HOLOCAUST REMEMBRANCE TOOLKIT

HOLOCAUST MUSEUM HOUSTON

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HOW TO USE THIS TOOLKIT

This Holocaust Remembrance Toolkit contains full lessons about various aspects of the Holocaust and micro lessons that are designed to be presented in ten minutes or less. Student worksheets follow each color coded lesson. Each lesson and micro lesson can be presented using Google slides that can be found here: https://hmh.org/Slides or by scanning the QR code. The slides include all of the videos and images used in the lessons. The same link also includes example answers to some of the activities.

Each lesson starts with recommended background readings to support teachers presenting the lesson. These suggestions come from *Why? Explaining the Holocaust* by Peter Hayes. Educators can borrow the book for free in ebook or audiobook format. Email ebooks@hmh.org for details. Other recommendations are links to the United States Holocaust Memorial Museum's Holocaust Encyclopedia. This is great resource for background reading and for a self-contained student research project. You can access the Holocaust Encyclopedia by visiting: https://hmh.org/Encyclopedia or by scanning the QR code.

Before teaching about the Holocaust, we recommend reading the United States Holocaust Memorial Museum's Guidelines for Teaching About the Holocaust here: https://www.ushmm.org/teach/fundamentals/guidelines-for-teaching-the-holocaust.

If you have any questions about this Toolkit, you can reach the Holocaust Museum Houston Education Department at education@hmh.org.

HOLOCAUST REMEMBRANCE TOOLKIT ALIGNMENT WITH TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Grade and Course	Social Studies	English Language Arts and Reading
6 World Cultures	6.1B,6.2A, 6.2B, 6.7B, 6.8B, 6.9A-C, 10A,13B-D, 6.15A, 6.16C, 6.19A-C, 21.A	6.2, 6.5B, 6.6C, 6.6E-F
7 Texas History	7.7E, 7.21A	7.2, 7.5B, 7.5F, 7.6C, 7.6E-F
8 U.S. History to 1877	8.29A-E, 8.30A	8.2, 8.5B, 8.5F, 8.6C. 8.6 E-F
9 World Geography	10.B,13A,14A-C, 15B, 17A, 17 C-D, 18A-B, 22B-C	9.2, 9.4B, 9.4F, 9.5C, 9.5F
10 World History	1F, 10A, 10C, 11A-B, 12A-C, 15A, 17D, 18B, 21D, 25B, 28B-C, 30A	10.2, 10.4B, 10.4F, 10.5C, 10.5E-F
11 U.S History Since 1877	2B, 4F,7A-D, 16B, 28A, 28B-C, 29B	11.2, 11.4N, 11.4F, 11.5C, 11.5E-F

INTRODUCTION TO THE HOLOCAUST

INTRODUCTION TO THE HOLOCAUST: ANTISEMITISM

The history of the Jewish people began over 4,000 years ago. The Bible tells of a covenant between God and the Jewish people starting with Abraham. That covenant was renewed at Mount Sinai with the Ten Commandments and is renewed continually as an eternal relationship between God and the Jewish people. The Bible records the experience of the Jewish people in the Land of Israel. The Romans conquered Jerusalem, the capital of Israel, in the year 70 C.E. and Jews migrated throughout the rest of the world (known as the Jewish Diaspora). Jewish life flourished everywhere and Jews became an integral part of the cultural, business, and intellectual life of the communities in which they lived.

Jews have always been a minority whose religious and/or cultural traditions were different from the majority. Depending on the times and circumstances, they prospered and found social acceptance or they experienced persecution and isolation. In periods of social and economic stress, it was sometimes convenient to blame Jews for causing social problems. Although Christianity grew out of Jewish teachings - Jesus himself was a practicing Jew - the Church remained hostile toward Jews because they did not accept Christianity. Stereotypes, discrimination, and extreme violence against Jews was common. Jewish communities also experienced forced expulsions from England in 1290, France in 1306, and Spain in 1492.

In 18th century Western Europe, Enlightenment and its ideas about human equality, religious tolerance, and civil rights enabled Jews to become almost equal citizens under the law. Despite this progress, antisemitism continued to persist in Eastern and Western Europe. In the late 19th and 20th centuries, anti-Jewish pogroms - riots and outbreaks of mass violence - erupted in Russia and Poland. This brutality led to a flood of emigration and great numbers of Jews came to the United States and more western parts of Europe.

When the Nazi party came to power in Germany on January 30, 1933, the total world Jewish population stood at over 15 million. Approximately 9 million Jews lived in the European countries that Nazi Germany would occupy during World War II. Jewish communities were comprised of people who loved their families, celebrated their traditions, worked in different professions and trades, served their country in the military and other civil offices, and practiced their religion. Yet all of them were targeted for murder by Nazi Germany and its collaborators -- not for anything they had done, but simply because they were Jews. Without this lengthy tradition of antisemitism, the Holocaust could not have happened.

INTRODUCTION TO THE HOLOCAUST: AFTERMATH OF WORLD WAR I

After World War I, Germany experienced many changes and challenges within their country. Since Germany lost the war, they had to sign the Treaty of Versailles which listed the following conditions: Germany had to accept full responsibility for starting the war; Germany had to pay enormous reparations to the Allies to cover war time losses; Germany was to reduce the size and power of their military; and Germany had to surrender 10% of its territory to the Allies. Additionally, Germany was forced to become a republic - a form of government in which elected representatives serve the interests of the people - instead of a monarchy. Many Germans found these peace terms to be harsh, unreasonable, and were critical of their new government for agreeing to these terms.

Facing overwhelming debt and financial strains through the 1920s, Germany's economy collapsed and the country entered into a Great Depression. Hyperinflation had led to an astronomical rise in the price of goods and services, millions of Germans were unemployed and struggled to make ends meet, and many grew frustrated with the Weimar Republic for failing to improve conditions in Germany. Violence would erupt as well when competing political parties clashed in the streets to gain influence and power during election season. As the situation in Germany continued to deteriorate, the German people were looking for an answer to these problems - a leader who could resolve these urgent issues and bring prosperity back to Germany.

Throughout the 1920s, the Nazi Party became a political force on the far right that promoted racist, antisemitic, and anti-democratic ideologies as a part of its party platform. The Nazis believed that the Aryan race - a made up race consisting of peoples from Northern European countries - was the strongest and most valuable race in the world. Promoting a racial hierarchy that placed the Aryan race at the top, the Nazis believed they should have power over all other racial groups. They blamed the Jews for causing the social ills people were experiencing and called for the establishment of a racially pure German state that would restore power and glory back to Germany. They were vocal opponents of democratic, socialist, capitalist, and communist ideals and favored complete obedience to the state.

Under the leadership of Adolf Hitler, the Nazi Party steadily grew and began attracting supporters from across German society. In 1923, Hitler led a failed attempt to seize control of the Weimar Republic and was sentenced to 5 years in jail for the uprising. While in prison, Hitler wrote *Mein Kampf* - a book describing his world view and vision for the future which included the destruction of Germany's ultimate enemy, the Jews and communism. Upon his release from prison, Hitler and the Nazis decided to change tactics and use democratic elections as a way to gain influence and power. Although they struggled to build a large following, the Great Depression contributed to rising support for the Nazi Party. By 1932, the Nazis received 37.4% of the popular vote and became the largest party in the Reichstag.

On January 30, 1933, President Hindenburg appointed Hitler Chancellor of Germany in an attempt to use Hitler for their own political goals. Once in power, Hitler and the Nazis worked to consolidate their control of the government. In February 1933, Hitler used the burning of the Reichstag as a pretext to declare a state of emergency. Claiming Germany was under attack by Communist forces, civil liberties were suspended under the guise of security. In March 1933, the Enabling Act authorized Hitler and the Nazis to issue laws without the approval of the German parliament or President. The Nazi Party seized control of the government and banned all other political parties. Germany was now a one party state under the full control of Hitler and the Nazis.

THE HOLOCAUST

When the Nazis rose to power in 1933, they began a campaign of terror and intimidation against their political opponents and groups they deemed to be racially inferior. The Jewish people, whom the Nazis believed were subhuman and the biggest threat to their so-called "master race," experienced extreme persecution and violence. Beginning in 1933, the Nazis passed hundreds of anti-Jewish laws denying German Jews of their social, economic, and political freedoms. Jews were expelled from social groups; banned from public spaces like movie theaters and swimming pools; forbidden to attend public schools; and fired from jobs in many professions and industries.

In 1935, a new set of laws defined who was German and who was Jewish. The Nuremberg Laws defined Judaism as a race, not a religion or culture. According to Nazi theory, Jews were a separate race and inherently inferior to all other racial groups. The Nazis believed Jews posed a threat to the German people and sought to separate Jews from the German community. A person was considered Jewish if they had at least three Jewish grandparents, even if that person didn't practice Judaism or had converted to Christianity. German officials used census records, tax returns, baptism records, church records, synagogue membership lists, and information provided by neighbors to trace one's ancestry. Additionally, marriages between Jews and Germans were forbidden and Jews had their German citizenship revoked.

Although Jews tried to flee Nazi Germany during this period, emigration was an incredibly costly and difficult endeavor. Furthermore, many countries were unwilling to accept large numbers of Jewish refugees and limited immigration quotas. As a result, most Jews were unable to escape and remained in Germany as violence escalated.

In November 1938, in response to the murder of a German official in Paris, anti-Jewish violence broke out throughout Germany and Austria. On November 9 - 10, there were organized attacks that led to more than 1,000 synagogues being destroyed and set on fire. An estimated 7,000 Jewish businesses were looted. Jewish homes were plundered and Jews were physically assaulted in the streets. During the attacks, police and firefighters were ordered to not intervene, except to save non-Jewish property. More than 30,000 Jewish men were arrested and sent to German concentration camps. In the aftermath of the November Pogrom, Jews were collectively fined and received no compensation for the destruction of their property.

On September 1, 1939, World War II began. Germany's invasion and occupation of Eastern and Western European countries brought an additional 2 million Jews under Nazi control. As the war progressed, that number multiplied. In response to the increase of Jewish populations in Nazi occupied territory, Jews were ordered to relocate to ghettos. The Nazis created ghettos to physically separate Jews from the surrounding population. Living conditions were extremely harsh - ghettos were overcrowded and lacked proper sanitation services. Jews received inadequate rations of food, medicine, and other essentials. Thousands of Jews died from hunger, malnutrition, disease, and illness. In many ghettos, systems of forced labor were implemented. Despite these challenges, many ghettos established their own schools, continued with their religious and cultural practices, created archival collections, and engaged in resistance. Ordinary people also took part in resistance efforts by rescuing Jews from the Nazis and their collaborators.

In 1941, when Germany invaded the Soviet Union, special squads followed the army. Einsatzgruppen squads worked behind the scenes to round up Jews before marching them to newly dug mass graves, cemeteries, or ravines where Jews would be shot and buried. Millions of Jews were murdered through the "Holocaust by Bullets." When the Nazis formalized their plan to murder all Jews in Europe, the Nazi's used concentration camps and killing centers to accelerate the murder process. Killing Centers were sites built for the sole purpose

of murdering Jews. The 6 killing centers included Chelmno, Belzec, Sobibor, Treblinka, Auschwitz-Birkenau, and Majdanek. Concentration Camps were designed to incarcerate people the Nazis saw as threats, to murder individuals or targeted groups away from the public eye, and to exploit the prisoner population through forced labor. More than 44,000 camps and other incarceration sites were established by Nazi Germany and their allies. Deportation trains transported Jews to killing centers and concentration camps. The Nazis told the deportees that they would be "resettled in the East." Jews arrived with their personal belongings but had to leave behind the majority of their valuables and property. Jews were packed into overcrowded train cars with 80 to 100 people in a single boxcar. Heavily loaded, the trains moved slowly, sometimes taking days or even weeks before arriving at their destination. Passengers were exposed to suffocating heat in the summer and freezing cold in the winter; had no place to sit or lay down; were given no water or food for the journey; and did not have access to toilets. Many of the deportees, especially the elderly and the very young, died along the way.

In most killing centers, entire transports of Jewish people were sent directly to gas chambers. At Auschwitz, there was a selection procedure. Men and women were separated into two different groups. Young children remained with their mothers. Those deemed fit for work were processed into the camp. The elderly, sick, people with disabilities, pregnant women, and young children were sent to gas chambers to be murdered.

In concentration camps, prisoners were used as forced laborers for SS construction projects and produced weapons and related goods for the German war effort. With little regard for the prisoners' dignity and safety, SS authorities treated prisoners brutally resulting in high mortality rates. Camp conditions were detrimental to the prisoners' survival. In addition to dangerous working conditions, prisoners lacked sanitation facilities and did not receive proper medical care. Prisoners were given inadequate food all of which led to starvation, malnutrition, disease, and/or death.

As the Allies closed in on German forces in late 1944 and the spring of 1945, they discovered the vast network of Nazi camps in Europe. Upon liberating the camps, Allied troops found starved and ill prisoners and documented these atrocities for the world to see. It is impossible to know exactly how many Jewish survivors were liberated from the Nazi camps. Of the nearly 715,000 persons of diverse nationalities who were camp prisoners in early 1945, at least one third - about 238,000 - died that spring from epidemics and the effects of starvation and brutal treatment. Jews probably numbered no more than 20 percent of the camps' population in April and May 1945. At liberation, 75,000 to 100,000 Jews, at most, were alive inside the camps. On May 8, 1945, Germany unconditionally surrendered, bringing an end to the Nazi regime's 12 year reign of terror.

THE RISE OF AUTHORITARIANISM: THE NAZI RISE TO POWER

FULL LESSON #1 | THE RISE OF AUTHORITARIANISM: THE NAZI RISE TO POWER

For background information, see *Why?* pages 44-46, 65-78 and
https://encyclopedia.ushmm.org/content/en/article/the-nazi-rise-to-power and
https://encyclopedia.ushmm.org/content/en/article/anti-jewish-legislation-in-prewar-germany.

Slides to accompany this lesson can be found at: https://hmh.org/Slides.

Engagement
Provide students with Student Handout A: When Hitler Stole Pink Rabbit. As a large group, in small groups, or individually, have students read the passage on the handout from *When Hitler Stole Pink Rabbit* by Judith Kerr.

Discuss as a large group (or have students provide written responses for) the following questions:

- What changes does the family think will come to Germany if the Nazis win the elections?
- Why does the family think these changes will be a bad thing?
- What did the main character's father think would happen to him if the Nazis were elected?
- One of the concerns of the main character's father was that he wouldn't be able to write if the Nazis came to power. Why would the Nazis target and silence writers?

Exploration
Provide students with Student Handout B: Newspaper Article Worksheet. Students will use this worksheet throughout the lesson to create their own newspaper article about the situation in Germany in the 1930s after the Nazis came to power.

Provide students with Student Handout C: 1930s Newspaper Articles. These are excerpts from newspaper articles covering the situation in Nazi Germany after the Nazis came to power. Students can read individually, in small groups, or can popcorn read as a class. Students working individually can use highlighters or pencils to highlight or underline 2-3 sentences that stand out to them from each article.

Using information from the newspaper articles, students will fill in section 1 of their worksheet with a three sentence (or longer) summary of the situation in Nazi Germany.

Explanation
When the Nazis came to power, they passed hundreds of laws targeting Jewish people just because they were Jewish. Provide students with Student Handout D: Timeline of Anti-Jewish Laws Activity. This is a selection of some of the anti-Jewish laws passed by the Nazis between 1933 when they came to power and 1938, the last year before the start of WWII.

This activity can be done as a class, in a small group, or individually. Students should read through the timeline of laws and use it to answer the questions on their worksheet.

As an optional supplement, have students watch the collection of American newsreels on the refugee crisis caused by Nazi actions in the 1930s: https://exhibitions.ushmm.org/storage/539/c24fa256-43e5-11e8-8182-0a8fdb86ecba.mp4 (Length: 1:58). This video can also be found in the slides built to accompany this lesson.

Students will fill in section 2 of their worksheet with at least three sentences describing the anti-Jewish laws passed by the Nazis.

Elaboration

The student handout contains two photos from Germany to help illustrate the article. The top photo shows students participating in a pro-Nazi youth group. The second photo shows Houston Holocaust survivor Ruth Schnitzer (far right) and her brother Otto Schlamme (second from right) walking down the street with their friend in Wurzburg, Germany in 1930. Ruth and Otto were just two of the Jewish people targeted by the Nazis with their anti-Jewish laws.

Students will write a caption for each photo on their worksheet.

Evaluation

Using what they have learned and what they have written during the lesson, students will write a headline for their newspaper article. This will summarize their article. A good headline contains subjects and verbs and is usually 12 words or less. Remind students their headline should be different from the headlines of the articles they read for this assignment.

For each sub-section of their article, students will write a subheading using the same rules as their headline.

Then students will write a conclusion for their article answering: What do you think the Nazis did next?

When Hitler Stole Pink Rabbit by Judith Kerr is available for free through our E-Books program. Teachers can borrow digital copies of *When Hitler Stole Pink Rabbit* for their classroom for up to 3 weeks. Students can read the title on personal electronic devices (desktop, laptop, tablet, phone) in English E-Book format. Teachers who need electronic devices for their classroom are eligible to borrow a class set of iPads through our Trunk program. For more information, please visit: https://hmh.org/education/ebooks/ or email ebooks@hmh.org to reserve your classroom copies.

MICRO LESSON #1 | THE RISE OF AUTHORITARIANISM: THE NAZI RISE TO POWER

For background information, see *Why?* pages 44-46, 65-78 and https://encyclopedia.ushmm.org/content/en/article/the-nazi-rise-to-power and https://encyclopedia.ushmm.org/content/en/article/anti-jewish-legislation-in-prewar-germany.

Slides to accompany this lesson can be found at: https://hmh.org/Slides.

When the Nazis came to power, they passed hundreds of laws targeting Jewish people just because they were Jewish. Provide students with Student Handout D: Timeline of Anti-Jewish Laws Activity. This is a selection of some of the anti-Jewish laws passed by the Nazis between 1933 when they came to power and 1938, the last year before the start of WWII.

This activity can be done as a class, in a small group, or individually. Students should read through the timeline of laws and use it to answer the questions on their worksheet.

As an optional supplement, have students watch the collection of American newsreels on the refugee crisis caused by Nazi actions in the 1930s: https://exhibitions.ushmm.org/storage/539/c24fa256-43e5-11e8-8182-0a8fdb86ecba.mp4 (Length: 1:58). This video can also be found in the slides built to accompany this lesson.

STUDENT HANDOUT A: WHEN HITLER STOLE PINK RABBIT

The following passage is from the novel *When Hitler Stole Pink Rabbit* by Judith Kerr. In the novel (based on the author's experiences), the main character's father was sick with the flu. When she went to check on him one morning, he was gone. Here is her conversation about his disappearance with her mother and her brother (Max):

"Papa thinks that Hitler and the Nazis might win the elections. If that happened he would not want to live in Germany while they were in power, and nor would any of us."

"Because we're Jews?" asked Anna.

"Not only because we're Jews. Papa thinks no one would be allowed to say what they thought any more, and he wouldn't be able to write. The Nazis don't like people to disagree with them." Mama drank some of her coffee and looked more cheerful. "Of course it may never happen and if it did it probably wouldn't last for long - maybe six months or so. But at the moment we just don't know."

"But why did Papa leave so suddenly?" asked Max.

"Because yesterday someone rang him up and warned him that they might be going to take away his passport. So I packed him a small suitcase and he caught the night train to Prague - that's the quickest way out of Germany."

"Who could take away his passport?"

"The Police. There are quite a few Nazis in the Police."

"And who rang him up to warn him?"

Mama smiled for the first time.

"Another policeman. One Papa had never met - but who had read his books and liked them."

From *When Hitler Stole Pink Rabbit* by Judith Kerr (Puffin Books, 1971), pg. 18.

Discuss the following questions:

- What changes does the family think will come to Germany if the Nazis win the elections?
- Why does the family think these changes will be a bad thing?
- What did the main character's father think would happen to him if the Nazis were elected?
- One of the concerns of the main character's father was that he wouldn't be able to write if the Nazis came to power. Why would the Nazis target and silence writers?

STUDENT HANDOUT B: NEWSPAPER ARTICLE WORKSHEET

Headline: _____

By: _____

Section 1 Subheading: _____

Section 1: Use the provided newspaper articles to write a summary of at least three sentences about what happened in Germany after the Nazis came to power.

Picture caption:

Section 2 Subheading: _____

Section 2: Use the timeline of anti-Jewish laws to write a summary of at least three sentences describing how the Nazis used laws to target Jewish people in the 1930s.

Picture caption:

Conclusion _____

Write a one sentence summary about Nazi actions in the 1930s using section 1 and 2 of this worksheet. Then answer the question: what do you think the Nazis did next?

Image credits: (top) Gift of Garland Sorley and Michael Sorley (bottom) Ruth Schnitzer (far right) and her brother Otto Schlamme (second from right), walking with friends in Wurzburg, Germany, 1930. Gift of Ruth Schnitzer.

STUDENT HANDOUT C: 1930s NEWSPAPER ARTICLES

Each of these are excerpts from real articles published in American newspapers during the 1930s.

Article 1:

From: *The New York Times*
Friday, May 12, 1933

Hitler Power Seen in Middle Class
'Revolt Against Culture'

Dorothy Thompson, correspondent and writer, and the wife of Sinclair Lewis, returned on the Italian liner Rex yesterday after spending several weeks in Europe, mostly in Germany. She came back with many of her ideas about Hitler and the Nazi movement radically changed.

Miss Thompson's analysis of Hitler and the state of mind of the German people brings her to the conclusion that the Jews in Germany are "truly in a hopeless state," that Hitler may long remain in power, and that the German revolution was the 'most fantastic' she ever witnessed or read about.

People Seem Happy

Miss Thompson said that on March 6 she had offered to wager that Hitler would not last a year; now she makes no such predictions. She has found that the German people seem happy over the Nazi policies.

"What Germany is now experiencing is a mass movement of a new kind," she explained. "This is the coming forth of the lower middle class, who under the imperialistic and the last German government had no future. It is a revolution against culture, a culture which cost them too much.

"They are the victims of a war-defeat psychosis. That fact eats into their very hearts. They were taught to believe the German military machine could not fall. When Hitler tells them it did not fail, but was betrayed, they believe it."

Miss Thompson was of the opinion that German leaders who helped Hitler to power expected that a conservative coalition cabinet would keep him in hand. Instead, there came party dictatorship.

Miss Thompson said the condition of Jews in Germany was "hopeless," not so much because of personal persecutions as because of their exclusion from the right to make a living. In one large industrial centre, however, she was told that one of the hospitals had received fifteen serious cases of assault in one day, besides many minor cases. One man had nearly lost an eye, another was shot through the leg, another had stab wounds and still another had to be transferred to an asylum, his wounds having caused derangement, she was informed.

Article 2:
From: *The New York Times*
Friday, May 12, 1933

Silver Sees War Danger
Rabbi, Back, Opposes Allowing Germany to Rearm

Rabbi Abba Hillel Silver of The Temple, Cleveland, said on his return from Europe yesterday that Germany "must not be permitted to rearm because Nazism cannot be trusted to preserve the peace of the world." He cut to seven months his year's leave in Europe to join in American relief efforts on behalf of German Jewry.

Article 3:
From: *The New York Times*
Friday, May 12, 1933

Nazis Driving Jews from Ullstein Firm: Employees Force Promise of a Staff Reorganization and Cuts in Big Salaries

[The Nazis] are now reaching out to the Ullstein concern, one of the largest publishing houses in Germany. It is also to be Nazi-ized through the elimination of Jews from directing and editorial staffs. The Telegraphen Union, which enjoys excellent relations with the Hitler government, made public the following communique tonight:

"The members of the National Socialist [Nazi] shop council in the Ullstein plant today demanded of the concern's board of directors reduction of the excessive salaries paid to executive officials and the removal of Jews from the managing and news staffs."

At the Ullstein establishment it was said that a brief demonstration by Nazi employees occurred early this afternoon, delaying printing of the afternoon editions about twenty minutes.

All thirteen Berlin stores of the Epa Company, the German concern similar to the American five and ten cents stores, were forced to close today because the employees refused to continue work "under Jewish management."

Article 4:
From: *Idaho Evening Times*
Tuesday, September 10, 1935

Nazis Segregate Jewish Children

Bernhard Rust, minister of education, issued a decree today segregating Jewish children from "Aryans" in education.

The decree establishes separate schools for Jewish children, beginning next Easter.

Isolation of Jewish children will begin in the primary schools and later will be extended to the higher schools. The decree provided that schools may be established wherever 20 or more Jewish children are prospective pupils.

It was understood the schools will be established first in large cities such as Berlin, Frankfort, Breslau and Munich, where the Jewish population is concentrated, and later will be extended elsewhere.

STUDENT HANDOUT D: TIMELINE OF ANTI-JEWISH LAWS ACTIVITY

Directions: Read through the following laws passed by the Nazis between 1933 and 1938, then fill out the chart.

1933

3/13/1933	Jewish judges placed on permanent leave.
3/18/1933	Jewish lawyers and notaries can no longer practice in Berlin.
4/7/1933	Jewish civil servants fired from their jobs.
4/25/1933	Jews expelled from sports clubs.
4/25/1933	The Law against Overcrowding in Schools and Universities limits the number of Jewish students in public schools.
7/14/1933	The Denaturalization Law revokes the citizenship of naturalized Jews and "undesirables."
7/19/1933	Jews expelled from German Chess Union.
8/16/1933	Jews expelled from choir clubs.
8/22/1933	Jews not allowed to use the beach in Wannsee (a lake in the suburbs of Berlin).
10/1/1933	Jews cannot belong to the German Automobile Club.
10/4/1933	The Law on Editors bans Jews from editorial posts.

1934

3/5/1934	Jewish actors and actresses prohibited from performing.

1935

March 1935	Jewish writers no longer allowed to write.
5/21/1935	Jewish officers expelled from the army.
7/10/1935	Hiking of Jewish youth groups consisting of more than 20 persons prohibited.
1935	Jewish art dealers must close their shops.

1936

4/3/1936	Jews expelled from the veterinary profession.
10/15/1936	Jewish teachers are banned from teaching in public schools.

1937

4/15/1937	Jews are not allowed to graduate.
6/11/1937	Jews are prohibited from giving testimony in courts of law.
6/18/1937	Postal clerks married to Jewish women must leave their jobs.

1938

1/5/1938	Jews are forbidden from changing their names.
3/22/1938	Only "racial comrades" may engage in gardening.
4/26/1938	Jews to declare all assets (everything they have).
7/11/1938	Jews banned from health spas.
7/25/1938	Jewish doctors can no longer practice medicine.
7/27/1938	Streets with "Jewish names" to be renamed.
8/17/1938	Jews to add the middle name of "Sarah" or "Israel" to their names.
10/5/1938	Passports of Jews to be stamped with a "J".
11/12/1938	Jews not allowed to be tradesmen.
11/12/1938	Jewish employees may be discharged without notice or benefits.
11/12/1938	Jews are not allowed to go to movies, operas, or concerts.
11/12/1938	All Jewish owned businesses are to be closed.
11/15/1938	Jewish children no longer allowed to attend public schools.
11/29/1938	The Reich Ministry of the Interior forbids Jews to keep carrier pigeons.
12/3/1938	Jews to hand in drivers licenses.
12/3/1938	Jews are not allowed to use swimming pools.
12/14/1938	The Executive Order on the Law on the Organization of National Work cancels all state contracts held with Jewish-owned firms.
12/31/1938	Certain parts of Berlin are off-limits to Jews.
1938	Aryan and non-Aryan children cannot play together.
1938	Jewish publishers and Jewish book dealers to close by the end of 1938.

STUDENT HANDOUT D – SECTION 2: ANTI-JEWISH LAWS WORKSHEET

List 3 laws that impacted the jobs of Jewish people	List 3 laws that impacted where Jewish people could go	List 3 laws that impacted what Jewish people did for fun

From the list above, choose one law and answer the following questions:

What is the purpose of this law?

Who benefits from it and who is harmed by it?

How will this law impact/effect Jews living in Nazi Germany?

PROPAGANDA: THE NAZIS IN POWER

FULL LESSON #2 | PROPAGANDA: THE NAZIS IN POWER

For background information, see *Why?* pages 63-65 and
https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda.
See also an online exhibit on propaganda from the United States Holocaust Memorial Museum:
https://www.ushmm.org/propaganda/.

Slides to accompany this lesson can be found at: https://hmh.org/Slides.

Engagement
Show your students the video "These Animals Were Given Second Chances!" from the ASPCA: https://www.youtube.com/watch?v=kV2kGhHui0Q (Length: 1:01). All videos for this lesson can also be found in the slides accompanying this lesson.

Discuss with students:

- What emotion(s) does the video want you to feel? How does it try to accomplish those feelings?
- What does the video want you to think? How does it try to get you to think that?
- What does the video want you to do? How does it try to convince you to take that action?
- Do you think there is something the video left out or doesn't tell us? If so, what?

Exploration
Discuss with students: what is propaganda?
After a short discussion, provide your students with Student Handout E: Elements of Propaganda. The handout defines propaganda as: "biased information designed to shape public opinion and behavior."

Answer any questions students have about the definition of propaganda and the elements listed on the handout. Then discuss as a large group or in small groups:

- What elements of propaganda did you see in the video "These Animals Were Given Second Chances?"

Explanation
Tell students that what they are about to see is Nazi propaganda about Jewish people. This means that it contains lies and misinformation about Jewish people. It is a page from a book called *The Poisonous Mushroom (Der Giftpilz)*, a popular children's book in Nazi Germany. The title comes from the idea that it can be difficult to tell which mushrooms are poisonous because they look like mushrooms you can eat, just as Jewish people were supposedly evil even though they looked like other Germans. But Jewish people are people like everyone else - they are not poisonous or evil. This was a lie the Nazis wanted to tell to convince people in Germany that it was okay to treat them unfairly.

Provide students with Student Handout F: Propaganda vs Reality Worksheet. Have the students start with the first page of the worksheet and answer the questions about the Nazi propaganda. This can be done as a full class discussion, small group discussion, or individually.

- What emotion(s) does the picture and passage want people in Germany to feel about Jewish people? How does it try to accomplish those feelings?
- What does the picture and passage want people in Germany to think about Jewish people? How does it try to get them to think that?
- What does the picture and passage want people in Germany to do? How does it try to convince them to take that action?

- Do you think there is something the picture and passage left out or doesn't tell its audience? If so, what?
- What makes this propaganda?
- How are the picture and the passage misleading?
- Do you think people who saw this in the 1930s would know it was propaganda? Why or why not?

Elaboration

Now students will complete the second part of Student Handout F: Propaganda vs Reality Worksheet, using the family photo to answer questions about both images:

- What is the difference between this photo and the Nazi propaganda we saw?
- What does this photo show us about Jewish people from Eastern Europe that was missing from the propaganda?
- Why do you think propaganda like the book page we saw worked (at least sometimes) when people could meet with and see pictures of real Jewish people?
- How do you think Samuel and his family would feel about the propaganda we saw?

Evaluation

Students will create an illustrated dictionary definition of propaganda to teach others about propaganda using Student Handout G: Illustrated Dictionary Entry. The goal is for students to use their own words and images to portray what propaganda means. It may be helpful to give students a specific audience - for example, high school juniors could be told to create for incoming freshmen.

MICRO LESSON #2 | PROPAGANDA: THE NAZIS IN POWER

For background information, see *Why?* Pages 63-65 and https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda.

See also an online exhibit on propaganda from the United States Holocaust Memorial Museum: https://www.ushmm.org/propaganda/.

Slides to accompany this lesson can be found at: https://hmh.org/Slides.

Tell students that what they are about to see is Nazi propaganda about Jewish people. This means that it contains lies and misinformation about Jewish people. It is a page from a book called *The Poisonous Mushroom (Der Giftpilz)*, a popular children's book in Nazi Germany. The title comes from the idea that it can be difficult to tell which mushrooms are poisonous because they look like mushrooms you can eat, just as Jewish people were supposedly evil even though they looked like other Germans. But Jewish people are people like everyone else – they are not poisonous or evil. This was a lie the Nazis wanted to tell to convince people in Germany that it was okay to treat them unfairly.

Provide students with Student Handout F: Propaganda vs Reality Worksheet. Have the students start with the first page of the worksheet and answer the questions about the Nazi propaganda. This can be done as a full class discussion, small group discussion, or individually.

- What emotion(s) does the picture and passage want people in Germany to feel about Jewish people? How does it try to accomplish those feelings?
- What does the picture and passage want people in Germany to think about Jewish people? How does it try to get them to think that?
- What does the picture and passage want people in Germany to do? How does it try to convince them to take that action?
- Do you think there is something the picture and passage left out or doesn't tell its audience? If so, what?
- What makes this propaganda?
- How are the picture and the passage misleading?
- Do you think people who saw this in the 1930s would know it was propaganda? Why or why not?

Now students will complete the second part of Student Handout F: Propaganda vs Reality Worksheet, using the family photo to answer questions about both images:

- What is the difference between this photo and the Nazi propaganda we saw?
- What does this photo show us about Jewish people from Eastern Europe that was missing from the propaganda?
- Why do you think propaganda like the book page we saw worked (at least sometimes) when people could meet with and see pictures of real Jewish people?
- How do you think Samuel and his family would feel about the propaganda we saw?

STUDENT HANDOUT E: ELEMENTS OF PROPAGANDA

Propaganda: Biased information designed to shape public opinion and behavior.

How does propaganda work?

Repeats the same information over and over

- Each issue of the Nazi magazine *Der Stürmer* had the phrase "The Jews are our misfortune" on the front page.

Twists and exploits the truth

- Nazi propaganda that attacked people with disabilities claimed that it cost the same amount to care for either a "healthy" family with two parents and three children or one person with disabilities. This reduced people with disabilities to an expense instead of people.

Appeals to people's emotions

- The Nazis hired horror authors to write propaganda designed to terrify people

Give the illusion that most people agree with the message

- In various elections in Germany held under the Nazis, people were told that the result Hitler wanted had received more than 90% of the vote. The Nazis achieved this by threatening and even arresting people they believed would vote against them.

Talks to people in their own language

- Toys and games for children helped reinforce Nazi ideas and goals. For example, a board game called "Out with the Jews" was won by getting all the pieces representing Jewish people out of Germany at a time when the Nazi goal was to get German Jews to leave the country.

Uses accessible media (ex, newspaper, radio)

- The Nazis used radio to reach people across Germany and made radios cheaper to encourage all non-Jewish Germans to buy a radio. For example, a poster in 1936 said "All of Germany Listens to the Führer [leader] with the People's Radio." German Jews, by contrast, had their radios taken away.

Image credit: From the Holocaust Museum Houston's Permanent Collection. Gift of Deborah A. and Mark Y. Berman.

STUDENT HANDOUT F: PROPAGANDA VS. REALITY

Nazi Propaganda from *The Poisonous Mushroom*. The picture is titled: "How the Jews came to us"

"Once they came from the East,
Dirty, lousy, without a cent;
But in a few years
They were well to do.
Today they dress very well;
Do not want to be Jews any more
So keep your eyes open and make a note:
Once a Jew, always a Jew!"

Image credit: From the Holocaust Museum Houston's Permanent Collection. Gift of Deborah A. and Mark Y. Berman.

This is the family of Houston-area Holocaust survivor Samuel Spritzer. Samuel was born in Rawa Ruska in Poland in 1922 and started working for his family's business at age 13.

In the photo, you can see many members of Samuel's family. In the back row from left to right are Chaskal (an uncle) and Ida (an aunt), Samuel himself, Lotte, Osias (an uncle). Middle row, left to right: Nesia (Samuel's mother), Socia (grandmother), Kalman (an uncle). Front row, left to right: Solomon (a cousin) and Charles.

This ordinary Jewish family from Poland is exactly the type of family that Nazi propaganda like *The Poisonous Mushroom* claimed to inform Germans about.

A photo from the family archive of Samuel Spritzer

Image credit: From the Holocaust Museum Houston's Permanent Collection. Gift of the Family of Samuel Spritzer.

Questions for Photo 1: Nazi Propaganda

What emotion(s) does the picture and poem want people in Germany to feel about Jewish people? How does it try to accomplish those feelings?

What does the picture and poem want people in Germany to think about Jewish people? How does it try to get them to think that?

What does the picture and poem want people in Germany to do? How does it try to convince them to take that action?

Do you think there is something the picture and passage left out or doesn't tell its audience? If so, what?

What makes this propaganda? What elements of propaganda do you see?

How are the picture and the poem misleading?

Do you think people who saw this in the 1930s would know it was propaganda? Why or why not?

Questions for Photo 2: Samuel Spritzer's Family Photo

What is the difference between the family photo and the Nazi propaganda?

What does this photo show us about Jewish people from Eastern Europe that is missing from the propaganda?

Why do you think propaganda like *The Poisonous Mushroom* convinced some people to dislike Jewish people when people could meet with and see pictures of real Jewish people?

How do you think Samuel and his family would feel about the propaganda we saw?

The consequences of this propaganda were very serious for Samuel and his family. Samuel fled approaching Nazi troops into the Soviet Union. "We never stayed, just running," Samuel would say later. He survived, but the rest of his family (including everyone but Samuel in the photograph) were murdered in the Holocaust.

After the Holocaust, Samuel said: "I was more fortunate. I ran away. At least I am alive. At least I had some food. I lived in different, rough atmospheres, in rough situations, in rough moments. But at least I didn't look the Nazis in the face, death in the face."

STUDENT HANDOUT G: ILLUSTRATED DICTIONARY ENTRY

In your own words, define "propaganda."

Draw a picture to illustrate the definition of propaganda:

List at least three signs that something might be propaganda:

1

2

3

CREATIVITY AS RESISTANCE: GHETTOS

FULL LESSON #3 | CREATIVITY AS RESISTANCE: GHETTOS

For background information, see *Why?* pages 176-181 and
https://encyclopedia.ushmm.org/content/en/article/ghettos,
https://encyclopedia.ushmm.org/content/en/article/theresienstadt-cultural-life, and
https://encyclopedia.ushmm.org/content/en/article/hidden-children-expressions.

Slides to accompany this lesson can be found at: https://hmh.org/Slides.

Engagement
Background: While it has changed meaning over time, the word "ghetto" originally comes from the name of the segregated neighborhood where Jewish people in Venice, Italy lived starting in 1516. When the Nazis invaded Eastern Europe during WWII, they forced Jewish people in countries such as Poland, Russia, and Hungary into what they called ghettos. Whole neighborhoods became prisons for Jewish people.

Nazi-created ghettos were terrible places. Residents were at the mercy of the Nazis, who rounded up people for forced labor or deportation to concentration camps or killing centers. Jews were forced to live in crowded, cramped conditions with little food. A daily ration might be about 300 calories. Despite these horrible conditions, Jewish people in ghettos across Eastern Europe tried to support each other.

Explain the background to students, then watch the video with colored photos of the Lodz ghetto: https://www.youtube.com/watch?v=ugJFg4rK948 (Length: 1:22). All videos for this lesson can also be found in the slides accompanying this lesson.

Discuss as a group or ask for written responses to the question: why would people be creative (including drawing, painting, or writing) despite the difficult living conditions and stress of living in a ghetto?

A few reasons Jewish people were creative in ghettos include:
- Documentation (showing others what was happening)
- Remembrance (remembering people who died)
- Resistance (physically or spiritually resisting Nazi policies and/or ideas)
- Escape (distraction from problems)
- Express feelings (show how someone felt)

Exploration
Watch the clip from the video "I'm Still Here": https://www.youtube.com/watch?v=E_cpvkIU6IY (the clip included on the slides is from 16:59-23:59, length 7 minutes). This video features excerpts from the diary of Yitskhok Rudashevski, a teenager from Lithuania, who describes what happened when the Nazis invaded his country and what life was like when he and his family were forced to live in a ghetto.

While they watch the video, have students fill out Student Handout H: Yitskhok Rudashevski's Diary Worksheet.

Yitskhok's diary, along with the diaries of other young people who wrote during the Holocaust, are included in *Salvaged Pages: Young Writers' Diaries of the Holocaust*, edited by Alexandra Zapruder. You can borrow a class set of the ebook edition of Salvaged Pages from Holocaust Museum Houston. Email ebooks@hmh.org for more information. Facing History and Ourselves has in-depth lesson plans for these diaries here: https://www.facinghistory.org/teaching-salvaged-pages.

Explanation
Watch the video "Hand-drawn 'Ghetto' Monopoly": https://www.youtube.com/watch?v=fnHMPhfWacQ (Length 3:22).
Provide students with Student Handout I: Monopoly Board. They can discuss the questions in small groups or provide individual written responses.

1. What does the video tell you about life in Nazi-created ghettos?
2. How did the hand-drawn Monopoly game make a difference in the brothers' lives?
3. Why did the brothers donate their game to a museum?

Elaboration
As a group, watch the video about the artist Samuel Bak: https://www.youtube.com/watch?v=sktfo6O2g28 (Length: 8:19). If there isn't time to watch the whole video, watch the first few minutes as an introduction to Holocaust survivor and artist Samuel Bak.

Provide students with Student Handout J: "Study for Alone" Analysis Worksheet. Analyzing the art piece can be done as a class, in small groups, or individually.

Evaluation
Students will choose one of the reasons that people were creative during the Holocaust discussed at the beginning of the lesson and create a one-pager.

A few reasons Jewish people were creative in ghettos include:

- Documentation (showing others what was happening)
- Remembrance (remembering people who died)
- Resistance (physically or spiritually resisting Nazi policies and/or ideas)
- Escape (distraction from problems)
- Express feelings (show how someone felt)

Using a blank sheet of paper, the students should fill the entire page by including these elements:

- Divide the page into two parts of about equal size (for example, by drawing a line or folding the paper in half)
- On one half of the page, students should use art supplies (markers, colored pencils, crayons, etc.) to create an image illustrating the reason to create art that they chose. Around this image, include at least two important words or phrases from the lesson.
- On the other half of the page, students should write a short response of at least four sentences describing the reason for creating art they chose and why they chose it.

Extension Activity
Show students the video "The Incredible and Moving Story of Oneg Shabbat" (Length: 2:19): https://www.youtube.com/watch?v=yqcLlTbSXUg.

Have students brainstorm what objects a historian in the future would need to understand our lives today. Either as a class or starting individually, make a list of items that students think should be included in a class archive. If students make lists individually, ask them to share their list with the class.

Create a class list and post it in a visible spot in the classroom. Allow students the ability to add to the list (for example, using post-it notes). Any additions should include the date they were added. Check back in on the

archive list every few weeks and encourage students to add items. Can students see changes occurring through the items they add to the archive?

Additional class projects to add to the archive can include:

- Writing a diary entry about what is going on in students' lives
- Creating a class newspaper
- Writing a list of predictions. What do you think will happen next week? Next month? Then check back on your list. Did you get it right?

MICRO LESSON #3 | CREATIVITY AS RESISTANCE: GHETTOS

For background information, see *Why?* pages 176-181 and
https://encyclopedia.ushmm.org/content/en/article/ghettos,
https://encyclopedia.ushmm.org/content/en/article/theresienstadt-cultural-life, and
https://encyclopedia.ushmm.org/content/en/article/hidden-children-expressions.

Slides to accompany this lesson can be found at: https://hmh.org/Slides.

Watch the clip from the video "I'm Still Here": https://www.youtube.com/watch?v=E_cpvkIU6IY (the clip included on the slides is from 16:59-23:59, length 7 minutes). This video features excerpts from the diary of Yitskhok Rudashevski, a teenager from Lithuania, who describes what happened when the Nazis invaded his country and what life was like when he and his family were forced to live in a ghetto.

While they watch the video, have students fill out Student Handout H: Yitskhok Rudashevski's Diary Worksheet.

Yitskhok's diary, along with the diaries of other young people who wrote during the Holocaust, are included in *Salvaged Pages: Young Writers' Diaries of the Holocaust*, edited by Alexandra Zapruder. You can borrow a class set of the ebook edition of *Salvaged Pages* from Holocaust Museum Houston. Email ebooks@hmh.org for more information. Facing History and Ourselves has in-depth lesson plans for these diaries here: https://www.facinghistory.org/teaching-salvaged-pages.

STUDENT HANDOUT H: YITSKHOK RUDASHEVSKI'S DIARY WORKSHEET

Instructions: While you watch the video, imagine you were there with Yitskhok Rudashevski after the Nazis invaded his country. Fill in each box with at least two answers.

Box 1: What would Yitskhok have heard?	Box 2: What would Yitskhok have seen?
Box 3: What would Yitskhok have smelled?	Box 4: How did Yitskhok feel about what was happening?

Why do you think Yitskhok continued to write in his diary even during difficult times?

STUDENT HANDOUT I: MONOPOLY BOARD

What does the video tell you about life in Nazi-created ghettos?

How did the hand-drawn Monopoly game make a difference in the brothers' lives?

Why did the brothers donate their game to a museum?

Image credit: From the Beit Terezin Permanent Collection.

STUDENT HANDOUT J: "STUDY FOR ALONE" ANALYSIS WORKSHEET

Study for Alone by Samuel Bak
Mixed media on paper
50 x 65 cm

Image credit: From the Holocaust Museum Houston's Permanent Collection. Gift of Samuel Bak.

Based on the video, why does Samuel Bak create art about the Holocaust?

What do you see when you first look at the art piece "Study for Alone?" What stands out to you?

What questions do you have about the art piece "Study for Alone?"

What do you think Samuel Bak was trying to show us about life in a ghetto by painting "Study for Alone"?

DEHUMANIZATION: CONCENTRATION CAMPS

FULL LESSON #4 | DEHUMANIZATION: CONCENTRATION CAMPS

For background information, see *Why?* pages 191-192, 202-210 and https://encyclopedia.ushmm.org/content/en/article/nazi-camp-system and https://encyclopedia.ushmm.org/content/en/oral-history/lily-mazur-margules-describes-the-dehumanization-she-felt-in-the-kaiserwald-camp.

Slides to accompany this lesson can be found at: https://hmh.org/Slides.

Engagement

Provide students with Student Handout K: The Nazi Worldview. This contains a quote bank of real quotes from members of the Nazi party referring to various groups of people. Remind students that the Nazis held a racist worldview and students may find these quotes to be upsetting or disturbing.

Students will sort the quotes into the different levels of the Nazi worldview shown on the worksheet. The quotes can be cut out for the activity or students can write the number of each quote in the section where they think it fits.

Ask the class:

- Which category contains most of the quotes?
- What does that tell you about the way the Nazis thought about people?
- How do students think people in each category were treated by the Nazis?

Define dehumanization: viewing and treating people as though they are not fully human; saying that while a person or group may look like a human, they are missing something important and shouldn't count as human.

Have students identify quotes from the list that they think are dehumanizing.

Exploration

Background: During WWII, the Nazis created a vast network of concentration camps and killing centers where Jewish people and other groups (including Poles, gay men, Soviet prisoners of war, Jehovah's witnesses, members of non-Nazi political parties, and people from across Europe who resisted) seen as enemies by the Nazis were murdered or forced to work as slaves. One of the largest of these camps was Auschwitz in Poland. It had several subcamps, including a factory complex called Buna run by the German company I.G. Farben. One of the prisoners forced to work there was an Italian Jewish man named Primo Levi. A chemist by profession, Levi wrote extensively about life in the camp.

After you discuss the background, have students read Student Handout L: "Buna" Reading, the poem "Buna" by Primo Levi. This can be done individually or as a group.
Discussion questions:

1. What words or images from the poem stand out to you? Why?
2. What does the poem tell you about life at Buna?
3. What does the poem tell us about how people in Buna were dehumanized?
4. This poem was written after the end of the Holocaust. What does the poem have to say about the future?

Explanation
Provide students with Student Handout M: Photo Compare/Contrast Worksheet. Have them look at both images and fill out the worksheet.

Elaboration
Provide students with Student Handout N: The Long Shadow of the Holocaust. Students will read the passage from *But You Did Not Come Back: A Memoir*. Have students circle words and phrases from the passage that stand out to them.

Have students watch the clip from Houston-area survivor Chaja Verveer talking about the impact of Holocaust trauma on her family (Length: 2 minutes): https://hmh.org/survivors/list/chaja-verveer_0da. As they watch, ask students to write down any words or phrases from the video that stand out to them.

Discuss with students:

- Based on these two sources, what were the long term impacts of dehumanization on Holocaust survivors?
- Why do you think the dehumanizing treatment people received had such a long impact on survivors?

Students will use the words and phrases from both the passage and the video that stood out to them to create a found poem. A found poem is when you take someone else's words and rearrange them to create something new. On a blank sheet of paper, students will rearrange the words and/or phrases that stood out to them to create their new poem. Then students can use their own words to create a title.

Evaluation
There are famous photos from Auschwitz of thousands of shoes taken from the people murdered there. A pile of shoes is also one of the most vivid memories many people take away from visiting the United States Holocaust Memorial Museum in Washington, D.C. This can be helpful for people learning about the Holocaust because it helps demonstrate the huge scale of how many people were killed. Ask the class to discuss or provide written responses to the question: Is using a pile of shoes to demonstrate the scale of the Holocaust dehumanizing? Why or why not?

If the class believes that this is dehumanizing, work together to brainstorm a more humanizing way to demonstrate the scale of the Holocaust.

MICRO LESSON #4 | DEHUMANIZATION: CONCENTRATION CAMPS

For background information, see *Why?* pages 191-192, 202-210 and https://encyclopedia.ushmm.org/content/en/article/nazi-camp-system and https://encyclopedia.ushmm.org/content/en/oral-history/lily-mazur-margules-describes-the-dehumanization-she-felt-in-the-kaiserwald-camp.

Slides to accompany this lesson can be found at: https://hmh.org/Slides.

Define dehumanization: viewing and treating people as though they are not fully human; saying that while a person or group may look like a human, they are missing something important and shouldn't count as human.

Provide students with Student Handout M: Photo Compare/Contrast Worksheet. Have them look at both images and fill out the worksheet.

HANDOUT K: THE NAZI WORLDVIEW

Instructions: Each quote below is something the Nazis said about different groups of people. Keep in mind that the Nazis held a racist worldview, so these quotes may be upsetting or disturbing. Remember that the Nazis lied about many different groups of people. Using your inference skills, sort each quote into the category you think the Nazis would put them in.

1 "The Jews are our misfortune"	**2** "Healthy families have 2.2 children"	**3** "Life unworthy of life"	**4** "Life only as a burden"	**5** "Low grade hereditary qualities"
6 "The German stands up... the German is a proud young man, able to work and able to fight."	**7** "Any man who still has a residue of honor will be very careful not to become a journalist."	**8** "The deepest philosophical thinking, the deepest wisdom of life, can only be expressed in German."	**9** "One should not allow them to starve, thereby still denying many liters of milk for general consumption..."	**10** "One's object is to raise the children in order to use them later as a source of labor…"
11 "The boys who are true Germans to Hitler's youth belong."	**12** "Families with criminal tendencies have 4.9 children."	**13** "We must have a healthy people in order to prevail in the world."	**14** "For us women, to be German meant, and still means, always to be strong."	**15** "A peculiar form of the human species who are incapable of development."
16 "Our starting point is not the individual, and we do not subscribe to the view that once should feed the hungry, give drink to the thirsty, or clothe the naked."	**17** "All of you, whether political leader, SA, SS or Hitler Youth share a common pride: Being a member of Adolf Hitler's NSDAP [Nazis]!"	**18** "The National Socialist revolution was a change, a transformation, from unclear, confused, almost insane complexity to a simple but clear and true way of thinking and acting for the German people."	**19** "The work of German men and women will together form the self-aware and proud Germans that we need, since our people must live!"	**20** "In the shortest time, Europe will be a picture of stability and reasonable order. There will be no victors and defeated as there were under Versailles, but rather there will be one victor, reason and the peoples of Europe…"

NAZIS

Members of the Nazi party

"TRUE GERMANS"

Supposedly "ethnically pure" German citizens who agreed with the Nazis

---

"RACIAL COMRADES"

People from northern Europe who agreed with the Nazis

EVERYONE ELSE

STUDENT HANDOUT L: "BUNA" READING

Buna
By Primo Levi
Translated by Jonathan Galassi

Wounded feet and cursed earth,
The line long in the gray mornings.
Buna's thousand chimneys smoke,
A day like every other day awaits us.
The sirens are terrific in the dawn:
"You, multitude with wasted faces,
Another day of suffering begins
On the monotonous horror of the mud."

I see you in my heart, exhausted comrade;
Suffering comrade, I can read your eyes.
In your breast you have cold hunger nothing
The last courage has been broken in you.
Gray companion, you were a strong man,
A woman traveled next to you.

Empty comrade who has no more name,
A desert who has no more tears,

So poor that you have no more pain,
So exhausted you have no more fear,
Spent man who was a strong man once:
If we were to meet again
Up in the sweet world under the sun,
With what face would we confront each other?

December 28, 1945

From: The Complete Works of Primo Levi volume 3, edited by Ann Goldstein (New York: Liveright Publishing Corporation, 2015).

Discussion questions:

1. What words or images from the poem stand out to you? Why?
2. What does the poem tell you about life at Buna?
3. What does the poem tell us about how people in Buna were dehumanized?
4. This poem was written after the end of the Holocaust. What does the poem have to say about the future?

STUDENT HANDOUT M: PHOTO COMPARE/CONTRAST WORKSHEET

Photo 1:

Image credit: Jewish women from Subcarpathian Rus who have been selected for forced labor at Auschwitz-Birkenau, march toward their barracks after disinfection and headshaving. Yad Vashem.

Photo 2:

Image credit: Wedding of Katrian Verveer and Philip Koekkoer. The Netherlands, May 30, 1938. Gift of Chaja Verveer.

Photograph 1	Photograph 2
Do the people know they are being photographed? (circle one) Yes No	Do the people know they are being photographed? (circle one) Yes No
Do the people look like they want to be photographed? (circle one) Yes No	Do the people look like they want to be photographed? (circle one) Yes No
Who do you think took this photo?	Who do you think took this photo?
Why do you think they took this photo?	Why do you think they took this photo?
Is this photo dehumanizing? Yes No	Is this photo dehumanizing? Yes No
Why or why not?	Why or why not?
Which photo would you rather be in? (circle one) Photo 1 Photo 2 Why?	

STUDENT HANDOUT N: THE LONG SHADOW OF THE HOLOCAUST

The following passage is from *But You Did Not Come Back: A Memoir* by Marceline Loridan-Ivens, a French Holocaust survivor. The memoir is written as a letter to her father, who was deported with her to Auschwitz-Birkenau and murdered during the Holocaust.

"I'm eighty-six years old, twice the age you were when you died. I'm an elderly lady now. I'm not afraid to die, I don't panic. I don't believe in God, or that there's anything after death. I'm one of the 160 still alive out of the 2,500 who came back - 76,500 French Jews were sent to Auschwitz-Birkenau. Six million Jews died: in the camps, killed and thrown into mass graves, gassed, shot at point-blank range, massacred in the ghettos. Once a month, I have dinner with some friends who survived, we laugh together, even about the camp, in our own way. And I see Simone too. I've watched her take teaspoons in cafes and restaurants and slip them into her handbag; she'd been a minister, an important woman in France, an imposing person, but she still hoards worthless teaspoons so she doesn't have to lap up the terrible soup of Birkenau. If you only knew, all of you, how the camp remains permanently within us. It remains in all our minds, and will until we die."

From *But You Did Not Come Back: A Memoir* by Marceline Loridan-Ivens (Atlantic Monthly Press, 2016).

THE LESSONS OF THE HOLOCAUST

FULL LESSON #5 | THE LESSONS OF THE HOLOCAUST

For background information, see *Why?* pages 300-305, https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-definition-of-genocide and https://www.ushmm.org/genocide-prevention/countries/china/case-study/current-risks/chinese-persecution-of-the-uyghurs.

Slides to accompany this lesson can be found at: https://hmh.org/Slides.

Engagement
Ask students what lessons they think we can learn from the Holocaust. Give them a moment to brainstorm answers, then have each student share their responses aloud. Students can share in the order they are seated so everyone participates. After everyone has shared, ask students if they noticed any trends or themes in the answers.

Exploration
In four places around the room, place chart paper and markers. Each piece of chart paper should include one of the lessons of the Holocaust:

- The Holocaust was not inevitable – individuals, institutions, and governments allowed it to happen
- Democracy is fragile – democratic institutions need to be nurtured and protected because they can be undermined from within
- Decisions have consequences – and doing nothing is also a choice
- Unchecked hate leads to violence – it is dangerous to remain silent and indifferent in the face of the oppression of others

Under each lesson, students should provide a real world example of that lesson they see in their community, country, or world today.

After students have added their thoughts, have them stand next to the lesson they believe is most important. Have students share why they chose that lesson.

Explanation
Never Again is an idea frequently repeated after the Holocaust, meaning that no other group of people should ever experience something like the Holocaust. However, when we don't learn the lessons of the Holocaust, it makes genocide (targeting a group of people for destruction because of who they are) possible. There have been multiple examples of genocide that have occurred since the Holocaust. While all genocides have their own specific character, many of them contain similar steps. We call these the Ten Stages of Genocide.

Provide students with Student Handout O: The Ten Stages of Genocide. Students will pick one of the stages of genocide. They can either draw or write to show how that stage occurred during the Holocaust.

Elaboration
Show students one or both of the videos on the situation of the Uyghurs in China: https://www.youtube.com/watch?v=tgHXejlynnU and https://www.youtube.com/watch?v=dEkliuqQo-g&t=1s. While watching, students should circle any symbols of genocide that they see happening in this case on their worksheet.

Have students look back at the lessons from the Holocaust. Which of these lessons do they think apply in the case of Uyghurs?

Evaluation

Elie Wiesel is one of the most well known survivors of the Holocaust due to his book Night and his activism. He was awarded many honors, including the Nobel Peace Prize. As a group, read the following passage from Elie Wiesel's Nobel Peace Prize acceptance speech (https://www.nobelprize.org/prizes/peace/1986/wiesel/26054-elie-wiesel-acceptance-speech-1986/): "When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men or women are persecuted because of their race, religion, or political views, that place must – at that moment – become the center of the universe."

As a class, create your own map to show where students think should currently be "the center of the universe," a place where people are being treated unfairly because of who they are.

This can be done in a variety of ways:

- Sticky notes on a classroom map
- A shared Google Map
- Print a map and have students draw arrows or circle their chosen location

Have each student write a paragraph explaining why they chose this location. Which of the lessons from the Holocaust connects to your choice?

Students can also add their ideas to our community map via Google Maps here: https://hmh.org/Map or by scanning the QR code:

Learn how to use Google Maps and add your own place here: https://support.google.com/mymaps/answer/3024925?visit_id=637700968230580496-3217136224&p=lite_addplaces&rd=1.

MICRO LESSON #5 | THE LESSONS OF THE HOLOCAUST

For background information, see *Why?* pages 300-305, https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-definition-of-genocide and https://www.ushmm.org/genocide-prevention/countries/china/case-study/current-risks/chinese-persecution-of-the-uyghurs.

Slides to accompany this lesson can be found at: https://hmh.org/Slides.

In four places around the room, place chart paper and markers. Each piece of chart paper should include one of the lessons of the Holocaust:

- The Holocaust was not inevitable – individuals, institutions, and governments allowed it to happen
- Democracy is fragile – democratic institutions need to be nurtured and protected because they can be undermined from within
- Decisions have consequences – and doing nothing is also a choice
- Unchecked hate leads to violence – it is dangerous to remain silent and indifferent in the face of the oppression of others

Under each lesson, students should provide a real world example of that lesson they see in their community, country, or world today.

After students have added their thoughts, have them stand next to the lesson they believe is most important. Have students share why they chose that lesson.

STUDENT HANDOUT O: THE TEN STAGES OF GENOCIDE

Stage of Genocide	Description
1. Classification	Separating people into categories, with the assumption that some categories contain "good" people and some categories contain "bad" people.
2. Symbolization	Identifying who is a member of a certain group. This sometimes involves forcing people to wear symbols to identify themselves.
3. Discrimination	Treating members of a group unfairly. This can be done via formal laws or informal policies.
4. Dehumanization	Viewing and treating people as though they are not fully human. Saying that while a person or group may look like a human, they are missing something important and shouldn't count as human.
5. Organization	Organizing and training people to discriminate against or kill others.
6. Polarization	Using propaganda to convince people that members of a group are evil. Segregating members of a group and preventing them from interacting with others.
7. Preparation	Making plans to murder a group of people just because of who they are.
8. Persecution	Imprisoning members of a group, separating families, and/or forcing people away from their homes.
9. Extermination	Mass murder of a group.
10. Denial	Claiming that a genocide did not occur, claiming the truth is "exaggerated," or blaming victims for their own murder.

Based on research by Dr. Gregory Stanton of Genocide Watch
(https://www.genocidewatch.com/)

HMH EDUCATION PROGRAMS OVERVIEW

All of the below programs from Holocaust Museum Houston are free resources for educators. To learn more about our programs, visit https://hmh.org/Classroom or scan the QR code.

Educator in Motion

The Educator in Motion program is a FREE initiative that sends museum educators to schools to provide educational programming on the Holocaust, Human Rights, and Active Citizenship. Students work directly with a museum educator and participate in interactive activities that explore the lessons of the Holocaust, human rights throughout history, and the role of individuals in society today. Each program is designed to be presented in a class period and can be adapted to fit your classroom schedule. EIM programs can be presented in English or Spanish and are in alignment with Texas Essential Knowledge and Skills (TEKS) standards. In person and virtual presentations are available.

For more information, please visit: https://hmh.org/education/programs-and-curriculum/educator-in-motion/

E-Books

The E-Books program is a FREE school program that uses literature to support Holocaust, Human Rights, and Character education in K-12 classrooms. Our elementary, middle, and high school collections feature picture books, novels, diaries, poetry, graphic novels, and memoirs with supplemental lesson plans and resources to accompany the titles. E-Books are available digitally in English E-Book or Spanish E-Book format. Select titles are available in English or Spanish Audiobook format. Teachers can borrow class sets of E-Books for FREE for up to 3 weeks. Teachers and students can access the title(s) digitally on personal electronic devices. Additionally, students will have access to the entire HMH Boniuk Library catalogue and can borrow extra titles from our Library at no extra cost. Teachers can request a Digital Curriculum Trunk to use in conjunction with the E-Books should they need a class set of electronic devices for their classroom.

For more information, please visit: https://hmh.org/education/ebooks/

Student Field Trip Experiences

Holocaust Museum Houston is pleased to offer Empowering Upstanders, our immersive field trip program for school and youth groups. Students can explore the history of the Holocaust, Human Rights, and Leadership through interactive tours of our Holocaust Gallery, Human Rights Gallery, Young Diarists Gallery, and Samuel Bak Art Gallery. Our field trip program features docent guided and self guided tour experiences available in English or Spanish. Educators can choose from our social studies track or language arts track. Workshops led by HMH Staff are also available and can be added to your visit. Bus reimbursement funding is available for title one schools.

In response to the need for distance learning options, virtual tours for school and youth groups are available. Through engaging tours facilitated by Museum docents, participants can experience our galleries virtually and have their questions answered live during the program. Virtual Tours can be presented in English or Spanish and include supplemental activities to accompany the tours. Virtual Tour options include the Holocaust Gallery, Human Rights Gallery, and Samuel Bak Art Gallery.

For more information, please visit: https://hmh.org/visit/tours/

Educator Workshops

HMH Educator Workshops explore the Holocaust, human rights, and social justice education using cross-curricular lessons integrating social studies, language arts, and fine arts concepts together. Through our interactive workshops, teachers have the opportunity to view our Museum galleries, engage in activities and instructional strategies designed for the classroom, and learn about free programs and resources available at the Museum. Full day, half day, and by the hour workshops are available. Workshops can be hosted in person at the Museum, in person at schools within the Greater Houston area, or virtually. Educator Workshops are free and include workshop materials and supplies at no extra cost. Educators earn CPE & GT credits for participating in the workshops and receive a certificate of completion at the end of each program.

For more information, please visit: https://hmh.org/education/professional-development/

HOLOCAUST RESOURCE LIST FOR TEACHERS

Books

1. Why? Explaining the Holocaust by Peter Hayes
2. State of Deception: The Power of Nazi Propaganda by United States Holocaust Memorial Museum
3. The Holocaust by Bullets by Father Patrick Desbois
4. War & Genocide: A Concise History of the Holocaust by Doris Bergen
5. Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland by Christopher R. Browning
6. Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland by Jan T. Gross
7. Salvaged Pages: Young Writers Diaries of the Holocaust by Alexandra Zapruder
8. I Never Saw Another Butterfly: Children's Drawing and Poems from the Terezin Concentration Camp, 1942 - 1944 by Hana Volavkova
9. Americans and the Holocaust: A Reader by Daniel Greene and Edward Phillips
10. Between Dignity and Despair: Jewish Life in Nazi Germany by Marion A. Kaplan

Films/Documentaries

1. The Path to Nazi Genocide (United States Holocaust Memorial Museum)
2. I'm Still Here: Real Diaries of Young People Who Lived During the Holocaust (2005)
3. The Pianist (2002)
4. Schindler's List (1993)
5. Defiance (2008)
6. Conspiracy (2001)
7. The Book Thief (2013)
8. Sarah's Key (2010)
9. Denial (2016)
10. Operation Finale (2018)

HOLOCAUST RESOURCE LIST FOR STUDENTS

Books

1. Night by Elie Wiesel
2. The Diary of a Young Girl by Anne Frank
3. Salvaged Pages: Young Writers Diaries of the Holocaust by Alexandra Zapruder
4. When Hitler Stole Pink Rabbit by Judith Kerr
5. The Devil's Arithmetic by Jane Yolen
6. Number the Stars by Lois Lowry
7. The Book Thief by Markus Zusak
8. T-4 by Ann Clare LeZotte
9. The Whispering Town by Jennifer Elvgren
10. Nicky & Vera: A Quiet Hero of the Holocaust and the Children He Rescued by Peter Sis

Films/Documentaries

1. The Path to Nazi Genocide (United States Holocaust Memorial Museum)
2. I'm Still Here: Real Diaries of Young People Who Lived During the Holocaust (2005)
3. The Pianist (2002)
4. Schindler's List (1993)
5. Defiance (2008)
6. Conspiracy (2001)
7. The Book Thief (2013)
8. Sarah's Key (2010)
9. Prosecuting Evil: The Extraordinary World of Ben Ferencz (2018)
10. Stories of Rescue - Documentaries (Jewish Foundation for the Righteous)

GLOSSARY OF TERMS

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

Anschluss
The German incorporation of Austria in March 1938.

Antisemitism
Prejudice against or hatred of Jews.

Aryan
Term used by the Nazis to describe Northern European peoples with "Nordic" characteristics (such as blonde hair and blue eyes) as racially "superior."

Axis
The Axis powers, originally Nazi Germany and Fascist Italy, extended to Japan when it entered World War II.

Crematorium
Ovens used to burn and dispose of the large number of murdered bodies.

Evian Conference
In the summer of 1938, delegates from 32 countries met in France to discuss the refugee problem caused by Nazi persecution of Jews. Few countries were willing to open their doors, giving a clear message to Hitler as to the true feeling of many foreign countries toward the Jews.

Fascism
A centralized totalitarian government headed by a dictator; a political movement that places the collective nation above the individual often resulting in suppression and physical annihilation of opponents.

Final Solution
Term used by the Nazis to describe their plan to annihilate the entire Jewish population of Europe.

Fuhrer
German word for "leader" that was adopted by Adolf Hitler as his title following President Hindenburg's death.

Gas Chambers
Large, sealed rooms (usually with shower nozzles) used to murder Jews and targeted groups; many people were led into gas chambers with the belief they were going to take a shower.

Gestapo
The secret state police of Germany organized to stamp out any political opposition.

Roma and Sinti
Ethnic groups with a long history of persecution in most of Western and Eastern Europe because of their beliefs and lifestyle. The Nazis believed Roma and Sinti to be "racially inferior" and subjected these groups to internment, forced labor, and mass murder. Approximately 250,000-500,000 Roma and Sinti were murdered during the Holocaust.

GLOSSARY OF TERMS

Holocaust
The systematic, bureaucratic, state-sponsored persecution and murder of approximately 6 million Jews by the Nazi regime and their collaborators. German authorities also targeted other groups based on their perceived racial and biological inferiority including the Roma and Sinti, individuals with disabilities, 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.

Jehovah's Witnesses
Members of a Christian denomination who refused, among other things, to recognize Hitler and the Nazis as the supreme force in Germany and to swear allegiance to Hitler and the Nazis. Many Jehovah's Witnesses were imprisoned and a number of them were executed.

Jews
Persons identifying themselves with the Jewish community or as followers of the Jewish religion or culture.

Judenrat
Jewish councils set up within the ghettos to maintain order and implement German policies.

Kindertransport
A program which allowed Jewish children to be sent from Germany, Austria, and parts of Czechoslovakia to Great Britain.

Nazi
Name for members of the NSDAP, National Socialist Democratic Workers Party, who believed in the idea of Aryan supremacy.

Partisans
Groups of organized resistance fighters who aimed to damage the German war effort by attacking military targets, often using the forest for cover.

Pogrom
An organized, state-sponsored attack against a group of people.

SA
Sturmabteilungen or Storm Troopers, the terrorist branch of the Nazi army, was formed in 1923 and used to help secure Hitler's rise to power.

SS
Schutzstaffel, the German army's elite guard, organized to serve as Hitler's personal protectors and to administer the concentration camps.

Swastika
Once an ancient symbol used to ward off evil spirits, the Nazis adopted it as their official symbol.

Synagogue
A Jewish place of prayer, learning, and worship.

GLOSSARY OF TERMS

T-4 Program
The Nazi's euthanasia program targeting physically and mentally disabled persons for systematic murder. The T-4 program served as the training ground for methods of mass murder that would later be used in killing centers and concentration camps, such as gassings and cremation of bodies.

Third Reich
The name given to the Nazi regime in Germany; Hitler boasted that the Third Reich would reign for 1,000 years.

Wannsee Conference
Conference of high-ranking German officers held in the Berlin suburb of Wannsee, to finalize plans for the destruction of European Jews.

Weimar Republic
The new democratically elected government in Germany following the end of WWI.

White Rose Movement
A group of young German students who protested against the Nazi treatment of Jews and others. Most of the members of this group were eventually rounded up and executed.

Zyklon B
A chemical developed as an insecticide, the pellets of which were shaken down an opening releasing poisonous gas into gas chambers. The Nazis found this to be a quicker, cheaper, and more reliable method of mass killing.

ABBREVIATED TIMELINE OF THE HOLOCAUST, 1933-1945

1933

Jan. 30	Adolf Hitler appointed chancellor of Germany.
Feb. 27	Reichstag (German parliament) fire; Nazis use fire as a pretext to remove civil rights and liberties.
March 20	First concentration camp (Dachau) established.
March 23	Enabling Act passed by Nazi-dominated Reichstag.
April 1	Boycott of Jewish shops and businesses; Jewish professionals barred from entering their offices and places of employment.
April 7	First anti-Jewish decree: The Law for the Reestablishment of the Civil Service.
April 26	Gestapo established.
May 10	Public burnings of books authored by Jews, those of Jewish origin, and opponents of Nazism.
Spring/Summer	Universities and the arts "cleansed" of Jewish influence.
	Jewish professors expelled.
	Jewish writers and artists prohibited from practicing their professions.
	Jewish organizations in America and Western Europe protest Nazi persecution of the Jews - a few call for boycott of Nazi Germany.

1934

June 30	"Night of the Long Knives;" Nazis purge leadership of Storm Troopers (SA) and opponents of Nazism.
Aug. 2	Hitler named president and commander-in-chief of the armed forces following the death of von Hindenburg.

1935

May 25	-Germany renews conscription, in violation of the Treaty of Versailles.
Sept. 15	"Nuremberg Laws" enacted. Jews could no longer be German citizens, marry Aryans, fly the German flag, or hire German maids under the age of 45.
Nov. 14	Germany defines Jews as anyone with three Jewish grandparents or someone with two Jewish grandparents who has identified himself/herself as a Jew in one of the following ways:
	(a) belonging to the official Jewish community
	(b) married to a Jew
	(c) child of a Jewish parent

1936

March 7	Germans march into the Rhineland, which had been demilitarized according to the Treaty of Versailles.
Summer	Berlin Olympics held.

1938

March 13	Anschluss: Annexation of Austria by Germany; all German antisemitic decrees immediately applied in Austria.
April 26	Jews in the Reich must register all property with authorities.
Aug. 17	Decrees revoke all name changes by Jews and force Jews who did not have names recognized as Jewish to add "Israel" (for males) and "Sarah" (for females) as middle names.
Sept. 29-30	At Munich Conference, England and France agree to turn over Sudetenland (part of Czechoslovakia) to Germany.
Oct. 5	All Jewish passports to be marked with a large red "J".
Oct. 28	Jews with Polish citizenship living in Germany are expelled to the Polish border. Poles refuse to admit them. Germans refuse to allow them back into Germany. 17,000 stranded in the frontier town of Zbaszyn.
Nov. 9-10	November Pogrom (Nazi term - Kristallnacht/Night of the Broken Glass): anti-Jewish pogrom in Germany and Austria in which Jewish synagogues were destroyed, Jewish shops looted, and 30,000 Jewish males were sent to concentration camps.
Nov. 12	Decree forcing all Jews to transfer retail businesses to Aryan hands.
Nov. 15	Decree expels all Jewish students from German schools.

1939

Jan. 30	Hitler threatens in Reichstag speech that if war erupts, it will mean the Vernichtung (extermination) of European Jews.
March 15	Nazis occupy part of Czechoslovakia (Bohemia and Moravia).
Aug. 23	Molotov-Ribbentrop Pack signed; nonaggression pact between Russia and Germany.
Sept. 1	Beginning of World War II; Germany invades Poland.
Sept. 17	Russia invades eastern Poland.
Sept. 27	Jews in German-occupied Poland forced to wear distinguishing badge.
Nov. 28	First ghetto in Poland established in Piotrków.

1940

April 9	Germans occupy Denmark and southern Norway.
April 27	Himmler issues directive to establish a concentration camp at Auschwitz.
May 7	Lodz ghetto closed off: approximately 165,000 inhabitants in 1.6 square miles.
May 10	Germany invades Holland, Belgium, and France.
June 22	France surrenders to Nazi Germany.
Aug. 8	Battle of Britain begins.
Sept. 27	Rome-Berlin-Tokyo Axis forms.
Nov. 15	Warsaw Ghetto sealed off: approximately 500,000 inhabitants.

1941

Jan. 21-26	Anti-Jewish riots in Romania by Iron Guard; hundreds of Jews murdered.
March	Adolf Eichmann appointed head of the Gestapo section for Jewish affairs.
April	Germany occupies Greece and Yugoslavia.
June	Vichy government deprives Jews of French North Africa of their rights as citizens.
June 22	Germany invades the Soviet Union.
End of June	Nazi Einsatzgruppen (special mobile killing units) carry out mass murder of Jews in areas of Soviet Union occupied by German army with the assistance of local police.
July 31	Heydrich appointed by Goering as responsible for implementation of the Final Solution.
Sept. 1	Jews in Third Reich obligated to wear yellow Star of David as distinguishing mark.
Sept. 3	First gassing with Zyklon B performed on 600 Soviet prisoners of war at Auschwitz.
Sept. 28-29	Massacre of 34,000 Jews at Babi Yar, a ravine outside Kiev.
October	Establishment of Auschwitz-Birkenau camp; site of mass murder of Jews, Roma and Sinti, Poles, Russians, and others.
Dec. 7	Japanese attack on Pearl Harbor.
Dec. 8	Chelmno killing center begins operation - 340,000 Jews and 20,000 Poles and Czechs murdered there by April 1943.

1942

Jan. 20	Wannsee Conference: Heydrich reveals official, systematic plan to murder all Jews.
January	Jewish underground organizations established in Vilna Ghetto and Kovno Ghetto.
March 1	Murder by gas begins at Sobibor killing center; by October 1943, 250,000 murdered.
Late March	Deportations to Auschwitz-Birkenau killing center begins.
June 1	Treblinka killing center begins operation; by August 1943, 700,000 Jews murdered.
June	Jewish partisan unit established in forests of Belorussia.
July 28	Jewish fighting organization (ZOB) established in Warsaw Ghetto.
Summer	Deportation of Jews to killing centers from Holland, Poland, France, Belgium, Croatia. Armed resistance by Jews in ghettos of Kletzk, Wieswiez, Mir, Lackwa, Krements, and Tuchin.
November	Allied forces land in North Africa.
Winter	Deportation of Jews from Norway, Germany, and Greece to killing centers; Jewish partisan movements organize in forests near Lublin.

1943

Feb. 2	German advance in Russia stopped at Stalingrad.
March	Liquidation (the forced removal of ghetto inhabitants) of Krakow Ghetto.
April 19	Warsaw Ghetto revolt begins as Germans attempt to liquidate 70,000 ghetto inhabitants; Jewish underground fights Nazis until early June.
June	Himmler orders the liquidation of all the ghettos in Poland and the Soviet Union.

Summer	Armed resistance by Jews in Czestochowa, Lvov, Bedzin, Bialystok, and Tarnow ghettos.
August	Armed revolt in Treblinka killing center.
Fall	Liquidation of large ghettos: Minsk, Vilna, and Riga.
Oct. 14	Armed revolt in Sobibor killing center.

1944

March 19	Germany occupies Hungary.
May 15	Nazis begin deporting Hungarian Jews; by June 27, 38,000 Jews sent to Auschwitz.
June 6	Allied invasion of Normandy (D-Day).
Spring/Summer	Soviet Army repels Nazi forces.
July 20	Group of German officers attempts to assassinate Hitler.
July 24	Russians liberate Majdanek killing center.
Summer	Liquidation of ghettos in Kovno (Kaunas), Shavil (Siauliai), and Lodz; Jews sent to killing centers.
Oct. 7	Revolt by inmates in Auschwitz results in one crematorium being blown up.
Oct. 31	The remaining Slovakian Jews deported to Auschwitz.
Nov. 2	Gassing ceases at Auschwitz.
Nov. 8	Beginning of death march for approximately 40,000 Jews from Budapest to Austria.
November	Last Jews deported from Theresienstadt to Auschwitz.

1945

Jan. 17	Evacuation of Auschwitz; beginning of death march for 66,000 camp inmates.
Jan. 25	Beginning of death march for 50,000 inmates of Stutthof.
April 3-4	Beginning of death march for 30,000 inmates of Buchenwald.
April	Soviet Army enters Germany from east; Allies enter from west.
April 30	Hitler commits suicide.
May 8	Germany surrenders ending the Third Reich.

Source: Grobman, Alex and Daniel Landes, eds. "Genocide: Critical Issues of the Holocaust." Los Angeles: Simon Wiesenthal Center, 1983; pp. 134-140.

SCHOOL ANNOUNCEMENTS SCRIPTS

Day 1:
This week is Texas Holocaust Remembrance Week. All week we will be sharing the stories of Houston-area Holocaust survivors. Today we will learn about Walter Kase. Walter was born in Poland. When asked about his early life, Walter said, "I never felt that being Jewish was going to change my life, that I was going to lose my family because of it. I did not grow up in a clannish environment. I grew up, really, in an environment kind of similar to where I live right now."

After being forced to live in a ghetto and watching the Nazis murder his sister, twelve-year-old Walter was sent to a camp along with his father and forced to work. When Walter worked in the camp kitchen, he smuggled food to help keep his father alive. Walter and his father were liberated at the end of the Holocaust in 1945 by American soldiers.

Day 2:
Today we continue learning about Houston-area Holocaust survivors for Texas Holocaust Remembrance Week with the story of Anna Steinberger. Anna was born in Poland and always knew she wanted to be a biochemist and help people. But when Anna was eleven the Nazis invaded Poland. She and her family fled east into the Soviet Union. Although life was difficult, it meant Anna and her family were not put in ghettos or camps. Although her education was interrupted, Anna later got a degree in biochemistry and was able to help people.

Day 3:
As part of Texas Holocaust Remembrance Week, today we will learn about Ruth Steinfeld. Ruth was born in France. She was only seven years old when she was sent with her family to a camp called Gurs. Knowing that Ruth and her sister Lea were in danger, their parents made the difficult decision to separate the family. Ruth and Lea were rescued by an organization called the Children's Aid Society, which helped them hide from the Nazis. Although this saved Ruth and Lea, their parents were murdered at Auschwitz.

After the Holocaust, Ruth and Lea came to the United States. They moved to Houston because they knew there were cowboys in Texas.

Day 4:
Today for Texas Holocaust Remembrance Week we will learn about Chaja [pronounced hi-ah] Verveer. Chaja was born in Holland. When she was only a year old, her family went into hiding from the Nazis. Because her family was too big to stay together safely, Chaja was taken in by a family who were resisting the Nazis. But the family was betrayed and Chaja was sent to a camp. Because people took care of her, Chaja survived multiple camps and was reunited with her mother after the Holocaust. Sadly, her father was executed during WWII because he resisted the Nazis.

Day 5:
For the last day of Texas Holocaust Remembrance Week, we will learn about Morris Penn. Morris was born in Lithuania in a vibrant Jewish community. After the Nazis murdered many members of his community, including one of his brothers and his father, the rest of Morris's family went into hiding. Although his mother and sister were betrayed, Morris survived by moving frequently and because brave upstanders helped him. Morris came to Houston in 1949.

Thank you for learning about Houston-area Holocaust survivors with us this week!

To learn more stories of local Houston-area Holocaust survivors, please visit: https://hmh.org/survivors/list/

This toolkit was created by the Holocaust Museum Houston Education Department, part of the Boniuk Center for the Future of Holocaust, Human Rights, and Genocide Studies.

You can reach the team at education@hmh.org.

Please fill out a short survey about your experience with this Toolkit by visiting the link here: https://hmh.org/ToolkitSurvey or scanning the QR code.

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