

# Teacher's

# Guide

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## About This Guide

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

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

# Teacher's Guide



PAGE

Original copy of all notes listed in Pa a J n : h H a - h h J E n .

5th Grade Georgia Standards of Excellence

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

5 2: Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.

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

5 4: Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.

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

6th Grade Georgia Standards of Excellence

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

6 3: Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Hitler, and worldwide depression.

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

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.



<p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>These lessons meet the criteria for the following 7th Grade Georgia Standards of Excellence:</p> <p>7-2: Analyze and explain the historical factors contributing to the establishment of the modern state of Israel in 1948; include the Jewish religious Zionism, the development of Zionism in Europe, and the aftermath of the Holocaust.</p>
<p>b. Explain the historical factors contributing to the establishment of the modern state of Israel in 1948; include the Jewish religious Zionism, the development of Zionism in Europe, and the aftermath of the Holocaust.</p>
<p></p>
<p></p>













<p>L9-10WHST1: Write arguments focused on discipline-specific content.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
<p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
<p>L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p style="text-align: center;">Y T &amp; T F T G A D</p>
<p>These lessons meet the criteria for the following 11th and 12th Grade Georgia Standards of Excellence:</p>
<p>L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

<p>L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
<p>L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p>L11-12WHST1: Write arguments focused on discipline-specific content.</p>

## Why is it important to teach about the Holocaust?

Source: United States Holocaust Memorial Museum

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

### Why is it important to teach about the Holocaust?

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

### Does the Holocaust imply that it had to happen?

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

### Are there any important questions about the Holocaust?

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

### What are some important concerns about teaching the Holocaust?

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

In studying complex human behavior, many teachers rely upon simulation exercises meant to help students “experience” unfamiliar situations. Even when great care is taken to prepare a class for such an activity, simulating experiences from the Holocaust is pedagogically unsound. The activity may engage students, but they often forget the purpose of the lesson and, even worse, they are left with the impression that they now know what it was like to suffer or even to participate during the Holocaust. It is best to draw upon numerous primary sources, provide survivor testimony, and refrain from simulation games that lead to a trivialization of the subject matter.

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

i fo p i ion of l g g

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

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

i fo l n i n l i h i n g h o p p i i n f o m y o f h o l o

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

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

### Con li h hi o y

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

### T n l i it in o p opl

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



# Lightning bolt : Lightning bolt

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a J m ma nd J ll l o n y , h n  
n d n J m h n a a nd J m n J  
H a L a n a a nd a n a a n a . D n d  
d n a a , J a a n nd d J h J n n  
m d a , n , m m n a nd J h J a h  
a nd a n , w d J d n .

## 51 121 GRAD

### Go 1 :

The metaphor of a noose tightening around Europe is apt for understanding how the events of the Holocaust took place. It unfolded gradually between 1933 and 1945. Wielded like a weapon, Nazi ideology shrank the universe of choices available to individuals until, for many, it seemed that there were no choices left at all. This is a very significant metaphor for the period of 1933 to 1945.

### Materials :

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



o q :

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

o p :



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

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

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

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

**Diff n i ion:**

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

**n i ion:**

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

● 1 :

The Holocaust impacted millions of lives throughout Europe, yet no two experiences were the same. This activity is not only a chance for students to learn about the lives of individuals featured in Pa a J n but also a chance for them to explore the choices they made during the Holocaust.

Materials:

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

1. Each student will research one of the individuals featured in Pa a J n (extended biographies, page 33-46) and present to the class their answers to the following questions:
  - i. Who were they?
  - ii. What happened to them during the war and Holocaust?
  - iii. Did they face any difficult decisions in their lives? If so, why did they make the decisions that they did?
2. As the students discuss these individual stories, you might create a list on the whiteboard, or alternatively the students can take notes.
3. After each student has presented, ask the students to discuss the similarities and differences between these individuals' experiences. Their responses may focus on differences or similarities in geographical locations, experiences as victims or perpetrators, or choices to resist or help the Nazis.
4. Extension: Choose two or three video clips of Holocaust survivors who made their home in Georgia after the war talking about their experiences from the Museum of History and Holocaust Education'

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

**Goal 1:**

Propaganda was used in the Nazi rise to power to solidify public support for the Nazi party and later encourage wider public support for the Nazi party agenda, especially anti-Semitism. The Nazis, however, were not the only countries using propaganda during this period. Dr. Seuss's political cartoons, made in the United States, highlight the subtlety of propaganda. In addition, the work of Dr. Seuss on the Nazi and the Holocaust is a good example of the use of propaganda.

**Materials:**

Computer with Internet access, white board

1. The beloved children's story writer and illustrator, Dr. Seuss (Theodor Seuss Geisel), created approximately 400 political cartoons during World War II. He tackled such topics as racism, discrimination, the dangers of isolationism, fascism and other

- Artistic quality—but the artistry must not get in the way of the message
- Genuine sentiment—but it should not feel phony
- Fresh, uncomplicated imagery—should be striking, forceful, and amusing
- Lasting importance—the subject of the cartoon should be important so the

● 1 :

Throughout the Holocaust even victims who did not take up arms against the Nazis fought back through many different forms of spiritual resistance. The Butterfly Project was designed by the Holocaust Museum Houston to explore spiritual resistance by creating 1.5 million butterflies to commemorate the 1.5 million children who perished in the Holocaust.

In a hill in the ghetto, I found a yellow butterfly.  
 It was the only one I saw in the ghetto.  
 It was so beautiful, so bright, so yellow.  
 It was like a ray of light in the dark.  
 It was like a promise of a better world.  
 It was like a sign of hope in the darkest of times.

Materials:

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

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

*The Butterfly*

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

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

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

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



Co 1 :

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

In July, the voyage of the *St. Louis* began. It was the last voyage of its kind in the 1930s and 1940s.

Materials:

Whiteboard, board markers, paper, pencils/pens

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

*After Kristallnacht (the Night of Broken Glass) in November of 1938, many Jews who could afford to apply for visas emigrated from Nazi Germany. In May of*



5th Grade

**Goal 1:**

The vast geographical extent of World War II provided the “fog of war” necessary for many of the horrific events of the Holocaust to happen. In addition, the vast geographical extent of the Holocaust provided the necessary conditions for the Holocaust to happen.

**Materials:**

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

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

SOURCE SHEET A - THE BUTTERFLY PROJECT



SOURCE SHEET B - MAP OF EUROPE

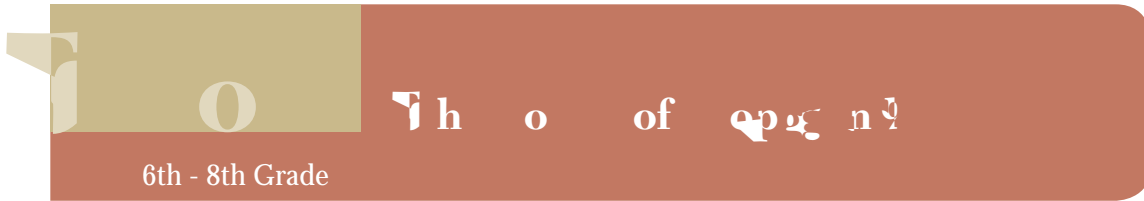


**Co 1 :**

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

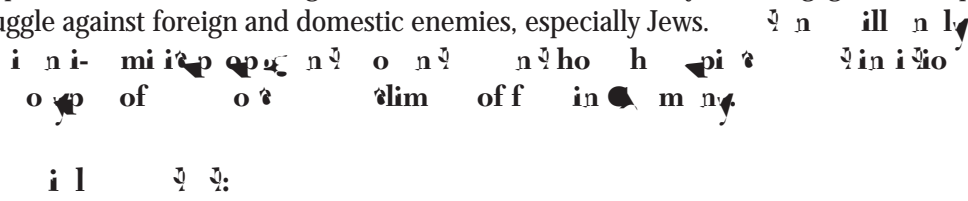
Like many other veterans, Adolf Hitler was angry about the state of Germany after World War I. In 1919, he joined the German Worker's Party, ousted its leaders, and renamed it the National Socialist German Worker's Party (commonly called the Nazi Party). The Nazis exploited German nationalism and anti-Semitism,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

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



**Goal 1:**

Propaganda, intended to shape public opinion rather than impart information, is a powerful weapon during wartime. The Nazi party used posters, rallies, speeches, films, flyers, pamphlets, newspapers, and postcards to build support and loyalty among the German people. One main theme sought to remind Germans that they were engaged in an epic struggle against foreign and domestic enemies, especially Jews.



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

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

● 1 :

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

Materials:

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

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

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

3. Either through a written response or classroom discussion, ask the students to analyze this passage by answering the following questions:

-



**Goal 1:**

Anne Frank was a child living in Europe during World War II. She and her family spent two years in Amsterdam, the Netherlands, hiding from the Nazis. In her diary, Frank explored her own identity as a Jew. In addition, she explored her feelings about her Jewish identity.

Materials:

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

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

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

3. In small groups, and then as a class, discuss the following questions:
  - What do you think motivated Anne's faith?
  - How does she feel about her Jewish identity?
  - Why does Anne think that Judaism and the Holocaust can teach about goodness? Is she right? Can it teach the world about goodness? How?
  - When Anne says "

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

● 1 :

Despite the risks, many people resisted the Nazis inside and outside Germany. Partisan groups in Poland, Ukraine, and other countries used weapons to attack German soldiers, rail lines, and communication centers. Violence was not, however, the only form of resistance. Underground resistance movements developed in over 100 ghettos in Nazi-occupied Europe. They created secret schools and synagogues, and planned escapes and uprisings. In the camps and ghettos, many Jews held religious services and celebrated holidays, created art or music, read books by Jewish writers, formed mutual assistance groups, and printed

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

● 1 :

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

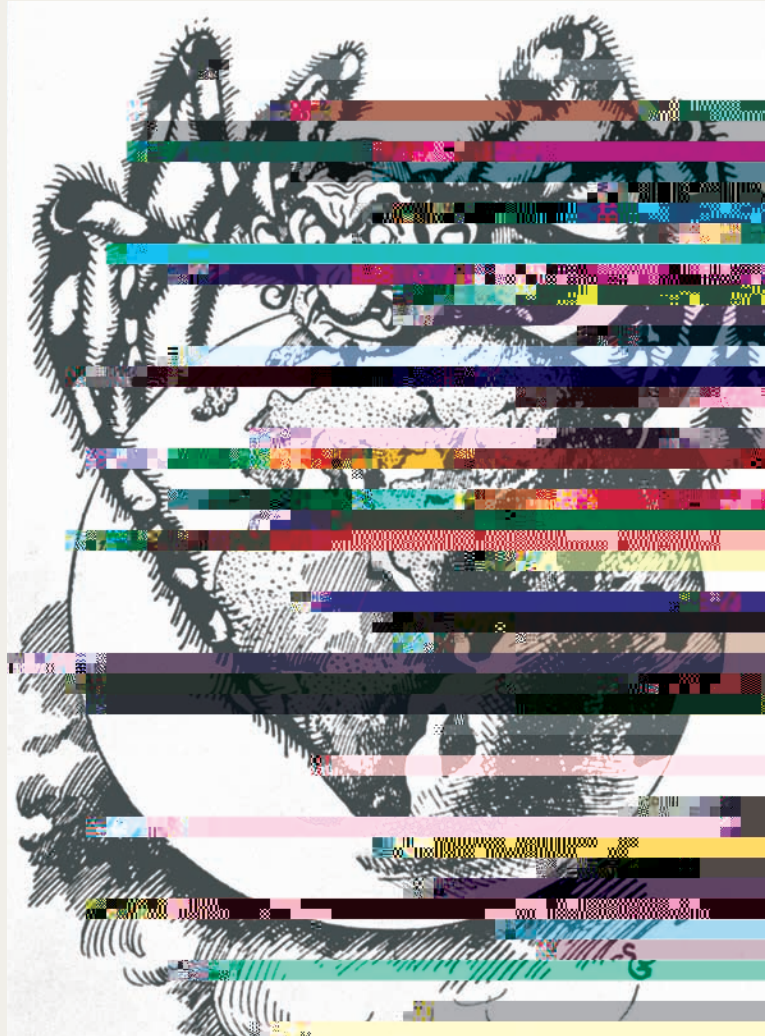
In addition, the immigration of Holocaust survivors to Israel was a major factor in the country's development. The influx of refugees from Europe and other parts of the world helped to build the new state.

1 1 2 2:

Computer with Internet access, projector



SOURCE SHEET C - "THE DANGEROUS JEW"



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

● 1 :

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

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

In addition, not only the difficult nature of his of ... in many in his 1920 and 1930 .

il :

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

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

Hitler's leadership	The Treaty of Versailles	The Great Depression
The failure of the Weimar Republic	Historic Anti-Semitism in Germany	<i>Reichstag</i> fire

2. Ask each group to research each cause and develop a compelling argument for why they think that cause was the most important one in explaining the rise of the Nazi



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

• i n l y h i m i l i i n f n e i n h l o f i l ,  
olini, n i o h i o i n h 1930 .

# World Reaction to the Holocaust

9th - 12th Grade

## Objectives:

International responses to the Holocaust differed significantly. Students will identify and explain the reasons for these differences.

## Resources:

Computers or tablets with Internet access

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

**Objectives:** Students will identify and explain the reasons for the differences in international responses to the Holocaust.

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

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

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

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

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

Go 1 :

Anti-Semitism has persisted for more than two thousand years. The Nazis perceived Jews as a threat to German nationalism. They defined Judaism racially, paving the way for the segregation of Jews from political and social life in Germany. They wanted to protect the purity of an imagined "Aryan" master race. In addition, they considered Jews as a threat to their religious beliefs.

Materials:

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

1. Use the Internet or library resources to learn about the history of anti-Semitism before the Holocaust. One effective resource is the United States Holocaust Memorial Museum's 13-minute film, *European Anti-Semitism from its origins to the Holocaust*, available here: <https://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust>
2. Divide the class into groups and ask each group to research one of the following

Goal 1:

Jews were the primary targets of the Nazis. Other groups were also perceived as a threat to the Nazi concept of a "master race" including the Roma or Sinti (Gypsies), Afro-Germans, homosexuals, people with mental and physical disabilities, and Slavs. Freemasons, political opponents (including Communists, Socialists, Social Democrats, and trade unionists), artists and intellectuals, Catholic priests, and Jehovah's Witnesses were all targeted because of their anti-Nazi beliefs and actions.

They will not only not only have to face the same level of discrimination as the Jews, but also the same level of discrimination as the Jews.

Materials:

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

- Using the list of targeted groups in the "Goals" above, divide the class into groups and assign one targeted victim group to each group of students. Ask each group to research ways in which the Nazis targeted groups of people. They should answer the following questions, using individual examples where possible, to support their answers:
  - When did the persecution of this group of people begin?
  - .



Goal:

Often when we study the Holocaust, we think about Anne Frank, Elie Wiesel, or Oskar Schindler. But these are only a few stories in this terrible human tragedy. Studying the Holocaust urges us to wrestle with this complex history by studying the lives of teenagers who had drastically different experiences. In this activity, you will explore the lives of individuals who survived the Holocaust. You will learn about their experiences and how they survived.

Materials:

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

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

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

- 2. Ask each group to use the extended biographies (page 33-46) to research these individuals' lives (some of these individuals also have additional information about them online; remind students to only use trusted websites for their research). Each group should answer the following questions:

- What did these individuals do to survive?
- Did they receive help from others?
- What was life like for them after the Holocaust?
- In what ways did the country this individual lived in shape his or her experience?
- Did they receive any official recognition for their experiences?
- Plot the key events of these survivors' lives on a timeline. Consider your own life and what you were doing at that age. Can you imagine having to make the choices that these individuals made at this age? How do you think they felt? Explain your answer.

- 3. After each group has researched each individual's experience and presented their findings, select one or two individuals from the Museum of History and Holocaust Education's

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

Go 1:

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

Materials:

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

1. Choose an individual featured in *Parallel Journeys* (page 33-46). Answer the



## Biography of the individual in P a a J n



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

## A A B A

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

### A A DAY

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

### A FBA

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

### T A J A

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

agreed and started informing on the presence and activities of other Jews hiding in the city. She received payment for her deeds, and even after the Nazis deported her parents to the East, Goldschlag continued to assist the Nazis. It is not known how many Jews she turned over to the Nazis, but estimates range from sixty to 3,000. Three separate courts tried and convicted her after the war ended, but she served only ten years in prison. Nurses who wanted to protect Goldschlag's daughter Yvonne took her from her mother shortly after she was born in late 1945. In the 1960s, because of her mother's wartime decisions Yvonne cut all ties with her mother. Shortly after the publication of her







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

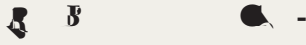
### A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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

### A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Murray Lynn was born in Bilke, Hungary, in 1930. As a boy, he faced anti-Jewish sentiment that increased after the Nazis came to power in nearby Germany. After the start of the Second World War, Lynn’s father was murdered by the Hungarian secret

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



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



Solomon "Solly" Perel was born near Brunswick, Germany, in 1925. His parents had emigrated from Russia after the October Revolution in 1917 and opened a shoe store. Because they were Jewish, Perel's family faced discrimination after the passage of the Nuremberg Laws in 1935. Perel was expelled from school, and non-Jewish members of the community boycotted the family's shoe store. The Perels sought refuge in Poland. After Germany invaded Poland in 1939, Perel's parents sent him to the Soviet Union, where he lived in a Communist-run orphanage. Germany's invasion of the Soviet Union in 1941 triggered an evacuation order in the orphanage, but Perel was captured by the



## A A. C. T. T.

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

Eliezer "Elie" Wiesel was born to Jewish parents in Romania in 1928. After German soldiers arrived in Wiesel's hometown in March 1944, members of the town's Jewish community were forced into ghettos, where they had to give up their jobs and their religious practices. The Germans eventually deported Wiesel and his family to Auschwitz, where his mother and younger sister were immediately sent to die in gas chambers. To survive, fifteen-year-old Wiesel lied about his age and occupation. He and his father became slave laborers in Auschwitz and the connected Buna labor camp. In January 1945, the Germans sent Wiesel and his father to a third camp, Buchenwald, where his father died of dysentery. In April of that same year, the U.S. Army liberated the camp. After the war, Wiesel wrote a memoir, *Night*, about his experiences as a teenager in the death camps. The book became a bestseller, published in over thirty



גאד בייק  
 The Holocaust in Poland: A History of the Jewish Ghetto  
 in the Warsaw Ghetto. min h p p i n fo h i el .

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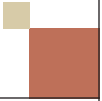


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