



Curriculum for the “Everyday Objects: Artifacts from Washington State Holocaust Survivors” Poster Series

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2009

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Kim Spradlin has been teaching for more than 16 years at Eastmont High School in East Wenatchee. As the English Dept. Chair, she teaches Honors & AP English, and U.S. History. Kim has attended numerous professional development programs on Holocaust and genocide education through the Holocaust Center, and has led workshops on the subject in her district. Her interest in the subject has led her throughout the world to visit Holocaust-related sites and to study this history in the places it occurred. Kim serves on the Holocaust Center's Education Advisory Committee.



This project was made possible thanks to generous funding from 4Culture/King County Lodging Tax Fund.

“Everyday Objects: Artifacts from Washington State Holocaust Survivors” Poster Series – Curriculum

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1.0 INTRODUCTION

The Holocaust was the state-sponsored, systematic persecution and destruction of European Jewish people by the Nazis and their collaborators between the years 1933-1945. While Jews were the primary target of Nazi hatred, the Nazis also persecuted and murdered Roma and Sinti (Gypsies), homosexuals, Jehovah's Witnesses, Poles and people with disabilities. Six million Jews were murdered in the Holocaust. Of these 6 million, 1.5 million were children. (See poster "Baby Picture" for the story of just one of these children, and the poster "Blanket" for the story of a deaf man who survived the Holocaust.)

Jewish people have lived in Europe for more than 2000 years. Jewish communities existed in Eastern Europe, Western Europe and in countries such as Greece and Turkey. These Jewish communities were diverse, varying in traditions, customs, and language.

In 1933, the Nazi party was elected in Germany; Adolf Hitler was appointed Chancellor. Hitler and the Nazi party quickly put into practice their belief that Germans were "racially superior." Groups that were not "Aryan" (as defined by the Nazis) were considered weak and a burden to the growth and strengthening of the German/Aryan peoples. The Jewish people of Germany (less and 1 percent of the population) were not only defined as "inferior," but became the primary target for Nazi hatred. (See the poster "Badges" for stories of how the Nazis defined and identified Jews, and the poster "Cigarette Card Album" for an example of Nazi propaganda.)

The situation for Jewish people in Germany under the Nazi party worsened. While many Jews search for ways to leave the country, others regarded Germany as their home – their families having lived there for centuries. Restrictions against Jews multiplied in the 1930's; obtaining the proper paperwork and finding a location to which to flee became increasingly difficult for Jews. (See posters "Passport" and "Typewriter" for stories of survivors who were able to leave Germany.)

On September 1, 1939, Germany invaded Poland and World War II began. The Polish Army was quickly defeated and the German forces continued on to occupy Denmark, Norway, the Netherlands, Belgium, Luxembourg, France, Yugoslavia and Greece. (See the poster "Autograph Book" for Hester's experience in the Netherlands.)

In 1941, the German army invaded the Soviet Union, and between 1941 and 1942 six major killing centers were established in Poland: Belzec, Chelmno, Sobibor, Treblinka, Majdanek, and Auschwitz-Birkenau. These camps existed only, or primarily for, the purpose of killing people. Other camps – concentration camps and labor camps – were used for holding people and/or slave labor. (See the posters "Bowl from Sobibor" and "Bowl from Lenzing" for experiences within camps.)

The Germans occupied Hungary in March, 1944. Ghettos were rapidly established and only one month later, Hungarian Jews began to be deported. Between April and July of 1944 approximately 444,000 Hungarian Jews were deported, most to Auschwitz (USHMM). The Hungarian Jews were the last large group to be deported to Auschwitz. Approximately 825,000 Jews lived in Hungary in 1941; 255,000 survived the war (USHMM). (See the poster "Bowl from Allach" for Magda's story as a Hungarian Jew.)

In January 1945, the Russian armies moved west, overtaking many of the areas that had been occupied by the Germans. Auschwitz, along with several other camps, was liberated. In May 1945, the war came to an end as the Allies marched into Germany and Poland and the German army surrendered. Six million of the nine million Jews in Europe were murdered in what is now called “The Holocaust.” (See the posters “Photograph” and “Identity Card” for stories of life right after liberation.)

The word “holocaust” originally meant a sacrifice that was totally burned by fire. Today the word “**Holocaust**” is used to refer to the time period of 1933-1945 when the Nazis and their collaborators systematically murdered 6 million Jewish people and targeted millions of others. The Hebrew word **Shoah**, which means “catastrophe” or “destruction,” is also commonly used to refer to the Holocaust.

In 1944, Raphael Lemkin, a Polish-Jewish lawyer, introduced a new word, “genocide,” to the English language. The word is made from the ancient Greek word “*genos*” (race, tribe) and the Latin “*cide*” (killing).

Born in 1900 on a small farm in Poland, Raphael Lemkin was deeply affected by the persecution and mass murder of the Armenians. He later experienced antisemitic pogroms (riots) in his own country of Poland. He strongly believed in legal protection for groups and fought tirelessly throughout his life for this cause.

When the German army invaded Poland in 1939, Lemkin escaped and came to the United States. He later learned that 49 members of his own family were murdered in the Holocaust.

Every day he spoke to government officials, national and international leaders, and to anyone who might listen on the importance of recognizing genocide as a crime.

On December 9, 1948, the United Nations approved the Convention on the Prevention and Punishment of Genocide. Lemkin continued to devote his life to the cause. He died in 1959.

The Convention on the Prevention and Punishment of Genocide (often referred to as the Genocide Convention) defines genocide as the following:

...any of the following acts committed with intent to destroy, [in whole or in part](#), a national, ethnical, racial or religious group, as such:

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

– Convention on the Prevention and Punishment of the Crime of Genocide, Article II

The Genocide Convention became an internationally recognized law in 1951. Many of the world's most powerful countries, including the United States, delayed support for the ratification of the Genocide Convention for various reasons. The United States ratified the Convention on Genocide in 1988.

The 20th century has been called the Century of Genocide, and the 21st Century doesn't yet look any better. We have a great deal to learn from studying the Holocaust and genocide – both on a global level and on an individual level.

Genocide begins with small acts of prejudice and stereotyping. Each of our actions and decisions makes a difference. As we read and study about the Holocaust and genocide, each of us must struggle with difficult questions: “What is my responsibility?” and “How do my actions and choices affect the world around me?”

Studying the Holocaust and genocide was not meant to be easy – it is complicated and difficult. If your answers lead you to more questions – you are on the right path.

The Holocaust Center is here to help and support educators and students who are studying the Holocaust and genocide. Please feel free to contact us.

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1.1 ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (EALRS) & OBJECTIVES

EALRS

- ✓ **Social Studies 4.3:** The student understands that there are multiple perspectives and interpretations of historical events
- ✓ **Social Studies 4.4:** The student uses history to understand the present and plan for the future
- ✓ **Social Studies 5.2:** The student uses inquiry-based research
- ✓ **Social Studies 5.4:** The student creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience
- ✓ **Communication 1.1:** Uses listening and observation skills and strategies to focus attention and interpret information
- ✓ **Communication 1.2:** Understands, analyzes, synthesizes, or evaluates information from a variety of sources
- ✓ **Communication 3.1:** Uses knowledge of topic/theme, audience, and purpose to plan presentations
- ✓ **Writing 2.1:** Adapts writing for a variety of audiences
- ✓ **Writing 2.2:** Writes for different purposes
- ✓ **Writing 2.3:** Writes in a variety of forms and genres
- ✓ **Writing 3.1:** Develops ideas and organizes writing
- ✓ **Writing 3.2:** Uses appropriate style
- ✓ **Writing 3.3:** Knows and applies appropriate grade level writing conventions
- ✓ **Reading 1.2:** Use vocabulary (word meaning) strategies to comprehend text.
- ✓ **Reading 1.3:** Build vocabulary through wide reading.
- ✓ **Reading 2.1:** Demonstrate evidence of reading comprehension.
- ✓ **Reading 2.2:** Understand and apply knowledge of text components to comprehend text.

- ✓ **Reading 2.3:** Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
- ✓ **Reading 2.4:** Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.
- ✓ **Reading 3.1:** Read to learn new information.
- ✓ **Reading 3.4:** Read for literary experience in a variety of genres.

LEARNING OBJECTIVES

Students will be able to:

- Study and analyze firsthand accounts of historic events.
- Distinguish between primary and secondary sources.
- Identify the intrinsic value of heirlooms in understanding the Holocaust.
- Appreciate the importance of memory and testimony in recording the impact of the Holocaust.
- Access primary source material that relates to life in Europe before, during, and after Nazi occupation.
- Develop a sense of empathy for individuals affected by the Holocaust as related to them through personal objects of individual survivors, liberators, rescuers, both Jewish and non-Jewish.
- Recognize Holocaust artifacts as a record of human experience and historical documentation.
- Develop the skill to analyze objects and photos and make connections to history based on what is being shown.
- Make personal connections with the objects and photos based on similarities to their own lives.
- Discover, through the study of personal and historical objects, the 'human faces' of the Holocaust.
- Experience that their own creativity and academic pursuits serve as legitimate and valuable responses to the Holocaust.
- Develop their writing skills especially as it relates to revising and reframing their thinking about history and the Holocaust.

1.2 GUIDELINES FOR TEACHING ABOUT THE HOLOCAUST

As determined by the United States Holocaust Memorial Museum (USHMM). For a complete text of the guidelines with details please visit www.ushmm.org.

1. Define the term “Holocaust.”

The Holocaust refers to a specific genocidal event in 20th century history: 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 – 6 million were murdered; Gypsies, the handicapped, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah’s Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi tyranny.

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

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

3. Avoid simple answers to complex questions.

Allow students to think about the many factors and events that contributed to the Holocaust and often made decision-making difficult and uncertain.

4. Strive for precision of language.

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

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

There exist multiple perspectives including: victims, bystanders, perpetrators, children, adults, etc. Consider examining the actions, motives, and decisions of each group. Portray all individuals, including victims and perpetrators, as human beings who are capable of moral judgment and independent decision making.

Students should be encouraged to consider why a particular text was written, who wrote it, who the intended audience was, whether there were any biases inherent in the information, whether any gaps occurred in discussion, whether omissions in certain passages were inadvertent or not, and how the information has been used to interpret various events.

6. Avoid comparisons of pain.

One cannot presume that the horror of an individual, family, or community destroyed by the Nazis was any greater than that experienced by victims of other genocides.

7. Do not romanticize history.

People who risked their lives to rescue victims of Nazi oppression provide useful, important, and compelling role models for students. However, given that only a small fraction of non-Jews under Nazi occupation (estimated at .005%) helped to rescue Jews, an overemphasis on heroic tales can result in an inaccurate and unbalanced account of history.

8. Contextualize the history.

Study of the Holocaust should be viewed within a contemporaneous context, so students can begin to comprehend the circumstances that encouraged or discouraged particular actions or events. For example, when thinking about resistance, consider when and where an act took place; the immediate consequences to one's actions to self and family; the degree of control the Nazis had on a country or local population; the cultural attitudes of particular native populations historically toward different victim groups; and the availability and risk of potential hiding places.

Encourage your students not to categorize groups of people only on the basis of their experiences during the Holocaust: contextualization is critical so that victims are not perceived only as victims.

9. Translate statistics into people.

Show that individual people's families of grandparents, parents, and children are behind the statistics and emphasize that within the larger historical narrative is a diversity of personal experience.

10. Make responsible methodological choices.

Be sensitive to appropriate written and audiovisual content. Graphic materials should be used judiciously and only to the extent necessary to achieve the objective of the lesson.

Avoid simulation activities and activities that attempt to re-create situations. Such activities oversimplify complex events and can leave students with a skewed view of history. Even worse, they are left with the impression at the conclusion of the activity that they now know what it was like during the Holocaust.

2.0 ARTIFACT ANALYSIS

Written by Larry Kolano

IN THIS LESSON

Artifacts are objects made and used by people that can inform students about what life was like in the past. In this lesson, students will explore and analyze the items in an artifact folder, an important first step in developing historical empathy. The interpretation of these artifacts encourages students to construct their own meaning and ideas about the history that surrounds us.

OBJECTIVES

- To develop habits of historical inquiry by analyzing visual evidence
- To learn how to interpret visual information
- To develop language skills and thought processes while working with objects
- To encourage creativity

ARTIFACTS

EVERYDAY OBJECTS: Artifacts from Washington State Holocaust Survivors:

- Bowl from Sobibor
- Passport
- Typewriter
- Bowl from Lenzing
- Autograph Book
- Identify Card
- Badges
- Baby Picture
- Photograph
- Blanket
- Cigarette Card Album
- Bowl from Allach

ADDITIONAL MATERIALS

Artifact Analysis Worksheets (included here on pages 11 & 12)

Pencils

Index Cards

ACTIVITY

1. Begin by explaining to the students that they will be using photos of artifacts to study the history of the Holocaust, 1933-1945. (For example, their backpacks might one day be artifacts that will tell people how kids carried their belongings in the early 21st century.)
2. Print photos of artifacts from the CD. Print the descriptions separately. You may or may not choose to make their descriptions available to the students as they analyze the objects.
3. Present the artifact photos to the students. You might want to use some kind of container such as an old trunk or suitcase to pull the photos from.
4. Randomly distribute copies of the artifact photos to the students.
5. Model the process of reading an artifact with the students. First describe the physical qualities of the object. What is it made of? Who made the object and why? Are objects like this still used today? If so, how have they changed or stayed the same? Lead the students in the practice of using good descriptive adjectives.
6. Distribute artifact analysis worksheets to each student to complete.
7. Have the students prepare a short written analysis of the artifact based on the answers to the Artifact Analysis Worksheet questions.
8. When the students have completed the worksheets and their written analysis papers, have them share their findings with the class and make a prediction about the time period the artifact represents. If students are on the right track, have them continue on to step 8. (If not, provide hints or clues so students can properly identify their objects before continuing.)
9. Distribute the artifact posters. Using the photographs of the artifacts and the information provided on the posters, the students (working in groups) could create a bulletin board museum for their artifacts. On an index card each student group should identify the artifact and its time period, and summarize the purpose and/or the historical event it is associated with. Photos and student index cards could be posted and this classroom museum shared with the rest of the school as an exhibition.

Adapted from a lesson developed and written by Anita McGowan for the Chicago History Museum

ARTIFACT ANALYSIS STUDENT WORKSHEET

TYPE OF ARTIFACT

Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.

SPECIAL QUALITIES OF THE ARTIFACT

1. Was it made by hand or by machine? How do you know?
2. Describe its size, shape, color, and texture.
3. How heavy is it? Would it have been used by one person or by a group?
4. Does it have any movable parts?
5. Are any words or images stamped or inscribed on its surface?
6. Include in your report a sketch or photograph of the item.

USES OF THE ARTIFACT

1. What do you believe this item was used for? Could it have had more than one purpose or use?
2. During what period of history might this have been used?
3. Who would have used it? Is it specific to a particular trade or profession?
4. Is it likely to have been used more often by men or by women?
5. Would using it properly require another part or machine to make it work?
6. Where would it have been used?
7. Is it similar in appearance or use to anything in use today? Explain.

WHAT DOES THE ARTIFACT TELL US?

1. What can you learn or deduce from this artifact about the lives and activities of the people who might have used it?
2. What can you learn or deduce from this artifact about the culture and technology of the period in which it was used?
3. Would its use have required special skills or training?
4. Is it similar to artifacts that people might use today? Include, if possible, a photograph or sketch of a similar item we might see or use today.
5. How does it differ from modern artifacts with similar uses? Consider size, shape, attractiveness, safety, efficiency, complexity of use, and any other differences you can find.

Adapted from the Artifact Analysis Worksheet designed and developed by the Education Staff, National Archives and Records Administration

3.0 ARTIFACT INVESTIGATION CIRCLES

Written by Josephine Cripps

This activity can be used with any or all of the Everyday Objects posters.

Artifact Investigation Circles are a variant of Literature Circles. Like Literature Circles, Artifact Investigation Circles are student-centered, collaborative activities that encourage student learning *and* student teaching.

HOW TO SET UP THE ARTIFACT INVESTIGATION CIRCLE

Through self-selection or teacher assignment, students form small groups of five. Each small group is assigned one of the posters in the Everyday Objects series.

Each student in the small group is assigned one of the five roles listed below:

1. **Discussion Director.** This student leads the panel discussion the group “performs” when they present their poster to the class. This student is responsible for generating a list of at least five questions to be answered by the panel. The Director’s questions are thoughtful, relevant, and open-ended. They are the kinds of questions that encourage deep, not shallow, conversation.
2. **Travel Tracer.** This student creates a map on which the places mentioned in the poster are labeled. The map is clear, colorful, accurate, and easily seen from some distance.
3. **Illustrator.** This student uses the poster as inspiration for a work of visual art, to be shared with the class. The art is interesting and in some way connected to the Everyday Object. When the Illustrator presents the artwork, he or she asks the audience for their interpretations of the piece. After the audience has shared ideas, the Illustrator explains his or her interpretation of the piece.
4. **Vocabulary Enricher.** This student pulls unfamiliar words from the poster in order to create a list of new words, and their meanings, to be shared with the class. The Vocabulary Enricher’s list is generally 8-12 words long. The Vocabulary Enricher is responsible for distributing a word list to all students in the class.
5. **Connector.** This student uses the poster as a point of departure, a way for students to examine how the poster’s everyday object is relevant to their own lives. Thinking symbolically about the Every Object, the Connector sees and shares ways in which the past is not truly past, and the foreign is familiar.

PROCEDURE FOR THE ARTIFACT INVESTIGATION CIRCLE

1. Together in their small groups, the students read their Everyday Objects poster aloud and study the photographs.
2. Individually, each student in the small group performs the task his or her role requires. This individual work is assigned as homework.
3. The whole class reconvenes. One at a time, each small group shares its knowledge with the whole class. Each small group presents a panel discussion, facilitated by their Director. During their panel discussion, every student in the small group fulfills the obligations of his or her assigned role, and the students also discuss their Director's five questions.
4. After the panel discussion, the audience members—the other students in the class—may ask questions of the panel and offer their own comments.

ASSESSMENT

Assessment of the Artifact Investigation Circle participants is informal and ongoing.

The teacher may also assess audience learning in particular content areas. For instance, the teacher may test students on vocabulary or geography they've learned from their peers.

4.0 SUGGESTED GUIDING QUESTIONS FOR THE POSTERS

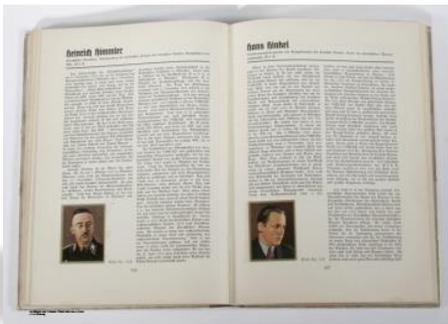
By Josephine Cripps

The following questions suggest ways for students to explore the artifacts in the Everyday Objects Poster Series. The questions are intended to do the following:

- Increase students' empathy
- Deepen students' historical imagination
- Exercise and develop students' consequential thinking about the past, the present, and ultimately the future
- Promote students' perception of themselves as active global citizens

POSTER QUESTIONS

Cigarette Card Album: Propaganda from the Early Nazi Regime



Joseph Goebbels was Minister of Propaganda for the Third Reich. If Goebbels had lived in the age of the Internet, how do you think he might have used this technology? Be specific.

During World War II, in the United States, ugly portraits of Nazi leaders were printed on the backs of cereal boxes. Along with the portraits came directions: children were instructed to cut out the portraits, hang them on a tree or wall, and throw rocks at them. Compare and contrast the way these two forms of media (cereal boxes and cigarette cards) attract youth and the

messages they send.

Today, there is a pervasive neo-Nazi presence on the Internet. What should we do about it?

Autograph Book



Autograph books are nothing more than collections of inscriptions and signatures, and yet they have been popular for centuries. Today, school yearbooks often take the place of autograph books. In your view, why are these items popular? What emotional value do autograph books and yearbooks contain? Do you buy your school yearbook when it comes out? Why, or why not? What is Yearbook Day like at your school?

Baby Picture



Approximately 1 ½ million Jewish children were murdered by the Nazis and their collaborators. Hans Weinberg was one such child, and while it is too late to save him, it is never too late to honor his life through our remembrance of his innocent, joyous smile. What are three specific actions we can take to honor the memory of young Hans Weinberg?

Hans's parents Walter and Ruth Weinberg were refugees. Today there are approximately 15 million refugees in the world, and more than half of them are children. Most of us know refugees. Some of us have been refugees—or may be refugees today. What are the obstacles refugees face? What are some specific ways in which all of us can help refugees?

Like Hans Weinberg, too many children are in danger of starvation, torture, and murder, and while we want to help these children, we feel powerless. In light of this feeling of powerlessness, consider this:

THE CHILDREN'S PLEDGE

The fight for justice starts and ends with me.
Truth is the sound of what I may say.
I can only be well when others are free
And right has a price I'm prepared to pay.

I refuse to be afraid
Of force or hatred.
I will pull their lies like weeds,
Plant gardens of more generous seeds.

If I turn my back and walk away
Who will ask for others what I want for me?
I can only be well when others are free
And right has a price I'm prepared to pay.

--Gwyneth Lewis, National Poet of Wales

In Wales, on Holocaust Memorial Day 2006, children from all over the country took this pledge together. What are pledges intended to do? Do you think pledges make a difference in peoples' lives, or are they just words? Are you personally empowered by taking pledges?

As you think about all that you've learned over the course of your life, create a pledge or an oath that *you* find valuable. Don't worry about its value for others. What words give *you* strength and purpose?

Bowl from Sobibor

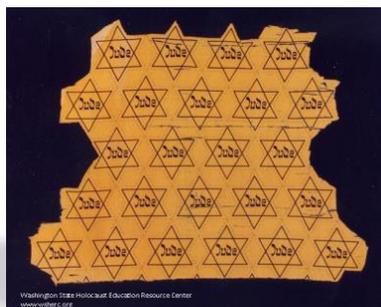


Thomas Blatt knew that “death was our destiny,” and yet he ignored destiny and helped plan the revolt at Sobibor. What were Thomas Blatt’s reasons for fighting in the face of impossible odds?

Are there battles you are willing to fight, even though you are destined to lose?

After the war, Thomas Blatt became a writer. How is writing a way of doing battle?

Badges



In 1984, almost forty years after the war ended, survivor Thomas Blatt came upon a piece of fabric imprinted with “Stars of David.” What do you imagine ran through Thomas Blatt’s mind as he laid eyes on the fabric? What do you imagine Thomas felt and thought as he picked up the fabric and held it in his hands?

Survivor Henry Freidman wrote, “Who was going to protect you? Nobody was out to protect the Jew.” Those who did nothing to protect the Jews are known as *bystanders*. Today, in the face of injustice, people are too often bystanders.

Being a bystander may seem like the easy way out of a bad situation, but in fact being a bystander comes at a terrible cost. What is the price we pay for being bystanders?

Blanket



Holocaust historians have noted that Jews possess *double memory*, a sort of two-pronged recollection of both the “indescribable evil” and the “transcendent good” that marked the Jewish experience of the Holocaust. Can you imagine how Fred Fedrid’s blanket might evoke double memory? Use your knowledge of history, along with your historical imagination, to discuss how indescribable evil--and transcendent good—might shape the “life story” of an artifact such as Fred Fedrid’s blanket.

Today, Dachau exists as a museum and memorial. In your view, what is the purpose of transforming a concentration camp into an educational center and a site of remembrance? What value do such places hold? Are there places in today’s world that you would like to see re-invented as museums or commemorative sites?

Bowl from Allach



Today, all over the world, BMW vehicles are expensive, prized, and popular. If you were shopping for a car, how would you feel about purchasing a BMW?

A *reparation* is a compensation made for a wrong doing. Reparations are often monetary--payments intended to make amends for war crimes or injustices committed against groups of people. During World War II, the BMW Corporation used Jewish slave labor to build

warplanes for the Third Reich. As a consequence of this action, should BMW pay reparations to its former Jewish slaves or their families?

During World War II, more than 110,000 Japanese-Americans were unjustly imprisoned by the U.S. government because they were viewed as a threat to national security. The imprisonment of these innocent people, most of whom were American citizens, is known today as the Japanese-American Internment. From 1990-1998, the victims of the Japanese-American Internment (or the families of deceased victims) received reparations of \$20,000 each from the U.S. government. In your view, should reparations be paid to other victims of injustice? For example, should the descendants of African-American slaves receive reparations? What about the descendants of displaced Native Americans?

Bowl from Lenzing



Seattle resident Mel Wolf was the husband of Ilse Huppert Wolf. After his wife's death, Mel Wolf bequeathed her bowl, a spoon, and a piece of rope to the Holocaust Center. Why are these three items priceless gifts? What makes such simple objects invaluable to us today?

War profiteers are individuals or organizations that improperly benefit from hostilities between nations or groups. During World War II, the *Lenzinger Zellwolle Company* was a *war profiteer*. The company

colluded with the Third Reich to force Jews to work as slaves in its manufacturing plants. War profiteering continues in today's world. How do modern companies profit from war?

During World War II, U.S. President Harry Truman called war profiteering "treason." Do you agree or disagree? Explain.

Identity Card



Examine your school ID card, or your ASB card. What does the card reveal about you? And, what does the card *not* reveal?

Examine your driver's license, or someone else's. What does the license reveal about the license holder? What does it *not* reveal?

There are currently several different bills before the U.S. Congress that would require Americans—both citizens and non-citizens--to carry a national identity card. In your opinion, should the U.S. government require people to carry identity cards? Explain.

Passport



In the United States, only 10% of the population holds a passport; passports are not used by most Americans. As you study Stephen Adler’s passport, think about your own life. Do you own a passport? What activities require a passport?

In the United States today, what forms of identification are required?

Stephen Adler’s passport was stamped with a J, and his middle name was listed as Israel. These were ways by which the Nazi state identified Stephen. Why do governments identify their citizens? What advantage do governments gain by identifying certain groups of people?

In today’s world, if U.S. officials wanted to use passports to identify certain individuals or groups, whom might they wish to identify? And *how* might the government identify certain people? What stamps or other means might the government use?

What, if anything, prevents the U.S. government from issuing a passport that indicates the bearer’s religion?

Photograph



Look closely at the photograph *Unaccompanied Children* then consider this statement by Nobel laureate William Faulkner: “The past is never dead. It’s not even past.” What connection can you see between the photograph and Faulkner’s statement? Do you agree or disagree with Faulkner? Explain.

After the Nazis surrendered, John Rock oversaw five camps for Displaced Persons. Later he wrote of this work, “Even if I received no thanks, I would have been more than happy to do it.” Why do you think John Rock felt this way? Have you ever felt this way about work you’ve done, or actions you’ve taken? Can you imagine a future job or career that might fulfill you the way John Rock was fulfilled by his work?

Typewriter



Kurt Rosenberg’s life was profoundly changed because his employer, the Leitz Company, chose to intervene on his behalf. What responsibilities do modern companies have to their employees?

Kurt Rosenberg’s typewriter was his lifeline to the people he loved. What is your lifeline to the people you love?

5.0 MAPPING ACTIVITY

By Josephine Cripps

In this lesson, students map the “journeys” undergone by the Everyday Objects artifacts. This activity can be used with any or all of the Everyday Objects posters.

MATERIALS

Atlases or maps

Outline maps of Europe or the world (11” x 17”)

Outline map of the world (large wall-size)

PROCEDURE

Students work in teams of three. Each team receives one of the Everyday Objects posters. Distribution is random.

Regardless of which poster the students receive, they perform the following tasks:

1. Together students read the poster carefully, noting every place referred to in the text. Places include towns and cities, regions, countries, and concentration camps.
2. Using a blank outline map, students locate and label all the places on their list.
3. Students create a key for their map. This key identifies any camps or sub-camps the students have mapped.

When teams have finished their individual maps, they reconvene for whole-class work.

Meanwhile, at the front of the class, the teacher hangs a very large wall map—a blank outline map—of the world.

A student is named Facilitator. The Facilitator guides a collaborative effort to map *all* the individual journeys described in the Everyday Objects poster series: One by one, the teams report out and add “their” places to the map. Places do not have to be labeled more than once.

Note: Color coding and arrows are helpful as the class eventually labels the journeys of all twelve Everyday Objects. The map will get messy!

During and after the mapping work, the teacher asks open-ended questions. A few suggestions are below:

- What do you notice?
- Do you see any patterns emerging?
- What do you make of the camps’ locations?
- Find the map’s scale, and let’s estimate some distances.
- In 1941, what were some of the safest places to be born? What were the most dangerous places?
- Which countries look most vulnerable to invasion?
- Which countries look least vulnerable to invasion?
- What role did bodies of water play during the Holocaust?

The teacher might choose to end the activity with a journal question, a “stretch question” that asks students to connect history to their own lives. Suggested journal questions are below:

- What places have you traveled to in your life?
- Why did you travel to those places?
- What is the difference between a tourist and a refugee?
- Were you ever forced to travel somewhere?
- If this were 1941, where would you want to be living? Why?

ASSESSMENT

The teacher might consider a “Magic Number Quiz.” That is, students who score below the magic number 90% are required to re-study and re-take the quiz until they succeed. With enough practice and re-testing, all students succeed.

FOR THE TEACHER: LIST OF PLACES NAMED IN THE EVERYDAY OBJECTS POSTER SERIES

Cigarette Card Album: Propaganda from the Early Nazi Regime

Bremen, Germany	Dachau Concentration Camp, Germany
France	Seattle, Washington
Germany	

Autograph Book

Auschwitz Concentration Camp, Poland	Overveen, Holland
Zandvoort, Holland	New York, New York
Amsterdam, Holland	New Jersey, United States
Westerbork Transit Camp, Holland	

Baby Picture

Germany	Camp, Czechoslovakia
Cuba	Auschwitz Concentration Camp, Poland
Belgium	Seattle, Washington
Westerbork Transit Camp, Holland	Washington, D.C.
Terezin (Theresienstadt) Ghetto/Concentration	

Badges

Sobibor Death Camp, Poland	Greece
Hungary	Lithuania
Poland	Latvia
Lodz Ghetto, Poland	Romania
Belgium	Silesia (Poland)
Amsterdam, Holland	Greece
Alsace	Serbia
Bohemia	Belgrade
Slovakia	Sofia
Bulgaria	

Blanket

Auschwitz Concentration Camp, Poland
Dachau Concentration Camp, Germany
Vienna, Austria
Lodz Ghetto, Poland

Southern California
New York, New York
Denver, Colorado

Bowl from Allach

Allach, a sub-camp of Dachau
Dachau Concentration Camp, Germany
Gyor, Hungary
Auschwitz Concentration Camp, Poland
Plaszow Slave Labor Camp, Poland

Augsburg Slave Labor Camp, Poland
Muhldorf Slave Labor Camp, Poland
Buchenwald Concentration Camp, Germany
Seattle, Washington

Bowl from Lenzing

Lenzing, a sub-camp of Mauthausen
Mauthausen Concentration Camp, Austria
Vienna, Austria
Terezin (Theresienstadt), Czechoslovakia
Auschwitz Concentration Camp, Poland

Lublin District, Poland
Majdanek Concentration Camp, Poland
Belzec Death Camp, Poland
Treblinka Death Camp, Poland
United States

Bowl from Sobibor

Sobibor Death Camp, Poland
Izbica, Poland

Lublin, Poland
Seattle, Washington

Passport

Berlin, Germany
Sachsenhausen Concentration Camp, Germany
Hamburg, Germany

Southampton, England
Seattle, Washington

Identity Card

Vienna, Austria
Dachau Concentration Camp, Germany
Toppenish, Washington
Yakima, Washington
Camp Roberts, California
France

Germany
Austria
Buchenwald Concentration Camp, Germany
Czechoslovakia (now called Czech Republic/Slovakia)

Photograph: Unaccompanied Children

Kassel, Germany
Vienna, Austria
England
Auschwitz Concentration Camp, Poland

Jasenovac Concentration Camp, Yugoslavia
Canada
United States

Typewriter

Germany
Israel (formerly Palestine)

Lodz Ghetto, Poland
United States, including Seattle, Washington

6.0 POETRY: PHOTO POEM

A POETRY WRITING ACTIVITY

This creative writing assignment does not address the artifacts themselves. Instead, the activity involves photographs from the Everyday Objects poster series.

For this work, students are invited to choose a photograph and experience it fully through the use of poetic expression. The task is intended to increase students' empathy and exercise their historical imagination.

You might choose to print certain photos individually. All photos are available on the curriculum CD.

PROCEDURE

Each student chooses a photograph he or she finds interesting. The photograph should contain one or more human subjects. It is fine for several students to choose the same photograph--as long as they write individually.

Below are examples of photos that work well for this assignment:

- Portrait of Charles Harris (from the Cigarette Card Album poster)
- Portrait of Stephen Adler (from the Passport poster)
- Portraits of Hester Kool (from the Autograph Book poster)
- Portrait of Fanny Wald (from the Badges poster)
- Portrait of Kurt Rosenberg (from the Typewriter poster)
- Portrait of the Rosenberg Family (from the Typewriter poster)
- Portrait of Orphaned Children (from the Photograph poster)
- Arrival of Orphans (from the Photograph poster)

While examining his or her photo, each student writes answers a series of 24 questions. The teacher asks these questions *slowly*, allowing plenty of time for students to answer.

Note: Prior to beginning this activity, many students will know something about the background of the photo they're examining, and that's fine. Students are free to use their prior knowledge as they answer the teacher's questions. But whatever students do *not* know about the photo's history, they are free to invent: thoughtful invention regarding the past is key to strengthening historical imagination.

The 24 Questions

Before beginning to ask these, the teacher reminds students that they do not need to write sentences. Single words and phrases are completely acceptable.

- What physical things do you see in the image?
- What colors (or shades of black and white) dominate?
- What feelings does the photograph evoke?
- If you were in the photograph, what sounds might you hear close by?
- If you were in the photograph, what sounds might you hear in the distance?

- If you were in the photograph, what textures could you feel?
- If you were in the photograph, what would you smell?

For these next questions, the teacher asks the students to focus on a single person in the photograph:

- What does this person do during the day?
- What does this person do in the evening?
- What might this person like to do?
- What makes this person laugh?
- What makes this person cry?
- Who does this person love?
- What does this person fear?
- Describe the person's voice.
- With what objects does this person surround himself or herself?
- Who might be taking the photograph of this person?
- What is the person looking at?
- What just happened?
- What is going on in the person's mind at the time the picture was taken?
- What is the person feeling as the picture was taken?
- What memories might the person have?
- What is one question you would like to ask this person?
- What is one question this person might want to ask you?

Having answered all these questions, the students now have a substantial amount of text with which to work. This is important, because it means students will not say, "I don't know what to write." They've already written--lots!

The teacher instructs the students to do the following:

- Read what you've written.
- Choose a dozen or so answers (or lines or phrases) that you particularly like. Circle them.
- Play around with the order of the phrases to form the shape or outline of the poem.
- Decide on a point of view for the poem. Perhaps the poem is told from the point of view of the person in the photo.
- Write the poem. Tweak it. Read it to yourself, and make changes, until you like the look and the sound of it. Then share it!

POSSIBLE CULMINATING ACTIVITIES

- A poetry reading
- The publication of an anthology on paper or online

Example: Photo Poem

FOR URSULA ROSENBERG, OVER TIME

*In the black and white weave of family
Hand on arm, shoulder to chest
Rosel's fingers light as moths rest on her son's strong back*

*Your father's face is a compass pointing to a gray sky
And to you, Ursula,
Your head against his heart.*

*How strong was his grip holding your shoulders as if he were trying
To steer you away from what lay ahead?*

*Your fine hair is pulled to the side and tucked behind your ear.
You stand proud
Head high
Hands slightly fisted as if the day were turning cold.*

*Beside you Gert is dressed like a sailor
But there is no sea--
Only iron gates and rooftops sharp as knives*

*Were you clowning around a moment ago, just before the shutter snapped?
Your gaze gives nothing away
And it reaches me only now, when you are gone
No longer the child in her schoolgirl tie.*

*The moment you called now is long ago, as far past
As fires that burned in the dark before time was born
Fires that look, from here, like a starry night.*

*Your mouth is your mother's, and Gert's,
All three of you the same not-smile, not-frown. No. Something else*

*Some unformed word, frozen on your lips,
Caught between then and now.*

*You seem to want to speak, Ursula,
And your eyes do, from their dark wells.*

7.0 WRITING PROMPTS

By Tammy Grubb

Trinket Write

Prompt:

Each of us saves items that have special value to us. They can remind us of good times and bad, of friends and family, of events that impacted us greatly; they are the souvenirs of our life.

In a multi-paragraph essay, tell about a special trinket that you have saved and explain why you have saved it, and its importance or significance to you.

Lesson:

- a. Engage students in discussion of their own ‘special objects’ – the items they have collected or received as gifts over the years that have special meanings. Encourage them to think of more than dollar value, to focus more on sentiment, family, history, memory, symbolic, and personal value.
- b. As the class brainstorms the many reasons why certain objects become so important to us, list these ideas on the board. After this whole class activity, have each individual student create a list of their own special objects and then narrow that list down to the ‘most special’ one.
- c. After their one object is selected, the student should begin the writing process, addressing the prompt.

The Me Museum

Prompt:

Imagine that a museum is about to open dedicated to you and your life. People who come to the museum should leave thinking that they know you and the people, places, things, hopes, values, and dreams that make you who you are.

In a multi-paragraph essay, narrate a guided tour of your Me Museum, including three to four exhibits that tell your personal story. Be sure that you focus on and explain some of the items on display and tell how those items represent you.

Lesson:

- a. Introduce this lesson with a review of student knowledge of museums. Remind students about the different rooms (exhibits) and the items that are generally on display. Several well known museums have on-line exhibits that could be shown as examples.
- b. As a group, brainstorm organizational ideas – rooms – that they could develop. They could have a ‘Family’ room, a ‘Sports’ room, etc. Again, be sure that they are focused on the items on display and are explaining the importance of those items.

Family Treasure

Prompt:

Family treasures are often passed down through the generations. Sometimes these items are priceless in terms of monetary value, sometimes they are worth only pennies, and at other times, the treasures are not things at all. Sometimes they are just tales, precious stories told about great-

grandparents, grandparents, parents, aunts, uncles, and cousins. Stories mark family victories, defeats, tragedies, comedies, and even mysteries. Whether real or not, these are still great and priceless treasures simply because they have been passed down from one family member to another, or from one generation to another.

In a multi-paragraph essay, tell about a “family treasure” and explain why it is so priceless to you and your family.

Lesson:

- a. Introduce this lesson with a discussion of ‘family treasures’. Carefully remind students that not all treasures are real things or have real value.
- b. As a group, brainstorm examples of the kinds of items/stories they know have been passed down in their families.

PROMPTS FOR SPECIFIC ARTIFACTS IN THE EVERYDAY OBJECTS POSTER SET

1. Typewriter

Imagine that you are Kurt Rosenberg’s typewriter. Write a multi-paragraph letter to Kurt’s sister Ursula explaining to her how much your role in Kurt’s struggle to save his family meant to you.

Kurt Rosenberg’s letters to his family were full of encouragement and as the war progressed, more and more urgency and sadness. Write a multi-paragraph letter to Kurt explaining the impact that seeing his typewriter and reading his story has on students who are studying the Holocaust.

2. Autograph Book

Before there were school yearbooks, many people kept autograph books. They could be used as diaries for special occasions like graduations and communions, or simply to keep special memories in along with signatures and messages from friends and family.

Imagine that in 20 years you find one of your old junior high yearbooks hidden away in an old box.

As you look through it, it brings back memories of people you had forgotten all about.

Write a multi-paragraph essay explaining why having all your friends, classmates, and teachers sign your yearbook is so important to you.

3. Blanket

Often times a young child will have a favorite blanket or something similar that he or she must have with them at all times, especially at bedtime, giving the child a feeling of security and safety and sameness. Mr. Fedrid’s blanket is a historical artifact, a reminder of his imprisonment in the concentration camps of Auschwitz and Dachau, certainly not places of security or safety. In spite of this he kept the blanket and carried it with him to freedom in Vienna and then to a new life in America.

Write a multi-paragraph letter to your teacher in which you explain the importance of Mr. Fedrid’s blanket and how that compares/contrasts to a favorite blanket that you or a sibling may have had.

4. Cigarette Card Album: Propaganda from the Early Nazi Regime

Imagine it was you or your grandfather who found this book. Write a multi-paragraph letter to the director of the Holocaust Center for Humanity explaining why it is important and should be part of the exhibit.

5. Baby Picture

Think about pictures of your family, your parents and siblings, your cousins, aunts, uncles, grandparents, great grandparents, etc. Try to think of one picture that is special to you.

Write a multi-paragraph expository essay that explains how important these pictures of your family are to you. Be sure you describe that one special photo and explain why it means so much to you.

6. Photograph: Unaccompanied Children

The children in this photo were orphans, survivors of the Holocaust. They were in a Displaced persons camp under the supervision and care of John Rock, who is in the photo also.

Imagine that one of your grandparents was cared for by Mr. Rock – perhaps is even one of the children in the photo.

Write a multi-paragraph letter to Mr. Rock in which you explain the impact that studying the Holocaust and learning about the orphaned children has had on you, as well as how you feel about Mr. Rock's role saving and caring for the children – and your grandparent.

7. Bowls: from Allach, Lenzing, and Sobibor

Think about the many uses that bowls have in our lives. We eat from them, drink from them, use them for storage and disposal; they are sometimes works of art, home to goldfish, or precious antiques. Some of us even had a favorite bowl that we used as children, or have one that is currently a favorite for popcorn, ice cream, or holiday candies. No matter how we look at them, bowls hold things for us – important and fun things. Each of these bowls, too, was important to its owner and was saved.

In a multi-paragraph essay, discuss the symbolic significance of the bowls as they relate to the Holocaust and how that symbolism is still reflected in how we continue to use bowls everyday. *(advanced students)*

In a multi-paragraph essay, tell about a simple household item that has special meaning to you and explain why it has such a special meaning to you. *(intermediate students)*

8.0 PROJECTS

By: Kim Spradlin

All of the following ideas could be assigned as individual, partner, or group projects depending on the time available and the preference of the teacher. The projects would probably work best as a culminating activity for a lesson/unit on the Holocaust and the “Everyday Objects: Artifacts from Washington State Holocaust Survivors” poster series.

These directions are meant as general guidelines, but there are several ways a teacher could manipulate each assignment to require more or less work by the students (i.e.: adding a written portion or an oral presentation, requiring evidence of research, etc).

PROJECT #1 – CHILDREN’S BOOK

Students will write and illustrate a short book (for children or young adults) that tells the story of the chosen/assigned artifact. (Teacher will choose the required number of pages based on time allotted.) Students should use the biographical information that is provided on their artifact poster as well as research the Holocaust and/or the person who owned the artifact. The teacher may decide if students may also add appropriate and historically accurate fictional information to complete the “story.” This may include describing how a person felt, filling in pieces of the timeline when the poster is lacking information, etc.

The story may be written from several perspectives; students should choose the one that best fits their creative ability. For example, they could tell the story from the artifact’s point of view and describe everything that happens to it as it is handled by different people. They could also tell the story from the perspective of the person who owned/used the artifact, or they could use the point of view of the person at the Holocaust Center who received the artifact and tell the story as a flashback of what they learned in their research. There are lots of other possible options.

- Use “Mr. Coal’s Story” as an example of how to tell a story from the artifact’s point of view. (http://explorepahistory.com/lesson_resources.php?id=118)

After writing the story, the students should also design the cover of the book. This should include both front and back covers, as well as the written text that would appear inside the front and back flaps. (Show sample book covers to students so they know what belongs on each part of the cover – illustration, reviews, plot overview, author bio, dedication, etc.)

PROJECT #2 – MEMORY/SHADOW BOX

After discussing the importance of artifacts and what they mean to people who save them, students will create a Shadow Box (sometimes called a memory or treasure box) to display their chosen/assigned artifact and any related items. The box should clearly represent the artifact and the person/people who owned or used it.

- *Definition: A shadow box is simply a deep frame in which to exhibit 3-dimensional objects. It’s like a picture frame, but typically it’s several inches deep so as to accommodate the object(s) instead of just a flat picture.*



Students can make a shadow box out of construction paper, buy one at the store, or make one out of wood or metal in a shop class. All items in the box should be attached to the back of the box with glue to prevent them from moving around and ruining the display.

Students will need to decide how best to portray their artifact. For example, if their artifact is Thomas Blatt's bowl, they might find an old bowl from their home that they could use in place of the actual artifact. If they can't find an object to use in place of the artifact, then they may make one or use a photograph of the original.

The shadow box can include several items; the teacher should choose the number of required items based on how much time is allotted to complete the project. A good starting number is to require at least three items in the shadow box (the artifact, a photo of the person it belonged to, and a written piece about the artifact or person). But you could require more or offer extra credit for other items to fill or decorate the inside of the box. They would be items that were also a part of the person's life or from the time period of WWII and the Holocaust. They might include other pictures, maps, dried flowers, ribbons, letters, newspaper articles, etc.

- *Optional: Write 1-2 paragraphs explaining why you included each item in the shadow box.*

PROJECT #3 – NEWSPAPER ARTICLE

Students will write a newspaper article about their assigned/chosen artifact and its owner. They should include the 5 W's used in journalism: who, what, when, where, and why. (The length of the article should be determined by the teacher based on the time allotted.) The article should include a photo, a headline, and journalist's bi-line.

- *I like my students to use Microsoft Publisher and choose one of the newsletter templates so their product looks like an actual page from a newspaper.*

The article should be as accurate as possible, but students may need to "fill in the blanks" sometimes in order to create a cohesive article. For example, students may introduce quotes from outside research, create fictional quotes from a pretend interview with the owner of the artifact, pretend to interview the curator of the museum that houses the artifact, etc.

- *Optional: If there is time, the student/group could create a 2-4 page newspaper on the Holocaust, which would include many other articles besides the one about the artifact.*

PROJECT #4 – ORIGINAL SONG OR POEM

This is quite challenging for some students, so you may want this to be one of many options they can choose from. The main assignment is to write a song or poem about one or more of the artifacts and/or their owners. The students can choose to be very literal and write about a specific artifact, like Thomas's bowl, or they can write in a more abstract way about the emotions, memories, and importance associated with the artifact(s) and the person's experience in the Holocaust.

- *You may want to show them copies of different emotional poems, whether they are about the Holocaust or not. For example, "The Cry of the Children" by Elizabeth Barrett Browning and "The Chimney Sweep" (two versions) by William Blake are good to start with. These are*

unrelated to the Holocaust, but all three poems show very emotional renderings of the horrors of child labor. They are strong examples of how to write with specific details about a person or event, but also how to write about the emotions and social responsibility of an important time period.

Students will be responsible for presenting their poem or song in front of the class. They can do a live performance/reading, or it can be pre-taped.

- *Optional: Students can be required to write an explanation of why/how they came up with the content of the song/poem.*

PROJECT #5 – PERSONAL HEIRLOOM AND/OR TIME CAPSULE

In this assignment students will choose one item (artifact) from their own lives that they would want to pass down to their children and grandchildren and present it to the class.

- *This project can sometimes be very difficult for children who don't have any concept of inheritance or family heirlooms being passed down through the generations. Many kids live in a world of disposable items and/or they may move around so often that they never hold on to any mementos. The teacher may have to give lots of examples and talk about how an heirloom doesn't have to be worth a lot of money – just worth a lot in sentimental value.*

After a unit or discussion on the artifacts in the WSHERC posters, brainstorm a list of personal items the students might want to pass down to their descendants. These may include items that bring back warm and loving memories, or they may represent tragic events that happened and how the student overcame them. The brainstorming list is just to show the students how there is an infinite number of items they could think of.

Eventually, each student will choose one heirloom/artifact and decide on a way to present it to the class. Students might opt to do an oral presentation, create a poster to show off their artifact, make a movie, etc. Some students may be very hesitant to share such a personal item; in that case you could have the students write an essay about why they chose the object and what it means to them. Also, they can explain what it might mean to future generations to have this item passed down to them.

- *Optional: This project would also work if you extended it to include a Time Capsule created by the whole class. Each student could submit an artifact and written explanation to future generations. The class would box up all the items in some sort of time capsule and “bury” it to be opened at a later date.*

PROJECT #6 – INTERVIEW

Students will pretend to be a reporter and create a fictional interview with one of the people who owned or used a WSHERC artifact. The teacher should decide how many questions/answers are required based on the time allotted. A minimum of 10 questions/answers is a good place to start.

Ideally, students should do research on the Holocaust and the real people involved with their chosen/assigned artifact. This will allow them to answer their questions with as much historical accuracy as possible.

The interviews can be published individually or they can be included in a class magazine which holds all the student interviews.

- *Optional: Teachers could also have the kids videotape their fictional interviews. So students would have to play the roles of the reporter and the artifact owner.*

PROJECT #7 – JOURNAL ENTRIES

Students will pretend to be one of the people who owned or used one of the artifacts in the Everyday Objects Poster Series and create several journal entries that reflect their experiences and emotions associated with the object. (Teachers can use *The Diary of Anne Frank* as an example.) The teacher should set a minimum number of entries depending on how much time is allotted.

Ideally, students should do research on the Holocaust and the real people involved with their chosen/assigned artifact. This will allow them to write journal entries with as much historical accuracy as possible.

Students should creatively bind their entries into a “book” and present them to the class.

PROJECT #8 – ARTIFACT MUSEUM

For this project students will design a Holocaust Museum to house the artifacts in the Everyday Objects Poster Series (and any others) they’ve studied in class. Before you start, it may help to show students a few online exhibits from different museums, or discuss a museum that many of the students have already been to. Discuss the different ways that museums display artifacts and how they use technology, color, light, text, etc. to powerfully impact visitors at these sites.

- *It may be useful to print the artifact images. They can be found on the curriculum CD.*

First, students should decide how they are going to divide up the artifacts. Maybe one room will be for personal items, another for political or social objects, another for religious objects, etc. Then they will need to design everything about each room that will house the artifacts. This will include choosing the size, color, and layout of each room, deciding how each artifact is displayed, writing the text to use with each exhibit, etc. (The teacher can make it more or less detailed depending on the allotted time.) Tell them to think about the ceiling, walls, and floor of each room, as well as the actual displays in each exhibit.

The student’s final product can be submitted in several different forms. The form can be decided by the teacher or left up to the student. Here are a few ideas:

1. Write several pages describing each part of the exhibits
2. Create a 3-dimensional model that clearly shows the museum and the individual rooms
3. Create a digital museum on the computer that allows students to virtually tour the museum
4. Create a 2-dimensional drawing/poster of the museum and its individual rooms

9.0 ADDITIONAL RESOURCES

Washington State **HOLOCAUST EDUCATION RESOURCE CENTER**

teaching & learning for humanity

www.wsherc.org | 206-774-2201

*Studying the Holocaust
changed the way I make
decisions.*

Student, Garfield HS,
Seattle

*Thank you for the best
teacher seminar I have
been to in years!*

T. Canadi, Teacher,
Mt. Si HS, Mount Si

*The trunk exceeded my
expectations!*

T. Marvin, Teacher,
Kings Way MS,
Vancouver

*It makes it seem more
real when you hear the
stories directly from
people who were our
age...*

Student, Nooksack
Valley HS, Everson

Washington State
Holocaust Education
Resource Center
2031 Third Ave.
Seattle, WA 98121
206-774-2201
info@wsherc.org
www.wsherc.org

PROGRAMS & RESOURCES

Holocaust Teaching Trunks—Trunks contain a variety of materials for teaching and learning about the Holocaust, including books, maps and posters, dvds, and teacher guides. Free for teachers within Washington State to borrow.

Speakers Bureau - The Speakers Bureau consists of 30 individuals (Holocaust survivors, liberators, and children of survivors) who volunteer their time to share their firsthand experiences of the Holocaust with students and community groups.

Classroom Sets of Books—Sets are available for teachers to borrow. Each set includes 35 copies of a particular title, a teacher guide, and a related DVD.

Library—The Holocaust Center maintains an extensive lending library including memoirs, reference books, adult and children's books, and lots of teaching materials. Holdings are now available to view online.

Traveling Exhibits—Three traveling exhibits are in circulation – “Anne Frank: A Traveling Exhibit,” “Everyday Objects: Artifacts from Washington State Holocaust Survivors,” and “Stories Among Us: Washington State Connections to the Holocaust.”

Everyday Objects: Artifacts from Washington State Holocaust Survivors—Everyday Objects consists of a set of twelve 8.5 x 11 double-sided posters. Each poster features an artifact and the story of either the object or the person who obtained the object. The set is ideal for use in classrooms, as an activity or display.

Stories of Local Holocaust Survivors – Available Online—Each story sheds light on a different aspect of the Holocaust including, hidden children, refugees, camps, resistance, rescue, liberation and more.

e-Newsletter & Blog - <http://holocaustcenter.blogspot.com>—Stay up to date on the newest resources, current events and programs. See how teachers around the state are implementing Holocaust education in their classrooms. Feel free to contribute and let others know about what you and your school are doing.

Teacher Training—The Holocaust Center conducts teacher training workshops throughout the state. Teacher trainings can be tailored to your school or district's specific needs. Topics include: general overview of the Holocaust, rescue, resistance, propaganda, and many others. All sessions and workshops strive to connect the lessons of the Holocaust to today's world.

9.1 HOLOCAUST STATISTICS

How many Jews were killed during the Holocaust?

COUNTRY	INITIAL JEWISH POPULATION	MINIMUM LOSS	MAXIMUM LOSS
Austria	185,000	50,000	50,000
Belgium	65,700	28,900	28,900
Bohemia & Moravia	118,310	78,150	78,150
Bulgaria	50,000	0	0
Denmark	7,800	60	60
Estonia	4,500	1,500	2000
Finland	2,000	7	7
France	350,000	77,320	77,320
Germany	566,000	134,500	141,500
Greece	77,380	60,000	67,000
Hungary	825,000	550,000	569,000
Italy	44,500	7,680	7,680
Latvia	91,500	70,000	71,500
Lithuania	168,000	140,000	143,000
Luxembourg	3,500	1,950	1,950
Netherlands	140,000	100,000	100,000
Norway	1,700	762	762
Poland	3,300,000	2,900,000	3,000,000
Romania	609,000	271,000	287,000
Slovakia	88,950	68,000	71,000
Soviet Union	3,020,000	1,000,000	1,100,000
Yugoslavia	78,000	56,200	63,300
Total	9,796,840	5,596,029	5,860,129

Source: Yehuda Bauer, and Robert Rozett, "Estimated Jewish Losses in the Holocaust," in *Encyclopedia of the Holocaust* (New York: Macmillan, 1990), p.1799. See this source for a full explanation of these statistics.

Groups targeted by the Nazis:

GROUP	DEATHS (Approximate)
European Jews	6,000,000
Soviet Prisoners of War	3,000,000
Poles (non-Jewish)	2,000,000
Roma and Sinti (Gypsies)	222,000
Handicapped (T4 Program)	70,300
Homosexuals	Unknown – Tens of thousands sent to prisons, 5,000-15,000 sent to camps
Jehovah's Witnesses	1,400

Source: The United States Holocaust Memorial Museum – <http://www.ushmm.org>.

9.2 EUROPEAN MAP



9.3 SUGGESTED BOOKS BY GRADE LEVEL

5th - 8th GRADE

Ban, Noemi and Dr. Ray Wolpow. *Sharing is Healing: A Holocaust Survivor's Story*. Bellingham, WA: Holocaust Educational Publications, 2003.

Written with short sentences, Noemi Ban shares her experiences during the Holocaust in this memoir created for students. "Noemi is an award-winning 6th grade teacher...Noemi wrote this book thinking of the many students that she has taught. Some of them were good readers. Others were learning how to read better. Noemi wanted to make sure that all students could read it." Quote is from the introduction to the book. Ms. Ban lives in Bellingham, WA. (Non-fiction.)

Codell, Esme Raji. *Vive La Paris*. NY: Hyperion, 2006.

Chosen as one of the books for the Seattle Public Library's 2009 "Global Reading Challenge." Paris, a young African American girl finds herself with a witty, quirky piano teacher, who turns out to be a Holocaust survivor. (Fiction)

Fox, Anne L. and Eva Abraham-Podietz. *Ten Thousand Children*. NJ: Behrman House Inc., 1999.

True stories told by children who escaped the Holocaust on the Kindertransport. First person accounts. (Non-fiction)

Levine, Karen. *Hana's Suitcase*. Illinois: Albert Whitman & Co., 2003.

Concerned that Japanese children would never learn about the Holocaust, Fumiko Ishioka, the director of the Tokyo Holocaust Education Center in Japan, wanted tangible evidence. She appealed to the Auschwitz Museum in Poland to loan her a few artifacts, and she received a battered suitcase with the name "Hanna Brady" written on it. *Hana's Suitcase* alternates between Fumiko's and her students' quest to find clues to Hana's life, and Hana's own story. (Non-Fiction)

Lowry, Lois. *Number the Stars*. New York: Yearling Book, 1989.

This is a good book for the whole class to read. A story of a young Danish girl who must find remarkable courage to save her Jewish friend from the Nazis. (Fiction)

Matas, Carol. *Daniel's Story*. NY: Scholastic Inc., 1993.

The story of the Holocaust through the eyes of a young boy. Published in conjunction with the US Holocaust Memorial Museum. USHMM created a companion video. (Fiction)

Rogow, Sally M. *Faces of Courage: Young Heroes of World War II*. Vancouver, B.C., Canada: Granville Island Publishing, 2003.

A compilation of 12 stories of courageous teenagers from all across Europe who resisted the Nazis. (Fiction and Non-Fiction)

Volavkova, Hana and USHMM, Editors. *I Never Saw Another Butterfly...: Children's Drawings and Poems from Terezin Concentration Camp, 1942 – 1944.* NY: Schocken Books, 1993.

“A total of 15,000 children under the age of fifteen passed through the Terezin Concentration Camp between the years 1942 – 1944; less than 100 survived. In these poems and pictures drawn by the young inmates of Terezin, we see the daily misery of these uprooted children, as well as their courage and optimism, their hopes and fears.” (Non-fiction)

MIDDLE SCHOOL

Frank, Anne. *Anne Frank: Diary of a Young Girl.* Edited by Otto H Frank. and Mirjam Pressler. New York: Bantam Books, 1991.

The diary of a young girl through the darkest times in our history. In her diary Anne documents her two years in hiding, her first love, and her secrets. (Nonfiction)

Richter, Hans Peter. *Friedrich.* New York: Puffin Books, 1961.

Friedrich and his best friend were growing up in Germany in the early thirties. At first, Friedrich seemed to be more fortunate. His father was well respected and prosperous, while his friend's father had no job. Then Hitler came to power and things began to change. Friedrich's world was turned upside down – all because he was Jewish. (Fiction)

Rittner, Carol, and Sondra Myers, Eds. *Courage to Care.* NY: New York University Press, 1986.

Profiles of individuals who risked their lives and the lives of their families to save Jewish people during the Holocaust. (Nonfiction)

Yolen, Jane. *Devil's Arithmetic.* New York: Puffin Books, 1988.

Hannah, a 12 year old girl, is transported to a 1940's Polish village during a Passover seder. She experiences the very horrors that had embarrassed and annoyed her when her elders related their Holocaust stories. (Fiction)

HIGH SCHOOL

Appleman-Jurman, Alicia. *Alicia: My Story.* New York: Bantam Books, 1988.

The autobiography of Alicia who at age 13 escapes her capturers, encounters other refugees and occasionally finds safe-harbor. Alicia rescued other Jews, led them to safety and lent them her courage and hope. This is a tale not only of survival but of active resistance to oppression. (Nonfiction)

Blatt, Thomas Toivi. *From the Ashes of Sobibor: A Story of Survival.* Illinois: Northwestern University Press, 1997.

This book is a glimpse of Jewish life through the eyes of a twelve year old boy. The events of his separation from his family, six months in the Sobibor death camp, taking part in a successful uprising and finally the five years eluding Nazis and anti-Semitic nationalists. (Nonfiction)

Friedman, Ina R. *Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis*. New York: Houghton Mifflin Company, 1990.

Friedman has compiled first-person narratives of survival and heroism, each of which is set into historical context by a short preface. The stories show how the war machine singled out for persecution ethnic, racial, religious, and lifestyle groups such as Roma and Sinti (Gypsies), blacks, Jehovah's Witnesses, and others. (Nonfiction)

Tec, Nechama. *Dry Tears: The Story of a Lost Childhood*. Oxford: Oxford University Press, 1982.

A young Jewish girl is passed from one Christian family to another in wartime Poland. She must learn to "pass" as a Christian herself. (Nonfiction)

Wiesel, Elie. *Night*. New York: Bantam Books, 1960.

A novel which more closely resembles an autobiography, traces the life of the author at the age of 15 through his year spent in four concentration camps. A pious teenager racked with guilt at having survived while his family did not. (Nonfiction)

Weissmann-Klein, Gerda. *All But My Life*. New York: Hill and Wang, 1957.

A classic of Holocaust literature, this is the story of a young woman's three years as a slave laborer of the Nazis and a three month forced winter march from Germany to Czechoslovakia that ends in a miraculous liberation. The ultimate lesson in humanity, hope and friendship. (Nonfiction)

This is just a small selection of the many excellent materials available. For additional suggested books, DVDs, and teaching materials, please visit www.wsherc.org or email info@wsherc.org.

9.4 SUGGESTED WEBSITES

33,400,000: *The number of sites that come up when “Holocaust” is typed into Google search engine. Please choose your sources carefully.*

- **Holocaust Center for Humanity** – www.HolocaustCenterSeattle.org
Information on local programs and upcoming events • Bios and photos of local Holocaust survivors • Lesson plans and activities • Suggested resources by grade level with annotated bibliographies • Online speakers bureau and trunk request forms • Writing and Art contest • Library • Blog with genocide-related news and educational projects shared by teachers and students
- **Anne Frank Museum Amsterdam** - www.annefrank.org
Interactive monument – “Anne Frank Tree” • Activities, teacher guides, timelines • Exhibits online
- **Calvin College – German Propaganda Archive** - www.calvin.edu/academic/cas/gpa
Posters, cartoons and photographs • Categorized by topic – anti-Semitism, WWII, etc.
- **Facing History and Ourselves** - www.facing.org
Lesson plans & activities on a variety of issues that touch upon human rights, genocide, stereotyping, and culture • Online teacher seminars • Professional development opportunities
- **Jewish Foundation for the Righteous (JFR)** - www.jfr.org
Profiles of non-Jewish people who helped to rescue Jewish people during the Holocaust • Rescuers searchable by visual map • Professional development opportunities • Teaching materials
- **Jewish Partisans Educational Foundation (JPEF)** - www.jewishpartisans.org
Online videos and interviews with partisans • Teacher guides and activities on partisans and resistance • Virtual bunker to explore • Professional development for educators
- **Simon Wiesenthal Center – Museum of Tolerance** - <http://motlc.wiesenthal.com>
Online exhibits • Teaching Materials – timelines, glossary, 36 questions
- **Teaching Tolerance – Southern Poverty Law Center** - www.teaching.org
Free teaching kits on Gerda Weismann-Klein, History of Intolerance in America, and others • guides for parents and teachers • Free magazine subscription • Grants available for teachers
- **United States Holocaust Memorial Museum (USHMM)** - www.ushmm.org
Holocaust encyclopedia • Exhibits online • Teaching materials available for viewing and download • Online videos and podcasts • Professional development opportunities • animated maps • For information on genocide – visit the USHMM’s “Committee on Conscience”
- **Yad Vashem – Jerusalem** - www.yadvashem.org
Online exhibits • Teaching materials • Righteous Among the Nations - Information and biographies • Lists of names and information on victims, including tracing services • International programs

9.5 GLOSSARY OF HOLOCAUST TERMS

AKTION (German)

Operation involving the mass assembly, deportation, and murder of Jews by the Nazis during the Holocaust.

ALLIES

The nations fighting Nazi Germany, Italy, and Japan during World War II; primarily the United States, Great Britain, and the Soviet Union.

ANIELEWICZ, MORDECAI (1919-1943)

Major leader of the Jewish resistance in the Warsaw Ghetto; killed May 8, 1943.

ARYAN RACE

"Aryan" was originally applied to people who spoke any Indo-European language. The Nazis, however, primarily applied the term to people of Northern European racial background. Their aim was to avoid what they considered the "bastardization of the German race" and to preserve the purity of European blood. (See NUREMBERG LAWS.)

AUSCHWITZ

Concentration and extermination camp in upper Silesia, Poland, 37 miles west of Krakow. Established in 1940 as a concentration camp, it became an extermination camp in early 1942. Eventually, it consisted of three sections: Auschwitz I, the main camp; Auschwitz II (Birkenau), an extermination camp; Auschwitz III (Monowitz), the I.G. Farben labor camp, also known as Buna. Auschwitz also had numerous sub-camps.

AXIS

The Axis powers originally included Nazi Germany, Italy, and Japan who signed a pact in Berlin on September 27, 1940. They were later joined by Bulgaria, Croatia, Hungary, and Slovakia.

BELZEC

One of the six extermination camps in Poland. Originally established in 1940 as a camp for Jewish forced labor, the Germans began construction of an extermination camp at Belzec on November 1, 1941, as part of *Aktion Reinhard*. By the time the camp ceased operations in January 1943, more than 600,000 persons had been murdered there.

CHAMBERLAIN, NEVILLE (1869-1940)

British Prime Minister, 1937-1940. He concluded the Munich Agreement in 1938 with Adolf Hitler, which he mistakenly believed would bring "peace in our time."

CHELMNO

An extermination camp established in late 1941 in the Warthegau region of Western Poland, 47 miles west of Lodz. It was the first camp where mass executions were carried out by means of gas. A total of 320,000 people were exterminated at Chelmno.

CHURCHILL, WINSTON (1875-1965)

British Prime Minister, 1940-1945. He succeeded Chamberlain on May 10, 1940, at the height of Hitler's conquest of Western Europe. Churchill was one of the very few Western politicians who recognized the threat that Hitler posed to Europe. He strongly opposed Chamberlain's appeasement policies.

CONCENTRATION CAMPS

Immediately upon their assumption of power on January 30, 1933, the Nazis established concentration camps for the imprisonment of all "enemies" of their regime: actual and potential political opponents (e.g. communists, socialists, monarchists), Jehovah's Witnesses, gypsies, homosexuals, and other "asocials." Beginning in 1938, Jews were targeted for internment solely because they were Jews. Before then, only Jews who fit one of the earlier

categories were interned in camps. The first three concentration camps established were Dachau (near Munich), Buchenwald (near Weimar) and Sachsenhausen (near Berlin).

EICHMANN, ADOLF (1906-1962)

SS Lieutenant-colonel and head of the "Jewish Section" of the Gestapo. Eichmann participated in the Wannsee Conference (January 20, 1942). He was instrumental in implementing the "Final Solution" by organizing the transportation of Jews to death camps from all over Europe. He was arrested at the end of World War II in the American zone, but escaped, went underground, and disappeared. On May 11, 1960, members of the Israeli Secret Service uncovered his whereabouts and smuggled him from Argentina to Israel. Eichmann was tried in Jerusalem (April-December 1961), convicted, and sentenced to death. He was executed on May 31, 1962.

EINSATZGRUPPEN (German)

Battalion-sized, mobile killing units of the Security Police and SS Security Service that followed the German armies into the Soviet Union in June 1941. These units were supported by units of the uniformed German Order Police and auxiliaries of volunteers (Estonian, Latvian, Lithuanian, and Ukrainian). Their victims, primarily Jews, were executed by shooting and were buried in mass graves from which they were later exhumed and burned. At least a million Jews were killed in this manner. There were four *Einsatzgruppen* (A,B,C,D) which were subdivided into company-sized *Einsatzkommandos*.

EUTHANASIA

The original meaning of this term was an easy and painless death for the terminally ill. However, the Nazi euthanasia program took on a different meaning: the taking of eugenic measures to improve the quality of the German "race." This program enforced "mercy" deaths for the incurably insane, permanently disabled, deformed and "superfluous." Three major classifications were developed: 1) euthanasia for incurables; 2) direct extermination by "special treatment"; and 3) experiments in mass sterilization.

EVIAN CONFERENCE (July 6, 1938)

Conference convened by President Franklin D. Roosevelt in July 1938 to discuss the problem of refugees. Thirty-two countries met at Evian-les-Bains, France. However, not much was accomplished, since most western countries were reluctant to accept Jewish refugees.

EXTERMINATION CAMPS

Nazi camps for the mass killing of Jews and others (e.g. Gypsies, Russian prisoners-of-war, ill prisoners). Known as "death camps," these included: Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka. All were located in occupied Poland.

FINAL SOLUTION

The cover name for the plan to destroy the Jews of Europe - the "Final Solution of the Jewish Question." Beginning in December 1941, Jews were rounded up and sent to extermination camps in the East. The program was deceptively disguised as "resettlement in the East."

GENOCIDE

The deliberate and systematic destruction of a religious, racial, national, or cultural group.

GHETTO

The Nazis revived the medieval ghetto in creating their compulsory "Jewish Quarter" (*Wohnbezirk*). The ghetto was a section of a city where all Jews from the surrounding areas were forced to reside. Surrounded by barbed wire or walls, the ghettos were often sealed so that people were prevented from leaving or entering. Established mostly in Eastern Europe (e.g. Lodz, Warsaw, Vilna, Riga, Minsk), the ghettos were characterized by overcrowding, starvation and forced labor. All were eventually destroyed as the Jews were deported to death camps.

GÖRING, HERMANN (1893-1946)

An early member of the Nazi party, Göring participated in Hitler's "Beer Hall Putsch" in Munich in 1923 (see HITLER, ADOLF). After its failure, he went to Sweden, where he lived (for a time in a mental institution) until 1927. In 1928, he was elected to the *Reichstag* and became its president in 1932. When Hitler came into power in 1933, he made Göring Air Minister of Germany and Prime Minister of Prussia. He was responsible for the rearmament program and especially for the creation of the German Air Force. In 1939, Hitler designated him his successor. During World War II, he was virtual dictator of the German economy and was responsible for the total air war waged by Germany. Convicted at Nuremberg in 1946, Göring committed suicide by taking poison just two hours before his scheduled execution.

GREATER GERMAN REICH

Designation of an expanded Germany that was intended to include all German speaking peoples. It was one of Hitler's most important aims. After the conquest of most of Western Europe during World War II, it became a reality for a short time.

HESS, RUDOLF (1894-1987)

Deputy and close associate of Hitler from the earliest days of the Nazi movement. On May 10, 1941, he flew alone from Augsburg and parachuted, landing in Scotland where he was promptly arrested. The purpose of his flight has never become clear. He probably wanted to persuade the British to make peace with Hitler as soon as he attacked the Soviet Union. Hitler promptly declared him insane. Hess was tried at Nuremberg, found guilty, and sentenced to life imprisonment. He was the only prisoner in Spandau Prison until he apparently committed suicide in 1987.

HEYDRICH, REINHARD (1904-1942)

Former naval officer who joined the SS in 1932, after his dismissal from the Navy. He headed the SS Security Service (*SD*), a Nazi party intelligence agency. In 1933-1934, he became head of the political police (*Gestapo*) and later of the criminal police (*Kripo*). He combined *Gestapo* and *Kripo* into the Security Police (*SIPO*). In 1939, Heydrich combined the *SD* and *SIPO* into the Reich Security Main Office. He organized the *Einsatzgruppen* which systematically murdered Jews in occupied Russia during 1941-1942. In 1941, he was asked by Göring to implement a "Final Solution to the Jewish Question." During the same year he was appointed protector of Bohemia and Moravia. In January 1942, he presided over the Wannsee Conference, an meeting to coordinate the "Final Solution." On May 29, 1942, he was assassinated by Czech partisans who parachuted in from England. (For consequences of this assassination, see LIDICE).

HITLER, ADOLF (1889-1945)

Führer und Reichskanzler (Leader and Reich Chancellor). Although born in Austria, he settled in Germany in 1913. At the outbreak of World War I, Hitler enlisted in the Bavarian Army, became a corporal and received the Iron Cross First Class for bravery. Returning to Munich after the war, he joined the newly formed German Workers Party which was soon reorganized under his leadership as the National Socialist German Workers Party (*NSDAP*). In November 1923, he unsuccessfully attempted to forcibly bring Germany under nationalist control. When his coup, known as the "Beer-Hall Putsch," failed, Hitler was arrested and sentenced to 5 years in prison. It was during this time that he wrote *Mein Kampf*. Serving only 9 months of his sentence, Hitler quickly reentered German politics and soon outpolled his political rivals in national elections. In January 1933, Hindenburg appointed Hitler chancellor of a coalition cabinet. Hitler, who took office on January 30, 1933, immediately set up a dictatorship. In 1934, the chancellorship and presidency were united in the person of the *Führer*. Soon, all other parties were outlawed and opposition was brutally suppressed. By 1938, Hitler implemented his dream of a "Greater Germany," first annexing Austria; then, (with the acquiescence of the western democracies), the Sudetenland (Czech province with ethnic German concentration); and, finally, Czechoslovakia itself. On September 1, 1939, Hitler's armies invaded Poland. By this time the western democracies realized that no agreement with Hitler could be honored and World War II had begun. Although initially victorious on all fronts, Hitler's armies began suffering setbacks shortly after the United States joined the war in December 1941. Although the war was obviously lost by early 1945, Hitler insisted that Germany fight to the death. On April 30, 1945, Hitler committed suicide rather than be captured alive.

HOLOCAUST

The Holocaust was the state-sponsored, systematic persecution and destruction of European Jewish people by the Nazis and their collaborators between the years 1933-1945. While Jews were the primary target of Nazi hatred, the Nazis also persecuted and murdered Roma and Sinti (Gypsies), homosexuals, Jehovah's Witnesses, Poles and people with disabilities. Six million Jews were murdered in the Holocaust. Of these 6 million, 1.5 million were children. (USHMM)

JEHOVAH'S WITNESSES

A religious sect, originating in the United States, organized by Charles Taze Russell. The Witnesses base their beliefs on the Bible and have no official ministers. Recognizing only the kingdom of God, the Witnesses refuse to salute the flag, to bear arms in war, and to participate in the affairs of government. This doctrine brought them into conflict with National Socialism. They were considered enemies of the state and were relentlessly persecuted.

JEWISH BADGE

A distinctive sign which Jews were compelled to wear in Nazi Germany and in Nazi-occupied countries. It often took the form of a yellow star of David.

JUDENRAT (PLURAL: JUDENRÄTE)

Council of Jewish representatives in communities and ghettos set up by the Nazis to carry out their instructions.

JUDENREIN

"Cleansed of Jews," denoting areas where all Jews had been either murdered or deported.

KAPO

Prisoner in charge of a group of inmates in Nazi concentration camps.

KRISTALLNACHT (German)

Night of the Broken Glass: pogrom unleashed by the Nazis on November 9-10, 1938. Throughout Germany and Austria, synagogues and other Jewish institutions were burned, Jewish stores were destroyed, and their contents looted. At the same time, approximately 35,000 Jewish men were sent to concentration camps. The "excuse" for this action was the assassination of Ernst vom Rath in Paris by a Jewish teenager whose parents had been rounded up by the Nazis. (see GRYNSPAN, HERSHEL).

LODZ

City in western Poland (renamed Litzmannstadt by the Nazis), where the first major ghetto was created in April 1940. By September 1941, the population of the ghetto was 144,000 in an area of 1.6 square miles (statistically, 5.8 people per room). In October 1941, 20,000 Jews from Germany, Austria and the Protectorate of Bohemia and Moravia were sent to the Lodz Ghetto. Those deported from Lodz during 1942 and June-July 1944 were sent to the Chelmno extermination camp. In August-September 1944, the ghetto was liquidated and the remaining 60,000 Jews were sent to Auschwitz.

MAJDANEK

Mass murder camp in eastern Poland. At first a labor camp for Poles and a POW camp for Russians, it was turned into a gassing center for Jews. Majdanek was liberated by the Red Army in July 1944, but not before 250,000 men, women, and children had lost their lives there.

MAUTHAUSEN

A camp for men, opened in August 1938, near Linz in northern Austria, Mauthausen was classified by the SS as a camp of utmost severity. Conditions there were brutal, even by concentration camp standards. Nearly 100,000 prisoners of various nationalities were either worked or tortured to death at the camp before liberating American troops arrived in May 1945.

MEIN KAMPF (German)

This autobiographical book (**My Struggle**) by Hitler was written while he was imprisoned in the Landsberg fortress after the "Beer-Hall Putsch" in 1923. In this book, Hitler propounds his ideas, beliefs, and plans for the future of Germany. Everything, including his foreign policy, is permeated by his "racial ideology." The Germans, belonging to the "superior" Aryan race, have a right to "living space" (*Lebensraum*) in the East, which is inhabited by the "inferior" Slavs. Throughout, he accuses Jews of being the source of all evil, equating them with Bolshevism and, at the same time, with international capitalism. Unfortunately, those people who read the book (except for his admirers) did not take it seriously but considered it the ravings of a maniac. (see HITLER, ADOLF).

MENGELE, JOSEF (1911-1978?)

SS physician at Auschwitz, notorious for pseudo-medical experiments, especially on twins and Gypsies. He "selected" new arrivals by simply pointing to the right or the left, thus separating those considered able to work from those who were not. Those too weak or too old to work were sent straight to the gas chambers, after all their possessions, including their clothes, were taken for resale in Germany. After the war, he spent some time in a British internment hospital but disappeared, went underground, escaped to Argentina, and later to Paraguay, where he became a citizen in 1959. He was hunted by Interpol, Israeli agents, and Simon Wiesenthal. In 1986, his body was found in Embu, Brazil.

MUSSELMANN (German)

Concentration camp slang word for a prisoner who had given up fighting for life.

NIGHT AND FOG DECREE

Secret order issued by Hitler on December 7, 1941, to seize "persons endangering German security" who were to vanish without a trace into night and fog.

NUREMBERG LAWS

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

PARTISANS

Irregular troops engaged in guerrilla warfare, often behind enemy lines. During World War II, this term was applied to resistance fighters in Nazi-occupied countries.

PROTOCOLS OF THE ELDERS OF ZION

A major piece of antisemitic propaganda, compiled at the turn of the century by members of the Russian Secret Police. Essentially adapted from a nineteenth century French polemical satire directed against Emperor Napoleon III, substituting Jewish leaders, the Protocols maintained that Jews were plotting world dominion by setting Christian against Christian, corrupting Christian morals and attempting to destroy the economic and political viability of the West. It gained great popularity after World War I and was translated into many languages, encouraging antisemitism in France, Germany, Great Britain, and the United States. Long repudiated as an absurd and hateful lie, the book currently has been reprinted and is widely distributed by Neo-Nazis and others who are committed to the destruction of the State of Israel.

RIGHTEOUS AMONG THE NATIONS

Term applied to those non-Jews who, at the risk of their own lives, saved Jews from their Nazi persecutors.

ROMA AND SINTI (GYPSIES)

A nomadic people, believed to have come originally from northwest India, from where they immigrated to Persia by the fourteenth century. Gypsies first appeared in Western Europe in the 15th century. By the 16th century, they had spread throughout Europe, where they were persecuted almost as relentlessly as the Jews. The gypsies occupied a special place in Nazi racist theories. It is believed that approximately 500,000 perished during the Holocaust.

SA (abbreviation: *Stürmabteilung*)

The storm troops of the early Nazi party; organized in 1921.

SELECTION

Euphemism for the process of choosing victims for the gas chambers in the Nazi camps by separating them from those considered fit to work (see MENGELE, JOSEF).

SOBIBOR

Extermination camp in the Lublin district in Eastern Poland (see BELZEC; EXTERMINATION CAMP). Sobibor opened in May 1942 and closed one day after a rebellion of the Jewish prisoners on October 14, 1943. At least 250,000 Jews were killed there.

SS

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

ST. LOUIS

The steamship St. Louis was a refugee ship that left Hamburg in the spring of 1939, bound for Cuba. When the ship arrived, only 22 of the 1128 refugees were allowed to disembark. Initially no country, including the United States, was willing to accept the others. The ship finally returned to Europe where most of the refugees were finally granted entry into England, Holland, France and Belgium.

STRUMA

Name of a boat carrying 769 Jewish refugees which left Romania late in 1941. It was refused entry to Palestine or Turkey, and was tugged out to the Black Sea where it sank in February 1942, with the loss of all on board except one.

DER STÜRMER (The Attacker)

An antisemitic German weekly, founded and edited by Julius Streicher, which was published in Nuremberg between 1923 and 1945.

TEREZIN (Czech), **THERESIENSTADT** (German)

Established in early 1942 outside Prague as a "model" ghetto, Terezin was not a sealed section of town, but rather an eighteenth-century Austrian garrison. It became a Jewish town, governed and guarded by the SS. When the deportations from central Europe to the extermination camps began in the spring of 1942, certain groups were initially excluded: invalids; partners in a mixed marriage, and their children; and prominent Jews with special connections. These were sent to the ghetto in Terezin. They were joined by old and young Jews from the Protectorate, and, later, by small numbers of prominent Jews from Denmark and Holland. Its large barracks served as dormitories for communal living; they also contained offices, workshops, infirmaries, and communal kitchens. The Nazis used Terezin to deceive public opinion. They tolerated a lively cultural life of theatre, music, lectures, and art. Thus, it could be shown to officials of the International Red Cross. Terezin, however, was only a station on the road to the extermination camps; about 88,000 were deported to their deaths in the East. In April 1945, only 17,000 Jews remained in Terezin, where they were joined by 14,000 Jewish concentration camp prisoners,

evacuated from camps threatened by the Allied armies. On May 8, 1945, Terezin was liberated by the Red Army. (see BAECK, LEO).

TREBLINKA

Extermination camp in northeast Poland (see Extermination Camp). Established in May 1942 along with the Warsaw- Bialystok railway line, 870,000 people were murdered there. The camp operated until the fall of 1943 when the Nazis destroyed the entire camp in an attempt to conceal all traces of their crimes.

UMSCHLAGPLATZ (German)

Collection point. It was a square in the Warsaw Ghetto where Jews were rounded up for deportation to Treblinka.

WANNSEE CONFERENCE (January 20, 1942)

Lake near Berlin where the Wannsee Conference was held to discuss and coordinate the "Final Solution." It was attended by many high-ranking Nazis, including Reinhard Heydrich and Adolf Eichmann.

WALLENBERG, RAOUL (1912-19??)

Swedish diplomat who, in 1944, went to Hungary on a mission to save as many Jews as possible by handing out Swedish papers, passports and visas. He is credited with saving the lives of at least 30,000 people. After the liberation of Budapest, he was mysteriously taken into custody by the Russians and his fate remains unknown.

WARSAW GHETTO

Established in November 1940, the ghetto, surrounded by a wall, confined nearly 500,000 Jews. Almost 45,000 Jews died there in 1941 alone, due to overcrowding, forced labor, lack of sanitation, starvation, and disease. From April 19 to May 16, 1943, a revolt took place in the ghetto when the Germans, commanded by General Jürgen Stroop, attempted to raze the ghetto and deport the remaining inhabitants to Treblinka . The uprising, led by Mordecai Anielewicz, was the first instance in occupied Europe of an uprising by an urban population. (See ANIELEWICZ, MORDECAI).

WIESENTHAL, SIMON (1908-)

Famed Holocaust survivor who has dedicated his life since the war to gathering evidence for the prosecution of Nazi war criminals.

Source: Simon Wiesenthal Center Museum of Tolerance (July 2008)