

## ■ SUPPLEMENTAL MATERIALS ■

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Holocaust survivors Zev Harel (top), Abe Piasek (middle), and Peter Stein (bottom) speaking to teachers at workshops sponsored by the North Carolina Council on the Holocaust in Winston-Salem, Raleigh, and Greenville, NC.

## ■ North Carolina Holocaust Survivors: Online Testimonies ■

### ABBREVIATIONS

CHGHRE	Center for Holocaust, Genocide, and Human Rights Education of North Carolina
USHMM	U.S. Holocaust Memorial Museum, Washington, DC
SHOAH	USC (Univ. of Southern California) Shoah Foundation, Visual History Archive

USHMM and Shoah Foundation testimonies not available online are not listed here. See p. 162, bottom.

- **AGNES ARANYI**
  - ◆ Oral Testimony, 1990 (USHMM) [collections.ushmm.org/search/catalog/irn504526](http://collections.ushmm.org/search/catalog/irn504526)
- **JULIUS BLUM**
  - ◆ Oral Testimony, no date (USHMM) [collections.ushmm.org/search/catalog/irn520398](http://collections.ushmm.org/search/catalog/irn520398)
- **HANK [HENEK] BRODT**
  - ◆ Oral Testimony, 2006 (USHMM) [collections.ushmm.org/search/catalog/irn126323](http://collections.ushmm.org/search/catalog/irn126323)
- **SUSAN CERNYAK-SPATZ**
  - ◆ Oral Testimony, 1979 (USHMM) [collections.ushmm.org/search/catalog/irn47955](http://collections.ushmm.org/search/catalog/irn47955)
  - ◆ Oral Testimony, 1994 (USHMM) [collections.ushmm.org/search/catalog/irn509009](http://collections.ushmm.org/search/catalog/irn509009)
- **RENÉE FINK**
  - ◆ On the Back of a Stranger's Bicycle (CHGHRE) [youtu.be/eJAiC7fJXSo](http://youtu.be/eJAiC7fJXSo)
  - ◆ Oral Testimony, 2006 (USHMM) [collections.ushmm.org/search/catalog/irn607950](http://collections.ushmm.org/search/catalog/irn607950)
- **RENA KORNREICH GELISSEN**
  - ◆ Oral Testimony, 1996 (SHOAH) [Access video via sfi.usc.edu/vha](http://Access%20video%20via%20sfi.usc.edu/vha).
- **ZEV HAREL**
  - ◆ Oral Testimony, 1984 (USHMM) [collections.ushmm.org/search/catalog/irn505019](http://collections.ushmm.org/search/catalog/irn505019)
  - ◆ Oral Testimony, 1996 (SHOAH) [Access video via sfi.usc.edu/vha](http://Access%20video%20via%20sfi.usc.edu/vha).
  - ◆ Oral Testimony, 2005 (USHMM) [collections.ushmm.org/search/catalog/irn78755](http://collections.ushmm.org/search/catalog/irn78755)
- **REBECCA HAUSER**
  - ◆ A Greek Girl in Auschwitz (CHGHRE) [youtu.be/UbPudYTSWgs](http://youtu.be/UbPudYTSWgs)
- **JACK HOFFMAN**
  - ◆ Oral Testimony, 2006 (USHMM) [collections.ushmm.org/search/catalog/irn126354](http://collections.ushmm.org/search/catalog/irn126354)
- **RACHEL KIZHNERMAN**
  - ◆ Oral Testimony, 1998 (SHOAH) [Access video via sfi.usc.edu/vha](http://Access%20video%20via%20sfi.usc.edu/vha).
- **RACHEL KIZHNERMAN & SHELLY WEINER**
  - ◆ Oral Testimony, 2006 (USHMM) [collections.ushmm.org/search/catalog/irn607952](http://collections.ushmm.org/search/catalog/irn607952)
- **ESTHER GUTMAN LEDERMAN**
  - ◆ Hiding for Our Lives (CHGHRE) [youtu.be/J1mvWa2ky5M](http://youtu.be/J1mvWa2ky5M)
- **SIMONE WEIL LIPMAN**
  - ◆ Oral Testimony, 1990 (USHMM) [collections.ushmm.org/search/catalog/irn504630](http://collections.ushmm.org/search/catalog/irn504630)
  - ◆ Oral Testimony, 1998 (USHMM) [collections.ushmm.org/search/catalog/irn506653](http://collections.ushmm.org/search/catalog/irn506653)
  - ◆ Oral Testimony, 2006 (USHMM) [collections.ushmm.org/search/catalog/irn607951](http://collections.ushmm.org/search/catalog/irn607951)
- **HAL MYERS**
  - ◆ Over the Mountains to Safety (CHGHRE) [youtu.be/7\\_RxmKlaMfA](http://youtu.be/7_RxmKlaMfA)
  - ◆ Oral Testimony, 2007 (USHMM) [collections.ushmm.org/search/catalog/irn78763](http://collections.ushmm.org/search/catalog/irn78763)
- **BARBARA LEDERMANN RODBELL**
  - ◆ Oral Testimony, 1984 (USHMM) [collections.ushmm.org/search/catalog/irn520379](http://collections.ushmm.org/search/catalog/irn520379)
  - ◆ Oral Testimony, 1990 (USHMM) [collections.ushmm.org/search/catalog/irn504687](http://collections.ushmm.org/search/catalog/irn504687)
- **EDITH NEUBERGER ROSS**
  - ◆ Oral Testimony, 1997 (SHOAH) [youtu.be/dXifQsbQ-ZA](http://youtu.be/dXifQsbQ-ZA)
- **PETER STEIN**
  - ◆ Growing Up under Nazi Rule in Prague (CHGHRE) [youtu.be/sEfwMWZiFIY](http://youtu.be/sEfwMWZiFIY)

## ■ Published Memoirs ■

Also see Online Resources at the end of the survivor narratives in this publication.

<b>HANK BRODT</b>	<i>Hank Brodt Holocaust Memoirs: A Candle and a Promise</i> , by Deborah Donnelly (Hank Brodt's daughter), Amsterdam Publ., 2016. Not online. ♦ <a href="http://amsterdampublishers.com/books/candle-and-a-promise/">amsterdampublishers.com/books/candle-and-a-promise/</a>
<b>SUSAN ECKSTEIN CERNYAK-SPATZ</b>	<i>Protective Custody: Prisoner 34042</i> , by Susan Cernyak-Spatz (Joel Shatsky, editor), N&S Publishers, 2005. Not online. ♦ <a href="http://www.goodreads.com/book/show/18890587-protective-custody">www.goodreads.com/book/show/18890587-protective-custody</a>
<b>RENA KORNREICH GELISSEN</b>	<i>Rena's Promise: A Story of Sisters in Auschwitz</i> , by Rena Kornreich Gelissen with Heather Dune Macadam, Beacon Press, 1995; expanded edition, 2015. Not online. ♦ <a href="http://www.renaspromise.com/">www.renaspromise.com/</a>
<b>MORRIS GLASS</b>	<i>Chosen for Destruction: The Story of a Holocaust Survivor</i> , by Morris Glass and Carolyn Murray Happer, Media Consultants, Inc., 2011. Not online. ♦ <a href="http://www.goodreads.com/book/show/20703396-chosen-for-destruction">www.goodreads.com/book/show/20703396-chosen-for-destruction</a>
<b>REBECCA YOMTOV HAUSER</b>	<i>My Simple Life in Greece, Destroyed by the Holocaust</i> , by Rebecca Yomtov Hauser, Lulu Publishing, 2016. Not online. ♦ <a href="http://www.lulu.com/us/en/shop/rebecca-yomtov-hauser/my-simple-life-in-greecedestroyed-by-the-holocaust/hardcover/product-22753970.html">www.lulu.com/us/en/shop/rebecca-yomtov-hauser/my-simple-life-in-greecedestroyed-by-the-holocaust/hardcover/product-22753970.html</a>
<b>ESTHER GUTMAN LEDERMAN</b>	<i>Hiding for Our Lives: The Wartime Memoirs of Esther Gutman Lederman and Ezjel Lederman</i> , by Esther Lederman, Booksurge Publishing, 2007. Not online. ♦ <a href="http://www.goodreads.com/book/show/36007829-hiding-for-our-lives">www.goodreads.com/book/show/36007829-hiding-for-our-lives</a>
<b>PETER STEIN</b>	<i>A Boy's Journey: From Nazi-Occupied Prague to Freedom in America</i> , by Peter J. Stein, Lystra Books & Literary Services, 2019. Not online. ♦ <a href="http://lystrabooks.blogspot.com/p/books.html">lystrabooks.blogspot.com/p/books.html</a>
<b>COLLECTION</b>	<i>Witnesses to the Horror: North Carolinians Remember the Holocaust</i> , by Cecile Holmes White, in cooperation with the North Carolina Council on the Holocaust, 1987; online at <a href="http://archive.org/details/witnessestohorro00whit">archive.org/details/witnessestohorro00whit</a> . Gizella Abramson, Susan Cernyak-Spatz, Walter Falk, Florence Goematt, Donald Hekler, Erica Hekler, Anatoly Kizhnerman, Klari Kletter, Elias Mordechai, Esther Mordechai, Bramey Resnik, Burt Romer, Eva Weiner, Rochelle (Shelly) Weiner.

## ■ Online Memoirs ■

<b>MORRIS STEIN</b>	<i>Reflections on Hell</i> , 1995. ♦ <a href="http://drive.google.com/file/d/0Bz_C56Le4rV8bFJOUHJ4UFJsQW8/view">drive.google.com/file/d/0Bz_C56Le4rV8bFJOUHJ4UFJsQW8/view</a>
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**NOTE:** U.S. Holocaust Memorial Museum testimonies of North Carolina survivors that are not available for viewing on the museum's website are not listed here.

Shoah Foundation testimonies of North Carolina survivors that are not available for viewing in the Visual History Archive database from the USC Shoah Foundation are not listed here. These survivors include Agnes Aranyi, Julius Blum, Hank [Henek] Brodt, Susan Cernyak-Spatz, Renée Fink, Morris Glass, Manfred Katz, Anatoly Kizhnerman, Esther Gutman Lederman, Martin Lipman, Hal Myers, Abe Piasek, Frieda Ross Van-Hessen, Henry Vogelhut, Runia Vogelhut, Eva Weiner, and others.

Shoah Foundation testimonies that are not available online can be seen at libraries and organizations with access to the full archive of over 55,000 testimonies. For those sites, see [sfi.usc.edu/locator/full\\_access\\_sites](http://sfi.usc.edu/locator/full_access_sites). The North Carolina access sites are Appalachian State University, Duke University, Forsyth Technical Community College, University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, and Wake Forest University.



## NORTH CAROLINA COUNCIL ON THE HOLOCAUST

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
[www.ncpublicschools.org/holocaust-council/](http://www.ncpublicschools.org/holocaust-council/)

### \_\_\_\_\_ HOLOCAUST FACT AND FICTION \_\_\_\_\_

Mark each statement true or false.

- \_\_\_\_\_ 1. Approximately six million Jews were murdered in the Holocaust by the Nazi regime and its collaborators.
- \_\_\_\_\_ 2. Other victims of Nazi persecution included Roma (Gypsies), the disabled, homosexuals, Jehovah's Witnesses, Slavic peoples (primarily Poles and Russians), and political opponents such as Communists and socialists.
- \_\_\_\_\_ 3. Before World War II, most European Jews lived and worked on farms, and few lived in urban areas (towns and cities).
- \_\_\_\_\_ 4. Jews made up 15 percent of the population in pre-World War II Germany.
- \_\_\_\_\_ 5. Jews are a race as well as a religious group.
- \_\_\_\_\_ 6. The Nazis believed that racial purity was required to build the new German empire.
- \_\_\_\_\_ 7. Hitler was partly Jewish.
- \_\_\_\_\_ 8. The Nazis came to power in Germany in 1933 but did not begin anti-Jewish measures until 1938, a year before the war.
- \_\_\_\_\_ 9. Through the Kindertransport program, thousands of children (mostly Jewish) in Nazi-controlled countries were allowed to emigrate to England before the war.
- \_\_\_\_\_ 10. Before 1939, the U.S., Canada, and western European countries would accept Jewish refugees, but Hitler refused them permission to emigrate.
- \_\_\_\_\_ 11. After 1939, word spread of the mass murder of Jews in eastern Europe, and later of the creation of death camps, but many people, including Jews, found the reports too hard to believe.
- \_\_\_\_\_ 12. The Nazis established ghettos to gather and isolate the Jews of Poland and eastern Europe before sending them to concentration camps to be murdered (or to die of forced labor, disease, malnutrition, and brutal treatment).
- \_\_\_\_\_ 13. If Jews converted to Christianity, they were not sent to ghettos or concentration camps.

- \_\_\_\_\_ 14. While the Jews of Germany and eastern Europe were targeted for total destruction, the Jews of Nazi-controlled western Europe were not murdered unless they actively opposed the Nazis.
- \_\_\_\_\_ 15. Most of the concentration camps were located in Germany.
- \_\_\_\_\_ 16. Most of the Jewish victims of the Holocaust died in the ghettos and camps. About one third were killed in mass shootings.
- \_\_\_\_\_ 17. The Nazis' genocidal goal was aided by the cooperation of many non-Jews in the Nazi-controlled countries throughout Europe.
- \_\_\_\_\_ 18. There was no Jewish resistance during the Holocaust.
- \_\_\_\_\_ 19. The governments of the United States and Britain were aware of the mass executions of Jews during the war.
- \_\_\_\_\_ 20. Most of the people who rescued Jews during the Holocaust were other Jews.
- \_\_\_\_\_ 21. The "Righteous Among the Nations" refers to countries that fought alongside the U.S., Britain, and the Soviet Union against the Nazis and their collaborators.
- \_\_\_\_\_ 22. Many Jewish men and women who survived the Holocaust say that chance was a major factor in their survival.
- \_\_\_\_\_ 23. The Nazis were able to destroy most of the physical evidence of the Holocaust in the last months of the war.
- \_\_\_\_\_ 24. Top Nazi officials were tried and most convicted in the Nuremberg war crimes trials. Many other Nazi officials escaped capture and trial.
- \_\_\_\_\_ 25. All Holocaust survivors have now passed away.



Survivors speak to an American liberator (perhaps from North Carolina), Mauthausen concentration camp, Austria, May 1945.



## NORTH CAROLINA COUNCIL ON THE HOLOCAUST

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
www.ncpublicschools.org/holocaust-council/

### \_\_\_\_\_HOLOCAUST FACT AND FICTION\_\_\_\_\_

\_\_\_with answers and explanations\_\_\_

- True 1. Approximately six million Jews were murdered in the Holocaust by the Nazi regime and its collaborators.
- True 2. Other victims of Nazi persecution included Roma (Gypsies), the disabled, homosexuals, Jehovah's Witnesses, Slavic peoples (primarily Poles and Russians), and political opponents such as Communists and socialists.
- False 3. Before World War II, most European Jews lived and worked on farms, and few lived in urban areas (towns and cities).  
*Most European Jews lived in eastern Europe, primarily in Jewish towns or villages known as "shtetls." Most Jews of western Europe lived in urban areas and were more integrated with the non-Jewish populations.*
- False 4. Jews made up 15 percent of the population in pre-World War II Germany.  
*Jews made up less than 1% of the total German population. In 1933, Germany had a population of 70 million people, about 565,000 of whom were Jewish.*
- False 5. Jews are a race as well as a religious group.  
*Jews are not a race. Jews are a religious group as are Christians and Muslims.*
- True 6. The Nazis believed that racial purity was required to build the new German empire.
- False 7. Hitler was partly Jewish.  
*There is no reliable evidence to support this rumor, which was partly based on the fact that the identity of Hitler's paternal grandfather (his father's father) is unknown.*
- False 8. The Nazis came to power in Germany in 1933 but did not begin anti-Jewish measures until 1938, a year before the war.  
*The Nazis took action immediately to restrict the civil and economic rights of Jews. The first anti-Jewish measures were enacted in the spring of 1933, soon after Hitler assumed dictatorial powers through the Enabling Act.*
- True 9. Through the Kindertransport program, thousands of children (mostly Jewish) in Nazi-occupied countries were allowed to emigrate to England before the war.
- False 10. Before 1939, the U.S., Canada, and western European countries would accept Jewish refugees, but Hitler refused them permission to emigrate.  
*Before World War II, Jews were allowed, even encouraged, to leave Germany, but most European countries limited or forbade their entrance. For a variety of reasons, including American anti-Semitism and the Great Depression, the U.S. government would not raise the quota to admit more Jewish refugees.*
- True 11. After 1939, word spread of the mass murder of Jews in eastern Europe, and later of the creation of death camps, but many people, including Jews, found the reports too hard to believe.
- True 12. The Nazis established ghettos to gather and isolate the Jews of Poland and eastern Europe before sending them to concentration camps to be murdered (or to die of forced labor, disease, malnutrition, and brutal treatment).

- False 13. If Jews converted to Christianity, they were not sent to ghettos or concentration camps.  
*Jews were not permitted by the Nazis to convert to Christianity. Children born to a Jewish mother or father were considered “racially Jewish” by the Nazis.*
- False 14. While the Jews of Germany and eastern European were targeted for total destruction, the Jews of Nazi-controlled western Europe were not murdered unless they actively opposed the Nazis.  
*The Nazis began murdering the Jews of Poland and eastern Europe in the early years of the war. Soon after they adopted the “Final Solution” in 1942 to exterminate all the Jews of Europe, they began to round up the Jews of western Europe to send them to the death camps.*
- False 15. Most of the concentration camps were located in Germany.  
*Most of the camps were located in Poland, including the six death camps with gas chambers (Auschwitz, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka).*
- True 16. Most of the Jewish victims of the Holocaust died in the ghettos and camps. About one third were killed in mass shootings.
- True 17. The Nazis’ genocidal goal was aided by the cooperation of many non-Jews in the Nazi-controlled countries throughout Europe.
- False 18. There was no Jewish resistance during the Holocaust.  
*Jews carried out many acts of resistance against enormous odds—in ghettos, concentration camps, and killing centers—including sabotage in forced labor factories, gathering intelligence (spying), smuggling food and supplies, serving in Resistance and partisan groups, and staging armed revolts in camps and ghettos.*
- True 19. The governments of the United States and Britain were aware of the mass executions of Jews during the war.
- False 20. Most of the people who rescued Jews during the Holocaust were other Jews.  
*People in every European country and from all religious backgrounds risked their lives to help Jews. Efforts ranged from isolated acts of individuals to small or large organized networks.*
- False 21. The “Righteous Among the Nations” refers to countries that fought alongside the U.S., Britain, and the Soviet Union against the Nazis and their collaborators.  
*The honor of “Righteous Among the Nations” is granted by Yad Vashem, the World Holocaust Remembrance Center in Israel, to non-Jews who risked their lives to save Jews during the Holocaust. About 27,000 individuals from 51 countries have been so honored.*
- True 22. Many Jewish men and women who survived the Holocaust say that chance was a major factor in their survival.
- False 23. The Nazis were able to destroy most of the physical evidence of the Holocaust in the last months of the war.  
*Despite destroying many documents and trying to raze concentration camps before their evacuation, the Nazis were unable to erase the record of the Holocaust. Millions of documents and other evidence were collected by the Allies in Germany and Nazi-held countries.*
- True 24. Top Nazi officials were tried and most convicted in the Nuremberg war crimes trials. Many other Nazi officials escaped capture and trial.
- False 25. All Holocaust survivors have now passed away.  
*It is estimated that about 400,000 survivors of the Holocaust are alive today around the world (2019), about one fourth of them in the United States. Most are in their 80s and 90s; the youngest are in their 70s.*





# HOLOCAUST TIME LINE

North Carolina Council on the Holocaust, N.C. Dept. of Public Instruction

## 1932

- March 13 In the presidential election in Germany, Adolf Hitler, leader of the Nazi (National Socialist) Party, receives 30% of the vote, and President Hindenburg receives 49.6%. In an April run-off election, Hitler receives 37% and Hindenburg 53%.
- July 31 In elections for the Reichstag (parliament), the Nazi Party receives 38%, the Social Democrats 22%, the Communists 14%, the Catholic Center Party 12%, and other parties 14%.

## 1933

- Jan. 30 Hitler is appointed chancellor of Germany by President Hindenburg.
- Feb. 28 The Nazis use the burning of the Reichstag (parliament) building in Berlin as an excuse to suspend civil rights of all Germans in the name of national security.
- March 4 Franklin D. Roosevelt is inaugurated president of the United States. He remains president until his death less than one month before the end of the war in Europe.
- March 5 In the last free election in Germany until after World War II, the Nazis receive 44% of the popular vote in parliamentary elections. Hitler arrests the Communist parliamentary leaders in order to achieve a majority in the Reichstag.
- March 22 **FIRST CONCENTRATION CAMP**, Dachau, is opened in Nazi Germany to imprison political prisoners, many of them dissidents of the regime.
- March 24 **HITLER BECOMES DICTATOR**. The Reichstag gives Hitler power to enact laws without a parliamentary vote, in effect creating a dictatorship (Enabling Act).
- April 1 The Nazi government orders a one-day boycott of all Jewish businesses. In the next six years over 400 Nazi decrees remove Jewish citizenship and civil rights, and put severe limitations on their participation in German public and economic life.
- April 7 Nazis begin banning Jews, Communists, and other “undesirables” from the German civil service, including doctors, lawyers, and teachers. All Jewish judges are forced to resign.
- April 26 The Gestapo (secret police) is established, taking over all local police.
- May 2 The Nazi government bans German labor unions and arrest their leaders.
- May 10 Thousands of books considered “un-German,” including many written by Jews and political dissidents, are destroyed in public burnings across Germany.
- July 14 The Nazi government institutes the forced sterilization of those with physical and mental disabilities, mental illness, and other conditions considered detrimental to the creation of a supreme “Aryan race.”
- July 14 The Nazi Party declares itself the only legal political party in Germany. All other parties are banned.
- Sept.-Oct. The Nazi government bans all Jewish performers from participating in theater, opera, and other cultural activities. Jews are barred from being news reporters and editors.
- Oct. 14 Hitler announces Germany’s withdrawal from the League of Nations.

## 1934

- May 17 Jews are banned from receiving national health insurance.
- May 17 Mass pro-Nazi rally is held in New York City by the Friends of New Germany.
- June 30 **NIGHT OF THE LONG KNIVES**. Hitler orders the execution of hundreds of suspected opponents of his regime, including many top officers of the Nazi Storm Troopers (SA).

- Aug. 2 **HITLER DECLARES HIMSELF FUEHRER** (leader) after President Hindenburg dies.
- Aug. 19 With 90% approval, the German people vote to support Hitler's dictatorial powers.
- Oct. 1 Hitler orders the expansion of the army and the navy, and the creation of an air force, in violation of the Versailles Treaty that concluded World War I.

## 1935

- March 16 Hitler renews the draft in violation of the Versailles Treaty, with no response from Britain, France, and the U.S.
- Sept.-Nov. **NUREMBERG RACE LAWS** deprive Jews of citizenship; they are banned from voting, holding public office, marrying non-Jews, and exercising other civil rights. The legal definition of a "Jew" is someone with three or four Jewish grandparents.

## 1936

- March 7 **NAZI INVASION OF THE RHINELAND** between Germany and France. Nazi military aggression for territory begins.
- July 12 Sachsenhausen concentration camp is opened in Germany.
- Aug. 1 The Olympic Games open in Berlin. Signs reading "Jews Not Welcome" are temporarily removed from most public places by Hitler's orders.
- Oct. 25 Rome-Berlin Axis. Germany and Italy form alliance.
- Nov. 25 Anti-Comintern Pact. Germany and Japan create alliance against the Soviet Union.

## 1937

- July 15 Buchenwald concentration camp is opened in Germany.
- Nov. 5 German army is ordered to prepare for war.

## 1938

- March 13 **NAZI OCCUPATION OF AUSTRIA**, which is annexed to Germany (the Anschluss).
- June-Dec. **RESTRICTIONS ON JEWS ESCALATE**, e.g., Jews are barred from public schools and universities, and from public cultural and sports events. They are excluded from economic professions such as bookkeeping, selling real estate, loaning money, peddling (and any work outside their area of residence). Jewish doctors are forbidden from treating non-Jewish patients. Jews are ordered to have the letter "J" stamped on their passports.
- July 6-14 **EVIAN CONFERENCE**. Delegates from 32 countries meet in France to consider ways to help European Jews, but no nation agrees to accept any refugees.
- Aug. 8 Mauthausen, the first concentration camp in Austria, is opened.
- Sept. 29 **MUNICH AGREEMENT**. Great Britain and France agree to the German takeover of the Sudetenland in western Czechoslovakia in return for Hitler's promise to demand no more territory.
- Oct. 6 **NAZIS OCCUPY SUDETENLAND** in western Czechoslovakia as permitted by the Munich Agreement.
- Oct. 28 17,000 Polish-born Jews are rounded up and expelled at the border with Poland.
- Nov. 9-10 **KRISTALLNACHT: The Night of Broken Glass**. Nazis initiate anti-Jewish riots in Germany, Austria, and the Sudetenland. 257 synagogues are destroyed, 7,500 Jewish stores are looted, 91 Jews are killed, and 30,000 Jewish men are sent to concentration camps.
- November Nazis escalate policies to force Jews to decide to emigrate. Jewish-owned businesses are ordered closed. German Jews are ordered to pay 1,000,000,000 (one billion) Reichsmarks in reparations for the damages of Kristallnacht.
- Dec. 2 **FIRST KINDERTRANSPORT** arrives in England with Jewish and other endangered children escaping Germany, Austria, and Czechoslovakia.

## 1939

- Jan. 30 **REICHSTAG SPEECH.** Hitler threatens that a world war initiated by “international Jewish financiers” would bring on the “annihilation of the Jewish race in Europe.”
- Feb. 9 A bill to permit the entry of 20,000 Jewish refugee children into the U.S. is introduced in Congress. The bill lacks support and dies in committee.
- Feb. 20 22,000 members of the German-American Bund attend a pro-Nazi rally in Madison Square Garden in New York City.
- Feb. 21 Nazis order Jews to turn over all of their gold, silver, platinum, and precious stone items to the government, as well as fur coats, radios, bicycles, and typewriters.
- March 4 Nazis initiate policy to use German Jews for forced labor.
- March 15 **NAZIS OCCUPY CZECHOSLOVAKIA** in violation of the Munich Agreement.
- March 25 Half a million people attend a massive “Stop Hitler” parade in New York City.
- April 30 German landlords are given the right to evict Jewish tenants.
- May-June The ship *St. Louis*, carrying almost 1,000 Jewish refugees from Germany, is turned away from Cuba, the U.S., and other countries before returning to Europe.
- Aug. 23 Germany and the Soviet Union sign a nonaggression pact, which Germany will break by invading the Soviet Union in June 1941.
- 
- Sept. 1 **WORLD WAR II BEGINS. GERMANY INVADES POLAND.** Britain and France declare war on Germany on Sept. 3. The U.S. declares its neutrality.
- 

- Sept. 17 Soviet army invades western Poland as agreed with Germany a month earlier.
- October **EUTHANASIA PROJECT.** Nazis begin forced euthanasia of patients with mental illness, hereditary diseases, and physical disabilities.
- Oct-Dec. **GHETTOS ARE CREATED IN POLAND** to isolate the Jewish populations into small enclosed sections of the cities.
- Dec. 18 Nazis severely restrict food rations for Jews in Germany.

## 1940

- April-May **NAZIS INVADE WESTERN EUROPEAN COUNTRIES.** Denmark, Norway, Belgium, the Netherlands, Luxembourg, and France are defeated and occupied.
- May 14 Last transport of children escaping Nazi-occupied Europe leaves the Netherlands.
- May 20 **AUSCHWITZ** concentration camp is opened in Poland.
- Aug. 8 **NAZIS BEGIN AIR ATTACKS ON BRITAIN.** The Germans fail to defeat Britain by aerial bombing and never invade the island.
- Aug. 15 The Nazis announce plan to deport all European Jews to the island of Madagascar, off southeastern Africa, over four years. The plan is postponed and then abandoned in 1942 with the adoption of the Final Solution.
- Sept. 27 **THE AXIS IS FORMED** as Germany, Italy, and Japan sign the Tripartite Pact.
- Nov. 16 The Jewish ghetto in Warsaw is sealed, enclosing 450,000 Jews inside its walls. Other ghettos in Poland are sealed by the Nazis in the following months.

## 1941

- April 6 Germany invades Yugoslavia and Greece.
- June 22 **GERMANY INVADES THE SOVIET UNION** in violation of the nonaggression pact.
- June 23 **EINSATZGRUPPEN** (mobile killing squads) begin murdering hundreds of thousands of Jews in the western Soviet Union.

- Sept. 1 German and Austrian Jews are ordered to wear armbands with the Star of David.
- Sept. 3 The Nazis initiate use of Zyklon-B gas to kill prisoners in Auschwitz.
- Sept. 29 **BABI YAR MASSACRE.** 34,000 Jews of Kiev, Ukraine (Soviet Union), mostly women, children, the ill, and the elderly, are massacred by German troops in the ravine of Babi Yar. Many brutal massacres of Jews occur throughout the Soviet war zone.
- Oct. 12 German army reaches outskirts of Moscow but fails to take the city.
- Oct. 15 Nazis begin mass deportations of German Jews to ghettos in Poland.
- Oct. 22 Over 30,000 Jews are killed by the Romanian government over two days, and many more are left to die or are deported to extermination camps.
- Nov. 24 Theresienstadt is created as a “model camp” in Czechoslovakia.
- Nov. 30 Germans begin mass shootings of 30,000 Jews of Riga, Latvia (Soviet Union).
- Dec. 7 **THE U.S. ENTERS WORLD WAR II.** The U.S. naval base at Pearl Harbor, Hawaii, is bombed by the Japanese air force. The U.S. declares war on Japan the next day.
- Dec. 8 **CHELMNO** extermination camp is opened in Poland.
- Dec. 11 Germany and Italy declare war on the U.S. The U.S. declares war on Germany and Italy.

## 1942

- Jan. 5 German Jews are ordered to turn in their winter clothing to be sent to German troops fighting in the Soviet Union.
- Jan. 16 First deportation of Jews in the Lodz ghetto to Chelmno extermination camp, where the Nazis had first used gas to kill prisoners.
- Jan. 20 **“THE FINAL SOLUTION”** to exterminate European Jews is planned at the Wannsee Conference near Berlin. More death camps are opened in the following months.
- March 17 **BELZEC** extermination camp begins operation in Poland.
- March 25 First deportation of Slovakian Jews to Auschwitz.
- March 27 First deportation of French Jews to Auschwitz.
- May 16 **SOBIBOR** extermination camp begins operation in Poland.
- May 18 The *New York Times* reports mass killings of Jews by the Nazis in Poland and the Soviet Union.
- June 2 BBC radio (London) reports the killing of 700,000 Jews in Poland since the war began, as documented by a Polish underground leader.
- June 2 First deportation of German Jews to Theresienstadt.
- July 15 First deportation of Dutch Jews to Auschwitz.
- July 21 20,000 American Jews hold a mass rally in New York City to urge the U.S. and its allies to rescue the Jews of Europe.
- July 22 **TREBLINKA** extermination camp begins operation in Poland. First transport of Jews from the Warsaw Ghetto arrives in Treblinka.
- Aug. 14 Switzerland bars all Jewish refugees from crossing its border with France.
  - Oct. 4 All Jews in German camps are sent to Auschwitz.
  - Oct. 9 German Jews are forbidden to buy books.
- Oct. 25 First deportation of Norwegian Jews to Auschwitz.
- Nov. 8 **ALLIED INVASION OF NORTH AFRICA BEGINS.** Allied forces land on the coast of Morocco.
- Nov. 24 An American Jewish leader publicizes a telegram sent by a Jewish diplomat in Switzerland conveying evidence of the Nazi plan to completely exterminate the Jews of Europe (Reigner Telegram).

- Dec. 17 Allied nations issue statement confirming that Germany is conducting the mass murder of Jews and “will not escape retribution.”

## 1943

- Feb. 2 **NAZI RETREAT BEGINS.** German army surrenders at Stalingrad, Soviet Union.
- Feb. 26 First deportation of Roma (Gypsies) to Auschwitz.
- April 19 U.S. and British officials meeting in Bermuda fail to devise an effective plan for rescuing the victims of the Nazis in Europe.
- April 19 **WARSAW GHETTO UPRISING** begins. Armed Jewish resistance continues for 28 days after the Nazis began to liquidate the ghetto. 50,000 Jews are killed; the survivors are sent to Auschwitz.
- May 13 **ALLIES ARE VICTORIOUS IN NORTH AFRICA** with the Axis surrender in Tunisia.
- June 21 Liquidation of all ghettos in Soviet-occupied territory is ordered by Himmler.
- June 28 Four crematoria are completed at Auschwitz. Nazis estimate that 2,000 persons can be killed at one time in each crematorium.
- June-July Nazis order all ghettos in Poland and the Soviet Union to be liquidated. Armed resistance by Jewish fighters occurs in five ghettos.
- July 10 **ALLIES INVADE SICILY**, beginning the military campaign to free continental Europe.
- July 25 As the Allies invade Sicily, Italians revolt and depose Mussolini. German army soon occupies Italy from the north.
- Aug. 2 **TREBLINKA UPRISING.** Camp inmates revolt and escape; only 70 survive.
- Aug.-Sept. The Jewish ghettos in Vilna, Minsk, and Bialystok, Poland, are liquidated. All Jews are deported to extermination camps.
- Sept. 3 **ALLIES INVADE THE MAINLAND OF ITALY**, landing at Salerno.
- Sept. 3 First deportation of Belgian Jews to Auschwitz.
- Sept. 15 First deportation of Italian Jews to Auschwitz.
- Sept. 20 Danish underground begins to evacuate over 7,000 Jews by sea to Sweden.
- Oct. 14 **SOBIBOR UPRISING.** 300 camp inmates escape; 100 are recaptured and killed.
- November U.S. Congress holds hearings on the State Department’s willful inaction in response to the mounting evidence of the Nazi extermination of the Jews.

## 1944

- Jan. 2 **WAR REFUGEE BOARD.** Pres. Roosevelt creates the War Refugee Board to remove responsibility for Jewish relief from the State Dept. The Board escalates efforts to secure refuge for Jews in the U.S. and to provide aid and food for Jews in occupied Europe.
- Jan. 27 Nazi siege of Leningrad, Soviet Union, ends after 900 days (2½ years).
- March 18 Germany invades Hungary.
- May 2 First deportation of Hungarian Jews to Auschwitz.
- June 4 American forces capture Rome, Italy.
- June 6 **D-DAY. THE ALLIES INVADE NORTHERN EUROPE** at Normandy, France.
- June-Nov. **EUROPEAN CITIES ARE LIBERATED FROM NAZI CONTROL.** U.S., British, and Canadian armies progress from the west and south, liberating Rome, Florence, Paris, Lyon, Brussels, Antwerp, and Strasbourg. The Soviet army progresses from the east, liberating Minsk, Brest-Litovsk, Vilnius, Bucharest, and Sofia.
- July-Jan. Swedish diplomat Raoul Wallenberg saves nearly 33,000 Jews in Hungary by giving them visas and setting up “safe houses.” Other diplomats save Hungarian Jews with similar efforts.

- July 20 Attempt by German officers to assassinate Hitler fails.
- July 25 **SOVIETS LIBERATE MAJDANEK**—the first major camp to be liberated.
- Aug. 4 **ANNE FRANK** and her family are arrested in their hiding place in Amsterdam, Holland, and sent to Auschwitz. In October, Anne and her sister Margot are sent to Bergen-Belsen in Germany where they die of typhus (most likely in February 1945).
- Aug. 6 The last major ghetto in Poland, the Lodz Ghetto, is liquidated, its 60,000 Jewish residents deported to Auschwitz.
- Oct. 7 **AUSCHWITZ UPRISING**. Inmates revolt and destroy Crematorium IV and kill several guards. They are all executed.
- Oct. 21 Aachen is taken by U.S. troops—the first major German city to be captured.
- Nov. 26 The *New York Times* publishes the “Auschwitz Protocols,” three eyewitness reports detailing Nazi atrocities in Auschwitz.
- Dec. 16 **BATTLE OF THE BULGE** begins. The last German offensive campaign in western Europe (in the Ardennes Forest in Belgium and Luxembourg) is halted on January 27, 1945, after successful Allied counteroffensive action.

## 1945

- Jan.-April The Soviet army liberates the cities of Warsaw, Danzig, Budapest, and Vienna.
  - Jan.-April **DEATH MARCHES**. Thousands of prisoners die on forced marches from concentration camps to central Germany as the Nazis retreat from advancing Allied armies.
  - Jan. 18 Nazis evacuate Auschwitz as the Soviet army approaches from the east.
  - Jan. 27 **AUSCHWITZ IS LIBERATED** by Soviet troops.
  - Jan.-May **CONCENTRATION CAMPS ARE LIBERATED** across Europe by Allied troops.
  - April 11 Buchenwald concentration camp is liberated by U.S. forces.
  - April 12 U.S. President Franklin Roosevelt dies. Vice President Harry Truman becomes president.
  - April 15 Bergen-Belsen is liberated by British forces. Of the 58,000 survivors, nearly 30,000 die in the following weeks from disease and the effects of chronic malnutrition.
  - April 16 The Battle of Berlin begins as Soviet forces encircle the city. The city surrenders May 2.
  - April 25 American and Soviet troops meet at the Elbe River in Germany.
  - April 28 Italian dictator Benito Mussolini is captured and killed by Italian partisans.
  - April 30 **HITLER COMMITS SUICIDE** as Allied armies continue assault on Berlin. Other top Nazi officials commit suicide in the following days.
  - May 5 Mauthausen concentration camp in Austria is liberated by U.S. troops.
- 
- May 8 **WAR IN EUROPE ENDS**. Germany surrenders: V-E Day (Victory in Europe).
- 
- Aug. 15 **WORLD WAR II IS OVER**. Japan surrenders: V-J Day (Victory in Japan).
  - Oct. 18 **NUREMBERG WAR CRIMES TRIALS BEGIN** in Germany. In the first trials of top Nazi officials, each of the four Allied nations provides two judges. Twelve further trials of Nazi officials are conducted between 1946 and 1949.

## 1946

- Oct. 1 **VERDICTS DELIVERED** in first Nuremberg Trials. Of the 22 major Nazi officials who are tried, twelve are sentenced to death by hanging, three are sentenced to life in prison, four receive sentences of 10 to 20 years, and three are acquitted. Many other Nazi war criminals are tried in later years. Many escape capture.

## 1948

- Dec. 9 **CONVENTION ON THE PREVENTION AND PUNISHMENT OF GENOCIDE** is adopted by the United Nations and, by December 2017, ratified by 149 nations. Genocide and mass atrocities continue in the postwar era and are met with differing levels of resistance by the world community of nations.

## 1960s

- 1960 **ADOLF EICHMANN**, the Nazi officer most responsible for implementing the Final Solution, is captured in Argentina where he and many fellow Nazis had escaped after the war. In 1961, in Israel, he is tried and convicted of war crimes and hanged June 1, 1962.
- 1963-65 **FRANKFURT AUSCHWITZ TRIALS**. 18 of 22 SS officers in Auschwitz are found guilty in war crimes trials in Germany. Most Nazi officials at Auschwitz are never brought to trial.

## 1970s

- 1975-79 **GENOCIDE IN CAMBODIA**. More than two million people are killed by the Khmer Rouge regime in a campaign to purge the country of Western influence and create an authoritarian agrarian state.
- 1979 The U.S. Attorney General creates the Office of Special Investigations to investigate possible Nazi war criminals living in the U.S. Over 100 former Nazis are deported or deprived of citizenship in subsequent years.

## 1990s

- 1992-95 **GENOCIDE IN BOSNIA-HERZEGOVINA**. With the dissolution of Communist Yugoslavia in 1991, Bosnian Serb extremists launch a program of "ethnic cleansing" to eliminate the Muslim Bosnians (Bosniaks) and the Bosnian Croats, murdering up to 100,000 people.
- 1994 **GENOCIDE IN RWANDA**. 500,000 to one million minority Tutsis are killed in a 100-day period by the majority Hutus in a government-initiated program of extermination.
- 1995 In the largest massacre in Europe since the Holocaust, Bosnian Serbs murder 8,000 Bosnian Muslim men and boys near the city of Srebrenica. [July]

## 2000s

- 2002 The International Criminal Court begins operation in The Hague, Netherlands, to prosecute genocide, crimes against humanity, and war crimes. [July 1]
- 2003-present **GENOCIDE IN THE DARFUR REGION OF SUDAN**. Nearly 500,000 of the non-Arab people of Darfur in western Sudan have been killed in a genocidal campaign by the Arab government of Sudan.

## 2010s

- 2011 John Demjanjuk is convicted in Germany of war crimes as a guard at the Sobibor death camp and is sentenced to five years in prison. He dies in a nursing home the next year. The search for living Nazi war criminals who have escaped justice continues.
- 2016/2017 Bosnian Serb commanders Radovan Karadžić and Ratko Mladić are convicted in separate trials of genocide and crimes against humanity by the U.N. Criminal Tribunal for the Former Yugoslavia, for atrocities committed during the Bosnian War of 1992-95. Karadžić is sentenced to 40 years in prison, Mladić to life.
- 2016 **GENOCIDE IN SYRIA AND IRAQ**. The U.S. State Dept. announces that the mass killing by the Islamic State (ISIS) of Yezidi, Christian, and Shia Muslim peoples in Syria and Iraq qualifies as genocide. [March 17]
- 2018 **GENOCIDE IN MYANMAR**. The U.S. Holocaust Memorial Museum concludes that the persecution and murder of the Muslim Rohingya minority in Burma (Myanmar) qualifies as genocide. [December]

## \_\_\_ Holocaust Time Lines \_\_\_

- **U.S. Holocaust Memorial Museum, Washington, DC**  
[www.ushmm.org/learn/timeline-of-events/before-1933](http://www.ushmm.org/learn/timeline-of-events/before-1933)
- **Yad Vashem, World Holocaust Remembrance Center, Israel**  
[www.yadvashem.org/yv/en/holocaust/timeline/timeline.asp](http://www.yadvashem.org/yv/en/holocaust/timeline/timeline.asp)
- **Jewish Virtual Library**  
[www.jewishvirtuallibrary.org/timeline-of-jewish-persecution-in-the-holocaust](http://www.jewishvirtuallibrary.org/timeline-of-jewish-persecution-in-the-holocaust)

## \_\_\_ Genocide \_\_\_

- **Definition and Discussion**
  - ◆ **United Nations Office on Genocide and the Responsibility to Protect**  
[www.un.org/en/genocideprevention/genocide.html](http://www.un.org/en/genocideprevention/genocide.html)
  - ◆ **U.S. Holocaust Memorial Museum, Washington, DC**  
[www.ushmm.org/confront-genocide/defining-genocide](http://www.ushmm.org/confront-genocide/defining-genocide)
- **Cases of Genocide since World War II**
  - ◆ **U.S. Holocaust Memorial Museum, Washington, DC**  
[www.ushmm.org/confront-genocide/cases](http://www.ushmm.org/confront-genocide/cases)
  - ◆ **Interparliamentary Alliance for Human Rights and Global Peace**  
[www.ipahp.org/index.php?en\\_acts-of-genocide](http://www.ipahp.org/index.php?en_acts-of-genocide)



Inmates greet U.S. Seventh Army troops upon their arrival at the Allach concentration camp, Germany, April 30, 1945.

\_\_\_Original caption\_\_\_

“After American troops arrived, homemade American flag was raised by the prisoners of Dachau prison camp. As it waved in the breeze, it seemed to reflect the joy of inmates who realize freedom for the first time in many years.”





## \_\_\_\_\_ **WHY TEACH ABOUT THE HOLOCAUST?** \_\_\_\_\_

### **United States Holocaust Memorial Museum**

*[www.ushmm.org/educators/teaching-about-the-holocaust/why-teach-about-the-holocaust](http://www.ushmm.org/educators/teaching-about-the-holocaust/why-teach-about-the-holocaust)*

**B**ecause the objective of teaching any subject is to engage the intellectual curiosity of students in order to inspire critical thought and personal growth, it is helpful to structure your lesson plan on the Holocaust by keeping questions of rationale, or purpose, in mind. Teachers rarely have enough time to teach these complicated topics, though they may be required to do so by state standards. Lessons must be developed and difficult content choices must be made.

A well-thought-out rationale helps with these difficult curricular decisions. In addition, people within and outside the school community may question the use of valuable classroom time to study the Holocaust. Again, a well-formed rationale will help address these questions and concerns. Before deciding what and how to teach, we recommend that you think about why you are teaching this history.

#### **HERE ARE THREE KEY QUESTIONS TO CONSIDER:**

- ♦ Why should students learn this history?
- ♦ What are the most significant lessons students should learn from studying the Holocaust?
- ♦ Why is a particular reading, image, document, or film an appropriate medium for conveying the topics that you wish to teach?

The Holocaust provides one of the most effective subjects for examining basic moral issues. A structured inquiry into this history yields critical lessons for an investigation into human behavior. It also addresses one of the central mandates of education in the United States, which is to examine what it means to be a responsible citizen.

#### **BY STUDYING THESE TOPICS, STUDENTS COME TO REALIZE THAT:**

- ♦ Democratic institutions and values are not automatically sustained, but need to be appreciated, nurtured, and protected.
- ♦ Silence and indifference to the suffering of others, or to the infringement of civil rights in any society, can—however unintentionally—perpetuate these problems.

- ◆ The Holocaust was not an accident in history; it occurred because individuals, organizations, and governments made choices that not only legalized discrimination but also allowed prejudice, hatred, and ultimately mass murder to occur.
- ◆ The Holocaust was a watershed event, not only in the 20th century but also in the entire course of human history.

### **STUDYING THE HOLOCAUST ALSO HELPS STUDENTS TO:**

- ◆ Understand the roots and ramifications of prejudice, racism, and stereotyping in any society.
- ◆ Develop an awareness of the value of pluralism and an acceptance of diversity.
- ◆ Explore the dangers of remaining silent, apathetic, and indifferent to the oppression of others.
- ◆ Think about the use and abuse of power as well as the roles and responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or policies of genocide.
- ◆ Understand how a modern nation can utilize its technological expertise and bureaucratic infrastructure to implement destructive policies ranging from social engineering to genocide.

As students gain insight into the many historical, social, religious, political, and economic factors that cumulatively resulted in the Holocaust, they gain awareness of the complexity of the subject and a perspective on how a convergence of factors can contribute to the disintegration of democratic values. Students come to understand that it is the responsibility of citizens in any society to learn to identify danger signals and to know when to react.

When you as an educator take the time to consider the rationale for your lessons on the Holocaust, you will be more likely to select content that speaks to your students' interests and provides them with a clearer understanding of a complex history. Most students demonstrate a high level of interest in studying this history precisely because the subject raises questions of fairness, justice, individual identity, peer pressure, conformity, indifference, and obedience—issues that adolescents confront in their daily lives. Students are also affected by and challenged to comprehend the magnitude of the Holocaust; they are often particularly struck by the fact that so many people allowed this genocide to occur by failing either to resist or to protest.

Educators should avoid tailoring their Holocaust course or lesson in any way to the particular makeup of their student population. Failing to contextualize the groups targeted by the Nazis as well as the actions of those who resisted can result in the misunderstanding or trivializing of this history. Relevant connections for all learners often surface as the history is analyzed.



Photo, p. 175: Jews captured during the suppression of the Warsaw ghetto uprising are led away from the burning ghetto by SS guards (uprising: April 19-May 16, 1943). U.S. National Archives and Records Administration.



## GUIDELINES FOR TEACHING ABOUT THE HOLOCAUST

United States Holocaust Memorial Museum

[www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines](http://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines)

Teaching Holocaust history demands a high level of sensitivity and keen awareness of the complexity of the subject matter. The following guidelines, while reflecting approaches appropriate for effective teaching in general, are particularly relevant to Holocaust education.

■ **Define the term “holocaust.”**

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

■ **Do not teach or imply that the Holocaust was inevitable.**

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

■ **Avoid simple answers to complex questions.**

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

■ **Strive for precision of language.**

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

Words that describe human behavior often have multiple meanings. Resistance, for example, usually refers to a physical act of armed revolt. During the Holocaust, it also encompassed partisan activity; the smuggling of messages, food, and weapons; sabotage; and actual military engagement. Resistance may also be thought of as willful disobedience, such as continuing to practice religious and cultural traditions in defiance of the rules or creating fine art, music, and poetry inside ghettos and concentration camps. For many, simply maintaining the will to live in the face of abject brutality was an act of spiritual resistance.

Try to avoid stereotypical descriptions. Though all Jews were targeted for destruction by the Nazis, the experiences of all Jews were not the same. Remind your students that, although members of a group may share common experiences and beliefs, generalizations about them without benefit of modifying or qualifying terms (e.g., “sometimes,” “usually,” “in many cases but not all”) tend to stereotype group behavior and distort historical reality. Thus, all Germans cannot be characterized as Nazis, nor should any nationality be reduced to a singular or one-dimensional description.

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

Most students express empathy for victims of mass murder. However, it is not uncommon for students to assume that the victims may have done something to justify the actions against them and for students to thus place inappropriate blame on the victims themselves. One helpful technique for engaging students in a discussion of the Holocaust is to think of the participants as belonging to one of four categories: victims, perpetrators, rescuers, or bystanders. Examine the actions, motives, and decisions of each group. Portray all individuals, including victims and perpetrators, as human beings who are capable of moral judgment and independent decision making.

As with any topic, students should make careful distinctions about sources of information. Students should be encouraged to consider why a particular text was written, who wrote it, who the intended audience was, whether any biases were inherent in the information, whether any gaps occurred in discussion, whether omissions in certain passages were inadvertent or not, and how the information has been used to interpret various events. Because scholars often base their research on different bodies of information, varying interpretations of history can emerge. Consequently, all interpretations are subject to analytical evaluation. Strongly encourage your students to investigate carefully the origin and authorship of all material, particularly anything found on the Internet.

■ **Avoid comparisons of pain.**

A study of the Holocaust should always highlight the different policies carried out by the Nazi regime toward various groups of people; however, these distinctions should not be presented as a basis for comparison of the level of suffering between those groups during the Holocaust. One cannot presume that the horror of an individual, family, or community destroyed by the Nazis was any greater than that experienced by victims of other genocides. Avoid generalizations that suggest exclusivity such as “The victims of the Holocaust suffered the most cruelty ever faced by a people in the history of humanity.”

■ **Do not romanticize history.**

People who risked their lives to rescue victims of Nazi oppression provide useful, important, and compelling role models for students. But given that only a small fraction of non-Jews under Nazi occupation helped rescue Jews, an overemphasis on heroic actions in a unit on the Holocaust can result in an inaccurate and unbalanced account of the history. Similarly, in exposing students to the worst aspects of human nature as revealed in the history of the Holocaust, you run the risk of fostering cynicism in your students. Accuracy of fact, together with a

balanced perspective on the history, must be a priority.

■ **Contextualize the history.**

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

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

Encourage your students not to categorize groups of people only on the basis of their experiences during the Holocaust; contextualization is critical so that victims are not perceived only as victims. By exposing students to some of the cultural contributions and achievements of 2,000 years of European Jewish life, for example, you help them to balance their perception of Jews as victims and to appreciate more fully the traumatic disruption in Jewish history caused by the Holocaust.

■ **Translate statistics into people.**

In any study of the Holocaust, the sheer number of victims challenges easy comprehension. Show that individual people—grandparents, parents, and children—are behind the statistics and emphasize the diversity of personal experiences within the larger historical narrative. Precisely because they portray people in the fullness of

their lives and not just as victims, first-person accounts and memoir literature add individual voices to a collective experience and help students make meaning out of the statistics.

■ **Make responsible methodological choices.**

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

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

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

Photo, p. 177: Jews from Subcarpathian Rus [then part of Hungary] undergo a selection on the ramp at Auschwitz-Birkenau after arrival (detail), May 1944. Yad Vashem.



## Why Simulation Activities Should Not Be Used in Holocaust Education

Anti-Defamation League [www.adl.org/education/resources/tools-and-strategies/why-simulation-activities-should-not-be-used](http://www.adl.org/education/resources/tools-and-strategies/why-simulation-activities-should-not-be-used) [excerpts]

While simulation-type activities may appear to be a compelling way to engage students on topics and events involving genocide and oppression such as the Holocaust, slavery, racial segregation, internment of Japanese-Americans, etc., we strongly caution against using such activities for the following reasons: (1) they are pedagogically unsound because they trivialize the experience of the victims and can leave students with the impression at the conclusion of the activity that they actually know what it was like to experience these injustices; (2) they stereotype group behavior and distort historical reality by reducing groups of people and their experiences and actions to one-dimensional representations; (3) they can reinforce negative views of the victims; (4) they can put students in the position of defending and/or identifying with the oppressors; (5) they impede critical analysis by oversimplifying complex historical events and human behavior, leaving students with a skewed view of history; (6) they disconnect these events from the context of global history; (7) they can be emotionally upsetting or damaging for students who are sensitive and/or who may identify with the victims.

While we want students to think about their own choices and decisions, asking students to consider what they would have done under the same circumstances is an artificial question, as there is no way to know what decisions we will make until we are actually faced with them. Such an exercise also inherently judges the decisions that were made by individuals, decisions that were often “choiceless choices” where no decision was a good decision but a choice had to be made. Often these decisions—which had to be made very quickly—could mean the difference between life and death. There is no way to adequately or authentically replicate such situations, nor should we try.

Below are examples of effective and pedagogically sound methods that can be used to help foster a sense of empathy and help students begin to understand the motivations, thoughts, feelings and actions of those who lived through atrocities like these.

- ♦ Provide ample opportunities for students to examine primary source materials, including photographs, artwork, diary entries, letters, government documents, and visual history testimony. Such an exploration allows for a deeper level of interest and inquiry on a range of topics from many perspectives and in proper historical context.
- ♦ Assign reflective writing exercises or lead class discussions that explore various aspects of human behavior such as scapegoating or making difficult moral choices. These activities allow students to develop compassion and empathy, share how they feel about what they’re learning and consider how it has meaning in their own lives.
- ♦ Invite the voices of survivors and other eyewitnesses to share their stories with students.

One of the goals for teaching about these horrific historical events is for students to determine their own roles and responsibilities in the world around them. To advance this thinking and learning, we encourage teachers to give students opportunities to consider meaningful actions they can take in their schools and communities when they see injustice or are faced with difficult moral and ethical decisions.

Photo: Jewish women and children from Subcarpathian Rus [then part of Hungary] await selection on the ramp at Auschwitz-Birkenau after arrival, May 1944 (detail). Yad Vashem.



## NORTH CAROLINA COUNCIL ON THE HOLOCAUST

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

[www.ncpublicschools.org/holocaust-council/](http://www.ncpublicschools.org/holocaust-council/)

**THE HOLOCAUST** was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators between 1933 and 1945. The Nazis believed that Germans were “racially superior” and that Jews were “inferior” and a threat to the so-called German racial community. By the end of World War II in Europe in May 1945, the Germans and their collaborators had killed nearly two out of every three European Jews as part of the “Final Solution”—the Nazi policy to murder the Jews of Europe. German authorities also targeted other groups because of their perceived racial and biological inferiority; these included Roma (Gypsies), people with disabilities, and others such as Poles, Soviet civilians, and blacks. They also persecuted other groups on political, ideological, and behavioral grounds; among these were Communists, Socialists, Jehovah’s Witnesses, and homosexuals.

**GENOCIDE** is defined as any of the following acts committed with the intent to destroy in whole or in part, a national, ethnic, racial, or religious group, as such:

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

The term “genocide,” which did not exist prior to 1944, is a very specific term, referring to violent crimes committed against a group with the intent to destroy the existence of the group. On December 9, 1948, the United Nations approved the Convention on the Prevention and Punishment of the Crime of Genocide, which establishes genocide as an international crime, which signatory nations “undertake to prevent and punish.”

*Holocaust Encyclopedia, United States Holocaust Memorial Museum*



Holocaust survivors, 1945

Cambodian victims, 1979

Save Darfur rally sign, 2006

Rohingya refugees, 2018

Photographs: U.S. Holocaust Memorial Museum, Tuol Sleng Genocide Museum, Kate Mereand-Sinha, United Nations High Commissioner for Refugees (Roger Arnold).

## CASES OF GENOCIDE SINCE WORLD WAR II

U.S. Holocaust Memorial Museum / [www.ushmm.org/confront-genocide/cases](http://www.ushmm.org/confront-genocide/cases)

- **Bangladesh.** Bangladesh emerged as a secular democracy in 1971 after a bloody independence war from Pakistan that was marked by mass killings by the Pakistani army and its collaborators. This history of mass killings continues to influence political dynamics today, which are becoming increasingly polarized between the two main political parties: the Awami League and the Bangladesh Nationalist Party.
- **Bosnia-Herzegovina.** During the conflict in Bosnia between 1992 and 1995, an estimated 100,000 people were killed, 80 percent of whom were Bosnian Muslims—known as Bosniaks. In July 1995, Bosnian Serb forces killed as many as 8,000 Bosniaks from the city of Srebrenica. It was the largest massacre in Europe since the Holocaust.
- **Burma.** Burma's Muslim Rohingya minority has faced severe discrimination and persecution, escalating violence, forced statelessness, and myriad restrictions at the hands of the state.
- **Cambodia.** Between 1975 and 1979, Cambodia's Khmer Rouge subjected the country's citizens to forced labor, persecution, and execution in the name of the regime's ruthless agrarian ideology. Almost two million Cambodians—approximately one third of the population—died in the “killing fields.”
- **Central African Republic.** What began in 2013 as political violence initiated by rebel groups opposing the government of the Central African Republic has taken on a religious dimension, and groups and individuals are now being targeted because of their Christian or Muslim identity.
- **Democratic Republic of the Congo.** Over the last two decades, more than five million civilians have died in the Democratic Republic of the Congo in a succession of complex wars and conflicts. Most have died from preventable diseases as a result of the collapse of infrastructure, lack of food and health care, and displacement.
- **Iraq.** In the summer of 2014, the self-proclaimed Islamic State (IS) conducted a violent campaign against civilians in northern Iraq, targeting in particular ethnic and religious minorities. The violence forcibly displaced more than 800,000 people and resulted in the deaths of hundreds, if not thousands, of civilians. The Museum's findings also indicate IS has been and is perpetrating genocide against the Yazidi people.
- **Mali.** Mali is currently facing numerous conflicts throughout its vast territory. Today, there is a potential risk of mass atrocities in Mali as multiple armed groups vie for power in a vacuum of state authority. Though mass atrocities are not yet taking place in Mali, early warning signs are visible and warrant attention.
- **Rwanda.** In just 100 days, from April to July 1994, between 500,000 and one million Rwandans, predominantly Tutsis, were massacred when a Hutu extremist-led government launched a plan to wipe out the country's entire Tutsi minority and any others who opposed their policies.
- **South Sudan.** In July 2011, South Sudan became the world's newest country after its citizens voted for independence from Sudan. The country faces great challenges as it seeks to build its democratic institutions, overcome a history of internal conflict based on ethnicity, and resolve ongoing tensions with Sudan over the region's oil resources.
- **Sudan.** Since the 1950s, the Arab-dominated government of Sudan has tried to impose its control on African minorities on the country's periphery. More than 2.5 million civilians have been killed in a succession of brutal conflicts—between north and south, in Darfur in the west, and in other regions.
- **Syria.** Since its outbreak in March 2011, the conflict in Syria has cost the lives of more than 500,000 people, displaced millions more, and involved numerous atrocities and crimes against humanity.
- **Zimbabwe.** Zimbabwe's ruling party has used mass atrocities against civilians to repress political opponents and consolidate power since the country gained independence from the United Kingdom in 1980. There is a potential risk of new mass atrocities as Robert Mugabe, the country's president, nears death and planned elections in 2018 approach.





Top Nazi officials under guard while on trial during the Nuremberg war crimes trials, 1946

## **GUIDELINES FOR TEACHING ABOUT GENOCIDE**

### **United States Holocaust Memorial Museum**

[www.ushmm.org/educators/teaching-about-the-holocaust/teaching-about-genocide](http://www.ushmm.org/educators/teaching-about-the-holocaust/teaching-about-genocide)

The term “genocide” did not exist before 1944. It is a very specific term, referring to violent crimes committed against a group with the intent to destroy the existence of the group. The Museum strongly encourages teachers to discuss with their students the concept of genocide and its development since World War II to provide background and a foundation for their investigation of individual or multiple genocidal events. For more information, visit the section Confront Genocide on the website of the United States Holocaust Memorial Museum: [www.ushmm.org/confront-genocide](http://www.ushmm.org/confront-genocide).

#### ■ **Define the term “genocide.”**

The United Nations Convention on the Prevention and Punishment of the Crime of Genocide (1948) defines genocide as “any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, as such:

1. Killing members of the group;
2. Causing serious bodily or mental harm to members of the group;
3. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
4. Imposing measures intended to prevent births within the group;
5. Forcibly transferring children of the group to another group.”

#### ■ **Investigate the context and dynamics that have led to genocide.**

A study of genocide should consider what the steps toward genocide in a society have been or could be. Analyze the factors and patterns that may play a role in the early stages: political considerations, economic difficulties, local history and context, etc. How are targeted groups defined, dehumanized, marginalized, and/or segregated before mass killing begins? As stu-

dents learn of the early phases of a genocide, ask them to consider how steps and causal conditions may have been deflected or minimized. Ask them to think about scope, intent, and tactics. Be mindful that there is no one set pattern or list of preliminary steps that always lead to mass murder.

#### ■ **Be wary of simplistic parallels to other genocides.**

Each genocide has its own unique characteristics of time, place, people, and methods. Students are likely to try to make facile comparisons to other genocides, particularly the Holocaust; however, it is up to the teacher to redirect students to the specifics of a particular community at a particular time and place. Some parallels do indeed exist between the Holocaust and other genocides: the use of trains to transport victims, camps for detention and killing, etc. However, genocide has also occurred without these two tactics. Thus, you could make careful comparisons between the tactics or procedures used by oppressors to destroy communities, but you should avoid comparing the pain and suffering of individuals.

■ **Analyze American and world response.**

The world community is very different and far more complicated in the aftermath of the Holocaust. An important goal in studying all aspects of genocide is to learn from mistakes and apply these lessons to the future. To do this, students must strive to understand not only what was done, or not done, in the past but also why action was or was not taken. As with any historical event, it is important to present the facts. Students need to be aware of the various choices that the global community had available before, during, and after the mass killing. It is important to begin at home, with the choices available to the United States. It is also important to discuss all of the stakeholders involved—political leaders, religious leaders, and private citizens. Next, it is critical to discuss the range of choices seemingly available to the rest of the global community. How did international and regional authorities respond? What is the role of nongovernmental organizations? When is diplomacy, negotiation, isolation, or military involvement appropriate or effective?

Students may become frustrated when they learn of governmental inaction in the face of genocide. While there are certainly cynical reasons for not intervening, teachers can lead students to understand the complexity of responding to genocide—that it is usually not a simple matter to step into another country and tell one group to stop killing another group. In addressing what might cause genocide and how to prevent it, consider these questions:

- ♦ When does a nation (the United States, for example) have the political will to take all necessary steps to stop genocide?
- ♦ How much international cooperation can be mustered? How much is needed?
- ♦ What are the possible ramifications of intervention?
- ♦ Is a nation willing to absorb casualties and death to stop a genocide?

■ **Illustrate positive actions taken by individuals and nations in the face of genocide.**

One reason that genocide occurs is the complicity of bystanders within the nation and around the world. However, in each genocide, there have been individuals—both persons at risk inside the country as well as external observers or stakeholders—who have spoken out against the oppressive regime and/or rescued threatened people. There are always a few who stand up to face evil with tremendous acts of courage—and sometimes very small acts of courage, of no less importance. Teachers should discuss these responses without exaggerating their numbers or their frequency.

When teaching and learning about genocide, individuals may fall prey to helplessness or acceptance of inevitability because the event is imminent or in progress. The magnitude of the event and seeming inertia in the world community and its policymakers can be daunting, but actions of any size have potential impact. Numerous episodes from the Holocaust and other genocides illustrate this point.





## NORTH CAROLINA COUNCIL ON THE HOLOCAUST

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### ■ ROLES PEOPLE PLAY ■ in Human Rights



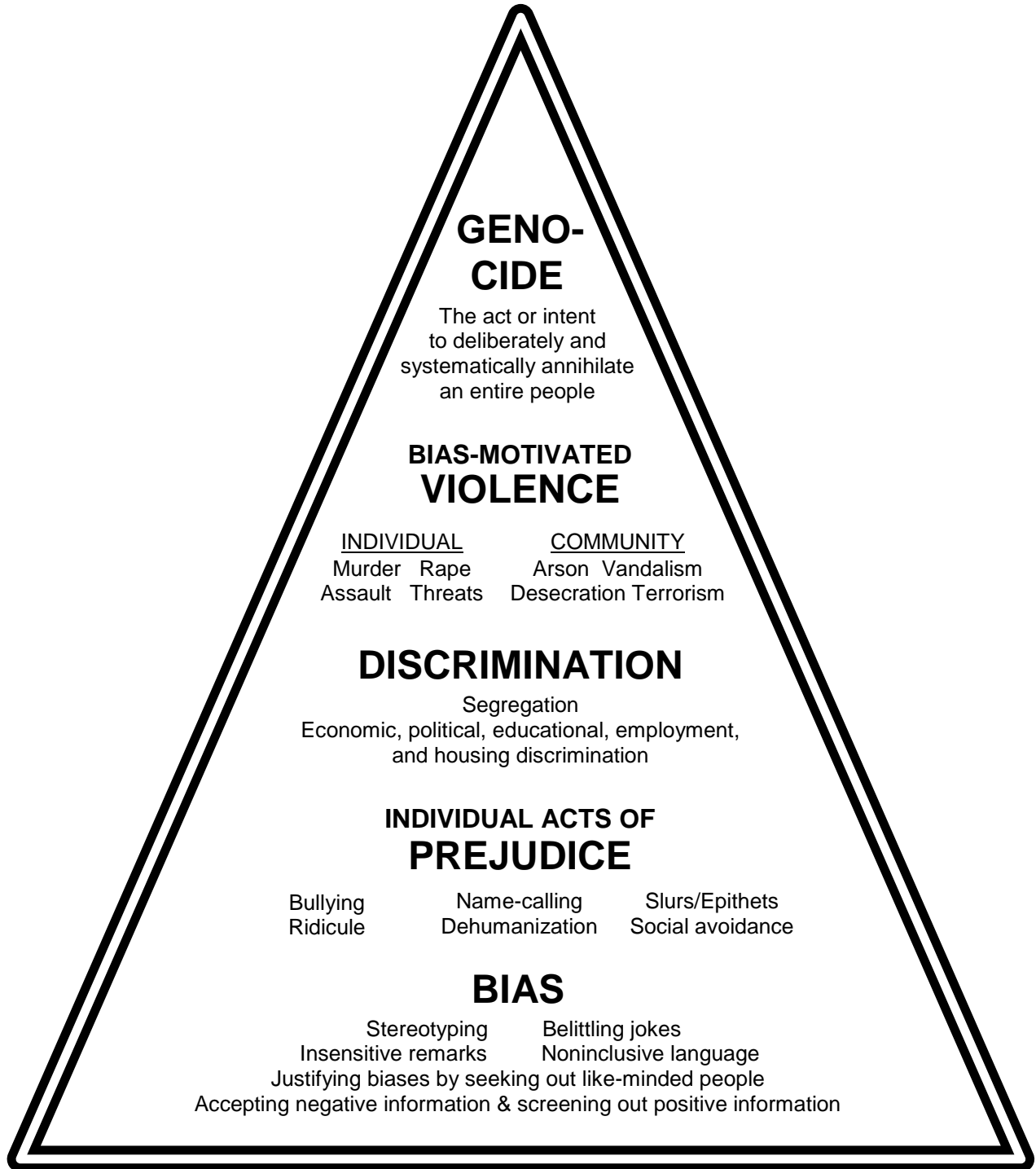
- **PERPETRATORS** — people who plan and carry out acts of violence along with an inner circle of forces they control, such as the military, police, and militias.
- **ENABLERS** — arms dealers, mafias, or other criminals who look to profit from mass killings.
- **UPSTANDERS** — people who help those targeted for violence or death, often at great peril and personal risk; they speak out, offer assistance, and intervene to prevent abuse.
- **BYSTANDERS** — people who stand by and do nothing; by looking away, they can even appear to support the perpetrators.
- **VICTIMS** — people targeted for violence.

### ■ WHY PEOPLE STAND BY ■

- **FEAR** — Some people feel they have to go along with the perpetrators or they will suffer abuse themselves.
- **PERSONAL GAIN** — Some people see personal or economic gain in allowing others to be victimized.
- **BLIND OBEDIENCE** — Some individuals just do what they are told by authority figures.
- **PREJUDICE** — All too often, people are ready to believe propaganda because it reaffirms their own prejudices.
- **THEY DON'T KNOW WHAT TO DO** — Some people do nothing because they do not believe they can make a difference.
- **NO ONE ELSE IS HELPING** — If no one stands up, it's easier for others to justify doing nothing.

Adapted from a display at the National Center for Civil & Human Rights, Atlanta, Georgia. Photos reproduced by permission of the U.S. Holocaust Memorial Museum: (1) Massacre of Jews by an Einsatzgruppe unit, Ukraine, 1941-1943; (2) Bystanders watch as Jews are rounded up and marched through the streets of Lvov, Poland, 1941; (3) Jewish and non-Jewish children sheltered in Le-Chambon-sur-Lignon, France, with their protectors, 1943; (4) Polish rescuer holds the Jewish child she protected during the war, 1943.

# PYRAMID OF HATE



Adapted from Pyramid of Hate, ADL (Anti-Defamation League).



**FIRST** they came for the socialists—  
and I did not speak out  
*because I was not a socialist.*

**THEN** they came for the trade unionists—  
and I did not speak out  
*because I was not a trade unionist.*

**THEN** they came for the Jews—  
and I did not speak out  
*because I was not a Jew.*

**THEN** they came for me—  
and there was no one left  
*to speak for me.*

Rev. Martin Niemöller (1892-1984), a German Protestant minister imprisoned from 1938 to 1945 for his ardent opposition to the Nazi regime. In April 1945, as Allied troops approached Dachau concentration camp, he was transported by the Nazis with other political prisoners to Austria, where he was liberated by the U.S. Army.

Photo: Jews captured during the suppression of the Warsaw ghetto uprising are led away from the burning ghetto by SS guards, May 1943 (detail), U.S. National Archives.