

## Unit 5 / Lesson 5.1 / Overview

### Unit 5: Jews in the Nazi Grip

#### Lesson 5.1: The Ghettos in the East

##### **Background:**

In each country occupied by the Germans, the Germans and their collaborators took away the rights of Jews and isolated them from the economic, political, and cultural life of society. The Germans and their collaborators based their actions on a set of ideas that defined the Jews as an inferior race who posed a serious threat to society and who needed to be isolated, removed, and finally, annihilated. In Germany, the rights of the Jews were slowly taken away in a series of steps over several years. Elsewhere, such as in Poland, the persecution, isolation, and removal of the Jews from society was quick and immediate. In each country the Germans occupied, Jews were identified, and with the exception of Denmark, were forced to wear badges or armbands displaying a Star of David. Their property, businesses, and jobs were taken away; they were isolated from the non-Jewish population, and they were deported and murdered. The Germans and their collaborators used different ways of removing Jews from society as persecution became more intense. In Western Europe, Jews were often arrested and deported to transit camps or other holding centers. In Eastern Europe, for example in Poland, Jews were forced to leave their homes and move into ghettos (small sections of cities and towns where they were imprisoned and kept apart from the non-Jewish population). In both Western and Eastern Europe, Jews were then sent to killing centers and death camps.

Jews who were forced to live in ghettos tried to preserve a normal life and carry on with basic tasks, but living conditions were terrible. Most ghettos were surrounded by walls or barbed-wire fences, and overcrowding, disease, and starvation were common. To keep control and to carry out their policies, the Germans established a Jewish Council (*Judenrat*) in most ghettos. In some places, the Jews selected the leaders and members of the councils, while in other areas, the Germans selected the Jews for the councils. The councils were responsible for the day-to-day running of the ghetto; but had no real power. Council leaders chose different ways to cooperate with the Germans. While the Jewish Council tried to help the Jews survive in the ghetto, their efforts failed.

Despite the horrible circumstances of ghetto life, Jews carried out acts of cultural, spiritual, and armed resistance. Those forced to live in the ghetto held musical performances and religious services, often in secret, and they established underground schools. Some chronicled their experiences in journals. Others, such as the Warsaw ghetto fighters, took up arms to fight. With each kind of resistance, Jews tried to hold on to their dignity in the face of dehumanization and persecution. In this unit, you will learn the range of challenges Jews faced living under German occupation and the ways in which they responded.

**Video Time: 18:52**

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### Goal:

Analyze the Nazi restriction of individual rights and the use of mass terror against populations in Eastern Europe's occupied territories.

### Essential Questions:

- How did the use of ghettos further antisemitic attitudes towards the Jews?
- How did ghettos provide opportunities for the Nazis to complete their plan of Jewish annihilation?

### Learning Goals:

- Students will explain the purpose and role of ghettos in solving “The Jewish Question.”
- Students will distinguish the different types of ghettos that were primarily in Eastern Europe.
- Students will be able to explain the “governmental” structure of the ghetto.

### Success Criteria:

- Students will be able to accurately compare and contrast the main characteristics of open and sealed ghettos.
- Students will be able to articulate the concept of “choiceless choices” and give examples.

### Topics For Further Discussion:

- How can political systems change the way different groups are perceived/treated?
- The Germans placed the *Judenrat* in the position of deciding actions for the ghetto. What were some of the controversial, moral, and ethical issues raised? How does the phrase “choiceless choices” apply to the *Judenrat*?

### Recommended Background Reading from *How Was It Possible? A Holocaust Reader*

#### Unit 5 – Lesson 5.1

##### Chapter 5

- Introduction to **Chapter 5: Jews in the Nazi Grip**
- “Indirect Rule” from *Judenrat* by Isaiah Trunk
- “Choiceless Choices” from *Ghettostadt: Łódź and the Making of a Nazi City* by Gordon J. Horwitz
- “Leaving a Record” from *Who Will Write Our History?* by Samuel D. Kassow

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### Unit 5: Jews in the Nazi Grip

#### Lesson 5.1: The Ghettos in the East

Question	
What were the ghettos and how were they used?	
What was an open ghetto?	
What was a closed ghetto?	
What were the conditions in the ghetto?	
What was the purpose of the <i>Judenrat</i> or Jewish Council?	
What were the Jewish Police responsible for?	
Why would someone agree to become a member of the Jewish Police and what happened after the war?	

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What type of ghetto was the Warsaw ghetto and how did the residents participate in resistance?	
What type of ghetto was the Łódź Ghetto and how did the people there try to survive?	
What type of ghetto was the Kovno Ghetto?	
What type of ghetto was Theresienstadt? Was it a ghetto or a camp?	
What did Jews and other inhabitants of the ghetto know and not know about deportations?	

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### Answer Key

Question	Possible Answers
What were the ghettos and how were they used?	<ul style="list-style-type: none"> <li>• Isolated the Jews from the Christian population</li> <li>• Holding center for Jews</li> <li>• Made it easy for the Germans to round up and deport the Jews to killing centers</li> <li>• In some ghettos, daily life carried on</li> <li>• Located in towns and cities across Eastern Europe</li> <li>• Not one typical ghetto</li> <li>• Jews were forced to relocate into defined ghettos established by the Germans</li> </ul> (Slide 3, 4)
What was an open ghetto?	<ul style="list-style-type: none"> <li>• Ghetto inhabitants might be able to leave</li> <li>• Possible to smuggle items into ghetto</li> </ul> (Slide 5)
What was a closed ghetto?	<ul style="list-style-type: none"> <li>• Surrounded by walls or fences</li> <li>• No opportunity for ghetto inhabitants to leave</li> <li>• No opportunity to bring items, food, medicine, into the ghetto</li> </ul> (Slide 5)
What were the conditions in the ghetto?	<ul style="list-style-type: none"> <li>• Hunger was most common terror</li> <li>• Disease was rampant</li> <li>• No medications</li> <li>• Overcrowding</li> <li>• No fuel to heat living spaces</li> <li>• Constant fear of <i>Aktions</i> and deportation</li> <li>• Fear of random German brutality</li> </ul> (Slide 7)
What was the purpose of the <i>Judenrat</i> or Jewish Council?	<ul style="list-style-type: none"> <li>• Responsible for the day-to-day running of the ghetto</li> <li>• Served as a buffer between the Germans and ghetto inhabitants, sowing dissension and conflict among ghetto inhabitants</li> <li>• Allowed the Germans to conserve their manpower</li> </ul> (Slide 8)

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What were the Jewish Police responsible for?	<ul style="list-style-type: none"> <li>• Keeping order</li> <li>• Collecting ransoms and taxes</li> <li>• Rounding up Jews for deportation</li> <li>• Anything else the Germans wanted them to do</li> </ul> (Slide 9)
Why would someone agree to become a member of the Jewish Police and what happened after the war?	<ul style="list-style-type: none"> <li>• Extra rations</li> <li>• Protection for self and family</li> <li>• Other perks</li> <li>• Were deported along with ghetto inhabitants</li> <li>• After the war, some were prosecuted as collaborators</li> </ul> (Slide 9)
What type of ghetto was the Warsaw ghetto and how did the residents participate in resistance?	<ul style="list-style-type: none"> <li>• Sealed (closed) ghetto</li> <li>• Conditions were dire</li> <li>• If caught leaving the ghetto one would be shot</li> <li>• Massive deportations to Treblinka</li> <li>• Largest revolt during the Holocaust, those caught were sent to camps</li> </ul> (Slide 10)
What type of ghetto was the Łódź Ghetto and how did the people there try to survive?	<ul style="list-style-type: none"> <li>• Industrial ghetto</li> <li>• Production facility for Germans</li> <li>• Thought working for the Germans would keep them safe, essential to the war effort</li> <li>• Crippling starvation and overcrowding</li> <li>• One of the last ghettos to be liquidated</li> </ul> (Slide 11)
What type of ghetto was the Kovno Ghetto?	<ul style="list-style-type: none"> <li>• Resistance through writing, art, and culture</li> <li>• Suffered same treatment as other ghettos</li> <li>• Attempted to keep their humanity through the arts</li> <li>• Liquidated in July 1944, survivors sent to Dachau</li> </ul> (Slide 12)

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What type of ghetto was Theresienstadt? Was it a ghetto or a camp?	<ul style="list-style-type: none"><li>• Hybrid transit camp and ghetto</li><li>• Camp for individuals classified a “special merit” – celebrities, war veterans,</li><li>• Camp “cleaned up” so the International Red Cross could visit – to show how good the Germans were to the Jews</li><li>• Once the Red Cross visit was over, life reverted back</li></ul> (Slide 13)
What did Jews and other inhabitants of the ghetto know and not know about deportations?	<ul style="list-style-type: none"><li>• Deportation was not a secret</li><li>• People may not have fully known or understood the actual destination</li><li>• <i>Judenrat</i> and Jewish police participated in roundups</li><li>• Mass shooting sites were also destinations</li></ul> (Slides 14 and 15)

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### Unit 5: Jews in the Nazi Grip

#### Lesson 5.1: The Ghettos in the East

##### Slide 1 – The Ghettos in the East

Welcome to Lesson 5.1 of *How Was it Possible? A Holocaust Curriculum For and By Teachers™*, from The Jewish Foundation for the Righteous. This presentation will give you an overview of “The Ghettos in the East.” This lesson was prepared by Logan Greene, who teaches social studies and English language arts at Hoover City Schools outside of Birmingham, Alabama.

##### Slide 2 – The Ghettos in the East

This photograph shows Jewish youth peering over the wall of the Warsaw ghetto.

##### Slide 3 – What Were the Ghettos?

“What were the ghettos?” is a complex question that is difficult to cover in a short presentation; however, we will look at the basic issues that defined life in the ghettos in German-occupied Eastern Europe.

Photographs such as this one of an operating streetcar in the Warsaw ghetto, are not what comes to mind when most people think of the Holocaust; however, they help tell the story of the ghettos. The photograph also shows that in some ghettos, daily life carried on.

##### Slide 4 – What Was a Ghetto?

What was a ghetto in its simplest terms? From a practical and operational standpoint, ghettos under the Nazis were holding centers for Jews before they were sent to various other destinations, mostly concentration camps and killing centers. They were primarily located in towns and cities across Eastern Europe. The Germans did not establish ghettos in Western Europe.

It is important to understand that there was not one typical ghetto, and no set plan for how ghettos were to be established or run. Instead, ghettos were products of their local environment, determined by German requirements.

However, we can identify common themes that were present in every ghetto established by the Germans. Living conditions were inhumanely cramped. Hunger was a constant and oppressive battle. The Germans and their collaborators were brutal in their treatment of ghetto inhabitants.

In this photograph we see children in the Warsaw ghetto.

There is a vast array of primary source documents of ghetto life that illustrates the suffering of victims. One such is a diary entry from an Anonymous Girl in the Łódź Ghetto, “On my way home with provisions, I saw a terrible scene. Two men were virtually dragging an old man who was unable to walk. People like that are deported. Human suffering is so great!”

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### Slide 5 – Types of Ghettos

Despite ghettos being individual entities with unique characteristics, we can categorize them into two distinct groups, based on the ease of passage into and out of each one.

Open ghettos had restrictions placed on how inhabitants could interact with the outside world. It was easier to smuggle items into these ghettos. Inhabitants were sometimes able to work outside the ghettos, enabling them to bring food back with them.

Closed ghettos, on the other hand, were enclosed by high walls or fences. Inhabitants were unable to have contact with the outside world. This made conditions in a sealed ghetto entirely dependent on what the Germans and their collaborators allowed into the ghetto. Most ghettos were of this type.

Elsa Binder wrote in her diary of the conditions in the closed ghetto in Stanisławów, “The ghetto is surrounded by a tall fence. The gates are guarded by Jewish and Ukrainian policemen. In the evenings they hang up purple lanterns...color of purple, color of death. Symbol of war, starvation, and plague. Symbol of death lurking at the ghetto gate.”

In this photograph we see a man who has just arrived in Terezin with a transport of Dutch Jews, eating from a bowl in the main courtyard of the ghetto. When Jews were deported, generally the Germans did not provide food or water for the journey.

### Slide 6 – Life in the Ghetto

In this photograph, we see the inhabitants of the Warsaw ghetto, wearing white armbands with a Star of David, listening to a public address. Unlike the case in many other locations in Europe, the Jews of Warsaw did not have to sew yellow stars on their clothing, but had to wear these armbands instead.

What was life like in the ghetto? It was a daily fight to survive.

### Slide 7 – Conditions in the Ghetto

Living in the ghetto was a constant battle against a variety of enemies. Hunger was the most common terror ghetto inhabitants faced.

As the Anonymous Girl of the Łódź ghetto commented in her diary, “The starvation is impossible... [I]t gives me a headache, I can hardly see. The emptiness haunts the apartment. There isn’t even a single crumb there.”

Disease was rampant throughout every ghetto, with outbreaks of various diseases a constant threat, especially as there were virtually no medications available to treat the victims.

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Overcrowding was intolerable, with multiple families forced to share small apartments, and even individual rooms, mostly without fuel to heat their living quarters. At all times, inhabitants were aware that any given day could lead to a deadly *Aktion*, a roundup for the purpose of deportation or murder by the Germans and their collaborators.

### **Slide 8 – The *Judenrat* – The Jewish Council**

Although the Germans were responsible for the overall administration of the ghetto system, they left the day-to-day running of the ghettos to each ghetto's Jewish Council, or *Judenrat*. This allowed the Germans to conserve their manpower and to sow dissension and conflict among ghetto inhabitants.

The *Judenrat* was left with the impossible task of running the ghetto, keeping the inhabitants alive, and carrying out the demands of the Germans.

Mordechai Chaim Rumkowski, Chairman of the Łódź ghetto *Judenrat*, wrote in his diary, "Six weeks have elapsed since the ghetto was completely closed off. I have had to start building from the ground up an administrative apparatus that the ghetto—a small-scale city—requires."

The dueling demands placed on the *Judenrat* led to decisions being made for both good and morally questionable reasons.

Elsa Binder wrote of the Stanisławów ghetto *Judenrat*, "The council consists of crooks and noisy windbags who from the very beginning smelled a good deal and flocked there together with their families and friends."

Some *Judenrat* decisions were controversial, and raised complex moral and ethical issues.

### **Slide 9 – The Jewish Police – "Choiceless Choices"**

In the same way that each *Judenrat* was faced with complex moral questions, the Jewish Police, a ghetto police force set up by the Germans, were forced to confront similarly "choiceless choices" on a daily basis. Their role in the ghettos was extremely controversial.

The Jewish Police were responsible for keeping order, collecting ransoms and taxes, rounding up Jews for deportation, and handling a wide variety of other duties for the Germans.

Jewish Police officers were given extra rations, protections, and other perks for performing their morally ambiguous duties.

As Ilya Gerber of the Kovno ghetto wrote, "Every minute policemen arrived with 'captives.' Grinberg wrote down how many young men each brought with him and the other scribbler registered the people brought in."

This is a photograph of the Warsaw Ghetto Jewish Police.

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After the war some Jewish policemen were prosecuted as collaborators for their actions, and their place in Holocaust history remains highly contentious to this day.

### **Slide 10 – Warsaw Ghetto (Poland) – The Largest Ghetto**

It is impossible to describe each of the thousands of ghettos across Europe; however, we can highlight several ghettos as particularly worthy of study: Warsaw, Łódź, Kovno, and Terezin. The largest of the ghettos was created in Warsaw, the capital and largest city in Poland. Established on October 12, 1940, the ghetto was sealed on November 15, 1940.

Conditions in the Warsaw Ghetto were dire, with more than 400,000 Jewish inhabitants crammed into an area of 1.3 square miles. The *Judenrat* fought to keep the ghetto running as well as they could but were faced with an impossible task because of the overwhelming number of inhabitants. This photograph shows the overcrowding in the Warsaw ghetto.

Adam Czerniaków, the chairman of the Warsaw ghetto *Judenrat*, wrote of the sealed nature of the Warsaw ghetto on November 12, 1941, “We have received news that those caught leaving the ghetto will be shot...the day after tomorrow.” In July 1942, German officials ordered deportations from the Warsaw ghetto to the Treblinka killing center. Between July and September 1942, almost 300,000 Jews were murdered upon arrival. Czerniaków refused to accept or take part in the deportations, preferring to take his own life the day after they started. On July 23, 1942 he wrote, “They are demanding that I kill the children of my people with my own hands. There is nothing left for me to do but die.”

Eventually, Warsaw would see the largest revolt by Jews in a ghetto during the Holocaust. Starting on April 19, 1943, and lasting for over three weeks, the remaining inhabitants of the ghetto resisted the Germans and fought back, instead of accepting deportation. At least 7,000 Jews died during the fight. The remaining 49,000 Jews were deported to concentration and death camps.

### **Slide 11 – Łódź ghetto (Poland) – The Industrial Ghetto**

As Łódź had been the center of the textile industry in pre-war Poland, the ghetto served as a major production facility for the Germans.

The leader of the Łódź ghetto, Mordechai Chaim Rumkowski, shown in this photograph, stated, “Our only path to survival is through work... ‘work’ has proved itself from the start... work protects us from annihilation.”

Rumkowski’s goal was to make the Łódź ghetto essential to the Nazi war effort. To a point, his strategy was successful. Despite crippling starvation and overcrowding, the Łódź ghetto did last longer than any other ghetto. However, the end result was the same.

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On September 4, 1942, in response to German demands for 20,000 people for deportation, Rumkowski stood before the Jews of the ghetto with his solution to the demand: “Hand them over to me! Fathers and mothers: Give me your children!”

More than 200,000 Jews passed through the Łódź ghetto. Initially, the Chełmno killing center was the destination for Jews from the Łódź ghetto. Approximately 4,300 Roma (referred to at the time as “gypsies”) were also sent to the Łódź ghetto and then to Chełmno where they were killed.

The final liquidation of the Łódź ghetto started on August 2, 1944. Some 72,000 people were deported to Auschwitz-Birkenau. Most, including Rumkowski, were murdered upon arrival.

It is estimated that 5,000 to 7,000 Łódź Jews survived.

Rumkowski’s actions as head of the *Judenrat* were controversial and are still debated.

### **Slide 12 – Kovno Ghetto (Lithuania) – Writing, Art, and Culture**

The Kovno ghetto gives us a glimpse into the often-overshadowed world of culture that existed in some ghettos, despite the dreadful conditions. However, this should never take away from our understanding of the incredible suffering the inhabitants of Kovno endured.

The ghetto in Kovno was established in August 1941. The Jewish community was able to build and support a thriving social and artistic community despite the terrible conditions in the ghetto. Each one of these endeavors was an individual act of resistance against German oppression. It is important to highlight the fact that, despite the pain, suffering, and inhumane treatment the Jews received at the hands of the Germans and their collaborators, they kept their humanity.

The artwork in this slide depicts life in the ghetto and is one of many surviving pieces of art from Jacob Lifschitz, who was murdered in Dachau in 1945.

Ilya Gerber commented on the musical life in the ghetto, “Father has obtained a new position in the ghetto...conductor of the Policeman’s Chorus. It sounds like a bad dream, the Jews in the ghetto, people condemned to death, future daisy pushers...these are the ones to create a chorus in the ghetto?”

Despite everything going on all around them, the inhabitants still created art, resisting their dehumanization with every note of a musical instrument and stroke of a brush.

As in Łódź, the inhabitants of Kovno attempted to stave off the inevitable by creating workshops; however, in July 1944, the ghetto was liquidated and most of the inhabitants were sent to the Dachau concentration camp.

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### Slide 13 – Theresienstadt (Terezin) – Ghetto or Camp?

Terezin, or in German, Theresienstadt, was an example of a rare hybrid camp and ghetto. It was located in Czechoslovakia, not far from Prague.

It was established in November 1941 as a ghetto-labor camp, and as a transit camp for Jews of “special merit” from the Greater German Reich and Czechoslovakia. The status of “special merit” could be for war veterans or other qualifications such as age or “domestic celebrity in the arts and other cultural life.” Jews from the Netherlands and Denmark were also sent to Terezin, starting in 1943.

On June 23, 1944, after pressure from King Christian X of Denmark, the Germans allowed representatives from the Danish Red Cross and the International Red Cross to visit Terezin. Prior to the scheduled visit, the Germans increased deportations to reduce overcrowding and the ghetto was “beautified.” Gardens were planted and houses were painted. An elaborate hoax was perpetrated on the Red Cross delegation in an attempt to hide the actual conditions in Terezin. Once the visit was over, deportations resumed.

Koko Heller was a young child in Terezin who drew this picture in his memory book of a deportation train to Birkenau. This picture shows that in Terezin, even children knew about Birkenau.

By 1945 of the approximately 140,000 Jews sent to Terezin, around 34,000 prisoners had died in the ghetto, their deaths hastened by the conditions, with a further 88,000 deported to other ghettos, concentration camps and killing centers in Eastern Europe.

### Slide 14 – Deportations

This photograph is of Jews captured during the Warsaw Ghetto Uprising being marched to the *Umschlagplatz*, or place of assembly, for deportation.

Each ghetto inhabitant had the grim specter of deportations to camps hanging over their heads. While deportation was not a secret, the actual destination was usually not fully known or understood.

### Slide 15 – Deportations

This photograph shows a long column of Jews marching through the streets of Pabianice, Poland during a deportation *Aktion* on May 18, 1942.

Deportations and liquidations, or mass killings in the ghetto, were collectively known as *Aktions* by the Germans and their collaborators.

On the orders of the Germans, the *Judenrat* and Jewish Police actively participated in the roundups.

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Typically, an area of the ghetto was chosen as a designated assembly point to organize the roundup of inhabitants, for putting them on trains and sending them to various camps. The Operation Reinhard killing centers of Belzec, Sobibór, and Treblinka were common destinations.

However, mass shooting sites were also destinations, as highlighted by Yitshok Rudashevski in the Vilna ghetto, who wrote, “Today the terrible news reached us: eighty-five railroad cars of Jews, around five thousand persons, were not taken to Kovno...but transported by train to Ponar where they were shot to death.”

By September 1944, all the ghettos were liquidated.

### **Slide 16 – Main Deportation Routes to Selected Camps**

Here we see the primary train routes to Chełmno, Treblinka, Majdanek, Sobibór, Belzec, and Auschwitz-Birkenau.

### **Slide 17 – Summary – The Ghettos in the East**

In summary, the ghettos were created to hold and organize the Jewish population of Europe under German control.

Although there were common conditions of starvation, overcrowding, disease, and brutality in every ghetto, there was no typical ghetto.

Each ghetto had an individual existence based on its environment and purposes. Eventually all the ghettos were liquidated with most of the remaining inhabitants sent to concentration camps or killing centers.

Thank you for joining us today as we learned about “The Ghettos in the East.” Please continue your educational journey with us. This concludes our presentation of Lesson 5.1 from *How Was it Possible? A Holocaust Curriculum For and By Teachers™*. On behalf of The Jewish Foundation for the Righteous, thank you.

## Unit 5 / Lesson 5.1 / Lesson Quiz

Name: \_\_\_\_\_

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#### Lesson 5.1: The Ghettos in the East

Circle the correct answers below.

1. What is true of an open ghetto?
  - a. Enclosed by very high walls and gates which were locked
  - b. Unable to work outside the ghetto
  - c. Virtually impossible to smuggle items into the ghetto
  - d. There could occasionally be some forms of interaction of residents with the outside world
2. What is true of a closed ghetto?
  - a. Very few ghettos were closed
  - b. People could work outside the ghetto
  - c. People could more easily smuggle items into the ghetto
  - d. Germans and their collaborators decided who or what was allowed to enter the ghetto
3. Which statement about the Warsaw Ghetto is false?
  - a. Open ghetto
  - b. Conditions dire
  - c. Largest revolt in a ghetto
  - d. Deportations to Treblinka
4. Which of the following characteristics would have made the Jewish leaders of Łódź feel their position was more secure under the Nazi regime?
  - a. Łódź's position geographically
  - b. The demographics of the Jewish inhabitants of Łódź
  - c. Łódź's economic output and abilities
  - d. The leaders' relationship with Nazi hierarchy
5. Which of the following elements of deportations is not true?
  - a. Jews were aware of the existence of deportations and their destinations
  - b. Deportations were multifaceted events, including the controlling Nazi authorities, the *Judenrat*, and the Jewish police
  - c. Destinations were only to killing centers
  - d. Some deportations were the result of *Aktions*

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#### Lesson 5.1: The Ghettos in the East

#### Lesson Quiz with Answers Highlighted and Bolded

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**Link to Google Form Quiz (Instructions Available in the Appendix)**

<https://docs.google.com/forms/d/1RoJlcG3iPznbSWsLNuMWOIwYXOd-MK5HyIIqnCx4Lu0/copy>

## Unit 5 / Lesson 5.1 / Image Sources

### Unit 5: Jews in the Nazi Grip

#### Lesson 5.1: The Ghettos in the East

**Slide 1** - Yevgeny Khaldei via Getty Images

**Slide 2** - United States Holocaust Memorial Museum, courtesy of Irving Milchberg

**Slide 3** - United States Holocaust Memorial Museum, courtesy of Leopold Page Photographic Collection

**Slide 4 (Quote)** - Zapruder, Alexandra, *Salvaged Pages: Young Writers' Diaries of the Holocaust*, Yale University Press: 2015, p. 239

**Slide 4** - United States Holocaust Memorial Museum, courtesy of Guenther Schwarberg

**Slide 5 (Quote)** - Zapruder, Alexandra, *Salvaged Pages: Young Writers' Diaries of the Holocaust*, Yale University Press: 2015, p. 319

**Slide 5** - United States Holocaust Memorial Museum, courtesy of Ivan Vojtech Fric

**Slide 6** - United States Holocaust Memorial Museum, courtesy of Rafael Scharf

**Slide 7 (Top Row Left)** - United States Holocaust Memorial Museum, courtesy of Ivan Vojtech Fric

**Slide 7 (Top Row Right)** - United States Holocaust Memorial Museum, courtesy of Guenther Schwarberg

**Slide 7 (Bottom Row Left)** - United States Holocaust Memorial Museum, courtesy of Leopold Page Photographic Collection

**Slide 7 (Bottom Row Right)** - United States Holocaust Memorial Museum, courtesy of Leopold Page Photographic Collection

**Slide 8 (Top - Quote)** - United States Holocaust Memorial Museum, Mordechai Chaim Rumkowski, June 12, 1940

**Slide 8 (Bottom - Quote)** - Zapruder, Alexandra, *Salvaged Pages: Young Writers' Diaries of the Holocaust*, Yale University Press: 2015, p. 307

**Slide 8** - United States Holocaust Memorial Museum, courtesy of Leopold Page Photographic Collection

**Slide 9 (Quote)** - Zapruder, Alexandra, *Salvaged Pages: Young Writers' Diaries of the Holocaust*, Yale University Press: 2015, p. 358

**Slide 9** - United States Holocaust Memorial Museum, courtesy of Benjamin (Miedzyrzecki) Meed

**Slide 10** - United States Holocaust Memorial Museum, courtesy of Simon Adelman

**Slide 10A** - "File:Czerniakow.jpg." Wikimedia Commons, the free media repository. 31 Jul 2018, 07:00 UTC. 21 June 2023, 18:10

<<https://commons.wikimedia.org/w/index.php?title=File:Czerniakow.jpg&oldid=313058266>>.

**Slide 10B** - National Archives and Records Administration, College Park, MD

**Slide 10C** - United States Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park

**Slide 11 (Quote)** - United States Holocaust Memorial Museum, courtesy of Juedisches Museum der Stadt Frankfurt

**Slide 11** - United States Holocaust Memorial Museum, courtesy of Ruth Eldar

## Unit 5 / Lesson 5.1 / Image Sources

**Slide 12 (Top)** - Lifschitz, Jacob (1903-1945), untitled scene of the Kovno ghetto (watercolor, 8 1/8 x 12 1/4 in., 1943), United States Holocaust Memorial Museum, courtesy of Pepa Sharon

**Slide 12 (Bottom - Quote)** - Zapruder, Alexandra, *Salvaged Pages: Young Writers' Diaries of the Holocaust*, Yale University Press: 2015, p. 352

**Slide 13** - United States Holocaust Memorial Museum, courtesy of Michael Gruenbaum

**Slide 13A** - United States Holocaust Memorial Museum, courtesy of Leo Goldberger

**Slide 14** - United States Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park, MD

**Slide 15 (Quote)** - Zapruder, Alexandra, *Salvaged Pages: Young Writers' Diaries of the Holocaust*, Yale University Press: 2015, p. 224

**Slide 15** - *United States Holocaust Memorial Museum*, courtesy of Regina Frant Stawski

**Slide 16** - The Jewish Foundation for the Righteous