learned from the Holocaust?

Read and analyze each quote. Write a short paragraph after each quote explaining its meaning.

1. First they came for the Jews, and I did not speak out because I was not a Jew.  
They came for the communists, and I did not speak out because I was not a communist.  
Then they came for the trade unionists, and I did not speak out because I was not a trade unionist.  
Then they came for me -  
And there was no one left to speak out for me.  
Pastor Niemoeller, Nazi victim

2. The greatest of all mistakes is to do nothing because you can do only a little.  
Do what you can.  
Sydney Smith, Edinburgh Review

3. The crematoriums of Auschwitz did not begin with bricks; they began with words.  
Rabbi Abraham Joshua Heschel

4. Let us not forget that there is always a moment when the moral choice is made. Often because of one story or one book or one person, we are able to make a difficult choice, a choice for humanity, for life.  
Elie Wiesel

5. Finland is a decent nation. We would rather perish together with the Jews. We will not surrender them!

Foreign Minister Witting of Finland addressing an emissary of Heinrich Himmler ca. 1944 [During World War II, Finland fought the Soviet Union as an ally of Nazi Germany]

6. The Danish people were not alone in acting heroically and effectively in saving their Jewish population. In every country under Nazi control, including Germany, there were individual acts of courage and humanity that constitute a resounding *Yes!* To the question *Am I my brother's keeper?*...It was only in Denmark that almost everyone, from King to fisherman, took an active role in rescuing the Jews. It was only in Denmark that after World War II over 98.5 percent of the Jews were still alive.

Harold Flender, *Rescue in Denmark*, 1963

7. As the first [newsreel] films of the liberated camps were shown, many people walked out of theaters all over England rather than witness the horrors....At one cinema...British and other Allied soldiers blocked the exits and told the fleeing patrons...to see "what other people had to endure," to "go back and face it...."

We must be our own soldiers, constantly on the lookout for subtle evasion. We must recognize that if we feel helpless when facing the record of human depravity, there was always a point at which any particular scene of madness could have been stopped.

Robert H. Abzug, *Inside the Vicious Heart*, 1985

8. We have conquered time and space, but we still have no vaccine against bigotry and hatred.

Abraham Foxman

9. The Holocaust was certainly a Jewish tragedy, but it was not *only* a Jewish tragedy. It was also a Christian tragedy, a tragedy for Western Civilization, and a tragedy for all humankind. The killing was done by people to other people, while still other people stood by.

David S. Wyman, *The Abandonment of the Jews*, 1984

10. Courage is rightly esteemed the first of human qualities because it is the quality which guarantees all others.

Winston Churchill

11. Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

Margaret Mead

12. True peace is not merely the absence of tension but it is the presence of justice....

Dr. Martin Luther King, Jr.

13. Science may have found a cure for most evils; but it has found no remedy for the worst of them all - the apathy of human beings.

Helen Keller

14. If you don't like the way the world is, you change it. You have an obligation to change it. You just have to do it one step at a time.

Marian Wright Edelman

15. To eat bread without hope is still slowly to starve to death.

Pearl S. Buck, Nobel Prize-winning author and philanthropist

## **The Terrible Things: An Allegory of the Holocaust**

by  
Eve Bunting

The Jewish Publication Society, 1980  
Recommended for all ages

### **Note to the teacher:**

This allegory appears at an initial glance to be a child's picture book. However, the concepts and issues raised as it is read are suitable for all ages. The story can be read and used as a teaching tool on many levels.

### **Synopsis**

Little Rabbit and the other small creatures of the forest live happily and peacefully together in the clearing - until the Terrible Things came. Then everything begins to change. They said that they came for things with feathers, so all of the other small creatures remained silent while the Terrible Things took them away. Only Little Rabbit asked "What's wrong with feathers?" but was quickly hushed by the other creatures. He was admonished to be glad that "it wasn't us they wanted." But in time, the Terrible Things came again - and again. Each visit by the Terrible Things saw another forest creature taken away while the other creatures remained silent and unprotesting. At last, only the White Rabbits remained in the clearing - and the Terrible Things came again. Their cries for help remained unanswered because there were no other creatures to hear. Little Rabbit, safely hidden, escaped the nets but was now completely alone. As he sadly departed the now deserted clearing, Little Rabbit was left wondering if anyone would listen to his warning about the Terrible Things.

### **Pre-Reading Activities**

- Make a list of small forest creatures. Next to each, list some of their characteristics. List some of the ways these creatures are able to live in harmony.
- Describe what a small clearing in the forest looks like.

### **Discussion Questions**

1. What is Little Rabbit's first impression of the Terrible Things?
2. Why have the Terrible Things come to the forest clearing? What is the reaction of the small creatures to the explanation of the Terrible Things?
3. How do the other creatures act after the "things with feathers" have all been taken away? How is Little Rabbit's reaction different from that of the other creatures?
4. Would you identify Little Rabbit as a bully, a bystander, or a rescuer? Why? How would you define the role of the other forest creatures?
5. Big Rabbit tells Little Rabbit, "We mustn't ask." Why does he say this? Do you think that Big Rabbit and the other forest creatures are correct? What could they have done differently?



6. What did the other creatures find missing from the clearing once the birds were gone?
7. What was the response of the forest creatures when the Terrible Things returned for the creatures with "bushy tails?" How was the clearing different when all the squirrels were gone?
8. Big Rabbit tells Little Rabbit to "Just mind your own business." What does he mean by that? Should the events in the small forest clearing have been Little Rabbit's business? Should it have been the business of all of the forest creatures?
9. When the Terrible Things came a third time, they took away all the things "that swim." How did this change life in the small clearing?
10. The Terrible Things were not through with their plan and came again - to take all things with quills. What is a quill? How did the porcupines react? How did the rabbits respond?
11. Why did Little Rabbit want to move? Why did Big Rabbit think they should not move? Was Big Rabbit correct to say that they had a right to remain in their home? Why did he think that the Terrible Things could not happen to the rabbits?
12. What happened when the Terrible Things came for creatures with white fur?
13. What conclusions did Little Rabbit reach after the Terrible Things left the clearing and he was alone? Do you think Little Rabbit is right or wrong in his conclusions? Why did Little Rabbit continue to worry as he left the clearing to find other forest creatures? Do you think Little Rabbit has good reason to continue to worry?

### **Activities**

1. Make a series of illustrations for the bulletin board that depicts the changes in the forest before and after each visit by the Terrible Things. After each visit, label what has been lost to the clearing and its creatures. (For example, the music of the birds singing, the rhythm of the frogs' croaking, etc.)
2. Make a list of the choices that the small creatures had when the Terrible Things arrived in their home place. Rewrite the story as you think events would have occurred if the small creatures had all stood together the first time the Terrible Things came to their forest home.
3. The Terrible Things were bullies of the worst kind, hurting and destroying others simply because they wanted to do it. What are some things that you can do when a bully tries to hurt or harm someone on the bus, at home in your neighborhood, on the playground and cafeteria, in the classroom, etc.?
4. Have you ever been a bystander? What did you think about while you watched the bully hurt someone? How did you feel? What do you wish that you had done? Write a letter or poem to the person (no names) you saw being bullied and explain how you felt then and now. What are some of the things that you can do in the future when you are a bystander?
5. Have you ever been a rescuer? How did it make you feel when you helped someone? Was it hard for you to decide to help? Are you glad that you did?

Have the class make a list of reasons why it is good for a bystander to become a rescuer.

6. Have you ever been a bully? Why did you act as a bully? Why did you choose a particular person or group to pick on? How did you feel when you acted as a bully? How did you feel afterward? How do you think the other children viewed your behavior? Is there another way that you could have acted that would have made you feel better about yourself and stronger as a person? Are there times when most of us act like a bully even though we do not act that way often? Why do we do that? Make a list of reasons on the chalkboard. How would others view you if you did not act as a bully? Make a list of things that a bully could do to be a better and kinder person, perhaps to make more friends.
7. Make a chart labeled "Acts of Kindness" or some similar title. Throughout the week, write down on the list for all in the class to see the acts of kindness performed by students and adults in the classroom. Students and adults should report kind acts they see and hear. Discuss the additions each day. At the end of the week, discuss how the students and adults in the class feel about the kind things done by the people in the room.

## **"I Cannot Forget"**

*The Action in the Ghetto of Rohatyn, March, 1942*

by

Alexander Kimel - Holocaust Survivor

<http://www.kimel.net/>

Do I want to remember?

The peaceful ghetto, before the raid:

Children shaking like leaves in the wind.

Mothers searching for a piece of bread.

Shadows, on swollen legs, moving with fear.

No, I don't want to remember, but how can I forget?

Do I want to remember, the creation of hell?

The shouts of the Raiders, enjoying the hunt.

Cries of the wounded, begging for life.

Faces of mothers carved with pain.

Hiding Children, dripping with fear.

No, I don't want to remember, but how can I forget?

Do I want to remember, my fearful return?

Families vanished in the midst of the day.

The mass grave steaming with vapor of blood.

Mothers searching for children in vain.

The pain of the ghetto, cuts like a knife.

No, I don't want to remember, but how can I forget?

Do I want to remember, the wailing of the night?

The doors kicked ajar, ripped feathers floating the air.

The night scented with snow-melting blood.

While the compassionate moon, is showing the way.

For the faceless shadows, searching for kin.

No, I don't want to remember, but I cannot forget.

Do I want to remember this world upside down?

Where the departed are blessed with an instant death.

While the living condemned to a short wretched life

And a long tortuous journey into unnamed place,

Converting Living Souls, into ashes and gas.

No. I have to Remember and Never Let You Forget.

**"The Creed of a Holocaust Survivor"**

by

Alexander Kimmel - A Holocaust Survivor

<http://www.kimmel.net/>

I do believe, with all my heart,  
In the natural Goodness of Man.  
Despite the blood and destruction,  
Brought by one man, trying to be God,  
In the Goodness of Man, I do believe.

I do believe, with all my heart,  
That God gave man the blessing and the curse.  
Man can select the curse of envy, hatred and prejudice:  
Or the blessing of love, harmony and beauty.  
Despite the painful curses of the past,  
In the blessing of the Creator, I do believe.

I do believe, with all my heart,  
That God created a beautiful world,  
The sun and the trees, the flowers and the bees.  
And the best way to serve God, is  
To enjoy the fruits of His labor of love.  
Despite the painful memories from the past,  
In the joyful celebration of life, I do believe.

I do believe with all my heart,  
That God has created man in the image of His own.  
And killing of man, is like killing of God.  
Despite the massacres in Rwanda, the cleansing in Bosnia,  
The folly of Muslim fanatics, and the cruelty of Pol Pot,  
In the love and compassion of the Creator, I do believe.

I believe with all my heart,  
That the Messiah and the Kingdom of Heaven will come,  
When man will conquer his destructive urge,  
And learn how to live in harmony with nature and himself,  
When all the preachers of hate will be silenced,  
And man will become his brother's keeper.

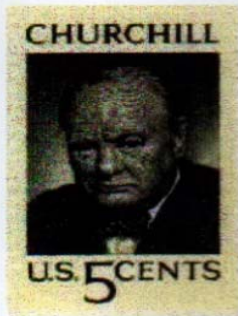
When man will stop killing man, in the name of God,  
And nation will not lift weapons against nation.  
When it will be, I do not know, but  
Despite all the signs to the contrary,  
In the dawn of a Better World, I do believe.

### Discussion Questions

1. In the poem "I Cannot Forget," the author struggles with his memories of an "*aktion*" in the ghetto of Rohatyn. What was an *aktion*?
2. Several times in the poem the author refers to "shadows." Who are the shadows?
3. The author says that he does not want to remember but offers two reasons for the necessity of his memories. What are the two reasons?
4. In the second poem "The Creed of a Holocaust Survivor," the author's writing has a somewhat different tone than that of the first poem. What is the difference in the tones of the two poems?
5. In the second poem, the author identifies several genocides that have occurred since the Holocaust ended. List the genocides he has identified in the poem. Where did each take place? What other genocides have occurred in the twentieth century?
6. The author writes that "Despite the painful memories of the past, In the joyful celebration of life, I do believe." What evidence of this can be found in the poem?
7. What does the phrase "his brother's keeper" mean?

### Activities

1. Visit the web site of the author and learn more about his story. Write a short summary of his experience in the Holocaust. How did Mr. Kimel survive?
2. The author writes that he believes in the goodness of humanity despite his experiences and all the "contrary signs." What is your view of humanity? Do you think it is basically good, evil, or neither? Write a poem reflecting your view.
3. Mr. Kimel identifies several genocides and massacres that have occurred during the twentieth century. Select one of those he identified and do further research about it. Write a report for your class. Is anything being done in the world today to try to prevent genocides and/or to hold responsible those who commit acts of mass murder? Do you see any signs of hope for the future? Explain your answer.



1  
**The St. Louis**



2  
**The Hague Convention**



3  
**Orphans in a  
Silent World**



4  
**Auschwitz  
wasn't Bombed**



5  
**No One Spoke Out**

Please sign our guest book



[ochayo@macam.ac.il](mailto:ochayo@macam.ac.il)



**Home**

**Teaching the Holocaust Through Stamps**  
**Topic: "The Silent Bystander"**

Idea taken from **Teaching the Holocaust**  
An Interdisciplinary and Computerized Program through the use of  
Stamps, Pictures, Texts and Paintings by the Children of the  
Holocaust  
by  
Chaya Ostrower and Tova Perlmutter  
English Translation: Yafa Kleiner-Brandwein

Recommended for Grades 7-8

Postal stamps depict a whole array of topics reflecting the human experience. Countries issue stamps to honor people, events, historical happenings, famous places, nature, science, the arts, transportation, health, festivals and more. Each stamp or stamp series focuses on a particular topic or event to bring it to the attention of the world's population, a symbolic message.

During and after World War II, many stamps were issued by different countries to commemorate or memorialize the many events surrounding World War II.

Stamps can raise some of the following issues and questions. (See the sample of stamps)

"Terrible events took place during World War II, and millions of people were killed or wounded during that time. Amongst them were six million Jewish men, women and children who were murdered only because they were Jews.

Up until World War II, the systematically planned and executed genocide of a people had never occurred. To this day, those very same events of the Holocaust raise many questions of moral and ethical import.

How did the murdering of a people because of its national identity become possible? Who were those people who carried it out? ("The Executioner") How did the Jews react? ("The Victim") How did it come about that the nations of the world saw what was happening, yet stood idly by and kept silent? ("The Silent Bystander") A very small group of people tried to resist the Executioner's sentence. Who were these people? How did they operate? ("The Righteous")

Taken from: **Teaching the Holocaust**:an Interdisciplinary and Computerized Program through the use of Stamps, Pictures, Texts and Paintings by Children in the Holocaust

**<http://mofetsrv.mofet.macam98.ac.il~ochayo//teachge.htm>**

Why was the world silent? Why was there such indifference to the plight of the Jews? One has only to step back in history to see that antisemitism and Jew hatred was not a new phenomenon but a very ancient scourge. Throughout the centuries, the Jew was seen as a pariah, a well poisoner, a usurer, and used as

a scapegoat for the many social and economic ills of the world. Hitler did not invent antisemitism, he just used its old hatreds and added a new element, one of race. His views and policies led to the "Final Solution"- the annihilation of the Jewish people.

The term "Genocide" was not coined until the year 1944 although the Armenian genocide had occurred during World War I. There have been terrible persecutions throughout history with many inquisitions and pogroms but none surpassed the bestiality that occurred during the Holocaust when the Nazi plan was implemented to make Europe "*Judenrein*," free of Jews.

When did it all start? Was it with the anti-Jewish Laws of 1933, or was it when the Jews were stripped of their Civil Rights and the Nazis issued Laws for Protection of German Blood and Honor, the infamous Nuremberg Laws of 1935?

Or did the world get a terrible warning of what was yet to come, when 32 nations met by the beautiful lakeside in Evian, France to hold a Conference in July 1938, to decide the fate of half a million Jews that lived in Germany. Each country was unwilling to accept more refugees or open its borders. The United States could have opened certain quotas from countries that were not using their quotas, and assign them to help the plight of the refugees. However, the doors of immigration to the United States, Canada, Australia, and most countries remained firmly closed or, at best, only slightly ajar.

Perhaps it was the ill fated voyage of the *St. Louis*, a ship damned to return with its cargo of passengers who were later to die in the camps of Europe. The *St. Louis* floated in the waters off Florida awaiting an invitation to dock. No invitation came forth and the *St. Louis* was turned away. Canada, Cuba, and other nations in the western hemisphere also turned the ship away. Eventually the voyage of the *St. Louis* became known as "*The Voyage of the Damned*" as the ship was forced to return to Europe. Although some passengers found asylum in Western European nations, especially Belgium, their sanctuary was to be short-lived. They were swept up into the horror of the Holocaust when the Nazis invaded and conquered the countries of Western Europe. Goebbels, Reich Minister for Public Enlightenment and Propaganda, declared that the world had shown that no one wanted Jews and no one cared about their fate. He had prearranged with Cuba that the *St. Louis* would not land.

The first blows of *Kristallnacht* (Night of Broken Glass) in Germany and Austria on November 9-10, 1938 were a further indication of the horror that one civilized nation could perpetrate on another nation. Were these warning signs of the impending doom?

To complicate the issue further, England issued the *White Paper of 1939* restricting Jewish immigration to Palestine (Israel) by limiting the number of Jews to enter over a period of five years to only 15,000. Where could the Jews go? The only port without restrictions was Shanghai, China where one did not need a permit or visa to land. Twenty thousand Jews managed to make Shanghai their haven and their new home.

Did Hitler in his "**Mein Kampf**" (*My Struggle*), written in 1929 while in prison, warn the world of what he planned to do? Was he looked upon as a madman, and did the German industrialists think that he was their puppet? He proved



everyone wrong. He managed through his oratory and wild promises to mesmerize the German people into believing the concept of "*Ein Volk, Ein Reich, Ein Furrer*" (One People, One Land and One Leader). From cradle to the grave, his propaganda mill, *Der Sturmer* convinced the German people that they could be the sons of light, and once again regain their status in the eyes of the world, as magical Nordic blond-blue-eyed people ready to make the 3<sup>rd</sup> Reich last a thousand years.

From 1933-1939, when Hitler marched into Poland and declared war, he had already tested the world to see their reaction to the persecution of the Jews. As Pastor Niemoller later stated:

**" First they came for the Jews, and I did not speak out because I was not a Jew.**

**They came for the communists, and I did not speak out- because I wasn't a communist.**

**Then they came for the trade unionists, and I did not speak out- because I wasn't a trade unionist.**

**Then they came for me- and there was no one left to speak out for me".**

From 1933-39, the Germans tested the world to see if protest would be held against the injustices perpetrated upon the Jewish people. There was a deafening silence.

The second phase of the war from 1939-1941 began with mass arrests. Jews were ghettoized and mass shootings took place. However, the Nazi high command believed that these were often too messy so a new system was devised called the "Final Solution," the killing of a whole people by gas chambers and zyklon B gas pellets.

The Jews were rounded up and shipped to the east. The whole process involved the railroads which offered reduced rates to the SS for the imprisoned "passengers." Also the network of railroads traveled directly into the camps to help make Europe *Judenrein*- Free of Jews.

Jan Karski, a Polish Underground resistance fighter, repeatedly crossed the oceans and enemy lines as a courier trying to bring news to the nations of the West of what was happening to the Jews in Europe. While touring the Warsaw Ghetto in August of 1942 in the guise of an ordinary Pole, with his guide, he saw first hand the horror and terror and the mass murder of the Jews.

**" Karski and Feiner shuffled down the street with the Jewish Underground member at their side. The streets were packed with humanity and its remnants. 'There was hardly a square yard of empty space,' Karski recalled. " As we picked our way across the mud and rubble, the shadows of what had once been men and women flitted by us in pursuit of someone or something, their eyes blazing with some insane hunger or greed." The cries of the mad and the hungry echoed through the streets, mingled with the voice of residents offering to barter scraps of clothing for morsels of food". (Taken from: <http://remember.org/karski/kexerpt2.html>)**

In November of 1942, Jan Karski delivered an impassioned plea on behalf of Polish Jewry to top British Allied Commanders and then in July of 1943, in a

lengthy White House meeting, he told President Roosevelt of the extermination of the Jews of Europe. It fell on deaf ears once more.

Phase three of the killing machine was in progress from 1942-1945. Roundups, mass arrests, liquidations of ghettos and daily murder of thousands of Jews took place in death camps.

It was not until January 1944, that Henry Morgenthau, Secretary of Treasury, persuaded President Roosevelt to establish The War Refugee Board. It worked together with Jewish organizations, diplomats of neutral countries, and resistance groups in Europe to rescue Jews. The War Refugee Board managed to rescue 200,000. Today, people wonder how many more Jews could have been saved had they convened earlier and more effectively.

In 1944, many Jewish leaders asked the United States to bomb the railroad lines into Auschwitz because the railroads were the major means of transportation of Jewish victims to the death camps but this was not done.

In 1945 World War II ended as the Allies defeated the Axis power. They liberated the camps and now the Jews and those who were liberated had to find new lives. Some Jews returned to their cities and villages only to find them empty of Jews and their relatives gone forever. Others could not bear the thought of returning to the places where they experienced persecution, hatred, discrimination and then the Holocaust.

When the war was over, questions were being asked. Who was responsible? Could the Holocaust have been stopped at any point? Had the world not been silent, would the outcome have been different? Had the bystanders also contributed to the silence of the world? What about the perpetrators, and the collaborators? They did unimaginable damage with their hatred and their efforts to speed up the murdering process. Many times, it took just a few Nazis and many local collaborators to run a camp or make an arrest or supply the enemy with information helpful to the Germans.

The Allies felt that those responsible must be brought to justice and held accountable for the crimes they perpetrated against mankind. The Nuremberg Trials were held in Germany after the war to bring to justice members of Hitler's cabinet and high command. There were many other trials held but none as well known as the Nuremberg Trials.

When World War II ended, six million Jews had perished, five million non-Jews had died and fifty-five million people were dead, staggering numbers of innocent men, women, and children. 1.5 million innocent Jewish children were murdered.

### **Pre-Reading Activities**

- The Executioner, the Victim, the Silent Bystander or the Righteous. Locate people or leaders that belonged to each group from the enclosed stamps and select a topic to read about.
- Who were the Silent Bystanders? What countries did they represent? What institutions did they represent?
- Take a world map and find where each personality lived and what role they played.

### **Discussion Questions**

1. In the Silence of the World, what role did the individual play? the clergy? the governments? the United States?
2. What role did the collaborator play?
3. What role does the perpetrator play?
4. What important role did the Hitler Youth Organization perform?
5. How did the Hitler Youth fill the role of the perpetrator?
6. Would the history of the Holocaust have been different had the world not been silent? Explain your viewpoint.
7. Is there a lesson to be learned from "The Silent Bystander?" Explain your answer.
8. Why are stamps a symbol? What do they represent?

### **Activities**

1. Choose one of the enclosed stamps and find out what it symbolizes in the topic "The Silent Bystander" i.e. President Roosevelt, Winston Churchill, The Hague Convention, Orphans in a Silent World, General Eisenhower, etc.
2. Design your own stamps expressing your view about a particular issue.
3. Make a collage of people and leaders that you admire.
4. Write to your Congressman/or Representative on an issue of importance. Select an issue in your school, or town, or state that needs to be addressed.
5. Write an article expressing your views on "The Silent Bystander"

### **Teacher Resources**

- Berenbaum, Michael. **The World Must Know.** The History of the Holocaust as Told in the United States Holocaust Memorial Museum. Little, Brown and Company, 1993. Reference Text
- Gilbert, Martin. **The Final Journey.** The Fate of the Jews of Europe. NY: Mayflower Books, 1979. Reference Text
- Gilbert, Martin. **The Holocaust.** A History of the Jews of Europe During the Second World War. NY: Holt, Rinehart and Winston, 1985.
- Lindenbaum, Arieh. **Great Jews in Stamps.** Stamps can tell so many stories. Famous Jews have been honored throughout the world through stamps. Using stamps as a guide, one can learn about the different contributions of Jews in the following fields: science, literature, music, art, history, geography, sociology, philosophy and sports. NY: Sabra Books, 1970. 5-8<sup>th</sup> Grades
- Shamir, Maxim and Gabriel. **The Story of Israel in Stamps.** Using stamps as a medium for getting information on Israel, the authors tell the story of State of Israel and its history. Wilshire Books, 1989. 5-8<sup>th</sup> grades

### **Internet**

Visit **Teaching the Holocaust-** An Interdisciplinary and Computerized Program through the use of Stamps, Pictures, Texts and Paintings by Children in the Holocaust **<http://web.macam98.ac.il~ochayo/einvertnew.htm>**

### **Tales From a Child of the Enemy**

by

Ursula Duba

Penguin Books, New York, 1995  
Recommended for Grades 5-8

**Synopsis**

The author was born in Cologne, Germany at the outbreak of World War II but did not learn of the atrocities of the Holocaust until she was on a trip abroad at the age of nineteen and went on a blind date with a Jewish boy. What she learned changed her life forever. Through her poetry, Ursula Duba explores experiences of a child growing up in a war-torn country, the anguish of learning of the responsibility of her country for the horrors committed, their denial of that responsibility, and of the personal conflicts that resulted from her own insistence upon facing that truth and responsibility. The author also explores the stories she learned while living in a Brooklyn neighborhood among Eastern European Holocaust survivors and their children.

<p><b>"Who Knew the Murderers"</b></p> <p>where are you from the Auschwitz survivor who has given a lecture on the importance of hearing stories of survivors asks me after I tell her how moved I was by her words</p> <p>Germany I tell her Germany she asks how did you survive I am not Jewish I answer</p> <p>the Auschwitz survivor looks me straight in the eyes and ask what did your father do during the Hitler regime my father wasn't a member of the Nazi party and managed to avoid the draft I answer what about your uncles</p>	<p>after the war she wants to know they didn't know about it I tell her</p> <p>it's interesting she says I've never met a German whose father uncle neighbor colleague superior was involved in the killing or even knew about it how was it done she asks looking at me intently tell me how do you kill six million people with only a handful of participants and hardly anyone knowing you need lots of people she says to kill six million lots of people she repeats it wasn't done with just a handful of thugs it took thousands of people what am I saying hundreds of thousands of people to do the killing</p>
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<p>she wants to know they weren't Nazis either I reply</p> <p>what did they say about it and efficiency the Germans mastered</p> <p>ever since I've been wondering what my father and uncles knew about friends neighbors and colleagues who of my teachers participated or knew who printed the new laws declaring that non-Aryans were no longer allowed to live in their homes own their own businesses practice medicine teach hold any kind of job forbidding the Jews to be outside of their homes after eight in the evening use the telephone go to the theater or the movies eat in restaurants own pets purchase flowers smoke use a typewriter own fur coats who distributed the laws and regulations all over Germany from the largest cities to the smallest hamlets who translated them into different languages who shipped them to many different countries in Eastern Europe  who manufactured the signs</p>	<p>think about it six million that's a lot of people to kill even with the technology</p> <p>who wrote the long meticulous lists as to who was a Gypsy a homosexual a quarter Jew a half Jew a full Jew</p> <p>who knew what the long lists were used for who wrote the arrest orders to be carried out in the middle of the night who worked out the complicated train schedules of so many trains going east day and night converging at the same destinations who sewed the prison uniforms for the millions who did research about the most efficient methods of mass exterminations who collected the data from this research made comparisons who made the decisions what methods to employ who were the scientists who devised unimaginable experiments on human beings who evaluated the experiments who wrote the reports who signed them who filed them who wrote the purchase orders for the implements of murder who manufactured the chemicals used for killing who manufactured the gas chambers who shipped them east who did the billing to the government</p>
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for beaches and parks declaring <i>dogs and Jews not allowed</i>  who took over the homes businesses medical practices teaching positions and jobs of the millions of non-Aryans	what did my parents know who of my aunts and uncles teachers and neighbors knew who knew  pp. 144-148
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**Discussion Questions**

1. How does the Auschwitz survivor challenge the narrator in the poem to begin to think about the issues?
2. How does the narrator of the poem respond to the survivor at first?
3. What are some of the issues and questions the survivor raises?
4. The narrator begins to question in her own mind. Make a list of some of the questions that the narrator begins to consider.
5. Many of the questions raised by the narrator in the poem are about the "small things" in life. Why were these small things, i.e. printing laws, distributing laws, translating, manufacturing signs, wrote reports, did the billing, scheduling trains, etc., so important to the Nazi operations during the Holocaust? Could the Nazi operations have been successful without the people who did the "small things?"
6. What ethical and moral issues does asking questions about the "small things" raise? How do you think the author's family, friends, neighbors, etc. would react to being asked these questions? Explain your answer.

<p><b>They Kept Asking</b>          When my grown-up daughters          Meet my friend Dalia          Who lives in Jerusalem          They tell her          How much they enjoyed          Their recent visit to Israel          and how wonderful it was          to get to know          and spend time          with their cousins          aunt and uncle there</p> <p>were you born in Israel          they ask my friend Dalia          no no she says          I was born in Vienna</p>	<p>Dalia turns to me          and says          apologetically          I didn't want to tell them          but they kept asking          really she says          more and more distraught now          I didn't mean to upset them</p> <p>Dalia          I say firmly          swallowing my own tears          it's not your fault          that your family was killed          and there is nothing wrong          with my daughters          crying</p>
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<p>More questions follow as to how and why she came to Israel finally after much prodding she tells them how she left Vienna at thirteen alone on the last boat allowed to enter Palestine in 1939</p> <p>what about your parents they want to know did they follow later no Dalia says I never saw them again What about other relatives They ask Nobody survived Dalia says quietly And adds When she sees Tears in my daughters eyes I didn't suffer so much</p>	<p>over what happened to you at age thirteen</p> <p>oblivious to my words Dalia stands in the middle of the room looks from me to my crying daughters and keeps saying I didn't want to tell them but they kept asking</p> <p>pp. 100-102</p>
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**Discussion Questions**

1. How did Dalia go to Israel (Palestine at that time)? Why did she go?
2. Why do you think the author's grown-up daughters continue to ask Dalia questions?
3. Why do you think Dalia tells the daughters "I didn't suffer so much?" Do you think Dalia is being honest about her experiences when she says that to them? Explain your answer.
4. What do you think Dalia suffered? Do you think Dalia compares her own experiences with that of other survivors and those who did not survive? What makes you draw the conclusion you do?
5. How does the author respond to Dalia apologies and her daughters' tears? Why do you think she responds that way?
6. Why do you think Dalia continues to say, "I didn't want to tell them but they kept asking?" Why do you think she didn't want to tell them?

<p><b>"How I Learned to Cook"</b> what did you talk about all day I ask my friend Judith</p>	<p>in Auschwitz I learned how important it is to gently fold the flour into the beaten eggs</p>
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<p>fifty years after her liberation from Auschwitz who told me that the daily ration of food was a few spoonfuls of revolting soup and one piece of bread</p> <p>did you talk about your fears of dying the fate of your families or relatives how all this had come about the insanity of it all</p> <p>oh no she says none of that we talked about food mostly and recipes</p> <p>how to make the best Hungarian goulash delectable stuffed cabbage the most flavorful chicken soup the smoothest gravies and the best cakes</p> <p>that's how I learned how to make high-rising yeast dough pound cake that wouldn't collapse tortes filled and decorated with butter cream</p> <p>when my mother wanted to teach me cooking at home I'd tell her that I didn't need to learn that I'd have a maid when i was grown up</p> <p>with a crouton inside to serve with goulash</p> <p>the women emphasized that an old chicken makes a more flavorful soup than a young one</p>	<p>for a successful pound cake and how you can't rush a yeast dough it needs time to rise</p> <p>the women talked about how you could make three different cakes with the same dough</p> <p>by cutting it into three portions - rolling out one portion covering it with a mixture of cocoa and sugar then rolling it up lengthwise and placing on a baking sheet</p> <p>you'd roll out the second portion of dough cover with a mixture of sugared poppy seed and treat like number one</p> <p>finally you'd roll out the third portion cut into halves cover one half with a mixture of farmer's cheese eggs raisins and sugar</p> <p>place the second half on top tuck in the sides let all three cakes rise again and bake</p> <p>there were lengthy debates about the preference of Czech cumplings made from a light yeast dough over Hungarian dumplings made from flour and eggs that's how I learned to cook she repeats both of us salivating at the memory of those imagined dishes</p>
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but that the adding of plenty of root vegetables plus onions and celery is equally important	in Auschwitz-Birkenau fifty-one years ago  pp.75-77
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### Discussion Questions

1. Why do you think the women in the camp talked about cooking?
2. Why do you think Judith responded differently to their discussion at that time than she did earlier to her mother's efforts to teach her to cook?
3. What were some of the baking hints that the fellow prisoners taught young Judith?
4. The "cooking lessons" that Judith received and now practices may be considered a remembrance of some of those who did not survive. Explain why this is so.
5. How did the "cooking lessons" also keep the traditions and customs of different countries and families alive?
6. **In Memory's Kitchen: A Legacy from the Women of Terezin** edited by Cara De Silva is a collection of recipes gathered from the tattered and fading pages of recipes written down from the memory of the women imprisoned in Terezin ghetto, Czechoslovakia. The original copy was handwritten and handsewn by the women. Why is such a document an important piece of the heritage of the women who wrote it? Why is a document such as a cook book a form of resistance and evidence that the spirit of the sick, starving, and abused prisons was still alive and fighting their oppressors? (**In Memory's Kitchen: A Legacy of the Women of Terezin** edited by Cara De Silva, translated by Bianca Steiner Brown. Northvale, New Jersey: Jason Aronson Inc., 1996.)

We take this oath! We take it in the shadow of flames whose tongues scar the soul of our people. We vow, in the name of dead parents and children; we vow, with our sadness hidden, our faith renewed. We vow, we shall never let the sacred memory of our perished six million be scorned or erased.

We saw them hungry, in fear, we saw them rush to battle, we saw them in the loneliness of night- true to their faith. At the threshold of death, we saw them. We received their silence in silence, merged their tears with ours.

Deportations, executions, mass graves, death camps; mute prayers, cries of revolt, desperation, torn scrolls; cities and towns, villages and hamlets, the young, the old, the rich, the poor, ghetto fighters and partisans, scholars and messianic dreamers, ravaged faces, fists raised. Like clouds of fire, all have vanished.

We take this oath! Vision becomes WORD...to be handed down from father to son, from mother to daughter, from generation to generation.

Remember what the German killers and their accomplices did to our people. Remember them with rage and contempt. Remember what an indifferent world did to us and to itself. Remember the victims with pride and sorrow. Remember also the deeds of the righteous gentiles.

We shall also remember the miracle of the Jewish rebirth in the land of our ancestors, in the independent State of Israel. Here pioneers and fighters restored to our people the dignity and majesty of nationhood. From ruin of their lives, orphans and widows built homes and old-new fortresses on our redeemed land. To the end of our days we shall remember all those who realized and raised their dream — our dream — of redemption to the loftiest heights.

We take this oath here in Jerusalem, our eternal spiritual sanctuary. Let our legacy endure as a stone on the Temple Wall. For here prayers and memories burn. They burn and burn and will not be consumed.

Source: "The Legacy" written by Elie Wiesel, an oath taken at the World Gathering of Jewish Holocaust Survivors, Jerusalem, Israel. June 1981. American Gathering Federation of Jewish Holocaust Survivors, 122 W. 30 Street, New York, New York 10001

## **TEACHER BACKGROUND INFORMATION**

**Roman Kramsztyk (1885-1942) *Old Jew with Children.***



**Kramsztyk (1885-1942) *Old Jew with Children.*** This drawing was made in the Warsaw ghetto. Kramsztyk was murdered by the Nazis in 1942.  
credit: *Meczenstwo Walka, Zagłada Żydów Polsce 1939-1945. Poland. N*

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**"Children and the Holocaust"**  
from  
**"Children and the Holocaust"**  
from

## Teaching About the Holocaust

Up to one-and-a-half million children were murdered by the Nazis and their collaborators between 1933 and 1945. The overwhelming majority of them were Jewish. Thousands of Roma (Gypsy) children, disabled children, and Polish children were also among the victims.

The deaths of these children were not accidental: they were the deliberate result of actions taken by the German government under the leadership of Chancellor Adolf Hitler. The children were killed in various ways. Many were shot; many more were asphyxiated with poisonous gas in concentration camps or subjected to lethal injections. Others perished from disease, starvation, exposure, torture, and/or severe physical exhaustion from slave labor. Still others died as a result of medical experiments conducted on them by German doctors in the camps.

During the Holocaust, children--ranging in age from infants to older teens--were, like their parents, persecuted and killed not for anything they had done. Rather, Hitler and the Nazi government believed that so-called "Aryan" Germans were a superior race. The Nazis labeled other people they considered inferior as "non-Aryans." People belonging to non-Aryan groups, including children, were targeted by the Nazis for elimination from German society. The Nazis killed children to create a biological pure society.

Even children who fit the Aryan stereotype suffered at the hands of the Nazis during World War II. Non-Jewish children in occupied countries whose physical appearance fit the Nazi notion of a "master race" (fair skin, blond-haired, blue-eyed) were at time kidnapped from their homes and taken to Germany to be adopted by German families. As many as 50,000 Polish children alone may have been separated from their families. Some of these children were later rejected and sent to special children's camps where they died of starvation or as a result of the terrible living conditions within the camps. Others were killed with lethal injections at the concentration camps of Majdanek and Auschwitz.

The experiences of children who were victims of Nazi hatred varied widely. Factors such as age, gender, family wealth, and where a child lived affected their experiences under German domination. Generally, babies and younger children deported to ghettos and camps had almost no chance of surviving. Children in their teens, or younger children who looked more mature than their years, had a better chance of survival since they might be selected for slave labor rather than for death. Some teens participated in resistance activities as well.

Children who were victims of the Holocaust came from all over Europe. They had different languages, customs, and religious beliefs. Some came from wealthy families; others from poor homes. Many ended their schooling early to work in a craft or trade; others looked forward to continuing their education at the

university level. Still, whatever their differences, they shared one commonality: by the 1930s, with the rise of the Nazis to power in Germany, they all became potential victims and their lives were forever changed.

### **Nazi Germany, 1933-39**

Soon after the Nazis gained power in Germany, Jewish children found life increasingly difficult. Due to legislation prohibiting Jews from engaging in various professions, their parents lost jobs and businesses. As a result, many families were left with little money. Jewish children were not allowed to participate in sports and social activities with their "Aryan" classmates and neighbors. They could not go to museums, movies, public playgrounds, or even swimming pools. Even when they were permitted to go to school, teachers often treated them with scorn and encouraged their humiliation by other students. Frequently, Jewish students were subject to being taunted and teased, picked upon and beaten up. Eventually, Jewish and Gypsy children were expelled from German schools.

Gypsy children, like Jewish children, faced many hardships in Nazi Germany. Along with their parents, they were rounded up and forced to live behind barbed wire in special municipal internment camps under police guard. Beginning in 1938, Gypsy teenagers were arrested and sent to concentration camps.

### **Murder Under Cover of War**

With the outbreak of World War II in September 1939, life became much harder for children all over Europe. European children of all backgrounds suffered because of the war, experiencing displacement, inadequate diets, the absence of fathers and brothers, loss of family members, trauma, and confusion. However, only certain groups of children were singled out for "extinction."

Wartime, Hitler suggested, "was the best time for the elimination of the incurably ill." Among the first victims of the Nazis were disabled persons, and children were not exempt. Many Germans, influenced by Nazi ideas, did not want to be reminded of individuals who did not measure up to their idealized concept of a "master race." The physically and mentally handicapped were viewed by the Nazis as unproductive to society, a threat to Aryan genetic purity, and ultimately unworthy of life. Beginning almost simultaneously with the start of World War II, a "euthanasia" program was authorized personally by Adolf Hitler to systematically murder disabled Germans. Like disabled adults, children with disabilities were either injected with lethal drugs or asphyxiated by inhaling carbon monoxide fumes pumped into sealed mobile vans and gas chambers. Medical doctors cooperated in these so-called "mercy killings" in six institutions, and secretly at other centers, in Germany. Though some were Jewish, most of the children murdered in this fashion were non-Jewish Germans.

With the onset of war, Jewish children in Germany suffered increasing deprivations. Nazi government officials confiscated many items of value from Jewish homes, including radios, telephones, cameras, and cars. Even more importantly, food rations were curtailed for Jews as were clothing ration cards. Jewish children felt more and more isolated. Similarly, as Germany conquered various European countries in their war effort--from Poland and parts of the Soviet Union in the east, to Denmark, Norway, Belgium, France, and the Netherlands in the west--more and more Jewish children came under German control and, with their parents, experienced persecution, forced separations, and very often, murder.

Throughout eastern Europe, Jewish families were forced to give up their homes and relocate into ghettos--restricted areas set up by the Nazis as "Jewish residential districts." Most of the ghettos were located in German-occupied Poland; most were established in poorer, more dilapidated sections of towns and cities. Ghettos were fenced in, typically with barbed wire or brick walls. Entry and exit were by permit or pass only; like a prison, armed guards stood at gates. Families inside the ghettos lived under horrid conditions. Typically, many families would be crowded into a few rooms where there was little if any heat, food, or privacy. It was difficult to keep clean. Many people in the ghettos perished from malnutrition, starvation, exposure, and epidemics. Typhus, a contagious disease spread by body lice, was common, as was typhoid, spread through contaminated drinking water.

Some children managed to escape deportation to ghettos by going into hiding with their families or by hiding alone, aided by non-Jewish friends and neighbors. Children in hiding often took on a secret life, sometimes remaining in one room for months or even years. Some hid in woodpiles, attics, or barns; others were locked in cupboards or concealed closets, coming out infrequently and only at night. Boys had it more difficult, because they were circumcised and could therefore be identified.

Children were often forced to live lives independent of their families. Many children who found refuge with others outside the ghettos had to assume new identities and conform to local religious customs that were different from their own in order to survive. Some Jewish children managed to pass as Catholics and were hidden in Catholic schools, orphanages, and convents in countries across Europe.

Everyday, children became orphaned and many had to take care of even younger children. In the ghettos of Warsaw and other cities, many orphans lived on the streets, begging for bread and food from others in the ghetto who likewise had little or none to spare. Exposed to severe weather, frostbite, disease, and starvation, these children did not survive for long. Many froze to death.

In order to survive, children had to be resourceful and make themselves useful. In Lodz, healthy children could survive by working. Small children in the largest ghetto in occupied Poland, Warsaw, sometimes helped smuggle food to their families and friends by crawling through the narrow openings in the ghetto wall. They did so at considerable risk, as smugglers who were caught were severely punished.

## **Deportation To Concentration Camps**

The Nazis started emptying the ghettos in 1942 and deporting the victims to concentration camps. Children were often the target of special round-ups for deportation to the camps. The victims were told they were being resettled in the "East." The journey to the camps was difficult for everyone. Jammed into rail cars until there was no room for anyone to move, young children were often thrown on top of other people. Suffocating heat in the summer and freezing cold in the winter made the deportation journey even more brutal. During the trip, which often lasted several days, there was no food except for what people managed to bring along. There were also no water or bathroom facilities and parents were powerless to defend their children.

Two concentration camps (Auschwitz-Birkenau and Majdanek) and four other camps (Chelmno, Sobibor, Belzec, and Treblinka) functioned as "killing centers." All were located near railroad lines in occupied Poland, and poison gas--either carbon monoxide or Zyklon B--was the primary weapon of murder. At Chelmno, Sobibor, Belzec, and Treblinka, nearly everyone was killed soon after arrival. At Auschwitz and Majdanek, individuals were "selected" to live or to die. Stronger, healthier people--including many teenagers--were often selected for slave labor, forced to work eleven-hour shifts with minimum provisions for clothing, food, and shelter. Some who survived the camp "selection" process were used for medical experiments by German physicians.

The great majority of people deported to killing centers did not survive. For those who did survive the selection process, children and adults alike, life in the camps presented new challenges, humiliations, and deprivations. One became a prisoner: clothing and all possessions were removed. Hair was shaved off. Ill-fitting prison uniforms were distributed. One's name was replaced with a number often tattooed on the arm. Many people scarcely recognized their own family members after they had been processed in the camps.

Camp "inmates" were crowded into barracks fitted with wooden bunk beds stacked three or four on top of each other, and several people had to fit per level on the plank beds that had neither mattresses nor blankets. Lice were everywhere and contributed to the spread of disease, which was an ever-present enemy. Standing in roll calls for extended periods in all kinds of weather and working long hours took its toll on everyone. Daily rations of food consisted of a small piece of bread and coffee or soup. As a result of these brutal living

conditions, many people died. Few lasted more than a month or two. Even among those who survived, one's vulnerability to "selection" had not ended at the point of arrival. The sick, the feeble, and those too exhausted to work were periodically identified and selected for gassing.

## **Liberation**

Near the end of the war in 1945, the German concentration camps were liberated by Allied soldiers. By this time, many of the children who had entered camps as teenagers were now young adults. For most, the food and gestures of kindness offered by liberating soldiers were the links to life itself. Children who had survived in hiding now searched the camps trying to locate family members who might also have survived. Returning to hometowns, they had hopes that a former neighbor might know of other survivors.

It was rare for an entire family to survive the Holocaust. One or both parents were likely to have been killed; brothers and sisters had been lost; grandparents were dead. Anticipated reunions with family members gave surviving children some hope, but for many, the terrible reality was that they were now alone. Many found themselves the sole survivors of once large extended families. A few were eventually able to locate missing family members.

Life as it had been before the Holocaust was forever altered. Though some individual survivors attempted to return to their former places of residence, Jewish and Gypsy communities no longer existed in most of Europe. Family homes had, in many instances, been taken over by others; personal possessions had been plundered. Because returning to one's home in hopes of reclaiming what had been lost was fraught with extreme danger, many young survivors eventually ended up instead in children's centers or displaced persons camps.

The future was as uncertain as the present was unstable. Many young people had had their schooling interrupted and could not easily resume their studies. Merely surviving took precedence over other concerns. Owning nothing and belonging nowhere, many children left Europe and, with assistance provided by immigrant aid societies or sponsorship from relatives abroad, they emigrated, usually to the United States, South Africa, and/or Palestine which, after 1948, became the State of Israel. There, in these newly adopted countries, they slowly developed new lives.

**\*We wish to acknowledge our appreciation to the United States Holocaust Memorial Museum, Washington, DC, for their generous permission to include this article in the New Jersey Commission on Holocaust Education curriculum guide for grades 5-8. The article was taken from their publication Teaching About the Holocaust: A Resource Book for Educators. The full publication may be obtained from the museum.**



## **"The Holocaust: A Historical Summary"\***

from

### **Teaching About the Holocaust**

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

The concentration camp is most closely associated with the Holocaust and remains an enduring symbol of the Nazi regime. The first camps opened soon after the Nazis took power in January 1933; they continued as a basic part of Nazi rule until May 8, 1945, when the war, and the Nazi regime, ended.

The events of the Holocaust occurred in two main phases: 1933-1939 and 1939-1945.

#### **I. 1933-1939**

On January 30, 1933, Adolf Hitler was named Chancellor, the most powerful position in the German government, by the aged President Hindenburg, who hoped Hitler could lead the nation out of its grave political and economic crisis. Hitler was the leader of the right-wing National Socialist German Workers Party (called the "Nazi Party" for short); it was, by 1933, one of the strongest parties in Germany, even though--reflecting the country's multiparty system--the Nazis had only won a plurality of 33 percent of the votes in the 1932 elections to the German parliament (*Reichstag*).

Once in power, Hitler moved quickly to end German democracy. He convinced his cabinet to invoke emergency clauses of the Constitution that permitted the suspension of individual freedoms of press, speech, and assembly. Special security forces--the Special State Police (the Gestapo), the Storm Troopers (SA), and the Security Police (SS)--murdered or arrested leaders of opposition political parties (Communists, socialists, and liberals). The Enabling Act of March 23, 1933, forced through a Reichstag already purged of many political opponents, gave dictatorial powers to Hitler.

Also in 1933, the Nazis began to put into practice their racial ideology. Echoing ideas popular in Germany as well as most other western nations well before the 1930s, the Nazis believed that the Germans were "racially superior" and that there was a struggle for survival between them and "inferior races." They saw Jews, Roma (Gypsies), and the handicapped as a serious biological threat to the purity of the "German (Aryan) Race," what they called the "master

race." *[The term "Aryan" originally referred to peoples speaking Indo-European languages. The Nazis perverted its meaning to support racist ideas by viewing those of Germanic background as prime examples of Aryan stock, which they considered racially superior. For the Nazis, the typical Aryan was blond, blue-eyed, and tall.]*

Jews, who numbered nearly 600,000 in Germany (less than one percent of the total population in 1933), were the principal target of Nazi hatred. The Nazis mistakenly identified Jews as a race and defined this race as "inferior." They also spewed hate-mongering propaganda that unfairly blamed Jews for Germany's economic depression and the country's defeat in World War I (1914-1918).

In 1933, new German laws forced Jews to quit their civil service jobs, university and law court positions, and other areas of public life. In April 1933, a boycott of Jewish businesses was instituted. In 1935, laws proclaimed at Nuremberg made Jews second-class citizens. These "Nuremberg Laws" defined Jews not by their religion or by how they wanted to identify themselves but by the religious affiliation of their grandparents. Between 1937 and 1939, new anti-Jewish regulations segregated Jews further and made daily life very difficult for them: Jews could not attend public schools, go to theaters, cinemas, or vacation resorts, or reside, or even walk, in certain sections of German cities.

Also between 1937 and 1939, Jews were forced from Germany's economic life: the Nazis either seized Jewish businesses and properties outright or forced Jews to sell them at bargain prices. In November 1938, this economic attack against German and Austrian Jews changed into the physical destruction of synagogues and Jewish-owned stores, the arrest of Jewish men, the destruction of homes, and the murder of individuals. This centrally organized riot (pogrom) became known as *Kristallnacht* (the "Night of Broken Glass"). *[On March 11, 1938, Hitler sent his army into Austria, and on March 13 the incorporation (Anschluss) of Austria with the German Empire (Reich) was proclaimed in Vienna. Most of the population welcomed the Anschluss and expressed their fervor in widespread riots and attacks against Austrian Jews numbering 180,000 (90 percent of whom lived in Vienna).]*

Although Jews were the main target of Nazi hatred, the Nazis persecuted other groups they viewed as racially or genetically "inferior." Nazi racial ideology was buttressed by scientists who advocated "selective breeding" (eugenics) to "improve" the human race. Laws passed between 1933 and 1935 aimed to reduce the future number of genetic "inferiors" through involuntary sterilization programs: about 500 children of mixed (African-German) racial backgrounds\* and 320,000 to 350,000 individuals judged physically or mentally handicapped were subjected to surgical or radiation procedures so they could not have children. *\*[These children, called "the Rhineland bastards" by Germans, were the offspring of German women and African soldiers from French colonies who*

were stationed in the 1920s in the Rhineland, a demilitarized zone the Allies established after World War I as a buffer between Germany and western Europe.] Supporters of sterilization also argued that the handicapped burdened the community with the costs of their care. Many of Germany's 30,000 Gypsies were also eventually sterilized and prohibited, along with Blacks, from intermarrying with Germans. Reflecting traditional prejudices, new laws combined traditional prejudices with the new racism of the Nazis which defined Gypsies, by "race" as "criminal and asocial."

Another consequence of Hitler's ruthless dictatorship in the 1930s was the arrest of political opponents and trade unionists and others the Nazis labeled "undesirables" and "enemies of the state." Some five--to fifteen thousand homosexuals were imprisoned in concentration camps; under the 1935 Nazi-revised criminal code, the mere denunciation of a man as "homosexual" could result in arrest, trial, and conviction. Jehovah's Witnesses, who numbered 20,000 in Germany, were banned as an organization as early as April 1933, since the beliefs of this religious group prohibited them from swearing an oath to the state or serving in the German military. Their literature was confiscated, and they lost jobs, unemployment benefits, pensions, and all social welfare benefits. Many Witnesses were sent to prisons and concentration camps in Nazi Germany, and their children were sent to juvenile detention homes and orphanages.

Between 1933 and 1936, thousands of people, mostly political prisoners and Jehovah's Witnesses, were imprisoned in concentration camps, while several thousand German Gypsies were confined in special municipal camps. The first systematic round-ups of German and Austrian Jews occurred after *Kristallnacht*, when approximately 30,000 Jewish men were deported to Dachau and other concentration camps and several hundred Jewish women were sent to local jails. At the end of 1938, the waves of arrest also included several thousand German and Austrian Gypsies.

Between 1933 and 1939, about half the German Jewish population and more than two-thirds of Austrian Jews (1938-39) fled Nazi persecution. They emigrated mainly to Palestine, the United States, Latin America, Shanghai (which required no visa for entry), and eastern and western Europe (where many would be caught again in the Nazi net during the war). Jews who remained under Nazi rule were either unwilling to uproot themselves or unable to obtain visas, sponsors to host countries, or funds for emigration. Most foreign countries, including the United States, Canada, Britain, and France, were unwilling to admit very large numbers of refugees.

## **II. 1939-1945**

On September 1, 1939, Germany invaded Poland and World War II began. Within days, the Polish army was defeated, and the Nazis began their campaign

to destroy Polish culture and enslave the Polish people, whom they viewed as "subhuman." Killing Polish leaders was the first step: German soldiers carried out massacres of university professors, artists, writers, politicians, and many Catholic priests. To create new living space for the "superior Germanic race," large segments of the Polish population were resettled, and German families moved into the emptied lands. Thousands of other Poles, including Jews, were imprisoned in concentration camps. The Nazis also "kidnapped" as many as 50,000 "Aryan-looking" Polish children from their parents and took them to Germany to be adopted by German families. Many of these children were later rejected as not capable of Germanization and sent to special children's camps, where some died of starvation, lethal injection, and disease.

As the war began in 1939, Hitler initiated an order to kill institutionalized, handicapped patients deemed "incurable." Special commissions of physicians reviewed questionnaires filled out by all state hospitals and then decided if a patient should be killed. The doomed were then transferred to six institutions in Germany and Austria, where specially constructed gas chambers were used to kill them. After public protests in 1941, the Nazi leadership continued this euphemistically termed "euthanasia" program in secret. Babies, small children, and other victims were thereafter killed by lethal injection and pills and by forced starvation.

The "euthanasia" program contained all the elements later required for mass murder of European Jews and Gypsies in Nazi death camps: an articulated decision to kill, specially trained personnel, the apparatus for killing by gas, and the use of euphemistic language like "euthanasia" that psychologically distanced the murderers from their victims and hid the criminal character of the killings from the public.

In 1940 German forces continued their conquest of much of Europe, easily defeating Denmark, Norway, the Netherlands, Belgium, Luxembourg, and France. On June 22, 1941, the German army invaded the Soviet Union and by September was approaching Moscow. In the meantime, Italy, Romania, and Hungary had joined the Axis powers led by Germany and opposed by the Allied Powers (British Commonwealth, Free France, the United States, and the Soviet Union).

In the months following Germany's invasion of the Soviet Union, Jews, political leaders, Communists, and many Gypsies were killed in mass executions. The overwhelming majority of those killed were Jews. These murders were carried out at improvised sites throughout the Soviet Union by members of mobile killing squads (*Einsatzgruppen*) who followed in the wake of the invading German army. The most famous of these sites was Babi Yar, near Kiev, where an estimated 33,000 persons, mostly Jews, were murdered. German terror extended to institutionalized handicapped and psychiatric patients in the Soviet

Union; it also resulted in the mass murder of more than three million Soviet prisoners of war.

World War II brought major changes to the concentration camp system. Large numbers of new prisoners, deported from all German-occupied countries, now flooded the camps. Often entire groups were committed to the camps, such as member of underground resistance organizations who were rounded up in a sweep across Europe under the 1941 "Night and Fog" decree. To accommodate the massive increase in the number of prisoners, hundreds of new camps were established in occupied territories of eastern and western Europe.

During the war, ghettos, transit camps, and forced labor camps, in addition to the concentration camps, were created by the Germans and their collaborators to imprison Jews, Gypsies, and other victims of racial and ethnic hatred as well as political opponents and resistance fighters. Following the invasion of Poland, three million Polish Jews were forced into approximately 400 newly established ghettos, where they were segregated from the rest of the population. Large numbers of Jews were also deported from other cities and countries, including Germany, to ghettos in Poland, and German-occupied territories further east.

In Polish cities under Nazi occupation, like Warsaw and Lodz, Jews were confined in sealed ghettos where starvation, overcrowding, exposure to cold, and contagious diseases killed tens of thousands of people. In Warsaw and elsewhere, ghettoized Jews made every effort, often at great risk, to maintain their cultural, communal, and religious lives. The ghettos also provided a forced labor pool for the Germans, and many forced laborers (who worked on road gangs, in construction, or other hard labor related to the German war effort) died from exhaustion or mal-treatment.

Between 1942 and 1944, the Germans moved to eliminate the ghettos in occupied Poland and elsewhere, deporting ghetto residents to "extermination camps"--killing centers equipped with gassing facilities--located in Poland. After the meeting of senior German government officials late in January 1942 at a villa in the Berlin suburb of Wannsee, the decision to implement "the final solution of the Jewish question" became formal state policy, and Jews from western Europe were also sent to killing centers in the East.

The six killing sites, chosen because of their closeness to rail lines and their location in semi-rural areas, were at Belzec, Sobibor, Treblinka, Chelmno, Majdanek, and Auschwitz-Birkenau. Chelmno was the first camp in which mass executions were carried out by gas, piped into mobile gas vans; 320,000 persons were killed there between December 1941 and March 1943 and between June to July 1944. A killing center using gas vans and later gas chambers operated at Belzec, where more than 600,000 persons were killed between May 1942 and August 1943. Sobibor opened in May 1942 and closed one day after a rebellion of the prisoners on October 14, 1943; up to 200,000 persons were killed by

gassing. Treblinka opened in July 1942 and closed in November 1943; a revolt by the prisoners in early August 1943 destroyed much of the facility. At least 750,000 persons were killed at Treblinka, physically the largest of the killing centers. Almost all of the victims at Chelmno, Belzec, Sobibor, and Treblinka were Jews; a few were Gypsies. Very few individuals survived these four killing centers, where most victims were murdered immediately after arrival.

Auschwitz-Birkenau, which also served as a concentration camp and slave labor camp, became the killing center where the largest number of European Jews and Gypsies were killed. After an experimental gassing there in September 1941 of 250 malnourished and ill Polish and 600 Russian POWs, mass murder became a daily routine; more than 1.25 million people were killed at Auschwitz-Birkenau, 9 out of 10 of them Jews. In addition, Gypsies, Soviet POWs, and ill prisoners of all nationalities died in the gas chambers. Between May 14 and July 8, 1944, 437,402 Hungarian Jews were deported to Auschwitz in 48 trains. This was probably the largest single mass deportation during the Holocaust. A similar system was implemented at Majdanek, which also doubled as a concentration camp and where at least 275,000 persons were killed in the gas chambers or died from malnutrition, brutality, and disease.

The methods of murder were the same in all the killing centers, which were operated by the SS. The victims arrived in railroad freight cars and passenger trains, mostly from ghettos and camps in occupied Poland, but also from almost every other eastern and western European country. On arrival, men were separated from women and children. Prisoners were forced to undress and hand over all valuables. They were then driven naked into gas chambers, which were disguised as shower rooms, and either carbon monoxide or Zyklon B (a form of crystalline prussic acid, also used as an insecticide in some camps) was used to asphyxiate them. The minority selected for forced labor were, after initial quarantine, vulnerable to malnutrition, exposure, epidemics, medical experiments, and brutality; many perished as a result.

The Germans carried out their systematic murderous activities with the active help of local collaborators in many countries and the acquiescence or indifference of millions of bystanders. However, there were instances of organized resistance. For example, in the fall of 1943, the Danish resistance, with the support of the local population, rescued nearly the entire Jewish community in Denmark from the threat of deportation to the east by smuggling them via a dramatic boatlift to safety in neutral Sweden. Individuals in many other countries also risked their lives to save Jews and other individuals subject to Nazi persecution. One of the most famous was Raoul Wallenberg, a Swedish diplomat who led the rescue effort that saved tens of thousands of Hungarian Jews in 1944.

Resistance movements existed in almost every concentration camp and ghetto of Europe. In addition to the armed revolts at Sobibor and Treblinka,

Jewish resistance in the Warsaw ghetto led to a courageous uprising in April-May 1943, despite a predictable doomed outcome because of superior German force. In general, rescue or aid to Holocaust victims was not a priority of resistance organizations whose principal goal was to fight the war against the Germans. Nonetheless, such groups and Jewish partisans (resistance fighters) sometimes cooperated with each other to save Jews. On April 19, 1943, for instance, members of the National Committee for the Defense of Jews, in cooperation with Christian railroad workers and the general underground in Belgium, attacked a train leaving the Belgian transit camp of Malines headed for Auschwitz and succeeded in assisting several hundred Jewish deportees to escape.

After the war turned against Germany and the Allied armies approached German soil in late 1944, the SS decided to evacuate outlying concentration camps. The Germans tried to cover up the evidence of genocide and deported prisoners to camps inside Germany to prevent their liberation. Many inmates died during the long journeys on foot known as "death marches." During the final days, in the spring of 1945, conditions in the remaining concentration camps exacted a terrible toll in human lives. Even concentration camps never intended for extermination, such as Bergen-Belsen, became death traps for thousands, including Anne Frank, who died there of typhus in March 1945.

In March 1945, Nazi Germany collapsed, the SS guards fled, and the camps ceased to exist as extermination, forced labor, or concentration camps. Some of the concentration camps, including Bergen-Belsen, Dachau, and Landsberg, all in Allied-occupied Germany, were turned into camps for displaced persons (DPs), which included former Holocaust victims unable to be repatriated.

The Nazi legacy was a vast empire of murder, pillage, and exploitation that had affected every country of occupied Europe. The toll in lives was enormous. The full magnitude, and the moral and ethical implications, of this tragic era are only beginning to be understood more fully.

**\*We wish to acknowledge our appreciation to the United States Holocaust Memorial Museum, Washington, DC, for their generous permission to include this article in the New Jersey Commission on Holocaust Education curriculum guide for grades 5-8. The article was taken from their publication Teaching About the Holocaust: A Resource Book for Educators. The full publication may be obtained from the museum.**



## *Statistics of The Holocaust*

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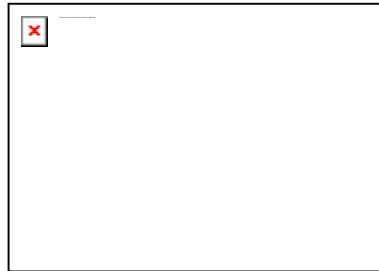
<b>Country</b>	<b>Initial Jewish Population</b>	<b>Estimated % Killed</b>	<b>Estimated Killed</b>	<b>Number of Survivors</b>
<b>POLAND</b>	<b>3,300,000</b>	<b>91%</b>	<b>3,000,000</b>	<b>300,000</b>
<b>USSR</b>	<b>3,020,000</b>	<b>36%</b>	<b>1,100,000</b>	<b>1,920,000</b>
<b>HUNGARY</b>	<b>800,000</b>	<b>74%</b>	<b>596,000</b>	<b>204,000</b>
<b>GERMANY</b>	<b>566,000</b>	<b>36%</b>	<b>200,000</b>	<b>366,000</b>
<b>FRANCE</b>	<b>350,000</b>	<b>22%</b>	<b>77,320</b>	<b>272,680</b>
<b>ROMANIA</b>	<b>342,000</b>	<b>84%</b>	<b>287,000</b>	<b>55,000</b>
<b>AUSTRIA</b>	<b>185,000</b>	<b>35%</b>	<b>65,000</b>	<b>120,000</b>
<b>LITHUANIA</b>	<b>168,000</b>	<b>85%</b>	<b>143,000</b>	<b>25,000</b>
<b>NETHERLANDS</b>	<b>140,000</b>	<b>71%</b>	<b>100,000</b>	<b>40,000</b>
<b>BOHEMIA MORAVIA</b>	<b>118,310</b>	<b>60%</b>	<b>71,150</b>	<b>47,160</b>
<b>LATVIA</b>	<b>95,000</b>	<b>84%</b>	<b>80,000</b>	<b>15,000</b>



<b>SLOVAKIA</b>	<b>88,950</b>	<b>80%</b>	<b>71,000</b>	<b>17,950</b>
<b>YUGOSLAVIA</b>	<b>78,000</b>	<b>81%</b>	<b>63,300</b>	<b>14,700</b>
<b>GREECE</b>	<b>77,380</b>	<b>87%</b>	<b>67,000</b>	<b>10,380</b>
<b>BELGIUM</b>	<b>65,700</b>	<b>45%</b>	<b>28,900</b>	<b>36,800</b>
<b>ITALY</b>	<b>44,500</b>	<b>17%</b>	<b>7,680</b>	<b>36,820</b>
<b>BULGARIA</b>	<b>50,000</b>	<b>0%</b>		<b>50,000</b>
<b>DENMARK</b>	<b>7,800</b>	<b>.8%</b>	<b>60</b>	<b>7,740</b>
<b>ESTONIA</b>	<b>4,500</b>	<b>44%</b>	<b>2,000</b>	<b>2,500</b>
<b>LUXEMBOURG</b>	<b>3,500</b>	<b>55%</b>	<b>1,950</b>	<b>1,550</b>
<b>FINLAND</b>	<b>2,000</b>	<b>.03%</b>	<b>7</b>	<b>1,993</b>
<b>NORWAY</b>	<b>1,700</b>	<b>45%</b>	<b>762</b>	<b>938</b>
<b>TOTAL</b>	<b>9,508,340</b>	<b>63%</b>	<b>5,962,129</b>	<b>3,546,211</b>

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## 1933

**Jan 30, 1933** - [Adolf Hitler is appointed Chancellor of Germany](#) a nation with a Jewish population of 566,000.

**Feb 22, 1933** - 40,000 SA and SS men are sworn in as auxiliary police.

**Feb 27, 1933** - Nazis burn [Reichstag building](#) to create crisis atmosphere.

**Feb 28, 1933** - Emergency powers granted to Hitler as a result of the Reichstag fire.

**March 22, 1933** - Nazis open [Dachau](#) concentration camp near Munich, to be followed by [Buchenwald](#) near Weimar in central Germany, [Sachsenhausen](#) near Berlin in northern Germany, and [Ravensbrück](#) for women.

**March 24, 1933** - German Parliament passes Enabling Act giving Hitler dictatorial powers.

See also - [The Rise of Hitler - from Unknown to Dictator of Germany](#)

**April 1, 1933** - [Nazis stage boycott of Jewish shops and businesses.](#)

**April 11, 1933** - Nazis issue a decree defining a non-Aryan as "anyone descended from non-Aryan, especially Jewish, parents or grandparents. One parent or grandparent

classifies the descendant as non-Aryan...especially if one parent or grandparent was of the Jewish faith."

**April 26, 1933** - The Gestapo is born, created by [Hermann Göring](#) in the German state of Prussia.

**May 10, 1933** - [Burning of books in Berlin and throughout Germany.](#)

**July 14, 1933** - Nazi Party is declared the only legal party in Germany; Also, Nazis pass Law to strip Jewish immigrants from Poland of their German citizenship.

**In July** - Nazis pass law allowing for forced sterilization of those found by a Hereditary Health Court to have genetic defects.

**In Sept** - Nazis establish Reich Chamber of Culture, then exclude Jews from the Arts.

**Sept 29, 1933** - Nazis prohibit Jews from owning land.

**Oct 4, 1933** - Jews are prohibited from being newspaper editors.

**Nov 24, 1933** - Nazis pass a Law against Habitual and Dangerous Criminals, which allows beggars, the homeless, alcoholics and the unemployed to be sent to concentration camps.

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## 1934

**Jan 24, 1934** - Jews are banned from the German Labor Front.

**May 17, 1934** - Jews not allowed national health insurance.

**June 30, 1934** - The [Night of Long Knives](#) occurs as Hitler, Göring and Himmler conduct a purge of the SA (storm trooper) leadership.

**July 20, 1934** - The SS (Schutzstaffel) is made an independent organization from the SA.

**July 22, 1934** - Jews are prohibited from getting legal qualifications.

**Aug 2, 1934** - German President von Hindenburg dies. [Hitler becomes Führer.](#)

**Aug 19, 1934** - Hitler receives a 90 percent 'Yes' vote from German voters approving his new powers.

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## 1935

**May 21, 1935** - Nazis ban Jews from serving in the military.

**June 26, 1935** - Nazis pass law allowing forced abortions on women to prevent them from passing on hereditary diseases.

**Aug 6, 1935** - Nazis force Jewish performers/artists to join Jewish Cultural Unions.

**Sept 15, 1935** - [Nuremberg Race Laws against Jews decreed.](#)

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## 1936

**Feb 10, 1936** - The German Gestapo is placed above the law.

**In March** - SS Deathshead division is established to guard concentration camps.

**March 7, 1936** - Nazis occupy the Rhineland.

**June 17, 1936** - [Heinrich Himmler](#) is appointed chief of the German Police.

**Aug 1, 1936** - [Olympic games begin in Berlin](#). Hitler and top Nazis seek to gain legitimacy through favorable public opinion from foreign visitors and thus temporarily refrain from actions against Jews.

**In Aug** - Nazis set up an Office for Combating Homosexuality and Abortions (by healthy women).

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## 1937

**In Jan** - Jews are banned from many professional occupations including teaching Germans, and from being accountants or dentists. They are also denied tax reductions and child allowances.

**Nov 8, 1937** - ['Eternal Jew' travelling exhibition opens in Munich.](#)

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## 1938 [Return to Top of Page](#)

**March 12/13, 1938** - Nazi troops enter Austria, which has a population of 200,000 Jews, mainly living in Vienna. [Hitler announces Anschluss \(union\) with Austria.](#)

**In March** - After the Anschluss, the SS is placed in charge of Jewish affairs in Austria with Adolf Eichmann establishing an Office for Jewish Emigration in Vienna. Himmler then establishes [Mauthausen](#) concentration camp near Linz.

**April 22, 1938** - Nazis prohibit Aryan 'front-ownership' of Jewish businesses.

**April 26, 1938** - Nazis order Jews to register wealth and property.

**June 14, 1938** - Nazis order Jewish owned businesses to register.

**In July** - At Evian, France, the U.S. convenes a League of Nations conference with delegates from 32 countries to consider helping Jews fleeing Hitler, but results in inaction as no country will accept them.

**July 6, 1938** - Nazis prohibited Jews from trading and providing a variety of specified commercial services.

**July 23, 1938** - Nazis order Jews over age 15 to apply for identity cards from the police, to be shown on demand to any police officer.

**July 25, 1938** - Jewish doctors prohibited by law from practicing medicine.

**Aug 11, 1938** - Nazis destroy the synagogue in Nuremberg.

**Aug 17, 1938** - Nazis require Jewish women to add Sarah and men to add Israel to their names on all legal documents including passports.

**Sept 27, 1938** - Jews are prohibited from all legal practices.

**Oct 5, 1938** - Law requires Jewish passports to be stamped with a large red "J."

**Oct 15, 1938** - Nazi troops occupy the Sudetenland.

**Oct 28, 1938** - Nazis arrest 17,000 Jews of Polish nationality living in Germany, then expel them back to Poland which refuses them entry, leaving them in 'no-man's land' near the Polish border for several months.

**Nov 7, 1938** - Ernst vom Rath, third secretary in the German Embassy in Paris, is shot and mortally wounded by Herschel Grynszpan, the 17 year old son of one of the deported Polish Jews. Rath dies on November 9, precipitating Kristallnacht.

**Nov 9/10** - [Kristallnacht - The Night of Broken Glass.](#)

**Nov 12, 1938** - Nazis fine Jews one billion marks for damages related to Kristallnacht.

**Nov 15, 1938** - Jewish pupils are expelled from all non-Jewish German schools.

**Dec 3, 1938** - Law for compulsory Aryanization of all Jewish businesses.

**Dec 14, 1938** - Hermann Göring takes charge of resolving the "Jewish Question."

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**1939** [Return to Top of Page](#)

**Jan 24, 1939** - SS leader [Reinhard Heydrich](#) is ordered by Göring to speed up emigration of Jews.

**Jan 30, 1939** - [Hitler threatens Jews during Reichstag speech.](#) 

**Feb 21, 1939** - Nazis force Jews to hand over all gold and silver items.

**March 15/16** - Nazi troops seize Czechoslovakia (Jewish pop. 350,000).

**April 19, 1939** - Slovakia passes its own version of the Nuremberg Laws.

**April 30, 1939** - Jews lose rights as tenants and are relocated into Jewish houses.

**In May** - The [St. Louis](#), a ship crowded with 930 Jewish refugees, is turned away by Cuba, the United States and other countries and returns to Europe.

**July 4, 1939** - German Jews denied the right to hold government jobs.

**July 21, 1939** - Adolf Eichmann is appointed director of the Prague Office of Jewish Emigration.

**Sept 1, 1939** - Nazis invade Poland (Jewish pop. 3.35 million, the largest in Europe). Beginning of SS activity in Poland.

See also - [World War Two in Europe Timeline](#)

**Sept 1, 1939** - Jews in Germany are forbidden to be outdoors after 8 p.m. in winter and 9 p.m. in summer.

**Sept 3, 1939** - England and France declare war on Germany.

**Sept 4, 1939** - Warsaw is cut off by the German Army.

**Sept 17, 1939** - Soviet troops invade eastern Poland.

**Sept 21, 1939** - Heydrich issues instructions to SS Einsatzgruppen (special action squads) in Poland regarding treatment of Jews, stating they are to be gathered into ghettos near

railroads for the future "final goal." He also orders a census and the establishment of Jewish administrative councils within the ghettos to implement Nazi policies and decrees.

**Sept 23, 1939** - German Jews are forbidden to own wireless (radio) sets.

**Sept 27, 1939** - [Warsaw surrenders](#); Heydrich becomes leader of [RSHA](#).

**Sept 29, 1939** - Nazis and Soviets divide up Poland. Over two million Jews reside in Nazi controlled areas, leaving 1.3 million in the Soviet area.

**In Sept** - Quote from Nazi newspaper, [Der Stürmer](#), published by Julius Streicher - "The Jewish people ought to be exterminated root and branch. Then the plague of pests would have disappeared in Poland at one stroke."

**In Oct** - [Nazis begin euthanasia on sick and disabled in Germany](#).

**Oct 6, 1939** - Proclamation by Hitler on the isolation of Jews.

**Oct 12, 1939** - Evacuation of Jews from Vienna.

**Oct 12, 1939** - [Hans Frank](#) appointed Nazi Gauleiter (governor) of Poland.

**Oct 26, 1939** - Forced labor decree issued for Polish Jews aged 14 to 60.

**Nov 23, 1939** - Yellow stars required to be worn by Polish Jews over age 10.

**In Dec** - [Adolf Eichmann](#) takes over section IV B4 of the Gestapo dealing solely with Jewish affairs and evacuations.

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## **1940** [Return to Top of Page](#)

**Jan 25, 1940** - Nazis choose the town of Oswiecim (Auschwitz) in Poland near Krakow as site of new concentration camp.

**In Jan** - Quote from Nazi newspaper, [Der Stürmer](#), published by Julius Streicher - "...The time is near when a machine will go into motion which is going to prepare a grave for the world's criminal - Judah - from which there will be no resurrection."

**Feb 12, 1940** - First deportation of German Jews into occupied Poland.

**April 9, 1940** - Nazis invade Denmark (Jewish pop. 8,000) and Norway (Jewish pop. 2,000).

**April 30, 1940** - The Lodz Ghetto in occupied Poland is sealed off from the outside world with 230,000 Jews locked inside.

**May 1, 1940** - Rudolf Höss is chosen to be kommandant of Auschwitz.

**May 10, 1940** - Nazis invade France (Jewish pop. 350,000), Belgium (Jewish pop. 65,000), Holland (Jewish pop. 140,000), and Luxembourg (Jewish pop. 3,500).

**June 14, 1940** - Paris is occupied by the Nazis.

**June 22, 1940** - France signs an armistice with Hitler.

**In July** - Eichmann's Madagascar Plan presented, proposing to deport all European Jews to the island of Madagascar, off the coast of east Africa.

**July 17, 1940** - The first anti-Jewish measures are taken in Vichy France.

**Aug 8, 1940** - Romania introduces anti-Jewish measures restricting education and employment, then later begins "Romanianization" of Jewish businesses.

**Sept 27, 1940** - Tripartite (Axis) Pact signed by Germany, Italy and Japan.

**Oct 3, 1940** - Vichy France passes its own version of the Nuremberg Laws.

**Oct 7, 1940** - Nazis invade Romania (Jewish pop. 34,000).

**Oct 22, 1940** - Deportation of 29,000 German Jews from Baden, the Saar, and Alsace-Lorraine into Vichy France.

**In Nov** - Hungary, Romania, and Slovakia become Nazi Allies.

**In Nov** - [The Krakow Ghetto is sealed off containing 70,000 Jews.](#)

**Nov 15, 1940** - The Warsaw Ghetto, containing over 400,000 Jews, is sealed off.

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## **1941** [Return to Top of Page](#)

**In 1941** - Hans Frank, Gauleiter of Poland, states, "I ask nothing of the Jews except that they should disappear."

**In Jan** - Quote from Nazi newspaper, Der Stürmer, published by Julius Streicher - "Now judgment has begun and it will reach its conclusion only when knowledge of the Jews has been erased from the earth."



**In Jan** - A pogrom in Romania results in over 2,000 Jews killed.

**Feb 22, 1941** - 430 Jewish hostages are deported from Amsterdam after a Dutch Nazi is killed by Jews.

**In March** - Hitler's [Commissar Order](#) authorizes execution of anyone suspected of being a Communist official in territories about to be seized from the Soviets.

**March 1, 1941** - Himmler makes his first visit to Auschwitz, during which he orders Kommandant Höss to begin massive expansion, including a new compound to be built at nearby Birkenau that can hold 100,000 prisoners.

**March 2, 1941** - Nazis occupy Bulgaria (Jewish pop. 50,000).

**March 7, 1941** - German Jews ordered into forced labor.

**March 26, 1941** - The German Army High Command gives approval to RSHA and Heydrich on the [tasks of SS murder squads](#) (Einsatzgruppen) in occupied Poland.

**March 29, 1941** - A 'Commissariat' for Jewish Affairs is set up in Vichy France.

**April 6, 1941** - Nazis invade Yugoslavia (Jewish pop. 75,000) and Greece (Jewish pop. 77,000).

**May 14, 1941** - 3,600 Jews arrested in Paris.

**May 16, 1941** - French Marshal Petain issues a radio broadcast approving collaboration with Hitler.

**June 22, 1941** - Nazis invade the Soviet Union (Jewish pop. 3 million).

**June 29/30** - Romanian troops conduct a pogrom against Jews in the town of Jassy, killing 10,000.

**Summer** - Himmler summons Auschwitz Kommandant Höss to Berlin and tells him, "The Führer has ordered the Final Solution of the Jewish question. We, the SS, have to carry out this order...I have therefore chosen Auschwitz for this purpose."

**In July** - As the German Army advances, [SS Einsatzgruppen](#) follow along and conduct mass murder of Jews in seized lands.

**In July** - Ghettos established at [Kovno](#), Minsk, Vitebsk and Zhitomer. Also in July, the government of Vichy France seizes Jewish owned property.

**July 17, 1941** - Nazi racial 'philosopher' [Alfred Rosenberg](#) is appointed Reich Minister for the Eastern Occupied Territories to administer territories seized from the Soviet Union.

**July 21, 1941** - In occupied Poland near Lublin, [Majdanek](#) concentration camp becomes operational.

**July 25/26** - 3,800 Jews killed during a pogrom by Lithuanians in Kovno.

**July 31, 1941** - [Göring instructs Heydrich to prepare for Final Solution.](#)

**In Aug** - Jews in Romania forced into Transnistria. By December, 70,000 perish.

**In Aug** - Ghettos established at Bialystok and Lvov.

**Aug 26, 1941** - The Hungarian Army rounds up 18,000 Jews at Kamenets-Podolsk.

**Sept 3, 1941** - The first test use of Zyklon-B gas at Auschwitz.

**Sept 1, 1941** - [German Jews ordered to wear yellow stars.](#)

**Sept 6, 1941** - The Vilna Ghetto is established containing 40,000 Jews.

**Sept 17, 1941** - [Beginning of general deportation of German Jews.](#)

**Sept 19, 1941** - Nazis take Kiev.

**Sept 27/28** - 23,000 Jews killed at Kamenets-Podolsk, in the Ukraine.

**Sept 29/30** - [SS Einsatzgruppen murder 33,771 Jews at Babi Yar near Kiev.](#)

**In Oct** - 35,000 Jews from Odessa shot.

**Oct 2, 1941** - Beginning of the German Army drive on Moscow.

**Oct 23, 1941** - Nazis forbid emigration of Jews from the Reich.

**In Nov** - SS Einsatzgruppe B reports a tally of 45,476 Jews killed.

**Nov 24, 1941** - [Theresienstadt](#) Ghetto is established near Prague, Czechoslovakia. The Nazis will use it as a model ghetto for propaganda purposes.

**Nov 30, 1941** - Near Riga, a mass shooting of Latvian and German Jews.

**Dec 7, 1941** - Japanese attack United States at Pearl Harbor. The next day the U.S. and Britain declare war on Japan.

**Dec 8, 1941** - In occupied Poland, near Lodz, [Chelmno](#) extermination camp becomes operational. Jews taken there are placed in mobile gas vans and driven to a burial place while carbon monoxide from the engine exhaust is fed into the sealed rear compartment, killing them. The first gassing victims include 5,000 Gypsies who had been deported from the Reich to Lodz.

**Dec 11, 1941** - Hitler declares war on the United States. Roosevelt then declares war on Germany saying, "Never before has there been a greater challenge to life, liberty and civilization." The U.S.A. then enters the war in Europe and will concentrate nearly 90 percent of its military resources to defeat Hitler.

**Dec 12, 1941** - The ship "Struma" leaves Romania for Palestine carrying 769 Jews but is later denied permission by British authorities to allow the passengers to disembark. In Feb. 1942, it sails back into the Black Sea where it is intercepted by a Soviet submarine and sunk as an "enemy target."

**Dec 16, 1941** - During a cabinet meeting, Hans Frank, Gauleiter of Poland, states - "Gentlemen, I must ask you to rid yourselves of all feeling of pity. We must annihilate the Jews wherever we find them and wherever it is possible in order to maintain there the structure of the Reich as a whole..."

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## **1942** [Return to Top of Page](#)

**In Jan** - Mass killings of Jews using [Zyklon-B](#) begin at Auschwitz-Birkenau in Bunker I (the red farmhouse) in Birkenau with the bodies being buried in mass graves in a nearby meadow.

**Jan 20, 1942** - [Wannsee Conference to coordinate the "Final Solution."](#)

**Jan 31, 1942** - SS Einsatzgruppe A reports a tally of 229,052 Jews killed.

**In March** - In occupied Poland, [Belzec](#) extermination camp becomes operational. The camp is fitted with permanent gas chambers using carbon monoxide piped in from engines placed outside the chamber, but will later substitute Zyklon-B.

**March 17, 1942** - The deportation of Jews from Lublin to Belzec.

**March 24, 1942** - The start of deportation of Slovak Jews to Auschwitz.

**March 27, 1942** - The start of deportation of French Jews to Auschwitz.

**March 28, 1942** - Fritz Sauckel named Chief of Manpower to expedite recruitment of slave labor.

**March 30, 1942** - First trainloads of Jews from Paris arrive at Auschwitz.

**In April** - First transports of Jews arrive at Majdanek.

**April 20, 1942** - German Jews are banned from using public transportation.

**In May** - In occupied Poland, Sobibor extermination camp becomes operational. The camp is fitted with three gas chambers using carbon monoxide piped in from engines, but will later substitute Zyklon-B.

**May 18, 1942** - The New York Times reports on an inside page that Nazis have machine-gunned over 100,000 Jews in the Baltic states, 100,000 in Poland and twice as many in western Russia.

**May 27, 1942** - SS leader Heydrich is mortally wounded by Czech Underground agents.

**In June** - Gas vans used in Riga.

**June 1, 1942** - Jews in France, Holland, Belgium, Croatia, Slovakia, Romania ordered to wear yellow stars.

**June 4, 1942** - Heydrich dies of his wounds.

**June 5, 1942** - SS report 97,000 persons have been "processed" in mobile gas vans.

**June 10, 1942** - [Nazis liquidate Lidice in retaliation for Heydrich's death.](#)

**June 11, 1942** - Eichmann meets with representatives from France, Belgium and Holland to coordinate deportation plans for Jews.

**June 30, 1942** - At Auschwitz, a second gas chamber, Bunker II (the white farmhouse), is made operational at Birkenau due to the number of Jews arriving.

**June 30 and July 2** - The New York Times reports via the London Daily Telegraph that over 1,000,000 Jews have already been killed by Nazis.

**Summer** - Swiss representatives of the World Jewish Congress receive information from a German industrialist regarding the Nazi plan to exterminate the Jews. They then pass the information on to London and Washington.

**July 2, 1942** - Jews from Berlin sent to Theresienstadt.

**July 7, 1942** - Himmler grants permission for sterilization experiments at Auschwitz.

**July 14, 1942** - Beginning of deportation of [Dutch Jews](#) to Auschwitz.

**July 16/17** - 12,887 Jews of Paris are rounded up and sent to Drancy Internment Camp located outside the city. A total of approximately 74,000 Jews, including 11,000 children, will eventually be transported from Drancy to Auschwitz, Majdanek and Sobibor.

**July 17/18** - Himmler visits Auschwitz-Birkenau for two days, inspecting all ongoing construction and expansion, then observes the extermination process from start to finish as two trainloads of Jews arrive from Holland. Kommandant Höss is then promoted. Construction includes four large gas chamber/crematories.

**July 19, 1942** - Himmler orders Operation Reinhard, mass deportations of Jews in Poland to extermination camps.

**July 22, 1942** - Beginning of deportations from the Warsaw Ghetto to the new extermination camp, Treblinka. Also, beginning of the deportation of Belgian Jews to Auschwitz.

**July 23, 1942** - Treblinka extermination camp opened in occupied Poland, east of Warsaw. The camp is fitted with two buildings containing 10 gas chambers, each holding 200 persons. Carbon monoxide gas is piped in from engines placed outside the chamber, but Zyklon-B will later be substituted. Bodies are burned in open pits.

**In Aug** - The start of deportations of Croatian Jews to Auschwitz.

**Aug 23, 1942** - Beginning of German Army attack on Stalingrad.

**Aug 26-28** - 7,000 Jews arrested in unoccupied France.

**Sept 9, 1942** - Open pit burning of bodies begins at Auschwitz in place of burial. The decision is made to dig up and burn those already buried, 107,000 corpses, to prevent fouling of ground water.

**Sept 18, 1942** - Reduction of food rations for Jews in Germany.

**Sept 26, 1942** - SS begins cashing in [possessions and valuables](#) of Jews from Auschwitz and Majdanek. German banknotes are sent to the Reichs Bank. Foreign currency, gold, jewels and other valuables are sent to SS Headquarters of the Economic Administration. Watches, clocks and pens are distributed to troops at the front. Clothing is distributed to German families. By Feb. 1943, over 800 boxcars of confiscated goods will have left Auschwitz.

**Oct 5, 1942** - Himmler orders all Jews in concentration camps in Germany to be sent to Auschwitz and Majdanek.

**Oct 5, 1942** - [A German eyewitness observes SS mass murder.](#)

**Oct 14, 1942** - [Mass killing of Jews from Mizocz Ghetto in the Ukraine.](#)

**Oct 22, 1942** - SS put down a revolt at Sachsenhausen by a group of Jews about to be sent to Auschwitz.

**Oct 25, 1942** - Deportations of Jews from Norway to Auschwitz begin.

**Oct 28, 1942** - The first transport from Theresienstadt arrives at Auschwitz.

**In Nov** - The mass killing of 170,000 Jews in the area of Bialystok.

**Dec 10, 1942** - The first transport of Jews from Germany arrives at Auschwitz.

**In Dec** - Exterminations at Belzec cease after an estimated 600,000 Jews have been murdered. The camp is then dismantled, plowed over and planted.

**Dec 17, 1942** - British Foreign Secretary Eden tells the British House of Commons the Nazis are "now carrying into effect Hitler's oft repeated intention to exterminate the Jewish people of Europe." U.S. declares those crimes will be avenged.

**Dec 28, 1942** - Sterilization experiments on women at Birkenau begin.



Map of Concentration/Death Camps

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**In 1943** - The number of Jews killed by SS Einsatzgruppen passes one million. Nazis then use [special units](#) of slave laborers to dig up and burn the bodies to remove all traces.

**Jan 18, 1943** - First resistance by Jews in the Warsaw Ghetto.

**Jan 29, 1943** - Nazis order all Gypsies arrested and sent to extermination camps.

**Jan 30, 1943** - Ernst Kaltenbrunner succeeds Heydrich as head of RSHA.

**In Feb** - The Romanian government proposes to the Allies the transfer of 70,000 Jews to Palestine, but receives no response from Britain or the U.S.

**In Feb** - Greek Jews are ordered into ghettos.

**Feb 2, 1943** - Germans surrender at Stalingrad in the first big defeat of Hitler's armies.

**Feb 27, 1943** - Jews working in Berlin armaments industry are sent to Auschwitz.

**In March** - The start of deportations of Jews from Greece to Auschwitz, lasting until August, totaling 49,900 persons.

**March 1, 1943** - In New York, American Jews hold a mass rally at Madison Square Garden to pressure the U.S. government into helping the Jews of Europe

**March 14, 1943** - [The Krakow Ghetto is liquidated.](#)

**March 17, 1943** - Bulgaria states opposition to deportation of its Jews.

**March 22, 1943** - Newly built gas chamber/crematory IV opens at Auschwitz.

**March 31, 1943** - Newly built gas chamber/crematory II opens at Auschwitz.

**April 4, 1943** - Newly built gas chamber/crematory V opens at Auschwitz.

**April 9, 1943** - Exterminations at Chelmno cease. The camp will be reactivated in the spring of 1944 to liquidate ghettos. In all, Chelmno will total 300,000 deaths.

**April 19-30** - The Bermuda Conference occurs as representatives from the U.S. and Britain discuss the problem of refugees from Nazi-occupied countries, but results in inaction concerning the plight of the Jews.

**April 19, 1943** - [Waffen SS attacks Jewish Resistance in Warsaw Ghetto.](#)

**In May** - SS Dr. Josef Mengele arrives at Auschwitz.

**May 13, 1943** - German and Italian troops in North Africa surrender to Allies.

**May 19, 1943** - Nazis declare Berlin to be Judenfrei (cleansed of Jews).

**June 11, 1943** - Himmler orders liquidation of all Jewish ghettos in occupied Poland.

**June 25, 1943** - Newly built gas chamber/crematory III opens at Auschwitz. With its completion, the four new crematories at Auschwitz have a daily capacity of 4,756 bodies.

**July 9/10** - Allies land in Sicily.

**Aug 2, 1943** - Two hundred Jews escape from Treblinka extermination camp during a revolt. Nazis then hunt them down one by one.

**Aug 16, 1943** - The Bialystok Ghetto is liquidated.

**In Aug** - Exterminations cease at Treblinka, after an estimated 870,000 deaths.

**In Sept** - The Vilna and Minsk Ghettos are liquidated.

**Sept 11, 1943** - Germans occupy Rome, after occupying northern and central Italy, containing in all about 35,000 Jews.

**Sept 11, 1943** - Beginning of Jewish family transports from Theresienstadt to Auschwitz.

**In Oct** - The Danish Underground helps transport 7,220 Danish Jews to safety in [Sweden by sea](#).

**Oct 4** - [Himmler talks openly about the Final Solution at Posen.](#) 

**Oct 14, 1943** - Massive escape from Sobibor as Jews and Soviet POWs break out, with 300 making it safely into nearby woods. Of those 300, fifty will [survive](#). Exterminations then cease at Sobibor, after over 250,000 deaths. All traces of the death camp are then removed and trees are planted.

**Oct 16, 1943** - Jews in Rome rounded up, with over 1,000 sent to Auschwitz.

**In Nov** - The Riga Ghetto is liquidated.

**In Nov** - The U.S. Congress holds hearings regarding the U.S. State Department's inaction regarding European Jews, despite mounting reports of mass extermination.

**Nov 3, 1943** - Nazis carry out Operation Harvest Festival in occupied Poland, killing 42,000 Jews.

**Nov 4, 1943** - Quote from Nazi newspaper, Der Stürmer, published by Julius Streicher - "It is actually true that the Jews have, so to speak, disappeared from Europe and that the Jewish 'Reservoir of the East' from which the Jewish pestilence has for centuries beset the peoples of Europe has ceased to exist. But the Führer of the German people at the beginning of the war prophesied what has now come to pass."

**Nov 11, 1943** - Auschwitz Kommandant Höss is promoted to chief inspector of concentration camps. The new kommandant, Liebehenschel, then divides up the vast [Auschwitz complex](#) of over 30 sub-camps into three main sections.

**Dec 2, 1943** - The first transport of Jews from Vienna arrives at Auschwitz.

**Dec 16, 1943** - The chief surgeon at Auschwitz reports that 106 castration operations have been performed.

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**1944** [Return to Top of Page](#)

**Jan 3, 1944** - Soviet troops reach former Polish border.



**Jan 24, 1944** - In response to political pressure to help Jews under Nazi control, Roosevelt creates the War Refugee Board.

**Jan 25, 1944** - Diary entry by Hans Frank, Gauleiter of Poland, concerning the fate of 2.5 million Jews originally under his jurisdiction - "At the present time we still have in the General Government perhaps 100,000 Jews."

**In Feb** - Eichmann visits Auschwitz.

**March 19, 1944** - Nazis occupy Hungary (Jewish pop. 725,000). Eichmann arrives with Gestapo "Special Section Commandos."

**March 24, 1944** - President Roosevelt issues a [statement](#) condemning German and Japanese ongoing "crimes against humanity."

**April 5, 1944** - A Jewish inmate, Siegfried Lederer, escapes from Auschwitz-Birkenau and makes it safely to Czechoslovakia. He then warns the Elders of the Council at Theresienstadt about Auschwitz.

**April 6, 1944** - [Nazis raid a French home for Jewish children.](#)

**April 7, 1944** - Two Jewish inmates escape from Auschwitz-Birkenau and make it safely to Czechoslovakia. One of them, Rudolf Vrba, submits a report to the Papal Nuncio in Slovakia which is forwarded to the Vatican, received there in mid June.

**April 14, 1944** - First transports of Jews from Athens to Auschwitz, totaling 5,200 persons.

**In May** - Himmler's agents secretly propose to the western Allies to trade Jews for trucks, other commodities or money.

**May 8, 1944** - Rudolf Höss returns to Auschwitz, ordered by Himmler to oversee the extermination of Hungarian Jews.

**May 15, 1944** - Beginning of deportation of Jews from Hungary to Auschwitz.

**May 16, 1944** - Jews from Hungary arrive at Auschwitz. Eichmann arrives to personally oversee and speed up the extermination process. By May 24, an estimated 100,000 have been gassed. Between May 16 and May 31, the SS report collecting 88 pounds of gold and white metal from the teeth of those gassed. By the end of June, 381,661 persons - half of the Jews in Hungary - arrive at Auschwitz.

**In June** - A Red Cross delegation visits Theresienstadt after the Nazis have carefully prepared the camp and the Jewish inmates, resulting in a favorable report.

**June 6, 1944** - D-Day: Allied landings in Normandy.

**June 12, 1944** - Rosenberg orders [Hay Action](#) the kidnapping of 40,000 Polish children aged ten to fourteen for slave labor in the Reich.

**Summer** - Auschwitz-Birkenau records its highest-ever daily number of persons gassed and burned at just over 9,000. Six huge pits are used to burn bodies, as the number exceeds the capacity of the crematories.

**In July** - Swedish diplomat [Raoul Wallenberg](#) arrives in Budapest, Hungary, and proceeds to save nearly 33,000 Jews by issuing diplomatic papers and establishing 'safe houses.'

**July 24, 1944** - Soviet troops liberate first concentration camp at [Majdanek](#) where over 360,000 had been murdered.

**Aug 4, 1944** - Anne Frank and family arrested by Gestapo in Amsterdam, then sent to Auschwitz. Anne and her sister Margot are later sent to Bergen-Belsen where Anne dies of typhus on March 15, 1945.

**Aug 6, 1944** - The last Jewish ghetto in Poland, Lodz, is liquidated with 60,000 Jews sent to Auschwitz.

**Oct 7, 1944** - A revolt by Sonderkommando (Jewish slave laborers) at Auschwitz-Birkenau results in complete destruction of Crematory IV.

**Oct 15, 1944** - Nazis seize control of the Hungarian puppet government, then resume deporting Jews, which had temporarily ceased due to international political pressure to stop Jewish persecutions.

**Oct 17, 1944** - Eichmann arrives in Hungary.

**Oct 28, 1944** - The last transport of Jews to be gassed, 2,000 from Theresienstadt, arrives at Auschwitz.

**Oct 30, 1944** - Last use of gas chambers at Auschwitz.

**Nov 8, 1944** - Nazis force 25,000 Jews to walk over 100 miles in rain and snow from Budapest to the Austrian border, followed by a second forced march of 50,000 persons, ending at Mauthausen.

**Nov 25, 1944** - Himmler orders the [destruction of the crematories](#) at Auschwitz.

**Late 1944** - [Oskar Schindler](#) saves 1200 Jews by moving them from [Plaszow](#) labor camp to his hometown of Brunnlitz.

## **1945** [Return to Top of Page](#)

**In 1945** - As the Allies advance, the Nazis conduct [death marches](#) of concentration camp inmates away from outlying areas.

**Jan 6, 1945** - Soviets liberate Budapest, freeing over 80,000 Jews.

**Jan 14, 1945** - Invasion of eastern Germany by Soviet troops.

**Jan 17, 1945** - Liberation of Warsaw by the Soviets.

**Jan 18, 1945** - Nazis evacuate 66,000 from Auschwitz.

**Jan 27, 1945** - [Soviet troops liberate Auschwitz](#). By this time, an estimated 2,000,000 persons, including 1,500,000 Jews, have been murdered there.

**April 4, 1945** - Ohrdruf camp is liberated, later visited by [General Eisenhower](#).

**April 10, 1945** - [Allies liberate Buchenwald](#).

**April 15, 1945** - Approximately 40,000 prisoners freed at [Bergen-Belsen](#) by the British, who report "both inside and outside the huts was a carpet of dead bodies, human excreta, rags and filth."

**April 23, 1945** - Berlin reached by Soviet troops.

**April 29, 1945** - [U.S. 7th Army liberates Dachau](#).

**April 30, 1945** - [Hitler commits suicide in his Berlin bunker](#).

**April 30, 1945** - Americans free 33,000 inmates from concentration camps.

**May 2, 1945** - Theresienstadt taken over by the Red Cross.

**May 5, 1945** - [Mauthausen liberated](#).

**May 7, 1945** - Unconditional German surrender signed by Gen. Jodl at Reims.

**May 9, 1945** - Hermann Göring captured by members of U.S. 7th Army.

**May 23, 1945** - SS Reichsführer Himmler commits suicide.

**Nov 20, 1945** - [Opening of the Nuremberg International Military Tribunal](#).

[Holocaust Statistics](#)

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## 1946 [Return to Top of Page](#)

**March 11, 1946** - Former Auschwitz Kommandant Höss, posing as a farm worker, is arrested by the British. He [testifies](#) at Nuremberg, then is later tried in Warsaw, found guilty and hanged at Auschwitz, April 16, 1947, near Crematory I. "History will mark me as the greatest mass murderer of all time," Höss writes while in prison, along with his memoirs about Auschwitz.

**Oct 16, 1946** - Göring commits suicide two hours before the scheduled execution of the first group of major Nazi war criminals at Nuremberg. During his imprisonment, a (now repentant) Hans Frank states, "A thousand years will pass and the guilt of Germany will not be erased." Frank and the others are hanged and the bodies are brought to Dachau and burned (the final use of the crematories there) with the ashes then scattered into a river.

**Dec 9, 1946** - 23 former SS doctors and scientists go on trial before a U.S. Military Tribunal at Nuremberg. Sixteen are found guilty, with 7 being hanged.

## 1947

**Sept 15, 1947** - Twenty one former SS Einsatz leaders go on trial before a U.S. Military Tribunal in Nuremberg. Fourteen are sentenced to death, with only 4 (the group commanders) actually being executed. The other death sentences are commuted.

## 1960

**May 11, 1960** - Adolf Eichmann is captured in Argentina by Israeli secret service.

## 1961

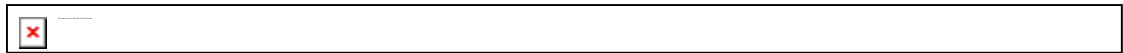
**April 11 - August 14** - Eichmann on trial in Jerusalem for crimes against the Jewish people, crimes against humanity and war crimes. Found guilty and hanged at Ramleh on May 31, 1962. A fellow Nazi reported Eichmann once said "he would leap laughing into the grave because the feeling that he had five million people on his conscience would be for him a source of extraordinary satisfaction."

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It began with a simple boycott of Jewish shops and ended in the gas chambers at Auschwitz as Adolf Hitler and his Nazi followers attempted to exterminate the entire Jewish population of Europe.

In January 1933, after a bitter ten-year political struggle, Adolf Hitler came to power in Germany. During his rise to power, Hitler had repeatedly blamed the Jews for Germany's defeat in World War I and subsequent economic hardships. Hitler also put forward racial theories asserting that Germans with fair skin, blond hair and blue eyes were the supreme form of human, or master race. The Jews, according to Hitler, were the racial opposite, and were actively engaged in an international conspiracy to keep this master race from assuming its rightful position as rulers of the world.

Jews at this time composed only about one percent of Germany's population of 55 million persons. German Jews were mostly cosmopolitan in nature and proudly considered themselves to be Germans by nationality and Jews only by religion. They had lived in Germany for centuries, fought bravely for the Fatherland in its wars and prospered in numerous professions.

But they were gradually shut out of German society by the Nazis through a never-ending series of laws and decrees, culminating in the Nuremberg Laws of 1935 which deprived them of their German citizenship and forbade intermarriage with non-Jews. They were removed from schools, banned from the professions, excluded from military service, and were even forbidden to share a park bench with a non-Jew.

At the same time, a carefully orchestrated smear campaign under the direction of Propaganda Minister Joseph Goebbels portrayed Jews as

enemies of the German people. Daily anti-Semitic slurs appeared in Nazi newspapers, on posters, the movies, radio, in speeches by Hitler and top Nazis, and in the classroom. As a result, State-sanctioned anti-Semitism became the norm throughout Germany. The Jews lost everything, including their homes and businesses, with no protest or public outcry from non-Jewish Germans. The devastating Nazi propaganda film *The Eternal Jew* went so far as to compared Jews to plague carrying rats, a foreshadow of things to come.

In March 1938, Hitler expanded the borders of the Nazi Reich by forcibly annexing Austria. A brutal crackdown immediately began on Austria's Jews. They also lost everything and were even forced to perform public acts of humiliation such as scrubbing sidewalks clean amid jeering pro-Nazi crowds.

Back in Germany, years of pent-up hatred toward the Jews was finally let loose on the night that marks the actual beginning of the Holocaust. The Night of Broken Glass (Kristallnacht) occurred on November 9/10 after 17-year-old Herschel Grynszpan shot and killed Ernst vom Rath, a German embassy official in Paris, in retaliation for the harsh treatment his Jewish parents had received from Nazis.

Spurred on by Joseph Goebbels, Nazis used the death of vom Rath as an excuse to conduct the first State-run pogrom against Jews. Ninety Jews were killed, 500 synagogues were burned and most Jewish shops had their windows smashed. The first mass arrest of Jews also occurred as over 25,000 men were hauled off to concentration camps. As a kind of cynical joke, the Nazis then fined the Jews 1 Billion Reichsmarks for the destruction which the Nazis themselves had caused during Kristallnacht.

Many German and Austrian Jews now attempted to flee Hitler's Reich. However, most Western countries maintained strict immigration quotas and showed little interest in receiving large numbers of Jewish refugees. This was exemplified by the plight of the *St. Louis*, a ship crowded with 930 Jews that was turned away by Cuba, the United States and other countries and returned back to Europe, soon to be under Hitler's control.

On the eve of World War II, the Führer (supreme leader) publicly threatened the Jews of Europe during a speech in Berlin: "In the course of my life I have very often been a prophet, and have usually been ridiculed for it. During the time of my struggle for power it was in the first instance only the Jewish race that received my prophecies with laughter when I said that I would one day take over the leadership of the State, and with it that of the whole nation, and that I would then among other things settle the Jewish problem. Their laughter was uproarious, but I think that for some time now they have been laughing on the other side of their face.

Today I will once more be a prophet: if the international Jewish financiers in and outside Europe should succeed in plunging the nations once more into a world war, then the result will not be the Bolshevizing of the earth, and thus the victory of Jewry, but the annihilation of the Jewish race in Europe!"

Hitler intended to blame the Jews for the new world war he was soon to provoke. That war began in September 1939 as German troops stormed into Poland, a country that was home to over three million Jews. After Poland's quick defeat, Polish Jews were rounded up and forced into newly established ghettos at Lodz, Krakow, and Warsaw, to await future plans. Inside these overcrowded walled-in ghettos, tens of thousands died a slow death from hunger and disease amid squalid living conditions. The ghettos soon came under the jurisdiction of Heinrich Himmler, leader of the Nazi SS, Hitler's most trusted and loyal organization, composed of fanatical young men considered racially pure according to Nazi standards.

In the spring of 1940, Himmler ordered the building of a concentration camp near the Polish city of Oswiecim, renamed Auschwitz by the Germans, to hold Polish prisoners and to provide slave labor for new German-run factories to be built nearby.

Meanwhile, Hitler continued his conquest of Europe, invading Belgium, Holland, Luxembourg and France, placing ever-increasing numbers of Jews under Nazi control. The Nazis then began carefully tallying up the actual figures and also required Jews to register all of their assets. But the overall question remained as to what to do with the millions of Jews now under Nazi control - referred to by the Nazis themselves as the Judenfrage (Jewish question).

The following year, 1941, would be the turning point. In June, Hitler took a tremendous military gamble by invading the Soviet Union. Before the invasion he had summoned his top generals and told them the attack on Russia would be a ruthless "war of annihilation" targeting Communists and Jews and that normal rules of military conflict were to be utterly ignored.

Inside the Soviet Union were an estimated three million Jews, many of whom still lived in tiny isolated villages known as Shtetls. Following behind the invading German armies, four SS special action units known as Einsatzgruppen systematically rounded-up and shot all of the inhabitants of these Shtetls. Einsatz execution squads were aided by German police units, local ethnic Germans, and local anti-Semitic volunteers. Leaders of the Einsatzgruppen also engaged in an informal competition as to which group had the highest tally of murdered Jews.

During the summer of 1941, SS leader Heinrich Himmler summoned Auschwitz Commandant Rudolf Höss to Berlin and told him: "The Führer has ordered the Final Solution of the Jewish question. We, the SS, have to carry out this order...I have therefore chosen Auschwitz for this purpose."

At Auschwitz, a large new camp was already under construction to be known as Auschwitz II (Birkenau). This would become the future site of four large gas chambers to be used for mass extermination. The idea of using gas chambers originated during the Euthanasia Program, the so-called "mercy killing" of sick and disabled persons in Germany and Austria by Nazi doctors.

By now, experimental mobile gas vans were being used by the Einsatzgruppen to kill Jews in Russia. Special trucks had been converted by the SS into portable gas chambers. Jews were locked up in the air-tight rear container while exhaust fumes from the truck's engine were fed in to suffocate them. However, this method was found to be somewhat impractical since the average capacity was less than 50 persons. For the time being, the quickest killing method continued to be mass shootings. And as Hitler's troops advanced deep into the Soviet Union, the pace of Einsatz killings accelerated. Over 33,000 Jews in the Ukraine were shot in the Babi Yar ravine near Kiev during two days in September 1941.

The next year, 1942, marked the beginning of mass murder on a scale unprecedented in all of human history. In January, fifteen top Nazis led by Reinhard Heydrich, second in command of the SS, convened the Wannsee Conference in Berlin to coordinate plans for the Final Solution. The Jews of Europe would now be rounded up and deported into occupied Poland where new extermination centers were being constructed at Belzec, Sobibor, Treblinka, and Auschwitz-Birkenau.

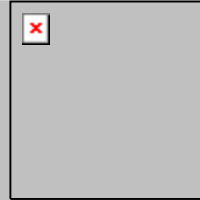


Code named "Aktion Reinhard" in honor of Heydrich, the Final Solution began in the spring as over two million Jews already in Poland were sent to be gassed as soon as the new camps became operational. Hans Frank, the Nazi Governor of Poland had by now declared: "I ask nothing of the Jews except that they should disappear."

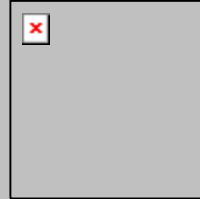
Every detail of the actual extermination process was meticulously planned. Jews arriving in trains at Belzec, Sobibor, and Treblinka were falsely informed by the SS that they had come to a transit stop and would be moving on to their true destination after delousing. They were told their clothes were going to be disinfected and that they would all be taken to shower rooms for a good washing. Men were then split up from the women and children. Everyone was taken to undressing barracks and told to remove all of their clothing. Women and girls next had their hair cut off. First the men, and then the women and children, were hustled in the nude along a narrow fenced-in pathway nicknamed by the SS as the Himmelstrasse (road to Heaven). At the end of the path was a bathhouse with tiled shower rooms. As soon as the people were all crammed inside, the main door was slammed shut, creating an air-tight seal. Deadly carbon monoxide fumes were then fed in from a stationary diesel engine located outside the chamber.

At Auschwitz-Birkenau, new arrivals were told to carefully hang their clothing on numbered hooks in the undressing room and were instructed to remember the numbers for later. They were given a piece of soap and taken into the adjacent gas chamber disguised as a large shower room. In place of carbon monoxide, pellets of the commercial pesticide Zyklon-B (prussic acid) were poured into openings located above the chamber upon the cynical SS command - Na, gib ihnen shon zu fressen (All right, give 'em something to chew on). The gas pellets fell into hollow shafts made of perforated sheet metal and vaporized upon contact with air, giving off lethal cyanide fumes inside the chamber which oozed out at floor level then rose up toward the ceiling. Children died first since they were closer to the floor. Pandemonium usually erupted as the bitter almond-like odor of the gas spread upwards with adults climbing on top of each other forming a tangled heap of dead bodies all the way up to the ceiling.

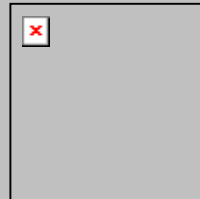
At each of the death camps, special squads of Jewish slave laborers called Sonderkommandos were utilized to untangle



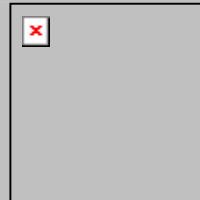
Map showing locations of Nazi Concentration & Death camps.



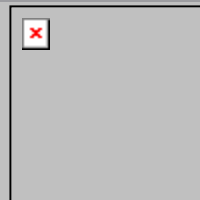
Adolf Hitler salutes SS troops on parade in Nuremberg while SS Leader Himmler (in front) watches.



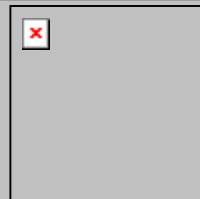
Jews in Vienna forced to scrub sidewalks.



A mass shooting somewhere inside occupied Russia.



Jewish children in the Lodz Ghetto on their way toward transports that will take them to Chelmno Death Camp.



the victims and remove them from the gas chamber. Next they extracted any gold fillings from teeth and searched body orifices for hidden valuables. The corpses were disposed of by various methods including mass burials, cremation in open fire pits or in specially designed crematory ovens such as those used at Auschwitz. All clothing, money, gold, jewelry, watches, eyeglasses and other valuables were sorted out then shipped back to Germany for re-use. Women's hair was sent to a firm in Bavaria for the manufacture of felt.

One extraordinary aspect of the journey to the death camps was that the Nazis often charged Jews deported from Western Europe train fare as third class passengers under the guise that they were being "resettled in the East." The SS also made new arrivals in the death camps sign picture postcards showing the fictional location "Waldsee" which were sent to relatives back home with the printed greeting: "We are doing very well here. We have work and we are well treated. We await your arrival."

In the ghettos of Poland, Jews were simply told they were being "transferred" to work camps. Many went willingly, hoping to escape the brutal ghetto conditions. They were then stuffed into unheated, poorly ventilated boxcars with no water or sanitation. Young children and the elderly often died long before reaching their destination.

Trainloads of human cargo arriving at Auschwitz went through a selection process conducted by SS doctors such as Josef Mengele. Young adults considered fit for slave labor were allowed to live and had an ID number tattooed on their left forearm. Everyone else went to the gas chambers. A few inmates, including twin children, were occasionally set aside for participation in human medical experiments.

The death camp at Majdanek operated on the Auschwitz model and served both as a slave labor camp and extermination center. Chelmno, the sixth death camp in occupied Poland, operated somewhat differently from the others in that large mobile gas vans were continually used.

Although the Nazis attempted to keep all of the death camps secret, rumors and some eyewitness reports gradually filtered out. Harder to conceal were the mass shootings occurring throughout occupied Russia. On June 30 and July 2, 1942, the *New York Times* reported via the *London Daily Telegraph* that over 1,000,000 Jews had already been shot.

That summer, Swiss representatives of the World Jewish Congress received information from a German industrialist regarding the Nazi plan to exterminate the Jews. They passed the information on to London and Washington.

In December 1942, British Foreign Secretary Anthony Eden stood before the House of Commons and declared the Nazis were "now carrying into effect Hitler's oft-repeated intention to exterminate the Jewish people of Europe."

Jews in America responded to the various reports by holding a rally at New York's Madison Square Garden in March 1943 to pressure the U.S. government into action. As a result, the Bermuda Conference was held from April 19-30, with representatives from the U.S. and Britain meeting to discuss the problem of refugees from Nazi-occupied countries. But the meeting resulted in complete inaction concerning the ongoing exterminations.

Seven months later, November 1943, the U.S. Congress held hearings concerning the U.S. State Department's total inaction regarding the plight of European Jews. President Franklin Roosevelt responded to the mounting political pressure by creating the War Refugee Board (WRB) in January 1944 to aid neutral countries in the rescue of Jews. The WRB helped save about 200,000 Jews from death camps through the heroic efforts of persons such as Swedish diplomat Raoul Wallenberg working tirelessly in occupied countries.

The WRB also advocated the aerial bombing of Auschwitz, although it never occurred since it was not considered a vital military target. The U.S. and its military Allies maintained that the best way to stop Nazi atrocities was to defeat Germany as quickly as possible.

In April 1944, two Jewish inmates escaped from Auschwitz and made it safely into Czechoslovakia. One of them, Rudolf Vrba, submitted a detailed report to the Papal Nuncio in Slovakia which was then forwarded to the Vatican, received there in mid-June. Thus far, Pope Pius XII had not issued a public condemnation of Nazi maltreatment and subsequent mass murder of Jews, and he chose to continue his silence.

The Nazis attempted to quell increasing reports of the Final Solution by inviting the International Red Cross to visit Theresienstadt, a ghetto in Czechoslovakia containing prominent Jews. A Red Cross delegation toured Theresienstadt in July 1944 observing stores, banks, cafes, and classrooms which had been hastily spruced-up for their benefit. They also witnessed a delightful musical program put on by Jewish children. After the Red Cross departed, most of the ghetto inhabitants, including all of the children, were sent to be gassed and the model village was left to deteriorate.

In several instances, Jews took matters into their own hands and violently resisted the Nazis. The most notable was the 28-day battle waged inside

the Warsaw Ghetto. There, a group of 750 Jews armed with smuggled-in weapons battled over 2000 SS soldiers armed with small tanks, artillery and flame throwers. Upon encountering stiff resistance from the Jews, the Nazis decided to burn down the entire ghetto.

An SS report described the scene: "The Jews stayed in the burning buildings until because of the fear of being burned alive they jumped down from the upper stories... With their bones broken, they still tried to crawl across the street into buildings which had not yet been set on fire... Despite the danger of being burned alive the Jews and bandits often preferred to return into the flames rather than risk being caught by us."

Resistance also occurred inside the death camps. At Treblinka, Jewish inmates staged a revolt in August 1943, after which Himmler ordered the camp dismantled. At Sobibor, a big escape occurred in October 1943, as Jews and Soviet POWs killed 11 SS men and broke out, with 300 making it safely into nearby woods. Of those 300, most were hunted down and only fifty survived. Himmler then closed Sobibor. At Auschwitz-Birkenau, Jewish Sonderkommandos managed to destroy crematory number four in October 1944.

But throughout Nazi-occupied Europe, relatively few non-Jewish persons were willing to risk their own lives to help the Jews. Notable exceptions included Oskar Schindler, a German who saved 1200 Jews by moving them from Plaszow labor camp to his hometown of Brunnlitz. The country of Denmark rescued nearly its entire population of Jews, over 7000, by transporting them to safety by sea. Italy and Bulgaria both refused to cooperate with German demands for deportations. Elsewhere in Europe, people generally stood by passively and watched as Jewish families were marched through the streets toward waiting trains, or in some cases, actively participated in Nazi persecutions.

By 1944, the tide of war had turned against Hitler and his armies were being defeated on all fronts by the Allies. However, the killing of Jews continued uninterrupted. Railroad locomotives and freight cars badly needed by the German Army were instead used by the SS to transport Jews to Auschwitz.

In May, Nazis under the direction of SS Lt. Colonel Adolf Eichmann boldly began a mass deportation of the last major surviving population of European Jews. From May 15 to July 9, over 430,000 Hungarian Jews were deported to Auschwitz. During this time, Auschwitz recorded its highest-ever daily number of persons killed and cremated at just over 9000. Six huge open pits were used to burn the bodies, as the number of dead exceeded the capacity of the crematories.

The unstoppable Allied military advance continued and on July 24, 1944, Soviet troops liberated the first camp, Majdanek in eastern Poland, where over 360,000 had died. As the Soviet Army neared Auschwitz, Himmler ordered the complete destruction of the gas chambers. Throughout Hitler's crumbling Reich, the SS now began conducting death marches of surviving concentration camp inmates away from outlying areas, including some 66,000 from Auschwitz. Most of the inmates on these marches either dropped dead from exertion or were shot by the SS when they failed to keep up with the column.

The Soviet Army reached Auschwitz on January 27, 1945. By that time, an estimated 1,500,000 Jews, along with 500,000 Polish prisoners, Soviet POWs and Gypsies, had perished there. As the Western Allies pushed into Germany in the spring of 1945, they liberated Buchenwald, Bergen-Belsen, and Dachau. Now the full horror of the twelve-year Nazi regime became apparent as British and American soldiers, including Supreme Commander Dwight D. Eisenhower, viewed piles of emaciated corpses and listened to vivid accounts given by survivors.

On April 30, 1945, surrounded by the Soviet Army in Berlin, Adolf Hitler committed suicide and his Reich soon collapsed. By now, most of Europe's Jews had been killed. Four million had been gassed in the death camps while another two million had been shot dead or died in the ghettos. The victorious Allies; Britain, the United States, and the Soviet Union, then began the daunting task of sorting through the carnage to determine exactly who was responsible. Seven months later, the Nuremberg War Crime Trials began, with 22 surviving top Nazis charged with crimes against humanity.

During the trial, a now-repentant Hans Frank, the former Nazi Governor of Poland declared: "A thousand years will pass and the guilt of the Germany will not be erased."

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  - [Nuremberg War Crimes Page at Yale University](#)
  - [See also: The History Place - Holocaust Timeline](#)

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# Glossary



Photo courtesy of the United States Holocaust Memorial Museum

## Glossary of Terms

**Aktion** - a Nazi operation to seek out, round up, and deport to labor or death camps or execute; usually occurred in Jewish villages or ghettos

**Allied Powers** - twenty-six nations that fought against the Axis powers in World War II, including the United States, the Soviet Union, and Great Britain

**Anschluss** - used by Germans to describe the annexation of Austria by Germany on March 13, 1938.

**Antisemitism** - prejudice, hostility or discrimination toward Jewish people or Judaism.

**Aryan** - according to Nazi ideology, a Caucasian of Nordic descent, idealized as blond-haired, blue-eyed, fair-skinned, and tall. It actually has no racial meaning, instead referring to those speaking Indo-European languages.

**Assimilation** - act of becoming part of a large culture by absorbing its values as one's own

**Auschwitz** - Nazi concentration camp located 37 miles west of Cracow. Became an extermination camp. Eventually became so large that it included a number of sections and subcamps. Auschwitz II-Birkenau was designated as the main extermination camp.

**Axis Powers** - group of countries that included Nazi Germany, Italy, and Japan. Formed when the three nations signed a pact in Berlin on September 27, 1940. Bulgaria, Croatia, Hungary, and Slovakia later joined also

**Babi Yar** - ravine in the Ukraine where 90,000 Jews were marched into pits and machine-gunned to death.

**Belzec** - one of the six death camps established in Poland. Used as a forced labor camp when first established in 1940; became an extermination camp after the implementation of the "Final Solution." Over 600,000 Jews murdered here

**Bergen-Belsen** - originally a prisoner-exchange camp, became a concentration and death camp in March 1944.

**Bermuda Conference** - Anglo-American 1943 conference on refugees; despite stated purpose to discuss refugee problem, no action was taken by participants to open the doors of their nations to Jews and others trying to flee Nazi brutality

**Bias** - a feeling that is marked by strong prejudice

**Bigot** - a person who holds a prejudice against a racial, ethnic, or religious group

**Birkenau** - Auschwitz II, established in 1942, with four gas chambers to murder Jews

**Boycott** - to refuse to acknowledge or follow specific rules; to refuse to participate; to withhold services or business

**Buchenwald** - opened March 1938 by Nazis as a forced labor camp; located near Weimar, Germany

**Buna-Werke** - factory that used forced labor to produce synthetic rubber at Auschwitz

**Bystander** - a person who is nearby when something happens, but does not actually take part in the event or activity

**Canada** - name given to unit responsible for clothing and all supplies at Auschwitz

**Chancellor** - chief minister of German government

**Chelmno** - established as extermination camp in later 1941; located near Lodz ghetto in Poland. First camp to execute using gas. 320,000 people killed there.

**Collaborators** - those who aided the Nazis in their campaign against the Jews

**Collective responsibility** - blaming a group for the actions of individuals within it

**Concentration camp** - camps established under Nazi regime to imprison and use as forced labor persons identified as "enemies" of the state (Nazi authority). These included but were not limited to Jews, Gypsies, socialists, trade unionists, Communists, Jehovah's Witnesses, homosexuals, and others deemed "anti-social" and "undesirable." Treatment of prisoners was brutal, leading to many deaths.

**Concordat** - agreement reached between Vatican and Nazi Germany in 1934; effect was neutralization of public opposition by Catholic Church

**Crematoria** - the furnaces and ovens used to burn the dead bodies of prisoners; part of the "industrialization of murder" in the camps

**Dachau** - first concentration camp set up in Nazi Germany; opened early in 1938 near Munich.

**Death camp** - a location designated for the murder and extermination of people.

**Death march** - Nazis forced their prisoners to march under horrendous conditions from one location to another as the Allied armies advanced. At least a third of the prisoners died or were killed along the way.

**Dehumanization** - removing or taking away the qualities of being human or personality

**Demagogue** - one who influences others by appealing to emotions and prejudice

**Deport** - removal of Jews and the process of taking them to ghettos and camps

**Discrimination** - act of distinguishing someone or a group of people because of their differences

**Displaced person** - survivor of the Holocaust who had no home when the war ended on May 8, 1945; placed in special camps because they were homeless

**Dolchstoß** - false claim by the Nazis that Germany had been "sold out" by Jews and others in World War I. Literal meaning "stabbed in the back."

**Doublespeak** - talk that is deliberately evasive, ambiguous, and misleading. Examples of those used by the Nazis during the Holocaust are "resettlement" for the efforts to annihilate all the Jews of Europe, "bath houses" or "showers" for gas chambers, "cleansing" for liquidation, etc.

**D.P. camp** - camps established to assist, treat, and revive survivors of the Holocaust

**Drancy** - largest camp for the deportation of Jews from France; 61,000 Jews passed through on their way to Auschwitz

**Dysentery** - an infectious disease causing uncontrollable diarrhea and resulting in internal bleeding, ulcers, and other stomach problems; common ailment among prisoners in the camps and ghettos

**Einsatzgruppen** - special military SS units used in Eastern Europe to round up and murder large numbers of Jews; supported by units of German police and local volunteers, they executed over a million Jews through shootings and mass grave burials such as that at Babi Yar in the Ukraine

**Ethnocentrism** - tendency for people to feel that their race, religion, culture, or nation is superior

**Eugenics**- scientific program focused on human breeding; Nazis used this falsely to promote their ideas of racial purity and master race theories.

**Evian Conference** - arranged by President Franklin D. Roosevelt in July 1938 and convened in Evian, France. Conference unsuccessful because most western nations, including the United States and Canada, were unwilling to open their doors to Jewish refugee immigrants.

**Extermination camp** - camp where Jews and others were deported in order to be executed by efficient assembly-line killing methods organized by the Nazis. The main killing centers were Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka. Each of these six was located in Poland.

**Facism** - system of government characterized by a dictatorship of the extreme right. State and business leadership merged accompanied by aggressive, belligerent nationalism. Interest of individual submissive to will of the State.

**Final Solution** - deceptive name for the Nazi plan to eliminate 11,000,000 Jews in Europe to solve the "Jewish Question." Beginning in 1941, Jews were rounded up and sent to be executed through the mass murder process organized by the Nazis.

**Frei Korps** - paramilitary group of war veterans who contributed to rise of Nazi Party

**Fuehrer** - German term for leader;" Hitler himself chose to use this title.

**Gas chamber** - sealed room in which numerous victims would be killed all at one time by releasing poisonous gas. Nazis used both Zyklon B and carbon monoxide in these chambers.

**Genocide** - use of deliberated systematic methods designed to bring about the murder of an entire racial, political, or cultural group of people.

**Gestapo** - Secret State Police established by Nazis in 1933 to eliminate all political opposition. Used brutal physical and psychological torture to create immense fear in pursuit of this goal.

**Ghetto** - under the Nazis, designed to hold Jews rounded up and forced into these confined areas; usually surrounded by barbed wire and/or brick walls and guarded at all times. Conditions were brutal with overcrowding, lack of food, lack of water and facilities, lack of fuel, disease, round up for forced labor groups, and other random acts of brutality. The death tolls were high. Eventually the ghettos were used as staging areas for the removal of the Jews to concentration camps and for mass executions.

**Gypsies** - nomadic people from northwest India who arrived in Europe in the 15<sup>th</sup> century. Persecuted by the Nazis with as many as 250,000 or more murdered. Proper terminology Roma and Sinti.

**Hadamar Institute** - one of the places where the Nazis carried out their program of murder of the handicapped; falsely referred to program as one of "euthanasia"

**Holocaust** - term used to describe the destruction of six million Jews by the Nazis and their collaborators in Europe and North Africa between 1933-1945.

**Jehovah's Witnesses** - a religious group that does not allow recognition of any worldly power, instead looking only to the Bible and the kingdom of God. Targeted by the Nazis as "enemies of the state" because of their refusal to salute the flag or the fuhrer or to serve in the military.

**Jewish Badge** - a sign Jews were required to wear in Nazi Germany and the countries they conquered; often a yellow Star of David.

**Judaism** - religion of ancient Israelites and modern Jews founded by Abraham, with Moses as a central figure. A monotheistic faith.

**Judenrat** - committee of Jewish representatives in ghettos and other locations established by the Nazis to assist them in the administration of their policies

**Judenrein** - German term meaning "make free or clean of Jews."

**Kapo** - prisoners given the responsibility to supervise and intimidate, often violently, their fellow prisoners. Kapos were usually given extra rations or other incentives by the Nazis but failure to produce the desired results could mean loss of position and/or their own death. In some camps, those prisoners selected to be kapos were hardened, convicted criminals who enjoyed the opportunity for brutality.

**Kristallnacht** - The Night of Broken Glass. Mass pogrom of Nazi violence against the Jews, their stores and synagogues on November 9-10, 1938. In addition to the looting and destruction, about 35,000 Jewish men were arrested and sent to labor camps. This "spontaneous" nationwide retaliation for the assassination of Ernst Vom Rath was actually a well-planned, staged action by the Nazis against the Jews.

**Labor camp** - camp where Jews and other prisoners were sent to perform forced labor under brutal conditions.

**Lebensborn** - eugenics program instituted by the Nazis to perfect the German "race."

**Lebensraum** - Nazi claim that the Third Reich and its Aryan citizens needed "living room or space" that they were entitled to seize from the neighboring countries by invasion and conquest.

**Lidice** - Czech village of 700 destroyed in retaliation by the Nazis after the assassination of Reinhard Heydrich, head of the SS Main Office

**Lodz** - Polish city that became site of the first major ghetto in April 1940. Many Jews from other lands also brought there; 144,000 people lived in 1.6 square miles. As continued to grow, many sent to be murdered at Chelmno. Ghetto was liquidated in 1944.

**Luftwaffe** - German Air Force

**Madagascar Plan** - short-lived Nazi plan to send all Jews to the African island of Madagascar for permanent residence. The "Final Solution" replaced this plan.

**Majdanek** - a labor and POW camp for Russians and Poles that later became a death camp

**Master Race** - Nazi ideology of a unified superior race of "Aryan" people by eliminating racial inferiors and subhumans such as Jews, Gypsies, handicapped, enemies of the state and those deemed "unproductive" people

**Mauthausen** - labor camp for men established in Northern Austria in August 1938; camp inmates forced to work under most brutal of conditions and tortures until liberated by U.S. Army in May 1945.



**Mein Kampf** - Hitler's autobiography written while he was in prison after the unsuccessful "Beer Hall Putsch" in November 1923. In it, Hitler explains his racial ideas and his plans for Germany's future, including the elimination of all inferior and undesirable peoples

**Mischlinge** - "mixed" offspring of German Christians and Jews. Special laws applied to them; most survived.

**Mussulmanner** - concentration camp inmates who were so sick and emaciated that they literally became the "walking dead." Usually had given up hope to live

**National Socialist Bund** - Dutch Nazi party

**Nazi** - member of the "NSDAP" - the shortened version for the fascist National Socialist German Workers' Party led into power by Adolf Hitler.

**Night and Fog Decree** - Order of December 7, 1941 to capture "persons endangering German security" and to make them vanish without a trace into the night and fog

**Night of the Long Knives** - night when there was a wide purging of the SA "Brownshirts" by the SS "Blackshirts;" although the Brownshirts continued to exist, after this night its power was broken and the SS emerged as Hitler's elite and powerful military-style unit

**Nuremberg Laws** - series of laws adopted by the Third Reich to drastically and systematically restrict the political, social, and economic life of German Jews. Created severe discrimination against people who had even one Jewish grandparent.

**Nuremberg Trials** - War Crimes Trials held in Nuremberg, Germany in 1946 where some Nazis were tried and sentenced for varying degrees of responsibility for crimes against humanity and POW violations

**Occupation** - military takeover of a country or region with seizure of control of its political, economic, and legal system by a foreign power.

**Oswiecim** - city in southern Poland near Cracow; became site of Auschwitz camps

**Palestine** - In 1920, Britain given a mandate over this area and controlled it until May 15, 1948 when the land was divided into State of Israel and Kingdom of Jordan.

**Partisan** - guerilla warfare behind enemy lines; carried out by "irregular" troops or resistance fighters against invading troops and occupation forces

**Persecution** - act of causing others to suffer, often because of differences

**Pogrom** - organized massacre of a minority group; term was first used in regard to attacks on Jews in Eastern Europe and Russia. Attacks carried out by military and/or civilians

**Propaganda** - continuous and forceful advertisement to persuade people to a particular point of view through various means of communication. Nazis were very skillful in their use of propaganda convincing people to accept even the most outrageous lies and falsehoods.

**Protocols of the Elders of Zion** - *false* account depicting the supposed take-over of the world by Jewish leaders and business-men; forgery originally created by the Russian Secret Police

**Putsch** - sudden forceful attempt by a group to overthrow a government and seize power

**Racism** - belief in the superiority of a particular race; antagonism between people of different races; discrimination against a race

**Ravensbruck** - concentration/labor camp just for female prisoners in Germany

**Red Army** - Army of the Union of Soviet Socialist Republics

**Refugee** - individual who, as a result of war or other disaster, is forced to leave home and become homeless

**Reich** - monarchy or kingdom; Hitler planned that Germany and its "Aryan" citizens would rule the world in its Third Reich or empire

**Reichstag** - German legislature or parliament

**Reparations** - money and goods Germany was required to pay to the Allies after World War I

**"Resettlement"** - Nazi debasement of language meaning "sent to a concentration camp;" also used term "relocation"

**Resistance** - underground organization, during the Holocaust, who opposed the Nazi's and tried to sabotage or end their power

**Rescuer** - someone who saved Jews and other victims of the Holocaust

**Rhineland** - buffer area between Germany and Western Europe established after World War I; no troops were to be permitted in this area

**Righteous Among the Nations** - Term for non-Jews who helped to save Jews from the Nazis

**SA** - *Stormabteilung*; Nazi party's original stormtroopers, called "Brownshirts." They were organized in 1921 under the leadership of Ernst Rohm; broken in power struggle by the SS acting on Hitler's orders on the "Night of the Long Knives."

**Scapegoat** - person, group, or object given blame for the mistakes or failures of others

**SD** - *Sicherheitsdienst*, Security Service spies led by Reinhard Heydrich

**Selection** - term used to describe process of separating out those Jewish victims able to perform forced labor from those who would be sent to their deaths. Usually occurred at ghetto roundup or at entrance to death camp.

**Shtetl** - Yiddish for village or small town that was primarily of Jewish population

**Sobibor** - death camp in Eastern Poland where approximately 250,000 Jews were killed from May 1932 until closing in October 1943, one day after Jewish prisoners and Russian POWs revolted and blew up camp. Most escaped prisoners were recaptured and executed.

**Sonderkommando** - detachments of male Jews assigned the responsibility for the mechanics of execution and body disposal within the death camps

**SS** - *Schutzstaffel*, the Elite Guard for Hitler; served as political police and were given primary responsibility for destroying the Jews in Europe. Also called "Blackshirts."

**"Special treatment"** - coded language used by Nazis to mean the process of annihilation of the Jewish and non-Aryan population

**Stereotype** - generalized image of a person or group; the characteristics seen in a few are applied to the whole.

**Sterilization** - act or process of making a person incapable of producing children; the Nazis utilized this process as part of their eugenics program against "lower" peoples

**St. Louis** - refugee steamship that sailed from Hamburg, Germany for Cuba in the spring of 1939. Only 22 of the 1,128 aboard were permitted to disembark; eventually remainder were taken by England, Holland, France, and Belgium after weeks of wandering sea and

rejections by every country including U.S. and Canada. Gave support to Hitler's claim that nobody wanted or cared about Jewish refugees.

**Struma** - ship that sailed from Rumania in later 1941 carrying 769 Jewish refugees on board headed for Palestine. It was refused entry to Palestine by the British and tugged back into the Black Sea where it eventually sunk. There was only one survivor.

**Sudetenland** - area in Czechoslovakia populated primarily by German-speakers. Hitler seized and annexed area on October 10, 1938 after British, French, and Italians yielded to his demands. Czech government was given no voice.

**Swastika** - Nazi symbol, based on an ancient good luck symbol originating in India; looked like a cross with equal-sized right arms; also called "hooked cross"

**Theresienstadt** - Originally an Austrian garrison and later a Czech town, in 1942 it became a Jewish town governed by SS; deceptively used displayed as a "model ghetto" in a charade for a Red Cross inspection. 88,000 of those deported there were sent on to death or labor camps in the East. Of the 15,000 children included among those sent to this camp, only about 100 survived; camp also know by Czech name of "Terezin."

**Treaty of Versailles** - punitive peace treaty signed after World War I that established system of reparations and blamed war on Germany

**Treblinka** - death camp in Poland, northeast of Warsaw, that was destroyed by inmates in an uprising. Nazis destroyed rest of camp in attempt to hide evidence of their actions. 870,000 had been killed there.

**Tuberculosis** - infectious disease, usually attacking the lungs

**Typhus** - infectious disease carried by lice or fleas; caused many deaths in the labor camps

**Übermensch** - "German Superman" idea that originally entered Nazi ideology through a corruption of Nietzsche's philosophy.

**Umschlagplatz** - railroad loading platform from where Jews were sent to camps.

**Underground** - resistance movement in various countries secretly fighting the Nazis

**Untermenschen** - those individuals who were considered to be genetically inferior to the "Aryan" race by the Nazis.

**Volk** - German mystical concept of "the people," claiming that all Aryans innately carried the same spirit.

**Volkswagen** - Hitler's attempt to make a car available which German families could afford; money deducted from wages of workers for promise of a car to be delivered in the future.

**Wannsee Conference** - conference attended by high-ranking Nazis, such as Reinhard Heydrich. Took place on January 20, 1942; discussed "Final Solution" and the means to accomplish the annihilation of the remaining 11,000,000 European and North African Jews.

**War crimes** - violations of basic standards of treatment for prisoners of war and civilians during war; violations are codified in the Geneva Conventions

**War Refugee Board** - agency finally established in 1944 after the U.S. Secretary of the Treasury Henry Morgenthau and others convinced President Roosevelt of the need. Negotiated for the rescue and relief of Jewish and other war refugees.

**Warsaw** - capital of Poland; in November 1940 a ghetto was established there for 500,000 Jews; horrendous conditions prevailed and many died. Large uprising occurred on April 19, 1943; last survivors deported to camps on May 16

**Wehrmacht** - regular German Army.

**Weimar Republic** - republican government established in Germany after World War I. Struggled with post-war guilt, inflation, war reparations debt, and severe right-wing opposition until it collapsed in 1933.

**Westerbork** - camp in Holland used as "way station" between 1942 and 1944 for Jews being sent to Auschwitz, Sobibor, Theresienstadt, and Bergen-Belsen

**Xenophobia** - unreasonable or irrational fear or hatred of foreigners or strangers. Nazis played on this fear very successfully to stir up anti-Semitism.

**X-rays** - were used in medical experiments in the women's camp in Birkenau. Also used in Nazi sterilization program.

**Yellow Star** - also called the Jewish Badge. Identifying symbol Jews were forced to wear on their clothing; yellow was considered a color of shame.

**Yiddish** - language made of German and Hebrew elements and commonly used by East European Jews; written in Hebrew characters

**Youth Aliyah** - Zionist group that encouraged young Jews to move to Palestine.

**Zegota** - resistance group that managed to save 4000 to 6000 Jews from Krakow and Warsaw

**Zyklon B** - insecticide used by the Nazis to kill the Jews more efficiently in the death camps; a cyanide gas made of prussic acid, produced by a German company; sold to the SS for use in the camps, especially in Auschwitz II.

## Appendix

# The History Place™

*World War Two in Europe*



Above -- Young Americans of Japanese descent who have just arrived at an assembly center, wait to have their bags inspected. Below left -- The assembly center at Santa Anita, California, where Japanese-Americans stayed before being moved inland to the relocation center. Below right -- A relocation center seen during a dust storm. (Photo credits: U.S. National Archives)

<http://www.historyplace.com/worldwar2/timeline/reloc.htm>

**"Six Potatoes"**  
by  
Manya Halevy  
from  
**World Over Magazine**

"One, two, three, four, five, six," Olek, my little brother, stood near the stove counting the last six potatoes cooking in the pot. Banik, my big brother - eleven years old - stood next to him and also stared at the pot.

"One, two, three," again and again Olek counted the potatoes.

"Maybe you have done enough counting!" I interrupted him. I am their nine-year-old sister. "Do you think that if you keep counting them, the potatoes will multiply in the pot?"

"What do you care?" shouted Olek.

"I care. Would you cover the pot, please, Banik," I suggested.

"You don't have to," protested Olek.

"But if you cover the pot, the potatoes will cook faster," I explained.

"But I want to watch them the whole time," pleaded Olek.

Banik did not mix into the conversation. He stood still and quiet. "Let it be," I thought, smoothing things over. And I continued to spread the thin blankets on three narrow, wooden sofas. My father had fixed them especially for this room because there was not enough space for real beds. In those days the ghetto was too tiny to contain all those people chased into it, and many were forced to live in the Bet Midrash and the corridors of houses.

"Tell me, Banik, what happens to potatoes after they are cooked?" asked my little brother.

"We eat them," answered Banik.

"I didn't mean that. I mean do they get fatter or more shriveled?"

Banik smiled. "They simply get softer," he said.

"How do you know when they are soft?"

"You taste them," answered Banik with a smile.

"Then I will taste them; all right?" Olek tried to persuade me and Banik, and his mouth watered.

"Agreed," I said. I dusted the narrow sofa boards. Not long ago Mommy and Daddy had also slept on them. It was crowded but warm. It had been so good to snuggle against Mother. Now each of us had a "sofa." The three of us can really spread out but we prefer crowding together on one sofa. That way it is warmer and we are less afraid. Who knows were Mother and Father are now? People say they have been killed. But isn't death just another form of disappearance? And does man continue living in some other place? These questions filled my head but I kept my thoughts to myself.

I remembered my grandmother who had died. She would say, "A man does not die; his body simply stops being sensitive to time. His soul ascends and settles in the lap of God." Her words helped me find refuge from the fear of death. The first time I heard her say this was when my brother was born and

then died, the same day. This happened when we still lived in our native city, a short time before the German conquest.

"Lalka, did you add salt to the potatoes?" my brother brought me back to reality.

"Yes, I did," I answered.

"Let's taste the water to see if it is salty enough. You can't depend on her," interrupted Olek. They tasted the water and I glared at them.

*They never depend on me,* I thought. Nevertheless I still love them very much. I really admire my big brother. He never shows the least bit of fear or concern. Even now while the last six potatoes in the house are cooking, he does not seem at all worried.

Not me. I am full of fears. From time to time when I am reminded of Father and Mother, my whole body is racked with sobs. Banik scolds me and sometimes even slaps me in order to stop the crying. And so I stop. I am careful to respect him because he is now the head of the family. He is the one who supplies our food. He has never revealed the secret of how he gets the food. He just says, "I got it and that is the important thing." I don't plead with him, because he is stubborn. Now he stands calmly and watches the last six potatoes. His sturdy stance comforts me. My little brother is also calm. It seems to me that he, too, is never worried. From time to time he looks at Banik and returns to the pot. He also admires Banik and tries to imitate all his gestures. Banik has crossed his arms over his chest and Olek immediately does the same with his little hands.

"Soon we will be ready to eat," says Banik, and Olek repeats, "Yes, soon we will be able to eat."

Suddenly we heard light taps on the door. We exchanged frightened looks. We knew they were not Germans. *They* would not bother to knock.

"It must be neighbors," said Banik.

"Should I open up?" I asked.

"Better not," replied Olek. "First thing they'll do is ask us to give them potatoes!"

"So should we act as though no one's at home?" I asked in a whisper.

The knocks came again, weakly, as before.

"We'll open up," said my big brother. "If they do want potatoes, we'll not give them any."

The door was barely ajar when two children just about our own age pushed their way in. We knew they were orphans. They were orphaned before we were. And my mother, while she was still living, would prepare a hot meal for them once a week. It was a kind of agreement. They would move from house to house and would eat each meal with another family. At night they slept in the Bet Midrash.

The two children stood silent as they sought my mother with their eyes.

"Mother is not here," I said. "They took her away a week ago."

A sigh of deep disappointment escaped their lips and the girl said, "What will happen now? With whom shall we eat?"

The boy shrugged. There was silence and we looked at each other. We also shrugged our shoulders and looked away from the pot on the stove. But the

visitors spied the rising steam. We looked past it, wordlessly. We got closer to the stove. We surrounded the pot. They drew closer. We stood there, the five of us, staring at the big pot. In the room there was the aroma of water and cooked potatoes. They inhaled deeply and the boy said:

"We had a bad day. We couldn't get anything to eat."

Suddenly Olek burst in, "How many are we?" He started counting and said, "It could be enough!" Immediately Banik poked him hard with his elbow. The two orphans looked forlorn. Banik looked at them gravely and said,

"O.K. Everyone gets a potato."

Olek tried to interrupt, "Look, there is still..." and again Banik poked him and announced:

"And now let's set a festive table." He turned to me and asked, "What can we cover the table with?"

"How about the sheet on the bed? It's still clean."

I hurried to the sofa, took of a torn sheet, and spread it on the table. The preparations for the meal cast a glow about us. Everyone was smiling as the table was set. We ate the potatoes with pleasure and a hearty appetite. We sipped some of the water, too, as though it were soup. My big brother split the sixth potato into five pieces and passed them out.

After the meal we began singing Sabbath songs - even though it was Wednesday.

### **Activity**

1. Read the story and discuss the way the author has chosen to end the short story. Make a chart with two columns. Label Column 1 "Life in the Ghetto" and label Column 2 "The Family." In each column list the appropriate information you can find in the story. Include information you can surmise from the story as well as information that is actually written.
2. How have the three children tried to maintain their identity as a family unit? What roles do each of them play? What can you conclude about the nature of the character of the parents and the children from the invitation they extend to the two orphans? Would you like to have people such as their family as neighbors? Explain your answer.
3. Assume that the story has more to be told than the ending as the author writes it. Pick up the tale at that point and write another "chapter" in the lives of the children. You may focus on the family of the three orphans - Banik, Lalka and Olek - or you may include the two additional orphans also.

## **"The Holocaust: A Teenager's Experience"**

A video program from United Learning  
Nile, Illinois, 1991

Recommended for Grades 7-8

### **Synopsis**

A video set in the Holocaust as experienced by a teenager, David Bergman. The story traces the sudden takeover by the Nazi government and the forced exile of the Jewish families in cattle-type freight trains. The student will hear how David Bergman's determination to survive helped carry him through his ordeal.

### **Objectives**

- To review and define the behavior associated with the following: perpetrator, collaborator, bystander, and victim
- To explain the "choiceless" choices some people were forced to make
- To examine the various aspects of Nazi policies and their impact on individuals and groups, i.e. laws, deportation, slave labor, labor camps, and death camps
- To analyze how David Bergman and we may work to prevent genocide

### **Activities**

#### Before Viewing:

1. The kit includes a "Glossary of Terms." Review the words and definitions as a class.
2. Have the class complete the "Questionnaire." The Questionnaire assumes that the students have a little knowledge of the event within the Holocaust. The theme is, "If you are a victim, what would you do and how would you react?" Have students listen carefully as you read aloud. After each question stop and have students complete the answer with pen and paper.

#### After Viewing:

1. Direct student attention back to the questionnaire. Repeat the process described above. Using a pencil this time, have students revisit their answers. (There are no right or wrong answers.) Class discussion should follow.
2. Distribute Masters 10 and 11, "Important Questions and Answers." This is a historic fact sheet giving figures and dates. Along with other material, suggest they take it home to show and discuss with their parents.

## "A Friendship in Vienna"

A video program produced by  
Walt Disney Company

Distributed by Buena Vista Home Video, Dept. CS, Burbank, CA 91521

94 minutes, color

Based on the book **Devil in Vienna** by Doris Orgel

Recommended for Grades 5-8

### **Synopsis**

The story opens in Vienna in 1938. Two young girls, Inge and Lisa, are classmates and best friends. However, Inge is Jewish and Lisa is the daughter of a high-ranking Nazi in Austria. When Hitler and Nazi Germany annex Austria, the friendship between the two girls is greatly complicated and endangered. Both are pressured by their families to end the friendship as the antisemitic persecution in Austria increases dramatically. There are tensions in Inge's own family as the adults try to decide what it is best to do and Lisa is punished for maintaining her friendship with Inge. Finally, Inge's family decides to leave Austria but they cannot acquire the proper documentation. It is only through the courage and friendship of the two girls that an answer to their escape is found.

### **Objectives**

- To review and explain the behavior associated with the following: perpetrator, collaborator, bystander, righteous person, rescuer, and hero
- To understand that behavior reflects the choices and decisions that each person makes
- To understand and analyze the use of propaganda by Hitler and the Nazi regime including the use of brainwashing, pageantry, and ritual
- To analyze the nature of resistance and give examples of types of resistance
- To understand the importance of moral responsibility in making choices
- To understand and recognize the values and beliefs that led the rescuers to risk their lives to save others
- To understand the consequences of the choices we make with the impact on others and ourselves in terms of human pain vs. human happiness, and human construction vs. human destruction

### **Activities**

*Before viewing:*

1. Review the appropriate terminology: perpetrator, collaborator, rescuer, bystander, resister, Nazi, fascism, annexation, storm troopers, etc.
2. Discuss the concept of friendship. What does it mean to be a friend? How does friendship give depth and meaning to a person's life? How can a true friend enrich a person's life? How important is it to you to be a trusted friend?
3. Review some of the difficulties the Jews faced if they decided to leave Germany or Austria. Where could they go? [Nations of the world, including the United States, Canada, Latin American countries, and Australia, were reluctant to accept them.] What could they take with them? Would they have



to turn their backs on friends and relatives and their whole family history? How hard would it be to start a new life in a land where you did not speak the language or know the customs and you had no money?

*After Viewing:*

1. Discuss some of the things the girls said and did that indicate that they both understood the meaning of the term "Friendship." Make a list or chart of these things.
2. Make a second list or chart of things that were happening and the attitudes of people that placed tremendous pressures on the two girls to end their friendship.
3. What were some of the tactics that the Nazis used in Austria to win people over to their point of view about Germany's annexation of Austria? What tactics were used to influence people to be antisemitic?
4. What occurred between Lisa's brother and Inge's mother that further stretched the bond between the two girls? How did Lisa try to overcome this incident?
5. Inge's uncle wants her parents to pack up and leave Austria quickly. Why are they reluctant to do so? What finally changes their minds? What problems do they quickly find preventing their departure?
6. How does the friendship between Inge and Lisa provide an answer to the escape of Inge's family from Austria? What is the risk to Lisa if she is discovered helping her friend?
7. At the conclusion of the film, there is no indication of what happens in the future between the two girls. Write a new ending to the story that occurs after World War II has ended.
8. Read the book **The Devil in Vienna** by Doris Orgel and compare and contrast the video and the book.
9. **Note to the teacher: The Devil's Arithmetic** by Jane Yolen has also been made into a video. It is much harsher in tone and much of the video takes place in a concentration camp. You may want to review it and consider if it is appropriate to show your students. If you choose to do so, have the students compare and contrast the tone and "messages" of each film.

## **"Four Stories of Hiding and Rescue"**

video and guide book by  
The Ghetto Fighters' House  
Yad Layeled

D.N. Western Galilee, 25220, Israel

Available through American Friends of the Ghetto Fighter's House  
181 The Plaza, Teaneck, NJ 07666

Web site in Israel: <http://www.gth.org.il>

Recommended for Grades 7 and up

### **Synopsis**

As the title implies, these are four stories not just of survivors but of people who either hid from the Nazis or actively resisted them. The testimony is in first person, recounted by the eyewitnesses. They are short enough to be grouped together but each has enough substance to be used independently. The workbook and suggested activities are excellent and could be modified based on the size or age of a class.

### **Quote**

"They took almost my entire family. We were 64 souls. Sixty of them were put on a train that day and sent to Belzec extermination camp. My father was 32. My mother was 28. One of the reasons I agreed to testify here was as a memorial to them." *P. 16*

### **Objectives**

- To guide students toward understanding of the motivation behind the behavior, decisions, and coping methods of children in impossible situations
- To develop empathy with children their age at the time of the Holocaust
- To discuss/analyze the concept of heroism and endurance
- To present concepts related to the Holocaust: hiding, borrowed identity, the righteous among the nations, etc.
- To foster sensitivity to human life

### **Pre-Viewing Activities**

- Review the general facts and events of the Holocaust.
- Discuss the concept of resistance and what that would entail during the Holocaust.
- Describe and discuss the ghettoization of the Jews.

### **Activities**

1. Complete the appropriate activity pages from the guidebook related to each segment of the video.
2. Write a letter(s) to the witnesses: Haviva Barach; Leah Fried; Pinchas Zions; Itzik Weinberg. All letters should be sent c/o The Ghetto Fighters' House - Yad Layeled, D.N. Western Galilee 25220, Israel.

## Poetry by Barbara Wind

### MORNING ON THE TERRACE

Who shall it be today, Herr Göth  
Female redhaired freckled  
The first to walk by

Must she do something special  
Squint into the sun  
Scratch at a mosquito bite

Does it matter if her  
Hair is long or cropped?  
Choose now! A blond, perhaps

Or would you prefer a brunette  
Corkscrew curls  
Fair-skinned, plump . . .

It's true, plump's a rarity  
Under these circumstances  
But it exists

Everything exists here.  
Look! There's a moving target  
Thick braids glow like polished copper.

Don't give it too much thought  
Cock the hammer, aim, shoot  
You can do a brunette tomorrow.

Amon Goth was the commander of the  
Plaszow Concentration camp.

#### Discussion Questions and Activities

1. The poem has a dark tone to it. What is the theme of the poem?
2. Survivors have often said that it was a matter of luck who survived and who did not. How is that belief supported by what is said in this poem?
3. In other situations, how could a person's will and determination make a difference to his or her survival?
4. Write a poem of your own in memory of those who died in the Holocaust.

### CHAINSMOKER

in memory of Oskar Schindler

Cigarettes, barely smoked,  
Tossed to the ground for gleaners  
Because Schindler

Understands the value  
Of this commodity.  
Here, in Emalia is a world

Many curse, unaware that they've  
Nestled into some kind of Paradise.  
A puff or two is all their boss takes

Before he discards it  
And lights another as he makes  
The rounds in his factory.

The slaves admire the handsome  
Aryan  
Who nods and wishes them good  
morning  
As if they were really workers

Down on their luck and he merely a  
Businessman, no angel or saint  
As some would believe.

#### Discussion Questions and Activities

1. How does the poet view Oskar Schindler as described in this poem?
2. Why was Schindler's factory "some kind of Paradise" to Jews during the Holocaust?
3. Who are the "slaves" in the poem?
4. The poet says the "handsome Aryan" nods and wishes the slaves good morning as if they were really workers. What does this say about the way Schindler treated the imprisoned workers? What does it say about the workers' attitude toward him?
5. View portions of the film "**Schindler's List.**" Explain how the film reinforces some of the things implied in this poem.

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## Poetry by Barbara Wind

### SILENCE

Listen to the silence, a stillness  
Church bells try to assuage  
And car horns honking  
Their imperatives.  
No traces of blood  
No scattered bullet casings  
No smell of death  
In postwar Cracow.

A diary or two may turn up  
Inside a dented milk can.  
Who is left to decipher the script  
Who can tell how it should sound?

These days the Polish you hear  
Bears no Yiddish inflections  
But something lacks.  
Old timers know this  
Every once in a while  
They catch themselves  
Humming a line of memory.

Black-gabardined fiddlers  
Disguised as motes of dust  
Draw bows against spider silk.  
Leaves learn the Jewish melodies  
And teach them to hungry sparrows.

#### Discussion Questions and Activities

1. How has post-war Cracow changed from the city as it was during wartime?
2. What memories of the past linger in the city?
3. Divide a piece of drawing or poster paper in half. On one side draw an illustration of wartime Cracow; on the other draw an illustration of post-war Cracow.

### KING SOLOMON'S TEST

It must begin today  
Rationing kisses  
Squelching smiles and  
Endearments . . .

Parting, less than a week away  
Death might be kinder  
Usually coming by surprise  
But this . . .

This terrible torture  
To insure a smooth exchange . . .  
They have sworn to be resolute.  
The mother in the Solomon tale

Proved herself true  
Denying her infant to give it life.  
A childless couple will arrive.  
Hana's parents tell how nice

The Schmitts are. How much  
They love little children.  
They'll take Hana  
To their gingerbread house

Filled with toys, a calico cat  
And right nearby a beautiful park.  
No reason to tell the three year old  
It will become her home

No use trying to explain  
Why they can't come along.

#### Discussion Questions and Activities

1. What was King Solomon's test according to the original story?
2. What is the "test" in the poem?
3. What is going to happen to Hana? What role will the Schmitts play? Why?
4. Why do Hana's parents have to begin to deny themselves and their little daughter?
5. Read a story about a hidden child and compare it to the events of this poem.

### KINDERGARTEN TAILORS

Even the youngest must have a trade.  
Rumkowski believes they can  
Become tailors. If they sew  
For the Reich, their lives may be spared.

Singers are lined up, black and shiny  
The teacher holds up a colorful book  
Points to a picture, then a machine.  
The hungry children stare and repeat

*Bobbin, needle, treadle, thread . . .*  
After a lunch of soup and bread  
As they cut patterns from old newspapers  
These little tailors learn to read.

### CHARTREUSE

The little boy refuses to move  
Despite the deafening roar of orders  
His mother's pleas, the jostlings of the  
crowd . . .

He's just realized they've left Hansel  
behind.

*But who will care for him?* he asks  
Biting his lips to keep back tears.

"Chartreuse," the piano teacher called it  
Cute, little green-feathered thing.  
The parakeet would mimic Fräulein  
Wening  
*Sehr gut, sehr gut!*  
As David concentrated on his scales.  
Oh, Hansel could repeat many words  
And soon learned to eat from David's  
hand.

*Will someone feed him, change his water .*

*. . .*  
*Leave the cage door open, perhaps?*  
*Yes, then Hansel could fly away*  
*He's so smart. I know he'd find us.*  
*And birds prefer the countryside.*

His mother, forcing a nod and a smile  
Leads her child to the waiting train.

### Discussion Questions and Activities for the poem "Kindergarten Tailors"

1. Why does Rumkowski believe that a trade is necessary even for young children?
2. Who was Rumkowski? Why did he have the power to decide such things? (Look up information on the Internet or in the school library.)
3. How do the teachers combine training as a tailor with the teaching of reading for the little children?
4. Why are they described as the "hungry children?"

### Discussion Questions and Activities for the poem "Chartreuse"

1. What is the source of the "deafening roar of orders?"
2. Why does the little boy refuse to move despite the noise and his mother's pleadings? Who is Hansel?
3. What is the relationship between David and Hansel?
4. How does the mother try to reassure her son?
5. What does David wish for Hansel?
6. Draw an illustration of the scene described in the poem.
7. Draw an illustration of David and Hansel together.

Poetry by  
Barbara  
Wind

## CIVIL SERVANT

By  
Barbara Wind  
in memory of Chiune Sugihara

His pen brings justice to a land  
Where new graves gape for Jewish flesh.

Dawn to dusk with just a few strokes  
Stacks of visas rise to save lives.

His wife bows and massages his hands.  
Repeating the words their young son asked,

*If we don't help them, won't they die?*  
Simple words, almost a prayer

The child understands urgencies  
That often evade learned men.

After a dinner of rice and fish  
The civil servant will continue his work.

Thrice he asked, was thrice refused.  
Ignoring his country's bureaucrats

The ache in his hands, his arm, his back  
Sugihara returns to his lonely office

His swollen fingers gravid with life.

*Chiune Sugihara, a Japanese diplomat in Kaunas, Lithuania, sabotaged his career by signing exit documents for Jews, who eventually made their way to Shanghai.*

### Discussion Questions and Activities

1. What was Chiune Sugihara's official position with the Japanese government?
2. Why is it necessary for his wife to massage his hands? What is Sugihara trying to do?
3. What question did the young son of the Sugihara's ask? How did his parents respond to the question? Who are "they?"
4. Why is Sugihara taking a risk when he continues to write the visas? What could his government do to him and to his family?
5. Why is Sugihara's office described as lonely? Why does the poet say that Sugihara's fingers are "gravid with life?"
6. Imagine that you are the daughter or son of Sugihara. Write several entries in a journal that you are keeping that describe what your father is doing and how your family feels about his actions.

### About the Poet

*Barbara Wind is the Holocaust Programs Coordinator and is on the Community Relations Committee at the United Jewish Federation of MetroWest in Whippany, NJ. She has been writing*

## THE BLUE DANUBE

by  
Barbara Wind

Because of a prisoner's whispered warning  
Shony on tiptoe, claims he's sixteen.  
When there's a call for violinists  
He's the first to raise his hand.

Musicians famed throughout Europe  
Audition for the commandant  
Who ends their careers with a fatal bullet.  
Shony's self-confidence disappears  
If these virtuosii don't stand a chance  
What hope for a boy like himself?

He chases the voices out of his head  
To concentrate on the sounds in this room:  
A few brief measures, perfectly played  
Staccatos of gunshots echoed off walls  
The thud a body makes as it hits the floor  
Syncopated with a call for the next candidate.

With trembling fingers Shony takes the violin  
To play the Beethoven he has by heart.  
The violin responds with the "Blue Danube Waltz"  
A song he's never played before.

As if to mock his childish efforts, the commander  
Claps his hands and bellows "Oom pah pahs,"  
When the waltz ends, the man shouts with delight,  
"This little *Schweinhundt* knows good music!"

That night in the barracks Shony lies awake  
Contemplating the miracle of the Blue Danube.  
After the war, he'll learn that Johann Strauss  
Swarthy and wooly-haired  
Was called, *Der Schwarzer Shanie*.  
Also that Hitler sent agents to Vienna  
To erase all traces of Strauss' Jewish past.  
For the rest of his life Shony will question  
If it was Strauss' ghost who led him to the Danube  
And ferried him across to the Promised Land.

### Discussion Questions and Activities for "The Blue Danube"

1. What warning does the prisoner give to Shony?
2. Why does Shony "claim" he's sixteen?
3. What does the contrast between the sounds of the music in the room and the sounds of gunshots echoing tell you about this place?
4. How does the commandant respond to Shony's musical selection?
5. Why does Shony consider his playing of "The Blue Danube" a miracle?
6. Why did Hitler want to erase all evidence of the world-renown composer and musician Johann Strauss?
7. Why does Shony consider Strauss as having saved his life?
8. What events and circumstances contrived together to help in Shony's survival? (His own and that of others.)
9. Draw an illustration of Shony playing his violin.

This poem is based on a true incident as told in a filmed interview by Shony Alex Braun, a survivor who lives in Israel.



## My Friend and I

By  
Nechama Lidsky  
at  
13-years-old  
11/23/00

My friend and I don't look the same,  
We're of different colors,  
But she is not the one to blame,  
Is what I tell to others.

She tells me people won't talk to her,  
For she is called a "black,"  
But I don't understand why,  
To her I always answer back.

"What did you do," I cried,  
That you tell me you are hated,  
She looked at me with a sad look,  
It's just that I was created.

That night I went to bed with tears,  
How could people be so cruel,  
Just because she was not white,  
How could they be such fools?

Our friendship was golden,  
Becky was just great,  
She was fun, sensitive, and caring,  
Was she different - I could not relate.

We play together day and night,  
I love her so much,  
She is perfect for me,  
She has a special touch.

As I go to sleep each night,  
When dreams slowly surround me,  
I cry and cry with all my heart,  
When will Becky be free?

### Discussion Questions and Activities for "My Friend and I"

1. How are the poet and her friend Becky different? How are they alike?
2. What attitude does each display about their friendship in the poem?
3. Why is the author so concerned for her friend?
4. What does the author say is special about Becky?
5. How does the author view people who do not appreciate Becky?
6. Write a poem about a close friend (or relative) who is special to you. What is it that makes them so special to you?
7. What are some of the

# THE HOLOCAUST

## The Ghettos

By Ms. Margiotta

5<sup>th</sup> Grade

Bobby's Run Elementary School

### Instructions:

Read each question **carefully!** Click onto the http: link to find your answer.

- 
1. <http://fcit.coedu.usf.edu/Holocaust/timeline/ghettos.htm>  
(Use this site for questions 1-4)

What is a ghetto? How did the Nazi ghettos differ from earlier ghettos?

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2. How were Jews segregated from the rest of society? List 4 ways...

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

D: \_\_\_\_\_

3. Were the Jews fed well in the concentration camps? Yes or No?

a. What was the:

Daily caloric intake for hard labor at the

- beginning of the war? \_\_\_\_\_
- b. What was the:  
Daily caloric intake for hard labor later in  
the war? \_\_\_\_\_
- c. What is the:  
Daily requirement for people who participated  
in light labor? \_\_\_\_\_
- d. How many less calories did the prisoners receive  
later in the war, from the daily requirement  
for light labor? \_\_\_\_\_

4. In what type of shops were Jews forced to work?

\_\_\_\_\_

5. Listen to the Oyfn Pripetshik and describe what type of mood it puts you in and how do you feel? (Use at least two predicate expanders!)

<http://fcit.coedu.usf.edu/Holocaust/arts/mustrad.htm>

\_\_\_\_\_

\_\_\_\_\_

Who listened to this music?

\_\_\_\_\_

6. <http://fcit.coedu.usf.edu/Holocaust/arts/MUSBETH.htm>  
What composer's music was popular with the Nazi's  
Third Reich? \_\_\_\_\_

What was the name of the song that gave the German  
soldiers "strength for battle?" \_\_\_\_\_

\_\_\_\_\_

Listen to this piece of music and describe how it makes  
you feel: \_\_\_\_\_

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<http://fcit.coedu.usf.edu/Holocaust/Resource/gallery/ghettart.htm>

7. Look at the artworks of ghetto artists. Pick one and double click on it to make it bigger. Look at the picture and...

Describe the picture using at least **TWO** subject descriptors and **TWO** predicate expanders:

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What do you think the people (person) in the picture are \_\_\_\_\_ feeling, \_\_\_\_\_ thinking?

---

---

---

Why? \_\_\_\_\_

---

8. Test your knowledge:

Take the interactive quiz and see how much you know about the ghettos.

<http://fcit.coedu.usf.edu/Holocaust/timeline/ghettos5/htm>

For the first question:

Click on the picture that was taken in and around the Jewish ghettos of the Nazi era.

...Then page down to complete the quiz.

Good Luck!

**Note to the teacher:** Joseph Goebbels, Hitler's Minister of Propaganda, was generally considered to be very clever in the use of propaganda. That included the use of political cartoons to reach the minds of the German people. This exercise may be used with a variety of political cartoons developed and used by the Nazi propaganda machine such as those in newspapers and magazines, on posters and billboards, in school books, in public exhibits, on common items seen in restaurants and beer halls, etc. You may find examples of this in many texts on World War II and the Holocaust, on various Internet sites, etc.

### **A Study of Propaganda Through the Use of Political Cartoons**

*You will role-play responses to the forms of propaganda previously studied from a variety of viewpoints.*

After being assigned one of the following roles: Jew/American/German.

**Answer these related questions:**

- Location (where is the person located - be very specific)
  
  
  
  
  
  
  
  
  
  
- Economic Status (What do they do for work? How wealthy are they?)
  
  
  
  
  
  
  
  
  
  
- Age?
  
  
  
  
  
  
  
  
  
  
- How much contact with other Jews, Americans, and/or Germans do they have? (Explain in detail.)

*After* sharing this exercise with the class, **answer the following:** How would the responses of these individuals vary? Why?

Analyzing the political cartoons, please complete the following:

- What audience was being targeted?
- What is the intended message being sent?
- How would the use of these cartoons fit into Hitler's overall "plan?"

**Note to the teacher:** Students can write some very creative poems, journal and diary entries, essays, magazine articles, etc. to express their views and efforts. Below is an activity and rubric that you may find useful in evaluating the poetry that they produce for human rights/ Holocaust education.

### **Holocaust/Human Rights Poetry Assessment** (Minimum of 2-3 Day Lesson)

**Objective:** Students will analyze various literary and visual artwork created by the children who were in concentration camps during the Holocaust, and what the artwork tells us about how the Holocaust affected their lives.

**Materials:** Literary and visual collections created by children of the Holocaust (... I Never Saw Another Butterfly, Fireflies in the Dark, Boys of Terezin: We Are Children Just the Same) and a chalkboard or overhead projector.

**Procedure:** Anticipatory Set - Read to students an introduction to the examples that will be shared with them, explaining that most of the children who created the works did not survive.

1. After sharing several works of literary and visual art, ask students to create their own using the models provided as a guideline.
2. Distribute the corresponding rubric.
3. Students may use subject matter from the presentation, previous class lessons, projects such as Internet research, guest speakers such as survivors, hidden children, children of survivors, and/or from handouts and notes given on this topic. A list of topics may be created collaboratively by the class.
4. Students should be given an opportunity to peer edit/evaluate one another's work(s).

**Closure:** Explain to the class that their work should reflect the issues facing people in these extreme cases of intolerance and genocide ("ethnic cleansing").

**Evaluation:** After completing the above exercise, students should be encouraged to share their work with the rest of the class followed by a class discussion of the activity. (The finished work may be made into a "bound" booklet.)

**Alternate option:** Have students complete an unfinished poem selected by the teacher from the above works. The guidelines for the exercise would still apply. This concept may also be used earlier in the lesson as a model/example for the students to follow.

## Rubric for Human Rights/Holocaust Poem

The writing will be assessed *holistically* using the following 5-point scale:

### **A score of 4 demonstrates:**

**Mastery of subject area**  
**Demonstrates clear understanding of human rights**  
**Application of Holocaust concepts and issues**  
**Grammatically correct**  
**Sense of realism evident**

### **A score of 3 demonstrates:**

**Good command of subject area**  
**Demonstrates clear understanding of human rights**  
**Application of Holocaust concepts and issues**  
**Majority of text grammatically correct**  
**Sense of realism evident**

### **A score of 2 demonstrates:**

**Fair command of subject area**  
**Demonstrates some understanding of human rights**  
**Application of Holocaust concepts and issues**  
**Many grammatical errors**  
**Sense of realism not evident**

### **A score of 1 demonstrates:**

**Limited command of subject area**  
**Demonstrates little understanding of human rights**  
**Application of Holocaust concepts and issues**  
**Many grammatical errors**  
**Sense of realism not evident**

### **A score of 0 demonstrates:**



**Assignment incomplete  
Directions not followed  
Evidence of little or no effect  
Writing completely off topic**

**Student's Name** \_\_\_\_\_ **Period** \_\_\_\_\_  
**Date** \_\_\_\_\_ **Score:** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Confronting the Moral Implications of the Holocaust Through Idioms/Word Usage

**Objective:** Students will evaluate word usage (idioms) and how they act as a defense mechanism to avoid guilt or displeasure in regards to the Holocaust.

**Materials:** *Confronting the Moral Implications of the Holocaust* by Raul Hilberg, teacher created handouts, and an overhead projector or chalkboard.

**Procedure:** Anticipatory set: Begin class with a discussion of Idioms - choosing alternative words to disguise what we really mean.

1. Have the class create a list of idioms that are currently used. For example, "whatever," "phat," etc.
2. Share with students the following list of words used in our daily language that disguise, pretend, or misname, and have them guess the "real meanings":

**In our daily language now:**

<b>Literal Meaning</b>	<b>Real Meaning</b>
Don't get involved	indifference
Not my job	passing the responsibility
Rip off	stealing
Wasted/toasted	high on drugs or alcohol
Busted	caught
Burned out	emotionally exhausted on/ with the activity or job
PEACEMAKER	missile
Passed away	death
Put to sleep	euthanasia
Selective Service	draft
Department of War	Department of Defense
Department of Youth and Family Service	Child abuse

3. Return to either the above list, or the one originally created and have the class identify the words that are obviously used as a definition to disguise guilt or displeasure.

Closure: Ask the class to answer the question at the end of the article, **Words Are Words, Or Are They?** There are countless idioms that we now use to disguise what we really mean. **This is obviously a defense mechanism we use to avoid guilt or displeasure.** But what does it ultimately teach? **We must teach and demand responsible behavior.** We must do this to make our students clear on their intentions and understand what they mean and what they are

hiding in their words. **Most words are therefore not just words!** [We must remember this in our own use of words and language also!]

**Evaluation:** The following list of words should be matched with their "real meaning:"

**Literal Meaning**

**Real Meaning**

Actions	mission to seek out Jews and kill them
Resettlement	murder the Jews
Final Solution	murder the Jews
Auxiliary equipment	gas vans used to kill the Jews
Wagon contents	Jews in railroad cars

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_  
Class Period \_\_\_\_\_

1. The following list of words used in our daily language disguise, pretend, or misname. Guess the real meanings.

**In our daily language now:**

**Literal Meaning**

**Real Meaning**

Don't get involved  
Not my job  
Rip off  
Wasted/toasted  
Busted  
Burned out  
PEACEMAKER  
Passed away  
Put to sleep  
Selective Service  
Department of War  
Department of Youth and  
Family Service

3. Identify the words that are obviously used as a definition to disguise guilt or pleasure.

4. Read Raul Hilberg's *Confronting the Moral Implications of the Holocaust*.

**4. WORDS ARE WORDS, OR ARE THEY?**

**Literal Meaning**

**Real Meaning**

Actions  
Resettlement  
Final Solution  
Auxiliary equipment  
Wagon contents

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<b>Mountain of Shoes</b>	<b>Every One of Us</b>
Such a mountain of shoes Empty of little feet Crumpled and cold and still Silent and still	Every one of us is special Every day is another Olympic meet We don't take a day for granted We take them one at a time Every one of us is challenged We face different challenges every day We are proud that we can meet them And then dream the night away
Did the soles of their feet Leave an impression there Different from pair to pair Each soul unique	There is more than one way To do almost anything you want to do Try it and you'll see It takes a special person Just to try a way that's new
Did they walk hand in hand Trembling, stumbling, wondering why Did their mothers say, hush You're safe with me, no need to cry	Even if it's not the way they do it on TV That's okay I've got a way that's "me" Just check out a different way to see Not with your eyes But with your insides
If their spirits should fly From heavenly mountaintops To see where their footprints stopped What would they find	Every one of us is special...
Have we opened our hearts And let the hate fly away Is the world safe today For all humankind	As the sun rises, so do we To face what life holds for you and me We take each others hand We do the best we can We're taking on our challenges
Such of mountain of shoes Empty of little feet	One by one
	Every one of us is special... Every one of us is special

**Discussion Questions**

1. In "*Mountain of Shoes*," Sooz calls up the image of the huge piles of shoes that filled whole rooms in the concentration camps and calls to mind all of the feet that once filled those shoes, especially the shoes of the children. What

questions does she ask in the lyrics of the song? When Sooz says that the mountain of shoes is empty of little feet, of what is she reminding us?

2. Where did their footprints stop? How can the shoes, and the words of this song, serve as a reminder of the price of prejudice and hate? Is the world safer today? Explain your answer.
3. What can each of us do to make the world safer?
4. According to Sooz, why is each of us special?
5. In your own words, explain why even the "ordinary person" is extraordinary and unique.
6. If the point of view that even the "ordinary person" is special were commonly accepted and practiced as a way of living, what would be the impact on human relations? How would such a philosophy impact on your daily life?
7. In respecting the thoughts, feelings, and rights of others, does it mean that we all have to agree? What does it mean? How could such a viewpoint change the way things are in your classroom? In your school? In your family?

**To Honor All Children**  
**From Prejudice to Discrimination to Hatred....to Holocaust**  
*Holocaust Curriculum Guide for 5<sup>th</sup> – 8<sup>th</sup> Grades*  
Goals and Objectives

**Unit I: Prejudice and Discrimination**

*Goal:* Students will develop and understanding of the pervasive nature of prejudice and discrimination throughout history and world societies and the human costs of that prejudice and discrimination in the past, present, and future.

*Objectives*

Students will be able to:

1. Recognize that each of us have reasons to be proud of ourselves.
2. Describe and recognize positive and negative types of human behavior.
3. Demonstrate an understanding that behavior reflects the choices and decisions that each person makes.
4. Analyze and evaluate the influence of our personal values and beliefs on our choices and decisions.
5. Analyze and evaluate the influence of peer pressure on our choices and decisions.
6. Identify and explain some of the sources from which people learn their values and beliefs.
7. Demonstrate an understanding of the influence that group dynamics such as mob hysteria have on individual choices and actions.
8. Explain and apply the terms *prejudice, discrimination, scapegoating, stereotyping, bigotry, racism, sexism, ethnocentrism, religious discrimination, antisemitism, classism, ageism, etc.*

**Unit II: The World Changes: Nazism on the Rise**

*Goal:* Students will develop and understanding of the nature of a totalitarian regime, the strategies and tactics it uses to control and influence people, and the devastating impact it has on the people and groups the regime targets for repression and destruction.

*Objectives*

Students will be able to:

1. Explain the terms *prejudice, bigotry, discrimination, racism, stereotyping, scapegoating, ethnocentrism, antisemitism, and genocide.*
2. Analyze how prejudice and discrimination may lead to genocide.
3. Analyze and evaluate the influence of our personal values and beliefs in the choices and decisions we make.
4. Describe how Hitler and the Nazi regime used propaganda to try to influence the way people thought and acted.
5. Identify and explain the terms *boycott, stormtroopers, brown shirts, and pogroms.*
6. Explain the basic ideas contained in the Nuremberg Laws and the impact they had on the events that followed and that lead to the Holocaust.
7. Explain the event known as *Kristallnacht* and analyze the devastating impact of that event on the lives of Jews in Germany and Austria as well as its influence on the general community.
8. Analyze the reasons individuals and groups act in ways that are hurtful and destructive to others.
9. Examine various aspects of Nazi policies and their impact on individuals and groups, i.e. laws, isolation, propaganda, organizations, etc.
10. Demonstrate an understanding of the use of propaganda by Hitler and the Nazi regime including the use of brainwashing, pageantry, and ritual.
11. Analyze and demonstrate an understanding of the danger of ideas to a totalitarian society and its need to destroy the record of those ideas.
12. Demonstrate an understanding of the importance of moral responsibility in making choices.

13. Recognize the consequences of the choices we make on ourselves and on others in terms of human construction v. human destruction.
14. Examine various aspects of Nazi policies and their impact on individuals and groups.

### **Unit III: Life in the Ghettos and Camps**

*Goal:* Students will develop a basic knowledge and understanding of the tragic horror and devastation of life in the camps and ghettos for the Jews and other targets of Nazi oppression and of the human spirit and creativity that persisted in the face of that oppression.

#### Objectives

Students will be able to:

1. Examine various aspects of Nazi policies and their impact on individuals and groups, i.e. laws, isolation, deportation, ghettos, murder, slave labor, labor camps, concentration camps, physical and mental torture, death camps, and the final solution.
2. Analyze why people and nations act in the following ways: bullies, gangs, rescuers, heroes, silent bystanders, collaborators, and perpetrators.
3. Discuss the impact of the separation of families, starvation, cold, disease, and isolation on the individual and on the community.
4. Examine and evaluate the influence of traditional attitudes of antisemitism in a society on the way the members responded to Nazi policies.
5. Discuss the choices made by individuals to become a collaborator, a bystander, or a rescuer and the influence that their concern for self above all else played in those decisions.
6. Discuss and evaluate the role of the Judenrat in the various ghettos in terms of their assistance to the Jews and the purposes of the Nazis in establishing the Judenrats.
7. Describe the symptoms of typhus, diarrhea, and other common illnesses that ghetto and camp residents suffered.
8. Demonstrate knowledge of the basic needs of survival for a human being and how those basic needs compared to the resources available to the Jews and prisoners of the ghettos and camps.
9. Compare and contrast the roles of childhood v. adulthood that the children in the ghetto - and camps - played.
10. Explain the Nazi purpose in creating the fiction of a "Model Ghetto" at Terezin and contrast the fiction with the reality of the camp.
11. Analyze the determination of what was and was not valuable in the ghettos and camps.
12. Consider and explain the feelings of guilt and shame that Mary Berg experiences as she observes the treatment of Jews in the ghetto.
13. Define and explain appropriate vocabulary such as "messengers of death," *resettlement*, *relocation*, *deportation*, etc.
14. Discuss the importance of trying to maintain a sense of identity as a human and a sense of pride as a person as part of the survival process and as a form of resistance to the Nazis.
15. Recognize the triumph of the human spirit in the drive to create in the midst of the most inhuman conditions.
16. Discuss and analyze the significance of the determined effort by some members of the Jewish community to provide the children with an opportunity to express themselves and to have a "childhood."
17. Identify positive and negative types of human behavior.
18. Explain the importance of the survival of these creative works as both a legacy and a remembrance.
19. Define and explain the vocabulary terms such as *crematorium*, *selection*, *typhus*, *kapo*, *concentration camp*.
20. Define and explain the terms *Sonderkommando*, *Kinderlager*, *Appell*.
21. Demonstrate an understanding of the Nazi use and misuse of language to disguise the reality of what they were doing.
22. Identify the groups who were victims of the violent destructive policies of Hitler and the Nazis: Jews, Roma and Sinti, handicapped, anti-Nazis, Blacks, Poles, and others.



23. Explain and evaluate the role and significance of the collaborators in the implementation of Nazi policies.
24. Evaluate and analyze the creative production that came from the camps and the ghettos as both an indicator of Jewish culture and a determination of all of the victims to leave both a record and a legacy.

#### **Unit IV: Hiding, Escape, and Rescue**

*Goal:* Students will develop an understanding of the extensive efforts made by the Jews and other victims of the Nazis to hide and to escape from their grasp and the vital role of the rescuer in saving many lives.

##### *Objectives*

Students will be able to:

1. Demonstrate an understanding and recognition of the influence that our values and beliefs have on the behavior of each of us.
2. Describe and recognize positive and negative types of human behavior.
3. Understand that behavior reflects the choices and decisions that each person makes.
4. Demonstrate an understanding and appreciation for the complexity of the problems involved in attempting to run and/or hide from the Nazis and their collaborators.
5. Demonstrate an understanding of the consequences of the choices we make with the impact on others and ourselves in terms of human pain vs. human happiness, and human construction vs. human destruction.
6. Demonstrate an understanding and appreciation for the importance of moral responsibility in making choices.
7. Review and explain the behavior associated with each of the following: *collaborator, perpetrator, rescuer.*
8. Identify and discuss the difficulties of leaving almost everything behind to go to a new and strange place.
9. Identify the variety of strategies and tactics employed by the rescuers to hide and to assist the targets of Nazi oppression and destruction.
10. Identify and discuss the characteristics common to those who were willing to take the risk of being a rescuer.
11. Demonstrate an understanding and appreciation for the many risks assumed by a rescuer.
12. Demonstrate an understanding of the courage shown by a handful of diplomats who saved thousands of Jews, some in defiance of their governments' orders.

#### **Unit V: Resistance**

*Goal:* Students will demonstrate an understanding and recognition of the many forms of resistance that occurs and the courage it takes to exercise any of these forms of resistance in situations of great repression and persecution.

##### *Objectives*

Students will be able to:

1. Define and describe different types of resistance that may occur at different times and in different situations, such as physical, passive, economic, moral, spiritual, emotional, intellectual, etc.
2. Analyze the nature of resistance.
3. Recognize and explain the difficulties that must be overcome in organizing a resistance under a totalitarian regime with great military power and many collaborators.
4. Demonstrate an understanding of the importance of making good moral choices.
5. Demonstrate knowledge of the role that children and young people played in the resistance movements.
6. Demonstrate an understanding of the particularly harsh fate that awaited anyone in a concentration or death camp who was caught in an act of resistance and the special courage it commanded to face that torturous pain.

## Unit VI: Survival, Liberation, and Legacy

*Goal:* Students will recognize and demonstrate empathy for the immensity of human destruction caused by the Holocaust, for the determination and courage required to go on to build new lives, and for the world's struggle to confront the issues of genocide and moral responsibility to act as "rescuer."

### *Objectives*

Students will be able to:

1. Discuss the liberation of the camps and the role of the liberators as witnesses in the post war world.
2. Analyze and discuss the unique role of those Jews who had escaped their Nazi persecutors and later returned as liberators.
3. Explore the meaning of the term "survivor's guilt" and the added psychological burden it places upon the survivor who experiences it.
4. Demonstrate an understanding and empathy for the difficulty survivors faced in finding the strength and courage to begin to build new lives.
5. Explain the need for significant health care of many of the survivors and the many victims who were too weakened by their abusive treatment in the Holocaust to recover.
6. Describe the desperate search by survivors for news of family and friends.
7. Explore the significance of the birth of children to the survivors and the custom of using family names.
8. Describe the hostility and violent rejection that many survivors experienced when they tried to return to their country of origin after liberation.
9. Demonstrate an understanding of the special meaning of a homeland for the survivors who had been torn and driven from the lands of their births.
10. Demonstrate an understanding that many individuals, groups, communities, and nations must still come to terms with their actions during the Holocaust.
11. Demonstrate an understanding of the complexity but the significance of making good moral and ethical choices.
12. Explain the importance and significance of the Nuremberg War Trials.
13. Describe the outcome of the Nuremberg War Trials.
14. Explore some of the questions and fears raised by the use of the atomic bomb.
15. Explore and analyze the rise in hate crimes in society today.
16. Explore and examine how hate groups use modern technology to spread their message of hate.
17. Discuss and analyze the record of the United States in regard to the War Relocation Centers where Americans of Japanese ancestry were imprisoned during World War II.
18. Define the terms: *apartheid*, *slavery*, *hate crime*, *ethnic cleansing*, *genocide*.
19. Discuss the legacy of pain and anguish of post war policies of prejudice and discrimination and of genocide in places such as Cambodia, Rwanda, former Yugoslavia, East Timor, Sudan, etc.
20. Analyze how we might work today to prevent genocide and "ethnic cleansing" in the future.
21. Explain why it is important for us to study the Holocaust and genocide.
22. Analyze why the deniers and revisionists claim the Holocaust and other genocides never occurred.
23. Demonstrate an understanding of the struggle of survivors to build new lives and the tremendous importance of their testimonial legacy.
24. Recognize the importance of confronting our past histories of prejudice, discrimination, violence, and destruction and coming to terms with that past.

# Internet Site List



Photo courtesy of United States Holocaust Memorial Museum

## INTERNET SITES KINDERGARTEN- 8<sup>TH</sup> GRADE

### PREJUDICE and DISCRIMINATION

**To the Educator:** In the sites listed, one can find many other worthwhile sources. Please preview any Internet sites before assigning them to students. If you cannot get to the address listed, use the main url first, then go to desired site.

#### **Prejudice and Stereotyping (Guide to Videos)**

[http://www.holocaust-trc.org/video\\_res.htm#2202](http://www.holocaust-trc.org/video_res.htm#2202)

Films with description

Stereotypes and Prejudice

<http://remember.org/History.root.Stereotypes.html>

Hate, Prejudice and Stereotyping

<http://www.wcupa.edu/academies/holocaust.htm>

Examples of Prejudice and Stereotyping

Resources, games, vocabulary, why, links, children's Literature list related to Diversity

<http://www.brown.edu/Departments/IESE/Projects/Fortes/example.html>

#### **Stop the Hate**

This site has other links

<http://www.Stop-the-Hate.org>

Don't Laugh At Me Project

<http://www.dontlaugh.org/>

Founded by Peter Yarrow of Peter, Paul, and Mary fame, the

Project is dedicated to reducing emotional and physical cruelty and providing children with safe, healthy environments. Curriculum guides, music, and videos available through this site

Southern Poverty Law Center

<http://www.SPLCenter.org>

Issues Tolerance Magazine, creates educational materials and literature

Simon Wiesenthal Center

<http://www.wiesenthal.com>

Lessons and educational materials on tolerance and the Holocaust

Hatewatch

<http://hatewatch.com>

Contains Histories on hate groups

Anti-Defamation League

<http://www.adl.org>

Tracks Anti-Semitism and Hate groups

Japanese Americans: The War at Home

<http://teacher.scholastic.com/activities/wwii/ahf/mineta/background.htm>

Japanese Americans are rounded up and placed in internment camps after the bombing of Pearl Harbor and United States' entry into the World War II.

From Homemaker to Shipbuilder

<http://teacher.scholastic.com/activities/wwii/ahf/reilly/work.htm>

Homefront: Women in the work force during WWII

## THE WORLD CHANGES: NAZISM ON THE RISE

Statue of Liberty and Ellis Island

<http://www.ellisland.org>

<http://www.nps.gov/stli/maimenu.htm>

Statue of Liberty Facts

<http://www.endex.com/gf/building/liberty/libertyfacts.htm>

This site includes the poem by Emma Lazarus- The New Colossus

Shtetl (Frontline)

<http://www.pbs.org/wgbh/pages/frontline/shtetl>

Shtetl

<http://metalab.unc.edu/yiddish/roots/html/holocaust.html>

74 sites Do a search on the Shtetl

Jews in Eastern Europe Klezmer Music

Fiddler on the Roof by Sholom Aleichem

Yiddish Theater Jewish Genealogy

The Nazi Holocaust 1938-1945

<http://www.historyplace.com/worldhistory/genocide/holocaust.htm>

An overview of the Holocaust (Site is known as the History Place)

Holocaust and Anti-Semitism

<http://www.maven.co.il>

This site has many other subjects

Hitler Youth- The History Place

<http://www.historyplace.com/worldwar2/hitleryouth/index.html>

"Under the Blood Banner" by Eric Kreye- Story of Hitler Youth

<http://www.amazingjoy.com/banner.htm>

Eleanor's Story: An American Girl in Hitler's Germany

Lesson Plans for Teachers and Librarians Grade 5-12<sup>th</sup>

[http://www.holocaust-trc.org/Eleanor\\_story\\_1p.htm](http://www.holocaust-trc.org/Eleanor_story_1p.htm)

South Carolina Voice: Lessons from the Holocaust

Deals with the poem the Hangman-Nazi policy- Two experiences from Hitler's Germany

<http://www.sctev.org/HolocasutForum?les2.html>

Scholastic: Research Tools - The Holocaust and World War II  
<http://teacher.scholastic.com/researchtools/articlearchives/annefrank/index.htm>

THE CHILDREN (can also be found in other categories)

The Children including many web sites  
<http://fcit.coedu.usf.edu/Holocasut/people/children>

Hidden Children  
<http://history1900s.about.com/homework/history1900s/library/holocaust/aa02598.htm>

The Children  
<http://wlc.ushmm.org/wlc/article.jsp?Moduled=1000542>

Children's Holocaust Stories  
<http://www.amazon.com> or [www.barnesandnoble.com](http://www.barnesandnoble.com)

The Children and the Holocaust  
<http://www.mtsu.edu/~baustin/children.html>

Childhood in Times of War by Andrew Salamon  
Complete book about Hungary  
<http://remember.org/jcan>

## **HIDING, RESCUE AND RESISTANCE**

Hidden Children  
<http://history1900s.about.com/homework/history.1900s/library/holocaust/aa02598.htm>

Anne Frank Internet Guide  
<http://www-th.phys.rug.nl/~ma/annefrank.html>  
Listing of Anne Frank organizations, life, diary and background, Educational exhibits, articles and books

Anne Frank On Line  
<http://www.annefrank.com>

Anne Frank in the World, 1929-1945- Teacher's Workbook  
Grades 5-8<sup>th</sup> and 7-12<sup>th</sup>  
[http://www.uen.org/utahlink/lp\\_res/AnneFrank.html](http://www.uen.org/utahlink/lp_res/AnneFrank.html)

My Story: We Remember Anne Frank  
<http://teacher.scholastic.com/frank/index.htm>  
Interview with Hanneli Pick-Goslar. Teacher's Guide.  
Miep Gies

We Remember Anne Frank  
<http://teacher.scholastic.com/frank/tguide/htm>  
We Remember Anne Frank Teacher's Guide

We Remember Anne Frank - Stories of Courage  
<http://teacher.scholastic.com/frank/stories.htm>  
Stories of seven rescuers and five Jewish survivors

Interview with Miep Gies

<http://teacher.scholastic.com/frank/tscripts/miep.htm>

May 1997 interview with Miep Gies, the woman who risked her life daily to help hide the Frank family and others.

Holocaust Glossary

<http://teacher.scholastic.com/frank/gloss.htm>

**For Resistance and other Holocaust Materials (56 page booklet)**

<http://www.ushmm.org/education/Resistance.pdf>

Chapter 10-Jewish Resistance –From Understanding the Holocaust by Weston Walch, Publisher  
[http://www.socialstudies.com/c@cc6HgBy\\_7iaME/Pages/article.html?article@JWW255a](http://www.socialstudies.com/c@cc6HgBy_7iaME/Pages/article.html?article@JWW255a)

Righteous Conduct during the Holocaust

[http://www.chambon.org/righteous\\_conduct.htm](http://www.chambon.org/righteous_conduct.htm)

Dimitar Peshev

Vice President of Bulgarian Parliament in 1943 help to save 43,000 Jews

<http://web.tin.it/Peshev/story.htm>

Belgian Rescue

Joseph Andre (1908-1973)

<http://motic.wiensenthal.org/text/x00/x0085.html>

Belgium- Information before the war and during  
The Mechelen Museum of Deportation and Resistance  
<http://www.cicb.be.shoah/righteous.html>

To Save One Life- The Stories of the Righteous Gentiles-20 pages

<http://fcit.coedu.usf/Holocaust/people/save/lif.pdf>

Resister, Rescuers and Bystanders

<http://remember.org/guide/wit.root.wit.res.html>

Rescuers during the Holocaust

<http://www.cs.cmu.edu/afsk.cmu.edu/user/mmbt/www/rescuers.html>

Sugihara, Chiune

<http://library.ushmm.org/sugihara.htm>

Life and rescue, film and video and added resources

Visas for Life: The Remarkable Story of Chiune and Yukido Sugihara

<http://www.hooked.net/users/rgreene/Sug.html>

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## GHETTOS AND CAMPS

GHETTOS

<http://fcit.coedu.usf.edu/Holocaust/timeline/ghettos.htm>

## LVOV GHETTO

<http://motic.wiensenthal/org/pages047/t0478.html>

Ghetto Fighter's House Museum in Kibbutz Lochamei Hageaot in Israel  
And a Children's Museum

<http://www.gfh.org.il/english>

Trapped in Darkness

<http://ghetto.actiweb.com/>

Minsk, Riga, Vilna and Babi Yar, maps and other topics

The Warsaw Ghetto

<http://www.us~israel/jsource/Holocaust/warsawtoc.html>

Large site covers from call to arms, to life, reports both from Jews and Germans, the Revolt, resistance, diaries and maps

Jewish Students on Line Research Center

Ghettos in occupied Europe, maps, Bialistok, Kovno, Vilna and Warsaw ghettos

<http://www.us-israel.org/jsource/Holocaust/ghetto.html>

Abe's Story- Tells the story of Abe Korn from Poland from the beginning of the war until liberation with maps

<http://www.remember.org/abe/>

Survivors

Life in hiding, death factories, forced labor, rescue and risk, lessons plans

<http://fcit.coedu.isf/edu/holocaust/people/survivor.htm>

Night by Elie Wiesel- CyberGuide by Barbara Jania-Smith

<http://www.sdcoe.k12.us/score/night/nighttg.html>

This site has a Teacher's Guide for the Holocaust, timelines, summaries. Victims, photos, student activities and much more

An Auschwitz Alphabet

<http://www.spectacle.org/695/ausch.html>

Each letter stands for a part of life that existed in Auschwitz, written by an American Jew whose grandparents came to the United States before the Holocaust

Alan Jacobs Photos of Auschwitz and the Camps

<http://remember.org/jacobs/>

C.A.N.D.L.E.S.

Children of Auschwitz site about twins, books and lessons plans

<http://www.candles-museum.com/>

I Saw the Walking Dead: A Black Sergeant Remembers Buchenwald

<http://historymatters.gmuedu/text/964e-bass.html>

**Terezin**

<http://www.photo.net/bp/terezin>

Visit the camp and comments of visitors that went there

Holocaust Oral Histories

<http://holocaust.umd.umich.edu/>

The Forgotten Camps

<http://www.Jewishgen.org>



List of camps, language, companies that were involved with camps, extermination and concentration camps, survivors, liberators, general information and art

Gypsies in the Holocaust

<http://www.fordham.edu/halsall/mod/gypsy-holo.html>

Modern History Source Book

A Brief Romani Holocaust Chronology

<http://www.osi.hu/rpp/holocaust.html>

Jehovah Witnesses in the Holocaust

<http://fcit.coedu.usf.edu/holocaust/people/VictJeho.htm>

A Teacher's Guide to the Holocaust: Jehovah Witnesses

Holocaust Teacher Resource Center

<http://www.holocaust-trc.org/Jehovah.htm>

## LITERATURE OF THE HOLOCAUST

Children's Books on the Holocaust

<http://holocaust-trc.org/bibliography.htm>

Holocaust Centers and Archives-Queensborough Community College, NY

Children Stories about the Holocaust

<http://www.amazon.com>

Literature of the Holocaust

<http://www.english.upenn.edu/%7Eafilreis/Holocaust/holhome.html>

An On Line Magazine for Post-Holocaust Issues

<http://users.system.com/kimel/>

Bibliography prepared by Ned Shulman

<http://remember.org/guide/biblio.root.html>

Children's Literature Related To Diversity

<http://www.brown.edu/Departments/IESE/Projects/Fortes/kidbooks.html>

Holocaust Text Library Bibliography

<http://www.pen.k12.ua.us/Anthology/Pau/LangArts?kindig.html>

## MUSIC, POETRY, ART AND PLAYS

ART WORK OF THE HOLOCAUST

<http://motic.wiensenthal.org/albums/palbum/poo/a0021p3.html>

THE ARTS

<http://fcit.coedu.usf.edu/holocaust/people/people.html>

Roundup of the Jews in the Warsaw Ghetto

*To the Little Polish Boy Standing with His Arms Up* by Peter L. Fischl

<http://www.holocaust-trc.org?FischlPoem.htm>

Witness and Legacy Contemporary Art About the Holocaust

<http://www.Educator /Educator Resource Packet-Cieducators-resourcespacket-c.html>

Holocaust Poetry and Art

[http://www.datasync.com/~david959/holo\\_art.html](http://www.datasync.com/~david959/holo_art.html)

The Music of the Holocaust

<http://www.org/hist.root.music.html>

Opera –Brundibar

<http://yahoo.com>

type in Brundibar Opera –It has many sites

<http://www.brundibar.net/web/templates/webbruuk.asp?RM=5>

ARTS AND PICTURES

<http://www.hum.huji.ac.il/Dinur/internetresources/holocauststudies.htm>

Plays about the Holocaust

Dr. Yanush Korczak by Alina Kentof

Based on the book: *A Field of Yellow Buttercups*

<http://fcit.coedu.usf.edu/Holocaust/resource/plays?Korczak2.htm>

Music CD: “Stand Up! Speak Out!”- feature original songs that speak of prejudice, bullying, character and moral courage- The songwriter- singer- musician is available for school programs and assemblies.

<http://www.soozaroo.com>

## **SURVIVAL, LIBERATION AND NEW LIVES**

Rescue and Liberation

<http://fcit.coedu.usf/holocaust/timeline/RESCUE2.htm>

The Aftermath

<http://fcit.coedu.usf/holocaust/timeline/after.htm>

The Nuremberg Trials

<http://www.historyplace.com/worldwar2/holocaust/h-nurem.htm>

Nuremberg Trial Proceedings- The Avalon Project at Yale Law School

Whole trial is posted

<http://www.yale.edu/laweb/avalon/imt/proc/12-07-45.htm>

Nuremberg Trial Series

<http://www.lib.uconn.edu/DoddCenter/ASC/dodnurem.htm>

Statistics of the Holocaust

<http://www.historyplace.com/worldwar2/holocaust/h-statistics.htm>

America and the Holocaust

<http://www.pbs.org/wgbh/amex/holocaust/>

Interviews, transcripts, primary sources, bibliographies, maps, people, events teacher guides for films.

Genocide

Armenian, Rape of Nanking, Stalin's Forced Famine, Pol Pot in Cambodia, Rwanda, Bosnia Herzegovina <http://www.historyplace.com/worldhistory/genocide/index.html>

Armenian Genocide

It provides educational resources, genocide research and information on this genocide  
<http://www.armenian-genocide.org/>

Genocide: Resources for Teaching and Research

<http://www.people.memphis.edu/~genocide/>

Armenian Genocide

<http://www.genocide.am/index0.htm>

Includes Armenian history, bibliography, article, on line text

Bosnia and Kosovo- Ethnic Cleansing

Kosovo: News, Background and Resources

<http://www.kosovo.mod.uk/>

US Department of State: Kosovo Humanitarian

[http://www.state.gov/www/region/eur/kosovo\\_hp.html](http://www.state.gov/www/region/eur/kosovo_hp.html)

Human Rights Watch

<http://www.hrw.org>

Holocaust: A Tragic Legacy

<http://library-advanced.org/tq-admin/day.cgi>

A Think Quest site designed by students-information on Bosnia-Herzegovina, Rwanda, Burundi and the Nuremberg Trials and much more

## PHOTOGRAPHS AND VIDEOGRAHY OF THE HOLOCAUST

Photographs of the Holocaust

<http://history1900s.about.com/cs/photographs/Index.htm>

Videography of the Holocaust

<http://fcit.coedu.usf.edu/Holocaust/resources/films.htm>

United States Holocaust Memorial Museum- Washington, DC

<http://www.ushmm.org>

Extensive photo archive

Alan Jacobs Photos of Auschwitz and the Camps

<http://remember.org/jacobs/>

Holocaust Picture Exhibit

<http://www.fmv.ulg.ac.be/schmitz/holocaust.html>

## HOW TO TEACH THE HOLOCAUST

HOLOCAUST STUDY RESOURCES

<http://www.hum.huji.ac.il/>

Dinur/Internetresources/holocauststudies.htm

Art and photos, bibliography, books, general history, maps, links, museums,  
89 sites

50 Educational Web Sites

<http://www.jr.co.il/hotsites/j-holec.htm>

A Teacher's Guide to the Holocaust

<http://fcit.coedu.usf/Holocaust>

600 photos, movies, survivors, complete site index

Education- A Legacy for Teaching the Holocaust

<http://remember.org/educate/Index.html>

Holocaust Related Websites

<http://fcit.edu.usf/Holocaust/resources/websites.htm>

Teaching about the Holocaust Guide (136 pages)

<http://www.ushmm.org/education/guide.htm>

The Holocaust- A Guide for Teachers

Created by Gary Grobman

<http://remember.org/guide/Index.html>

Database for Teaching the Holocaust through Stamps

<http://web.macam98.ac.il/~ochayo/linkem.htm>

Six subjects, the executioner, the victim, the silent bystander, the Righteous and a stamp gallery

Jewish Net

<http://jewishnet.net>

Look for Holocaust Education

Search and Find- Arts and Humanities- History in the 20<sup>th</sup> Century

[http://www.jewish.com/cgi-bin/links\\_2.0/jump.cgi?D=13272](http://www.jewish.com/cgi-bin/links_2.0/jump.cgi?D=13272)

Eyewitness accounts, second generation, Holocaust genealogical research, oral histories, tracing programs (American Red Cross), bearing witness, 3,800 Fortunoff Video archives

Holocaust Mediagraphy- Internet School Library Media Center

<http://falcon.jmu.edu/~ramscuil/holomed.htm>

Bibliography, films, resources, children CD rom, liberators, rescuers, recommended readings

Cybrary of the Holocaust

<http://remember.org>

Vast source of information

Holocaust Resources for Teachers

<http://fcit.coedu.usf/Holocaust/resources/resources.htm>

Bibliographies, movies, documents, museums, videography, galleries, music, plays, quizzes, maps and much more

United States Memorial Museum, Washington, DC

Teaching materials and photos

<http://www.ushmm.org/Index.html>

Get Guidelines for Teaching About the Holocaust-12pages

Simon Wiesenthal Multi Media Learning Center

<http://www.wiesenthal.com>

Shanash : The Jewish Internet Consortium Holocaust Page

<http://www.shamash.org/holocaust/>

Site refutes efforts of Holocaust deniers

Facing History and Ourselves

<http://www.facing.org>

Educational materials

Teaching Materials-Westchester University

Holocaust, The American Indian, Genocide of Asia, American Slavery, Genocide's of Europe, Africa, Hate- Prejudice- and Stereotyping

<http://www.wcupa.edu/academies/holocaust/teach.htm>

Tree of Life

<http://www.shore.net/shalombk/holo.htm>

List of Literature and teaching materials

The Holocaust: An Historical Summary

<http://www.ushmm.org/education/history.html>

Holocaust in chronological order, focusing on the rise of Nazism and the Final Solution

Holocaust Curriculum K-12

<http://falcon.jmu.edu/schoollibrary/hologues.htm>

Lesson Plans- Teaching Holocaust Themes in Elementary School

<http://holocaust-trc.org/lesson.htm>

The Shoah Foundation

<http://www.vhf.org/>

Visual history from Steven Spielberg

Holocaust Glossary

<http://www.wiesenthal.com/resources/gloss.htm>

The Holocaust- Questions and Activities for Thoughts and Discussion

<http://www.fred.net/nhhs/html/hologues.htm>

Questions to ask upon visiting Washington, DC Holocaust Museum

## **ORGANIZATIONS**

Many Organizations can be found in previous sites

Social Studies School Service

<http://www.socialstudies.com>

Holocaust Resources and Materials

Lessons on the Internet

Teaching Holocaust Studies on the Internet

Multicultural Materials

Films (Zenger Media)

United States Holocaust Memorial Museum, Washington, DC

<http://www.ushmm.org>

Simon Wiesenthal Multi Media Learning Center  
<http://www.wiesenthal.org>

The Center for Holocaust and Genocide Studies  
University of Minnesota  
<http://chgs.hispeed.com/>

Cybrary of the Holocaust  
<http://www.remember.org>

Anti-Defamation League  
<http://www.adl.org>

New Jersey Commission on Holocaust Education and Genocide Curriculum- K-4<sup>th</sup> Caring Makes a Difference, 5-8<sup>th</sup> To Honor All Children: From Prejudice, to Discrimination, to Hatred.... to Holocaust, 9-12<sup>th</sup> grades- The Betrayal of Mankind  
<http://www.remember.org/hist.root.holo.html>

# Videography

*We wish to express our Sincere  
Appreciation to  
Mr. Sanford Wiener, President of Social  
Studies School Service, and his Staff for  
their assistance and materials.  
Their Cooperation and Encouragement  
was Invaluable.  
Thank You!*

## SOCIAL STUDIES SCHOOL SERVICE

### PREJUDICE AND DISCRIMINATION

**STOP TEASING ME!** Teasers learn how victims feel when spaceman Sam and his rhyming robot beam down to three scenes where "teasing isn't fun, not for anyone." Alan teases Jean for being short, but later he's sorry and lets her hold his hamster. In the lunchroom, Jenny teases everyone in sight and almost loses her friends. Vicki is trying to rollerblade, and Erik's teasing doesn't help. This simple program teaches children to ignore teasing from others, resist the temptation to become teasers themselves, and make amends if they've hurt someone. Includes an audiocassette of "The Stop Teasing Me!" song, a 42-page guide with script, questions, role plays, activities, and eight 8½" x 11" reproducible worksheets. Grades K–2. Color. 13 minutes. Sunburst. ©1995.  
**SUN450V- VHS videocassette, audiocassette, guide**

**HOW WE'RE DIFFERENT AND ALIKE.** Four children (Asian American, European American, Hispanic American, and African American) discover that, despite their obvious differences in appearance, hobbies, and tastes in food, they have much in common and share the same feelings and needs. This simple, charmingly comical program shows how prejudice springs from misunderstanding and fear, and can be overcome if we take time to understand why differences exist. **Grades 2–5.** Color. 10 minutes. United Learning. ©1994.  
**FH335V- VHS videocassette, guide**

**RESPECTING DIFFERENCES: Student Workshop.** On the first day of school, some students are uncomfortable to learn that their new teacher is in a wheelchair, but Miss Landers shows she can write on the chalkboard just fine and even play kickball. After recess, she tells the class about some children who were teased for being different—Kevin couldn't climb a tree, left-handed Gary was a messy writer, Clayton liked jumping rope better than football, Jen did "boy things" like collecting bugs, and Shau-shing, an adopted girl from China, was shunned for being "too weird." Through stories, songs, and activities, viewers learn it's okay to be different, and every person deserves to be treated with respect. The guide has worksheets, a script, and reading list. Grades K–2. Color. 18 minutes. Sunburst. ©2000.  
**SUN540V- VHS videocassette, guide**

**BEHIND THE MASK.** Colorful, imaginatively animated artwork and a simple rap song created by elementary students enliven this program which gently introduces concepts of stereotyping and discrimination. The tale revolves around "Red," a masked youngster who stereotypes the unfamiliar "Blues." As they interact, Red comes to see that behind the masks we all wear, we are all the same. The accompanying guide contains numerous grade-appropriate activities, in addition to objectives and teaching concepts. **Grades K–6.** Color. 8 minutes. Anti-Defamation League.  
**ADL157V- VHS videocassette, guide**

**STOP TEASING ME!** Teasers learn how victims feel when spaceman Sam and his rhyming robot beam down to three scenes where “teasing isn’t fun, not for anyone.” Alan teases Jean for being short, but later he’s sorry and lets her hold his hamster. In the lunchroom, Jenny teases everyone in sight and almost loses her friends. Vicki is trying to rollerblade, and Erik’s teasing doesn’t help. This simple program teaches children to ignore teasing from others, resist the temptation to become teasers themselves, and make amends if they’ve hurt someone. Includes an audiocassette of “The Stop Teasing Me!” song, a 42-page guide with script, questions, role plays, activities, and eight 8½" x 11" reproducible worksheets. Grades K–2. Color. 13 minutes. Sunburst. ©1995.  
**SUN450V-** VHS videocassette, audiocassette, guide

**RESPECTING DIFFERENCES: Student Workshop.** On the first day of school, some students are uncomfortable to learn that their new teacher is in a wheelchair, but Miss Landers shows she can write on the chalkboard just fine and even play kickball. After recess, she tells the class about some children who were teased for being different—Kevin couldn’t climb a tree, left-handed Gary was a messy writer, Clayton liked jumping rope better than football, Jen did “boy things” like collecting bugs, and Shau-shing, an adopted girl from China, was shunned for being “too weird.” Through stories, songs, and activities, viewers learn it’s okay to be different, and every person deserves to be treated with respect. The guide has worksheets, a script, and reading list. Grades K–2. Color. 18 minutes. Sunburst. ©2000.  
**SUN540V-** VHS videocassette, guide

**WHAT IS HATE ALL ABOUT?** A straightforward look at the dynamics of hate—where it comes from, how it affects those targeted (chiefly ethnic minorities, Jews, gays and lesbians, the handicapped), and what people must do to break the cycle. From stories told by teens, viewers learn that hate shows up in many forms and degrees, from “harmless” jokes to physical assault—even murder—committed by individuals or hate groups. After exploring the whys of hatred, this outstanding and timely program shows how some kids combat this destructive emotion. Two examples: Frank Meeink, a former member of Aryan Nation, now denounces racism in his talks to teens; members of STAND (Socially Together and Naturally Diverse) put on plays for tolerance. Includes a 36-page guide with questions, extended activities, and program script. Grades 7–12. Color. 24 minutes. Sunburst. ©1998.  
**SUN525V-** VHS videocassette, guide

**A CLASS DIVIDED.** In this PBS *Frontline* documentary, filmed 15 years later, Jane Elliott meets with some of her former students to analyze the impact of her now-famous test. The power of her experiment is shown when it is conducted at a prison facility with 175 employees. (Includes the expanded 1987 edition of the book, *A Class Divided: Then and Now*, explaining the profound effect of the experiment on her students’ lives.) Grades 7 and up. Color. 60 minutes.  
**WET126V-** VHS videocassette, book, guide  
**YF101-** Additional copies of the paperback

**WALK THIS WAY: Exploring Tolerance, Diversity, and Differences.** Nicole wonders why her black neighbors have KKK sprayed on their garage door. Nathan’s cerebral palsy makes some people stare. To control his ADD, Carl must take Ritalin. Seeds of empathy are planted as Susan Sarandon’s poetic voiceovers help this three-part series tell the stories of nine children (age 9–11) discriminated against for being “different.” The 83-page leadership resource guide contains activities, worksheets, and projects that foster tolerance. Grades 3–8. Color. 40 minutes. Human Relations Media. ©1998.

**HRM442V-** 3 VHS videocassettes, guide

**MOLLY’S PILGRIM.** This Academy Award–winning short film is the story of Molly, a nine-year-old Russian-Jewish girl who is the object of her classmates’ taunts because of her foreign accent, strange ways, and peculiar clothes. When each child makes a doll for a class display of the first Thanksgiving, Molly brings a very different looking doll: a Russian-Jewish doll. Molly’s pilgrim helps the class understand her family’s search for religious freedom. Based on the book by Barbara Cohen (for grades 3–5<sup>th</sup> the video is for all ages). Color. 24 minutes.  
**PHX166V-** VHS videocassette  
**DLT341-** Paperback

**LET’S TALK: Resolving Conflicts Peacefully.** “Even if you don’t feel like playing with me, I won’t call you names,” Floyd tells Chippy, as they learn how to resolve their differences and empathize with one another. Floyd, Chippy, and a cast of other colorful puppet characters join a group of elementary school kids to discover simple but important tools in getting along with others. Master ventriloquist Jonathan Geffner leads the kids in a frank and funny discussion of the mediation process that helps the quarreling puppets find respect, compassion, and resolution for their disagreements. Grades 1–4. Color. 28 minutes. Bureau for At-Risk Youth. ©1997.  
**BX198V-** VHS videocassette, guide

**WHAT IS HATE ALL ABOUT?** A straightforward look at the dynamics of hate—where it comes from, how it affects those targeted (chiefly ethnic minorities, Jews, gays and lesbians, the handicapped), and what people must do to break the cycle. From stories told by teens, viewers learn that hate shows up in many forms and degrees, from “harmless” jokes to physical assault—even murder—committed by individuals or hate groups. After exploring the whys of hatred, this outstanding and timely program shows how some kids combat this destructive emotion. Two examples: Frank Meeink, a former member of Aryan Nation, now denounces racism in his talks to teens; members of STAND (Socially Together and Naturally Diverse) put on plays for tolerance. Includes a 36-page guide with questions, extended activities, and program script. Grades 7–12. Color. 24 minutes. Sunburst. ©1998.  
**SUN525V-** VHS videocassette, guide

**...And you can always, always give something, even if it is only kindness.**

**Anne Frank**



**THE EYE OF THE STORM.** This award-winning documentary of a third grade teacher's classroom experiment demonstrates dramatically the effects of discrimination. The teacher divided her all-white class into two groups: those with brown eyes and those with blue. One group was arbitrarily assigned privileges, while the other's rights were restricted. The children's behavior and abilities changed depending on whether they felt superior or inferior. Feelings of frustration, broken friendships, and vicious behavior resulted. The experiment dramatizes the psychological effect on people who are isolated, the fallacy of appearance as an indicator of ability, and the nature of prejudice. (The expanded 1987 edition of the paperback, *A Class Divided: Then and Now*, explains the profound effect of the experiment on the students' lives.) Color. 25 minutes. ABC News.

**GDA177V-\_\_** VHS videocassette  
**YF101-\_\_** A *Class Divided* book

**\*PREJUDICE: Answering Children's Questions.** Hosted by Peter Jennings, this children's forum searches for answers to questions about why America's "melting pot" seems to be a frying pan, with young people voicing personal experiences of prejudice against races, the disabled, or simply people who look and act differently. One segment re-creates the blue eyes/brown eyes experiment, while others address why races look different, the notion of pure races, dealing with the sting of prejudice, stereotyping, and neo-Nazism. Includes interviews with a Native American living at Little Big Horn, Kristi Yamaguchi (her mother was born in an internment camp), Ashley Black (prevented importation of Nazi video game), and a Taiwanese immigrant who hates math. Grades 4-8. Color. 75 minutes. ABC News. ©1991.

**MJK220V-\_\_** VHS videocassette

**THE UNFORGETTABLE PEN PAL: A Story About Prejudice and Discrimination.** A.J. loves basketball and is thrilled to learn that Joey, his new pen pal, does too. Even though they have never met, the two become good friends. Their friendship crumbles, however, when A.J. tells Joey that disabled people make him feel uncomfortable, only to find that Joey must use a wheelchair. The program concludes with five steps to avoid prejudice. This animated episode from "The Human Race Club" series is based on the book by Joy Berry. **Grades 3-6.** Color. 28 minutes. Kids' Media Group.

**KM106V-\_\_** VHS videocassette

**AN AMERICAN TAIL.** Directed by Don Bluth. An animated fable of 19th century immigration, this production chronicles the humorous and dramatic adventures of Fievel, a little boy mouse who is separated from his family while they are journeying from Russia to America to escape cat persecution. After washing ashore alone in New York harbor, Fievel is confronted by a gallery of wise and wicked characters as he searches for his family. Features the voices of Dom DeLuise, Madeline Kahn, and Christopher Plummer. Closed captioned. Color. 81 minutes. Universal. 5-8<sup>th</sup> grade

**MCA100V-\_\_** VHS videocassette

**THE AMERICANIZATION OF ELIAS: Young People's Specials.** The year is 1907. Young Elias and his mother arrive in New York from Romania to join Elias's father, an earlier immigrant. Though bewildered by a new language, strange school, and unfamiliar surroundings, the boy is happy to be in America. Confronted with prejudice and taunted by other children, Elias works hard to learn English and succeed in school. Along the way he teaches his schoolmates an important truth—their families were once immigrants too. Through an appealing story filmed with period sets and dress, students imagine how it was for people to leave their homes and journey to a new land. **Grades 5-8.** Color. 24 minutes.

**FHM243V-\_\_** VHS videocassette

**CRIMES OF HATE.** "You can kill a Jew from a thousand yards away with this," says a young man as he lifts his rifle's telescopic lens to his eye. This sobering program defines crimes of hate, explains what motivates hate terrorists, and documents the messages of the victims and the perpetrators of hate crimes: a man who burned a synagogue, an African American shot for being black, a gay man beaten by six men wielding baseball bats, and others. Bigotry is shown to be an attempt to lay claim to personal superiority through racial or sexual affiliation. "We have no right to limit respect" to some people and not others, charges Elie Wiesel in the closing segment.

**Note: strong language. Grades 7 and up.** Color. 30 minutes. Anti-Defamation League. ©1990.

**ADL164V-\_\_** VHS videocassette

**VIDEO VIGNETTES: A World of Difference.** Illustrating the subtleties of prejudice, three low-key, open-ended vignettes provide a non-threatening starting point for generating honest, open class discussion. "Ethnic Humor" looks at demeaning jokes: when high school students tell Irish jokes, one student is offended but remains silent. "The Art Exhibit" explores freedom of expression vs. social responsibility: a young artist is surprised by the hostile reaction to his painting of a swastika. "Routine Check" examines how stereotyping can lead to biased treatment: a black father and son are questioned by police when they park their car in a white neighborhood. **Grades 7-12.** Color. 8 minutes. Anti-Defamation League.

**ADL168V-\_\_** VHS videocassette

**NAMES CAN REALLY HURT US.** Teenagers in an ethnically diverse New York City junior high school talk about their painful experiences as victims of bigotry, and they also reveal their own prejudices and stereotypes. In role playing within the safety of the group, they learn to confront their tormentors and they share both their anger at being victimized, as well as their guilt for the times they hurt others with their thoughtless, sometimes cruel, remarks. Their revelations lead to healing, self-confidence, and the courage to challenge bigots and bullies in school and in the community. **Grades 7-12.** Color. 24 minutes. WCBS-TV/Anti-Defamation League. ADL162V-\_\_ VHS videocassette, guide

**RAPMATAZZ: A Notebook Against Prejudice.** Talented teens in the Boston Youth Theater communicate with their peers in the universal language of music, dance, and drama. In cool, stylized rap, the group dramatizes "Four Steps to Combating Prejudices." No punches are pulled as students explore how to understand and value cultural differences, deal with fears about other groups, resist peer pressure to harass those who are different, and disapprove when others make bigoted remarks. **Grades 7-12.** Color. 24 minutes. WCVB-TV/Anti-Defamation League.

**ADL161V-\_\_** VHS videocassette

**THE TRUTH ABOUT HATE: The Teen Files.** This absorbing program follows four groups of teenagers as they confront their own prejudice. A group of neo-Nazis meets a Holocaust survivor. Armenian and Latino students at a high school beset by violent ethnic conflict make the effort to get to know one another, and a truce results. Four San Francisco teens visit the Castro section of the city to learn lessons of tolerance from a gay police officer. A group of diverse Georgia high school students find they have more in common than not as they tackle a ropes course. Between segments, NBA star Kobe Bryant, the Red Hot Chili Peppers, and *ER*'s Eriq La Salle talk about their own experiences with prejudice. **Grades 6–12.** Color. 32 minutes. AIMS. ©1999.

**AM259V-\_\_ VHS videocassette, guide**

**THE WAVE.** A thought-provoking dramatization of an actual classroom experiment on individualism vs. conformity in which a high school teacher formed his own "Reich" (called "The Wave") to show why the German people could so willingly embrace Nazism. This unflinching yet sensitive 1984 Emmy Award–winner raises critical questions: When does dedication to a group cross the line from loyalty to fanaticism? Does power corrupt? What is the nature of propaganda and mass persuasion? Can something like the Nazi Holocaust happen again? (The paperback is a novelization based on the teleplay.) **Grades 7–12.** Color. 46 minutes. Embassy.

## THE WORLD CHANGES: NAZISM ON THE RISE

**THE CAMERA OF MY FAMILY: Four Generations in Germany 1845–1945.** This moving story is an effective vehicle for involving students in Holocaust studies without the use of shocking and overwhelming material. It recounts the story of Catherine Hanf Noren, who was born to a Jewish family in 1938. Her family, which had lived in Germany for generations, was forced to flee shortly after her birth, and all records of their experience were lost in the Holocaust's destruction. The program describes Ms. Noren's perseverance in tracing her roots and rediscovering her heritage through the use of old family photographs that had been preserved. Color and black-and-white. 20 minutes. Anti-Defamation League.

**ADL45V-\_\_ VHS video from filmstrip**

**THE LOST CHILDREN OF BERLIN.** In April 1942, the last Jewish school in war-torn Berlin was shut down by the Gestapo. In April 1996, fifty of its former students traveled from around the world to the recently reopened school—many unaware that other classmates attending the reunion had survived. Mixing footage of this emotional meeting with first-person testimonies compiled by the Shoah Foundation, this compelling documentary chronicles Jewish life in Berlin during the turbulent political and social atmosphere of the 1930s and 1940s, and shows how many Berlin Jews were able to survive even after *Kristallnacht* and the implementation of Hitler's "Final Solution." **Grades 7 and up.** Color. 50 minutes. A&E. ©1997.

**FE273V-\_\_ VHS videocassette**

**MORE THAN BROKEN GLASS: Memories of Kristallnacht.** Dramatic archival news footage, photographs, and interviews with witnesses are woven together to present a portrait of the times and events leading to the November, 1938 "Night of Broken Glass," when German synagogues were ransacked and homes and businesses of Jews were looted or set on fire. This program places *Kristallnacht* in its historical context by describing the political climate in Germany in the 1930s and the lasting effect of the events on the lives of survivors. Some recall being sent to neutral Switzerland or emigrating with family to Cuba or Shanghai, others saw their parents taken away by the Nazis, still others were sheltered by "righteous" neighbors in Germany. **Grades 7 and up.** Color and black-and-white. 57 minutes. Ergo Media.

**ER106V-\_\_ VHS videocassette**

**IMAGE BEFORE MY EYES.** A poignant look at Poland's Jews between the wars. Survivors remember childhoods spent in villages, on farms, or in the cities. Their memories are illustrated with archival film and still photographs showing people—most of whom will soon perish in the Holocaust—working, going to school and synagogue, and attending to the minutia of daily existence. Based on an exhibit and book by Lucjan Dobroszycki, this 1981 documentary helps students understand Jewish life in a difficult time and place: the richness of Jewish culture, the growth of Zionism, and the darkening cloud of anti-Semitism. In English (a few sequences in Yiddish have English subtitles). **Grades 8 and up.** Black-and-white and color. 90 minutes.

**ER116V-\_\_ VHS videocassette**

**(UE!) THERE ONCE WAS A TOWN.** In 1941, the German army invaded the small town of Eishyshok, Poland (now Lithuania) and murdered nearly 3500 Jewish residents. Fifty-six years after the massacre, this program chronicles the remarkable journey of four of the town's survivors and their families as they return home. Actor Edward Asner, a descendant of an Eishyshok family, narrates. Professor Yaffa Eliach, critically acclaimed author of *There Once Was A World: A Nine Hundred Year Chronicle of the Shtetl of Eishyshok*, leads the group of survivors in their search for remnants of Jewish life that flourished before the Holocaust. The film offers abundant topics for discussion, written assignments, and extended research. **Grades 7 and up.** Closed captioned. Color and black-and-white. 87 minutes. WETA. ©2000. ❖

**FLM129V-\_\_ VHS videocassette**

**THE SEEDS OF THE HOLOCAUST, 1933–1935.** Dramatic archival footage and testimony from Elie Wiesel give students an overview of the seminal events and causes of the Holocaust. Then, speaking from the vantage point of more than 50 years of association with the *Times*, A.M. Rosenthal provides penetrating answers to the questions: "How did Hitler, a dictator who destroyed democracy, take control of Germany, which was a democracy?," "Why did Hitler single out the Jews for persecution?," and "Who was responsible for Adolf Hitler?" 16 minutes.

**NYE131V-\_\_ VHS video, 14 reproducible reprints,  
poster, guide**

**A FRIENDSHIP IN VIENNA.** Based on the autobiographical book *Devil in Vienna* by Doris Orgel, this thought-provoking film centers around the complex relationship between Inge, a precocious Jewish girl, and Lise, the rebellious daughter of a Nazi official, in 1938 Vienna. Heartbreakingly poignant scenes in Inge's home, at the girls' school, and on the increasingly violent streets of Vienna reveal an atmosphere filled with confusion, the proliferation of Nazi uniforms and laws, shock at German annexation, the throwing away of "Jewish" books in schools, the adults' fear of arrest and execution, the barriers to gaining exit visas, and the dangers of Lise and Inge's "unhealthy" friendship in "unified" Vienna/Germany. Stars Ed Asner and Jane Alexander. Grades 4–8. Color. 94 minutes.

SV137V-\_\_ VHS videocassette  
PEN159-\_\_ *Devil in Vienna* book

**FIDDLER ON THE ROOF.** Directed by Norman Jewison. An expansively filmed version of Joseph Stein's play of life in Anatevka, a Jewish shtetl in tsarist Russia. Based on stories by Sholem Aleichem, the musical features Topol as Tevye, a hearty Jewish peasant who manages to keep his faith while coping with poverty, hardships, prejudice, and changing values. Also stars Norma Crane and Molly Picon. Color. Total time: 169 minutes. United Artists.

SV198V-\_\_ 2 VHS videocassettes  
SV198DV-\_\_ DVD video

**HEIL HITLER! Confessions of a Hitler Youth.** Why would eight million children become as loyal to Hitler as to a father? Why would a nine-year-old child believe, "I belonged to Hitler body and soul. My fate was bound to the Fuhrer's"? As this chilling true account shows, Alfons Heck, like other Hitler Youth, was so captivated by Hitler that he watched his favorite childhood friends be taken away to be murdered while he cared for nothing but to win the war or die for Germany and its leader. Graphic documentary footage dramatizes how songs, youth camps, speeches, and education reinforced Hitler's mesmerizing lies of racial science and a master race. Heck, now an adult who can barely believe his own fanaticism and Hitler's atrocities, sees no reason why history cannot repeat itself. (Written for grades 6–12, the related book details everyday life in the *Hitler Jugend*.) Grades 7 and up. Color and black-and-white. 30 minutes. HBO.

TL338V-\_\_ VHS videocassette  
GP443-\_\_ *Life in the Hitler Youth* book

**HOW THE NAZIS CAME TO POWER.** Using archival footage exclusively, this short video documents events in Germany from the end of World War I through the ill-fated Weimar Republic to the rise of National Socialism. Scenes from newsreels, propaganda films, and "uncontrolled sources" show how Hitler and his Nazis maneuvered themselves to power by promising an end to Germany's economic and political chaos, the revival of national pride after the humiliation of Versailles, territorial expansion to achieve *Lebensraum* (living space), and measures to "deal with" internal enemies—chiefly Communists and Jews. Narrated in English with subtitles for spoken German. Grades 7–12. Black-and-white. 16 minutes. Films for the Humanities. ©1991.

FHM392V-\_\_ VHS videocassette

**HITLER: Anatomy of a Dictatorship.** How did Adolf Hitler come to power? Why were so many German people willing to follow the man who would lead them into a war in which more than 35 million people would die? Newsreels and archival footage trace Hitler's career from his emergence on the political scene in 1923 through the conclusion of World War II. Viewers witness the torchlight celebration that greeted Hitler upon his ascension to the chancellorship, excerpts from his speeches, and parties during his final days in the bunker. Grades 7 and up. Black-and-white. 23 minutes.

CNT172V-\_\_ VHS videocassette

## HIDING, ESCAPE, RESCUE AND RESISTANCE

**ANNE FRANK.** Directed by Robert Dornhelm. This 2001 Emmy nominated movie, starring Ben Kingsley and Hannah Taylor-Gordon, is based on Melissa Muller's 1998 biography of Anne Frank. Unlike the diary itself, this version puts the young girl's story in a context, depicting the character's life before captivity and graphically detailing the devastating end of her life. As a teaching tool, this video is valuable as a basis of comparison to Anne's own often-idealistic diary prose. In addition to the excellent acting, realism is the strong point of this production: Anne comes across as no saint, for example; the floor plan of the Secret Annex is authentic; everyone's wardrobe grows gradually dingy and tattered; and graphic final scenes set in the concentration camp earned the production a **TV-14 viewer advisory**. Grades 9 and up. Closed captioned. Color. Total time: 189 minutes. ABC. ©2001.

DIS107V-\_\_ 2 VHS videocassette  
DIS107DV-\_\_ DVD vide  
HRH162-\_\_ Paperback

**MIRACLE AT MOREAUX: Wonderworks.** Set at Christmas in 1943, this suspenseful and uplifting tale of three Jewish children fleeing from Nazis who find refuge in a Catholic school reaffirms the heroism of those adults and children who resisted the Nazi movement. As the trio's plight becomes clear to the school's students, they risk their own lives to protect their new friends and help them reach freedom. (Based on the true story, *Twenty and Ten*, by Claire Huchet Bishop.) Stars Loretta Swit and Marsha Moreau. Grades 5–8. Closed captioned. Color. 58 minutes. PBS.

FLM225V-\_\_ VHS videocassette  
PEN760-\_\_ *Twenty and Ten* book

**THE COURAGE TO CARE.** Reminding viewers of the power of individual action, this compelling program profiles non-Jews who, following their consciences rather than orders from the Third Reich, risked their lives to protect Jews from Nazi persecution. Stark footage and period photographs underscore dramatic first-person accounts of those whose ordinary acts—such as opening doors, keeping secrets, and hiding and feeding strangers—became deeds of heroism in an era of apathy and complicity. Color and black-and-white. 29 minutes. United Way. 6<sup>TH</sup> AND UP

ADL150V-\_\_ VHS videocassette, guide

**DIPLOMATS FOR THE DAMNED.** Four diplomats sacrificed their careers to save the lives of thousands of Jews and other citizens. Using archival film, still photographs, and interviews with survivors and the rescuers' children, the efforts of these men are profiled. Aristedes de Sousa Mendes issued 30,000 visas in three days as the Portuguese consulate in Bordeaux, Harry Bingham—American Vice Counsel in Marseilles—was involved in a clandestine rescue operation, Carl Lutz saved 62,000 people as a Swiss diplomat in Hungary, and German attaché Georg Duckwitz alerted the Danish government and pled for safe haven for their Jewish population in Sweden. Grades 7–12. Closed captioned. Color and black-and-white. 43 minutes. History Channel. ©2000.

FE118V-\_\_ VHS videocassette

**ASSIGNMENT: RESCUE—The Story of Varian Fry and the Emergency Rescue Committee.** Narrated by Meryl Streep. Germany, 1935: One of the first to report Hitler's anti-Jewish demonstrations in Berlin is an American journalist, Varian Fry. France, 1940: Fry is sent by the newly formed Emergency Rescue Committee to evacuate refugees detained in Marseilles by the Vichy government. Among those blacklisted by the Nazis are Franz Werfel, Marc Chagall, and Andre Breton. USA, 1940s: Anti-immigration— and anti-Semitic—sentiment is strong. The State Department opposes Fry's mission. Combining solid historical background with a true story as dramatic as any spy thriller, this documentary profiles an American hero whose persistence and courage saved the lives of more than 2000 refugees. Grades 7 and up. Black-and-white and color. 26 minutes. ©1997.

VF100V-\_\_ COMPLETE KIT: VHS video, paperback, study and resource guides

**NUMBER THE STARS.** Two dramatic scenes from Lois Lowry's novel, read aloud and illustrated with colorful drawings, serve as a "teaser" to motivate young readers. The PBS video also explains the historical context of the compelling story of two little girls resisting the Nazi plan to "relocate" Denmark's Jews. Ten-year-old Annemarie Johansen must find the true meaning of courage as she helps her best friend, Ellen Rosen, cross over to safety in neutral Sweden. (A correlated 48-page literature unit, designed for grades 4–8, presents nine lessons supported by reproducible pages.) Grades 3–7. Closed captioned. Houghton Mifflin. 134 p. ❖

WET127V-\_\_ VHS videocassette

HOU201-\_\_ Hardback

DLT294-\_\_ Paperback

TCM294-\_\_ Reproducible literature unit

**MIRACLE AT MIDNIGHT.** On October 1, 1943 (Rosh Hashana), Nazi authorities launch a lightning strike to round up more than 7000 Danish Jews and transport them to Theresienstadt concentration camp. The raid is a stunning failure thanks to Danes who learn of the plan in time to help all but a few hundred of their Jewish neighbors flee to Sweden. *Miracle at Midnight* tells the true story of one rescuing family, the Kosters, who risk their lives to hide Jews, then get them on boats under the very noses of the Gestapo. Stars Sam Waterston as Dr. Koster, Mia Farrow as Doris Koster, and Justin Whalin and Nicola Mycroft as their children Henry and Elsa. (The hardback *Darkness Over Denmark* by Ellen Levine provides an illustrated history of the rescue.) Grades 6 and up. Closed captioned. Color. 88 minutes. Disney. ©1998.

DIS105V-\_\_ VHS videocassette

HG123-\_\_ *Darkness Over Denmark* book

**The crematoriums of Auschwitz did not begin  
With bricks: they began with words.**

**Rabbi Abraham Johua Heschel**

**INTO THE ARMS OF STRANGERS: Stories of the Kindertransport.** Winner of the 2000 Academy Award, this haunting documentary narrated by Dame Judi Dench revisits Europe on the brink of World War II. For reasons yet unexplained, the Nazis allowed 10,000 Jewish children and adolescents to leave Germany and go to England. Some were cared for in foster homes, but many more were forced to live under harsh conditions in unheated barracks or temporary camps. Far more severe was the trauma they suffered at being separated from their families, most of whom they would never see again. Poignant, understated, and completely honest, *Into the Arms of Strangers* combines never-before-seen archival footage with the decades-later remembrances of both the rescuers and the rescued. **Note:** rated PG for thematic elements. 117 minutes. Color and black-and-white. Warner. ©2001.

WV260V-\_\_ VHS videocassette 7<sup>th</sup> and up

**IT WAS NOTHING, IT WAS EVERYTHING: Reflections on the Rescue of Greek Jews During the Holocaust.** The accounts come from Saloniki—former center of Jewish culture—and the islands of Crete and Zakinthos, from farming villages, coastal towns, and other places where Greeks would say, "They're our people, and we're protecting them." Ordered by the SS commandant to supply a list of Greek Jews, Archbishop Damaskinos asserted defiantly that none remained, because he had baptized them all as Christians. In a city near Athens, the police chief made up false ID papers so Jews could escape into the mountains or make their way to Turkey. Archival film and photos illustrate each rescuer story. Grades 7 and up. Color and black-and-white. 28 minutes. Ergo Media. ©1997.

ER121V-\_\_ VHS videocassette

**ANNE FRANK HOUSE: The Complete Story of Anne Frank, the Annex, the Families in Hiding, and the Persecution of the Jews.** Made with the cooperation of the director of the Anne Frank House, this CD-ROM conducts visitors on a breathtakingly real tour of the famous address on Prinsengracht. As users move through the rooms, they can look in all directions and click on "hotspots" that tell stories. In addition, four main interfaces—the house itself, timelines, people, and life in hiding—link to information in visual or text form. Contains more than 1500 photographs, 15 video clips, 300 slide shows, and almost four hours of narration with sound effects and music. Includes a resource guide in a binder plus an expanded edition of Anne's diary. Grades 4 and up. Cinegram. ©2001.

CM103CD-\_\_ CD-ROM for Mac/Windows, guide, book

**ANNE FRANK—THE LIFE OF A YOUNG GIRL: Biography.** The world made her a saint, but this refreshing new biography returns to the spirited girl whose greatest wish was to become a writer. A vibrant portrait emerges from Anne's own words plus comments by those who knew and loved her—young friends and schoolmates, her father, Miep Gies who saved the precious book, and others. Archival film, still photos, and scenes of modern Amsterdam lend historical perspective. Color. 44 minutes. A&E. ©1998. 7<sup>th</sup> and up  
**FE388V-\_\_ VHS videocassette**

**A DEBT TO HONOR.** Reaffirming that “those who are indifferent side with evil,” Italian Christians remember how they saved more than 30,000 Jews following Hitler's 1943 occupation of Northern Italy. Nuns, priests, and others tell of foiling deportation of “their older brothers” to Auschwitz by hiding whole families in convents, spirited children across the Swiss border, or forging papers to bestow non-Jewish identities. Their stories are punctuated with archival newsreels tracing the rise of Mussolini and the enforcement of anti-Semitic laws. The documentary ends with scenes from a 1994 ceremony in Rome honoring rescuers who “did their duty all the way.” **Grades 7 and up.** Color and black-and-white. 30 minutes. Documentaries International. ©1995.  
**DOC103V-\_\_ VHS videocassette**

## GHETTOS AND CAMPS

**TSVI NUSSBAUM: A Boy From Warsaw.** Recounts the dramatic life story of Tsvi Nussbaum, the little boy immortalized in the infamous photograph taken in the Warsaw ghetto in 1943. Featuring archival black-and-white footage and contemporary interviews, the program examines how Tsvi came to be in the Warsaw ghetto, the circumstances surrounding the photograph, his imprisonment at Bergen-Belsen, how he managed to survive, and how he feels today about the Nazi persecutors that murdered four generations of his family. Brief scenes in German or Hebrew with English subtitles. **Grades 8 and up.** Color and black-and-white. 50 minutes. Ergo Media.  
**ER107V-\_\_ VHS videocassette**

**THE MAN FROM THE OTHER SIDE.** By Uri Orlev. What does Marek, a 14-year-old living just outside the Warsaw Ghetto during World War II, think of the Jews enclosed on the other side of the walls? This gripping, true story focuses on Marek's experiences as he assists his stepfather in smuggling food to the Jews for money. When Marek tries to help a Jew return home after a failed escape attempt, the teenager himself becomes trapped inside the Ghetto. The quiet courage of Marek's grandparents, struggling to shelter a Jewish man in their home, underscores this tale of a young man's journey to adulthood. Originally published in Israel. **Grades 5 and up.** Houghton Mifflin. 186 p. 1991 edition.  
**HOU338-\_\_ Paperback- film rent from Videostore**

**CHILDREN OF THE HOLOCAUST.** “It was the first time in my life I was hungry... and the first time I realized I was Jewish.” Of European Jews, approximately one in three adults survived the Holocaust; however, only one in 14 children made it through. In this affecting documentary, four people who, as children, survived the Holocaust, recall their experiences (from transit camps and walled ghettos, to life in hiding with strange families, to the horrors of Auschwitz) and give viewers a sense of what it was like to be a child caught in the maelstrom of the Nazi onslaught. **Grades 7 and up.** Color and black-and-white. 51 minutes. Films for the Humanities.  
**FHM301V-\_\_ VHS videocassette \$89.95**

**CHILDREN REMEMBER THE HOLOCAUST.** Diaries, letters, and other recollections of the events leading up to the Holocaust, and life in the ghettos and concentration camps, are interwoven with film clips and photographs to convey the horrors inflicted on Hitler's youngest victims. Host Keanu Reeves gives historical context to the personal tragedies: one girl's father brings her poison to spare her pain; a camp guard jeers at another, “How does it feel to use soap made from your parents?” Liberation brings not just elation, but also a sense of purpose: The program ends on a strong note of remembrance and knowledge in the face of ignorance and hate. Originally aired on CBS. **Note: some graphic footage.** **Grades 5–9.** Color and black-and-white. 46 minutes. SVE/Churchill. ©1995.  
**CHL180V-\_\_ VHS videocassette, guide \$79.95**

**NIGHTMARE: The Immigration of Joachim and Rachael.** “Remain together no matter what. Don't let the Nazis take you!” After their parents are arrested and “resettled,” 13-year-old Joachim and his younger sister Rachael struggle to survive in the Warsaw ghetto. Saved by the Polish underground, they go to New York after the war and join their uncle. Telling the children's story in flashbacks, this moving production recounts their grim existence—stealing food, hiding from guards, dodging bullets in an uprising, running through sewers, escaping from a death train, and being denied help by Nazi-fearing Poles. **Grades 5–8.** Color and black-and-white. 24 minutes.  
**FHM261V-\_\_ VHS videocassette, guide**

**THE WORLD OF ANNE FRANK.** Combining dramatic readings, interviews, and documentary photos and film footage, this compelling production introduces students to Anne Frank's life and times. The program provides not only an intimate look at the tragic events of her life, but also a general account of the rise of Nazism and the events of World War II. Among the illuminating interviews that highlight this program are those with Otto Frank (Anne's father) and the Dutch people who risked their lives to hide the Frank family. Color and black-and-white. 28 minutes. Ergo Media. 6<sup>th</sup> and up  
**ER100V-\_\_ VHS videocassette**

**DEAR KITTY: The Life of Anne Frank.** “Dear Kitty, I hope I shall be able to confide in you completely.” Naming her diary Kitty, Anne recorded her thoughts and feelings during two years she hid with her family in the secret annex. Appropriate for younger viewers, this quiet, sensitive documentary tells Anne's story from her birth in 1929 to her death at Bergen-Belsen scant days before British troops liberated the camp. Featuring diary quotes, photographs, archival film, and a present-day tour of the Anne Frank Center in Amsterdam, the program also provides historical background on the rise of Nazism and Hitler's persecution of the Jews. **Grades 4–8.** Color and black-and-white. 25 minutes.  
**AFC101V-\_\_ VHS videocassette**

**ESCAPE FROM SOBIBOR.** Narrated by Howard K. Smith. Sobibor, a Nazi death camp in Poland where more than a quarter of a million Jews were annihilated, was also the site of the largest prisoner escape of World War II. Based on years of research, this 1987 dramatization of the heroic uprising that took place in Sobibor movingly portrays the people themselves and their trip through Polish forests to freedom. Stars Rutger Hauer, Alan Arkin, and Joanna Pacula. Color. 120 minutes. 8<sup>th</sup> and up

VS202V-\_\_\_ VHS videocassette  
UL103-\_\_\_ Paperback

**THE DEVIL'S ARITHMETIC.** Way cool 90s teen Hannah has no use for her family's boring Jewish traditions—until the Passover Seder when she "opens the door" for the prophet Elijah, only to find herself transported suddenly into the Holocaust and a new understanding of her Jewish identity. The gritty, powerful camp scenes are seldom physically violent, focusing more on wrenching psychological abuse. Based closely on Jane Yolen's award-winning novel (for grades 6–9), the film stars Kirsten Dunst, Mimi Rogers, and Louise Fletcher, and is introduced by Dustin Hoffman. Grades 7–12. Color. 95 minutes. Showtime. ©1999.

SHW100V-\_\_\_ VHS videocassette  
PEN442-\_\_\_ Paperback

**THERESIENSTADT—GATEWAY TO AUSCHWITZ: Recollections from Childhood.** An award-winning international documentary on a "model" ghetto mostly illustrated with drawings and paintings drawn by inmate-artists, this surprising video contains poignant interviews with survivors describing—and disagreeing over—their intense childhood experiences and memories. American, Israeli, and Czechoslovakian adults recount paradoxical tales of friendships, a children's opera, and stealing potatoes in a surreal place where "hope and hell co-existed" and fewer than 150 children out of 15,000 survived. Grades 7<sup>th</sup> and up. Color. Ergo Media. ©1993.

ER113V-\_\_\_ VHS videocassette

**THE JOURNEY OF BUTTERFLY.** Documenting a legacy of creativity that blossomed under the harshest conditions, this powerful program weaves together music, art, poetry, and personal histories of children imprisoned in the Nazi "model" camp at Terezin (Theresienstadt), Czechoslovakia. Based on the children's poetry, a choral work performed by The American Boychoir serves as a haunting, melancholy backdrop to the testimony of nine survivors, location footage, archival stills, and images left behind by those who perished. (*I Never Saw Another Butterfly*, available separately in an expanded 1993 edition, is a 106-page collection of the children's drawings, paintings, and poems.) Grades 5 and up. Color and black-and-white. 62 minutes. ©1996.

TKM100V-\_\_\_ VHS videocassette, guide  
RH192-\_\_\_ *I Never Saw Another Butterfly* hardback  
paperback

**I NEVER SAW ANOTHER BUTTERFLY: Children's Drawings and Poems From Terezin Concentration Camp 1942–1944.** Edited by Hana Volavkova. An expanded edition of the classic collection of drawings, paintings, and poems that were left by some of the 15,000 children who passed through the Terezin (Theresienstadt) Concentration Camp between 1942 and 1944. The words and pictures depict with moving honesty life inside the camp: the funeral carts, the executions, the green meadows and bluish hills beyond the gates. A record not only of human misery, but of courage and optimism as well. The expanded edition includes many additional works featured in a special exhibit at the opening of the U.S. Holocaust Memorial Museum. Illustrated throughout in color. 7" x 10½". Schocken. 106 p. Expanded Second Edition. ©1993.

RH192-\_\_\_ Hardback  
SCK598-\_\_\_ Paperback

**VOICES OF THE SHOAH: Remembrances of the Holocaust.** Narrated by Elliott Gould. This oral history is drawn from more than 180 interviews and arranged chronologically into a coherent chorus reflecting Jewish experience from life before WWII, through the rise of intolerance, ghetto and camp life, hiding, and resistance, to liberation, the post-war period, and the second-generation legacy. The narration puts the voices of the persecuted and of liberators into historical context, and an accompanying hardback book contains a full transcript with track numbers so teachers can play selected excerpts. The book also offers photographs, maps, a timeline, bio notes about the principal witnesses, notes on historical context, a glossary, resource lists, and questions for discussion and critical thought. Music by Yale Strom. Total time: 235 minutes. Rhino. ©2000. 8<sup>th</sup> and up

RHN103ACD-\_\_\_ BOXED SET: 4 compact discs, book

**Auschwitz- If You Cried, You Died- Chronicles the journey of two Holocaust survivors who were teenagers during the second World War . They revisit Auschwitz. It also has a teacher's guide that provides rich materials for class discussions of the dangers of prejudice, the value of diversity and the need to respect each other.**

Contact: Impact America Foundation, c/o Martin J. Moore  
317-848-5134  
Email [www.IMPACTAMERICA.ORG](http://www.IMPACTAMERICA.ORG)  
7<sup>th</sup> grade and up

**HOLOCAUST: In Dark Places.** A selection of four short films on the Holocaust:

- **In Dark Places** records interviews with several survivors and their children.
- **How Come Israel?** is a minidrama using fighting children in a metaphoric game of "pogrom".
- **The Good Omen** is a Polish folktale of renewal with paintings by Shay Rieger.
- **The Hangman** is a haunting animated short illustrating the poem by Maurice Ogden on the responsibility of the silent bystander.

Color. Total time: 90 minutes. Mastervision.  
SV122V-\_\_\_ VHS videocassette

## SURVIVAL, LIBERATION AND NEW LIVES

**EXODUS.** Directed by Otto Preminger. Based on the novel by Leon Uris, this saga of the sacrifices and commitment of Israel's founders dramatizes the battle of the Irgun (Israeli Underground) against the British and the Arabs in the struggle for statehood. The Irgun leader spirits a group of Jews out of a British internment camp on Cyprus and sails to Palestine aboard a rusty tramp steamer renamed *Exodus*. Filmed on location in Israel and Cyprus, the 1960 production features a huge cast—one Jerusalem sequence uses almost 50,000 extras—and stars Paul Newman, Eva Marie Saint, Ralph Richardson, and Sal Mineo. Screenplay by Dalton Trumbo. Color. 213 minutes. United Artists. 7<sup>TH</sup> and up

**WV199V-\_\_** VHS videocassette  
**BAN328-\_\_** Paperback

**EXODUS 1947.** This attention-riveting documentary shows viewers the role played by a handful of adventurous, idealistic, amateur American sailors in the founding of the State of Israel. While newsreel footage and Morley Safer's narration provide an evenhanded account of events that led up to the founding of Israel, interviews and home movie footage take viewers into the lives of would-be Jewish immigrants and a little crew of American blockade runners who fought off the British Navy for four hours with the only weapon they had—potatoes. Although they failed, their battle made headlines all over the world and led directly to the end of British control over Palestine. Grades 7 and up. Color and black-and-white. 60 minutes. Cicada/Maryland Public Television. ©1996.

**NCJ101V-\_\_** VHS videocassette

**AVENUE OF THE JUST.** Each tree along the Avenue of the Just at the Yad Vashem memorial in Jerusalem bears a Christian name, each tree a living tribute to the Christians who saved Jewish lives during the Holocaust. Interviews with ten of these courageous people—including those who hid Anne Frank's family—recall their hopes and fears in time of tragedy. Some speak of the underground and its "trafficking in human cargo," some describe the elaborate deceptions necessary to elude German soldiers, and others profess guilt for surviving when all their relatives died. Color and black-and-white. 55 minutes. Anti-Defamation League.

**ADL149V-\_\_** VHS videocassette

**I wish I were a little bird  
Up in the bright blue sky  
That sings and flies just where he will...  
And no one asks him why**

**Inge Auerbacher  
I am a Star: Child of the Holocaust**

**THE LONG WAY HOME.** Narrated by Morgan Freeman. "It is better to be a conquered German than a liberated Jew," observes one concentration camp survivor in this 1997 Academy Award-winning documentary that recalls the struggles of Jewish D.P.s (displaced persons) from the end of World War II until the formation of the state of Israel. Rare archival footage and photographs; eloquently narrated testimonies from memoirs, letters, diaries, and oral histories; and recent interviews combine to show the aftermath of the Holocaust for those who "returned from the dead." Grades 7 and up. Black-and-white and color. 120 minutes. Moriah/Simon Wiesenthal Center.

**GHM118V-\_\_** VHS videocassette  
**GHM118DV-\_\_** DVD video

**NUREMBERG: Tyranny on Trial.** Recalling that the Nuremberg Trials responded to Nazi Germany's atrocities with measured reason, rather than with an orgy of vengeance, this absorbing documentary uses archival film footage, personal reminiscences, and expert commentary to detail the events, courtroom strategies, and legal innovations of these unprecedented judicial proceedings. The program presents fascinating profiles of key players (including a close look at Supreme Court Justice Robert H. Jackson, who led the prosecution), sheds light on lesser-known developments (the trials marked the first use of simultaneous translation), and gives insight into the unique difficulties of trying people for "crimes against humanity." **Note: some graphic footage. Grades 9 and up.** Color and black-and-white. 50 minutes. History Channel. ©1995.

**FE156V-\_\_** VHS videocassette

**JUDGMENT AT NUREMBERG.** Directed by Stanley Kramer. Dramatizes the proceedings of the second Nuremberg trials during which German judges were tried for their role in upholding laws involving patent abuses of human rights. Drawing parallels between the political pressure faced by the German judges and those confronting the American judge presiding at Nuremberg, this thought-provoking production raises issues concerning responsibility—individual, national, and universal. Stars Spencer Tracy, Judy Garland, Burt Lancaster, Maximilian Schell, and Montgomery Clift. Black-and-white. Total time: 187 minutes. United Artists. 8<sup>th</sup> and up

**SV233V-\_\_** 2 VHS videocassette

**WE MUST NEVER FORGET: The Story of the Holocaust.** The Holocaust is still relevant, according to this program, because we must never forget what prejudice and bigotry can do to people. Driving its points home with vintage photographs and historic news footage, the narration summarizes how Hitler's "Final Solution" became accepted by the German people. The human consequences of that bigotry are described by survivor and eyewitness Rosa Katz, who tells what she saw in the Warsaw Ghetto and how she escaped death at Auschwitz. A 24-page teacher's guide includes teaching suggestions, five reproducible activities that require students to think critically about outside research, a bibliography, and the script. **Grades 6–12.** Color. 35 minutes. Knowledge Unlimited.

**ED167V-\_\_** VHS videocassette, guide

**OPERATION UNDERSTANDING.** Six African-American and six Jewish-American high school students from Philadelphia travel on a 33-day, 20,000-mile odyssey to Israel and Senegal, where they experience the pain and horror of the past. This emotional, eye-opening program records the subtle changes in the feelings of each group about the other, their "moment of understanding," and their discovery of common ground as together they return to their roots—and together they visit sites commemorating severed roots. **Grades 7–12.** Color. 30 minutes. Anti-Defamation League.

**ADL170V-\_\_ VHS videocassette**

**HOLOCAUST: In Dark Places.** This videocassette features four shorts dealing with the Holocaust. The main feature is *In Dark Places* (58 minutes), a 1978 film by Gina Blumenfeld that records interviews with several survivors and their children, with a special segment with Susan Sontag. All describe their experiences and attempts to come to terms with their pain and to understand how they are "children of the past" with the responsibility to pass this information on. Interspersed between the interviews is a dramatic piece entitled "Survivors," performed by the New Artec Players. The three other shorts are *How Come Israel?*, a minidrama using fighting children in a metaphoric game of "pogrom"; *The Good Omen*, a Polish folktale of renewal with paintings by Shay Rieger; and *The Hangman*, a 1964 animated short dealing with the responsibility of the silent bystander. Color. 90 minutes. Mastervision.

**SV122V-\_\_ VHS videocassette**

**HOLOCAUST AND DAYS OF REMEMBRANCE KIT.** Thought-provoking (though not graphic) images and stirring songs will engage younger learners, while all students will be challenged by simulations based on the real experiences of children and teens during the Holocaust with this resource kit. Students learn about living in hiding, forced relocation to ghettos, and different faces of resistance by participating in songs, watching videotaped interviews with survivors, and viewing photographs. A short film tells the story of the brave men and women who fought during the Warsaw Ghetto Uprising to stop the transports to Nazi death camps, and innovative activities illustrate the risks and moral dilemmas connected with resistance. A complete teacher's guide includes background information, transcripts of the interviews, activities, and suggestions for observing the Days of Remembrance. **Grades 6–12.** Ghetto Fighters' House.

**GFH100-\_\_ COMPLETE KIT: 2 VHS videos, audio CD, book, simulation materials, guide**

## AND STILL IT CONTINUES

**TOUGH CHOICES: Today and in History.** A program to help middle school students develop skills in ethical decision making. Three stories center on a boy trying to escape the Armenian genocide, an African American woman deciding whether or not to join the civil rights movement, and an Alaskan newspaper publisher caught between personal friendship and journalistic integrity. Frequent stopping points invite viewers to discuss questions and dilemmas, while a 36-page teacher's guide spells out "dilemma paradigms" and "resolution principles," suggesting how to apply these conceptual tools to ethical decisions. A culminating discussion brings the ethical debate home as a middle school student discovers his classmate has brought a weapon to school. **Grade 8** Color. 30 minutes. Institute for Global Ethics. ©1999.

**IGE100V-\_\_ VHS videocassette, guide**

**US AND THEM: A History of Intolerance in America.** By Jim Carnes. Fourteen stories of Americans who were hated by others simply for who they were, what they looked like, where they came from, or what they believed. Richly illustrated and documented with historical sources, the book brings people and events compellingly to life in crisp reportorial narrative. Subjects include the Cherokee Trail of Tears and violence against Mormons in Missouri (both 1830s); the lynching of Leo Frank in 1913; the torching of Rosewood, a 20s-era "city for colored people" in Florida; internment of Japanese Americans in World War II; the bashing death of a young gay person in Bangor (1984); and recent strife between Jews and blacks in Brooklyn's Crown Heights section. **Grades 7–12.** Bibliography. Index. 8½" x 11". Oxford. 131 p. ©1996.

**OUP255-\_\_ Hardback**

**ADVICE FROM A SURVIVOR: Gerda Klein at Columbine High School.** Eleven months after the shootings at Columbine High School, Holocaust survivor Gerda Weissman-Klein visited the school with a message of hope: good *can* come out of evil. "I can't tell you how much your life story has helped me," one student wrote to her after hearing her speak. This powerful segment from *Nightline* intermingles interviews of Columbine faculty with excerpts of thank-you letters written to her by the students and footage in which Weissman-Klein relates her moving story. Among the historical and psychological issues dealt with are coping with trauma and loss, "survivor guilt," and the process of transforming the haunting question, "Why did this happen to me?" into the profound mandate, "What must I do with my life?" Color. 21 minutes. ABC News. ©2000.

**ABN114V-\_\_ VHS videocassette**

**LEARNING FROM THE HOLOCAUST: Human Rights—Youth Perspectives.** With the National Holocaust Museum as a backdrop, students meet death camp survivors, who speak up for tolerance and recommend education as the best way to prevent future atrocities. Archival film and still photos punctuate their words. Speakers from the German embassy and Israel also appear. One theme is repeated from the lips of each speaker—only through educating the young will society prevent another Holocaust from occurring. **Grades 7–12.** Color. 14 minutes. General Learning Video. ©2000.

**ZP150V-\_\_ VHS videocassette**

**NOT IN OUR TOWN: Heroes.** In 1993, when vandalism and violence by white supremacists threatened local Jews, Native Americans, and blacks, the residents of Billings, Montana, refused to stand by idly: the painters' union painted over swastikas and racist graffiti, a human rights watch committee was formed, and crowds turned out for anti-hate rallies. Then, when a rock was thrown through the window of a Jewish family displaying a holiday Menorah, the local newspaper, in an act reminiscent of the Danish king's legendary decision to wear a yellow star during World War II, printed a full-page Menorah for families of all faiths to hang in the windows of their homes to show community solidarity. Nearly 10,000 did. An excellent springboard for discussion of prejudice and how to fight it at the local level. (A glowingly illustrated paperback, *The Christmas Menorahs*, turns the facts of the case into a heartwarming children's story most suitable for **grades 2–6** but enjoyable for anyone who can appreciate a child's simplicity of heart.) **Grades 7** and up. Color. 27 minutes. The Working Group. ©1995.

**WDW105V-\_\_ VHS videocassette, guide**

**AK103-\_\_ The Christmas Menorahs book**



**NOT IN OUR TOWN II: Citizens Respond to Hate.** Continuing a story begun in Billings, this program shows how “divisions that tear at the nation’s soul” can be mended in activist communities. When a Klan rally threatens violence in Kokomo, residents counter with a diversity celebration. People appalled at hatred of minorities and gays unite in Fayetteville and other cities to support crime victims and express disgust with perpetrators. Black church burnings in the South—a throwback to the 1960s—spur action and support from the White House to the folks next door. Supported by a 24-page guide designed to trigger research and discussion. **Grades 7 and up.** Color. 56 minutes. The Working Group. ©1996.

**WDW228V-\_\_ VHS videocassette, guide**

**A TIME TO GATHER STONES TOGETHER.** In this touching documentary, Holocaust survivors journey from America to their roots in Poland and the Ukraine. They visit their ancestral homes, seek out long-lost family members, and gain a sense of closure with the past. The returnees honor the dead with stones of remembrance gently placed on graves, and pray for others whose names are found only in old records. Tears mark the occasional reunion with living relatives. As these Americans speak, their Holocaust memories are juxtaposed with modern scenes showing the reemergence of Jewish life in Polish Galicia and the Ukraine. **Grades 7 and up.** Color. 28 minutes. Documentaries International. ©1993.

**DOC104V-\_\_ VHS videocassette**

**PRESERVING THE PAST TO ENSURE THE FUTURE.** A tour of Jerusalem’s Yad Vashem, the memorial to the lives of those annihilated by the Nazis during World War II, forms the heart of this sensitive program focusing on the 1,500,000 children whose only “crime” was to have been born Jewish. Their poetry and artwork bears witness to the vitality of their spirit and, as the tour proceeds, viewers share the emotional responses of visitors to the haunting Children’s Memorial. Recent news footage of acts of hate from around the globe underscore the concluding question: Could such an atrocity happen again? **Grades 5 and up.** Color and black-and-white. 15 minutes. Ergo Media.

**ER105V-\_\_ VHS videocassette**

**For a complete Holocaust catalogue:  
Social Studies School Service  
1-800-421-4246  
[www.socialstudies.com](http://www.socialstudies.com)**

**For additional Materials:  
Anti-Defamation League of B’nai Brith  
[www.adl.org](http://www.adl.org) get Resource catalogue**

**Ergo Media  
Teaneck, NJ  
[www.Ergomedia.com](http://www.Ergomedia.com)**

# Bibliography

## SHOES

Even now, months later, I can still see the shoes, thread-bare, ragged, and torn. There were three rooms of shoes, rooms twelve feet high, packed from floor to ceiling with nothing but shoes. A silent memorial.

They were the shoes of those who had nothing in common and yet everything in common. They were the shoes of the young wife who would never again know a tender touch; they were the shoes of the young boy who knew nothing of play and everything about fear and survival; they were the shoes of the mother who would never sing another lullaby or hear the laughter of her children; they were the shoes of the writer, the teacher, the doctor, the dreamer.

There was a mountain of shoes reaching to forever, the shoes of the millions who lived with hope, and died still believing in tomorrow. In the end, these shoes led to one place, a place with many different names—Treblinka; Auschwitz; Birkenau; Majdanek.

I remember the shoes, and I feel a deep emptiness and an overwhelming sadness for what might have been. I wonder what roads might have been traveled, what words might have been written, what pains might have been eased. And I wonder what dreams might have come true.

*Anita Meyer Meinbach*



# To Honor All Children: From Prejudice, to Discrimination, to Hatred...to Holocaust

## 5-8<sup>th</sup> Grade

**A Note to the Educators and Librarians:** Please note that many books overlap in their content matter and categories. Some books have a younger reading level but the content is for a mature student. Some books present a more challenging reading level. **A note of caution:** please familiarize yourself with each book before assigning them to students.

### PREJUDICE AND DISCRIMINATION

- Bush, Lawrence. **Rooftop Secrets and Other Stories of Anti-Semitism.** The author covers eight stories spanning 500 years of Jewish history from the Inquisition, to Colonial America, to Germany during the Nazi period. All are seen through the perspective of a child who experiences racial prejudice and antisemitism. NY: Union of American Hebrew Congregation, 1998. 5-10<sup>th</sup> grade
- Balgassi, Haemi. **Peacebound Trains.** When Sumi's father dies, her mother joined the US Army so that she could undergo training and obtain college benefits. Sumi stays with her grandmother who one day finds Sumi at the top of Blossom Hill watching a train. Grandmother tells Sumi the story of her family's escape from Seoul Korea during the Korean War of 1950's. Picture Book. NY: Clarion Books, 1996. 5<sup>th</sup> grade
- Chambers, Veronica. **Amistad Rising.** In 1839, a group of more than 500 African captives were chained together and placed aboard a Spanish slave ship headed for Cuba. After 2 months at sea, 53 of the prisoners were transferred to the *Amistad* to be taken to a plantation in eastern Cuba. Joseph Cinque was one of those men. He gained his freedom from the shackles and freed the others also. They attacked the captain and the crew demanded to be taken home. Instead they were delivered to New London, Connecticut and imprisoned. Abolitionists worked with Cinque and the case went to the Supreme Court and where they were ordered freed and returned home. NY: Harcourt Brace & Co., 1998. 5<sup>th</sup> grade
- Chief Lake Swamp. **Giving Thanks: A Native American Good Morning Message.** A Native American tradition that honors the wonder and diversity in nature. The words in the book come from Iroquois, Mohawk, Oneida, Cayuga, Onondaga, Seneca and Tuscarora. They are still spoken at gatherings today. NY: Lee and Low Books, 1997. 5<sup>th</sup> grade
- Choy, Sook Nyul. **Year of Impossible Goodbyes.** Story takes place in Korea during World War II when Japan occupied the country. Ten-year-old Sookan and family endured the cruelties of the Japanese army. [There are two sequels to the book: **Echoes of the White Giraffe** (1193) and **Gathering of Pearls** (1994).] All published by Boston: Houghton Mifflin, 1991. 5-9<sup>th</sup> grade
- Cohn, Janice, D.S.W. **The Christmas Menorahs: How a Town Fought Hate.** It was Chanukah 1993 in Billings, Montana, when a rock suddenly crashed through the bedroom window of young Isaac Schnitzer. He is confused when his father tells him "It is because we are Jews." His friend, Teresa of the Hanley family, is preparing to celebrate Christmas. Together, Isaac's family, the Hanley's and the whole community fight back against hate and bigotry. They all put menorahs in their windows. [There are two videos on the subject. See video list.] Morton Grove, IL: Albert Whitman Co., 1995. 3-5<sup>th</sup> grade
- Cormier, Robert. **Tunes for Bears to Dance.** The book examines evil and how its power can easily be abused. Eleven-year-old Henry befriends an elderly Holocaust survivor, Mr. Levine but a bigoted Mr. Hariston tries to convince Henry to turn on his friend. NY: Delacorte, 1992. 7<sup>th</sup> and up
- Durbin, William. **The Journal of Sean Sullivan: A Transcontinental Railroad Worker.** Sean and his young brother John lived in Chicago with an aunt and uncle after the death of their mother. Their grieving father went to work on the Transcontinental Railroad and Sean

- has the opportunity to join him. In his journal, Sean records his experiences with the railroad and his troubled thoughts on how other groups are being treated - the Chinese, the African and Native Americans. **My Name is America Series**. NY: Scholastic Inc., 1999. 5-8<sup>th</sup> grade
- Fox, Paula. **The Slave Dancer**. Thirteen-year old Jessie sometimes resents the poverty and restrictions of his life in New Orleans. He soon learns of a much harsher existence when he is kidnapped and taken aboard a slave ship where he is ordered to play the fife so that the slave prisoners can dance to the music for exercise. Jessie is horrified by the treatment of the kidnapped African prisoners and is desperate to escape from the slave ship. A terrible storm comes up and the ship sinks forcing Jessie and the prisoners to fight for survival. NY: Yearling Books, 1991. 7<sup>th</sup> grade
  - Giff, Patricia Reilly. **Nory Ryan's Song**. Novel based on the Irish potato famine of 1845. This is the story of young Nory who is motherless and has to take care of her siblings while her father is away working. She must endure starvation and eviction, and find a way to help her family while maintaining her compassion. NY: Bantam, 2000. 5-8<sup>th</sup> grade
  - Giff, Patricia Reilly. **Lily's Crossing**. Author describes the impact of the war on an American young girl. NY: Delacorte, 1997. 5<sup>th</sup> grade
  - Gillam, Scott. **Discrimination: Prejudice in Action**. The book examines many of the forms of prejudice that exist- disability, race, gender, sexual orientation and discusses the ramifications upon society and the individual. Springfield, NJ: Enslow, 1995. 7<sup>th</sup> and up
  - Hahn, Mary Downing. **Stepping on the Cracks**. Two sixth graders are caught up with their brothers to experience fighting Hitler and a bully in school. NY:Clarion, 1991. 5-6<sup>th</sup>
  - Hirschfelder, Arlene B. **Rising Voices: Writings of Young Native Americans**. From young people whose white schooling estranged them from their heritage, essays, poems and sorrows. My Books, 1993. 5-8<sup>th</sup> grades
  - Lasky, Kathryn. **Prank**. Timmy, a young boy who is Irish-Catholic and lives in East Boston, vandalizes a synagogue and his sister Birdie Flynn is prompted to study the events of the Holocaust. NY: Macmillan, 1984. 7<sup>th</sup> and up
  - Lee, Marie. **Finding My Voice**. Ellen Sung is a high school senior and is being pressured by her immigrant Korean parent to go to Harvard. Ellen suffers from discrimination from her school mates and teacher. NY: Houghton Mifflin, 1992. 7<sup>th</sup> and up
  - Magorian, Michelle. **Good Night Mr. Tom**. A young battered child learns to embrace life when he is adopted in the English countryside by an old man during WW II. NY: Harper Collins, 1981. 6<sup>th</sup>
  - Matas, Carol. **The War Within: A Novel About the Civil War**. Mississippi 1863, the Civil War is raging. The Green family supports the South. General Grant passes Order #11, which expels Jews from the territory under his control. On a long March from their home, Hannah, the heroine, blames everything on the Yankees. NY: Simon Schuster, 2001. 5-8<sup>th</sup>
  - Mathabane, Mark. **Kaffir Boy- An Autobiography**. Growing up Black in apartheid South Africa, the author describes his life in a non-white ghetto outside Johannesburg and how he was able to escape from it to get an education. Touchstone Books, 1986. 8<sup>th</sup> grade
  - McKissack, Patricia C and Frederick L. McKissack. **Taking a Stand: Racism and Racial Discrimination**. Racial discrimination is examined in the US, from Revolutionary days to the present. Also mentioned are organizations and individuals that have fought racism. Includes directory of Civil Rights Organizations and bibliography. 2000. 7<sup>th</sup> grade
  - Mochizuki, Ken. **Baseball Saved Us**. Father of young boy in Japanese internment camp create baseball league NY: Lee & Low Books, 1993. 5<sup>th</sup>
  - Polacco, Patricia. **Pink and Say**. Pinkus (Pink) and Sheldon (Say) met during the Civil War. Sheldon was 15 years old, wounded, and laying unconscious in a Georgia field when he was discovered by Pinkus, another teenage Union soldier. Pink was born into slavery and ran away to join the Union Army. Pink took Say to a nearby cabin that belonged to his mother to hide him from the Confederates forces because they knew that they were in great danger from Southern marauders. NY: Scholastic Inc., 1994. 5-6<sup>th</sup>
  - Pascoe, Elaine. **Racial Prejudice: Why Can't We Overcome**. The history and causes of prejudice of ethnic groups in the US is previewed. Also studied are its effects and steps toward eliminating prejudice. NY: Watts, 1997. 7<sup>th</sup> and up

- **Revelation and Transformation.** A collection of short stories that deal with prejudice. Included are such authors as Chris Crutcher, Sandra Cisneros, Marie Lee and Jacqueline Woodson. NY: Hyperion, 1995.- 7<sup>th</sup> and up
- Romm, Leonard J. **The Swastika on the Synagogue Door.** Two teenagers, with the help of the Rabbi and a survivor, try to solve the mystery of who desecrated a Long Island synagogue. Spark, Los Angeles: Alef Design Corporation, 1993. 5-10<sup>th</sup> grades
- Ryan, Pam Munoz. **Esperanza Rising.** Esperanza is the pampered daughter of wealthy landowners in Mexico who is forced to flee her land when her father is murdered and his stepbrothers make it virtually impossible for her and her mother to stay. She flees across the border to a labor camp in California but suffers terrible discrimination. She also learns the importance of friendship and making good decisions. NY: Scholastic Press, 2000. 5-8<sup>th</sup> grade
- Sachs, Marilyn. **Call Me Ruth.** Jewish-eight-year-old Ruth comes from Russia to New York City in 1908 and is torn between the loyalties to her “greenhorn” mother and the will to become a good new American. Beech Tree Books, 1995. 5-8<sup>th</sup> grades
- Salisbury, Graham. **Under the Red-Blood Sun.** Story of dilemma that faced the Japanese boy Tomikazu who lived in Hawaii during World War II. NY: Bantam, 1994. 6<sup>th</sup> grade
- Schur, Maxine Rose. **The Circlemaker.** Story of 12-year-old Mendel in Czarist Russia during the reign of Nicholas I (1825-1855). In 1827, Nicholas enacts a law that Jewish boys from 12-18 were conscripted into the military for 25 years of duty. Mendel leaves his family and flees by foot, train, and horseback to Hungary where he wants to come to America. Mendel befriends a boy Dovid who also escaped. He is an antagonist and abusive but Mendel, because of his faith, is generous and compassionate. After many narrow escapes, he is on a ship headed for America. NY: Puffin Books, 1994. 7-8<sup>th</sup> grades
- Steinbeck, John. **The Moon is Down.** A small peaceable town has been invaded and conquered and the townspeople learn that they were betrayed by one of their own. Now, conqueror, traitor, and townspeople must come to terms with the violence that follows as resistance is born and a free people refuses to accept defeat and domination. NY: Penguin Books, 1982. 8<sup>th</sup> Grade
- Stelling, Diane. **The Giant and the Mouse.** Collection of author's poetry on a wide range of topics. Combine humor and lessons on being yourself, being responsible, the frustrations of childhood, and getting along with others. Butler, NJ: Hereami Publishing.
- Stelling, Diane. **One Little Voice.** Collection of author's poems, many of which address issues of prejudice, discrimination, and self-respect - most delivered with a slight touch of whimsy and insight. A New Jersey author who also does school programs on using poetry as an avenue of self-expression. (973)838-2685 Butler, NJ: Hereami Publishing.
- Stewart, Elisabeth J. **On the Long Trail Home.** Meli and her older brother Tahli are collected with their family to begin the long march to lands west of the Mississippi. Meli tries to sort out her feelings between what she has learned at the Quaker school and what the soldiers are doing to her people, the Cherokee Indians. She and Tahli escape from the camp and attempt to find their way home. NY: Scholastic, 1994. 5<sup>th</sup> grade
- Strasser, Todd. **The Diving Bell.** Culca wants to be a diver like her brother but young women in her Mayan culture are not permitted to dive. The Spanish arrive in her native village and seize all the young men and force them to dive deep for the gold of shipwrecks. Culca must find a way to overcome the prejudice of her own people and the Spanish to save the life of her brother and her village. NY: Scholastic, 1992. 5-6<sup>th</sup> grades
- Tatsuhura, Kodama. **Shin's Tricycle.** Shin is a 3-year-old boy who lives in Hiroshima when the atomic bomb is dropped during World War II. NY: Walker Company, 1992. 4-5<sup>th</sup>
- Taylor, Mildred D. **Mississippi Bridge.** Story of racial injustice in the Depression of 1930's Mississippi. Ten-year-old Jeremy watches as Black Americans have to make room on the bus so that white can be seated. The bus spins out of control and ends up in the river. NY: A Bantam Skylark Book, 1992. 5-8<sup>th</sup> grades
- Taylor, Mildred D. **Roll of Thunder, Hear My Cry.** Story of one African American family's fight against the brutal racial injustice of the Deep South in 1930's and how the family remains independent and proud against all obstacles. NY: Puffin Books, 1997. Audio

cassette available from Penguin Audi Books and Teaching Guide to Roll of Thunder by Kathy Kifer. Garlic Press. 5-8<sup>th</sup> grades. Video of the book was made also.

- Taylor, Mildred D. **The Gold Cadillac**. A fancy new car and an unforgettable drive. A family buys a gold Cadillac and drives from Ohio to Mississippi. They feel the racist tensions as they enter the deep South. NY: Scholastic, 1999. 5<sup>th</sup> grade
- Tillage, Leon Walter. **Leon's Story**. Leon is a sharecropper's son in a small town in North Carolina where he endures the terrorism of the KKK. NY: Strauss and Giroux, 1997. 5<sup>th</sup> and up
- Tunnell, Michael O. **The Children of Topaz: The Story of Japanese-American Internment Camp**. Based on a Classroom Diary. This book is about a diary kept by 3<sup>rd</sup> graders in a Japanese Internment Camp in Utah. Covers one school year with photos. NY: Holiday House, 1996. 5<sup>th</sup> and up
- Uchida, Yoshiko. **Journey to Topaz**. Eleven-year-old Yuki is uprooted after the bombing of Pearl Harbor and sent to California to an internment camp. Berkeley, CA.: Creative Arts, 1971. 5-6<sup>th</sup> grade
- Uchida, Yoshiko. **The Invisible Thread** Experience of young girl that had to endure the shame of living in an internment camp in California NY: Simon and Shuster, 1991. 5<sup>th</sup>
- Uchida, Yoshiko. **The Bracelet**. It is 1942 and America is at war with Japan. Emi, a young Japanese American girl, is sent with her parents to California to an internment camp. NY: Putnam Grosset Glory 1993. 5<sup>th</sup>-6<sup>th</sup>
- Yelan, Gloria. **Goodbye, Vietnam**. Mai was only thirteen when her parents decide that they must flee Vietnam to save her grandmother from arrest for practicing the "old religion" and the "arts of the healer." The journey to safety was long, arduous, and filled with danger as Mai and her family struggle to survive and to find a better life. NY: Dell Yearling, 1992. 3-6<sup>th</sup> grades
- Yep, Laurence. **The Star Fisher**. 15 year- old Joan Lee and her family move from Ohio to West Virginia in 1927 to open a new family business. They know that it will take hard work to make their business succeed but it will also take patience and courage for this Chinese American family to find acceptance in their new home as American citizens. NY: Scholastic, Inc., 1992. 3-6<sup>th</sup> grades
- Yep, Laurence. **Dragonwings**. Moon Shadow lives quietly with his mother in their small village in China until he find himself on a ship to America to join the father he has never met. At eight years of age, he finds himself a stranger in a new land with a different language, different laws and customs. He learns to love his father who dreams of building a flying machine. Both of them face the hardship of making their way in a hostile world and learn the value of good friends and family. NY: Scholastic, 1990. 5-8<sup>th</sup> grades
- Yep, Laurence. **Hiroshima: A Novella**. The author adds human drama to the-moment-to-moment history of the bombing of Hiroshima and all the lives that were affected by the bomb NY: Scholastic, 1995. 6<sup>th</sup> grade
- Yep, Laurence. **Dragon's Gate**. Otter flees his home in China facing trouble with the Manchu government. He joins his uncle in America as they struggle to build the Transcontinental Railroad through the harsh winter of the Sierra Nevada Mountains. There is a lot of hostility with the 'westerner' bosses and workers. NY: Scholastic, 1995. 7-8<sup>th</sup> grades
- Yep, Laurence. **The Journal of Wong-Chung: A Chinese Miner**. Young Wong Ming-Chung joins his uncle in America because he has heard stories of "Golden Mountain" in America. Life in the mines is harsh and they are very much resented by the westerners. NY: Scholastic, 2000. 5-8<sup>th</sup> grades
- Yolen, Jane. **Children of the Wolf**. Novel is based upon missionary documented accounts of some children in India in the 1920's. As an orphan in India, Mohandas witnesses the lives of two young girls who have been raised by wolves. He tries desperately to protect the girls from other children and to establish communication. NY: Viking Press, 1984. 5-6<sup>th</sup> grades

FOR THE TEACHER

- Arnow, Jane. **Teaching Peace: How to Raise Children to Live in Harmony-Without Fear, Without Prejudice, Without Violence.** This important book shows parents and educators how to instill in children a strong foundation of self-esteem. Perigee, 1995.
- Beane, Allan B. **The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8- Ideas for the classroom and the parent.** Free Spirit Publishing, 1999.
- **Beyond Heroes and Holidays: A Practical Guide to K-12 Anti Racist, Multicultural Education and Development.** A rich resource of ideas and activities which present a realistic way toward its mission. Reproducible handouts, cross curricular activities, strong emphasis on social studies-NECA Social Studies School Service. 1998. K-12<sup>th</sup> grade
- Byrnes, Deborah. **“Teacher, They Called Me A-----!”**Book focuses on racial prejudice, stereotyping, sexual bias and other negatives. 86 subject related activities to build tolerance and help children overcome hurtful behavior. Utah State Dept. of Education/ADL- 1995. K-6<sup>th</sup> Social Studies School Service – 1-800-421-4246 email <http://socialstudies.com>
- **Free to Be...You and Me and Free to Be...A Family-** by Marlo Thomas, Editor. This book was originally published in 1974 and is a wonderful collection of stories, songs, poems and illustrations that spans several generations and countries. It celebrates the diversity of children and their families by acclaimed writers and artists. Even though it is out of print, it is still available. Running Press, 1974. **5<sup>th</sup> and up- Matching CD-**Marlo Thomas and Friends-**Free To Be...You and Me** by Arista ARCD-8325
- Grosser, Paul E. and Edwin Halperin. **Anti-Semitism.** The Causes and Effects of a Prejudice. A catalogue of antisemitism, it traces the events from the fall of the Judean State until after World War II. Secaucus, NJ: Citadel Press, 1979.
- Helmreich, William B. **The Things They Say Behind Your Back.** Stereotypes and the Myths Behind Them. The author covers the stereotypes of many ethnic minorities, i.e., Jews, Italians, Blacks, Japanese, Chinese, Irish, Poles, Wasps, and Hispanics. New Brunswick: Transaction Publishers, 1991.
- Hirschfelder, Arlene B. **Native Americans: A History in Pictures.** Book describes with visual photos the history of Native Americans, their conflicts, struggles and their spiritual life and adaptations to contemporary America. DK Publishing, 2000. 6<sup>th</sup> and up
- Horne, Arthur M and Dawn A. Newman. **Bully Busters:** A Teacher’s Manual for Helping Bullies, Victims, and Bystanders. 7 modules: Bullying, Recognizing the Bully, Recognizing the Victim, Taking Charge: Interventions for Bullying Behavior, Assisting Victims: Interventions and Recommendations, the Role of Prevention and Relaxation and Coping Skills- Research Press Increasing Awareness of Education/ADL , 2000. K-6<sup>th</sup>-ADL- <http://adl.org>
- Fried, Suellen and Paula. **Bullies and Victims:** Helping Your Child Survive the Schoolyard Battlefield. M Evans & Co, 1998.
- Prager, Dennis and Joseph Telushkin. **Why the Jews.** The Reason for Antisemitism. The authors show that the causes of antisemitism are paradoxically the very beliefs that have ensured Jewish survival: The Jewish conception of God, Law and Peoplehood. NY: Simon and Schuster, 1983.
- **“Stand Up! Speak Out!** By Sooz Music CD. Features original songs that speak to prejudice, bullying, character, and moral courage. In addition to the CD, the Singer-songwriter-musician is also available for school assembly programs for grades K-8<sup>th</sup> –A teacher guide is available for CD 2000 **Soozaroo** Music ASCAP 800-948-9303 <http://www.soozaroo.com/>
- Stern-LaRosa, Caryl and Ellen Hofheimer. **Hate Hurts: How Children Learn and Unlearn Prejudice.** What can be done when children are the target of hateful words and actions? This 3 part workbook from the Anti-Defamation League is organized in stages from preschoolers to teens. Resources by age levels NY: Scholastic, 2000.
- **Teaching For a Tolerant World.** Veteran educators share their insights what works and what doesn’t work in the classroom when presenting lessons designed to combat prejudice, racism and genocide. It lists books, journals, essays, films and CD’s and Web sites NCTE, 1999. K-6<sup>th</sup> Social Studies School Service 800-421-4246

- **Teaching Reading with Multicultural Books Kids Love.** Forty-two directed lessons constitute a skill based reading program built upon books with multicultural themes with multicultural resources and Web sites. Social Studies School Service, 2000 4-8<sup>th</sup> grades
- Zakim, Leonard P. **Confronting Anti-Semitism: A Practical Guide.** Book helps the reader to rebut Antisemitism, stereotypes, racism and bigotry. Hoboken, NJ: Ktav Pub., 2000

## PERIODICALS

- **Social Education: Official Journal of the National Council for the Social Studies.** Over the years, the NCSS has four exemplary issues of its periodicals on the theme of the Holocaust and genocide. Each includes informative editorials reflecting different views, articles of historical, scholarly content, primary documents, and photographs. The issues are as follows: April 1978, Volume 42, Number 4; September 1985, Volume 49, Number 6; February 1991, Volume 55, Number 2; and, October 1995, Volume 59, Number 6. Each of the issues can be obtained from the National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016. (202)966-7840. Web site: <http://www.ncss.org>
- **The Holocaust: The Voices and Faces of History's Tragedy.** **Scholastic Magazine.** Special issue published in 1997. Includes a Teacher's Edition. Some of the story themes are: a survivor's story; boy choosing whether or not to help a Jewish friend; maps of Europe in 1933, 1942, 1997; timeline; four oral histories; children of Terezin; play about Jewish boy's choice to stay with family or flee ghetto; rescuers and resisters; genocides of past and present [Cambodia, Bosnia, and Rwanda]. This publication was designed specifically for middle school age children. New York, Scholastic Inc., 1997.
- **The Holocaust: Remembering the Past; Safeguarding the Future.** Special publication of Knight Ridder Productions, Inc. Topics include: setting the stage [rise of fascism and Adolf Hitler]; the reign of terror begins; the "Final Solution;" a story to tell; escaping the nightmare [rescue, resistance, and liberation]; the aftermath; Note to teachers. The special publication was prepared by Knight Ridder Productions, Inc. and appeared in a number of New Jersey newspapers in the year 2000. Some of these newspapers were *The Press of Atlantic City*, *The Daily Journal in Cumberland County*, *The Courier News*, and *The Star-Ledger*.
- **Ten Ways to Fight Hate: A Community Response Guide.** This was a special publication by the Southern Poverty Law Center. Stories focus on ten steps that a community can take to combat hate. Also provides a list of organizations and resources that can offer assistance. Available free to schools. Must write request on school letter head. Southern Poverty Law Center, 400 Washington Avenue, Montgomery, AL 36104.
- Teaching Tolerance, 400 Washington Ave, Montgomery, Alabama 361104  
**Teaching Tolerance-** Published twice a year at no charge to the Educator- Write using school stationary to obtain a subscription. If you wish to share a story or classroom experience send to same address. [www.teachingtolerance.org](http://www.teachingtolerance.org)
- **Understanding Hate: From the Holocaust to Columbine to the Internet.** Special publication by Scholastic. Story themes: why hate [roots of hate]; the Nazi legacy; a web of hate; a snapshot of hate [statistics and research]; face-to-face with hate [scenarios for students to role play]; not in our backyard [communities respond]; debate over free speech; hate-crime laws; debate over human rights and foreign policy; Martin Niemoller statement. New York: Scholastic, 2001.



## THE WORLD CHANGES: NAZISM ON THE RISE

- Adler, A. **We Remember the Holocaust.** Rise of Nazism and Genocide with excerpts from testimony of survivors, photographs and chronology. New York: Henry Holt and Co., 1989. 7<sup>th</sup> grade
- Aleichem, Sholom. **A Childhood of Honey and Tears.** Through the characters of children, the author, who is considered one of the fathers of Yiddish literature, mirrored the images of life in Russia. Hallmark Edition, 1975. 5<sup>th</sup> grade & up
- Altshuler, David. **Hitler's War Against the Jews: The Holocaust.** Simplified version of history for young readers. Springfield, NJ: Behrman, 1978. Includes workbook 7<sup>th</sup> and up
- Arrick, Fran. **Chernowitz.** Bobby, who is Jewish, is harassed in high school (9-10<sup>th</sup>) and has to deal with his feelings. NY: Bradbury PressHouse, 1981. 7-8<sup>th</sup> grade
- Ayer, Eleanor, Helen Waterford & Alfons Heck. **Parallel Journeys.** Helen and Alfons were born in close vicinity of each other, Helen who is Jewish ends up in a concentration camp and Alfons becomes a Hitler Youth. NY: Atheneum Books, 1995. 7<sup>th</sup> and up [Matching Video: Heil Hitler-Confessions of a Hitler Youth which profiles Alfons. See video list]
- Bachrack, Susan D. **Tell Them We Remember.** Written for the United States Holocaust Museum of Washington, DC. The book covers broad issues such as Jewish Life in Europe before the Holocaust, Anti-Semitism, The Night of Broken Glass, Voyage of the St. Louis. Well illustrated with black and white photos and brief personal stories. NY: Little, Brown, 1994. 4<sup>th</sup> & up
- Beller, Ilex. **Life in the Shtetl: Scenes and Recollections.** Life in the *Shtetl* is depicted through paintings as a means of preserving the record of life that existed. He returns to Poland and in recent years has expressed his views that one must remember to study the lessons of the Holocaust. NY: Holmes and Meier, 1986. 7<sup>th</sup> and up
- Dahlberg, Maurine F. **Play to the Angel.** It is 1938 and there are rumblings in Austria of the rising Nazis in Germany. 12-year-old Greta has ambitions to become a concert pianist. Her mother wants to sell the piano because it reminds of her son Kurt who died. Mr. Hummel agrees to give Greta piano lessons and enters her in a recital at the Vienna Academy of Music and Performing Arts. Greta witnesses the Nazi takeover of Austria and becomes concerned for her piano teacher. She is confronted with many difficult choices that involve danger to her friends and her loved ones in Nazi controlled Austria. NY: Farrar, Strauss and Giroux, 2000. 5-8<sup>th</sup> grade
- Denenberg, Barry. **One Eye Laughing, the Other Weeping: The Diary of Julie Weiss.** In 1938 Vienna, Austria, young Julie Weiss is puzzled and increasingly distraught by the changes that are reshaping her lovely world into something ugly and vicious as the Nazis seize power and begin their campaign of hate and violence against the Jews. Volume of the Dear America Series. New York: Scholastic Inc, 2000. 5-8<sup>th</sup> grades
- Drucker, Olga Levy. **Kindertransport.** After *Kristallnacht* (Night of Broken Glass) in Germany and Austria, 1938, the Jews faced "choiceless choices". The Levy's, in order to save their children, sent them on a train to England. 10,000 children were rescued by this means. NY: Scholastic, 1992. 7-8<sup>th</sup> grade
- Gray, Bettyanne. **Manya's Story.** A biography of Manya Abramson and how her family sought to survive the persecutions and pogroms in the Russian Ukraine from 1917-21, with photos and glossary. Minneapolis: Lerner, 1978. 5-8<sup>th</sup> grade
- Eliach, Yaffa. **There Once Was a World: A 900 Year Chronicle of the Shtetl of Eishyshok.** A town in Lithuania where Jews had lived for the last 900 years. After the Holocaust, the Jews are gone and this book produces unforgettable scenes of a lost world. It is from the family album-photos that can be seen at the US Holocaust Museum in Washington, DC in the Tower of Photos. NY: Little Brown & Co., 1998. 6<sup>th</sup> and up
- **Favorite Tales of Sholom Aleichem** (1983) Translated by Julius and Frances Butwin (55 short stories and sketches from the Old Country-including the wonderful tales of Teveye and his daughters that became the musical *Fiddler on the Roof*. 7<sup>th</sup> & up
- Feder, Paula Kurzband. **The Feather-Bed Journey.** Rachel and Lewis tear their grandmother's feather pillow and she tells them the story how that pillow had a special

meaning. She tells about her childhood in Poland when the Nazis persecuted the Jews. This book connects the Holocaust between generations. Morton Grove, IL: Albert Whitman, 1995. 5<sup>th</sup>

- Fluek, Toby Knobel. **Memories of My Life in a Polish Village 1930-1949**. The author, a Holocaust survivor, illustrated her story of *Shtetl* life. Beginning chapters dealt with the culture before the war and showed life as it existed, then came the aftermath. NY: Alfred A. Knopf, 1990. 5<sup>th</sup> grade & up
- Frank, Rudolf. **No Hero for the Kaiser**. A young Polish boy who is 14 witnesses his town being invaded by the Germans during World War I. Jan fights with a German battalion and tells of the horrors of battle. NY: Lothrop, Lee and Shepard, 1986. - 6<sup>th</sup> and up
- Friedman, Ina R. **Flying Against the Wind**. Courageous woman defied the Nazis and told how Nazism rose in Germany Brookline, MA: Lodgepole, 1995. 7- 8<sup>th</sup>
- Hartman, Evert. **War Without Friends**. A young member of the Hitler youth in Holland wrestled with parental influence, peer pressure and his conscience. NY: Crown, 1979. 7-8<sup>th</sup>
- Heller, Celia S. **On the Edge of Destruction** The Jews of Poland Between the Two World Wars Advanced Reader. NY: Columbia University Press, 1977. 8<sup>th</sup> grade
- Hesse, Karen. **Letters from Rivka**. After fleeing Russia in 1919, Rivka who is traveling alone, endured all kinds of hardships before she arrived to America Includes a historical note from author, placing story in context. NY: Henry Holt and Co., 1992. 5<sup>th</sup> grade
- Heyes, Eileen. **Children of the Swastika**. Describes the history of the Hitler Youth founded by the Nazis who trained and inculcated children from 10 and older with unquestioning devotion to the *Fuhrer* and the Reich. CT: Millbrook Press, 1993. 7<sup>th</sup> -8<sup>th</sup>
- Kerr, J. **When Hitler Stole the Pink Rabbit**. Story begins in 1933 Germany. Anna, who is 9 years-old, fled to Switzerland with her family and then France. Without mentioning the word Holocaust, it tells her plight. NY: Coward McCann, 1971. 5<sup>th</sup>
- Koehn, Ilse. **Mischling Second Degree: My Childhood in Nazi Germany**. Six-year-old girl with Jewish grandparent told how the Nuremberg Laws affected her life. NY: Puffin Books, 1990. 7-8<sup>th</sup>
- Kohn, Mara Vishniac. **Children of a Vanished World**. With songs and touching images, the author weaves a world that has disappeared in the shadows of the Holocaust. CA: University of California Press, 1999. 6<sup>th</sup> and up
- Lasky, Kathryn. **The Night Journey**. A young girl ignored her parents wishes and listened to her grandmother's story about Czarist Russia. NY: Puffin Books, 1981. 6-8<sup>th</sup>
- Livitin, Sonia. **Silver Days**. Jewish immigrant life is depicted in the 1930's and 1940's in the United States. NY: McMillan-Aladdin, 1989. 6-7<sup>th</sup>
- Matas, Carol. **Daniel's Story**. Daniel once lived a normal life in Frankfurt, Germany but that changed when Hitler came into power in 1933. The German Jews lost their Civil Rights and had all kinds of anti-Jewish laws issued against them. Daniel is sent to Lodz, Poland and then to Auschwitz. Daniel is a fictitious character. His story, however, is based on real experiences of many of the more than 1.5 million children that died in the Holocaust. [There is a matching video that was published by United States Holocaust Museum in Washington, DC- well done video- 14 min.] NY: Scholastic, 1993. 4-5<sup>th</sup> grade
- Newman, Amy. **The Nuremberg Laws**. Institutionalized Anti-Semitism. NY: Lucent Books, 1999. 7<sup>th</sup>
- Orgel, Doris. **Devil In Vienna**. Novel- Based on true story of friendship between a Jewish girl and her Christian friend who saved her family. It took place at the time of the *Anschluss* in Austria 1938. New York: Scholastic: 1978. 5<sup>th</sup> and up
- Pearson, Kit. **Looking at the Moon**. [Second in trilogy **The Sky is Falling**.] Nora, our heroine, is now 13 and it is 1943 in Canada. NY: Puffin Books, 1991. 6<sup>th</sup> grade
- Randall, Marga Silbermann. **How Beautiful We Once Were: A Remembrance of the Holocaust and Beyond**. Tells the story of a Jewish family prior to World War II. They identified themselves as Germans and then Jewish. This book puts a human face on one of the darkest periods of history. Pittsburgh, PA: Reed and Witting, 1998. 6-7<sup>th</sup> grade
- Ray, Karen. **To Cross A Line**. Based on a true incident that happened to her father in 1938, Germany. The story revolved itself around Egon Katz, a 17 who has a minor traffic

accident with a Nazi who then persecuted him. Egon, like so many other Jews, fled from Germany. NY: Puffin Books, 1995. 8<sup>th</sup> grade

- Richter, Hans P. **Friedrich**. Autobiographical novel telling of a friendship between a Jewish and non-Jewish boy during the rise of Nazism in Germany in 1930's. NY: Puffin Books, 1987. 6<sup>th</sup>-8<sup>th</sup> grade
- Richter, Hans P. **I Was There** Author tells about 3 boys who grew up in Germany during onset of Nazism. Ft.Worth, Tx: Holt, Rinehart and Winston, 1972. 6<sup>th</sup>
- Rogasky, Barbara. **Smoke and Ashes: The Story of the Holocaust**. The author examines, the causes, events and legacies of the Holocaust. Text is brief. NY: Holiday House, 1988. 5-8<sup>th</sup> grade
- Roskies, Diane K. and David G. **The Shtetl Book**. Tells the story of a small village (*shtetl*) called Tishevits located in the Lublin province in Eastern Europe. It describes daily life, the cultural institutions, the relationship between Jews and Gentiles. Hoboken, NJ: Ktav Publishing, 1975. 6<sup>th</sup> grade & up
- Sachs, Marilyn. **Call Me Ruth**. Through the writings of a novel, the author weaves a tale about Ruth and her mother coming to America in 1908 and the problems which they encountered. She is torn between the loyalties to her 'greenhorn' mother and the wish to Americanize. NY: Beech Tree Books, 1995. 5-8<sup>th</sup> grade
- Schur, Maxine Rose. **The Circlemaker**. Story of 12-year-old Mendel in Czarist Russia during the reign of Nicholas I (1825-1855). In 1827, Nicholas enacts a law that Jewish boys from 12-18 were conscripted into the military for 25 years of duty. Mendel leaves his family and flees by foot, train and horseback to Hungary where he wants to come to America. Mendel befriends a boy Dovid who also escaped. He is an antagonist and abusive but Mendel, because of his faith, is generous and compassionate. After many narrow escapes, he is on a ship headed for America. NY: Puffin Books, 1994. 7-8<sup>th</sup> grades
- Randall, Marga Silbermann. **How Beautiful We Once Were: A Remembrance of the Holocaust and Beyond**. Autobiography that tells of a Jewish family prior to World War II. They were well respected, fought for their country, and identified themselves as German Jews. This book puts a human face on the darkest days of the 20<sup>th</sup> century. Pittsburgh: Cathedral Publishing, 1998. 6-8<sup>th</sup> grades
- Remarque, Eric Maria. **All Quiet on the Western Front**. Paul Baumer, a young German soldier fights in World War I- at first he is enthusiastic and patriotic, then he becomes horrified by his terrible experiences. NY: Fawcett, 1996. 8<sup>th</sup> and up
- Schur, Maxine Rose. **Sacred Shadows**. Lena Katz and her family are German Jews who are subject to hatred and antisemitism at the end of World War I when their hometown in Germany becomes part of Poland. NY: Dial, 1997. 5<sup>th</sup> and up
- Shemin, Margaretha. **The Little Riders**. Eleven-year-old Johanna is from America and is visiting her grandparents in Holland while her parents go on an extended vacation. Meanwhile, the Germans invade Holland. Johanna watches the clock tower from her bedroom window with the little riders striking every hour. The Nazis want to take the little riders and melt them down for ammunition so she plans to find a safe hiding place for them. Who can she trust? NY: Putnam Books, 1988. Fiction-3-6<sup>th</sup> grade
- Shulman, Abraham. **The Old Country**. The Lost World of East European Jews with photos, the author depicts the rich and varied world of East European Jews. NY: Charles Scribner's Sons, 1974. 6<sup>th</sup> grade and up
- Siegel, Aranka. **Upon the Head of a Goat**. 1939-1945 story of 13-year-old Piri Davidowitz and her family in Hungary and later in the Beregszasz Ghetto. A 1982 Newbery Honor Book. NY: Farrar Straus Giroux, 1981. 5-8<sup>th</sup> grades
- Singer, Isaac Bashevis. **A Day of Pleasure: Stories of a Boy Growing Up in Warsaw**. Tales of a vanishing world that existed before WWII. NY: Farrar Straus & Giroux, 1986. 7<sup>th</sup> & up
- Tene, Benjamin. **In the Shade of the Chestnut Tree**. The author presents 12 autobiographical stories of young Jewish boys and girls growing up in Warsaw, Poland between the two world wars. Pa: Jewish Publication Society, 1981. 4-8<sup>th</sup> grade

- Williams, Laura E. **Behind the Bedroom Wall.** Story of 13 year old girl named Korinna who belonged to a Nazi youth group and becomes completely inculcated with its propaganda. Her parents hide a Jewish woman and her child behind the bedroom wall of her room. She discovers the hiding place and she has a big dilemma whether to report her parents or whether to keep quiet. Through this she learns a very important lesson. NY: Milkweed Editions, 1986. 5<sup>th</sup> grade
- Vishniac, Roman. **A Vanished World.** The author, who was a famous biologist and renowned photographer, captured these images of Eastern Europe as Hitler invaded. In fact, many of his films were confiscated by the Germans. Noonday Press, 1997. 6<sup>th</sup> and up
- Zborowski, Mark and Elizabeth Herzog. **Life Is With People.** Described the culture of the *Shtetl*, its traditions and customs. Advanced reader NY: Schocken Books, 1962. 8<sup>th</sup>

FOR THE TEACHER- Please note, that many of the books quoted in each teacher and student section can be used with many of the topics listed

- Altshuler, David A. (1978) **Hitler's War Against the Jews-** A younger adaptation of **The War Against the Jews** by Lucy Davidowicz, well done historical overview of the Holocaust divided into 2 parts *The Final Solution* (looks at the Holocaust from a Nazi perspective) and *The Holocaust*- that offers the perspective of the victims, A source book for the classroom- Springfield, NJ: Behrman House
- Berenbaum, Michael (1993) **The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum**  
This book is a must for the teacher because it tells the Holocaust with photos, documents and exhibits- Boston: Little Brown
- Dawidowicz, Lucy S. (1984) **The Golden Tradition: Jewish Life and Thought in Eastern Europe-** Compilation of stories reflecting Jewish culture in Eastern Europe dating from the 16<sup>th</sup> century until the eve of World War II. To understand what happened during the Holocaust one needs to look at the culture that was lost-NY: Schocken
- Dobroszycki, Lucjan and Barbara Kirshenblatt-Gimblett (1977) **Images Before My Eyes-** A Photographic History of Jewish Life in Poland, 1964-1939 the Video, by the same name depicts life as it existed between the wars in Poland. Survivors remember their childhood spent in villages, on farms and cities- NY: Schocken Books 90 min b/w Ergo 800-695-3746 and Social Studies School Service. 800-421-4246- 8<sup>th</sup> and up
- Gilbert, Martin (1985) **The Holocaust-** A History of the Jews of Europe During the Second World War- Well put together history of that period- good classroom resource- NY: Holt, Rinehart and Winston- 7<sup>th</sup> and up
- Hilberg, Raul. **Perpetrators Victims Bystanders: The Jewish Catastrophe 1933-1945.** A scholarly coverage that tells the story of the Holocaust, of those that experienced and witnessed this terrible catastrophe. NY: Harper perennial Library, 1993.
- Hoffman, Eva. **Shtetl: The Life and Death of a Small Town and the World of the Polish Jews.** This book matches the Frontline PBS documentary on Bransk, once a vibrant Polish-Jewish village that today is void of Jews. Mariner Books, 1998.
- Johnson, Paul. **A History of the Jews.** A very useful one volume history that is well written and filled with lots of information. NY: Perennial Library, 1988.
- Knowledge Unlimited. **Crimes Against Humanity.** Comprehensive curriculum guide with individual and group activities, report topics, online projects, primary source documents, timelines, photographs, questions and reference materials to teach the Holocaust. Social Studies School Service, 1999. 7<sup>th</sup> grade and up
- Mayer, Milton. **They Thought They Were Free: The Germans, 1933-1945. Ten ordinary men tell about the rise of Nazism in a small German city.** Chicago: University Press of Chicago, 1966.

- Meltzer, Milton. **Never to Forget**. Destruction of European Jews told through eye witness accounts, letters diaries, journals, memoirs whilst using history as a base - good text book for 7<sup>th</sup> and up. NY: Dell Books, 1991.
- Prager, Dennis and Joseph Telushkin. **Why the Jews?** The Reason for Antisemitism. Both authors offer a compelling explanation of antisemitism but also point to a solution. NY: Simon and Schuster, 1983.
- Quenk, Rachel. **The Spirit That Moves Us: A Literature-Based Resource Guide, Teaching About the Holocaust and Human Rights: 5-8**. The author uses the book to humanize the history, and connect concepts of diversity, prejudice, identity and community to students' lives. Tilbury House Publishers, 1997. 5-8<sup>th</sup> Grades
- Read, Anthony and David Fisher. **Kristallnacht: The Nazi Night of Terror**. Eyewitness accounts from German records used to create what happened on the Night of "The Broken Glass", when all the Jews of Germany were terrorized. NY: Random House, 1989.
- Rosenbaum, Ron. **Explaining Hitler: The Search for the Origins of His Evil**. This book is described as a "near perfect balance between narrative and theory, speculations and investigations, philosophy and psychology, character portraits and historic background." Quoted from review by David J. Loftus. NY: HarperCollins, 1999.
- Rossel, Seymour. **The Holocaust**. Author examines how Hitler was able to impose his ideas on an entire German people. What kinds of action and inaction gave so few people such power over so many? Pre-war Germany is covered and the rise of Hitler. NY: Franklin Watts, 1981.
- Rothchild, Sylvia, ed. **Voices from the Holocaust** Series of articles from well known writers about life before the Holocaust, life during, and life in America. NY: New American Library, 1982.
- Rossel, Seymour. **The Holocaust- The World and the Jews, 1933-1945**. Using 100 photos, documents, maps, transcripts, and the diaries, the students will gain an understanding of the shattering events which took place between 1933-1945. There is a workbook with 70 activities and exercises and a comprehensive Teacher's Guide. Springfield, NJ: Behrman House, 1992. 7-9<sup>th</sup> grades. Text or Reference Book
- Stadler, Bea. **The Holocaust**. Young children's textbook dealing with Holocaust. Springfield, NJ: Behrman House, 1973. (5-6<sup>th</sup> Grade)
- Sullivan, Edward I. **The Holocaust in Literature for Youth**. A Guide and Resource Book. Excellent resource books in literature for K-12<sup>th</sup> grade. Covers anthologies, autobiographies, biographies, drama, fiction and non-fiction, picture books, poetry and songs, reference, making connections, professional guides for educators, internet, lesson plans and more. Lanham, MA.: Scarecrow Press, Inc, 1999. K-12<sup>th</sup> grades
- **The Holocaust Chronicle**. The book chronicles 3000 item timeline which pinpoints deportations, atrocities, important developments in the "Final Solution" as well as independent acts of heroism. Lincolnwood, IL: Publication International Ltd., 2000. 7<sup>th</sup> grade and up. Social Studies School Service
- Totten, Samuel Ed. **Teaching Holocaust Literature**. 11 essays of Holocaust educators who have successfully taught the following subjects: Short Story, Poetry, Novel, Drama and Memoirs. NY: Allyn Bacon, 2001.
- Totten, Samuel and Stephen Feinberg. **Teaching and Studying the Holocaust**. Thirteen chapters that deal with clear and rational teaching through primary documents, eyewitness accounts, film, literature, art, drama , music and technology. NY: Allyn and Bacon, 2001.
- Willis, Aaron Project Editor. **Teaching Holocaust Studies with the Internet**. Teacher-created Internet curriculum to help meet National Curriculum Standards. Each lesson has a web site. Social Studies School Service, 1999. 800-421-4246 get Holocaust Catalogue
- **Holocaust Children: Jackdaw Photo Collection**. Stimulating to any classroom, this kit contains 12 thought provoking posters and a short description of the photo. Social Studies School Service 7<sup>th</sup> grade and up
- **Appreciating Differences: Multicultural Thematic Units**. 30 plus lessons to encourage students to value the worth of contributions and differences of others. Social Studies School Service. Grade 3-6

- SEE VIDEO LIST FOR TITLES

<b>HIDING, ESCAPE AND RESCUE</b>
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- Ackerman, Karen. **The Night Crossing**. Docu-novel tells story of a Jewish child in 1938 Austria who fled to Switzerland. NY: Scholastic, 1994. 5<sup>th</sup>
- Arnothy, Christine. **I am Fifteen and I Don't Want to Die**. Story of author who is not Jewish and how she survived in Hungary. NY: Scholastic, 1956. 6<sup>th</sup>
- Banet, Hannah Marcus. **They Called Me Frau Anna**. Story of brave woman who hides 2 small children in the home of a Nazi official. CIS Publishers, 1991. 8<sup>th</sup>
- Baylis-White, Mary. **Sheltering Rebecca**. Rebecca is a German refugee who is smuggled to England and tells her friends her story. NY: Puffin Books, 1989. 5<sup>th</sup>
- Bergman, Tamar. **Along the Tracks**. Story takes place in Russia, true story of Yankele who is 8 years old and separated from his family for 4 years. Boston, Ma: Houghton Mifflin, 1991. 5-6<sup>th</sup>
- Bitton-Jackson, Livia. **I have Lived a Thousand Years: Growing Up in the Holocaust**. Story of 13 year old Elli who described the horrors of the Arrow Cross in Hungary as the war intensified. 1997 8<sup>th</sup> grade
- Block, Gay and Malka Drucker. **Rescuers: Portraits of Moral Courage in the Holocaust**. Compilation of true stories of Jewish people in Europe during the reign of Nazi terror. There are many riveting stories of courage and rescue. NY: Holmes and Meier Publishers, Inc., 1992. 7-8<sup>th</sup>
- Boas, Jacob. **We Are Witnesses**. Diaries of Five Teenagers Who Died in the Holocaust. Countries covered are Belgium, Holland, Poland, Hungary and Lithuania. NY: Scholastic, 1995. 7<sup>th</sup> and up
- Buchignani, Walter. **Tell No One Who You Are**. Biography of Regine Miller who was born in Brussels, Belgium and was hidden for 3 years. Also the story of Mucha, who managed to save 500 other children. Montreal Canada: Tundra Books, 1994. 7<sup>th</sup> grade and up
- Cooper, Susan. **Dawn of Fear**. Three children gradually learn about the horrors of war in England. NY: Harcourt Brace Jovanovich, 1970. 5- 6<sup>th</sup> grade
- Cretzmeyer, Stacey. **Your Name is Renee: Ruth Kapp Hartz's Story As a Hidden Child in Nazi Occupied France**. Story of Renee, a German Jewish child who had to flee many times with the help of a few brave families. London: Oxford University Press, 1999. Matching Video: *A Legacy of Goodness*. Social Studies School Service- 7<sup>th</sup> grade and up
- Drucker, Malka and Michael Halperin. **Jacob's Rescue: A Holocaust Story**. Jacob once lived in a beautiful home in Warsaw, Poland with his family and he played with his friends just like any other boy or girl. But now the Nazis have come and everything has changed. Jacob is sent away from his family and so are his brothers. They hide in the home of the Roslan family, who are Polish. The risk is great for everyone but hiding is one of the ways to survive. NY: Bantam Books, 1994. 5-6<sup>th</sup>
- Finkelstein, Genya. **Genya**. Autobiography of 11-year-old girl who managed to survive as a Gentile in the Ukraine working for people who were related to the men who murdered her family. NY: Gt Publishing, 1994. 8<sup>th</sup>
- Fox, Anne L. and Eva Abraham Podietz. **Ten Thousand Children**. True Stories Told by Children Who Escaped the Holocaust on the *Kindertransport*. Springfield, NJ: Behrman House, 1999. 5<sup>th</sup>
- Fralon, Jose-Alain. **A Good Man in Evil Times**. The Story of Aristides De Sousa Mendes, the man who saved the lives of countless refugees in World War II. An account of the life of a Portuguese Diplomat who was caught in the Nazi occupation in France and saved thousands of lives. His acts of heroism against an authoritarian bureaucracy forced him into early retirement and years of dire poverty and placed him among the truly just men of our times. NY: Carroll & Graf Publishers, Inc., 1998. 7<sup>th</sup> & up
- Fine, Arnold. "**The Untold Story of the Japanese and the Jews During World War Two- The Fugu Plan**." An article from the **Jewish Press** in Brooklyn, NY that describes the Fugu

Plan, a book by Marvin Tokayer and Mary Swartz that describes how the Japanese were going to create "Israel in Asia." December 29, 2000. 7-8<sup>th</sup> grade

- Friedman, Ina R. **The Other Victims: First Person Stories of Non- Jews Persecuted by the Nazis**,. Personal narrative of Christians, Gypsies and other groups who are persecuted by the Nazis- Boston, Ma: Houghton Mifflin Co, 1990. 8<sup>th</sup>
- Friedman, Ina R. **Escape or Die: True Stories of Young People Who Survived the Holocaust**. Twelve true stories of teenagers, Jews and non-Jews who survived the war, from the ages of eleven to eighteen and covering many countries. Boston: Houghton Mifflin Co., 1982. 7-8<sup>th</sup>
- Fry, Varian. **Assignment Rescue**. Varian Fry was 32-years-old when he was selected by the Emergency Rescue Committee of the US State Department to rescue 200 political and intellectual refugees, Jews and non-Jews, from France. He managed to rescue 2,000 and in 1941 was expelled from France for "protecting Jews and anti-Nazis". NY: Scholastic Inc., 1968. 8<sup>th</sup> grade
- Galizzi, Silvana. **"Gandino Blooms in Israel."** Story of Marina Lowi Zinn, a young Jewish Italian child, who went into hiding in the village of Gandino, Italy with her mother and brother and how the villagers helped to save them. From a newspaper article that appeared in **"L'Eco Di Bergamo"**, June 2, 1995 and translated by Marina Lowi Zinn.
- Gold, Alison Leslie. **Memories of Anne Frank**. Reflections of a Childhood. The story of Hannah Goslar's memories of Anne Frank, one of her best friends. This book goes one step beyond Anne Frank because Hannah survived and tells her touching story. NY: Scholastic Press, 1997. 5<sup>th</sup> and up
- Gold, Alison Leslie. **A Special Fate: The Story of Chiune Sugihara**. Tells about Japanese diplomat who risked everything to save thousand of Jews with his visas. NY: Scholastic, 2000. 7<sup>th</sup>
- Greenfield, Howard. **The Hidden Children**. The story of 25 Jewish children during the war who were forced into hiding and how they survived the hardships. "They learned to remain silent, knowing that to laugh, cry, or speak loudly at the wrong times would endanger their lives." (jacket of book) NY: Ticknor and Fields, 1993. 5<sup>th</sup> and up
- Harris, Mark Jonathan Ed. **Into the Arms of Strangers: Stories of the Kindertransport**. Nine months prior to World War II, England conducted an extraordinary rescue mission of 10,000 Jewish children from Germany, Austria and Czechoslovakia. 90 percent of the children were Jewish and placed in foster homes and hostels. Most of the children never saw their parents again. 8<sup>th</sup> and up Movie by the same title is available from Social Studies School Service, 2000.
- Hautzig, Esther. **The Endless Steppe**. In June of 1941, the Rudomin family are arrested by the Russian army occupying Eastern Poland and accused of being capitalists and enemies of the people. They were among the thousands shipped to Siberia where they remained until the end of the war. NY: Harper Collins, 1968. 8<sup>th</sup>
- Holliday, Laurel. **Children in the Holocaust and World War II: Their Secrets**- The diaries of 23 children ranging from the ages of eleven to eighteen, telling their touching stories. NY: Simon and Schuster Press, 1995. 7<sup>th</sup> grade and up
- Hurwitz, Johanna. **Anne Frank: Life in Hiding**. Tells story about Anne's Diary and what happened to it after the war. NY: Jewish Publication Society, 1988. 6<sup>th</sup>
- Kustanowitz, Esther. **The Hidden Children of the Holocaust**. Compilation of stories of teenagers who lived in Europe during the Holocaust. Example is story of Bernard Rotmil who was saved and hidden in a Catholic Monastery in Louvain, Belgium. The book deals with the tragedy of war and how it affected young people. Taken from the series **Teen Witnesses to the Holocaust**. NY: Rosen Group, 1999. 6-7<sup>th</sup> grade
- Lindsey, Alberta. **"Greek Jews Went From Hiding Place to Hiding Place."** Article appeared in the **Richmond Time-Dispatch** on September 20, 1997. Tells the story of Dr. Yolanda Avram Willis and how she and her family survived because of Righteous Rescuers in Greece. 8<sup>th</sup> & up
- Livitin, Sonia. **Journey to America**. Lisa and her family escaped from the Nazis and wait to come to America to join their father. NY: McMillan-Aladin, 1970. 5-6<sup>th</sup> grade

- Levine, Ellen. **Darkness Over Denmark.** Dramatic true life story of the rescue of the Danish Jews, the bravery of its citizenry and, unlike most European countries, when the Jews returned they found their belongings intact. NY: Holiday House, 2000. 6-7<sup>th</sup> grade
- Lobel, Anita. **No Pretty Pictures: A Child of War.** Memoir of young girl's horrible experience hiding and then in a camp. Greenwillow Press, 1998. 8<sup>th</sup>
- Malle, Louis. "**Au Revoir Les Enfants.**" Based on the author's life. He lived in a French convent during WWII. 8<sup>th</sup> 1988 Video by the same title in French with subtitles
- Marks, Jane. **The Hidden Children: The Secret Survivors of the Holocaust.** First account of 23 hidden children who survived the war, their ordeal, the role of the rescuers and their legacy. NY: Fawcett Columbine, 1995. 7<sup>th</sup> and up
- Matas, Carol. **In My Enemy's House.** Marisa, a Jewish girl in Poland, passed as a peasant girl because she was blond and got a job with a Nazi family. NY: Simon Schuster, 1999. 8<sup>th</sup>
- Mochizuki, Ken. **Passage to Freedom.** Story of courageous Japanese diplomat, Chiune Sugihara, who was assigned to Kaunas (Kovno), Lithuania in 1940. As thousands of Polish Jews were fleeing the Nazis, they came to Sugihara's gate for a visa to Japan. The story is told through the eyes of his young son. Picture book. NY: Lee and Low Books, 1997. 4-6<sup>th</sup> grades
- Morpurgo, Michael. **Waiting for Anya.** Jo protects Jewish children who seek refuge in Vichy, France. NY: Puffin Books, 1997. Novel 5<sup>th</sup>
- Muchman, Beatrice. **Never to Be Forgotten- A Young Girl's Memoir.** First person account of young girl in Nazi occupied Belgium. When conditions worsen in 1943, Beatrice was entrusted to a Catholic woman for safekeeping where she managed to survive. Hoboken, NJ: Ktav Publishing, 1997. 7-8<sup>th</sup> grade
- Nicholson, Michael and David Winner. **Raoul Wallenberg.** The Swedish Government gave Raoul Wallenberg diplomatic status so that he could issue neutral passports to save the Jews of Hungary in the summer of 1944. He managed with his loyal staff to save 230,000 Jews from the death camps of Auschwitz. Thousands mourn his death because he disappeared in the Soviet Union at the end of the war. Milwaukee: Gareth Stevens Publishing, 1989. 6-8<sup>th</sup> grade
- Orlev, Uri. **Lydia, Queen of Palestine.** Lydia escaped from Romania to Palestine to live in a Kibbutz (Settlement). NY: Puffin Books, 1995. 5-6<sup>th</sup>
- Polacco, Patricia. **The Butterfly.** Life changed when the Nazis marched into Monique's French village and took power. Those changes reached down into her personal life when she met "the little ghost" she woke in the night to see sitting in her bedroom. Sevrine, a little Jewish girl, is being hidden from the Nazis by Monique's mother who is working with the French Resistance. Soon, Monique must also make the choice whether to be a bystander or become a rescuer. NY: Philomel Books, 2000. 5-6<sup>th</sup> grade
- Perl, Lily and Marion Blumental Lazar. **Four Perfect Pebbles.** Marion, who is a five-year-old girl, believes if only she can find 4 perfect pebbles of the same size her family will remain intact. NY: Greenwillow, 1996. 5<sup>th</sup>
- Petit, Jayne. **A Place to Hide.** Author profiled brave rescuers who helped Jews to survive. NY: Scholastic Inc., 1993. 5-6<sup>th</sup>
- Reiss, Johanna. **The Upstairs Room.** Annie and her sister Sini leave their parents and hide in the upstairs room in a farmhouse in Holland. NY: Thomas Crowell, 1972. 6<sup>th</sup>
- Rosenberg, Maxine. **Hiding to Survive.** Fourteen stories of Jewish children rescued by Gentiles from the Holocaust. NY: Clarion Books, 1998. 6<sup>th</sup>
- Roth-Hano, Renee. **Touch Wood: A Girlhood in Occupied France.** Renee and her 2 sisters are hidden in a convent. NY: Puffin, 1989. 6-7<sup>th</sup> Shortened version of this book appears in **Witnesses to War** by Michael Leapman.
- Rubin, Evelyn Pike. **Ghetto Shanghai.** Born in Germany, Evelyn and her family found refuge in Shanghai, China where 20,000 Jews escaped to during the war. NY: Shengold Publishers, 1993. 8<sup>th</sup> and up
- Seiden, Norbert. **Escape to Shanghai, China 1939-1949.** Biography of young Jewish boy born in 1932 in Vienna, Austria who, together with his parents and sister, escaped from



Austria after Kristallnacht to Shanghai, China. Excerpt from **Our Memoirs** Copyright- Norbert and Cecile Seiden- Unpublished. 2001. 7-8<sup>th</sup> grade

- Seiden, Cecile. **"In Honor of My Righteous Rescuers."** Young Jewish child and her mother are saved by Righteous Rescuers in Belgium. They hide in the town of Boom, close to Antwerp. When it becomes too dangerous, they are smuggled into Switzerland. Excerpt from **Our Memoirs**- copyright Norbert and Cecile Seiden- Unpublished. 2001 6-8<sup>th</sup> grade
- Seraillier, Ian. **Escape From Warsaw.** A harrowing story of 3 young fugitives and their Nazi pursuers, taken from true accounts. NY: Scholastic, 1970. 5-6<sup>th</sup>
- Sachs, Marilyn. **A Pocket Full of Seeds.** Nicole and her traumatic experience in occupied France NY: Scholastic, 1973. 5-6<sup>t</sup>
- Talbot, Hudson. **Forging Freedom: A True Story of Heroism During the Holocaust.** Jaap Penraat is a young boy growing up in Amsterdam when the Nazis conquer his country. He becomes involved in the dangerous network of rescue operations that will risk not only his own life but also the lives of those that help him. NY: G.P. Putnam's Sons, 2000. 7-8<sup>th</sup> grade
- Tec, Nechama. **Dry Tears: The Story of a Lost Childhood.** Story of 11-year-old girl and family who found refuge with Polish non-Jews. Oxford Paperbacks, 1984. 7-8<sup>Th</sup>
- Van Der Rol, Ruud and Rian Verhoeven. **Anne Frank: Beyond the Diary: A Photographic Remembrance.** The book covers over 100 pictures never published and excerpts from her diary with historical background. NY: Puffin Book, 1993. 7-8<sup>Th</sup>
- Vos, Ida. **Hide and Seek.** Rachel and her family hid in Holland from the German occupation. Boston, Ma: Houghton Mifflin, 1981. 5<sup>Th</sup>
- Vos, Ida. **Anna is Still Here.** Anna spends 3 years hiding, then is reunited with her parents and starts a new life. NY: Penguin Books, 1986. 5-6<sup>th</sup>
- Wasiljewa, Tatjana. **Hostage to War: A True Story.** Autobiography of young Russian girl who endured starvation and a forced labor camp. NY: Scholastic, 1997. 5-6<sup>Th</sup>
- Zar, Rose. **In the Mouth of the Wolf.** A Jewish girl survived the war in Poland from 1939-45 posing as a Roman Catholic. NY: Jewish Publication Society, 1983. 6<sup>th</sup> and up

#### FOR THE TEACHER

- Angel, Rabbi Marc. **Jews of Rhodes: The History of a Sephardic Community.** A detailed history of the Jews of Rhodes, customs and religious practices and what happened during the Holocaust. Sepher-Hermon Press and Union of Sephardic Congregations, 1980.
- Berenbaum, Michael. **The World Must Know.** History of the Holocaust as told in the United States Holocaust Museum. The book covers an extensive documented chronicle of the events of the Holocaust, 1993.
- Block, Gay and Malka Drucker. **Rescuers: Portraits of Moral Courage in the Holocaust.** Testimony of many survivors who were saved by Righteous Rescuers. The book groups the rescuers according to the country of origin- NY: Homes and Meier, 1992. Grade 7<sup>th</sup> and up
- Deutsch, Henri Zvi. **"Aristides de Sousa Mendes: Unsung Hero of the Holocaust."** *Shofar Magazine, May 1997*, pps. 2-5. Story of the Portuguese diplomat who defied his government to issue passes to Jews fleeing from the Nazis. Stationed in Bordeaux, France, he was called home to Lisbon. Career was ruined and forced to live rest of life in poverty and disgrace. Posthumously honored at Yad Vashem.
- **"Flight and Rescue"** Booklet issued by United States Holocaust Memorial Museum- Washington, DC. Tells the story with pictures and maps of a group of Jews that escaped from Lithuania with the help of the heroic Japanese Consul Chiune Sugihara. Write [www.ushmm.org](http://www.ushmm.org)
- Fogelman, Eva. **Conscience and Courage: Rescuers of Jews During the Holocaust.** Interviews more than 300 men, women and children. NY: Anchor Books, 1994.
- Gagnon, Kathleen and Dianne Ruxton. **Holocaust Literature.** Study Guides to 12 Stories of Courage. J. Weston Walch, Publisher, 1997. Social Studies School Service
- Hallie, Philip P. **Lest Innocent Blood Be Shed: The Story of the Village of Le Chambon and How Goodness Happened There.** Remarkable story of moral courage exhibited by this village in France in the face of Nazi oppression. NY: Harper Perennial, 1994. Also in Video program.

- Kranzler, David. **Japanese, Nazis and Jews**. Documentation of the Communities that lived in Shanghai, China during WWII. NY: Yeshiva University Press, 1976.
- Kranzler, David. **The Man Who Stopped the Trains to Auschwitz**. 140,000 Hungarian Jews were rescued by George Mantello, a Jewish Diplomat in the Salvadorian Consulate in Geneva, Switzerland who provided thousands of Jews with Salvadorian citizenship papers. He also made the world aware of what was happening in Auschwitz by orchestrating the Swiss Press and a church with news of the horrors. Because of this heroic mission, the Regent of Hungary halted deportations of Jews by July 7, 1944 and saved the Jews from the Eichmann's ceaseless efforts to complete the *Final Solution*. 2000
- Marrus, Michael R. and Robert O. Paxton. **Vichy France and the Jews**. This book seeks an answer to the question, what part did Vichy France really play in the Nazi effort to murder Jews that lived in France? NY: Basic Books, 1981.
- Mazower, Mark. **Inside Hitler's Greece**. The Experience of occupation, 1941-44. The author offers vivid pictures of resistance fighters, teenage German conscripts and Gestapo officers, Jews and starving villagers. New Haven: Yale University Press, 1993.
- Rittner, Carol and Sondra Meyers. **The Courage to Care**. Rescuers of Jews during the Holocaust. Poignant stories of rescue in many countries NY: New York University Press, 1986. Matching Film: *Courage to Care*. Social Studies School Service 6<sup>th</sup> and up
- Shawn, Karen. **The End of Innocence**. Anne Frank and the Holocaust. A course of study workbook about Anne Frank and the Holocaust starting with 1918 and ending with the present. NY: International Center for Holocaust Studies and ADL, 1989.
- Stille, Alexander. **Benevolence and Betrayal**. Five Italian Jewish families under Fascism. The author, who is an American journalist, shows how varied the Jewish responses were to Fascism. Some Jews joined the party and were welcome while others fought them with the partisans. NY: Penguin Books, 1993.
- Suhl, Yuri. **They Fought Back**. NY: Schocken Books, 1975.
- **Teaching the Diary of Anne Frank: An In Depth Resource For Learning About the Holocaust Through the Writings of Anne Frank**. Reproducible activity book, guided reading questions, maps, ideas for journal writing, poetry, lessons, 50 photos, materials and web sites. Social Studies School Service
- **The World of Anne Frank**. A Complete Resource Book by Betti Merti. When studying the historic content of WWII, this reproducible book is a supplement to the Diary and its history Publisher J. Weston Walch. Social Studies School Service
- Tobias, Sigmund. **Strange Haven** A Jewish Childhood in Wartime Shanghai. Tells story of young boy growing up in Shanghai, China during the war. It tells about daily life ridden with disease and hunger, the struggle to live in crowded conditions, of foreigners in a foreign land. University of Illinois Press, 1999.
- Tokayer, Marvin and Mary Swartz. **The Fugu Plan**. Was an incredible scheme in the highest councils of pre-war Japan to create an Israel in Asia. If the Fugu plan failed, the end would be agonizing and as irreversible as the effects of fugu poisoning (Fugu is a deadly blowfish of Japan.) If it would be successful, Japan would become invincible. NY: Paddington, 1979.
- Tschuy, Theo and Simon Wiesenthal. **Dangerous Diplomacy: The Story of Carl Lutz, Rescuer of 62,000 Hungarian Jews**. Story of Swiss Diplomat who single handedly saved 62,000 from Nazi concentration camps at the risk of his own life. Wm B. Eerdmans Publishing Co., 2000.
- Zuccotti, Susan. **The Italians and the Holocaust**. Persecution, Rescue and Survival. Well documented historical book loaded with inspiring accounts of interviews with Jewish Italian survivors. An estimated 85% of Italian Jews survived, 6,000 perished. University of Nebraska Press, 1996.

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## RESISTANCE

- Applebaum, Alicia Jurman. **Alica: My Story** Autobiography of a young girl who escaped a firing squad, hid strangers from the Nazis, at 14 started an orphanage, at the age of 15 helped to smuggle Jews into Palestine. NY: Bantam PB, 1998. Advanced reader 8<sup>th</sup>
- Atkinson, Linda. **In Kindling Flame**. Story of Hannah Senesh who became a paratrooper and went on a rescue mission into Hungary to save Jews. NY: William Morrow & Co PB, 1985. 8<sup>th</sup> and up
- Bachrach, Deborah. **The Resistance**. An overview of the resistance that existed by Righteous Rescuers, highlights the Village of Le Chambon-sur-Lignon for saving thousands of children. (Chapter 5) She covers many other topics. Holocaust Library. NY: Lucent Books, 1998. 7-8<sup>th</sup>
- Benchley, Nathaniel. **Bright Candles**. A novel set in Denmark that tells the courageous story of Jens who joined the underground NY: Harper, 1974. 7<sup>th</sup>
- Bishop, Claire Hutchet. **Twenty and Ten**. Courageous children at a Convent in France, 1943 rescued Jewish children and helped them escape to Spain. NY: Puffin Books, 1991. **Miracle At Moreaux** Video based on this book available from Social Studies School Service. 5-7<sup>th</sup>
- Cowan, Lore. **Children of Resistance**. Book tells true stories of boys and girls who risked their lives and played active and dangerous roles in the underground resistance against the Nazis in Czechoslovakia, Denmark, France, Holland, Italy, Norway and Yugoslavia. NY: Avon Books, 1969. 8<sup>th</sup> and up
- David, Kati. **A Child's War: World War II through the Eyes of Children**. A collection of personal narratives of 15 European children who went through the horrors of the Holocaust. NY: Avon Books, 1989. 7<sup>th</sup> and up
- Dribben, Judith. **A Girl Called Judith Strick**. Autobiography of 17-year-old Jewish girl who was a spy and active in the resistance movement in the Ukraine. She eventually managed to escape to Israel. Toronto: Cowles, 1970. 8<sup>th</sup> and up
- Drucker, Olga Levy. **Kindertransport**. Story about Jewish children sent to England during World War II and taken in by "ordinary people." NY: Scholastic, 1992. 6<sup>th</sup>
- Friedman, Ina R. **The Other Victims**. First person stories of non-Jews persecuted by the Nazis. Boston, Ma: Houghton Mifflin PB, 1990. 7-8<sup>th</sup> grades
- Friedman, Ina R. **Escape or Die**. The story of teenagers from many countries and how they managed to survive and escape to safety. Addison-Wesley, 1982. 7-8<sup>th</sup> grade
- Forman, James. **Ceremony of Innocence**. Hans and Sophie are students at the Munich University in 1942, they produced leaflets denouncing Hitler. Novel. NY: Dell, 1970. 8<sup>th</sup> grade
- Friedman, Philip. **Their Brother's Keepers**: The Christian Heroes and Heroines, who Helped the Oppresses Escape the Nazi Terror. This book profiles righteous rescuers from many countries of Europe who risked their lives to help Jews to survive NY: Holocaust Library, 1978. 7<sup>th</sup> and up
- Fry, Varian. **Assignment: Rescue**. American who helped to rescue Jews in Southern France. NY: Scholastic, 1993. Video to match. Social Studies School Service 8<sup>th</sup> grade
- Hallie, Philip. **Lest Innocent Blood Be Shed**. Story of the village of Le Chambon, France and how goodness happened there. NY: Harper Colophon, 1979. 8<sup>th</sup>
- Hautzig, Esther. **The Endless Steppe: Growing Up in Siberia**. Autobiography In June of 1941, the Soviet government deports Esther and her family from Vilna, Lithuania to Siberia. The Family lived in exile for 5 years struggling against hunger and the harsh elements of Siberia steppes. After the war ends, Esther and her family must come to terms with great personal tragedy when they learn that the extended family and friends who remained behind had perished in the Nazi massacre of the Vilna Ghetto. A story of courage NY: Harper Collins, 1987. Grade 5-7<sup>th</sup> grade (Author available to speak)
- Innocenti, Roberto and Christopher Gallaz. **Rose Blanche**. A young courageous German girl secretly helped to feed inmates in a concentration camp. NY: Stewart, Tabor and Chang, 1990. 6<sup>th</sup> grade

- Ippisch, Hanneke. **Sky: A True Story of Resistance during World War II**. Dutch teenagers risked their lives and were imprisoned for helping Jews. NY: Troll Books, 1996. 5-6<sup>th</sup>
- Kluger, Ruth and Peggy Mann. **The Secret Ship**. True Story of young woman who rescued her people from the Nazi Holocaust in Romania. NY: A Doubleday Signal Book, 1978. 6-7<sup>th</sup>
- Lowry, Lois. **Number the Stars**. Ten year old Annemarie and her family help to save her Jewish friend in Denmark. Boston, Ma: Houghton Mifflin PB, 1989 5<sup>th</sup> - Video by the same title. Social Studies School Service
- Matas, Carol. **Lisa's War**. Lisa joins the Danish resistance NY: Charles Scribner & Son, 1997. Novel 6<sup>th</sup>
- Meltzer, Milton. **Rescue :The Story of How Gentiles Saved Jews in the Holocaust**. Through eyewitness accounts and interviews, the author weaves a tale of heroism and bravery. Some of the stories include Schindler, The Village of Le Chambon, Wallenberg, Anne Frank and more. NY: Harper & Row Publishers, 1998. 6<sup>th</sup> and up
- Mochizuki, Ken. **Passage to Freedom**. This remarkable story of courage and heroism describes Chiune Sugihara, a Japanese diplomat who issued safe transit visas against the wishes of his own government, saving thousands of Jews who fled Poland. Reading level 3 grade, maturity level 4 -6<sup>th</sup>. NY: Lee and Low, 1997.
- Morpugo, Michael. **Waiting for Anya**. Benjamin and his entire village worked together and smuggled 12 children who are Jewish into Spain NY: Penguin Books, 1990. 6<sup>th</sup>
- Pearson, Kit. **The Sky is Falling**. In 1940, Norah, a ten-year-old, and her brother are sent to Canada to spend the war. NY: Viking, 1990. 5<sup>th</sup> grade
- Nicholson, Michael and David Winner. **Raoul Wallenberg**. Swedish diplomat who saved 100,000 Jews from the Nazi Holocaust before mysteriously disappearing. Story of great heroism in the face of horror and brutality and how in a few month in 1944, he managed to save thousands. There are two graphic pictures in the book. Gareth Stevens Children's Books, 1555 North River Center Drive, Milwaukee, Wisconsin 53212, 1989. 7<sup>th</sup> and up
- Perl, Lily and Marion Blumenthal Lazar. **Four Perfect Pebbles**. Five-year-old girl believes if she can find 4 perfect pebbles that are the same, her family will stay intact. Author explains how antisemitism began. NY: Greenwillow, 1996. 6<sup>th</sup>
- Pettit, Jayne. **A Time To Fight Back**. Stories of children who were helped, i.e. Peter Brouet, Nechama Tec, Elie Wiesel, and others. Boston, Ma: Houghton Mifflin, 1996. 5-6<sup>th</sup> and up
- Polacco, Patricia. **The Butterfly**. Life changed when the Nazis marched into Monique's French village and took power. Those changes reached down into her personal life when she met "the little ghost" she woke in the night to see it sitting in her bedroom. Sevrine, a little Jewish girl, is being hidden from the Nazis by Monique's mother who is working with the French Resistance. Soon, Monique must also make the choice whether to be a bystander or become a rescuer. NY: Philomel Books, 2000. 5-6<sup>th</sup> grade
- Prager, Arthur and Emily. **World War II Resistance Stories**. Six resistance stories are told from Europe and Japan during WWII. Two deal with the Holocaust- The brave story of Witold Pilecki who organized a movement to help save the Polish Jews and other prisoners from Auschwitz by allowing himself to be arrested and sent to the camp. There is also the story of Pere Marie Benoit and Fernande Leboucher who helped French Jews to escape deportation from unoccupied France. NY: Watts, 1979. 5<sup>th</sup>-7<sup>th</sup> grade
- Ransom, Candice F. **So Young to Die**. The Story of Hannah Senesh. Autobiography of a freedom fighter who was executed in Hungary. NY: Scholastic, 1997. 7<sup>th</sup> grade
- Ramati, Alexander. **The Assisi Underground**. The Priest Who Rescued Jews During the Holocaust. Padre Rufino Niccacci, a brave priest, endangered his life by rescuing 300 Jews in the Town of Assisi during the Nazi occupation. NY: Stein and Day, 1978. Matching film by same name Social Studies School Service. 6<sup>th</sup> grade and up
- Rittner, Carol and Sondra Meyers. **The Courage to Care: Rescuers of the Jews**. Stories and essays why righteous Gentiles risked their lives NY: New York University Press, 1986. 7<sup>th</sup> & up
- Samuels, Gertrude. **Mottele: A Partisan Odyssey**. Twelve year old Mottele was orphaned by the Nazis, the German soldiers murdered his family in front of him. He joins the partisans.

His desire for revenge and his courage led him to take great risks but his humanity led him to love and care for others. NY: New American Library, 1976. 7-8<sup>th</sup> grade

- Shemin, Margaretha. **The Little Riders.** Set during World War II when German army occupies Holland. NY: William Morrow and Co., 1988. 5<sup>th</sup>
- Siegel, Deborah Spector. **The Cross by the Day, the Mezuzah by Night.** About the Spanish Inquisition. Philadelphia, PA: Jewish Publication Society, 1999. 7<sup>th</sup>
- Soumerai, Eva Nussbaum and Carol D. Schultz. **Daily Life During the Holocaust.** This book deals with the Nazi policies and their human consequences and describes what it felt like to be a Jew. 7<sup>th</sup> grade and up. NY: Greenwood, 1993. HC
- Suhl, Yuri. **They Fought Back.** The Story of the Jewish Resistance in Nazi Europe. 32 dramatic true stories of revolts and escapes led by the Jewish underground in camps, ghettos and the partisans. Selections: "Children- Couriers in the Ghetto of Minsk" and "Rose Robotka-Heroine of the Auschwitz Underground." NY: Schocken Books, 1975. 7<sup>th</sup> 8<sup>th</sup>
- Talbot, Hudson. **Forging Freedom.** Jaap Penratt was a Dutch teenager who forged papers and led many Jews to safety during World War II. His heroic efforts saved 400 Jews at the risk of his life. NY: G.P. Putnam's Sons, 2000. 5-8<sup>th</sup> grade Lesson plans on the Internet <http://www.holocaust-trc.org/ffplan.htm>
- Van Steen Wyk, Elizabeth. **A Traitor Among Us.** Peter, a 13-year-old joined the Dutch resistance. NY: Aerdmans, 1998. HC- 5-6<sup>th</sup>
- Weisbarth, Bracha. **To Live and Fight Another Day: The Story of a Jewish Partisan Boy.** The book is based on a true story of survival of the author's family and of a partisan unit fighting the Nazis in the forests of the Ukraine, and of a young Jewish boy who became a partisan. Copyright Bracha Weisbarth 2001- Unpublished

#### FOR THE TEACHER

- Block, Gay. **Rescuers:Portrait of Moral Courage in the Holocaust.** The author interviewed the Righteous rescuers in this book who risked their lives to help the children and Jews who were in peril. NY: Holmes and Meier, 1992. 8<sup>th</sup>&up
- Lambert, Gilles. **Operation Hazalah.** How Young Zionists Rescued Thousands of Hungarian Jews in the Nazi Occupation. The Germans relied on orders and the Zionist objective was to sabotage those orders. They issued false identification papers as Christians, neutral embassy agents, Nazi police and even SS officers. In this way they rescue 100,000 Jews from their deaths. NY: The Bobbs-Merrill , Co., Inc., 1974.
- Latour, Anny. **The Jewish Resistance in France.** (1940-44) The author was an active member of the Jewish Resistance. She tells the saga of heroic exploits, of narrow escapes and the devotion of the fighters. NY: Holocaust Library, 1981.
- Rothlein, Liz and Walter Kelly. "Holocaust-Thematic Unit." Dealing with 3 books: Daniel's Story, Anne Frank: Beyond the Diary and Elie Wiesel's Night. NY: Voice from the Holocaust-Teacher Created Materials, 1997. Social Studies School Service 5<sup>th</sup> and up
- Salsitz, Norman and Amalie Petranker Salsitz. **Against All Odds.** Manya and Norman fought bravely to survive in war torn and ravaged Poland and survived. Their story is a tale of heroism. NY: Holocaust Library, 1990. 212-463-7988- NJ Author
- Suhl, Yuri. **They Fought Back**( see description in this category)
- Werbell, Frederick and Thurston Clarke. **Lost Hero: The Mystery of Raoul Wallenberg.** This book describes the transition of Raoul Wallenberg from diplomat to guerilla fighter and how he saved Jewish lives and his disappearance after the war in the Soviet Union. NY: McGraw Hill Book Company, 1982.

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## Ghettos and Camps

- Abells, Chana Byers. **The Children We Remember.** Using poetic text, the evocative black and white photographs show the plight of the children who suffered in the Holocaust, those who survived and those who died. A sensitive introduction to the Holocaust for young children. NY: Greenwillow, 1986. 5<sup>th</sup> grade
- Adler, David. **Child of the Warsaw Ghetto.** Shortly after the Great Depression of the 1930's, Froim's father died, leaving his mother and six siblings homeless. Since Mrs. Baum had no means of support, Froim and one brother were sent to an orphanage run by Janusz Korczak, a famous doctor/teacher/author. When the Nazis took the orphanage, the children were forced into the ghetto. One day, the Korczak and his orphans were forced to trains for Treblinka, a concentration camp. Froim survived the atrocities of the camps to tell his story. NY: Holiday House, 1995. Picture Book 5<sup>th</sup> grade
- Auerbacher, Inge. **I Am a Star: Child of the Holocaust.** Author wrote about her experiences in Theresienstadt, a camp where very few children survived, included are several poems by the author). NY: Puffin Books, 1986. 7-8<sup>th</sup>
- Bartoszewski, Wladyslaw. **The Warsaw Ghetto: a Christian's Testimony.** Story told by a Catholic-Polish historian and journalist who served as liaison between the Warsaw Ghetto Jewish leadership and the Polish underground. Stands out as exemplary person and one of the few that helped Polish Jews. Boston: Beacon Press, 1987. 7<sup>th</sup> and up
- Berheim, Mark. **Father of the Orphans** The Story of Janusz Korczak, a pediatrician who tried to save orphaned children in Warsaw. NY: DuttonCo., 1989. 6<sup>th</sup>
- Boas, Jacob. **We Are Witnesses: The Diaries of Five Teenagers Who Died in the Holocaust.** Five teenage stories of war in Europe, Holland, Belgium, Poland, Lithuania and Hungary. NY Holt-Scholastic, 1995. 8<sup>th</sup>
- Borkas-Nemetz, Lillian. **The Old Brown Suitcase: A Teenager's Story of War and Peace.** Story of Slava, a 14 year-old Jewish girl who escapes from the Warsaw Ghetto and hides for the rest of the war. When the war is over, she immigrates to Canada where she starts a new life. Port Angeles, WA: Ben-Simon, 1994. 5<sup>th</sup>-10<sup>th</sup> grade
- Chaikin, Miriam. **A Nightmare in History.** Useful history book that explains the Holocaust. NY: Clarion Books, 1987. 8<sup>th</sup>
- Eliach, Yaffa. **Hasidic Tales of the Holocaust.** From the torments of the camps, they brought their tales of faith, hope and love. NY: Avon Books, 1983. 7<sup>th</sup> and up
- Friedman, Ina R. **The Other Victims: First Person Stories of Non-Jews Persecuted by the Nazis.** "Bubuli: A Young Gypsy's Fight for Survival" tells the story of the Sinti who were persecuted by the Nazis and according to Hitler needed to be exterminated. Roma and Sinti were seen as outsiders because they were different. Boston: Houghton Mifflin Company, 1990. 6-8<sup>th</sup>
- Goldfarb, Jack. "Janusz Korczak: The Father of Nobody's Children." Dr. Korczak was a well-known physician and personality. When the war broke out he created an orphanage for the homeless children of the Warsaw Ghetto. He had the opportunity to save himself but he remained with his children who loved him. NY: **World Over Magazine**, April 5, 1974. 5-8<sup>th</sup>
- Hautzig, Esther. **The Endless Steppe: Growing Up In Siberia.** The author and her family are taken from Vilna, Lithuania to Siberia in June of 1941 where they suffered all the harsh elements of the Steppe and terrible persecution. NY: HarperCollins, 1987. 5-8<sup>th</sup> grade
- Holliday, Laurel. **Children in the Holocaust and World War II.** An Anthology of 23 diaries of boys and girls from the age of 10-18. NY: Washington Square Press, 1996. 6-8<sup>th</sup>
- Klarsfeld, Serge. **The Children of Izieu: A Human Tragedy.** NY: Harry N. Abrams, Inc, 1984. 8<sup>th</sup> Challenging reading
- Klein, Gerda Weissmann. **All But My Life.** Based on the life of the author who survived a 300 mile death march NY: Hill and Wang, 1971. Also video that won Academy Award. 8<sup>th</sup> and Nightline: "The Survivors." (see video list)
- Krizkova, Marie Rut and Kurt Jiri Kotouc and Zdenek Ornest. **We Are Children Just the Same: Vedem, the Secret Magazine by the Boys of Terezin.** In 1942-44, a group of 13-15

year old boys in Terezin, Czechoslovakia secretly produced a weekly literary magazine called *Vedem*. Writers and artists contributed to this outstanding courageous publication. These boys recollected their homes, their lives, ultimately to perish in the Nazi death camps. PA: Jewish Publication Society, 1997. 7<sup>th</sup> and up

- Laird, Christa. **Shadows of the Wall**. Set in 1942 Warsaw Ghetto, young boy lives in famous Janusz Korczak orphanage. NY: Greenwillow, 1990. HC 6<sup>th</sup>
- Leitner, Isabella. **Fragments of Isabella**. Author's poignant story of her experience in Auschwitz. NY: Thomas Y. Crowell, Publishers, 1978. 8<sup>th</sup> grade
- Leapman, Michael. **Witness to War**. 8 true stories dealing with Nazi persecution in Europe from hiding to surviving. NY: Scholastic, 2000. 8<sup>th</sup>
- Moskin, Marietta. **I Am Rosemarie**. Rosemarie and her family were deported to the Westerbork camp and then to Bergen Belsen. NY: Dell Publishing, 1988. 7-8<sup>th</sup>
- Napoli, Donna Jo. **Stones in Water**. Roberto and Samuele, two Italian boys living in Venice, are taken by the Nazis to a slave labor camp in Germany. Samuele, who is Jewish, perishes and Roberto manages to escape to the Russian front to make his way home. NY: Dutton Co., 1997. 6<sup>th</sup> grade and up
- Nieuwsma, Milton J ed. **Kinderlager: An Oral History of Young Holocaust Survivors**. Recollections of 3 women from Poland, each of whom ended up in a special section of Auschwitz-Birkenau that the Nazis created for children which was called *Kinderlager* (Children's Camp). NY: Holiday House, 1998. 6-8<sup>th</sup> grade
- Nolen, Han. **If I Should Die Before I Wake**. This story of a 16-year-old has a twist of fantasy. She is transported into a Nazi camp as Chana during a coma while in a Jewish hospital. Novel. NY: Harcourt Brace, 1994. 8<sup>th</sup>
- Orlev, Uri. **The Island on Bird Street**. 11-year-old Alex learns to survive in the Warsaw Ghetto alone. Boston, Ma: Houghton Mifflin, 1984. 6-7<sup>th</sup> Video by same name is available.
- Orlev, Uri. **The Man on the Other Side**. Marek and his stepfather who is Polish smuggled food into the Warsaw ghetto, later he finds out his father is Jewish and that posed a new problem. Boston: Houghton Mifflin, 1991. 6-7<sup>th</sup>
- Perl, Lila and Marion Blumenthal. **Four Perfect Pebbles**. Marion was born in Germany, then moved to Holland. When the Nazis invaded Holland, she ended up in a concentration camp, first Westerbork, Holland then Bergen-Belsen in Germany. She managed to survive the war and emigrate to the United States. NY: Greenwillow Books, 1996. 5-8<sup>th</sup>
- Rubin, Susan Goldman. **Fireflies in the Dark**. Through the author's text and the surviving words, the paintings of children, the story of Friedl Dicker-Brandeis and the children of Terezin is told. Terezin was concentration camp in Czechoslovakia where 15,000 children were incarcerated and 100 survived. Touching drawings from the children. NY: Holiday House, 2001. 4-8<sup>th</sup> grades
- Rogasky, Barbara. **Smoke and Ashes**. The author examines the causes and events and legacy of the Holocaust with narratives and personal testimonies. NY: Holiday House, 1988. 5- 8<sup>th</sup> grade and Teacher reference
- Ramati, Alexander. **And the Violins Stopped Playing**. A Gypsy called Mirga tells her story from 1942-1945. NY: Franklin Watts, 1986. 8<sup>th</sup> Novel
- Sack, Joel. **Dawn After Dachau**. The author, a survivor of Dachau, described his experiences in Germany after liberation and tells his harrowing story. He went from ghetto to camp, escaped, was recaptured, and sent back to camp and then on a death march before liberation. NY: Shengold, 1990. NJ Author- 8<sup>th</sup> and up
- Samuels, Klara. **God Does Play Dice-The Autobiography of a Holocaust Survivor**. Despite the horrors of the war, hiding and spending 22 months in Bergen-Belsen, the author managed to live a normal and very productive life after the war and bearing witness. 1999. 8<sup>th</sup> NJ Author- 8<sup>th</sup> and up
- Sender, Ruth Minsky. **The Cage**. Story of author and how she tried to protect her little brother as they are taken from the Lodz Ghetto to Auschwitz. NY: Bantam Books, 1986. 7-8<sup>th</sup>
- Sender, Ruth Minsky. **To Life**. A powerful account of a young woman's journey in the aftermath of the Holocaust. NY: Puffin Books, 1988. 6<sup>th</sup>

- Sender, Ruth Minsky. **The Holocaust Lady**. Story of survivor that visits school systems to tell about her experiences that they may never be forgotten- NY: Macmillan, 1992. 6<sup>th</sup> and up
- Siegal, Aranka. **Upon the Head of a Goat**. A Childhood in Hungary, 1939-44 based on author's experience. Her story is continued in **Grace in the Wilderness**. Signet Vista Book, 1981. 8<sup>th</sup> grade
- Stadtler, Bea. "**Lisa Calls**." The Battle Cry of the Fighting Partisan Organization of the Vilna Ghetto. When young Jews realized what was happening to them, they took up arms and formed the Fighting Partisan Organization. The group smuggled weapons, fought guerilla warfare and saved lives. Lisa Magon was part of the group. She was brave and courageous and died for the cause. Her group named a machine gun in honor of her. NY: **World Over Magazine** April 9, 1976- 6-8<sup>th</sup> grade
- Suhl, Yuri. **They Fought Back**. The Story of the Jewish Resistance in Nazi Europe. 32 dramatic true stories of revolts and escapes led by the Jewish underground in camps, ghettos and the partisans. NY: Schoken Books, 1975. 7<sup>th</sup>
- Toll, Nelly S. **Behind the Secret Window** : A Memoir of a Hidden Childhood During World War II. Tells the story of an eight-old-year-girl who kept a diary, painted and conveyed to the reader her innermost feelings about her family, the Lvov Ghetto in Poland and the terrible world around her. NY:Dial Books, 1993. 7-8<sup>th</sup> grade NJ Author
- Warren, Andrea. **Surviving Hitler: A Boy in the Nazi Death Camps**. Story of Janek Mandelbaum a 12 year old who struggled to survive in the horrible world of the Nazi concentration camps. Always, he reminded himself to 'play the game' in order to survive- NY: Harper Collins Publisher, 2001. 6-7<sup>th</sup> grade
- Wiesel, Elie. **Night**. Story of 15-year-old boy who arrived in Auschwitz from Hungary. This is an autobiography, touching and poignant. NY: Bantam Books, 1960. 8th
- Yolen, Jane. **The Devil's Arithmetic**. It is Passover, and Hannah opened the door to the prophet Elijah as is customary and is transported back to Poland of the 1940's. NY: Viking Penguins, 1988. Matching Video by that name available.
- Yolen, Jane. **Briar Rose**. This novel tells the story of Briar Rose, a sleeping beauty that travels to Europe to learn about her grandmother's life at the time of the Holocaust. NY: A Tom Doherty Ass. Book, 1992. 8<sup>th</sup> grade
- Ziemian, Joseph. **The Cigarette Sellers of Three Crosses Square**. Amazing story of children in 1942 who managed to escape from the Warsaw Ghetto to the Aryan side where they peddled cigarettes as a business that kept them alive. Not all the children survived. Minneapolis: Lerner, 1975. 6<sup>th</sup> and up

#### FOR THE TEACHER

- Aelion, Elia. **The House by the Sea: A Portrait of the Holocaust in Greece**. Elia was the only member of his family to survive the horrors of the Holocaust. San Francisco: Mercury House, 1998.
- Bassani, Giorgio. **The Garden of Finzi-Continis**. Story about well-off, Italian assimilated family and their fate in Ferrara after Mussolini's first anti-Semitic laws were enacted. NY: Harcourt, Brace and Jovanovich, 1977. Film by the same name 8<sup>th</sup> and up Social Studies School Service
- Des Pres, Terrence. **The Survivor: An Anatomy of Life in the Death Camps**. Oxford University Press, 1971.
- Frankl, Viktor. **Man's Search for Meaning**. Dr. Frankl, a psychiatrist and a prisoner himself in a camp, wrote how life was reflected in the mind of prisoner and how people had a strong will to live. NY: Simon & Schuster, 1959.
- Gilbert, Martin. **Atlas of the Holocaust**. Maps and Statistics of the Holocaust- maps are black and white. Jerusalem: Steimatsky's Agency Limited, 1982.



- Greene, Joshua M. and Shiva Kumar. **Witness: Voices from the Holocaust.** A compelling narrative from eyewitness accounts of 27 witnesses, including camp survivors, American Military, resistance fighters and others. NY: A Touchstone Book, 2000. 7<sup>th</sup> and up
- Hilberg, Raoul. **The Destruction of the European Jews.** Well documented account of the Holocaust, his history with documents and statistics. Good classroom resource text. Quadrangle Paperback, 1961.
- Kaplan, Chaim. **The Warsaw Diary of Chaim A. Kaplan.** From Sept.1, 1939-August 4, 1942. Chaim, a scholar and an educator kept records of what went on in the ghetto. Chicago: Collier, 1973.
- Klarsfeld, Serge. **The Children of Izieu: A Human Tragedy.** The author, a lawyer by profession, and his wife Beate are Nazi hunters and Serge wrote about the tragedy of 44 children of Izieu who were arrested in April of 1944 and shipped to Auschwitz where they perished. NY: Harry N. Abrams, Inc., Publisher, 1984.
- Kounio-Amarillo, Erika. **From Thessalonika to Auschwitz and Back 1926-1996.** Story of Erika who was deported to Auschwitz in 1943 from Salonika. In the camp she worked as a scribe in Nazi archives. London: Valentine Mitchell In Press
- Kovner, Abba and Edward A. Levenston and Irving Greenberg. **Scrolls of Testimony.** A powerful, dramatic and compelling testimony of the author woven with other eyewitnesses, diaries, and poems. Many of these writings were hidden during the war- PA: Jewish Publication Society, 2001.
- Levi, Primo. **Survival in Auschwitz.** The author, an Italian chemist, writes an account of his experiences in the death camp Auschwitz. NY: Simon and Schuster, 1995.
- Prager, Moshe. **Sparks of Glory.** Despite the horrors of the Holocaust, many Jews kept their faith alive and practiced their Judaism during times of adversity. NY: Shengold, 1974. 8<sup>th</sup> and up
- Ringelblum, Emmanuel. **Notes from the Warsaw Ghetto: Journal of Emmanuel Ringelblum.** The author and social historian who was killed in 1944 wrote about daily life in the ghetto. NY: Schocken, 1974.
- Rittner, Carol and Sondra Meyers. **The Courage to Care. (description in this section)**
- Rothlein, Liz and Walter Kelly. **Holocaust-Thematic Unit.** Deals with 3 books: Daniel's Story; Anne Frank: Beyond the Diary; and, Elie Wiesel's **Night**: Voice from the Holocaust. Teacher Created Materials, 1997. Social Studies School Service 5<sup>th</sup> and up
- Wiesel, Elie. **Night.** Autobiography of author's experience in Auschwitz at the age of 15. Use Teacher Guide: **Memories of the Night: A Study of the Holocaust** by Anita Meyer Meinbach and Miriam Klein Kassenoff that has lesson plans for **Night** and many other books on the Holocaust. Another Guide to **Night** has complete curriculum units of study developed by The Center for Learning dealing with the Holocaust and the book **Night**. 8<sup>th</sup> & up.
- Keller, Ulrich. **The Warsaw Ghetto in Photographs.** This collection of pictures were taken in 1941 by a German army photographer who documented the ghetto and the ordeal of every day existence. Social Studies School Service
- **Teaching Holocaust Studies with the Internet:** Internet Lesson Plans and Classroom Activities. Grade 5<sup>th</sup> and up. Reproducible Activity Book.
- United States Holocaust Memorial Museum. **Historical Atlas of the Holocaust.** An excellent classroom resource when studying the ghetto and camps: maps, historical data and summaries. NY: Macmillan Publishing, 1996.

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PICTURE BOOKS ABOUT THE HOLOCAUST AND POSTER SERIES

- Abells, Chana Meyers. **The Children We Remember.** Pictures are mostly of children taken from Yad Vashem files depicting the war NY: William Morrow, 1983. 5-6<sup>th</sup>

- Adler, David. **The Number on My Grandfather's Arm.** Curious young girl asks her grandfather who wears long sleeves even in the summer what it means. NY: Union of American Hebrew Congregations, 1987. 5<sup>th</sup>
- Adler, David. **A Picture Book of Anne Frank.** Anne's life in hiding is retold in simplest fashion in this softly colored, full page illustrations evoking the moods of family love, growing anxiety, death camp suffering and a father's grief. NY: Holiday House, 1993. 4-5<sup>th</sup>
- Adler, David. **We Remember the Holocaust.** Childhood memories of humiliation, fear and dehumanization echo across the decades to remind the reader of the horrors and suffering of the Holocaust. NY: Henry Holt & Co., 1989. 6<sup>th</sup>-8<sup>th</sup> grades
- Adler, David. **Child of the Warsaw Ghetto.** In 1940 German occupiers imprisoned 13-year-old Froim Baum and his family and 400,000 other Jews in the Warsaw Ghetto where disease, starvation and suffering confronted the inmates daily. NY: Holiday House, 1995. 5<sup>th</sup> 8<sup>th</sup>
- Adler, David. **Hilde and Eli.** Two real children are portrayed in the pages of this lavishly illustrated book set against the rise of Nazism, restriction of civil liberties. NY: Holiday House, 1994. 5<sup>th</sup>
- Adler, David. **Hiding from the Nazis.** This book focuses on a true story of a young girl who loves to play hide and seek and unfortunately it becomes a terrifying reality. NY: Holiday House, 1997. Grade -5<sup>th</sup>
- Bachrach, Susan. **Tell Them We Remember.** Taken from Yad Vashem archives in Jerusalem, Israel it shows children of the Holocaust who have perished and survived NY: Little Brown & Co., 1994. 5<sup>th</sup> 8<sup>th</sup> grade
- Blatter, Janet and Sybil Milton. **Art of the Holocaust.** Art of 350 artists that deals with camps, ghettos, and hiding. NY: Rutledge Press HC, 1981. 8<sup>th</sup>
- Bunting Eve. **The Terrible Things: An Allegory of the Holocaust.** The small clearing in the woods was shared peacefully by the forest creatures until the day the 'Terrible Things' came. Little Rabbit is puzzled by the silence of the other forest creatures, and the behavior of the 'Terrible Things' as each of the forest species is taken away until none remain but Little Rabbit. Pa: The Jewish Publication Society, 1980. 3<sup>rd</sup>- Adults
- Chaikin, Miriam. **A Nightmare in History: The Holocaust 1933-1945.** The author opens with a discussion tracing the roots of antisemitism from Biblical times through Nazi Germany. She also focuses on Auschwitz-Birkenau and the Warsaw Ghetto, a lot of photos and bibliography. Boston, Ma: Houghton Mifflin, 1990. 8<sup>th</sup>
- Green, Gerald. **Artists in Terezin.** The Jews were permitted to bring 40 pounds of good with them, many artists brought their brushes and paints- many artists are pictured, some that survived and many that did not. NY: Schocken, 1979. 8<sup>th</sup>
- Grossman, Mendel. **With a Camera in the Ghetto.** Every day life as recorded in the Lodz Ghetto. Ghetto Fighter's House Hakibbutz Hameuchad Publishing House, Israel, 1971. 8<sup>th</sup> and up
- Gurdus, Luba Krugman. **Painful Echoes.** Story through drawing. NY: The Holocaust Library, 1985. 6<sup>th</sup> and up
- Hoestlandt, Jo. **Star of Fear, Star of Hope.** Award winning book shows children the dangers which confronted Jews in Nazi occupied France. NY: Walker and Co., 1985. 4-5<sup>th</sup>
- Innocenti, Roberto. **Rose Blanche.** Brave young woman risks her life to feed inmates of a concentration camp and is killed by the Nazis. NY: Stewart, Tabori and Chang, 1985. 5-6<sup>th</sup>
- Leapman, Michael. **Witness to War.** 8 true stories with photos & Maps of children who lived through Nazi persecutions. NY: Scholastic, 2000. 7-8<sup>th</sup>
- Resnick, Abraham. **The Holocaust.** History of Holocaust & Establishment of Israel with photos. 7-8<sup>th</sup> Grade NY: Lucent Books, 1991.
- Rochman, Hazel and Darlene Z. McCampbell. **Bearing Witness: Stories of the Holocaust.** 1995. 7<sup>th</sup> and up
- Rubin, Susan Goldman. **Fireflies in the Dark.** Tells story of Friedl Dicker-Brandeis, an artist and teacher in 1942 who saves the children artwork from Terezin and tells their story. 2001. 4-8<sup>th</sup> grades
- Spiegelman, Art. **Maus I and II.** A survivors tale drawn in cartoon form. NY: Pantheon Books, 1986. 8<sup>th</sup> and up

- **Teen Witnesses.** Series from the Rosen Publisher. The set include the following books Escape, The Hidden Children of the Holocaust, The Hitler Youth, In the Camps, In the Ghettos, Liberation, Defying the Nazis and Resistance. 1998-99 Social Studies School Service
- **The Holocaust Chronicle.** A History in words and pictures, the book chronicles 3,000 items timeline which pin points deportation, atrocities, acts of heroism and those who fought valiantly. Lincolnwood, IL.: International, LTD, 2000. 7<sup>th</sup> and up. source book for class
- Uchida, Yoshiko. **Journey to Topaz.** When the Japanese bombed Pearl Harbor, 11 Yuki had to move to an internment camp in California and became the object of fear and hatred. 1971. 7<sup>th</sup> grade
- Uchida, Yoshiko. **The Bracelet.** The book covers the Japanese American internment and government sponsored racism. NY:Putnam, 1993. 6<sup>th</sup>
- Volavkova, Hanna. **I Never Saw Another Butterfly.** Poems and pictures from Terezin concentration camp where 1,500 children passed through of which only 100 survived NY: Schocken, 1994. 6-8<sup>th</sup>

SURVIVAL, LIBERATION AND NEW LIVES
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- Almagor, Gila. **Under the Domin Tree.** Based on the author's own experience of her life in a youth village in Israel of 1953, she felt the pain of her loved ones that were lost in the Holocaust and to made a new life for herself. NY: Simon and Shuster, 1995. 7<sup>th</sup> & up
- Bergman, Tamar. **The Boy from Over There.** Young Holocaust survivor, Avramik has difficulty adjusting to kibbutz life during Independence War in Israel of 1948. Boston, Ma: Houghton Mifflin &Co., 1988. 6-8th
- Eliav, Arie L. **The Voyage of the Ulua.** The author who captained the Ulua, tells how he escorted 800 Holocaust survivors who were 'illegal immigrants' in the eyes of the British to Palestine before the Independence of Israel- it successfully ran a blockade and made it to Paletine (Israel). NY: Sabra Books, 1969. 8<sup>th</sup> and up
- Forman, James. **My Brother, My Enemy.** Danny is a Polish Jew who survived concentration camp and he joins three others as they traverse Europe and go to Israel. NY: Scholastic, 1972. 6<sup>th</sup> and up
- Ganor, Solly. **Light One Candle: A Survivor's Tale from Lithuania to Jerusalem.** The author starts by telling about his happy childhood in Lithuania and then the horrors of the war. He is a survivor of the Kaunas Ghetto and the death march from Dachau. 50 years went buy before he could tell his story. He also fought in the Independence War of Israel. 1995. 8<sup>th</sup> and up-Challenging reading.
- Gruber, Ruth. **Exodus 1947: The Ship That Launched the Nation.** The author was an American Journalist at the time who became very involved with the ship Exodus in 1947 which became Leon Uris's novel **Exodus.** The ship had room for 400 but instead carried 4,5000 Holocaust survivors. She told of the plight of the refugees waiting to go to Israel, their incarceration on Cypress and their difficult journey to Palestine. NY:Times Books, 1999. 8<sup>th</sup> & up
- Kerr, M.E. **Gentlehands.** American teenager finds out that his grandfather was a S.S. officer in Auschwitz. NY: Harper Collins, 1978. -7<sup>th</sup>
- Matas, Carol. **After the War.** The war is over, Ruth returns to her village to find all her relatives have perished. She joins a Palestine rescue organization to help children to Palestine. NY: Simon and Shuster, 1996. 6<sup>th</sup> & up
- Matas, Carol. **The Garden.** This book is a sequel to **After the War,** tells the story of Ruth who lives on a Kibbutz in Palestine and fights in the War of Independence against the Arabs) New York: Simon Shuster, 1997. 7<sup>th</sup> grade
- Orlev, Uri. **Lydia, Queen of Palestine** Lydia is a young survivor who escaped from Romania to Palestine. She has a willful personality with a lot of energy. NY: Puffin Books, 1993. 5-6<sup>th</sup>
- Orlev, Uri. **The Lady with the Hat.** 17-year-old Yulek rebuilds his life and emigrates to Palestine. Boston, Ma: Houghton and Mifflin, 1995. 7<sup>th</sup> and up

- Orlev, Uri. **The Sandgame**. True story of author's childhood in Poland. It is told from the point of view of a young child who sees what is happening around him but is able to 'fictionalize' it in his mind. His life goes from a normal boy to a boy in the Warsaw Ghetto and then to Bergen Belsen concentration camp and finally to Palestine (Israel) Ghetto Fighter's House, Kibbutz Dahlia, Israel. 1997. 6-7<sup>th</sup> grade
- Schnur, Steven. **The Shadow Children**. Etienne spends the summer with his grandfather near the French town of Mont Brulant. World War II ended but he wonders why there are no children living in the town now. He discovers children living in the woods but his grandfather says that he is imagining things. Etienne struggles to discover what happened in Mont Brulant during the war and why no one wants to talk about it. Where are all the children? And who are the "shadow children?" NY: William Morrow and Company, 1995. 5<sup>th</sup> grade
- Siegal, Aranka. **Grace in the Wilderness: After the Liberation, 1945-1948**. Author continues her story after the war which was begun in **Upon the Head of the Goat**. Following the horrors of Auschwitz and Bergen-Belsen, Piri Davidowitz and her sister are quarantined in Swedish camps with other survivors. NY: Farrar, Straus Giroux, 1994. 8<sup>th</sup>
- Sender, Ruth Minsky. **To Life**. The author continues her biography that she started in **Cage** and tells of liberation from Auschwitz, searching for her family and the ordeal of immigrating to the United States. NY: Simon & Schuster and also Puffin Books, 1997. 7-8<sup>th</sup> grades
- Silberman, Lena Kuchler. **My Hundred Children**. Masquerading as a Roman Catholic and working as a nanny and teacher in Nazi-occupied Poland was not an easy task for Jewish-born Lena Kuchler. When the war was over and Lena returned to her hometown to find family and neighbors, she was driven away by the antisemitism. Lena discovered a number of abandoned children who needed food and medical help. After the 100 children had recovered somewhat she escaped with them from Poland, traveled to France and then found safety in their homeland Israel. NY: Dell Publishing Co., Inc-Laurel-Leaf Books, 1987. 7-8<sup>th</sup> and up  
**An interesting note:** Norman Salsitz, a Jewish Partisan, and NJ author, after the war became an officer in the Polish army under the name Tadeusz Zaleski in charge of security in Cracow. He gave Lena Kuchler supplies that enabled her to save the children. She didn't know that he was Jewish. Enclosed in curriculum "The 100 Children and the Jewish'Righteous Gentile'."
- Silverman, Maida. **Israel: The Founding of a Modern Nation**. Story of the State of Israel, its wars, its heroes, the book traces the dramatic story from biblical times to the founding of the State in 1948. NY: Dial Books for Young Readers, 1998. 6<sup>th</sup>
- Tito, E. Tina. **Liberation: Teens in the Concentration Camps and the Teen Soldiers Who Liberated Them**. In this book, people who were teenagers during the Holocaust before and during the war share their experience of liberation. American soldiers who liberated victims from concentration camps also share their feelings and speak about the horrors. From the Series Teen Witness to the Holocaust. NY: Rosen Group, Inc., 1999. 8<sup>th</sup> grade
- Wiesel, Elie. **Dawn**. Elisha is a young Israeli freedom fighter and a Holocaust survivor in British controlled Palestine (Israel). He is assigned to kill a British officer in retaliation for a Jewish prisoner was killed. He can not do it. He has a terrible moral conflict. NY: Bantam, 1961. 8<sup>th</sup> grade Challenging for reader
- Vos, Ida. **Anna is Still Here**. Anna who suffers 3 years of hiding alone in an attic must learn to be free again Novel. NY: Penguin Books, 1996. 5-6<sup>th</sup> grade
- Zell, Paul. **Armageddon Revisited: From the Holocaust to D-Day, A Survivor's/ Liberator's Tale**. The author was born in Vienna in 1924 and witnessed *Kristallnacht* in Vienna Austria. In 1938, he escaped with his sister on the *Kindertransport* to England and was lucky to come to America in 1940. In 1943, he joined the American Army and ended up entering the concentration camp of Buchenwald in April of 1945. Copyright Paul Zell, 2001. Unpublished 7-8<sup>th</sup> grade

- Altman, Linda Jacobs. **Genocide: The Systematic Killing of a People**. A Sobering survey of the Genocides of the 20<sup>th</sup> century. Enslow, 1995.
- Ariel, Ehud. **Open the Gates**. NY: Atheneum, 1975. A Personal Story of 'illegal' Immigration to Israel; first person accounts.
- Bamberger, David. **A Young Person's History of Israel**. Story of the Jewish people and their homeland containing over 100 photographs. The book is accompanied by a teacher's guide and student activity book. 5-7<sup>th</sup> grade Springfield, NJ: Behrman House, 1994.
- Eliav, Arie L. **The Voyage of the Ulua**. True Story of an American Ship and her 800 young passengers who were saved from the death camps, led into the waters of Sweden, and then to the blockaded shores of Palestine. NY: Funk and Wagnalls, 1969.
- Eisenberg, Azriel. **Home At Last**. Compilation of many stories of courage and how immigrants came to Israel from 1945 to 1951. Stories from the Holocaust to the Operation Magic Carpet. NY: Bloch, 1977.
- Holly, David C. **Exodus 1947**. Shares the remarkable story of a ship named Exodus that carried 4500 refugees who fled the camps of postwar Europe to travel illegally to Palestine, the Promised Land. NY: Little Brown and Co., 1969. Film by the same title: poignant scene in film, the Jews go on hunger strike and would rather die than to return to the Cyprus Internment Camp.
- **The Holocaust: Through Our Eyes**. Previously described with Teacher's Guide. Social Studies School Service 7<sup>th</sup> and up
- Uris, Leon. **Exodus**. Based on facts and interviews, this book describes the ship Exodus 1947, the journey to Palestine and what happened to the Holocaust survivors who arrived in their new land. 1983 Use excerpts of Book and clips of the Movie Exodus. 8<sup>th</sup> & up

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AND STILL IT CONTINUES: LESSONS NOT LEARNED
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- Brager, Bruce L. **The Trial of Adolf Eichman**. The Holocaust on Trial. NY: Lucent Books, 1999. 6-7<sup>th</sup>
- Bunting, Eve. **So Far From the Sea**. Laura and her family visit grandfather's grave at the Manzanar War Relocation Center, where he died during the Internment of Japanese Americans after the bombing of Pearl Harbor. As a memento, she leaves behind her grandfather's Cub Scout scarf that he wore when the US soldiers came to get him, to prove that he was an American. NY: Clarion Books, 1998. 5<sup>th</sup> grade
- Cohn, Janice, D.S.W. **The Christmas Menorahs: How a Town Fought Hate**. It was Chanukah 1993 in Billings, Montana, when a rock suddenly crashed through the bedroom window of young Isaac Schnitzer. He is confused when his father tells him "It is because we are Jews." His friend Teresa of the Hanley family are preparing to celebrate Christmas. Together, Isaac's family, the Hanley's and the whole community fights back against hate and bigotry. They all put menorah in their windows. There are two videos on the subject, see video list. 1995. 5th grade
- Dal Porto, David and John Koppel. **The War Crimes**. A Simulation of war crimes trials held in Germany since the end of World War II. 1994. Social Studies School Service 7<sup>th</sup> and up
- Dennenberg, Barry. **Voices from Vietnam**. Survivors of Vietnam tell their ordeal of surviving the horror of Vietnam- told in the personal narrative. NY: Scholastic, 1995. 7<sup>th</sup> and up
- Filipovic, Zlata. **Zlata's Diary: A Child's life in Sarajevo**. Zlata expresses her views on the horrors of war. NY: Viking, 1994. 6-7<sup>th</sup>
- Gay, Kathlyn. **Neo-Nazis: A Growing Threat**. An informative overview of neo-Nazism, the history, the ideology, organizations and activities. A special section on how to combat the evil of hate crimes and prejudice. Springfield, NJ: Enslow, 1997. 7<sup>th</sup> and up
- Gilbert, Martin. **Never Again: The History of the Holocaust**. From the Booklist ; "Historian Gilbert has reworked the scattered records and witnesses to the implacable plot to destroy the European Jews in an album evidently directed at readers largely oblivious to what happened.." NY: Universe Publishing, 2000.

- **I Dream of Peace.** Images of War by the Children of former Yugoslavia. In the book, the children show the tatters of their lives and the destruction brought by the war to their homeland. UNICEF collected the poems and drawings from refugee camps and schools. United Nations Publication ISBN 0062511289- 5-8<sup>th</sup> grade
- Isadora, Rachel. **At the Crossroads.** Story about life in a South African shantytown is the setting for this story of a painful family's separation and then the joyful reunion. Beautiful water colors. NY: Greenwillow, 1991. 5<sup>th</sup> and up
- Kuklin, Susan. **Iqbal Masih and the Crusaders against Child Slavery.** 12-year-old boy rallies against slavery in his homeland of Pakistan. NY: Henry Holt and Co, 1999. 6-7<sup>th</sup> grade
- Levitin, Sonia. **The Cure.** Gemm, a child in the year 2407, must undergo "the cure" when he exhibits a desire to sing and dance in his world that allows no deviant behaviors or differences among humans. This expression of individuality will conflict with the desired goals of the community of Conformity, Harmony, and Tranquility. He has an opportunity to save himself when he travels back in time to Europe, 1348 at the time of the Black Death that threatens and blames Jews of Strasbourg, Germany. He becomes Johannes, 16 years old who loves his silver flute and his neighbor Margerite. Antisemitism and fear threaten his family. The purpose is for Gemm to learn to associate music with pain- intending to affect a cure. When he returns, he is declared cured, but his memories do not fade as predicted. NY: Harcourt Brace and Co., 1999. 6-8<sup>th</sup>
- Marx, Trish and Cindy Karp. **One Boy from Kosovo.** Story of war torn Yugoslavia and what happens when "ethnic cleansing" takes place. The story is personalized by Edi Fejzullahu, a 12 year old Kosovo Albanian boy and his family, who in the spring of 1999 were forced to flee their home in Gnjilane for a refugee camp in Macedonia. Touching photos. NY: Harpercollins Publishers, 2000. 5-6<sup>th</sup> grade
- Mathabane, Mark. **Kaffir Boy- An Autobiography.** Story of growing up black in apartheid South Africa. He describes his life in a nonwhite ghetto outside of Johannesburg and how he was able to escape from it by getting an education. NY: Touchstone Books, 1986. 8<sup>th</sup> grade
- Mead, Alice. **Adem's Cross.** Story of ethnic cleansing in Albania and 14 year Adem, who has to live through this horror. The author creates for the reader the picture of what ethnic cleansing did in Yugoslavia and the realities of a genocide. NY: Farrar, Straus and Giroux, 1996. 6-8<sup>th</sup> grade
- **Nuremberg: A Simulation of the International Military Tribunal of 1945-46.** Students portray prosecution and defense attorneys, prosecution and defense witnesses and the Judges. Players are faced with dilemmas as the limits of personal obedience to one's country, and the rights of victorious leaders to judge those whom they defeated. 8<sup>th</sup> and up Interact Co., Social Studies School Service
- Open Society Fund. **Dear Unknown Friend, Children's Letters from Sarajevo.** A series of letters written by children during the siege of the city to pen pals in America. Children told touching stories with drawings. NY: Open Society Fund, 1994. 5<sup>th</sup> grade and up
- Pran, Dith, comp. **Children of the Cambodia's Killing Fields: Memoirs by Survivors.** Ed. Kim DePaul. Collection of eyewitness accounts from children in Cambodia during the Pol Pot's Khmer Rouge regime between the year 1975-79. The author had a film based on his experience called *The Killing Fields*. New Haven, CT: Yale University Press, 1997. 7<sup>th</sup> & up
- Public Issues Series: Harvard Social Studies Project: **Limits of War.** *War Trials: Nuremberg War Trials.* Short, well done presentation of the famous trial after the war to bring to justice those top Nazis who perpetrated aggressive war. Xerox Corporation, 1970. 8<sup>th</sup> and up
- Rice, Earle J. **Nazi War Criminals.** The author writes profiles of the most notorious Nazis, Hitler and his henchmen that is both informative and readable. NY: Lucent, 1997. 6<sup>th</sup> and up
- Rosemann, Kenneth. **Escape from the Holocaust.** A book of moral choices that students have to make. Each choice has a different consequence. NY: Union of Hebrew Congregations, 1983. 5-7<sup>th</sup>
- Shevelev, Raphael with Karen Schomer. **Liberating the Ghosts: Photographs and Texts from March of the Living Including Excerpts from the Writings of Participants.** Each year, annual pilgrimages are made by thousands of teenagers from all over the United States

and the world along with teachers and survivors to Poland and Israel. Portland, OR: Lens Works, 1996. 7<sup>th</sup> and up

- Strasser, Todd. **The Wave**. Thought provoking actual classroom dramatization on an experiment of conformity vs individualism in which a high school teacher formed an organization called “the Wave” to show why the German people could willingly embrace Nazism. NY: Dell Books, 1981. also matching Video: *The Wave*, 6<sup>th</sup> and up
- Tatsuhura, Kodama. **Shin’s Tricycle**. Shin was three-years-old and lived in Hiroshima before it was bombed in August of 1945. He was riding his red tricycle when he died in the bomb explosion. The tricycle was found and displayed in the Hiroshima Peace Museum as a testament to all those who were innocently killed in the bomb blast of 1945. NY: Walker & Company, Inc., 1992. 5<sup>th</sup> grade
- Welaratna, Usha. **Beyond the Killing Fields: Voices of Nine Cambodian Survivors in America**. Nine survivors of various ethnic and socioeconomic background tell their experiences of living under the brutal forces of Khmer Rouge regime. Stanford, CA: Stanford University Press, 1993. 7<sup>th</sup> and up

#### FOR THE TEACHER

- Abzug, Robert H. **Inside the Vicious Heart: Americans and the Liberators of Nazi Concentration Camps**. How can we come to terms with the Holocaust? This history describes the shocking discovery of the camps. Black and white photos from the liberators. Graphic atrocities. Oxford University Press, 1987.
- Altman, Linda Jacob. **Genocide: The Systematic Killing of a People**. A sobering survey of 20<sup>th</sup> century genocide’s such as the Holocaust, Armenia, Ukraine, Cambodia, Rwanda and Bosnia and a chapter of War against the Native Americans. NY: Enslow, 1995. 7<sup>th</sup> & up
- Browning, Christopher H. **Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland**. Based on interrogations by West German Prosecutors, looks at 500 ordinary men in drab green uniforms could calculatedly murder 38,000 with guns and send 45,000 more to gas chambers of Treblinka. NY: Harper Perennial, 1992. 8<sup>th</sup> grade and up
- Grobman, Alex and Daniel Landes Editors. **Genocide: Critical Issues of the Holocaust**. (Companion to the Film Genocide) Well-rounded textbook of many authors that contributed their expertise on the Holocaust. The book covers from The approaching of the Holocaust to Post War. Los Angeles, CA: The Simon Wiesenthal Center and New York: Chappaqua: Rossel Books, 1983.
- Landau, Elaine. **Nazi War Criminals**. Four prominent Nazis are examined Adolf Eichmann, Josef Mengele, Klaus Barbie and Kurt Waldheim, their role in the Nazi regime. NY: Watts, 1990.
- Lang, Berel. **Act and Idea in the Nazi Genocide**. The book is an important attempt made to face the philosophical implications made by the Nazi genocide. Chicago: The University of Chicago Press, 1990.
- Meinbach, Anita Meyer and Miriam Klein Kassenoff. **Memories of Night: A Study of the Holocaust**. Includes Historical Perspectives, Literature from the Holocaust, The Holocaust: Lessons for Today. Frank Schaffer Publications, Inc., 1994. 5-8<sup>th</sup> grade Social Studies School Service
- Mirk, Paul. **Touch Choices- Today and in History**. A program to develop skills in ethical decision making. Three stories are used one on the Armenian Genocide, The Civil Rights Movement and the third a journalist’s integrity. 1999. Matching 30 minutes video in color. Social Studies School Service 6-8<sup>th</sup> grade
- **Nuremberg: A Simulation of the International Military Tribunal of 1945-48**. Students portray prosecutors and defense attorneys, witnesses and defendants- a recreation of the actual trial-questions presented are moral and legal dilemmas as the limits of one’s personal obedience to one’s country and the rights of the victorious leaders to judge. Reproducible student and teacher’s guide. Interact. Social Studies School Service

- Quenk, Rachel. **The Spirit that Moves Us**. A Literature-Based Resource guide, teaching about the Holocaust and Human Rights. The Holocaust Human Rights Center of Maine, 1997. Social Studies School Service. 5-8<sup>th</sup> grades
- Tusa, Ann and John. **The Nuremberg Trial**. The book raises the important question about the validity of international tribunals of justice. The authors give the account of the background of the trial, the proceedings and the legal battles of the prosecution, the defense and the judges. NY: Atheneum, 1986.
- Totten, Samuel Ed and William S. Parsons and Israel Charney. **Century of Genocide: Eyewitness Accounts and Critical Views**- Fourteen examples of Genocide are examined. Garland, 1997.

## LEGACY

### Art, Poetry, Testimonies, Songs and Plays

(Student and Teacher)

- Blatter, Janet and Sybil Milton. **Art of the Holocaust**. 350 artworks created in ghettos, concentration camps and in hiding. NY: Rutledge Press, 1981. 6- 8<sup>th</sup> grade. Caution on certain graphic paintings and drawings.
- Borenstein, Emily. **Night of the Broken Glass**. Poetry evolves around 3 themes: "I Must Tell My Story", "May It Never Be Forgotten", "Psalm of Hope" illustrated with art work. Mason, TX: Timberline Press, 1981. 7<sup>th</sup> and up
- Duba, Ursula. **Tales from a Child of the Enemy**. Friendship between German of post war times and Jewish boy who suffered through the atrocities. These narrative poems are written from a different perspective. NY: Penguin Books, 1997. 8<sup>th</sup> and up
- Eisen, George. **Children and Plays in the Holocaust: Game Among the Shadows**. University of Mass Press, 1990.
- Fisch, Robert O. **Light From the Yellow Star**. A Lesson of Love from the Holocaust. Written from an eminent pediatrician, visual artist and survivor, this book offers an eloquent narrative of his experiences through paintings and prose. It exudes a hopefulness about life amid the terrible suffering. Yellow Star Foundation, 1990. 5<sup>th</sup> and up
- Fisher, Adam. **An Everlasting Name**. A Service for Remembering the Shoah-(Holocaust) Springfield, NJ: Behrman House, 1991. 8<sup>th</sup> and up
- Green, Gerald. **The Artists of Terezin**. Drawings and illustration from the victims of Terezin NY: Hawthorn Books, 1978. 8<sup>th</sup>
- Hyett, Barbara Helfgott. **In Evidence: Poems of the Liberation of Nazi Concentration Camps**. Poems collected representing the Allied troops that liberated the camps in Europe in 1945. Pittsburgh University Press, 1986. 7<sup>th</sup> and up
- Kahn, Leora. **When They Came to Get my Father**. 50 concise testimonies, illustrated with photos. NY: Arcade, 1996. Distributed by Little, Brown
- Kalisch, Shoshana. **Yes, We Sang !** Songs of the Ghettos and Concentration camps. NY: Harper and Row, 1985. 5<sup>th</sup> and up
- Korwin, Yala. **To Tell the Story: Poems of the Holocaust**. The author draws from her own experience. NY: The Holocaust Library, 1987. 6<sup>th</sup> and up
- Malle Louis and Anselm Hollo. **Au Revoir Les Enfants/Goodbye,Children:A Screenplay**. Based on the book and the movie, story of the occupation of France as seen through the eyes of a young Jewish boy who lives in a convent as Roman Catholic. Grove Press, 1988. - 7-8<sup>th</sup> grade There is Video by the same name
- Rogasky, Barbara. **Smoke and Ashes**. The author examines the causes, events and legacies resulting from the Holocaust. NY: Holiday House, 1988. 6<sup>th</sup> and up
- Rubin, Janet E. **Voices: Plays for Studying the Holocaust**. Children love the opportunity to act and these plays provide them with that opportunity. They appeal to the artistry in students providing them with an educational experience. These plays become a vehicle through which the Holocaust can be taught. Information about the playwrights and the contexts of the plays and activities are included in this volume. Lanham, Maryland: The Scarecrow Press, Inc., 1999. 6-8<sup>th</sup> grade and up



- Shaw, Robert. **The Man in the Glass Booth.** Story of Adolph Eichmann. Grove Press Inc., 1968. PB 8<sup>th</sup> and up
- Mauro, Robert. **Children of the Holocaust.** Contemporary Drama Series Box 7710, Colorado Springs, Co 80933
- Steinhorn, Harriet. **Shadows of the Holocaust.** Plays, readings and program resources Rockville, Md. Kar-Ben, 1983. 5<sup>th</sup> and up
- Volavkova, Hana, editor. **I Never Saw Another Butterfly.** Children's drawings and poems from Terezin Concentration Camp NY: Schocken Books, 1993. 5<sup>th</sup> and up
- **I Never Saw Another Butterfly:** A Play Full play about the children of Terezin-Turtleback (June 1999)