Introduction / Abby Crisses

Introduction

I am Abby Crisses, a member of the Board of Trustees of The Jewish Foundation for the Righteous and chair of the JFR's Education Committee.

The JFR is committed to providing outstanding Holocaust education programs. We are proud that our programs have become a national standard. As we move further away from the end of World War II, and with the increase in antisemitism that we are seeing in our country today and around the world, it is imperative that we educate the next generation and future generations in the history of the Holocaust. This is in order to provide them with an understanding of both historical and contemporary antisemitism.

I am pleased to welcome you to The Jewish Foundation for the Righteous' program, *How Was it Possible? A Holocaust Curriculum For and By Teachers*. We at the JFR sincerely hope that you will find this program a key resource in learning about the Holocaust.

This online course, created with the input of teachers who are master Holocaust educators, provides 16 lessons that are divided into 9 thematic units. The program starts with a lesson on "Anti-Judaism and Antisemitism," it then takes the learner through the rise of Nazi Germany and the Holocaust, and ends with a unit entitled, "Liberation and Afterwards." You will find timelines and glossaries to clarify the sequence of events and deepen your understanding of this critically important period in history.

Understanding the Holocaust and the history of antisemitism has never been more crucial. We look forward to hearing from you as you explore and learn from each of the lessons presented.

We at the JFR thank you for both your time and your participation.

Unit 1: The Context
Lesson 1.1: Anti-Judaism and Antisemitism

Slide 1 – Anti-Judaism and Antisemitism
The Holocaust was the systematic, state-sponsored persecution and murder of approximately six million Jewish men, women, and children by Nazi Germany and its collaborators. Over the course of this program, you will be exposed to various aspects of the history of the Holocaust.

This is a photograph of a Hungarian Jewish couple in Budapest, Hungary taken in January 1945, shortly after the city was liberated by the Soviet army.

Welcome to Lesson 1.1 of *How Was it Possible? A Holocaust Curriculum For and By Teachers*™, from The Jewish Foundation for the Righteous.

Slide 2 – Anti-Judaism and Antisemitism
This presentation will give you an overview of the topic "Anti-Judaism and Antisemitism." This lesson was prepared by Bradd Weinberg who teaches Holocaust Studies at George Washington Carver Community School, in Delray Beach, Florida.

As we move through this lesson, you will hear and see references to *The Protocols of the Elders of Zion.* The *Protocols* was a publication that promoted antisemitism across the world through fabrications and lies.

Slide 3 – Anti-Judaism
We begin with anti-Judaism, which is hatred of Jews based on their religion. Anti-Judaism dates back to ancient times and has a variety of causes.

If you look at the picture that accompanies the slide, it is a woodcut from the *Nuremberg Chronicle*, a book published in Germany in 1493. It depicts Jews being burned alive as punishment for alleged desecration of a church sacrament in Germany in 1338.

The allegation of desecration was made at a later date to justify the massacre of the Jews. This false accusation became a stereotypical legend that took on a life of its own and was used in other European cities as a reason to kill Jews.

Slide 4 – Anti-Judaism and Antisemitism
To understand the motivation of the Nazis and why the Jews were their target, we need to understand the history of anti-Judaism and antisemitism.

Anti-Judaism has persisted in one form or another for at least two thousand years – it is sometimes referred to as "the longest hatred."

Anti-Judaism was the hatred of Jews based on their religion and culture, while antisemitism is the hatred of Jews as a "race," which is a false view; **Jews are not a race.**

The roots of anti-Judaism and antisemitism can be found in the fear of the "Other," the Jews being the "Other."

Jews were seen as isolated and secretive. They had different rituals, a different culture, a different language, and did not accept Christ as their Savior. And, because they were different, they could be seen as both mysterious and dangerous. They were not part of Christian society.

This political cartoon from 1898, depicts the antisemitic view of Jewish world domination, as personified by a prominent European Jewish family.

Slide 5 – Jews as the "Other" – The Age of Religion (400 CE – 1800 CE)
This concept of the Jews as the "Other" is an important one, and we can separate the concept into three Ages.

- The Age of Religion;
- The Age of Reason, or the Enlightenment; and
- The Age of Pseudoscience.

We will first consider "The Age of Religion," which was between 400 and 1800 CE. "CE" stands for the Common Era. The concern about the Jews was their religion and their beliefs. The solution to the fear or hatred was to segregate Jewish communities.

Pictured here is a Frankfurt City Map from 1628, which shows the curved Judengasse, or "Street of the Jews," an early ghetto where Jews were isolated. A ghetto was the section of a city where Jews were forced to live, separate from Christians.

Interestingly and paradoxically, Christians believed that the Jews had made a covenant with God, and that as His covenanted people, they had to be preserved. At the same time, however, they were to be punished for their failure to acknowledge Christ as Savior.

The idea was that Jews must live, but should live in misery.

Slide 6 – The Blood Libel
During the Middle Ages, a number of false charges were made against the Jews and some of these libelous charges can be heard in our society today.

Let us look at the Blood Libel charge. This painting depicts the Blood Libel. It hangs in a Catholic church in Poland.

The Blood Libel, which dates back to 1144 in Norwich, England, stems from the false belief that Jews murdered Christian children, usually boys, and used the blood to make matzah, the unleavened bread used during the Passover holiday. Jews were charged with kidnapping, torturing and murdering William of Norwich, an 11-year-old boy, for his blood.

This sensational claim, although clearly false, swept throughout Europe and across the world, and persisted for centuries.

Even today, some people actually believe it, though it has absolutely no basis in fact.

Slide 7 – The Black Death
Jews were also blamed for the Black Death, which was also known as the Black Plague.

The Black Death was an outbreak of bubonic plague, which spread across Europe, killing almost half of the population from 1346 to 1353. Jews were falsely accused of causing the plague by poisoning local wells. Terrified by a plague, people searched for a cause, and the Jews were a very convenient scapegoat. Because of this, and building on the concept of deicide, the false and libelous accusation that the Jews had killed the son of God, as well as the blood libel, Jewish communities were attacked and burned, and their members were murdered.

Slide 8 – Jewish Life: Ghettos and Segregation
This is a map of the Venice Ghetto, one of the earliest ghettos, established in 1516.

Many ghettos were located in the worst part of the city in industrial areas which were smoke-filled, foul-smelling, and often polluted, and usually fenced in or surrounded by a moat. In some ghettos, the gates were locked at night and Jews could not leave.

Slide 9 – Jewish Life: Expulsion
Let us look at this timeline.

One of the questions that you might have in future lessons is, “Why didn’t the Jews leave when Nazi persecution began?”

Anti-Judaism and the way European society treated Jews established a pattern that repeated itself throughout the centuries. Jews would be victimized by violence, they would be killed, their property would be seized, and they would be driven out of the country they were living in. From England in 1290, through Portugal in 1497, Jews were attacked, impoverished, and exiled from at least eight different countries, as you can see on this timeline. **When Hitler came to power, German Jews thought they would be able to deal with and survive the Nazis as they had done for centuries under previous rulers.**

Slide 10 – The Reformation
Martin Luther was a German priest and theologian who wanted to reform the Catholic Church, which he believed had become corrupt. He believed that the Jews would join him once the Church was free of corruption. When they did not, he denounced the Jews and became a hater of Jews.

Luther's attitude toward the Jews had a major impact on the spread of anti-Judaism in Europe.

Slide 11 – The Enlightenment
We will now discuss the second period of time, the Age of Reason or The Enlightenment.
In this painting from 1806, Napoleon is depicted granting freedom of worship to the Jews. Napoleon extends his hand to a woman holding the Ten Commandments, which identifies her as Jewish.

Revolutionary France was the first to emancipate its Jewish population, on September 28, 1791, entitling them to equality and citizenship rights. Twelve years later, the French army under Napoleon launched the Napoleonic Wars, which lasted from 1803 to 1815.

In countries that France conquered, Napoleon did away with laws that restricted Jewish rights and freedom of movement and emancipated the Jews of those nations. In this new period of freedom, many Jews pursued higher education, which had been forbidden to them, and entered the middle and upper middle classes. This led to resentment on the part of Christian society, which felt that the Jews were advancing in society too quickly.

After Napoleon's defeat in 1815, many countries restored discriminatory measures against their Jewish communities.

Slide 12 – Jews as the "Other" – The Age of Reason/Enlightenment (Transition to Antisemitism)
During the Age of Reason – primarily the 18th and 19th centuries – Jews were still, despite their emancipation, the "Other."

The concern with the Jews was no longer their religion, but their culture and traditions.
For the Christian population, the solution was emancipation, conversion, and assimilation.
And although progress was made, Jews were still not accepted into general society, and especially not at the highest levels of society.

Slide 13 – Jews Become Citizens: Edicts of Tolerance
The belief that Jews could be productive members of society ran parallel to the belief that Jews, when seeing what society had to offer, would assimilate, or convert. This idea was championed by Napoleon. But when Jews did become members of society, they encountered Christian resistance.

Edicts of Tolerance granted Jews certain basic rights, including citizenship, in most European countries. By the late 19th century, Jews were allowed (if not exactly welcomed) into most aspects of European society. However, their success in society and their rise to prominence in several professions and the arts led to a significant backlash.

Hatred of Jews would now evolve from anti-Judaism to antisemitism.

Slide 14 – Antisemitism
Let us now explore the rise of Antisemitism:

This photograph was taken at a mass rally held by the Nazis in Berlin, on August 15, 1935.

The Nazis used mass rallies as propaganda tools to mobilize the population in support of their goals. The top banner translates as "The Jews are our Misfortune," and the lower one as "Women and girls, the Jews are out to ruin you."

This message, "The Jews are our Misfortune," was found in towns and cities across Germany in the 1930s.

Slide 15 – "Jews are our Misfortune" and "The Jewish Question"
The term antisemitism was coined by Wilhelm Marr in his 1879 book, and the term became popular.

Heinrich von Treitschke, a Professor of History at the University of Berlin, coined the expression "The Jews are Our Misfortune" in 1880. His writings made antisemitism acceptable in German society.

Philosopher Eugen Dühring articulated "The Jewish Question," the debate about the status and treatment of Jews in society, and merged antisemitism with the permanent characteristics of race. Dühring stated, "The Jews are to be defined solely on the basis of race, and not on the basis of religion."

Again, and to be clear, Jews are ***not*** a race.

Slide 16 – Jews as the "Other" – The Age of Pseudoscience
As we move from the late 1800s into the 1900s, we enter the age of pseudoscience. These are beliefs or practices which appear scientific but are not. The Jewish "problem" becomes one of race, blood, and genetics. According to this pseudoscience, Jews could be identified by characteristics such as eye color and head shape.

Jews were viewed as different and a threat to German society – the "cure" was quarantine and exclusion.

Antisemitism:

- Is anti-Judaism cloaked in pseudoscience;
- Is focused on characteristics "in the blood;" and
- Delegitimized equality and recreated social boundaries.

Pseudoscientific justification was now added to racial messaging.

Slide 17 – *The Protocols of the Elders of Zion*: The Underpinning of Modern Antisemitism
The Protocols of the Elders of Zion, the image you saw at the beginning of this lesson, has become a cornerstone of modern antisemitism.

The *Protocols* falsely claimed to be minutes from an alleged meeting of the world's Jewish leaders in their quest to take over the world. It was translated into English, German, and many other languages worldwide. This fraudulent propaganda circulated across Europe, the United States, South America, and Japan.

It was introduced and distributed in the U.S. by Henry Ford.

The *Protocols* influenced Nazi laws, policies, and actions targeting Jews.

The *Protocols of the Elders of Zion* has been cited by conspiracy theorists and antisemites as "evidence" that Jews were seeking to destroy Christianity and dominate the world.

Slide 18 – The Antisemitism of Henry Ford
Henry Ford's antisemitism impacted not only the United States but also the Nazis. Ford used his newspaper, *The Dearborn Independent,* to spread antisemitism across the United States. The newspaper was sent to Ford dealerships, and many included a copy of the paper in newly purchased cars. Because of Ford's prominence in America, other newspapers would pick up articles, and thus his newspaper had national impact.

Ford published the 4-volume collection, *The International Jew,* and reprinted *The Protocols of the Elders of Zion* in *The Dearborn Independent.*

Hitler was one of Henry Ford's biggest fans.

- He quoted Ford in *Mein Kampf.*
- He published and distributed *The International Jew* in Germany.
- He awarded Ford the Grand Cross of the German Eagle in 1938.

Slide 19 – Summary – Anti-Judaism and Antisemitism
The constant throughout history is that Jews are the "Other:" different, suspect, and dangerous. This constant found expression in three ways:

Anti-Judaism: Jews are the "Other" based on religion.

During the Enlightenment: Jews are the "Other" based on culture.

Antisemitism: Jews are the "Other" based on blood and race.

Each of these differ in the answer to "The Jewish Question:" How do we deal with the "Other?" The answer in the above phases would vary. In the first phase, Jews were to be segregated. In the second phase, Jews were to be assimilated. And in the third phase, which found its ultimate and deadliest expression in Nazi Germany, Jews were to be excluded and ultimately eliminated.

Thank you for joining us today as we learned about "Anti-Judaism and Antisemitism." Please continue your educational journey with us. This concludes our presentation of Lesson 1.1 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 1: The Context
Lesson 1.2: The Early Interwar Period

Slide 1 – The Early Interwar Period
Welcome to Lesson 1.2 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 topic "The Early Interwar Period." This lesson was prepared by Jill Tejeda, who teaches a Holocaust and Genocide course at Livingston High School in Livingston New Jersey.

Slide 2 – The Early Interwar Period
The Interwar Period lasted from 1919 to 1939. These years were turbulent, full of turmoil in Germany, Europe, and throughout the world.

This photograph shows Adolf Hitler with his co-conspirators in the 1923 Beer Hall Putsch in Munich. A *putsch* is also known as a coup, or an overthrow of a government.

Slide 3 – World War I Ends – November 11, 1918
We are now going to discuss the end of World War I and the repercussions that followed.

Slide 4 – Beginning of the Weimar Republic
As World War I came to an end, the German military gave up their arms and refused to fight. The Kaiser, or emperor, Wilhelm II, was forced to abdicate the throne. A new German democratic republic which would be known as The Weimar Republic was established.

On November 11, 1918, the armistice was signed, hostilities ceased, and World War I came to an end.

Slide 5 – Treaty of Versailles – June 1919
In June of 1919, the new German government signed the Treaty of Versailles, which established the terms and conditions that ended the war between Germany and the Allies.

This photograph shows Allied delegates in the Hall of Mirrors at the palace of Versailles, France, witnessing the German delegation's acceptance of the terms of the Treaty of Versailles, on June 28, 1919.

Many Germans believed that the terms of the treaty were unfair. This resulted in political division within Germany throughout the 1920s, led to the rise of right-wing groups, and undermined support for the new democracy.

Slide 6 – Terms of Treaty of Versailles
Let us look at some of the terms of the Treaty of Versailles.

The German military was reduced to less than a hundred thousand troops and Germany was demilitarized.

Germany lost its eleven colonies in Africa and Asia. It also lost land and population to other European countries, including France, Belgium, and a reestablished Poland. This was very important because not only did Germany lose resources, but it also lost people – a country's most important resource.

The Treaty included the "War Guilt clause," which forced Germany to accept blame for the war.

The Treaty included reparations. Germany was heavily fined and had to pay approximately $32 billion dollars in war reparations to the Allies.

The Treaty of Versailles was an unpopular treaty. Germany was humiliated and the German people felt betrayed. The Kaiser and the High Military Command announced, and many Germans believed, that the war had not been lost on the battlefield but due to traitors on the home front. Right-wing groups picked up the cry and implicated Jews, Bolsheviks, and Socialists. This false and politically motivated myth was known as the "stab in the back."

As we will see, the Treaty of Versailles was a catalyst for anti-democrats to bring down the Weimar government.

Slide 7 – Weimar Republic – The Early Years
We are now going to discuss the early years of the Weimar Republic.

This photograph shows Philipp Scheidemann, a member of the Social Democratic Party of Germany, proclaiming the German Republic on November 9, 1918.

Slide 8 – Political Parties in the Weimar Republic (1918 – 1933)
There were many political parties in the Weimar Republic whose political ideology went from the far left, the Communist Party, to the far right, the Nazi Party.

This chart shows the major political parties in the Weimar Republic. Unlike the system in the United States, multiple parties existed, and to govern, a party had to either win at least 50.1% of the vote or be able to put together a coalition of parties to reach that percentage of votes in the Reichstag, the German Parliament.

It is important to note that the Nazi Party never won a majority in any election.

Slide 9 – Nazism in Germany – 1920
The Nazi Party was originally known as the DAP, or German Workers' Party, and was renamed the NSDAP, or National Socialist German Workers' Party, or Nazi Party, in 1920. Here we see a photograph of Hitler at the third Nazi Party Congress in August 1927, giving the Nazi salute.

The Nazi Party was a far right antisemitic and racist party that revered militarism, traditional gender roles, extreme nationalism, and a commitment to the *Volksgemeinschaft*, meaning 'the people's community.' The term '*Volksgemeinschaft*' is a direct reference to the *Volk*, the German people. Jews could never be considered part of the *Volk*.

Racism was a major tenet of Nazi ideology which permeated Nazi political philosophy. Nazism was fascism, with the added elements of racism and antisemitism.

Slide 10 – The SA ("Storm Troop")
The SA or "Storm Troop" was a violent paramilitary force headed by Ernst Röhm. The SA provided Hitler with his security detail and was used to disrupt opposition party meetings.

Slide 11 – The Year of Crisis – 1923
1923 was a year of crisis for the Weimar Republic. Due to inflation, the German currency, the mark, was almost worthless. In this photograph, you see stacks and stacks of German currency.

Slide 12 – Causes of the 1923 Crisis
1923 was considered a year of crisis both economically and politically.

As initial reparation payments to the Allies were late, the French occupied an area of Germany called the Ruhr, giving the French a great deal of material resources in Germany, in lieu of reparation payments. The loss of this area, rich in coal and other raw materials, crippled the German economy, and led to a shortage of much needed goods.

In this photograph you can see women and children digging for coal.

Slide 13 – Hyperinflation – 1923
Because of the economic crisis, the German government began to print large amounts of currency, leading to runaway inflation.

As more money was printed, the German mark continued to lose its value. Over the course of 1923, the mark went from 400 marks to the dollar in the beginning of the year, to 4.2 trillion marks by the end of 1923. Money was totally worthless – the values changed by the hour. Prices ran out of control.

Some currency had an overlay, as seen here in red. This money is 1,000 marks, but because paper was so expensive and the value of money changed so often, instead of printing new money, the government printed an overlay. This 1,000-mark note has become a one-billion-mark note.

By the end of 1923, many lost faith in the Weimar government, allowing for more extremist parties to emerge.

Slide 14 – Beer Hall Putsch – November 8-9, 1923
In this photograph, a crowd gathers in front of Munich's city hall during the "Beer Hall Putsch" to hear a Nazi orator.

On November 8, 1923, Hitler along with the SA crashed a political meeting in a beer hall in Munich. Hitler's goal was to take control of the state government in Bavaria, and then later take over the federal government in Berlin. As the Nazis and their supporters marched through the streets, they were confronted by the police. Sixteen Nazis were killed; these became known as the blood martyrs of the Nazi Party. The coup, or *putsch* as it was known, was a failure. Hitler fled, was arrested, and charged with high treason, and the Nazi Party was declared illegal.

Slide 15 – Hitler Imprisoned
Hitler was sentenced to 5 years in Landsberg Prison but was released after 9 months.

While in prison, Hitler wrote *Mein Kampf*, or "My Struggle," laying out his political and social ideas for Germany.

After Hitler got out of prison in December 1924, he reassumed his role as head of the Nazi Party. He vowed to establish the Nazi Party as a viable political party and win elections democratically, although his ultimate goal was to establish a Nazi dictatorship. The ban on the Nazi Party was lifted in 1925.

Slide 16 – Weimar Republic – The Later Years
In the following slides, we will talk about the later years of the Weimar Republic, up until its end in 1933.

This photograph shows Adolf Hitler with members of his new government soon after his appointment as Chancellor.

Slide 17 – Weimar Republic – Years of Stability
1924 began a short period of stability for the Weimar Republic. The economy had rebounded, and the arts and sciences flourished.

After the period of hyperinflation, the German government devalued the mark, allowing the German currency to stabilize. A new currency, the Reichsmark, was backed by Germany's gold reserves.

By 1924, Berlin became the third largest city in the world and was a major center for the arts. The Weimar Republic ended cultural censorship which greatly enhanced the cultural boom at the time.

Among the many important innovations at the time were those of Albert Einstein in science, pictured here, Thomas Mann in literature, Bertolt Brecht in theatrical arts, and Walter Gropius for his pioneering architecture.

When the Nazis took power in 1933, censorship returned, and the arts suffered. The Nazis considered art by Jewish or Communist artists, art that criticized German soldiers, or art that offended the honor of German women, as well as modern art in general, to be "degenerate art."

Slide 18 – Impact of the Great Depression
After the United States stock market crashed in 1929 and the Great Depression began in the United States, the economic impact was felt in Europe and especially in Germany. The biggest impact was on German unemployment and the scarcity of consumer goods, such as food. People were fearful and angry. This allowed far right parties, such as the Nazi Party, to gain momentum. In the 1930 Reichstag election, the Nazi Party won approximately 18% of the vote. By the November 6, 1932 election, they had received 33.1% of the vote.

Slide 19 – Hitler Named Chancellor
While the Nazi Party never won a majority of the vote, they gained power in the Reichstag. By November 1932, they had the most seats in the Reichstag. Franz von Papen resigned as chancellor of Germany, and by early 1933 President Paul von Hindenburg, seeing no other viable option, appointed Adolf Hitler as Germany's new chancellor. Hindenburg and other government elites believed that Hitler was their best option because they thought he would be the easiest to control. However, this turned out not to be the case.

In this photograph from March 21, 1933, Chancellor Hitler greets President Paul von Hindenburg during opening ceremonies of the new Reichstag.

On August 2, 1934, President Paul von Hindenburg died, and on the same day, Hitler announced that the office of the President would be abolished, and he would be Führer and Chancellor. This was confirmed in a popular vote on August 19, 1934.

The Weimar Republic had come to an end.

Slide 20 – Summary – The Early Interwar Period
To summarize the Early Interwar Period:

When World War I ended, the treaty ending the war resulted in harsh, punitive terms which Germany was unable to meet.

The Weimar Republic, which lasted from 1919 to 1933, experienced successive governments, political turmoil, violence, and economic upheaval, and witnessed the rise of National Socialism.

The Year of Crisis, 1923, was marked by hyperinflation and a Nazi attempt to overthrow the government.

By January1933 after multiple elections and with no other viable options, Hindenburg appointed Hitler as Chancellor and within months of being appointed Chancellor, Hitler consolidated power; and the Weimar Republic ended.

Thank you for joining us today as we learned about "The Early Interwar Period." Please continue your educational journey with us. This concludes our presentation of Lesson 1.2 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 2: Nazism In Power
Lesson 2.1: Hitler's Rise to Power

Slide 1 – Hitler's Rise to Power
Welcome to Lesson 2.1 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 "Hitler's Rise to Power." This lesson was prepared by Marie-Amalie Farris, who taught social studies and Holocaust Studies at Wellington Community High School in Palm Beach County, Florida.

Slide 2 – Hitler's Rise to Power
This photograph, from the late 1920s, shows Hitler standing amidst a large crowd during a Reich Party Day rally.

Slide 3 – The National Socialist German Workers' Party (The Nazi Party)
We begin with 1920 and The National Socialist German Workers' Party – The Nazi Party.

Slide 4 – Nazi Core Beliefs
This is a Nazi propaganda poster from World War II. Note the hammer and sickle on the red flag at the right, a symbol of communism. Note the Star of David on the man's pocket watch chain, a Jewish symbol. You also see the flags of the Allies from World War II – Germany's enemies – with the caption, "Behind the Enemy Powers… the Jew." The idea suggested here is that Jews were behind all of Germany's enemies.

The Nazi Core Beliefs included:

- Antisemitism, which is hatred of Jews;
- Anti-Communism, which is opposition to Communism, the ideology advocating an end to capitalism by a worldwide workers' revolution, leading to a classless society;
- Social Darwinism, which is a theory that individuals and groups are subject to laws of natural selection, with some groups "less fit to survive" than others;
- Nationalism, which is loyalty and devotion to one's nation, including the placing of that nation above all others; and
- *Lebensraum*, or "room to live," which is the idea that a state or nation, in this case Nazi Germany, believes a certain amount of territory is needed for its natural development.

Slide 5 – Nazi Party – The Early Years
The Nazi Party was originally known as the DAP, or German Workers' Party, and was renamed the NSDAP, or National Socialist German Workers' Party, or Nazi Party, on February 24, 1920, in Munich, Germany.

In 1923 a *putsch*, which was a violent attempt to overthrow the German government, took place on November 8 and 9. Hitler and the SA (storm troopers, or the Brownshirts) wanted to take advantage of the social discontent caused by hyperinflation and attempted to launch a revolution from Munich.

The attempted coup was unsuccessful; sixteen members of the SA were killed by the army and became known as the "blood martyrs" in Nazi Party lore. Hitler fled and was arrested two days later.

The results of the failed *Putsch* included the following.

- The Nazi Party was banned.
- Hitler was not allowed to speak publicly until 1927.
- Hitler was tried for high treason and sentenced to five years in prison, but only served a sentence from April until December 1924.
- While imprisoned, he wrote *Mein Kampf* – My Struggle.
- The SA was banned along with the Nazi Party for a time after the *Putsch*.

This photograph from 1922, shows supporters of the early Nazi Party.

Slide 6 – Political Parties in the Weimar Republic (1918 – 1933)
This chart shows the major political parties in the Weimar Republic. Unlike the system in the United States, multiple parties existed, and to govern, a party had to either win at least 50.1% of the vote or be able to put together a coalition of parties to reach that percentage of votes in the Reichstag, the German Parliament.

Note that the Communist Party, the left-wing extremist party, and the Nazi Party, the right-wing extremist party, are polar opposites on this chart. The centrist parties were the Catholic and Liberal parties. Both wanted a parliamentary democracy and were supported by workers and the middle and upper classes. In the early years of the Weimar Republic, the Social Democrats had the most seats in the Reichstag but were still short of a majority. In order to form a government, they had to form a coalition with other parties.

In the May 1924 election, the Nazi Party received 0.12% of the vote and had no seats in the Reichstag. By the November 6, 1932, election, the Nazi Party received 33.1 % of the vote and had 196 seats in the Reichstag, still not a majority. **It is important to note that the Nazi Party never won a majority in any election.**

Slide 7 – Timeline
We will now discuss some of these dates in more detail.

January 30, 1933
When the November 6, 1932, election failed to yield a new government, Hitler was appointed chancellor of Germany by President Paul von Hindenburg. The Chancellorship was a powerful position in running the German government; the President, at this time, was mostly a figurehead.

The events of 1933 and 1934, shown in this timeline, enabled Hitler to consolidate power. The Nazi Party systematically began the consolidation of power over all aspects of German society.

The Reichstag Fire was instrumental in Hitler's rise to power. On February 27, 1933, the Reichstag was set on fire. The next day, February 28, Hitler persuaded President Hindenburg to pass the Reichstag Fire Decree, an emergency law which restricted personal liberty, and suspended the right to assembly and the freedoms of speech and the press. The Nazis blamed the fire on the Communists and arrested a Dutch communist, who was tried and executed. Article 48 of the German Constitution, which allowed the President to declare a state of emergency in Germany in times of national danger and to rule as a dictator for short periods of time, was invoked.

On March 23, 1933, the Enabling Act was passed, empowering Hitler to create laws without the consent of the Reichstag.

From June 30 to July 2, 1934, known as The Night of the Long Knives, Hitler ordered a purge of the SA leadership including Ernst Röhm, its head.

On August 2, 1934, President Paul von Hindenburg died, and on the same day Hitler announced that the office of the President would be abolished, and he would be Führer and Chancellor. This was confirmed in a popular vote on August 19, 1934.

Slide 8 – Consolidation of Power
The Nazis attacked the idea of individuality, stressing loyalty to the community. Several factors aided Hitler's ability to consolidate power.

- Indifference – the Nazis gained from Germans' fatigue with politics.
- Interests – Nazi goals aligned with those of the military, the business community, and the diplomatic community.
- Intimidation – failure to comply with Nazi goals and edicts was met with shaming and violence.
- Indoctrination – great value was placed on comradeship, conformity, and community.
- Intoxication – "We are somebody again!" after the humiliation from the loss of World War I and the Treaty of Versailles.

Slide 9 – The Nuremberg Laws – September 15, 1935
The Nazi regime also passed a large number of antisemitic laws. Perhaps most important were the Nuremberg Laws, which were announced on September 15, 1935, at a Nazi Party rally.

These laws stripped Jews of full citizenship in the German state and forbade marriage between Germans and Jews. November 14 brought a supplemental decree which defined who was a Jew and who was a German. The lineage of one's grandparents would determine inclusion in, or exclusion from, German citizenship.

This essentially removed Jews from everyday life in German society.

As you can see from this graphic, in which the black circles represent Jewish relatives, and the open circles represent "pure-blooded" German relatives:

- 3 or 4 Jewish grandparents made one a Jew.
- If you had 1 or 2 Jewish grandparents you were considered a *mischling*, or mixed race.
- The Nazis initially determined if a *mischling* was a Jew based on their behavior and participation in the Jewish community.

The Nuremberg Laws were expanded over the next several years, adding approximately 400 more laws, all of which removed Jews from German society and left them more isolated.

Slide 10 – Key Organizational Units
Next, we will look at key organizational units of the Nazi Party and their leaders. The image on this slide is a recruiting poster for the Waffen-SS, a branch of the SS which served alongside the German armed forces.

Slide 11 – Nazi Leaders
Let us look at a few of the most prominent Nazi leaders:

Adolf Eichmann: In 1934, he joined the *Sicherheitsdienst* (SD), the Security Service, which was the intelligence arm of the SS and the Nazi Party. After March 1941, he became the director of the Jewish Affairs department of the Reich Security Main Office (RSHA). Eichmann was a central figure in the deportation of over 1.5 million Jews from across Europe to killing centers and camps.

Joseph Goebbels: Minister of Propaganda and Public Enlightenment. Goebbels was a brilliant propagandist and instrumental in achieving public acceptance of the Nazis.

Reinhard Heydrich: One of the main architects of the "Final Solution" and Chief of the RSHA.

Heinrich Himmler: Reich Leader of the SS; the second most powerful man after Hitler and responsible for overseeing the "Final Solution."

And finally, Adolf Hitler, Chancellor of Germany, the Führer.

In the Nazi state, a rigid hierarchy was established with everyone answering up the chain of

command and all power ultimately residing with the person at the top – Hitler. This was the *Führerprinzip,* or "leader principle." Simply put – the Führer's word was above all written law.

Slide 12 – Instruments of Nazi State Power
In the Nazi State there were 4 main groups that controlled the state and people's lives.

The SS – The *Schutzstaffel*, or "Protection Squadron," was composed of the racial elite and became an independent and powerful instrument within the Nazi state. It controlled the German police and the concentration camp system and was greatly feared. The SS carried out security-related assignments, without regard for legal restraint. The SS was identified by their black uniforms and the SS insignia on their collars, which looked like lightning bolts. Himmler was the head of the SS.

The SA, or "Storm Troop" was an organization whose members were known as the storm troopers or the Brownshirts. Formed in 1921 and commanded by Ernst Röhm, they were a violent paramilitary force that was made up of unemployed and disengaged men, many of whom fought in World War I. The SA provided Hitler's security detail and provided military support to enforce Hitler's orders. As the SA grew, they interfered with the meetings of opposing political parties, fought in the streets with other paramilitaries, intimidated Jews, and others, and kept people from voting.

The Army, which was part of the Wehrmacht (the general name for the German armed forces, which also included the air force and the navy), was another instrument of state power, mostly in territories occupied by the Germans.

The Police – In 1936, when Himmler became Chief of the German Police, he established two sections – the Order Police, which were Nazi Germany's uniformed police services, and the Security Police, which included the Gestapo (the secret state police) and the Kripo (the criminal police). The German Police played a major role in implementing Nazi policies, especially as they related to Jews. The Order Police participated in mass shootings of Jews.

Slide 13 – Security Police and Uniformed Police Structure – 1939
This chart is a way to visualize the hierarchy of the Security and Uniformed Police Structure as of September 1939.

The Gestapo, the political police force of Nazi Germany**,** was responsible for protecting the Nazi regime from its alleged political and racial enemies and was synonymous with terror. It answered to no judicial or legal oversight and thus had no fear of repercussions. The Gestapo operated outside the law and assisted the SS, occupation authorities, and civilian administration in the round-up and deportation of Jews.

As you can see from the chart, the Gestapo, the Criminal Police, the Security Service, and the Uniformed Police all reported up to Himmler, who answered directly to Hitler. The net effect was the consolidation and centralization of police power.

Slide 14 – Summary – Hitler's Rise to Power
As we summarize Hitler's Rise to Power, remember that the Nazi Party gained strength in the late 1920s and 1930s without ever winning a majority of the vote. Hitler was appointed Chancellor and quickly consolidated power through anti-democratic laws and violence while maintaining antisemitic and anti-Communist beliefs and promoting ideas of Social Darwinism, nationalism, and *Lebensraum*. Nazi Germany was a one-party system with no checks and balances.

The SA, SS, SD, and Gestapo were key organizational units and instruments of terror in Nazi Germany. The Reich Security Main Office/RSHA was responsible for dealing with "The Jewish Question" and ultimately had the most influence over the "Final Solution."

Thank you for joining us today as we learned about "Hitler's Rise to Power." Please continue your educational journey with us. This concludes our presentation of Lesson 2.1 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 2: Nazism in Power
Lesson 2.2: "The Jewish Question"

Slide 1 – "The Jewish Question"
Welcome to Lesson 2.2 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 topic "The Jewish Question." This lesson was prepared by Jill Tejeda, who teaches a Holocaust and Genocide course at Livingston High School in Livingston New Jersey.

Slide 2 – "The Jewish Question"
In this lesson, when we talk about "The Jewish Question," we are referring to the way in which Germans and Germany viewed and interacted with the Jewish population. It should be noted that "The Jewish Question" was debated in many countries in Europe and also in the United States. The sign in the photograph in German says, "The Jews are our misfortune! He who buys from Jews is a traitor to the nation!"

Slide 3 – "The Jewish Question"
This sign says, "Jews are not wanted here" – street signs like this were common in many German towns.

Throughout the Middle Ages, lies were perpetuated about Jews throughout Europe. These included the blood libel and accusations that Jews were responsible for the Black Death. They were used to vilify Jews, who were expelled, defamed, and murdered *en masse.*

During and after the Enlightenment, many social and political changes occurred in Europe, and Jews began to gain civil rights, including the right to vote. Considering the often-problematic history Christian society had with Jews, and the false accusations that persisted over time, many believed that Jews were too different to be part of Christian society. They were feared as the "Other," a group that would poison the Christian way of life.

Slide 4 – Emancipation
In the next few slides, we will discuss Jewish emancipation in Europe. Emancipation is the process of being set free from legal, social, or political restrictions.

Slide 5 – Jewish Emancipation
By the late 18th and throughout the 19th century, during the period of the Enlightenment, Jews in Europe gained civil and legal rights – most importantly, they were granted emancipation, including the right to vote. They were considered full and equal citizens by the law.

After many years of intolerance of Jews and misunderstanding about their religion and culture, laws changed. People's minds, however, were a different story.

Slide 6 – Phases of Emancipation
There were three main phases of emancipation:

1. The first phase: 1740-1789: the idea to emancipate Jews was motivated by the Enlightenment and the age of reason.

2. The second phase: 1789-1878: following the French Revolution, and especially following the Napoleonic Wars, a number of Western European countries, specifically France, Germany, and the Netherlands, emancipated Jews.

3. The third phase: 1878-1933: antisemitism grew stronger as the reaction to Jewish emancipation throughout Europe continued.

Slide 7 – Jewish Life Before World War II
Jews have lived in Europe for over two thousand years. Jewish life in Europe before World War II was as diverse as each country, community, culture and individual, and added a vitality to each society, a vitality that has sadly never recovered.

In the photograph is Larry Warick (born Lova Warszawczyk in 1936), from Warsaw, Poland. In 1940, Larry's family fled to Bialystok, then under Soviet control. The Soviets deported them to a Siberian labor camp. After the war ended, they returned to Poland and discovered that around 300 relatives had been killed. Larry and his family wound up in a displaced persons camp in southern Germany. In May 1949, the family immigrated to the United States, where Larry learned English, and attended City College of New York and the Albert Einstein Medical School, going on to become a neurologist and psychiatrist, and a clinical professor at UCLA.

Slide 8 – Jewish Life Before World War II
In 1933, Europe was home to approximately 9.5 million Jews, more than 60% of the worldwide Jewish population. Jewish life in Europe was dynamic and highly developed culturally. Jews lived in nearly every country in Europe, with the majority living in Eastern Europe, particularly in Poland and the Soviet Union, which included the Baltic States and Ukraine.

This photograph is of Robert May, taken on his first day of third grade in 1934. In the other two photographs, you see Jewish children with family and friends.

Slide 9 – Jewish Life Before World War II
The diversity and complexity of European Jewish communities is plain to see from these photographs from across the continent – from vibrant family life to active social lives – filled with the range of everyday human interaction.

These two photographs show Jewish families from Poland, one an observant, Orthodox family and the other a secular family. Both families were murdered during the Holocaust. The next photograph is of a wedding in the Grand Synagogue of Rome, Italy.

This is a group photograph of members of *Hashomer Hatzair*, a Jewish youth group. The next shows three Jewish girls at a masquerade ball, and the last is of members of a Jewish theater group performing the play, "The Dybbuk."

Slide 10 – Jewish Life Before World War II
From east to west, Jews were involved in all facets of social, intellectual, and economic life – from farms to factories, stage to screen, innovative trades to traditional crafts, from one room schools to the most prestigious universities. It is important to know about the diversity of Jewish life to get a sense of the world that was lost. Jews were rich and poor, religious and secular, urban and small-town, modern and traditional, but they were all the same in one respect: potential victims of the Nazis who targeted them solely because they were Jewish.

Here we see a second-grade classroom in Warsaw, Poland. Next is the passport photograph of Itzik Fialkoff, and his mother, Chaya, that was used as part of their visa application for the United States. The next is a group portrait of members of the *Hakoach* Jewish sports club.

Here is the Mikolavsky family, a group photograph of members of a Jewish youth orchestra in Warsaw, and a Jewish scout group from Greece.

Slide 11 – Racial Antisemitism
Let us now discuss the ideas behind, and the evolution of, racial antisemitism. This is a photograph of the entrance to "The Eternal Jew," an antisemitic exhibition at the Vienna Railway Station, from 1938. Notice also the hammer and sickle, associating Jews with Communism.

Slide 12 – Anti-Judaism vs. Antisemitism
By the latter part of the 19th century the "science" of eugenics, or race science, claimed to determine human superiority and inferiority by race.

Traditionally, Jews were a hated and targeted group because of their religion. But with eugenics, hatred of Jews seemed to have a basis in "science."

The term antisemitism was first coined in 1879 by German journalist Wilhelm Marr – this term was widely accepted in Germany and other countries.

Slide 13 – *Protocols of the Elders of Zion*
First published in Russia in 1905, *The Protocols of the Elders of Zion* was a fictitious account of plans for Jewish world dominance that was taken from age-old lies and conspiracy theories. The book blamed the Jews for a whole host of the world's greatest problems.

The *Protocols* were also republished in Henry Ford's newspaper *The Dearborn Independent.*

In the 1920s, the Nazi Alfred Rosenberg introduced Hitler and his propaganda minister Joseph Goebbels to the *Protocols*. They were referenced in many Nazi speeches and in their propaganda.

Remarkably, some still believe these lies, even today.

Slide 14 – The *Volk*
The *Volksgemeinschaft,* as you see in this image, is a word meaning 'the people's community,' a direct reference to the *Volk*, the German people as opposed to the Jews, who were considered the "Other." Jews could never be considered part of the *Volk.*

According to the Nazis, Jews were the main source of evil in society – biologically, culturally, and politically, making them a danger to the German *Volk.*

According to historian Saul Friedländer, the Nazis considered that "The Jews were a lethal and active threat to all nations, to the Aryan race and to the German *Volk.*"

Slide 15 – *Die Juden sind unser Unglück* – "The Jews are our Misfortune"
On this slide you see a photograph of a Nazi mass rally in August 1935. The upper banner in the picture says, "The Jews are our Misfortune," a quote by Heinrich von Treitschke.

As antisemitism grew, Germans feared Jewish interference in their economic, intellectual, cultural, and political life.

Well-known and revered scholars called for the expulsion of German Jews, fully entrenching antisemitism into society.

"The Jewish Question" was an actively debated topic amongst German citizens both publicly and privately.

Slide 16 – World War I
In this photograph, we see a young Hitler attending a rally in Munich in 1914, celebrating the beginning of World War I. Hitler's antisemitic beliefs were radicalized in Vienna and in the army.

After emancipation, German Jews felt just as German as other German citizens. They were patriotic and assimilated along with other Germans. Many Germans however, believed that the assimilated Jew was dangerous, as they were seen to be hiding their true identity, and therefore tricking ordinary Germans.

Approximately 100,000 Jews fought for Germany in World War I. This was a proportionately higher percentage than other ethnic or religious groups in Germany. However, the government suppressed this figure to hide the degree of Jewish participation from the public.

Slide 17 – "The Jewish Question" – Hitler, 1919
Hitler falsely believed that Jews were a race rather than a religion, and that the Jewish presence was a "race-tuberculosis of the people" – this shaped his motives for the removal of the Jews altogether. It was also a typical Nazi trope: identifying their enemies with carriers of infectious disease.

As you can see from the image on this slide, there was actually an Institute for Studies of the Jewish Question in Berlin in the 1930s.

Slide 18 – "The Jewish Question" – The Interwar Period
After World War I, when the Weimar government signed the Treaty of Versailles, many Germans believed in the "stab in the back" myth. This was the belief that the Jews and Bolsheviks were responsible for Germany losing the war and that the war was not lost on the battlefield but by traitors on the home front. This false and politically motivated idea resulted in Jews being scapegoated and vilified.

This political cartoon from the World War I era depicts the "stab in the back." Note the Star of David on the sleeve. Many Germans believed that the democratic Weimar government granted too many liberties to the Jews. In response, antisemitism grew, and many Germans called for the segregation and emigration of the Jewish population.

Slide 19 – "The Jewish Question" – 1933
Hitler became chancellor on January 30, 1933.

In the first few months of the new Nazi government, statistics were collected to determine the disproportionate influence Jews had on German life. Propaganda was used to show that Jews were overrepresented in many professions. This created tension and frustration in Germany. A government-sponsored boycott of Jewish businesses occurred on April 1, 1933.

On May 10th, there was a coordinated book burning of Jewish-authored and -themed books across Germany.

The Nazis were radicalizing the population in their antisemitic beliefs.

Slide 20 – The Nuremberg Laws – September 15, 1935
The Nazi regime also passed a large number of antisemitic laws. Perhaps most important were the Nuremberg Laws, which were announced on September 15, 1935, at a Nazi Party rally. These laws stripped Jews of full citizenship in the German state and forbade marriage between Germans and Jews. November 14 brought a supplemental decree which defined who was a Jew and who was a German. The lineage of one's grandparents would determine inclusion in, or exclusion from, German citizenship. This essentially removed Jews from everyday life in German society.

As you can see from this graphic, in which the black circles represent Jewish relatives, and the open circles represent "pure-blooded" German relatives:

- 3 or 4 Jewish grandparents made one a Jew.
- If you had 1 or 2 Jewish grandparents you were considered a *mischling*, or mixed race.
- The Nazis initially determined if a *mischling* was a Jew based on their behavior and participation in the Jewish community.

The Nuremberg Laws were expanded over the next several years, adding approximately 400 more laws, all of which removed Jews from German society and left them more isolated.

Slide 21 – Night of Broken Glass – November 9-10, 1938
Kristallnacht – The Night of Broken Glass, occurred on November 9 and 10, 1938. The pogrom, an organized violent attack on Jews, destroying businesses, burning synagogues, and damaging Jewish property, was instigated by Goebbels as a response to the assassination of a German diplomat in Paris.

Approximately 30,000 Jewish men were arrested and sent to Nazi concentration camps.

The Jews were forced to pay for the damage. The Nazi government taxed the Jewish community 1 billion Reichsmarks, which was the equivalent of approximately 400 million U.S. dollars in 1938.

Kristallnacht became a dangerous turning point for German Jews, many of whom would leave Germany at this time. It also marked an acceleration of Germany's persecution of its Jews.

Slide 22 – Propaganda
We will now discuss how propaganda impacted "The Jewish Question."

This photograph is of Reichsminister Joseph Goebbels delivering a speech to a crowd in Berlin on April 1, 1933, urging Germans to boycott Jewish-owned businesses. He defended the boycott as a legitimate response to the anti-German "atrocity propaganda" being spread abroad by the worldwide Jewish community. Goebbels was a master in the use of propaganda.

Slide 23 – Propaganda
In the photograph, this sign in front of the Vienna Opera House reads, "To be Jewish is to be criminal."

Propaganda campaigns were meant to exclude Jews from German society. Through pamphlets, posters and speeches, their goal was to intensify an already antisemitic atmosphere.

Slide 24 – *Der Stürmer*
This is a photograph of Julius Streicher.

Julius Streicher was an antisemite who owned the notorious publishing house *Der Stürmer*. Streicher published a widely read antisemitic newspaper also called *Der Stürmer* (The Daily Stormer) whose goal was to educate the German public of the need to remove Jews from society. The tag line at the bottom of each paper was, "The Jews are our misfortune!" Streicher's publishing house printed materials, including school textbooks that were geared to educate society on the evils of the Jews. Books such as *The Poisonous Mushroom* were written specifically to teach and frighten children, reinforcing the necessity to remove the Jews from society.

Slide 25 – From a Territorial Solution to an Annihilatory Solution
Our lesson will conclude with a discussion that will lead us from a territorial solution to an annihilatory solution.

This photograph shows the entrance to the Birkenau concentration and death camp.

Slide 26 – The Madagascar Plan
After the start of World War II on September 1, 1939, Germany captured more territory in Europe, which meant more Jews came under Germany's control.

In the spring of 1940, the Nazis developed the Madagascar Plan, which was a plan to relocate Europe's Jews to Madagascar, an island off the coast of southern Africa. Reinhard Heydrich, head of the SD, the intelligence service of the SS and the Nazi Party, asserted his plan as a territorial solution to "The Jewish Question." After Germany lost the Battle of Britain, they abandoned the Madagascar Plan.

With the signing of the Atlantic Charter in August 1941, it became clear that the United States was allied with Great Britain and would most likely be entering the war at some point.

Slide 27 – Wannsee & the "Final Solution"
By 1941 the debate of "The Jewish Question" moved from a territorial solution to annihilation. In June of 1941, the Germans invaded the Soviet Union. In what became known as the "Holocaust by Bullets," the *Einsatzgruppen*, mobile killing squads which consisted of elite divisions of the SS, murdered Jews in this campaign.

On January 20, 1942, Heydrich led The Wannsee Conference, a meeting of 15 high ranking Nazi Party and German government officials that determined the course for the annihilation of the Jews – the "Final Solution."

The image at left is a document produced at the Wannsee Conference which lists all European countries with their respective Jewish population totals – a blueprint for mass murder.

Slide 28 – Summary – "The Jewish Question"
To summarize "The Jewish Question:"

Jews were emancipated in Western European countries by 1878.

Approximately 9.5 million Jews lived in Europe before World War II. While concentrated in Poland and the Soviet Union, they lived in nearly every country on the continent. Jewish life before the war was very diverse, socially, culturally, religiously, and politically. This diverse and incredibly rich culture essentially disappeared in the Holocaust.

Reaction to Jewish emancipation in Western Europe led to the growth of racial antisemitism. Racial antisemitism was the basis for the program of segregation, social exclusion, and ultimately murder of the Jews of Europe.

The Nazis made effective use of propaganda to turn German society against the Jews.

When it became clear that it was not possible to remove all the Jews under its control, Nazi Germany adopted an annihilatory solution to "The Jewish Question."

Thank you for joining us today as we learned about "The Jewish Question." Please continue your educational journey with us. This concludes our presentation of Lesson 2.2 from *How Was it Possible? A Holocaust Curriculum For and By Teachers™*. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 2: Nazism in Power
Lesson 2.3: Complicity of the Elites

Slide 1 – Complicity of the Elites
Welcome to Lesson 2.3 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 topic "The Complicity of the Elites" in Nazi Germany. This lesson was prepared by Mindy Walker, who teaches social studies and the Holocaust at Holt High School in Tuscaloosa, Alabama, and Dr. Steven Field, clinical ethicist, and Clinical Assistant Professor of Medicine at the NYU Grossman School of Medicine in New York City.

Slide 2 – Complicity of the Elites
In this lesson we are going to look at four representative professional segments of German society: law, medicine, big business/major corporate interests, and education. The participation of the professions was critical in the Nazis' plan to dominate German society.

In the photograph on the current slide, the man in the center is Roland Freisler, a brilliant German jurist and a committed Nazi, and the Presiding Judge of the People's Court, the court charged with trying cases of the Nazis' political opponents and other "enemies of the state." People convicted in this court were usually immediately executed; there was no appeals process. As you can see, Freisler's arm is extended in the Nazi salute. The symbolism is clear: opposition to the Party, whether in speech, writing, or act, would find no unbiased judgment in the Third Reich's legal system, and would be swiftly and brutally dealt with.

Slide 3 – Judges & Lawyers
We will start with the legal profession. Along with physicians, they constituted an often upper middle class and in general a highly esteemed professional group, that would be important for the crafting of new laws for the new state. This photograph shows a panel of judges swearing an oath to the Führer. The highest authority figures in the legal profession would now be fashioning their judicial decisions for the benefit of the state and the Nazi Party, and not the individual.

Slide 4 – The Reichstag Fire (February 27, 1933) and the Establishment of a Police State
On February 27, 1933, the Reichstag, or German Parliament, burned to the ground. An unemployed Dutch Communist confessed and was tried and executed. The Nazis claimed that their hated enemies the Communists had done this. On the basis of peril to the state, the Reichstag Fire Decree was enacted the next day. It suspended individual liberties such as freedoms of speech, the press, and assembly. Germany became a police state, political opponents were arrested, and judicial review was suspended.

Slide 5 – The Enabling Act (March 23, 1933) and the Nazification of the Legal Profession
In March of 1933, the Enabling Act was passed, which gave Hitler the power to create laws which could not be challenged by the President or the Reichstag. The effect on the legal profession was immediate. Lawyers now had to swear their oath to Hitler and the Party, and

judicial duty was reinterpreted to mean duty to the Nazi Party. Resistance in the German legal profession was muted at best; many eagerly embraced the new order. In the same year, the government enacted a series of laws which restricted the right to practice law to Aryans only. Jewish and Socialist or Communist lawyers would ultimately be disbarred and de-licensed. Under Hitler, the legal profession was rigidly controlled and made to conform to Nazi ideology. During the twelve years of the Third Reich 25% of all German lawyers would join the Party, much higher than the 9% figure for the general population.

Slide 6 – Physicians
We are now going to look at the medical profession. The photograph on the left is that of Karl Brandt, Hitler's personal physician, who ran the T4 program, which we will talk about in a moment.

Slide 7 – Medicine
Physicians had the highest percentage participation in the Nazi Party of any profession; 45%, nearly half, of all doctors in Germany joined. The motivation for the alliance between physicians and the Party stemmed from several factors. Physicians in Germany were traditionally politically conservative and organized medicine was often antisemitic. Physicians complained about significant competition for a limited pool of patients from Jewish physicians, who they claimed were "taking over" the profession. And critically important, there was rapid and widespread acceptance by the medical, scientific, and educational professions of race science and eugenics, which advocated the blood-based superiority of certain races and the elimination of others. According to its leaders, National Socialism was "nothing more than applied biology."

With the introduction of the Sterilization Law of July 14, 1933, people with mental illness and physical, intellectual, and developmental disabilities, as well as certain "asocials," were to be sterilized without their consent. Under the Sterilization Law, approximately 400,000 people were sterilized between 1933 and 1939.

By 1938, Jews would be completely banned from the practice of medicine.

Slide 8 – Killing of People with Disabilities ("Euthanasia Program")
This is a document signed by Adolf Hitler in which he authorizes certain physicians to provide "mercy killings" to patients with terminal illnesses. This was the beginning of the so-called Euthanasia program, also known as the T4 Program. We should note that "euthanasia" and "mercy killings" are misnomers; the program was organized murder. The victims of T4 were not terminally ill, not suffering, and certainly never consented. These were mostly inmates of state institutions who were considered "lives not worthy of life" by the state. They were identified by physicians, physicians administered the program, and physicians did the killing.

Slide 9 – T4 Killing Centers
The T4 program was carried out in six killing centers in the Reich. These were all state institutions for the mentally ill or developmentally disabled except for Brandenburg, which was a

former prison. Patients would be transported from all over the Reich to one of these centers, where they would be examined by a doctor and then killed by gassing. Condolence letters and death certificates with fake diagnoses would be sent to the families. Records discovered at Hartheim after the war indicate that from 1939 to 1941, when the program formally ended, 70,273 patients were murdered in these six centers.

Slide 10 – End of Euthanasia Killings
Hitler ordered the program to stop in August 1941; however, the killings continued unofficially, the so-called "wild T4," in many state hospitals and institutions across the Greater German Reich. Most people were murdered by drug overdose or starvation. We do not have precise figures for this period; however, historians estimate the number of people murdered in this phase of the killing, from 1941-1945, to be in the vicinity of 150,000. This photograph is of one of the last euthanasia victims; this child was killed at a psychiatric institution after Germany had already surrendered and the war had ended.

Slide 11 – Medical Experiments
Physicians were also involved in medical experiments, which took place mostly though not exclusively in concentration camps. Some experiments, such as the high-altitude trials (pictured here) and the freezing experiments, were intended to answer questions to benefit the German military, such as how to best protect servicemen against very low temperatures and the reduced air pressure at high altitudes.

Others, such as the twin studies and eye color experiments performed by Dr. Josef Mengele, and sterilization trials performed by Drs. Carl Clauberg and Horst Schumann, were simply medicalized torture and were done purely in the service of Nazi racial ideology.

Slide 12 – T4 Program Leads to Mass Murder
T4 was a program that targeted the so-called "lives unworthy of life." It was not for the most part specifically aimed at Jews; any Germans, including Jews, who fell into the specified categories, were included. But when one is able to murder one's own, it is easier to murder the "Other," and Jews were that "Other." After the official T4 program ended in 1941, many of the personnel became key administrators in concentration camps and killing centers. Additionally, T4 technology and some equipment were moved to death camps in the East. T4 was a dress rehearsal for the Holocaust.

Slide 13 – Business
The business elites provided the capital, influence, and finished goods the Reich needed, and so became indispensable to the government. The man on the left is Alfried Krupp, head of Krupp Industries. Krupp utilized his family's steel factories to produce weaponry for the Nazi cause, and he utilized slave labor and concentration camp inmates, mostly Jews, to keep factories running at full capacity.

Slide 14 – Business
Both large and small businesses quickly found it to their advantage to give into Nazi demands. Companies initially demoted and then fired their Jewish directors and employees to comply with Nazi edicts. Jewish-owned enterprises, some of them large and powerful until then, were forced to be sold to non-Jews for far less than they were worth. After 1939, many industries were forced to retool to support the war effort, and as government contracts were a lucrative source of payments, many companies were only too happy to comply.

In the image on this slide, you see the cover of a book dealing with the complicity of one company, Degussa. Degussa was a chemical company, which during the war years was involved in processing gold and silver plundered from Jews. Degussa had a subsidiary company, which manufactured the poison gas Zyklon B used to kill prisoners in Auschwitz.

Slide 15 – Slave Labor and Medical Experiments
These are some of the companies whose use of forced and slave labor has been documented. These were among the most prominent corporations in Germany, and all benefitted from their association with the Nazi state. Many of these names are probably well known to you. Most of these companies used prisoners to work on their assembly lines. In this photograph you see prisoners building airplane parts for Siemens in a subcamp of Auschwitz. Drug companies also used concentration camp inmates in drug trial experiments.

Slide 16 – Teachers
The last group we will look at is educators. The education profession was co-opted by the state at all levels. Primary and secondary school teachers created an environment which instilled Nazi ideals and loyalty to the state. And it was never too early to start; notice here the swastikas in front of this primary school classroom.

Slide 17 – Education
Teachers used their classrooms to encourage antisemitism and racism, and to reinforce ideals of racial purity and German nationalism. In this photograph, children are reading *The Poisonous Mushroom,* and you can see the Star of David on the mushroom and the Jewish caricature in the face on the stem.

Educators at all levels, from primary school to university professors, were considered state employees, and thus Jewish and Communist teachers were removed from their positions. Even before the Nazis came to power; however, the National Socialist Teachers' League was founded in 1929 to encourage educators to adopt a National Socialist worldview and to learn how to indoctrinate their students. Similar to the lawyers, with which we began this lesson, approximately 22% of the teachers in Germany were members of the Nazi Party.

Slide 18 – Education
In April 1933, a law was passed removing most Jewish university professors, and Jewish students were targeted next. The teaching of race science and eugenics was mandated at the

secondary school and university levels. The advancement of race science remained a major goal of the Reich Education Ministry. In the photograph on this slide, Eugen Fischer, a physician, and leading Nazi race scientist, who was the most senior administrator of the Frederick Wilhelms University in Berlin, is seen addressing university students. Teachers and administrators at German universities usually could not hold their jobs unless they were committed to Nazi Party ideals.

Slide 19 – Summary – Complicity of the Elites
In summary, judges and lawyers perverted the legal system, turning it into a mechanism for Nazi power and control. Physicians perverted the ideals and practice of medicine in the service of the Nazi state, changing from healers to killers. Big Business provided the capital and the materials for the success of the Nazi state and the early Nazi war effort and used forced and slave laborers to do so. And teachers were entrusted with forming the minds of the next generation of Germans – perhaps the most important responsibility of all. The alliance of these four elite groups galvanized the Nazi state in its rise to power.

Thank you for joining us today as we learned about "The Complicity of the Elites." Please continue your educational journey with us. This concludes our presentation of Lesson 2.3 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 3: Impediments to Escape
Lesson 3.1: Refugee Policy

Slide 1 – Refugee Policy
Welcome to Lesson 3.1 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 topic "Refugee Policy." This lesson was prepared by Tawny Anderson, who taught social studies and Holocaust Studies at Wellington High School in Palm Beach County, Florida.

Slide 2 – Refugee Policy
A refugee is a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

This is a photograph of the Spanier family, Jewish refugees from Germany. They are on the *St. Louis*, the ship that no country would let land. It is ironic that the family is sitting in front of a sign that says, "No Admittance." The *St. Louis* was denied entry to Cuba and the United States, and returned to Europe, where many of its passengers were ultimately killed during the Holocaust. The Spanier family survived. We will be discussing the story of the *St. Louis* in more detail in this lesson.

Slide 3 – Obstacles to Emigration from the Third Reich
We will now look at why it was difficult for Jews to leave the Third Reich.

The image on the left of the slide is an official notice instructing a Jewish person wishing to emigrate to report to Gestapo headquarters for an interview. Jews, like most Germans, would try to avoid contact with the Gestapo, the Secret State Police, at all costs.

Slide 4 – No Easy Way Out…
Nazi Germany wanted the Jews out of Germany and even encouraged emigration; however, it was not easy for Jews to leave Germany.

Obstacles were created, limiting emigration at the same time as it was being encouraged. For example, many nations wanted some evidence that the immigrants had assets, so they would not need financial support from the new country. However, Jews were not allowed to leave with their assets, as the Reich wanted to take control of Jewish property and wealth. German Jews needed to let Nazi Germany rob them of everything they owned.

Jewish emigration from Germany occurred throughout the 1930s, with major waves occurring in 1933 after Hitler came to power and in 1938 after Kristallnacht. By the start of the Second World War in September 1939, some 400,000 Jews had left Germany and Austria.

Slide 5 – Europe's Response
For Jews who were able to leave Germany, the question was where to go. To help answer that, we must look at Europe's response.

This photograph is of Helga Kreiner, arriving in Harwich, England, on the first Kindertransport. We will be discussing the Kindertransport momentarily.

Slide 6 – Europe – "Jews Not Wanted"
Not only was it difficult for German Jews to leave Germany, but it was also difficult to find a European country to accept them. European countries closed their borders to German Jews for several reasons. Chief among them was the fact that no nation wanted new immigrants during a worldwide financial depression. Additionally, antisemitism on the part of European governments played a significant role.

In looking at Jewish emigration, were there any governmental efforts made to help Jews escape their fate in Nazi Germany?

World leaders met to discuss Jewish immigration at the Évian Conference, which was held in France in July 1938. Thirty-two nations participated, but only the Dominican Republic was willing to accept Jews. About 645 German Jews made their way to the Dominican Republic to create an agricultural colony and settled in Sosúa.

During the war, Great Britain and the United States met to discuss wartime refugees in April 1943 in Bermuda. Ultimately, nothing came out of this conference, and no Jews were saved. By the time the Bermuda Conference was held, it was too late to save many Jews. It was virtually impossible for Jews to leave the continent in the middle of the war, and by 1943 the majority of Jewish victims had already been murdered.

This political cartoon depicts the situation of German Jews; the countries of the world were closed to them – there was nowhere to go.

Slide 7 – Great Britain
Although Great Britain did not contribute to immigration options at either the Évian or Bermuda Conferences, Great Britain did accept 10,000 children from Greater Germany. This Kindertransport, composed of mostly Jewish children fleeing Germany, Austria, and Czechoslovakia, arrived in Great Britain in successive transports from December 1938, just one month after Kristallnacht, until May 1940, when the borders closed and no one else could leave.

Children arrived in Great Britain alone, without their families. British families housed these children with the hope of returning them to their families after tensions ended.

In 1939, Britain also closed off emigration to Palestine, which it governed under a mandate, thus limiting a possible option.

This photograph from December 1938, shows a Jewish girl, wearing a numbered tag, sitting on a staircase with her head in her hands after her arrival in England with the second Kindertransport.

Slide 8 – America's Response
Let us look at America's response to Jewish immigration.

In this photograph, Jewish children aboard the steamship President Harding look at the Statue of Liberty as they pull into New York harbor. They were brought to the United States by Gilbert and Eleanor Kraus of Philadelphia in June 1939. Mr. and Mrs. Kraus traveled to Nazi-controlled Vienna to rescue 50 Jewish children. As American Jews, it was potentially dangerous for them to be in Vienna in the spring of 1939.

Slide 9 – United States – Before 1933
After World War I, the United States entered a period of isolationism and did not want to be involved with global affairs. By the early 1930s, the United States was in the middle of the Great Depression and wanted America for Americans without allowing for immigration. The country was xenophobic and nativist. This, along with widespread white supremacist beliefs that were antisemitic, racist, and anti-Catholic, resulted in stringent immigration laws. Gaining entry to America was not easy.

This photograph is of the Ku Klux Klan marching down Pennsylvania Avenue in Washington D.C. on September 13, 1926. Thousands marched. You can see the US Capitol in the background.

Slide 10 – US Immigration Laws
American immigration laws made it extremely difficult for immigrants to come to America. The Johnson-Reed Act of 1924 reset the yearly quotas by country and required that visas were from the immigrant's country of origin, not the country they were currently living in or leaving from. Thus, German Jews who had fled Germany would have to go back to Germany in order to obtain a US visa.

To immigrate to the United States, individuals had to complete a series of steps, in a specific order. Immigrating to the United States was a long, multi-step, expensive and complicated procedure, requiring multiple documents, fees, and waiting periods. Most applying for a US visa did not receive one.

US Assistant Secretary of State Breckinridge Long, seen in this photograph, and his staff, created barriers, so-called "paper walls," to immigration. Visa forms were lengthy and difficult to complete.

The United States assigned an immigration quota to each country. It was only in 1939 that the German quota was filled. This was the first time the quota was filled since 1930. There was space for people to come to the United States, but the requirements prevented many from doing so.

Slide 11 – American Sentiment After Kristallnacht – November 9-10, 1938
After the November 1938 Pogrom, known as Kristallnacht, a Gallup poll asked Americans if they approved or disapproved of the Nazi treatment of Jews in Germany; 94% disapproved.

Americans were also asked: "Should we allow a larger number of Jewish exiles from Germany to come to the United States to live?" 72% said no, and 7% were indifferent.

Despite the overwhelming disapproval of how Germany was treating Jews, Americans did not want to change the immigration policy.

Slide 12 – The *MS St. Louis*
Cuba agreed to accept passengers sailing from Germany in May 1939 on the merchant ship *St. Louis*. Most of the passengers were Jewish refugees, some of whom are seen in this photograph. However, by the time the ship reached North America, Cuba refused to permit the ship to land and canceled landing permits. Passengers asked the United States and Canada for assistance, but both nations refused to accept these refugees. The *MS St. Louis* returned to Europe where the passengers were allowed to disembark in Great Britain, France, the Netherlands, and Belgium. Of the 937 passengers on the *St. Louis*, 254 were murdered during the Holocaust.

Slide 13 – The American Jewish Response
The American Jewish community was quite vocal in hoping to change US immigration policy, holding rallies, and raising funds to sponsor refugees; however, their efforts and appeals to President Roosevelt were unsuccessful.

In this photograph, we see Rabbi Stephen Wise, a prominent American Jewish leader, speaking at a mass meeting in Madison Square Garden in New York City, protesting the Nazi persecution of German Jews.

Slide 14 – Summary – Refugee Policy
In summary, German Jews were caught in an impossible situation.

As the situation for Germany's Jews deteriorated in the 1930s, and especially after Kristallnacht, many Jews wanted desperately to leave. Clearly, Germany also wanted them to leave, but then placed logistical and financial obstacles that prevented and/or delayed their ability to do so.

The German government wanted to impoverish the Jews who wished to emigrate. However, Western European countries were not willing to accept refugees who could not provide for themselves once they arrived.

America did not want the political, social, or economic challenges attached to the German Jews. Fear of communism, the global financial situation, antisemitism, and toxic nativism created a largely hostile environment for those seeking to flee Nazi Germany.

Ultimately, no one felt responsible for the Jews of Europe. They were in no one's universe of obligation.

Thank you for joining us today as we learned about "Refugee Policy." Please continue your educational journey with us. This concludes our presentation of Lesson 3.1 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 4: The New Order in Europe
Lesson 4:1: The New Order in Europe

Slide 1 – The New Order in Europe
Welcome to Lesson 4.1 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 topic "The New Order in Europe." This lesson was prepared by Mindy Walker, who teaches social studies and Holocaust Studies at Holt High School in Tuscaloosa, Alabama.

Slide 2 – The New Order in Europe
The photograph on this slide captures a sense of The New Order in Europe. Adolf Hitler celebrated the German victory over France with a tour of Paris on June 23, 1940, the day after France surrendered to Germany in the same railway car in which Germany surrendered to the Allies in World War I.

Here we see Hitler in front of the Eiffel Tower. After briefly touring the city, Hitler left Paris, having spent about three hours in the city.

Slide 3 – Prelude to War
Let us look at this editorial cartoon by Herb Block. We see a combined "Little Red Riding Hood" and "Goldilocks," representing "Poland," startled at finding "The Big Bad Wolf" as Hitler, representing "Nazi Germany," and one of the "Three Bears," representing "Soviet Russia," in bed waiting for her. This cartoon was published in August 1939, days before the start of World War II.

In a 1933 speech, Hitler had alluded to the need to expand German territory, so-called *Lebensraum*. In August 1939, Germany signed the Molotov-Ribbentrop Pact, a non-aggression pact with the Soviet Union. This agreement of convenience was in two parts: the publicly announced part was a non-aggression commitment to last ten years. The secret part was a protocol to establish German and Soviet spheres of influence in Eastern Europe. This paved the way for the invasion, occupation, and division of Poland in September, precipitating World War II.

Slide 4 – World War II Begins
World War II officially began when Germany invaded Poland on September 1, 1939.

On September 3, British Prime Minister Neville Chamberlain announced that "Britain is at war with Germany."

Most of the Polish army was defeated in less than a month. The Soviet Union invaded Poland from the east on September 17, 1939. The Germans met the Russians at the city of Brest-Litovsk and shook hands, alluding to a form of peace between the two countries, and celebrating their

success in conquering the nation of Poland and marking the beginning of Germany's brutal occupation of that country.

Slide 5 – World War II – The Western Front
In this photograph we see German soldiers marching victoriously through Paris. As the Germans conquered and annexed territory after territory, the presence of occupation authorities would not only reorder governmental structures and institutions, but in addition, the priorities for resources and supplies would be focused on meeting German needs at the expense of the local citizens.

Slide 6 – Invasion of France and the Low Countries
After completing the invasion and occupation of Poland, Germany turned its attention westward. This timeline illustrates how quickly the German army conquered and occupied countries in Western Europe.

On May 10th, 1940, France and the Low Countries – the Netherlands, Belgium, and Luxembourg – were invaded by Germany.

Five days later, the Netherlands surrendered.

Thirteen days after that, Belgium surrendered.

Less than a month after Belgium, France surrendered and signed an armistice with Germany.

France was divided into two zones – northern and western France was under direct German occupation, and southern France, which was known as Vichy France after the name of its administrative center in the city of Vichy, was under indirect German control. Vichy France was a puppet state, which is a government controlled in fact, if not in law, by another government and subject to its orders.

Slide 7 – Nazi Germany's Allies – (Axis Powers)
In September 1940, Germany, Italy, and Japan signed the Tripartite Pact, which was a defensive military alliance. They were known as the Axis Powers and their goal was territorial expansion at the expense of their neighbors.

In a short period of time, a number of other nations joined the Axis Powers. Each European Axis ally of Germany contributed to the persecution and murder of Jews during the Holocaust.

Slide 8 – World War II – The Eastern Front
Let us look at the Eastern Front and Germany's invasion of the Soviet Union.

In this photograph, we see a German soldier sitting on a gun platform guarding thousands of Soviet prisoners of war in Ukraine, August 14, 1941.

Soviet prisoners of war were treated terribly by Nazi Germany. Most died from starvation, inhumane treatment, and use as slave labor for the German war effort. It is estimated that up to 3.3 million Soviet POWs died in German custody during the war.

Slide 9 – Germany Invaded the Soviet Union: Operation Barbarossa – June 22, 1941
Germany invaded the Soviet Union on June 22, 1941, under the code name Operation Barbarossa. It was the largest military operation in history.

The goal of Operation Barbarossa was to conquer the Soviet Union and repopulate it with Germans, and to exploit the people and resources for German benefit through forced labor, starvation, and mass murder.

The invasion of the Soviet Union is considered the turning point of the war for Nazi Germany. By invading the Soviet Union, the German army considerably stretched their supply lines; the terrain and climate were hostile, and the Soviet army was a formidable enemy. These factors contributed to Germany failing to conquer the Soviet Union quickly, and with the failure to capture Moscow by December 1941, the Germans found themselves increasingly on the defensive and subject to the harsh weather of the Russian winter.

Following the German army into the Soviet Union were the *Einsatzgruppen*, special units of the security police and SS intelligence service, often referred to as mobile killing squads.

Slide 10 – Germany Laid Siege to Russian Cities
The Wehrmacht laid siege to three major cities in the Soviet Union: Leningrad, Moscow, and Stalingrad. As a result, citizens suffered from mass starvation in all these locations. Eventually, the German army would retreat, because the vital resources needed to keep their armed forces functioning were depleted. The siege of Leningrad, (today, Saint Petersburg), lasted almost nine hundred days and cost more than a million Soviet lives, including soldiers and civilians.

Slide 11 – German Rule of Occupied Europe
This is a photograph of Hitler observing his troops at Prague Castle on March 15, 1939, when Germany occupied Czechoslovakia.

It serves as a symbolic representation of the complete political, economic, and military takeover of countries like Czechoslovakia.

Slide 12 – Goals of German Occupation
Germany's occupation goals were specific to each location it occupied.

The first goal focused on creating a racially pure population in each occupied territory, what we would call today "ethnic cleansing." Anyone not meeting the Aryan standard would be removed from public life, and some might be forced into slave labor or murdered. According to the Nazis, Aryan referred to white, non-Jewish people, especially those of northern European origin,

typically having blond hair and blue eyes. Aryans were regarded as a supposedly superior racial group.

National treasuries, museums, and art galleries would be plundered, and civilian property, especially Jewish property, would be stolen.

One of Nazi Germany's goals was to create an autarky, where the Nazi state would be a self-sufficient and independent national economy.

This photograph shows General Dwight D. Eisenhower, Supreme Allied Commander in the West, accompanied by General Omar Bradley, and Lt. General George S. Patton, inspecting stolen art treasures hidden in the Merkers salt mine, Merkers, Germany, April 12, 1945.

Slide 13 – Impact of German Occupation
Occupied countries such as Denmark and Norway experienced better treatment from the Germans because according to Nazi racial hierarchy these were Nordic countries, whereas Poland and the Soviet Union suffered tremendously because these were Slavic countries and therefore considered racial and ideological inferiors. Slavic countries occupied by Germany were left in ruins, while their human and material resources were ripped from their communities to directly benefit Germany.

In Eastern Europe especially, German soldiers freely used force and violence to pillage and take personal belongings for themselves, or to send home to Germany. In fact, in the invasion of the Soviet Union, the army's plan was to supply itself largely from what it could requisition or steal from the local population.

The civilian population was not only impacted by having personal belongings taken, but they were also subject to harsh restrictions on personal freedom, with curfews, arrests, and executions. Jews especially would be excluded from society and either forced into slave labor or eventually deported to concentration camps and death camps or murdered by Germans and local collaborators near where they lived.

Slide 14 – Impact of German Occupation
Millions of citizens of occupied countries were sent to Germany as forced laborers. Some children who were considered to be of "good racial stock" were kidnapped and sent to Germany to be raised by German families as racially pure Germans. This was called the "*Lebensborn*," or "Fount of Life," program.

Germany also relocated ethnic Germans, whose language and culture had German origins but who did not hold German citizenship, into occupied areas, especially in Eastern Europe. The intention was to repopulate these "cleansed" areas with racially acceptable citizens.

Slide 15 – German Administration of Occupied Countries
Pre-war governments of countries occupied by the Germans were reorganized politically. The nature of this political reorganization varied among countries and was determined by local economic conditions and influenced by Nazi notions of racial hierarchy.

In Poland, the entire government was dissolved, and the area was either annexed directly to the Reich or was run by the Germans as an occupied territory. The Polish people had to deal with laws and regulations that had a brutally repressive intent.

In comparison, the governmental organization in the Netherlands was not dissolved; it remained intact but was reorganized and was assisted by local Nazis who willingly collaborated with the Germans. The Dutch civil service was still allowed to function, and Dutch administrators and policemen fully cooperated with German officials, especially when it involved the removal of Dutch Jews from society and deporting them to concentration camps and death camps. Approximately 75% of Dutch Jews were murdered in the Holocaust, the highest mortality rate of Jews in any Western European country.

Slide 16 – Summary – The New Order in Europe
The New Order in Europe was the political order Nazi Germany intended to impose on the conquered territories of Western and Eastern Europe. Germany intended to accomplish this by a war of territorial expansion and conquest, which proceeded rapidly in Poland and Western Europe, then slowed considerably in the Soviet Union.

As soon as Germany occupied a country, the territory would be reorganized in order to directly benefit Germany. German occupation administrations would facilitate the confiscation, possession, and then transportation of local goods back to Germany. Resources plundered from occupied countries were used to support the German economy and provide consumer goods to the home front. The Nazi regime was thus able to function, for a time, as a self-sufficient state, or autarky.

Aggressive territorial expansion was intended to be consolidated through colonization and the physical annihilation of local Jewish populations and other groups deemed racially inferior. This was accomplished through expulsion, enslavement, and murder.

Thank you for joining us today as we learned about "The New Order in Europe." Please continue your educational journey with us. This concludes our presentation of Lesson 4.1 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: 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!"

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.

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.

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.

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.

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.

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 Bełżec, 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, Bełżec, 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: Jews in the Nazi Grip
Lesson 5.2: Western Europe: Jews in the Nazi Grip

Slide 1 – Western Europe: Jews in the Nazi Grip
Welcome to Lesson 5.2 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 "Western Europe: Jews in the Nazi Grip." 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 – Western Europe: Jews in the Nazi Grip
As we begin our exploration of Jews in the Nazi grip in Western Europe, this photograph evokes a theme central to this topic, the segregation and isolation of Jews. Herman de Leeuw and Annie Pais pose with members of their wedding party shortly after the ceremony; however, despite the happy occasion, we see the mandatory Jewish stars sewn onto the clothing in the wedding portrait, a legal requirement from April 1942.

Slide 3 – France, The Netherlands, and Belgium
We will begin by examining the Western European countries of France, the Netherlands, and Belgium

Slide 4 – France, The Netherlands, and Belgium – Jewish Life
When Adolf Hitler rose to power in Germany in 1933, many German Jews began emigrating west. Sadly, this led to only temporary relief and safety.

In 1940, the German forces quickly overran the western countries. This included France, whose defense was expected to be as strong as it was in World War I.

With the arrival of German occupation, anti-Jewish decrees were quickly issued, and Jews were removed from Western European society. With the exception of Denmark, Jews living in the occupied countries of Western Europe, were required to wear the yellow Star of David on clothing at all times, including wedding attire, as seen in this photograph. This is the wedding of Salomon Schrijver and Flora Mendels in the Jewish quarter of Amsterdam. Salomon Schrijver and his wife were deported to Westerbork, and from there, to Sobibór, where they were killed on July 9, 1943.

German officials and their collaborators seized Jewish properties and businesses in an effort to enrich themselves and impoverish the Jews and isolate them from their non-Jewish neighbors.

Slide 5 – France, The Netherlands, and Belgium – Jewish Life
The seizing of property and businesses left the Jewish communities in occupied Western Europe impoverished.

Students were removed from their schools and universities, further isolating them from society and life in the wider community. This affected both native-born Jews and Jews who had immigrated to Western Europe from other countries.

Not long after the occupation began, the Germans started deportations to the eastern territories. Unlike in the East, where the Germans primarily relocated and isolated Jews in ghettos, in Western Europe the Germans used a system of transit camps to control and organize the Jewish populations prior to their transportation to the East. Life in transit camps was harsh and punishing; food was scarce, there was almost no medicine, and there was constant fear of deportation. Time in a transit camp could be as varied as a short stay of a few days or weeks, to as long as spending years in confinement.

In this photograph, we see women prisoners behind barbed wire in the Gurs transit camp in France.

Slide 6 – France
After France's defeat in June 1940, the Germans partitioned France into two zones.

The Germans occupied the northern and western zone, which included Paris. The nominally independent southern zone of Vichy France was a puppet state headed by Marshal Philippe Pétain.

Deportations of France's Jews would begin, first with foreign-born Jews, followed by native-born French Jews.

In this photograph, we can see an early transport of foreign-born Jews being deported from France, escorted by French guards.

Slide 7 – France, 1940 – 1944
The map shows the division of France into the occupied northern zone and the southern Vichy territory. Special attention should be directed to the location of transit camps at Pithiviers and Drancy, both of which were close to the city of Paris.

Slide 8 – Roundups and *Vél d'Hiv*, Paris
One of the most infamous roundups of French Jews occurred in Paris in July of 1942, at the *Vélodrome d'Hiver*, or *Vél d'Hiv*, an indoor bicycle stadium. 4,000 French police rounded up over 13,000 foreign-born Jews and brought them to the massive velodrome in Paris, as it was one of the only buildings large enough to accommodate such a large number of people. The vast majority would be deported to Auschwitz.

Rachel Polakiewicz was a Polish Jew who had escaped to France, but was rounded up in the infamous *Vél d'Hiv Aktion*; here is her description of it in a letter to her neighbors, a Jewish family called the Sebbanes, who were native-born French Jews and not part of this round up.

"Dear All, A few words to tell you that we are all in the *Vél d'Hiv*, including Mrs. Zonszajn. We are all sitting around on the benches, like at a show, except that we are the entertainers. Superfluous to say that it's overcrowded. We are all in an unenviable situation. It is mayhem here, and that's an understatement, with all these children, some get lost, some are sick, and we can hardly hear each other."

Slide 9 – Transit Camps in France
In the summer of 1942, in conjunction with the Paris roundup at the *Vél d'Hiv*, other roundups and deportations took place. Those deported were sent to Gurs, Drancy, Rivesaltes, Pithiviers, and several other smaller camps.

Jacques Zonszajn, a friend of Rachel Polakiewicz, wrote to the Sebbanes from the Pithiviers Internment Camp, seen here, "We are in a sad situation. Mother, Mrs. Wartski have been sent to an unknown destination, the same as Mrs. Polakiewicz and her family. Leon who remained has also left. We sleep on straw."

In this photograph, you see a French policeman guarding Jews imprisoned at Pithiviers.

These camps were established to streamline and facilitate the deportation of French and foreign-born Jews to the East, specifically to Auschwitz. Of the thousands of Jews in France eventually deported, one third were French citizens.

Slide 10 – The Netherlands
While the Germans were deporting Jews from France, parallel events took place in the Netherlands, which had surrendered to the Germans in May 1940.

Beginning in 1942, the Jewish population of the rural Netherlands was relocated to Amsterdam, for centralized organization, and to await future deportation.

Here we see the large sign signifying the entrance to the Jewish quarter of Amsterdam. Even though the Nazis did not establish ghettos in the West, they did establish a specific area of Amsterdam to concentrate the Jewish population.

By July 1942, mass deportations were taking place, primarily to Sobibór and Auschwitz.

Slide 11 – Westerbork Transit Camp
The primary transit camp in the Netherlands was the massive Westerbork Transit camp.

Over 100,000 Jews spent time at Westerbork, with the vast majority eventually going to Auschwitz, or to the Sobibór death camp.

Of the more than 100,000 Jews who set foot in Westerbork, only 5,000 survived the war.

While most of the Jews deported to Westerbork only spent weeks or months in the transit camp, including Anne Frank and her family after their capture at the Secret Annex, a small number, around 2,000, spent years in the camp.

In this photograph, we see Dutch Jews from Hooghalen on route to Westerbork.

Slide 12 – Belgium
Belgium followed a similar path to France and the Netherlands. Belgium had surrendered on May 28, 1940, but deportations did not start until 1942. In the summer of 1942, Jews in Belgium were rounded up and deported to the East.

As in France, Belgium operated numerous transit camps to facilitate this round up and deportation, primarily to Auschwitz.

The transit camps in Belgium at Breendonk and Mechelen handled the vast majority of the Jews in Belgium, and as can be seen in this photograph, the barracks were spartan and devoid of any comfort, save a single small stove.

Slide 13 – Jewish Death Toll
Dutch Jews fared considerably worse than Jews in other German-occupied Western countries, with 75% of the pre-war Dutch Jewish population murdered by the Germans. There were several reasons for this. One reason was the highly efficient Dutch governmental bureaucracy, which kept meticulous records of its citizens categorized by religion; thus, the names and addresses of most of the Dutch Jews were easily accessible. In addition, the Netherlands is a very flat and relatively unforested, open landscape with few places to hide.

77,000 Jews deported from France were murdered, primarily in Auschwitz, a third of them being French citizens, and two-thirds being foreign-born Jews who had immigrated to France before the war.

The vast majority of the Jews deported from Belgium were foreign-born; of these, 23,000 were murdered.

Slide 14 – Summary – Western Europe: Jews in the Nazi Grip
In summary, with the German occupation of France, the Netherlands, and Belgium, a pattern emerged common to all three countries.

Jews were removed from society and persecuted immediately after the country's surrender in the summer of 1940, with deportations to the East beginning in 1942.

The overwhelming majority of Jews in Western Europe deported to the East were sent to Auschwitz-Birkenau.

Thank you for joining us today as we learned about "Western Europe: Jews in the Nazi Grip." Please continue your educational journey with us. This concludes our presentation of Lesson 5.2 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: Jews in the Nazi Grip
Lesson 5.3: Resistance

Slide 1 – Resistance
Welcome to Lesson 5.3 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 "Resistance." This lesson was prepared by Amy McDonald, who teaches US History and Holocaust Studies at Shades Valley High School in Birmingham, Alabama.

Slide 2 – Resistance
A common question when studying the Holocaust is, "Why didn't the Jews resist?" The answer to that question is, they did. The real question should be, "How was it even possible for them to resist?" How was it possible for the Jews, weak from disease, starvation, and cruelty, to find the strength and the will to resist?

In this photograph, you see a Jewish partisan unit in the forest in Poland. Partisans are groups of resistance fighters operating outside of official military units, usually to fight an occupying military force.

Slide 3 – Spiritual & Cultural Resistance
In the face of persecution and mass murder, Jews in ghettos and camps throughout Germany and German-occupied Europe resisted and fought back in a number of ways. Not all resistance was armed resistance; some of it was spiritual and cultural.

This photograph is of the ghetto orchestra in the Łódź ghetto in Łódź, Poland.

Slide 4 – Spiritual & Cultural Resistance
What exactly is spiritual and cultural resistance? It is when individuals and groups attempt to maintain their ways of life with dignity and humanity, despite facing persecution and constant fear. In ghettos and concentration camps throughout German-occupied territory, Jews engaged in many forms of unarmed resistance.

For example, in the Warsaw ghetto, Jewish self-help agencies formed soup kitchens and orphanages. Apartment buildings formed their own house committees to try to provide for their residents. Children and adults smuggled food and other items into and out of the ghetto. Youth groups and political parties continued to meet. When synagogues were prohibited, secret prayer services were held in basements. There were secret schools, libraries, and newspapers. Theater performances, orchestras, and poetry readings were held.

This photograph shows Jewish smugglers on a ladder at the top of the Warsaw ghetto wall.

As Holocaust survivor Roman Kent said, "Resistance does not have to be with a gun and a bullet."

Slide 5 – Ringelblum Archive – Warsaw Ghetto
One of the best-known examples of cultural and spiritual resistance was the Ringelblum Archive, also known as the *Oneg Shabbat* Archive, in the Warsaw ghetto. It was the largest secret archive in German-occupied Poland, but it wasn't the only one.

Polish Jewish historian Emanuel Ringelblum began keeping a journal after the Germans invaded Poland in 1939. After the ghetto was established, Ringelblum recruited Jews from all walks of life in the Warsaw ghetto to write about Jewish life under Nazi occupation. The archive grew into an organized underground operation and collected an enormous range of material to document daily ghetto life.

Inside the archive were articles from the underground press, artwork, candy wrappers, tram tickets, ration cards, theater posters, poems, songs, stories, and journals. There were invitations to concerts and children's performances. There were also last wills and testaments. The archives were buried in metal boxes and milk cans in three parts. After the war, two of the three caches of documents were recovered. The third cache has never been found.

In this photograph, you see one of the actual milk cans that was used to bury parts of the archive. One of these milk cans is now on display at the United States Holocaust Memorial Museum in Washington, D.C.

Without the Ringelblum Archive, the world would have known very little about Jewish life in Warsaw and the brave spiritual and cultural resistance in the Warsaw ghetto. In this way, the Jews in Warsaw wrote their own history, and not one defined by the perpetrators.

Slide 6 – Armed Resistance
In addition to cultural and spiritual resistance, there was also Jewish armed resistance throughout German-occupied Europe.

There were many obstacles to armed resistance. There were overwhelming challenges such as a lack of weapons and training, fighting against a much larger and better-equipped enemy, and the agonizing decisions to leave family members and loved ones.

This photograph is of a female partisan fighter named Faye Shulman. Shulman fought in the forests of Eastern Europe for nearly two years. Her main weapons against the Germans were her rifle and her camera, which she used to record partisan activity and life under German occupation in Eastern Europe.

Slide 7 – Warsaw Ghetto Uprising
Reports of mass murder of Jews had begun to filter into the Warsaw ghetto. Many Jews began to realize it was only a matter of time before mass murder reached the ghetto.

On July 22, 1942, what became known as the Great Deportation began in the Warsaw ghetto. Jews were ordered to report for "resettlement in the east," which was a lie and really meant deportation to the Treblinka killing center. Between July and September 1942, 300,000 Jews were deported from the Warsaw ghetto and murdered in the gas chambers of Treblinka. Thousands more were killed in the violence of the deportations.

The deportations were a turning point for the inhabitants of the Warsaw ghetto. In response to the deportations, several Jewish underground organizations created an armed resistance unit known as the Jewish Combat Organization or ŻOB. The leader of the ŻOB was Mordecai Anielewicz. The ŻOB and other groups began planning to resist future deportations.

Most of the fighters and commanders were in their teens and early twenties. They had few weapons, but in time they smuggled in pistols, grenades, and small amounts of automatic weapons. Their main weapon was homemade Molotov cocktails.

The armed resistance that came to be known as the Warsaw Ghetto Uprising began on April 19, 1943.

Thousands of well-armed German soldiers entered the ghetto with tanks and cannons. ŻOB fighters stunned the Germans on the first day of fighting and forced the German troops to retreat.

The ghetto fighters and the remaining ghetto population held the Germans back for nearly a month. The uprising lasted 27 days. In the end, the Germans were forced to burn the ghetto to the ground. Jews hiding in underground bunkers were forced to surrender because of lack of air.

The Warsaw Ghetto Uprising ended on May 16, 1943.

This uprising lasted longer than some entire countries had held out before surrendering to the Germans.

The Warsaw Ghetto Uprising was the largest, symbolically most important Jewish uprising in German-occupied Europe and inspired other uprisings in ghettos and killing centers.

Slide 8 – Partisans
Another example of armed resistance was the partisans. Partisans were members of an organized group of fighters who attacked the German army, German officials, and collaborators.

The partisans used guerrilla warfare tactics. Compared to the Germans, they had few weapons and little ammunition.

The partisans lived under harsh conditions, such as sub-freezing temperatures and snowstorms in the winter, rain, or extreme heat during the summer. Food and medical supplies were always scarce.

Partisan activity occurred in both Eastern and Western Europe. This photograph is of French Jewish partisan fighters dressed in military uniforms.

Slide 9 – Bielski Partisans
A well-known example of Jewish partisan fighters was the Bielski Partisans. After the German invasion of the Soviet Union on June 22, 1941, the Germans occupied western Belorussia (modern-day Belarus).

After the Germans killed their parents and two brothers in December 1941, four surviving brothers of the Bielski family established a Jewish partisan group called the Bielski Otriad or brigade.

The Bielskis encouraged Jews in nearby ghettos to escape and join them in the forest. Almost every other partisan group wouldn't take in women, children, and the elderly because they weren't fighters. But the Bielskis never turned anyone away and created a mobile "family camp" of men, women, and children, a Jewish community, in the forest.

Slide 10 – Bielski Partisans
The Bielski Partisans also went on food raids and combat missions. They blew up German trains and railroad tracks, destroyed bridges, and attacked German soldiers. They attacked police officials and others who collaborated with the Germans. The Bielski fighters often joined with Soviet partisan groups fighting against the Germans. By the summer of 1944, the Bielski group had grown to approximately 1,200 people. More than 70 percent were women, elderly, and children, who otherwise would have perished under German occupation.

In this photograph you see members of the Bielski partisan group, including women and children.

The Bielski partisans were one of the most significant Jewish resistance efforts against Nazi Germany during World War II.

Slide 11 – Abba Kovner – Vilna Ghetto
Three days after Germany invaded the Soviet Union, the German army occupied Vilna, Lithuania.

The Germans established two ghettos in Vilna – ghetto # 1 and ghetto # 2. Jews considered incapable of work were put in ghetto # 2. One month later, German *Einsatzgruppen,* mobile killing squads, and Lithuanian police murdered the Jews in ghetto #2 in the Ponar Forest, located eight miles outside Vilna. By the end of 1941, the *Einsatzgruppen* had murdered about 40,000 Jews in the Ponar Forest.

The Vilna ghetto had a significant Jewish resistance movement. The leader of one of the youth groups in Vilna was Abba Kovner. When Kovner and members of his youth group heard the rumors of killings and mass graves in the Ponar Forest, they formed a partisan group.

Kovner understood that the Germans intended to murder all the Jews of Europe, and he called on the youth to take responsibility.

On December 31, 1941, Kovner inspired and challenged the divided groups in the Vilna ghetto to join together and fight back against the Germans. He said, "Jewish youth! Do not trust those who are trying to deceive you. Hitler plans to destroy all the Jews of Europe…We will not be led like sheep to the slaughter! Arise! Arise with your last breath!"

Slide 12 – Abba Kovner
Three weeks later, the FPO (United Partisan Organization) was born, and Abba Kovner was its commander. The FPO partisans snuck out of the ghetto on sabotage missions, manufactured bombs, trained fighters, and smuggled weapons into the ghetto. When the Germans liquidated the Vilna ghetto in September 1943, Kovner led the remaining partisan fighters to the Rudnicki Forest. Known as the "Avengers," the partisan fighters destroyed train tracks, train cars, and bridges. They fought and killed enemy soldiers and rescued Jews. Kovner refused to allow the FPO to join other Soviet or Lithuanian partisan groups because he was determined for the FPO to be a Jewish partisan group. Kovner and the partisans returned to Vilna with the Soviet army in July 1944, and helped recapture the city from the Germans.

Slide 13 – Summary – Resistance
This lesson explored different forms of resistance – spiritual and cultural as well as armed resistance. Jews resisted German oppression both collectively and individually in a variety of ways to preserve a sense of human dignity and the continuity of Jewish life.

Thank you for joining us today as we learned about “Resistance.” Please continue your educational journey with us. This concludes our presentation of Lesson 5.3 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 6: The German Killers and Their Methods
Lesson 6.1: The Nazi Camp System

Slide 1 – The Nazi Camp System
Welcome to Lesson 6.1 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 topic "The Nazi Camp System." This lesson was prepared by Doug Cervi, who taught social studies and the Holocaust at Oakcrest High School in Mays Landing, New Jersey. Mr. Cervi is the Executive Director of the New Jersey Commission on Holocaust Education and an adjunct professor at Stockton University in New Jersey.

Slide 2 – The Nazi Camp System
The Nazis set up a system of camps initially used to detain and incarcerate various groups of people they considered their enemies.

This photograph shows the main gate to the Auschwitz concentration camp, with its familiar sign stating "Arbeit Macht Frei," or "Work will make you free." Auschwitz is the best known of the Nazi camps, but it was not established until 1940.

Slide 3 – Establishment of the Camps
The Nazi camp system would eventually expand to thousands of different camps, which would include concentration camps, death camps, forced labor camps, transit camps, penal camps, and prisoner of war camps.

This photograph shows the main entrance to Birkenau, also known as Auschwitz II.

Slide 4 – Timeline of The Camp System
This timeline shows when the major concentration and death camps were established. Dachau was the first camp to be established; it opened in March of 1933 and was intended for political prisoners, who were held in so-called "protective custody."

The camp system evolved as decisions were made regarding the disposition of the Jews of Europe, and in response to the labor needs of the German state. Most concentration camps were established not only to punish people but also to use prisoners as slave labor in the many industries organized for the German war effort. The Auschwitz complex was a mixed-function camp: a death camp, a concentration camp, and a slave labor camp. Historians have determined most people in these camps would die within months because of the harsh and unsanitary conditions, disease, and starvation rations.

Slide 5 – Map of the Major Concentration and Death Camps
This map from 1945 shows the major concentration and death camps. It also shows misconceptions of the camp system in the immediate aftermath of the war, with Auschwitz, Majdanek, and Stutthof considered death camps at the time. However, after years of thorough

research we now have a clearer picture and have evidence that these were actually mixed-function camps. It should also be noted that the dotted lines on the map show pre-war borders.

Slide 6 – Concentration Camp System
Heinrich Himmler, head of the SS and the German police, presided over the entire concentration camp system. The system was run by the SS and existed outside of the legal structure of the German state; people could be rounded up and held in camps indefinitely without trial or even access to a lawyer. Himmler, shown here, was the main Nazi official responsible for conceiving and managing the implementation of the "Final Solution," the Nazi plan to murder the Jews of Europe. He was captured after the war and committed suicide before being charged for war crimes and crimes against humanity.

Slide 7 – Purpose of Camps
The Nazis used the camps for a number of purposes. Before the war they were primarily used to imprison people considered to be enemies of the state.

After the onset of the war, the function of the camps expanded to include the murder of individuals who did not fit into the Nazi racial hierarchy, specifically Jews, but also Roma and Sinti, Soviet prisoners of war, and members of the Polish intelligentsia and others.

Camps also served as a source for forced and slave labor.

This photograph shows concentration camp inmates at forced labor hauling cartloads of earth for the construction of the "Russian camp" at Mauthausen concentration camp.

Slide 8 – Organization of the Camps
All of the camps were under the supervision of the SS Death's Head Units; each had a Commandant and guard command. Dachau, the first camp, became the training ground for all future camps.

In this photograph you see SS officers socializing on the grounds of the SS retreat some 18 miles from Auschwitz.

Slide 9 – Type of Camps
Between 1933 and 1945, Nazi Germany established more than 44,000 camps and other sites of imprisonment, including ghettos, throughout Europe. Included in this number are killing centers, concentration camps, slave and forced labor camps, transit camps, prisoner of war camps, prisons, and detention centers. Many of these camps had subcamps.

Dachau had 124 subcamps and Auschwitz-Birkenau had almost 50 subcamps. Many of these camps were located near major cities – Dachau near Munich, Majdanek in Lublin, Buchenwald near Weimar, Sachsenhausen near Berlin – making it likely that the local population would have had some idea of what was going on in them.

The death camps were located by the SS in remote areas of German-occupied Poland, especially in the eastern part of the country.

Slide 10 – First People in the Camps
Many people are under the impression that Jews were the first people imprisoned in the camps, but that would come later. The first people in the camps were political opponents of the Nazi regime and included German Communists, Socialists, and Social Democrats. Among others imprisoned were Jehovah's Witnesses, homosexuals, and "asocials," a group that was comprised of habitual criminals, enemies of the state, and others. Jews were included as members of some of these groups.

This inmate photograph is of Urszula Plenkiewicz, a Polish political prisoner at Auschwitz-Birkenau. Prior to Urszula's arrest on November 2, 1942, by the Gestapo, she saved the life of Krystyna Kon, a young Jewish woman whom she hid in her home for more than a year. Urszula survived the war and was recognized as a Righteous Gentile by Yad Vashem, Israel's Holocaust Memorial.

Slide 11 – Operation Reinhard Camps
The Operation Reinhard camps were established for the sole purpose of murdering Jews, mainly from occupied Poland, but as the war progressed, from other countries as well, in order to implement the "Final Solution." Conceived in the fall of 1941, the first camp began operations in March 1942. There were three Operation Reinhard camps – Bełżec, Sobibór, and Treblinka. These camps were death camps. Almost all Jews deported to death camps were murdered upon arrival. A few were spared to work in the camps. This program was named after Reinhard Heydrich, who was a key architect of the "Final Solution" and coordinated the Wannsee Conference in January of 1942. Heydrich was assassinated in June of 1942. Approximately 1.7 million Jews were murdered in Operation Reinhard camps.

This photograph shows Jews being forced into boxcars for deportation to the Bełżec killing center located in German-occupied Poland.

Slide 12 – Auschwitz
The Auschwitz concentration camp complex consisted of three main parts – Auschwitz I, Auschwitz II (Birkenau) and Auschwitz III (Monowitz) – and a system of subcamps.

In early 1940, SS authorities chose a former Polish army base in Oświęcim, in occupied Polish territories annexed directly into the Third Reich, for the site of a future concentration camp. On May 20, 1940, the SS brought to Auschwitz 30 German "professional criminals" from the Sachsenhausen concentration camp. They would serve as the first functionary prisoners, and brutally oversaw other prisoners. The first transport of Polish prisoners consisting of 728 men arrived on June 14, 1940. This date is considered to be the beginning of the camp's operation. Auschwitz was planned to hold 30,000 prisoners. The first gassing with Zyklon-B gas pellets on a mass scale took place at the beginning of September 1941, in Auschwitz I.

In the fall of 1941, the decision was made to create Birkenau. Monowitz, Auschwitz III, was established in October 1942 as a concentration camp. Prisoners there were used to build a new factory for the production of synthetic rubber for I.G. Farben, a major German chemical and pharmaceutical conglomerate.

Slide 13 – Auschwitz – Slave Labor and Killing Center
In the spring and summer of 1942, Birkenau started functioning with two small gas chambers. Between March 22 and June 25-26, 1943, four large crematoria and gas chambers were built at Birkenau and began operating. The Nazis were capable of murdering over 8,000 people each day.

In November 1944, Himmler ordered the gas chambers and crematoria at Auschwitz-Birkenau to be destroyed. The Soviet army liberated the Auschwitz main camp on January 27, 1945.

This photograph shows the ruins of crematorium II, at Birkenau.

Slide 14 – Deportation Routes to Major Camps
Here we see the train routes to the major camps, including Chełmno, Treblinka, Sobibór, Bełżec, and Auschwitz-Birkenau. Trains came to these camps from both Western and Eastern Europe.

Slide 15 – Death Marches
This photograph shows prisoners on a death march to the Mauthausen camp in 1945.

Slide 16 – Death Marches
With Germany losing the war and Soviet troops advancing from the east, death marches were organized to relocate prisoners away from the camps in the East and bring them to locations in the Reich. The Nazis believed they could still win the war and hide the crimes they had committed. The death marches began in December 1944, in what was considered one of the worst winters in European history. Concentration camp prisoners, most in terrible physical condition, began walking toward Germany. German guards would shoot those who could not continue because of their failing physical condition. Thousands died on these marches.

In April 1945, this photograph was clandestinely taken from the second story window of a home in Germany while a family member stood outside and gave potatoes to the prisoners.

Slide 17 – Jewish Death Toll by Camp Location
We will never know the exact number or the names of all the victims of the Holocaust, but the approximate number of Jews murdered was about 6 million. The numbers are staggering and almost impossible to comprehend.

This slide shows the approximate number of Jews murdered in killing centers, concentration camps and ghettos. It does not include Jews murdered in shooting actions or in other acts of violence outside of camps and ghettos.

This photograph shows a s*tolperstein* (a "stumbling stone" or block). *Stolpersteine* are placed in the pavement in front of buildings throughout Germany and other countries from which Jews were deported. Almost every "stone" begins with HERE LIVED… this *stolperstein* says:

HERE LIVED IRMA REHFELD
BORN: BODENHEIMER IN 1892
WIDOW OF BASSFREUND
DEPORTED: MARCH 3, 1943
MURDERED IN AUSCHWITZ

Slide 18 – Summary – The Nazi Camp System
The camp system, which included concentration camps, labor camps, transit camps, and killing centers, as well as camps which combined several of these functions, was brutal and deadly. The camps were primarily run by the SS Death's Head Units. As the camps were liquidated the prisoners were often shot or forced on death marches, where many more died.

Thank you for joining us today as we learned about "The Nazi Camp System." Please continue your educational journey with us. This concludes our presentation of Lesson 6.1 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 6: The German Killers and Their Methods
Lesson 6.2: Life in Camps

Slide 1 – Life in Camps
Welcome to Lesson 6.2 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 "Life in Camps." This lesson was prepared by Amy McDonald, who teaches US History and Holocaust Studies at Shades Valley High School in Birmingham, Alabama.

Slide 2 – Life in Camps
From the moment they arrived in the camps, concentration camp prisoners were subjected to unrelenting fear, attacks, and dehumanization. Every day was a struggle for survival.

In this photograph we see prisoners at forced labor in the Neuengamme concentration camp.

Slide 3 – Structure in Camps: The Prisoners
The largest number of concentration camp prisoners were Jews; however, other individuals from a broad range of backgrounds, nationalities, and ethnicities could also be found.

In this photograph we see Jewish women at forced labor on "Industry Street" in the German concentration camp in Płaszów, occupied Poland.

Slide 4 – Prisoner Badges
In the camps, the Nazis established a hierarchy where prisoners were organized based on nationality and reasons for imprisonment.

Prisoners were identified by different colored triangular badges. The badges were sewn onto prisoner uniforms and enabled SS guards to identify different types of prisoners. Jews in the camps were identified by a yellow triangle sewn onto their prison uniforms.

At first, Jews were issued a yellow triangle pointing up; when a triangle in one of the other colors (almost always red in practice) was sewn over it, the resulting effect was a six-pointed Star of David. Later, instead of a second triangle, a narrow band of yellow fabric was sewn above the other-colored triangle.

This image shows a chart of Nazi badges that were assigned to prisoners.

Political prisoners, including not only Communists and Socialists, but also most Poles and Jews, wore red triangles.

Common criminals wore green.

Jehovah's Witnesses wore purple.

Letters indicated nationality: for example, P stood for Polish, SU for Soviet Union, T for Czech.

Slide 5 – Prisoner Hierarchy
Non-Jewish prisoners with a higher racial status within the camp, such as the French, Germans, and Dutch, for example, often had better work assignments, especially indoors, in kitchens, infirmaries, and administrative offices. Lower-ranked prisoners, such as Jews and Poles, for example, had more physically demanding tasks such as factory work, mining, and construction. These prisoners suffered a much higher mortality rate from physical exhaustion, low food rations, and brutal treatment from guards.

In the prisoner hierarchy, Jews were the lowest in the camp.

Kapos were prisoners who were work unit supervisors.

Slide 6 – Arrival/Admission into Camp
Once the prisoners arrived at the camp, they were unloaded from the transportation vehicles, usually trains or trucks.

Non-Jewish prisoners arriving at Auschwitz were automatically registered as prisoners. In late spring 1942, the SS began selections for arriving Jews, who were separated into two groups: men, and then women and children.

The guards ordered the new arrivals to form a line. The Jews then went through a selection process. An SS physician looked at each person to decide if he or she was healthy enough for forced labor.

The SS physician then sent the person to the right or to the left; one group would be kept for forced labor and the other would be killed. Babies, young children, pregnant women, the elderly, the disabled, and the sick had very little chance of making it through the first selection.

Prisoners chosen for forced labor would then be registered and given a prisoner number. At Auschwitz, this number would be tattooed onto their arm; for Jews, beginning in the spring of 1942, and starting for non-Jews in early 1943. Auschwitz was the only camp where prisoners were tattooed. At most other camps, their prisoner number was stitched onto their clothing.

After registration, the prisoners were told to undress. They were then forced to have their entire body shaved and to shower and were deloused.

Their regular clothing was taken away and replaced by a uniform (usually striped). Prisoners were then assigned to a barrack.

This photograph was taken at Auschwitz-Birkenau and shows the arrival process. In the front, there is a selection taking place. In the background, you can see those who have already been through selection and are walking to the gas chamber.

Slide 7 – Daily Routine
Surviving the daily routine was a horrific ordeal for concentration camp prisoners.

This involved:

- early wake-up;
- lineup for *Appell*, or roll call;
- march to work;
- forced labor;
- the wait for a watery bowl of soup and half a piece of bread, which was insufficient for people doing hard labor;
- then marching back to the camp, lining up again for evening *Appell*; and
- return to the barracks.

The *Appell,* which took place every morning after wake-up and each evening after returning from work, was one of the worst parts of the prisoners' daily lives. They were forced to stand completely still, often for hours at a time, in the bitter cold, snow, rain, or extreme heat. During the *Appell*, prisoners would often be beaten, even murdered, by SS guards or kapos.

The SS maintained strict control over all aspects of prisoner life. A prisoner who did not follow an order, or perhaps for no reason at all, would be severely punished by whipping, solitary confinement, lost food rations or other forms of violent brutality, up to and including being killed on the spot.

Here we see prisoners standing during roll call at the Buchenwald concentration camp.

Slide 8 – Structure in Camps: The Perpetrators
The SS Death's Head Units were in command of the camp.

In this photograph you see SS officers socializing at an SS retreat.

Slide 9 – Key Concentration Camp Staff
The concentration camp staff was headed by the camp commandant and his staff, mostly junior officers.

Male and female camp guards were subordinate to the commandant and his staff.

In this photograph you see SS guards in formation outside the house of the commandant of the Bełżec killing center.

Slide 10 – Medical Experiments
During World War II, a number of German physicians conducted painful and often deadly experiments on thousands of concentration camp prisoners without their consent.

Experiments centered around three areas:

First, survival of German military personnel. At Dachau, physicians from the German air force conducted experiments on prisoners to determine the physiological effects of extreme high altitude as well as extreme cold on the human body.

A second area was the testing of drugs and treatments for the German military. At multiple camps, Nazi physicians used inmates to test different drugs for the prevention and treatment of contagious diseases, exposed inmates to poison gas to test antidotes, and conducted bone-grafting and nerve regeneration experiments.

Third, experiments which sought to advance Nazi racial goals. The most infamous were the experiments of Josef Mengele on twins of all ages at Auschwitz. Other experiments sought ways to change eye color from brown to blue and attempted to develop different methods of mass sterilization.

Because of the inhumane conditions and lack of consent, modern scientists overwhelmingly reject the use of results from experiments in the camps on both scientific and ethical grounds.

This photograph is of Carl Clauberg, an SS doctor who carried out brutal sterilization experiments on women, mostly Jewish, in Auschwitz.

Slide 11 – Process of Killing
To carry out the "Final Solution," the Nazis established killing centers for systematic and efficient mass murder. At the killing centers, Nazi officials used assembly-line methods to murder Jews and other victims, in effect killing people on an industrial scale.

Slide 12 – Death Camps and Camps with Selection – Process of Killing
At these killing centers, such as Bełżec, Sobibór, and Treblinka, incoming Jews did not face a selection process. Arrivals were sent directly to the gas chambers. In order to prevent panic, guards told the victims that in order to be processed into the camp, they had to take a shower to be disinfected.

Some Jews were not sent to the killing centers just mentioned, but to concentration camps which included both forced labor and killing units, as was described earlier in this lesson; in these

camps the prisoners would undergo selection upon arrival. In this photograph we see Jews who have just arrived on the ramp at Auschwitz-Birkenau.

Slide 13 – Arrival, Selection, and Killing
After selection, Jews who were not chosen for forced labor were marched to a building where the guards ordered them to undress. They were then driven naked into the "showers," which were really gas chambers.

After the gassing, other prisoners – the *Sonderkommandos* – were forced to drag the bodies out of the gas chambers and the bodies were burned.

Here we see the process of arrival, selection, walking to the gas chamber, waiting outside the gas chamber, and the burning of bodies.

Slide 14 – Resistance in the Camps
Just as there was cultural, spiritual, and armed resistance in ghettos, there was also similar resistance in the camps.

In the photograph we see the four women who were involved in smuggling small amounts of gunpowder to members in the resistance in Birkenau. The gunpowder was used to make grenades, and Crematorium IV at Birkenau was set on fire. The women were Ella Gärtner, Roza Robota, Regina Szafirsztain, and Estusia Wajcblum. All four women were executed by the Germans.

Slide 15 – Spiritual and Cultural Resistance
The ability and decision to resist in the camps was as difficult, and even more dangerous, than in the ghettos. The SS maintained strict control over all aspects of prisoner life, but many prisoners still managed to "organize," or steal, food, and other necessities, establish secret communications, sketch scenes of daily life, keep diaries, and hold secret religious services.

Here we see a pen and ink drawing of the sleeping quarters in Terezin.

Slide 16 – Treblinka Uprising
The uprising in the Treblinka killing center was inspired by the Warsaw Ghetto Uprising, which had occurred 4 months earlier.

On August 2, 1943, about 1,000 Jewish prisoners participated in the Treblinka Uprising. Prisoners stole weapons from the camp armory but were discovered before they could take over the camp. Hundreds of prisoners stormed the main gate and attempted to escape.

Many were killed by machine gun fire. More than 300 did escape, but more than two thirds of them were eventually hunted down and killed. The prisoners managed to kill a number of camp guards during the uprising.

In this photograph one can see smoke rising from the Treblinka killing center during the August 2, 1943, prisoner uprising.

Slide 17 – Sobibór Uprising
In the summer of 1943, there was a rumor among the prisoners in the Sobibór killing center that it would soon be dismantled, and all the prisoners murdered.

A group of prisoners formed a secret committee to plan a mass escape.

The uprising began around four in the afternoon on October 14, 1943. In Camp One, prisoners invited the deputy commandant into the tailor shop to be fitted for a suit. They then killed him with an axe.

In Camp Two, prisoners asked an SS guard to try on a coat in a warehouse. They also killed him with an axe. Over the next hour, more SS personnel were killed in a similar manner.

When the prisoners gathered for roll call, the guards became alarmed and opened fire on the prisoners. Prisoners who had stolen weapons returned fire. Over 300 prisoners fled from the camp.

Many prisoners were shot during the escape or died in the minefields around the camp. At least 100 others were caught and killed during the massive manhunt conducted by the Germans after the uprising. Of the perhaps 200 escapees who were not immediately caught, only about 50 survived the war.

In the end, prisoners killed SS guards as part of the planned escape. All of the prisoners remaining in Sobibór – some of whom continued to fight with guns and axes throughout the night – were shot and the camp was closed.

This is a group photograph from August 1944, of participants in the Sobibór Death Camp Uprising.

Slide 18 – Birkenau Uprising
On October 7, 1944, prisoners revolted near Crematoria IV and II at Birkenau, after learning that they were going to be killed. These prisoners were members of the *Sonderkommando*, the special squad of prisoners who were responsible for clearing the bodies out of the gas chambers and bringing them into the crematoria.

For months, young Jewish women working as forced laborers in the munitions factory, had been smuggling small amounts of gunpowder to the camp's resistance movement.

The gunpowder was then passed to the *Sonderkommando*. Using this gunpowder, the leaders of the *Sonderkommando* rose in revolt, intent on destroying the gas chambers and crematoria and launching an uprising.

The Germans crushed the revolt. Several days later, the SS identified the four Jewish female prisoners who had been involved in supplying explosives.

Crematorium IV was set on fire and damaged beyond repair and never used again. Himmler ordered the destruction of the Auschwitz-Birkenau gas chambers and crematoria in an attempt to destroy the evidence of mass murder.

This photograph, taken after liberation in January 1945, shows one of the destroyed crematoria at Auschwitz-Birkenau.

Slide 19 – Summary – Life in Camps
In summary, life for prisoners in German camps was highly structured and very brutal.

The SS Death's Head Units ran the camps with an iron fist.

Those camps that were dedicated to killing, such as the Operation Reinhard camps of Bełżec, Sobibór, and Treblinka, as well as Chełmno and Auschwitz-Birkenau, were efficient and deadly.

While there was armed resistance in a number of camps, most attempts at rebellion and escape were unsuccessful.

Thank you for joining us today as we learned about "Life in Camps." Please continue your educational journey with us. This concludes our presentation of Lesson 6.2 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 6: The German Killers and Their Methods
Lesson 6.3: The *Einsatzgruppen*

Slide 1 – The *Einsatzgruppen*
Welcome to Lesson 6.3 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 topic "*Einsatzgruppen*." This lesson was prepared by Doug Cervi, who taught social studies and the Holocaust at Oakcrest High School in Mays Landing, New Jersey. He is the Executive Director of the New Jersey Commission on Holocaust Education, and an adjunct professor at Stockton University in New Jersey.

Slide 2 – The *Einsatzgruppen*
This presentation will look at the *Einsatzgruppen*, the mobile killing squads, and their role as part of Operation Barbarossa, the German invasion of the Soviet Union that began in June 1941.

The Germans, along with their allies and collaborators, carried out thousands of mass shooting actions in the territories they seized, and perpetrated the mass murder of Jewish men, women, and children on an unprecedented scale. These murders were part of the "Final Solution" to "The Jewish Question," the mass murder of Europe's Jews. The killings in the Soviet Union were also known as the "Holocaust by Bullets." Almost one third of the Holocaust's six million victims were murdered in mass shootings.

In this photograph, dated July 1941, a member of the Waffen-SS shoots a Jewish man sitting on the edge of a killing pit in Vinnitsa, Ukraine, while others stand around watching. In the initial months of the occupation, thousands of Jews from Vinnitsa and the surrounding areas were murdered in this way.

Slide 3 – Operation Barbarossa – June 22, 1941
Operation Barbarossa was a surprise attack against the Soviet Union launched by Nazi Germany on June 22, 1941.

In one of the largest military operations in history, the Germans and their allies massed over 3.5 million troops to overwhelm the Soviet forces using *Blitzkrieg*, or "lightning war," tactics, in the same way the Germans had when they invaded Poland and the Western European countries.

In the photograph we see German tanks before deployment on June 22, 1941. In the background is the bombing of Slutsk, Belorussia (today Belarus).

Slide 4 – Operation Barbarossa
The German military objective was to conquer the East: to destroy the Soviet Union by military force, to permanently eliminate the perceived Communist threat to Germany, and to seize territory for *Lebensraum*, or living space, for German settlement and colonization. Hitler's vision was a war of annihilation against the Jewish and Slavic peoples who lived there.

Although Germany and the Soviet Union had signed a non-aggression pact in August 1939, Germany violated that pact with its invasion.

As you can see on the map, German forces were divided into three army groups, which made four major thrusts into Soviet-controlled territories and the Soviet Union itself.

Army Group North's strategic objective was Leningrad, with the operational objectives of conquering the Baltic States and northern Belorussia.

Army Group Center was equipped with the most tanks and airpower. Its strategic objective was the destruction of the Soviet military in Belorussia, and the capture of Moscow, the Soviet capital.

Army Group South's strategic objective was the capture of Soviet Ukraine and its capital Kyiv. Divided into two sections, its objectives were the agricultural heartlands of Ukraine, the industrial Donbas region, and the oil-rich Caucasus.

Hitler expected these objectives to be achieved in less than three months. More than 3.5 million German and Axis soldiers participated in Operation Barbarossa, but it ultimately failed.

Slide 5 – The *Einsatzgruppen*
Following right behind the Wehrmacht's three army groups were four *Einsatzgruppen* divisions. These mobile killing squads would oversee the murder of about 2 million Jews in occupied Soviet Union and Eastern Europe.

Mass shooting actions were often conducted in broad daylight and in full view of local residents. The photograph shows a squad of *Einsatzgruppe* D shooting Jewish women in an open pit in Soviet Moldavia (today Moldova), on September 14, 1941.

Slide 6 – *Einsatzgruppen*
SS and police units followed the German army as it advanced deep into Soviet territory. The *Einsatzgruppen* were tasked with waging a 'war of annihilation' against Nazi Germany's declared racial and ideological enemies: Communists, Jews, Roma, and other Soviet civilians.

The *Einsatzgruppen* identified and eliminated citizens who might organize and carry out resistance to the German occupation forces, and located and targeted citizens who were considered potential threats to German rule.

There were four divisions, made up of 600 to 1,000 men each, for a total force of around 3,000 men. They were assisted by some in the local population, who either volunteered or were forced to participate. It has been said that you cannot have a genocide without collaborators.

In the photograph, a young Jewish mother and her child are being murdered near Ivanhorod, Ukraine in 1942. This is an iconic image of the Holocaust.

Slide 7 – *Einsatzgruppen* Commanders
These four commanders would be responsible for implementing the policy of murdering some 2 million Jews over a period of three years, until the Soviet army was able to repel the German forces in 1944. Two of them would be held responsible for these crimes after the war.
Otto Ohlendorf, who commanded *Einsatzgruppe* D, and Otto Rasch, commander of *Einsatzgruppe* C, were tried at the *Einsatzgruppen* Trial, conducted by the United States, from September 10, 1947, until February 12, 1948. Ohlendorf was convicted and executed on June 7, 1951. Rasch was removed from the trial on February 5, 1948, due to medical reasons. He died in custody on November 1, 1948. Arthur Nebe, after commanding *Einsatzgruppe* B, was posted back to Berlin in late 1941. He was executed after the failed attempt to kill Hitler. Franz Stahlecker, who commanded *Einsatzgruppe* A, was fatally wounded by Soviet partisans on March 22, 1942.

Slide 8 – *Einsatzgruppen* Routes, 1941
As mentioned earlier, the *Einsatzgruppen* followed the Wehrmacht into the Soviet Union. This map indicates the four main routes taken by the mobile killing squads. *Einsatzgruppen* A, B, and C were attached to Army Groups North, Center and South respectively, with *Einsatzgruppe* D attached to the 11th Army attacking Crimea.

Slide 9 – *Einsatzgruppen*
Initially, the killing was restricted to Soviet commissars and Jewish men of military age. The Commissar Order, issued by the German High Command on June 6, 1941, instructed Wehrmacht commanders to summarily execute captured Soviet political commissars, whose job was to be a liaison between the Communist Party and ordinary soldiers.

The Germans perceived commissars as enforcers of so-called "Judeo-Bolshevik ideology," the lumping together of Jews and Communists. This was in line with Nazi ideology, despite the reality that relatively few Jews were political commissars. This order deliberately flouted international law and contradicted the lie of a "clean" Wehrmacht, the idea that the Wehrmacht was not involved in mass murder.

By July of 1941, the process of mass murder would pivot from men of military age and Soviet commissars to include all Jews, no matter their age or gender. This led to the annihilation of entire Jewish communities across Eastern Europe and the Soviet Union. In addition, hundreds of thousands of Roma/Sinti and non-Jewish Soviet civilians were murdered.

Slide 10 – *Einsatzgruppen* Killing Process
The killing was a step-by-step process: all the Jewish residents of a village would be rounded up and taken to the killing sites, such as ravines or large pits which the victims were often forced to dig themselves. They were forced to undress and would then be shot, and their belongings would

be looted. The killing pits would be filled in by the local non-Jewish population to hide their neighbors' bodies.

Slide 11 – *Einsatzgruppen*
When World War II ended in May 1945, the total number of Jews killed by the *Einsatzgruppen* was not known. But based on continuing research, historians estimate that approximately 2 million Jews were murdered by the *Einsatzgruppen*. The actions of the *Einsatzgruppen* in the Soviet Union are known today as the "Holocaust by Bullets" due to the manner in which the victims were killed. This form of killing proved to be inefficient and difficult for the killers, resulting in the use of gas chambers for mass murder.

This was the beginning of the "Final Solution."

The photograph is of the ravine at Babyn Yar (Babi Yar), where the Jews of Kyiv, Ukraine were murdered on September 29-30, 1941. 33,771 Jews were murdered by the Germans, making it one of the largest mass killings during World War II.

Slide 12 – Summary – The *Einsatzgruppen*
Operation Barbarossa marked a turning point in both the history of World War II and the Holocaust. The operation would fail and ultimately result in the defeat of Nazi Germany, but not before German military and civilian occupation policies implemented by mobile killing squads resulted in the murder of some 2 million Jewish men, women, and children, as well as hundreds of thousands of Soviet prisoners of war, and civilians.

It is impossible to understand the Holocaust without recognizing the significance of the *Einsatzgruppen* massacres: these mass murders preceded the death camps and significantly influenced their development. The violence of the *Einsatzgruppen*, directed without provocation against unarmed victims, was ruthless in operation, and criminal in intent.

The nature of the *Einsatzgruppen* killings – individual, at close range, personal, and spread out over a large area – influenced the development of the much more efficient, and for the killers, much less psychologically traumatic, method of mass murder using gas chambers in fixed locations, such as concentration and death camps.

Thank you for joining us today as we learned about "The *Einsatzgruppen*." Please continue your educational journey with us. This concludes our presentation of Lesson 6.3 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 7: Collaboration and its Limits
Lesson 7.1: Collaboration During the Holocaust

Slide 1 – Collaboration During the Holocaust
Welcome to Lesson 7.1 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 "Collaboration During the Holocaust." This lesson was prepared by Maureen Carter, who teaches Holocaust Studies at Boca Raton Community High School in Boca Raton, Florida.

Slide 2 – Collaboration During the Holocaust
This photograph shows Belgian civilians and members of the resistance watching as a barber shaves the head of a woman who collaborated with the Nazis. The woman at left, another collaborator, had a swastika painted on her head after her head was shaved.

After the war, citizens of occupied countries punished collaborators in several ways. The shaving of women's heads was one way of marking and publicly humiliating someone who collaborated.

Slide 3 – Collaboration
This presentation will examine the extent to which collaboration took place during World War II and the Holocaust.

In this photograph we see Marshall Henri Philippe Pétain, head of the French collaborationist government based at Vichy, shaking hands with Adolf Hitler in June 1940.

Slide 4 – Defining Collaboration
As Peter Hayes, a Holocaust historian, has explained, "The Holocaust would not have been possible without collaboration."

Collaboration in this context means cooperating and working with an enemy occupier against one's own country.

The photograph shown on this slide is that of Vidkun Quisling, a Norwegian politician, and a dedicated Nazi, who worked to bring about and firmly establish a Nazi state in Norway.

Slide 5 – Collaboration Existed at All Levels of Society in Occupied Countries
This presentation will explore three levels of collaboration:

- National – collaboration on the part of the national government;
- Organizational – collaboration by independent organizations within a country; and
- Individual – collaboration by people acting individually on their own initiative, usually locally.

In this photograph, we see Ferenc Szálasi, the pro-German premier of Hungary who assumed control after Miklós Horthy, the leader of Hungary, resigned in October 1944. He is shaking hands with his troop commander in Budapest, the capital of Hungary. After the war Szálasi was tried by a Hungarian court and executed for war crimes and crimes against humanity committed during World War II.

Slide 6 – National Collaboration
On the level of national collaboration, we will focus on three countries:

- France;
- Hungary; and
- Norway.

What makes these examples of national collaboration? The governments of these countries took deliberate steps to collaborate with the Germans. Each of these countries had a puppet government run by Nazi sympathizers during the war. A puppet state is a region whose government is controlled in fact, if not in name, by another government.

In this photograph you see Hermann Göring, Commander in Chief of the Luftwaffe (German Air Force) being met by Minister of Defense Darlan and Marshal Pétain of the Vichy government, as he arrived for discussions with Pétain.

Slide 7 – Vichy France
Let us look at Vichy France, a model of national collaboration. The map shows the German-occupied zone of France located in the north and west and the "unoccupied" part of France, called "Vichy France," after its administrative capital in Vichy, in the south. Marshal Pétain headed this puppet state of Vichy, which was established on July 10, 1940, shortly after France signed an armistice with Germany dividing France into occupied and unoccupied zones.

Vichy France passed antisemitic laws and aided in the rounding up of Jews who were taken to transit camps in France, such as Drancy and Gurs, from which they were deported to Auschwitz-Birkenau or other killing centers in Eastern Europe. Some French Jews were able to flee to the far southeastern part of France, which was under Italian occupation, and found temporary safe haven there.

Historian Michael Marrus has noted that although "the 'Final Solution' in France was a Nazi project from beginning to end," it is unlikely that German authorities would have been successful in deporting such a large number of Jews from France without the aid and cooperation of French police and administrators.

In November 1942, German troops occupied Vichy France. Jews who had fled to the south were now again at risk.

Slide 8 – Hungary
In Hungary, anti-Jewish legislation, including the concept of *numerus clausus*, or quotas, had been initiated in the 1920s, well before the start of World War II. The Hungarian government, like many others, was known to be antisemitic.

Miklós Horthy was the Regent, or head of state, of Hungary during most of World War II. Horthy allied Hungary with Germany, primarily out of hatred for the Soviet Union, but as the war went on the Hungarian-German alliance began to cool. In October 1944, Horthy was forced out of office by Germany, and Ferenc Szálasi, the head of the ultranationalist far-right political party the Arrow Cross, became the premier. The Arrow Cross was a fascist group in Hungary that carried out the antisemitic policies of the government and was known for its brutality.

This photograph shows Robert Mandel being arrested by Hungarian police and members of the Arrow Cross.

Slide 9 – Norway
Norway is an interesting example of collaboration after Germany invaded in 1940.

When Germany invaded Norway, Vidkun Quisling, shown in this photograph meeting with Adolf Hitler, was the head of the Norwegian Nazi Party. Shortly after Germany occupied Norway, Quisling was removed from power by the Germans after he attempted to take over the government. In 1942, the Germans reinstated him, giving him the title of Prime Minister. His government willingly cooperated with the Germans and took part in the rounding up and killing of Norway's Jews.

Quisling was captured after the war and executed by a firing squad in 1945. Today, the word quisling is used in English and in Scandinavian languages, meaning a traitor or collaborator.

Slide 10 – Organizational Collaboration
The second level of collaboration was organizational; in other words, at the level of organizations within the nation. This involved certain non-governmental groups established by the Nazi regime and the respective national governments. Most of these were police or paramilitary organizations.

In this photograph we see a Jewish man presenting his documents to a member of the Polish Blue Police.

Slide 11 – Poland: The Blue Police
One such organization in Poland was The Blue Police, so called because of the color of their uniforms. This was a group established by Hans Frank, who was the Governor General of what was called the General Government, a large territorial unit created by the Germans in Poland. The Blue Police searched for Jews in hiding and would participate in killings throughout Poland.

In this photograph, we see the Polish Blue Police checking documents in Kraków, Poland.

Slide 12 – Other Countries
Other countries also had organizational collaborationist groups.

- In the Netherlands there was the Henneicke Column, a group of Dutch Nazi collaborators within the Central Office for Jewish Emigration, who searched for Jews in hiding and were paid for each person they identified.
- In Romania they were called the Iron Guard, a militant fascist organization responsible for brutal pogroms in Bucharest and Iasi.
- In Slovakia they were called the Hlinka Guard.
- In Croatia they were called the Ustaša, a fascist organization and political party. In 1941, the Ustaša came to power as a puppet government, and thus moved from the organizational to the national collaborationist role.

The photograph shows Hlinka guardsmen keeping watch over a group of Jewish refugees.

Slide 13 – Individual Collaboration
The third level of collaboration was individual; ordinary citizens also made the choice to become collaborators.

The photograph shows a French woman having her head shaved at the end of the war in retribution for her collaboration.

Slide 14 – Individual Collaboration
Individuals collaborated with the Germans in all occupied countries.

Among their motives were fear, personal or professional gain, antisemitism, and ideological sympathies with the Nazis. Collaborators were often rewarded with money, food, or other benefits.

Collaboration in these cases might involve identifying Jews in hiding to soldiers or other agents of the state; working with or for the German administration of the occupied country; serving as concentration camp guards, or participating in pogroms or killing of Jews, among other activities. Willing collaborators were fully aware of what they were doing, and after the war there was a backlash against collaboration. Many collaborators were humiliated, killed, or tried and executed.

In this photograph, the Hungarian Minister of Finance, who was tried for his role in both the destruction of the Hungarian Jews and the sacrificing of his country's interests by collaborating with Nazi Germany, is being executed in March 1946.

It is critical to remember that collaboration was an essential component of the "Final Solution." The Nazis did not, and most likely could not have, carried out the Holocaust on their own.

Slide 15 – Summary – Collaboration
Collaboration was integral to the implementation of the "Final Solution." In other words, the "Final Solution" could not have happened without collaborators, at either the individual, organizational, or national level, in Nazi-occupied countries.

Thank you for joining us today as we learned about "Collaboration During the Holocaust." Please continue your educational journey with us. This concludes our presentation of Lesson 7.1 from *How Was it Possible? A Holocaust Curriculum For and By Teachers™*. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 8: Rescuing Jews – Means and Obstacles
Lesson 8.1: Rescue During the Holocaust

Slide 1 – Rescue During the Holocaust
Welcome to Lesson 8.1 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 "Rescue During the Holocaust." This lesson was prepared by Amy McDonald, who teaches US History and Holocaust Studies at Shades Valley High School in Birmingham, Alabama, and Stanlee Stahl, Executive Vice President, The Jewish Foundation for the Righteous.

Slide 2 – Rescue During the Holocaust
Throughout the course of World War II, the circumstances of the Holocaust were dominated by antisemitism, collaboration, abandonment, fear, or simply indifference. However, there were exceptions.

This photograph is of Jewish children who found refuge in the small village of Le Chambon-sur-Lignon, France. The Protestant villagers in Le Chambon hid and protected more than 3,500 Jews during the Holocaust, many of them children.

Slide 3 – Rescue
There were thousands of individuals throughout German-occupied Europe who risked their own lives and often the lives of their family to help Jews. Rescue took many forms. It involved individuals acting alone, families, organized groups, or even entire communities.

Raoul Wallenberg, seen here, a thirty-two-year-old businessman, was sent by the Swedish government to their embassy in Budapest, Hungary in July 1944, to see how he could help Hungarian Jews. Wallenberg and his diplomatic colleagues from other countries helped save thousands of Hungarian Jews by providing protective passports known as *Schutzpass*. These protective passports stated that the holder was under the protection of the government that issued the passports.

Slide 4 – Defining Rescue
During the Holocaust, thousands of non-Jews (mainly Christians, some Muslims) risked their lives and often the lives of their families to save Jewish friends, neighbors, relatives, and strangers from certain death.

They were men and women who had both the courage to care and the courage to act.

Slide 5 – Rescue Locations
Rescue took place in every country occupied by the Germans. Poland, with the largest number of Jews, was also the site of the majority of documented rescue.

German occupation created a climate of fear and violated civil rights; Jews were humiliated, removed from participating in civil life, and eventually removed from society altogether.

Slide 6 – "Choiceless Choices"
For a Jewish person during the Holocaust their options were limited – to go into the ghetto, to try to pass as a non-Jew, or to try to escape to another country. There were no good options.

Jews relied on their collective memory of previous times when they had been persecuted and eventually the persecution ended. As long as it was possible to go on hoping they would survive, many hoped this would be the case. Unfortunately, most Jews did not survive.

Slide 7 – Who Would Try to Pass as A Non-Jew?
If you did not want to go into a ghetto and you could not escape to another country or be sheltered by a non-Jew, the other option was to try to pass as a non-Jew. However, there were many obstacles to doing this. Let us consider some of them.

Did a person have family responsibilities, making it very difficult to leave parents and other family members in order to escape into the Christian world? Would one's physical features even allow one to pass as a non-Jew? This image is a Nazi propaganda poster featuring a young German girl, who personified the Aryan look.

How assimilated into the wider national culture was the Jewish person? Could limited familiarity with the national language – or even just an accent – betray one's origins? What language did the person speak? Many Jews in Poland did not speak Polish; they spoke Yiddish.

Slide 8 – Most Jews Had to Go Into Hiding as They Could Not Pass as Christians
Jews who did not speak the language of the country, were uneducated, or had no financial resources would find it difficult to pass as a non-Jew. This suggests that most Jews had to go into hiding, and in order to go into hiding, one needed the help of a non-Jewish person.

This photograph shows religious Jews at a resort in the Tatra Mountains. Their physical appearance and manner of dress would have clearly marked them apart from most of their fellow Polish citizens.

Slide 9 – Collective Responsibility
Collective responsibility, the idea that an entire family or community would be responsible for the acts of one individual, was a terrifying reality during the Holocaust.

Non-Jews in Eastern Europe knew only too well the penalty for helping a Jewish person; in Poland, Ukraine, or in Lithuania, it meant death to the rescuer, the rescuer's family, and the Jewish person or persons being helped. Despite this principle of collective responsibility, Christians with families still saved Jews. Most rescuers were married, many had children, but they still made this decision to act.

This German notice, in both German and Polish, informs Poles that death is the penalty for helping Jews. However, for denouncing a rescuer in Poland and Ukraine, one might receive a kilo of sugar and a liter of vodka, or perhaps a pair of boots. On the other hand, the penalty for a non-Jew caught helping a Jew in Western Europe was not necessarily death. The rescuer might be arrested or sent to a concentration camp.

Slide 10
The very act of surviving the Holocaust, outside of a ghetto, a concentration camp, or being with the partisans, meant that the Jewish person received help from a non-Jew, whether it was food, papers, shelter, transportation, or not being denounced. As insignificant as an act might seem, the absence of that act more often than not could be fatal.

To hide a Jewish person in Poland and Eastern Europe was a matter of life and death.

Slide 11 – Rescuers
These are faces of heroes – Nina from Kyiv, Ukraine, Ona, and her husband from Kovno, Lithuania, Abbé René de Naurois, a Catholic priest from France, and Paulina from Poland – each risked their life to save Jews, in many instances total strangers.

Slide 12 – Who Were Rescuers?
Rescuers came from all walks of life – they could be rich or poor, young or old, well-educated or not, religious or not. They had a variety of motivations. There was no typical rescuer; they were ordinary people making extraordinary choices. Rescuers chose not to be bystanders. Each chose to become involved and to help Jews at great personal risk.

Slide 13 – Range of Rescue Activities
Helping Jews covered a range of actions.

Some rescuers helped Jews escape to safety.

Others provided shelter. Provision of shelter was essential and perhaps the most common form of help offered. Securing a hiding place that could not be detected was vital. Hiding places included false closets, earthen bunkers, and spaces under floorboards.

Rescuers obtained false documents for Jews. Germans and their collaborators would stop citizens on the street and demand to inspect these documents.

Rescuers provided food, medicine, and other essentials to Jews they were hiding.

Hiding someone could also involve more than just provision of food and shelter. For example, how do you call for a doctor for someone who can't be seen to exist, or bury someone who dies in hiding? Rescuers secretly buried Jews who died in hiding and obtained medical care for Jews who became ill while in hiding.

Slide 14 – About Rescuers
At first, each decision to help may not have seemed dramatic. Most rescuers didn't consider themselves heroic, or special. Some were helping friends, others strangers, some were even known antisemites. Remember that when a Jewish person approached a non-Jew seeking help, neither knew how long the war would last. Survival was day to day.

Slide 15 – We Should Know About…
Let us look at these photographs of rescuers.

Alexander Roslan offered to save three young boys from the Warsaw ghetto on the eve of its destruction. Two of the boys survived the war and were reunited with their father in 1947. The youngest died while in hiding.

Pastor Andre Trocmé led an enclave of French Protestants in the Haute-Loire region of France, and was part of an underground network hiding refugees, saving approximately 5,000 people, around 3,500 of whom were Jewish.

Master Sgt. Roddie Edmonds was an American soldier who was captured in the Battle of the Bulge. As the highest-ranking non-commissioned officer prisoner of war, he refused to identify the 200 Jewish soldiers in his regiment to the Germans, thus saving their lives.

Chiune Sugihara and Aristides de Sousa Mendes were diplomats. Sugihara from Japan and posted to Lithuania, and de Sousa Mendes from Portugal and posted to France. They defied the Germans and their respective governments by issuing passports and transit visas to Jews seeking to flee Europe; for their heroic acts they lost their positions and their pensions and were publicly humiliated. Their actions accounted for the rescue of more than 10,000 persecuted Jews.

Irena Sendler saved Jewish children in the Warsaw ghetto – she would go into the ghetto as a health worker and would smuggle out children, bringing them to Christian homes and convents.

Slide 16 – Difficulty of Helping
It was not easy for a non-Jewish person to save Jews; there were significant obstacles.

In what country did the rescuer live, and how harsh was the German occupation?

What was the surrounding geographic environment like; did the person live in a city or in the countryside, and was the area open farmland or heavily forested?

What were the prevailing political conditions?

What was the prevalence of antisemitism?

What was the extent of local collaboration?

Timing was also important; what was the phase of the war? Was the year 1940 or 1944? This made a difference.

There was also a moral aspect to consider. What would be the consequences for the rescuer and the rescuer's family?

Each of these was a powerful obstacle to rescuing Jews.

Slide 17 – Facts and Figures
Israel's World Holocaust Remembrance Center is called Yad Vashem and is located in Jerusalem. It is responsible for documenting the rescue of Jews by non-Jews. The official name used by Yad Vashem for those non-Jews who rescued Jews is "Righteous Among the Nations."

We will never know the actual number of rescuers. This is due to a variety of reasons. The recognition of non-Jews as Righteous Among the Nations is dependent on documentation provided to Yad Vashem primarily by Jewish Holocaust survivors. Survivors may have passed away before they could submit documentation. Jewish Holocaust survivors may not have been aware of the program or were unable to apply on behalf of their rescuer. This is especially true of survivors living in the former Soviet Union and Eastern European countries during the years of Communist rule in these countries. Additionally, most rescuers who are recognized are those where both the Jews and the rescuers survived. There are cases where either the Jews and/or the rescuers were denounced and murdered by the Germans and their collaborators.

On this slide are highlighted the countries with the greatest number of rescuers recognized by Yad Vashem, but rescue occurred in every country occupied by the Germans.

Yad Vashem recognizes individuals, not groups, but there is one exception. At the request of the Danish resistance, individual resistance members were not recognized, but rather the group as a whole. This is why the number of Danish Righteous is relatively small. Currently 22 Danes are recognized in their own right, as their specific rescue activity was not part of the Danish resistance.

Each act of rescue was different, each story is unique. The fact that it occurred is important.

Slide 18 – What the Numbers Tell us…
There are no heroes without villains. But whatever the number of heroes, there were too few. Then again, there are always too few moral heroes in history.

Jewish tradition teaches that the saving of one life is tantamount to saving the entire world. Many worlds were saved by rescuers.

Slide 19 – Rescue Offers a Legacy of Hope
Rescuers offer a legacy of hope, that everyone – anyone – can make a difference.
The critical point is that there are alternatives to being a bystander.

Rescuers serve as role models for each of us. Rescuers were the precious few.

Slide 20 – Summary – Rescue During the Holocaust
In summary, when we look at rescue, we find that:

- Rescue took place in every country occupied by the Germans.
- Poland has the largest number of recognized rescuers.
- Most Jews were unable to pass as non-Jews and had to go into hiding.
- To go into hiding required the help of a non-Jewish person.
- Rescuers came from all walks of life.
- Non-Jews in Eastern Europe who were caught helping Jews were killed; this was not necessarily the case in Western Europe.
- There were many obstacles to helping Jews.
- Rescue was rare.

The rescue of Jews by non-Jews is part of the history of the Holocaust and it is important that we learn about rescuers and rescue.

Thank you for joining us today as we learned about "Rescue During the Holocaust." Please continue your educational journey with us. This concludes our presentation of Lesson 8.1 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. On behalf of The Jewish Foundation for the Righteous, thank you.

Unit 9: Aftermath
Lesson 9.1: Liberation and Afterwards

Slide 1 – Liberation and Afterwards
Welcome to Lesson 9.1 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 topic "Liberation and Afterwards." This lesson was prepared by Doug Cervi, who taught social studies and the Holocaust at Oakcrest High School in Mays Landing, New Jersey, and is the Executive Director of the New Jersey Commission on Holocaust Education and an adjunct professor at Stockton University in New Jersey.

Slide 2 – Liberation and Afterwards
On July 23, 1944, the first concentration camp was liberated by the Soviet army and this long and deadly war was coming to an end. Unfortunately, it would take the Allies another ten months before the war in Europe ended in May 1945. The vast majority of soldiers that had fought this war had no idea that the camps even existed. While the Allied leaders knew about the camps, they could not begin to imagine the atrocities that were being perpetrated by the Germans.

This slide captures the two themes indicated in the title of this lesson, "liberation" and "afterwards." In the photograph on the left, you see inmates waving a home-made American flag as they greet U.S. Seventh Army troops on their arrival at the Allach concentration camp in Bavaria, southern Germany, in April 1945. Allach was a subcamp of Dachau.

In the photograph on the right, young mothers stroll with their babies in the Landsberg Displaced Persons camp in Germany in 1948.

Slide 3 – Liberation
In July 1944, the Soviet army liberated the first major camp at Majdanek in Poland. Majdanek was captured virtually intact. Soviet officials invited journalists to inspect what they found in the camp. As the Soviet army pushed west and the Americans, British, and Canadians moved east, they liberated many more camps, a number after the war officially ended.

Here is a photograph of Generals Dwight D. Eisenhower, George Patton, and Omar Bradley as they inspect the newly liberated Ohrdruf concentration camp, part of the Buchenwald camp network, on April 12, 1945.

Slide 4 – The End of the War
In early 1945 the Allies advanced towards Germany and the atrocities of the Nazis came to light. Hitler committed suicide to escape capture and accountability for his crimes. The Soviet army entered Berlin and World War II ended on May 8, 1945.

In the photograph, survivors in Allach, greet arriving U.S. troops on April 30, 1945.

Slide 5 – Liberation of the Camps
When Allied soldiers began the liberation of the camps, they had no idea what they would find. The smell was overpowering, as was the appearance of adult men and women who weighed as little as 68 pounds; many were covered in lice and infected with typhus. Thousands of prisoners were dead and dying.

Here we see a group of former prisoners at the Ebensee concentration camp in the Austrian Alps pose for a US Army Signal Corps photographer the day after their liberation.

Slide 6 – Liberation of the Camps
The dying would not stop at liberation despite the best efforts of Allied medical personnel because of the terrible conditions in the camps. Many of the liberated prisoners died from rapid refeeding, which can be dangerous for severely malnourished people, though this was not known at the time. Masses of people moved about Europe, many making their way to displaced persons camps.

At the end of the war, the United States, France, Britain, and the Soviet Union divided Germany into four zones of occupation.

Slide 7 – Liberation of the Camps by American Forces
The American army liberated its first concentration camp at Ohrdruf, in April of 1945. The officers and soldiers were stunned at what they saw. They found piles of dead bodies, diseased and starving prisoners, some of whom resembled walking skeletons, and the overpowering smell of death.

This photograph shows German civilians, ordered by American liberators to view what took place at Buchenwald concentration camp, less than five miles from the center of the German city of Weimar. They are looking at items made from human skin.

Slide 8 – The World Must Know – "Starvation, Cruelty and Bestiality"
General Eisenhower, appalled at what he saw, made a prophetic statement about how people in the future would say that the Holocaust did not happen. He made every American soldier in the vicinity of the camp as well as German civilians walk through the camp in order to bear witness to the reality of the Holocaust.

The photograph shows General Eisenhower's words on the walls of the US Holocaust Memorial Museum in Washington DC.

> The things I saw beggar description…
> The visual evidence and the verbal testimony of starvation, cruelty and bestiality were so overpowering… I made the visit deliberately, in order to be in a position to give first-hand evidence of these things if ever, in the future, there develops a tendency to charge these allegations to propaganda.
>
> General Dwight David Eisenhower
> Supreme Commander of the Allied Forces
> Ohrdruf Concentration Camp, April 13, 1945

Slide 9 – Allied Liberation of Nazi Camps
This timeline shows the liberation of some of the major concentration and death camps by Allied forces starting in July of 1944, with the liberation of Majdanek and continuing through Auschwitz in January 1945, Buchenwald, Bergen-Belsen, and Dachau in April 1945, and Theresienstadt, or Terezin, and Stutthof at the end of the war in May 1945.

Slide 10 – Displaced Persons (DP) Camps
At the end of World War II, there were millions of displaced persons who wanted to go home, find relatives, or emigrate to another country. This movement of millions of people required that the Allied nations address this refugee crisis. Those refugees who did not have a home to return to were called displaced persons or DPs.

The photograph is of Helen Berkowitz's United Nations DP identity card, dated February 1948. Helen was born in Dusseldorf in Germany, but as you can see, her nationality is listed as 'Poland Jew.'

Slide 11 – DP Camps
The DP camp system was developed to accommodate the approximately 250,000 displaced persons, mostly Jews, in emergency shelters after the end of the war. Many Jews did not have any family left or a place to go home to and remained in one of the many DP camps in Germany, Austria, and Italy. Some would eventually either return to their home country or emigrate to other countries around the world.

Conditions in many DP camps were very difficult. On June 22, 1945, President Truman sent Earl G. Harrison, dean of the University of Pennsylvania Law School, to Germany as his personal envoy to report on the situation of the Jewish displaced persons in Europe. Harrison was shocked by what he saw during his three-week inspection tour of the DP camps. His report condemned the way Jewish displaced persons were being treated.

One change implemented was the separation of Jews from other displaced persons. The DP camps had been organized by nationality. This forced Jews to live together with displaced Germans and Austrians, many of whom had been Nazi collaborators. Harrison understood that the situation of the Jews was unique.

More than anything, refugees desired human relationships. Most were entirely alone, having lost parents, spouses, children, and siblings during the Holocaust.

The photograph shows a celebration of a wedding in September 1946 at the Bergen-Belsen DP camp.

Slide 12 – Leaving DP Camps
Not all survivors went to DP camps; some traveled across Europe searching for family.

By the end of 1945, most Jews who were still in DP camps would eventually immigrate to the United States, Palestine (now Israel), Australia, Canada, or several South American countries.

When visas became available, children were sent to Palestine, either to relatives or children's homes. The young boy in this photograph leaving a children's home for Palestine, is Yisrael Meir Lau. He later became the chief rabbi of Israel.

Slide 13 – The End of the Camps
Authorized by the US government, the American Jewish Joint Distribution Committee focused their attention on assisting orphans and sent staff to work in the DP camps. Three years after the war, Congress authorized the immigration to the United States of 400,000 DPs, twenty percent of whom were Jewish. By the end of 1957, twelve years after the end of the war, the last DP camp in Germany closed.

Slide 14 – Nuremberg Trials
The Allied countries agreed to put on trial those responsible for the atrocities committed by the Nazi regime. They held the Nuremberg trial of 24 leading Nazis under the auspices of the International Military Tribunal. The United States military then held 12 trials, for specific groups, after the International Military Tribunal was completed.

The Nuremberg Trials were the first of their kind in history. The International Military Tribunal and the subsequent US trials were held in the Palace of Justice in Nuremberg, Germany.

In this photograph, you see the main defendants at the International Military Tribunal, the trial of war criminals at Nuremberg.

Slide 15 – International Military Tribunal (IMT)
The Nuremberg Trial conducted by the IMT opened on November 20, 1945. The indictments at the IMT would include four charges:

- Participation in a common plan or conspiracy for the accomplishment of a crime against peace;
- Planning, initiating, and waging war of aggression and other crimes against peace;

- War crimes; and
- Crimes against humanity.

The indictments used for the first time the word "genocide," although in a descriptive, not legal, sense, which had been coined only the year before by Raphael Lemkin, a Polish-Jewish lawyer. The presiding judges were American, British, French and Soviet. The photograph is of US Supreme Court Justice Robert H. Jackson, who not only played a prominent role in negotiating the Nuremberg Charter that determined the basis for the proceedings, but also served as the chief American prosecutor giving the opening and closing statements at the International Military Tribunal.

Slide 16 – Verdict Summary
The Trial ran until October 1, 1946. The verdicts, read out on September 30 and October 1, 1946, were as follows:

- 12 sentenced to death;
- 3 to life imprisonment;
- 4 to long prison terms;
- 3 found not guilty; and
- 2 did not stand trial, one due to ill health and 1 committed suicide prior to the trial.

It has been said that the most important verdicts were the three acquittals because it showed that the Allies wanted the defendants to have fair and impartial trials.

Slide 17 – Defendants and Sentences
Initially 24 defendants were to be indicted; however, twenty-one appeared in court to be held accountable for their crimes. Martin Bormann was not captured by the Allies and stood trial in absentia, Robert Ley killed himself before the trial started, and Gustav Krupp was considered too ill to stand trial. He died in 1950.

Slide 18 – Subsequent Nuremberg Trials
Following the International Military Tribunal, trials were held over a number of years to hold members of specific groups accountable for their crimes during World War II. The United States conducted this series of trials in Nuremberg, which included the Doctors Trial, the Judges Trial, and the IG Farben Trial. The list of U.S. trials is seen on this slide.

Trials for war crimes are still being held today to hold those accountable, as there is no statute of limitations for war crimes, crimes against humanity, and genocide.

Slide 19 – Summary – Liberation and Afterwards
In this lesson we have reviewed some of the events accompanying the end of World War II in Europe: the liberation of the concentration camps, the massive refugee crisis, the creation of DP

camps and their ultimate closing as survivors emigrated, and the holding of the Nuremberg Trials of Nazi war criminals. It is also important to realize that for survivors of the Holocaust, liberation did not occur in a single moment, but sometimes took years or decades, and most survivors coped with significant loss and disruption in their lives.

The Holocaust was unprecedented. This scale of murder has not been seen before or since, and hopefully will never happen again.

Slide 20 – CODA
We have come to the end. You have been presented with much information, and many facts; but facts can be dry.

Let us look at the toll in human life.

Slide 21 – Numbers Murdered
Historians have estimated that the number of Jews murdered during the Holocaust is approximately 6 million, with 1.5 million being children; two-thirds of all the Jews of Europe were murdered during the Holocaust.

As historian Peter Hayes has noted, "Three-quarters of the nearly six million victims were killed within only twenty months, from June 1941 to February 1943, and half of the total victims died within only the last eleven months of that time frame. Moreover, three-quarters of those killed lived before the war in only three countries: Poland, Lithuania, and the USSR..."

"For Jewish children sixteen or younger, the mortality rate was almost nine-tenths**."**

Slide 22 – There were Other Victims
In addition to Jewish victims, there were millions of others, non-Jewish Soviet civilians, Soviet POWs, non-Jewish Polish civilians, Roma/Sinti, Serb civilians, people with physical and mental disabilities, German political prisoners, so-called "asocials," Jehovah's Witnesses, homosexuals, black people, and many others.

Slide 23 – Roman Kent
Roman Kent, a survivor of the Łódź ghetto, Auschwitz, Gross-Rosen, and Flossenbürg concentration camps, and a death march, was president of The Jewish Foundation for the Righteous. Mr. Kent died in May 2021. We would like to share some of Mr. Kent's remarks delivered at the 70th anniversary of the liberation of Auschwitz.

> *It is strange to hear the bells ringing here, which the bells are usually a sign of peace or something in a place like this, where there was killing and murders every second of the day.*

Remember, this was the word my father frequently uttered to me during the Holocaust. We survivors cannot, dare not to forget the millions who were murdered. We do not want our past to be our children's future.

Thank you for joining us today as we learned about "Liberation and Afterwards." This concludes our presentation of Lesson 9.1 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*™. We appreciate your attention and participation in this program. On behalf of The Jewish Foundation for the Righteous, thank you.

CODA

My name is Steven Field, and I'm a member of the Board of The Jewish Foundation for the Righteous. I'd like to thank you for your time and for participating in this program.

The Holocaust was a devastating and a profoundly horrible event, in a century which had no shortage of horrible events, and studying its history is critically important. But to see it only as history, only as something that happened and was limited to several years and then ended, is not only naïve but foolhardy, not only incautious but dangerous. History is not a string of isolated events but a narrative whose themes and motifs are interrelated and recur, albeit in various forms, over the years, and to understand the Holocaust it is necessary to contextualize it, to situate it within the social, political, economic, and cultural environment of its time and the times that preceded it. Because those social, political, economic, and cultural trends don't necessarily disappear, and the capacity of the human race for marginalizing groups it considers "Other" is apparently limitless.

Thus this series of lessons is not just about the timeline, and the numbers, and the mechanics of the attempt to murder the Jews of Europe. It is about the conditions which provided a fertile environment for that murder to occur: the long history of European antisemitism, the social philosophy which divided people into races and then ranked those races, the way economic devastation produces social upheaval, and the manner in which a scientifically and culturally advanced Western European nation with a well-functioning democratic political system could be co-opted into participating in mass murder on an industrial scale. The history of the Third Reich is a cautionary tale and a nightmare.

In the same way that we seek to understand tragic historical events in context, we believe that only by understanding how things happened can we hope to prevent them from happening again. The Holocaust is in the past, but its preconditions, the fertile soil from which it sprang – antisemitism and racism, nationalism, authoritarianism, and intolerance of those who are different – those things have not disappeared, and in many cases are currently on the rise. Antisemitic incidents have increased across the nation and around the world, and the torchlight march by white supremacists and antisemites which took place in Charlottesville, Virginia in 2017 looked a lot like Nuremberg in 1935. One can only hope that showing where these trends can lead –where they have led in the past – will heighten awareness of the danger for the present and the future. The ability to defuse that danger lies with all of us. Past need not be prologue—but as it has often been said, "Those who cannot remember the past are condemned to repeat it." This series of lessons is the JFR's attempt to help students remember that past.

Again, on behalf of The Jewish Foundation for the Righteous, thank you for your participation.