

ONE HUMAN SPIRIT



“Don’t hate anybody...look what happened from the hatred. Because somebody has a different religion or different race, you shouldn’t look at that, you should look for the human being inside.”

-Holocaust survivor Shari Braun

Teacher’s Manual

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ONE HUMAN SPIRIT **TEACHER'S MANUAL**

Grades: Recommended for grades 9 – 12

The program may also be appropriate for 8th grade students at the teacher's discretion.

Viewing Time: 23 minutes

Introduction

Textbooks may convey the dates of historical events and facts about them, but a much deeper comprehension of that same history can be gained when conventional lessons are coupled with the inherent power of primary source materials. By integrating visual history testimony into the classroom, teachers introduce their students to real life stories that engage, inspire critical thinking, foster empathy, challenge, and educate.

In order to preserve the first-hand accounts of people who experienced one of the darkest periods in history, Survivors of the Shoah Visual History Foundation interviewed nearly 52,000 Holocaust survivors and witnesses in 56 countries and 32 languages. The testimonies contain descriptions of life before, during, and after the war. They illuminate not only details about historical events, but the nuances and personal perspectives of history that are rarely included when studying history. For example, when studying the history of the Holocaust, one learns that the Nazi government in Germany expanded racial campaigns in the 1930s against “non-Aryans.” We learn that a systematic genocide was put into effect, as the “Final Solution to the Jewish Question,” resulting in the deaths of six million Jews. But how did discriminatory Nazi propaganda affect daily life, not only for European Jews, but for other targeted groups, like the Sinti-Roma (“Gypsies”), Jehovah’s Witnesses, and homosexuals? How did individuals and communities react on a daily basis to the state-sponsored discrimination inflicted upon their neighbors by the Nazis and their collaborators? How does this period in recent history affect us today? These are only some of the important undercurrents that can be tapped in the testimonies of survivors and witnesses of the Holocaust.

The testimony segments in this 23-minute program program, *One Human Spirit*, are from the Shoah Foundation’s archive. The program was created to make this unique visual history more accessible for students. It provides students with a more complete picture of history, as they see the faces and hear the voices of people who experienced the atrocities of the Holocaust and survived to tell their stories. This teacher’s manual offers suggested activities that encourage students to respond to this material, and to recognize connections between people from various cultures and backgrounds.

Links to Curriculum Standards

Language Arts:

This program aligns with the following standards from Mid-continent Research for Education and Learning (McREL) (www.mcrel.org)

- **Standard 4:** Gathers and uses information for research purposes
- **Standard 9:** Uses viewing skills and strategies to understand and interpret visual media

World History:

This program aligns with the following standards from Mid-continent Research for Education and Learning (McREL) (www.mcrel.org)

- **Standard 41:** Understands the causes and global consequences of World War II; Understands the Holocaust and its impact on Jewish culture and European society

Social Studies:

This program aligns with thematic strands from the National Council for Social Studies (NCSS) (www.socialstudies.org/standards/2.1.html)

- **Strand 1:** Explores the nature of culture and cultural diversity
- **Strand 2:** Understands the ways human beings view themselves in and over time
- **Strand 3:** Applies geographic concepts in order to understand people, places and environments
- **Strand 4:** Analyzes how individuals relate to others; Studies individual development and identity
- **Strand 5:** Recognizes how institutions change over time, promote social conformity and influence culture, and the interactions among individuals, groups, and institutions
- **Strand 6:** Studies various systems to understand how people create and change structures of power, authority, and governance
- **Strand 9:** Investigates global connections and interdependence
- **Strand 10:** Identifies the ideals, principles, and practices of citizenship in a democratic republic

Summary of Program

In this program, students are introduced to the critical topics of discrimination and prejudice within the historic context of the Holocaust. *One Human Spirit* provides information and insight to students through an invaluable primary source – the first-hand testimonies of twenty-five people who experienced and witnessed the events of the Holocaust and lived to tell what happened.

The people featured in the program discuss their life experiences before, during, and after World War II in their own words, and explain how everyday life was darkened by discrimination and hatred. Among the events the survivors describe are: life in Europe before the war, the November Pogrom (“Kristallnacht,” or the “Night of Broken Glass”), memories of state-sponsored discrimination, and eyewitness accounts of the ghettos, concentration camps, and death camps. The program concludes with thoughts about rebuilding life after the war, as well as reflections on survival, humanity, and the future. For reference, a transcript is included at the end of this manual.

This manual provides suggested lessons and activities that enable students to make important connections between this period in history and the world today. Students will address what it means to be a bystander, and what it means to take responsibility. They will learn about some of the events of the Holocaust, and place these events in the context of a survivor’s personal experience. Students will be introduced to vocabulary terms that are not only associated with the Holocaust, but with important themes in tolerance and character education. As a result, they will develop a new understanding about identity, empathy, and the ways that even the smallest human interaction can affect a society.

Punctuated with thought-provoking quotes from political leaders, historical figures and poets, the testimonies in *One Human Spirit* cover a broad range of themes that can align with a variety of subjects including history, social studies, language arts, and literature, as well as tolerance, anti-bias, and multicultural education.

Instructional Notes

Teaching about the Holocaust can feel like a daunting task. It not only requires knowledge about history, but also calls on teachers to deal with disturbing subject matter and, at times, controversial subjects. For this reason, we suggest that teachers preview the program, review the procedures and activities outlined in this manual, and scan the accompanying Blackline Master documents and worksheets, in order to become familiar with the content before presenting the program. Even so, students may pose challenging questions, sometimes ones with no answers, illustrating how inquiry itself is a crucial stepping stone in the learning process. If teachers are uncertain about how to respond to a difficult question, it is acceptable to respond honestly by saying, “I don’t know,” and encourage students to continue to seek answers and learn through research, primary and secondary source materials, and their own evaluative and analytical skills. Also important to note is that some students may have emotional reactions to the material, and

that teachers might want to allow time for debriefing and discussion, according to the needs of the students.

This manual offers a four-day suggested lesson plan that can be easily adapted to fit varied curricular needs and time constraints. While the activities do flow into one another, they can be used individually, as well. The lessons provided encourage critical thinking, personal expression, and extended learning. They aspire to evoke students' curiosity about the events of the Holocaust, explore the personal choices they make every day, and analyze how an individual's actions and responsibilities can contribute to a just society.

This manual offers a pre-test (see **Blackline Master # 1 - Pre-Test**) to assess prior knowledge of the subject matter. Although it is not possible to assess true changes in attitudes and behaviors in a short period of time, teachers can assess both knowledge attained and students' development of critical thinking skills. The activities included in each lesson also play an important role in the assessment process. A post-test, designed to help you gauge students' comprehension of the objectives for this program, is also included in the manual (see **Blackline Master # 9 - Post-Test**).

Student/Audience Preparation

This program is designed to bring a personal perspective to the study of the Holocaust, and to help teachers relate the topic to contemporary events, as well as issues of diversity and tolerance in the world today. Introduce students to the subject matter of World War II and the Holocaust prior to watching the program. Resource information for teachers is included in this manual. A separate document entitled **Blackline Master - Resources for Students** is also included in this manual, and may be photocopied and distributed to students for their additional research and reading. The attached lessons include introductory, as well as post-viewing, exercises and discussions.

Student Objectives

By viewing the program and participating in the lessons and activities, students should achieve the following objectives:

- Develop a deeper understanding of the events of the Holocaust (1933-1945) from the perspective of people who experienced this period in history.
- Engage in the study of culture and cultural diversity – people, places and environments – through the study of visual history.
- Compare and contrast parallel incidents experienced by people from different cultures and in different time periods.
- Learn vocabulary terms associated with the Holocaust, and with anti-bias education.
- Understand the importance of empathy by studying the concept of identity, and by drawing parallels between the discrimination during the Holocaust to other incidents of prejudice, intolerance, and bigotry around the world and throughout history.

- Think critically about moral choices, interactions, and responsibility, and about the role of the individual in a community and in society.
- Interpret information presented in the format of visual media and written statements.
- Analyze the medium of visual history as a primary source.
- Conduct research and gather information to satisfy writing assignments.
- Engage in journal writing and creative writing activities.

Pre-Test

Before beginning any of the lessons or activities with this program, teachers might wish to distribute **Blackline Master #1 - Pre-Test** to determine students' the level of knowledge prior to implementation of the program.

Explain that students are not expected to get all answers correct. Remind students that the questions in this pre-test represent key concepts on which they should focus while watching the program.

Lessons

There are four lessons included in this manual:

1. Introduction to Primary Source Materials
2. Defining Terms and Analyzing a Quote
3. Identity – A Journaling Activity
4. Historical Context / Holocaust Timeline Activity

Together, they include the following:

- Introductory Activities and Exercises
- Post-Viewing Activities and Exercises
- Homework Assignments
- Extension Activities

Lesson # 1: Introduction to Primary Sources - Comparative Quotes

Objectives:

- Students will learn the difference between primary and secondary sources, and will be introduced to primary source material.
- Students will interpret two sources and write responses.
- Students will understand the personal impact of discrimination and will develop empathy.
- Students will learn key vocabulary terms related to the Holocaust and anti-bias education.

Materials Required:

- **Blackline Master #2 - *The November Pogrom - The Night of Broken Glass***
- **Blackline Master #3 - *Quote by Renee Herskowitz***
- **Blackline Master #4 - *Vocabulary Terms***

Please note: This lesson works well with additional readings, poems, or essays (either primary or secondary sources) that also examine the deep impression made by a personal experience with racism related to a historical event or era. One suggestion is “Incident,” a poem written by an African-American poet, Countee Cullen, about his experiences in Baltimore in the 1920s. It can be found in the book *Color*, by Countee Cullen, which is available through bookstores and online retailers.

Time:

- 45 minutes

Procedures:

1. Introductory Discussion about Primary and Secondary Sources (Allow 15 minutes)

Begin with a discussion about primary and secondary source materials. Use some or all of the following questions to facilitate the discussion:

- In what ways do you think primary sources are different from secondary sources?
- What are some examples of primary source materials?
- What are some examples of secondary source materials?
- How do primary and secondary source materials work together to help us understand history?

2. Comparative Quotations (Allow 30 minutes)

- a. Distribute **Blackline Master #2 – *The November Pogrom – The Night of Broken Glass*** to half the class. To the other half of the class, distribute **Blackline Master #3 - *Quote by Renee Herskowitz***.
- b. Ask students to read their handouts silently.
- c. Divide the class into pairs, each pair consisting of one student who read - ***The November Pogrom – The Night of Broken Glass***, and one student who read ***Quote by Renee Herskowitz***.
- d. Ask students to discuss what they read with their partners, and try to identify which handout is a primary source and which is a secondary source.
- e. Working in pairs, ask students to answer the following questions in writing:
 - What do you think is the approximate age of the speaker in each reading?
 - How was Renee H. identified by others? How did she identify herself?
 - In what ways were the two readings similar to one another? List as many answers as possible.
 - In what ways were the two readings different from one another? List as many answers as possible.
 - What are some of the labels that you and your peers apply to other people at school, or in your community? How might these labels be harmful? Are there instances in which these labels are harmless? Explain.
- f. Bring the class back into a whole group and facilitate a discussion, using one or more of the following questions:
 - § Which handout is a primary source?
 - § What indicates that it is a primary source?
 - § What does “transcribed” mean?
 - § Which handout is a secondary source?
 - § Why do you think that it is a secondary source?
 - § How did you answer the question about labels that you and your peers apply to other people at school, or in your community? Are there instances in which these labels are harmless?
- g. If there is time, ask students to work independently to write a short, reflective essay, using the following “critical lens” as a thesis statement:

Oftentimes, there is a contrast between the way in which I identify myself, and the labels imposed upon me by others.

Students may write the essay in their personal voice, or they may try to capture the voice of a famous person or character.

3. Homework Assignment – Defining Terms

- a. Distribute **Blackline Master #4 - Vocabulary Terms**
- b. For homework, students should fill in definitions for the terms with which they are familiar. If the student is not familiar with a term, he/she may leave it blank.

Please note: The vocabulary worksheets (**Blackline Master #4 - Vocabulary Terms**) will continue to be used in the lessons that follow.

Lesson # 2 : Defining Terms and Analyzing a Quote

Objectives:

- Students will engage in critical thinking about individual choices and responsibilities, both in class discussion and in writing.
- Students will formulate opinions and think through all sides of these opinions.
- Students will define “bystander” and address the concept of what it means to be a bystander.
- Students will engage in a “debate-type” discussion.
- Students will continue to learn vocabulary terms related to the subject matter.
- Students will interpret and write about the visual history testimonies, using vocabulary terms.

Materials Required:

- **Blackline Master #4 - Vocabulary Terms** (completed as described in the homework assignment in Lesson 1)
- *One Human Spirit* video or the entire program file downloaded from unitedstreaming™
- VCR and television/monitor or computer with projection device
- Chalkboard and chalk (alternatively, you can write the quotation on an index card or sheet of paper and distribute)

Time:

- 45 minutes

Procedures:

1. Analyzing and Debating a Statement (Allow approximately 25 minutes)

- a. Before class, write the following quote on the blackboard:

**“The world is too dangerous to live in –
not because of the people who do evil,
but because of the people who sit and let it happen.”**

– Albert Einstein

- b. Instruct students to make two lists – one of arguments that support the quote, and one of arguments that refute it. Students can cite examples from current events or from their own personal experiences.
- c. Write the following word on the board: **bystander**.
- d. Ask for a definition of this word. Have students volunteer to share their definition of this term with the class.

- e. Facilitate a discussion using one or more of the following prompts:
 - Share a time when you needed help and received it from an acquaintance or stranger. How did you feel?
 - Share a time when you needed help and a person chose not to help you. How did you feel?
 - Describe what you would do if someone you knew was in a difficult or dangerous situation. If it is difficult to imagine what you would do, explain why.
- f. Elicit from the class how the word, “bystander” relates to the quote by Albert Einstein.
- g. Draw students’ attention back to the support/refute lists. Encourage a “debate-type” discussion, with students sharing items from their support/refute list with the class, so that both sides of the argument are explored.

2. **Introduction to the Program** (Allow five minutes)

Tell the class that they will be watching a program in which they will hear first-hand testimonies from survivors of the Holocaust.

Explain that the Holocaust was the state-sponsored, or government-sanctioned, persecution of Jews by the Nazis and their collaborators which began in 1933. From 1939 – 1945, the persecution escalated into the systematic mass murder of Jews and other targeted groups throughout Europe.

The survivors in the program immigrated to the United States; therefore, they speak in English, which is not their native language. They describe not only about what happened to them during and after the war, but also talk about who they were before the war, and what happened when that identity was stripped away.

3. **Viewing Part I of *One Human Spirit*** (Allow 12 minutes)

- a. Before starting the program, students should have **Blackline Master #4 - Vocabulary Terms** in front of them. Tell them that they will be viewing the first part of the program. As they listen, they should try to fill in as many of the definitions that they had left blank.

Please Note: The vocabulary terms on the worksheet are listed in the order in which they appear. The first page and half of the second page of **Vocabulary Terms** are discussed in the first part of the program. Teachers might want to share this with their students.

- b. Show the first 12 minutes (approximately) of *One Human Spirit*. Stop the program after the quotation by Elie Wiesel. (See **Transcript of Program**)

4. **Facilitated Discussion** (Allow 10 minutes)

Explain that the class just viewed half of the program. Follow the viewing with a brief discussion, taking into consideration the emotional tenor of the program.

Use one or more of the following questions to facilitate the discussion:

- What are your thoughts about the program you just watched?
- What did you learn from the survivors' testimonies that you did not know before?
- What information did you learn that you could only understand from hearing a personal testimony?

Refer the students back to the **Blackline Master #4 - Vocabulary Terms** and instruct them to read the definitions for pogrom and ghetto. Ask students:

- § Do you remember the survivors' descriptions of their experiences with these terms?
- § What do you remember about their descriptions?

5. **Homework Assignment:**

This assignment asks students to connect the terms they learned to the experiences they heard in the program.

- a. Instruct students to review **Blackline Master #4 - Vocabulary Terms**
- b. Identify three vocabulary terms from the list. (Be sure to use words that were addressed in the first half of the program.) For each assigned term, students should address the following questions in writing:
 - How did the survivor use or discuss this term in the program?
 - Think of an event that recently took place in your neighborhood or town which parallels some of the descriptions in the survivors' testimonies. This current event can be personal, political, or social. Write a page expressing your opinion about how these events are connected.

Lesson # 3 : Identity - A Journaling Activity

Objectives:

- Students will examine the concept of “identity.”
- Students will draw connections between themselves and the survivors in the program *One Human Spirit*.
- Students will express themselves through journal writing and creative writing.

Materials Required:

- **Blackline Master #5 - Journaling Yourself**
- *One Human Spirit* video or the entire program file downloaded from unitedstreaming™
- VCR and television/monitor or computer with projection device
- **Blackline Master #6 - Journaling the Survivors**
- **Blackline Master #7 - Connect the Quotes**

Time:

- 45 minutes

Procedures:

1. **Journaling Activity – Part One** (Allow 10 minutes)
 - a. Distribute one copy of **Blackline Master #5 - Journaling Yourself** to each student.
 - b. Instruct students to complete the statements on the worksheet. Let the students know ahead of time if you will be collecting this assignment.
2. **View the remainder of *One Human Spirit*** (allow approximately 11 minutes)

Again, instruct students to review **Blackline Master #4 - Vocabulary Terms**, completing definitions for any terms previously left blank as they watch the program.
3. **Brief Discussion** (Allow 5-10 minutes)

Facilitate a brief discussion, using some or all of the following questions:

- § What are your thoughts and reactions to the program?
- § What impacted you the most?

- § How did the individual “identities” of those who experienced the Holocaust change during the Holocaust?
- § What questions do you have?
- § What are some ways you may seek answers to your questions?
- § If you could speak to the survivors, what would you say?

4. **Journaling Activity – Part Two** (Allow 10 minutes)

- a. Distribute a second copy of **Blackline Master #6 - Journaling the Survivors** to each student.
- b. Instruct students to complete the statements on these worksheets again; however, this time, using the voices of the survivors. They should not limit their responses to the voice of one survivor, but should feel free to draw upon all they remember about all the stories in the program.
- c. Encourage students to compare the responses they wrote in their own voices, with the responses they wrote using the collective voices of the survivors. What are the similarities? What are the differences?

5. **Match-Ups** (Allow 10 minutes)

- a. Distribute **Blackline Master #7 - Connect the Quotes** to each student.
- b. Instruct students to read the quotes, and match the quotes with the vocabulary terms that best express the experience described.

6. **Homework Assignment**

- a. Students should complete **Blackline Master #4 - Vocabulary Terms**.
- b. Ask students to write a letter introducing themselves to an imaginary pen pal from another culture and/or historical era. What details about their identities would they choose to include?

Lesson # 4: Historical Context / Timeline

Objectives:

- Students will review key dates and events from the Holocaust and World War II.
- Students will place the experiences of individual survivors within the context of a timeline of events.
- Students will research and prepare presentations about historical events from the *Holocaust Timeline Activity*.

Materials:

- **Blackline Master #8 - *Holocaust Timeline Activity***

Time:

- 90 minutes (two class periods)

Procedures:

1. **Timeline Activity** (Allow 25 minutes)
 - a. Distribute **Blackline Master #8 - *Holocaust Timeline Activity***.
 - b. Instruct students to read the quotations from *One Human Spirit* that are listed on the first page of the *Holocaust Timeline Activity*, and to ask themselves, "To what year was the speaker referring in each quote?" Students should then read the timeline on the second page of the handout. Students should place the quotes in their historical context by filling in the blank spaces on the timeline with the number of the correlating quote.
 - c. If needed, allow students to consult sources as they work, such as textbooks, websites, and any other materials that are available.
2. **Research** (Allow 20 minutes)
 - a. Divide students into eight groups.
 - b. Assign each group a quotation from the first page of the *Holocaust Timeline Activity* and ask them to conduct further research on the event referenced in the quote.
 - c. Instruct each group to present their research in a five-minute, visual presentation. Students are encouraged to be creative. Allow class time for the groups to discuss the content and organization of the presentation.

3. **Homework Assignment**

Students should finish researching and preparing their class presentations for homework. They should also write a page about the event they researched.

4. **In-Class Presentations** (Allow 45 minutes)

Allot each group five minutes to present their information to the class. Allow 45 minutes and stay on schedule so that each of the eight groups will have an opportunity to present.

Post-Test

The *Post-Test* helps to determine the students' level of knowledge after viewing the program and completing the lessons. The results of this assessment can be compared to the results of the *Pre-Test* to determine the change in student comprehension before and after participation with this product.

After completing the lessons and activities with this program, teachers may distribute **Blackline Master #9 – *Post-Test*** to students and ask them to complete it. Depending on the students and the activities implemented by the teacher, some teachers may want to permit students to refer to their worksheets (*Vocabulary Terms*, *Connect the Quotes to Terms*, and *Holocaust Timeline Activity*) in completing the *Post-Test*.

Extension/Enrichment/Follow-Up Activities:

Current Events Activities:

1. Choose one vocabulary term from **Blackline Master #4 - Vocabulary Terms**. For one week, find and clip newspaper and magazine articles, advertisements, or other media, that use the term. What might the widespread use of this term indicate about society today? Write a paper to explain.
2. Write a research report about a current example of bias, prejudice, or resistance to bias or prejudice, using newspapers, news magazines, and television news broadcasts for your research. How does the current example of bias, prejudice or resistance compare to bias, prejudice or resistance in history? Report on your findings.
3. For one week, cut out newspaper articles that reference the subject of the Holocaust. Why do you think that an event that occurred almost 70 years ago is still referenced so often in contemporary periodicals? Write a paper detailing your findings.

Art Activities:

1. Respond to one or more of the vocabulary terms from **Blackline Master #4 - Vocabulary Terms** by creating a presentation using art, multi-media, and other creative elements.
2. Create a collage based on one of the quotations by political leaders, historical figures and poets that can be found on **Blackline Master #12 - Quotations Used in One Human Spirit**.

Language Arts Activities:

1. Write a poem focusing on one vocabulary term from the **Blackline Master #4 - Vocabulary Terms** or write a journal entry using at least ten of the terms.
2. Read a biography about someone who was involved in organized resistance against oppression, and write a book report. Explore the “ordinary” life of the individual. Some possible subjects are Martin Luther King, Jr., Cesar Chavez, Frederick Douglass, Nelson Mandela, Larry Kramer, Mahatma Gandhi, and Benjamin Franklin.
3. Analyze the quotation, “Live well. It is the greatest revenge.” Write a one-page reflective essay about how this quotation relates to the program.
4. Artists have responded to oppression and injustice in many ways. Explore various artistic responses to injustice. What art and music was created during the Holocaust, the Harlem Renaissance, or the early settling of America?

Research and Writing Activities:

1. Examine the American Jim Crow Laws of the late 19th and early 20th centuries and the Nuremberg Laws instituted by the Nazis in 1935. What are the commonalities, differences, and philosophies behind these laws?
2. Research the Yellow Star. What was the Nazi political strategy for the Yellow Star?
3. What parallels do you see between the testimonies of Holocaust survivors and other historical or current events? Some historical or current events you might consider are African-American slavery, sexism, homophobia, racism, ageism, the Armenian genocide, the Rwandan genocide, “ethnic cleansing” in the former Yugoslavia, the Cambodian “Killing Fields,” etc.
4. The Nazis were able to garner support from many citizens throughout Europe by using propaganda in which they depicted Jews with negative stereotypes. What is propaganda? How did the Nazis use it? Why did people believe this propaganda?
5. Think of a time when you witnessed name-calling based on ethnic or religious bias, or other types of derogatory comments or jokes. What are the risks involved in standing up against such behavior or injustice? What parallels come to mind from the survivors’ descriptions of their experiences? Write a paper that addresses these questions and that also includes the following:
 - a) The complexity and power of an individual’s actions and inactions, exploring the concept of “taking a stand.”
 - b) The topics of rights and responsibilities.
 - c) The roles of perpetrators and rescuers during the Holocaust, citing examples of each.
6. Choose one of the following two topics: (1.) Resistance during the Holocaust or (2.) Rescuers and Aid Providers during the Holocaust. Research an individual who exemplifies your topic.

Then, using the quote by Albert Einstein (found on **Blackline Master #12 – *Quotations Used in One Human Spirit***) as a thesis statement, write a report about the person you researched addressing the following questions:

- a) What choices did this person make?
- b) What factors influenced his/her choices?
- c) What actions did he/she take?
- d) What risks were involved?
- e) What was the outcome?
- f) How can you work to bring about change (resistance) or help those who experience discrimination (providing aid)?

7. Research one historical example of resistance, either during the Holocaust (e.g., Warsaw Ghetto Uprising, Treblinka revolt, Jewish partisans, etc.) or during another era (e.g., the Boston Tea Party or the non-violent movements led by Mahatma Gandhi, Martin Luther King, Jr., or other example of your choice). Write about the formation of the movement, its cause and effects, and the part that resistance (active or passive) may have played in causing shifts in the movement.
8. Research Albert Einstein and write a brief biography. Include his life in Europe, his immigration to the US, and his connections to WWII.
9. What does the word “survivor” mean? Research a teenage survivor of the Holocaust or other event (a survivor of cancer, terrorism, war, etc.). Complete **Blackline Master #4 - Journaling Yourself** from his/her perspective.

Answer Keys

Blackline Master #1 – Pre-Test

1. What is a primary source? What is a secondary source? Give examples.

A primary source is a document, artifact, or testimonial from a person who experienced or witnessed an event or era first-hand. Examples of primary sources are oral or visual histories, testimonies, birth certificates, letters, autobiographies, journals or diaries, tools, furniture, photographs, speeches, manuscripts, videos, etc.

A secondary source is a second-hand description of an event or era that is derived from a primary source. Examples of secondary sources are biographies, textbooks, and re-telling of stories.

They are different in that a primary source originates in the history, and a secondary source is a step removed – it was developed after the event already took place and is derived from a primary source.

2. What are oral and visual history?

Oral and visual history are first-person accounts given by an individual who describes his/her personal experiences in an audio or video recording. By hearing or seeing a personal description of historic events, we learn the nuances and personal perspectives of those events. Oral and visual history may answer questions such as: How did the events translate into people's daily lives? How did individuals and communities react to these events?

3. Describe what “identity” means to you.

Identity comprises all of the things that make up who you are, what is important to you, and how you see yourself. This may include your interests, likes and dislikes, your job, roles in your family, heritage, culture, nationality, religion, hobbies, characteristics, and people/things with which you associate. (Responses should address some of these items.)

4. How do people use labels? In what ways might labels sometimes be harmful in interactions with others?

Labels are descriptive or identifying words or phrases. They might be harmful in interactions with others when assumptions are made about individuals or groups of people, and those people are labeled based on those assumptions.

5. Define these terms, as they relate to the Holocaust:

- a. stereotype – *During the Holocaust, many people judged Jews based on pre-conceived notions about what they thought of Jews as a group*
- b. Yellow Star – *During the Holocaust, Jews were forced to wear Yellow Stars as a means of identification and distinction from non-Jews.*
- c. discrimination – *During the Holocaust, Jews and other groups were treated poorly, based on their ethnic affiliation or sexual orientation.*

- d. pogrom - *A pogrom is a mob attack, either approved or condoned by authorities, against people and property of a racial, religious, or national minority.*

6. When did the Holocaust take place?

1933-1945

7. What was the November Pogrom?

The November Pogrom was also called “Kristallnacht.” This was a mob attack incited by the Nazi party, which took place in November, 1938, in Germany (which by that time included Austria and parts of Czechoslovakia). Over the course of two days, dozens of Jews were killed, approximately 1,400 synagogues were burned, and thousands of Jewish-owned home, businesses, and other properties were destroyed.









Answer Key

Blackline Master #4 – Vocabulary Terms

Bystander	<i>A person who is present during an event or incident, but is not participating.</i>
Discrimination	<i>The act of denying a person or group of people fair treatment based on categories such as class, gender, appearance, age, religion, beliefs, or ethnicity, rather than by his or her individual characteristics. During the Nazi regime, Germany encouraged the majority German population to discriminate against Jews and other minority groups.</i>
Humanity	<i>Humanity refers to all the emotions, behaviors, and actions that relate to the human race, as a whole.</i>
Identity	<i>A person’s identity comprises all of the things that are important to him/her, including such things as: interests, likes and dislikes, heritage, talents, personality, characteristics, roles in family and society, associations, and personality, among many other individual factors.</i>
Prejudice	<i>An opinion made without adequate basis, usually based on a preconceived notion.</i>
Race	<i>A group of people united or classified together on the basis of common history, nationality, genetics, physical characteristics, or geographic distribution.</i>
Rejection	<i>The state of having been rebuffed, or thrown out, after being deemed unsatisfactory.</i>
Responsibility	<i>The quality or state of being accountable, being able to choose right from wrong, and fulfilling one’s obligations.</i>
Survivor	<i>One who remains alive against the odds.</i>
Stereotype	<i>A pre-conceived, well-known notion that many people have about a person or group of people.</i>

Answer Key

Blackline Master #7 – Connect the Quotes to Terms

<p>H. Discrimination</p>	 <p>1. <i>“They put me in the last row of the class because I was Jewish.” - Sigi H.</i></p>
<p>C. Pogrom</p>	 <p>2. <i>“In the morning -- all of a sudden, we went out to school and we saw smoke and fire.... They broke the windows... and they took out the merchandise...and they started burning the synagogues.” - Sigi H.</i></p>
<p>E. Anti-Jewish Legislation / The Nuremberg Laws</p>	 <p>3. <i>“Racial laws almost immediately took effect. We were ordered to wear the yellow armbands, which later turned into the Yellow Star.” - Mel M.</i></p>
<p>G. Concentration Camp / Auschwitz</p>	 <p>4. <i>“And then I saw this big sign ‘Arbeit Macht Frei’ – work makes free. And the interesting thing, the first thing I saw there was ‘entrance.’ I never saw a sign that said ‘exit.’ ” - Silvia G.</i></p>
<p>F. Loss of Identity</p>	 <p>5. <i>“They pressed a number into my left arm.... you felt so undignified... I felt I was nobody anymore.” - Hellmuth S.</i></p>
<p>D. Liberation</p>	 <p>6. <i>“And one day we went to sleep, and the next morning we got up. And there was no wake up call. And we went up and there were no Germans around. And it was a beautiful day: May 8, 1945.” - Erika J.</i></p>
<p>A. Responsibility</p>	 <p>7. <i>“You must always be involved. Don’t ignore it by thinking, ‘Well, this is the other guy.’ ” - Mollie S.</i></p>
<p>B. Humanity</p>	 <p>8. <i>“And because somebody has a different religion or a different race, you shouldn’t look at that. You should look for the person, the human being, what is inside.” - Shari B.</i></p>

Answer Key

Blackline Master #8 – Timeline Activity

YEAR	QUOTATION
1933	<p>2. <i>“Hitler came to power, and started first with the Communists - started trouble - then started with the Jews.”</i> - Sigi H., Holocaust survivor</p> <p>4. <i>“They burned books. Standing on the street, burned them. As a child I said, ‘Books? From what we learn from? What’s happening?’ Mad.”</i> - Hellmuth S., Holocaust survivor</p>
1938	<p>7. <i>“In the morning all of a sudden we went out to school and we saw smoke and fire They broke the windows and they took out the merchandise... and they started burning synagogues.”</i> - Sigi H., Holocaust survivor</p>
1939	<p>3. <i>“The German entered in the morning on September 1st...and started to enter Poland.”</i> - Sigfried H., Holocaust survivor</p>
1940	<p>1. <i>“We were told, “We’re going to move into the Warsaw Ghetto.”</i> - Sol L., Holocaust survivor</p> <p>6. <i>“And I remember my mother waking us up and being in tears and said, ‘The Germans entered Holland and we’re at war.’”</i> - Emilie S., Holocaust survivor</p>
1942	<p>8. <i>“They are building a camp in a town called Oswiecim - Auschwitz...we have the feeling that something is built there that will help them execute Jews in large amounts.”</i> - Gottfried B., Holocaust survivor</p>
1945	<p>5. <i>“There our troops found sights, sounds, and stenches horrible beyond belief, cruelties so enormous as to be incomprehensible to the normal mind”.</i> - Col. William W. Quinn, 7th Army, on the liberation of Dachau</p>

Answer Key

Blackline Master #9 – Post Test

- 1. Give two examples of primary sources and two examples of secondary sources.**
Examples of primary sources are oral or visual histories, testimonies, birth certificates, letters, autobiographies, journals or diaries, tools, furniture, photographs, speeches, manuscripts, videos, etc.

Some examples of secondary sources are biographies, textbooks, or the re-telling of a story.
- 2. In their testimonies, Holocaust survivors often describe:**
*f) a and c
(life before World War II and their personal experiences during World War II)*
- 3. A pogrom is:**
c) a mob attack
- 4. What does visual history teach us about events in history?**
Visual history teaches us the nuances and personal perspectives of people who experienced or witnessed events in history that you might not read about in a textbook summary of an event. It may include such things as daily life, conversations between family members and friends, the reactions of individuals and communities to an event.
- 5. Give an example of how labels affected the identities of the survivors in the program, *One Human Spirit*.**
When Renee H. was a little girl walking to school, a group of children taunted her, calling her “Sau-Jude” - dirty Jew. This was a traumatic incident for her because she realized that she was not respected as an individual in her society simply because she was a Jew. When Hellmuth S. received a tattoo with a number on his arm, he felt embarrassed and felt his identity was taken away.
- 6. Describe four ways in which the survivors in the program, *One Human Spirit*, describe being dehumanized by the Nazis.**
One survivor (Sigi H.) describes how he had to sit in the back of the class because he was Jewish; one survivor (Renee H.) describes how she was called “Sau-Jude” - dirty Jew; one survivor (Mel M.) describes how he had to wear a yellow armband; one survivor (Fred J.) describes how Jews were not allowed to be doctors or have government jobs; one survivor (Si F.) describes how the Germans announced they needed two thousand young, college educated men to do research, and then shot them; (see transcript for more examples).

7. What was Auschwitz-Birkenau?

Auschwitz-Birkenau was a concentration camp and the largest death camp built by the Nazis. It was near the Polish town, Oswiecim. More than a million people were killed in Auschwitz-Birkenau, at least 90% of them Jews.

8. What was the “Final Solution”?

The Nazis’ code phrase for their effort to murder every Jewish man, woman, and child in Europe. It was meant to solve their so-called “Jewish Question.”

9. What is a bystander? How does this term relate to this program?

A bystander is a person who witnesses an event or occurrence and does not get involved. In the Holocaust, some people risked their own safety to help another human being, while others stood by. Teachers may want to offer extra credit to students who mention Elie Wiesel’s quote featured in One Human Spirit.

10. In a paragraph (6- 10 sentences), describe some of the risks involved in not helping another person in a difficult or dangerous situation.

The response should address such concepts as empathy for another person, responsibility, rights of a citizen, speaking out against discrimination, standing up for what is right, caring about humanity, and preventing future atrocities. Teachers may want to offer extra credit to students who mention Elie Wiesel’s quote or the word “bystander” in their response.

RESOURCES FOR EDUCATORS

Books:

Berenbaum, M. (1993). *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum*. Boston, MA: Little, Brown & Company.

Michael Berenbaum, noted historian and former project director of the United States Holocaust Memorial Museum, draws on its extensive eyewitness, artifact and photograph collections to tell the story of the perpetrators, bystanders, rescuers, and above all, the victims, before, during and after the Holocaust.

Gilbert, M. (1999). *The Holocaust: Maps and Photographs*. London, England: Holocaust Education Trust.

This documentary resource includes 23 maps and 59 photographs and captions that can be used to augment other curriculum materials.

Gutman, Israel (Editor in Chief). (1990). *Encyclopedia of the Holocaust, Volumes 1-4*. New York, NY: MacMillan Library Reference.

This four volume, two-book set is a detailed resource covering every aspect of the history of the Holocaust.

Hilberg, Raul. (1985). *The Destruction of the European Jews, Revised edition, Volumes 1-3*. New York.

This book provides the historical foundations and minute details about the Holocaust.

Shawn, K. (1994). *End of Innocence: Anne Frank and the Holocaust*. New York, NY: Anti-Defamation League.

This curriculum guide helps students understand the events that shaped Anne Frank's life and the war the Nazis waged against the Jews of Europe. Included in the guide are 23 additional readings on such topics as the Nazi boycott of Jewish shops, the life of American Jews in 1938, the children of Auschwitz and the rescue of Jews by gentiles.

Yahil, Leni (1990). *The Holocaust: The Fate of European Jewry, 1932-1945 (Studies in Jewish History)* New York, NY. American Philological Association.

This book won the Shazar Prize for Jewish history (Israel's equivalent of the Pulitzer Prize), and is a comprehensive and understandable account of the Holocaust. Yahil traces the Nazis' rise to power, and examines why Europe's Jews were unprepared, and therefore overcome by persecution and hatred.

Websites:

www.adl.org - The Anti-Defamation League

The site provides information and educational resources from the ADL, an organization that has been combating anti-Semitism and bigotry of all kinds, worldwide, for over 88 years.

www.holocaustchronicle.org – *The Holocaust Chronicle*

This website contains 800 pages and more than 1,800 images also found in the hard cover book of the same name.

www.museumoftolerance.com/mot/index.cfm - The Museum of Tolerance/Simon Wiesenthal Center

This site includes a Multi-media Learning Center on the Holocaust and World War II, with over 3,000 text files and thousands of photos.

www.remember.org - The Cybrary of the Holocaust

The Cybrary uses art, discussion groups, photos, poems, and facts to educate about the Holocaust.

www.ushmm.org – United State Holocaust Memorial Museum

The site provides many online exhibits. The Holocaust Resource Center provides resource material on a number of topics related to the Holocaust.

www.vhf.org – Survivors of the Shoah Visual History Foundation

Learn more about the educational products and work of this organization that has collected nearly 52,000 videotaped testimonies of Holocaust survivors and witnesses in 56 countries and in 32 languages.

www.yad-vashem.org.il/collections/index/html - Yad Vashem

The site includes the collection of archival materials and publications about the Holocaust that can be found at Yad Vashem, The Holocaust Martyrs' and Heroes' Remembrance Authority.

Transcript of Program

Please note that this program was not “scripted.” The testimony segments of the Holocaust survivors in *One Human Spirit* are from the full-length testimonies recorded by the Shoah Foundation and preserved in its archive.

One Human Spirit

Text On-Screen:

*When I recall my childhood,
I feel like I'm having a dream.
How does the little house look,
Which used to sparkle with lights?
Does the little tree grow which I
planted long ago?*

-From Yiddish Song: *Belz Mayn Shtetele Beltz*

Sigi H.:

We had happy life and as children, my parents were good to us. We -- we had a good life. My mother was a housewife. My dad was a traveling salesperson-man. And was a good provider, we -- I cannot complain as a child. We had a pretty good life.

Fred B.:

We went to school. Came home, made homework. Had to practice the violin, had to-- We were lucky, you see. We had the season change. We have rain and snow. So what is the kid to do? You cannot play outside like in California. You stayed at home, what should you do? You read the book and that was a blessing.

Emilie S.:

Sundays were family days. We spent the whole day, we would go biking, a hundred kilometers, whatever. Picnic. It was -- it was a very happy childhood, a very good childhood.

Sol L.:

The farmers used to bring the products to sell, and people used to put up stands to sell suits, shoes all necessities for people's everyday life.

Text On-Screen:

“The Jews are undoubtedly a race, but they are not human.” -Adolf Hitler

Sigi H.:

It started in 1933. Hitler came to power, and started first with the Communists -- started trouble - then started with the Jews. And I felt already in school -- when I went to school, they put me in the last row of the class because I was Jewish.

Renee H.:

I was walking to school and a group of teenagers, maybe 18 years old, two girls and a boy, were across the street and saw me going to school. And they knew it was a Jewish school, and I was six years old at the time. They just crossed the street over to me and one of them hit me very hard across the face, and called me, "*Sau-Jude*" - dirty Jew. And that was really the first time I thought of myself as a Jew per say. And I mean I must have known I was Jewish as a child, but it didn't mean anything. I was a Jew; I was a girl. This incident was kind of traumatic.

Text On-Screen:

"I am convinced myself that there is no more evil thing in this present world than race prejudice, none at all." -H. G. Wells

Sigi H.:

In the morning all -- all of a sudden, we went out to school and we saw smoke and fire, and the temples -- we -- in Berlin, they started like a *pogrom*. They started breaking the windows. And there were a lot of Jewish stores. They broke the windows from the stores and they took out the merchandise. They brought big, big picket signs, "Don't buy from the Jews", and they started burning the synagogues.

Hellmuth S.:

They burned books. Standing on the street, burned them. As a child I said, "Books? From what we learn from? What's happening?" Mad.

Renee F.:

We were sort of slowly systematically reduced to second-class citizens. But, for a while we were still free, we were still in our homes.

Sigfried H.:

The Germans entered in the morning September 1st, crossed the border without declaring the war, and started to enter Poland. But the night before, they bombarded all Polish airports. For this reason, not one Polish airplane could go up and fight the Germans.

Emilie S.:

And I remember my mother waking us up and being in tears and said, "The Germans have entered Holland and we're at war."

Sol L.:

It took them only a few days to come to our city. First, the city was bombed. Then both the flour mills were taken out, and my uncle got killed in the first flour mill. His name was Ishmael Shultz. And then they bombed the city at random just to make chaos, you know. And then they came in -- the first thing they did is take out twelve Jews that belonged to the city government -- and the elder -- they shot him in the middle the market place. This was the first taste of the German brutality.

Mel M.:

Racial laws almost immediately took effect. We were ordered to wear first yellow armbands which later turn into Yellow Star.

Fred J.:

Jews cannot work as doctors. Jews cannot work as -- you know, even those doctor who took care of only Jews. Jews -- everybody -- had office job. You know, government job is out.

Renee H.:

They would drag especially old Jewish people with beards and make them kneel on the floor and scrub the streets, and then kick them and laugh.

Claire W.:

We couldn't go out too much on the street because they beat up the Jews all the time, especially from the Hebrew school.

Henry R.:

When this happened I felt a great deal of rejection, and I can remember saying and thinking to myself, "Why was I born Jewish?"

Text On-Screen:

"The best political weapon is the weapon of terror. Cruelty commands respect. Men may hate us. But, we don't ask for their love; only for their fear." -Heinrich Himmler, Nazi Commander

Si F.:

The Germans announced that they needed two thousand young men. And they needed them with college educations, preferably fluent in two out of three languages - Russian, Lithuanian, and German. And that these people would be given a chance to do easy work research at universities and so on. And it sounded absolutely marvelous. So anybody who had any *protektsia* -- any pull -- tried to get in those two thousand. And the day came, and they marched out the best and the brightest we had. And they took them to a place called the Ninth Fort, which was a place about ten miles outside the city -- an old World War I Russian fortress. And this is where they were killing people. They were bringing in people there from Lithuania, but also from Germany and France, and from all over the place. And it wasn't anything sophisticated, just machine guns and bulldozers and so on. So they killed the two thousand. They were never seen again.

Sol L.:

In the meantime, the Warsaw Ghetto was formed and they started pulling people from all over. And we were told, "We're going to move to the Warsaw Ghetto." This was beginning of 1940.

Si F.:

They announced "All the gold and silver, valuables and furs and radios, watches, clocks" - all that - "had to be delivered within seventy-two hours." And they apparently felt they were not getting enough. So they decided to show us they were serious about it. And what they did was they sent armed patrols to every corner house on every street. And out of every corner house, they took two men at random, shot them, and just let them lie there. And we happened to live on

a corner at that time. So they came to our house, they took out my grandfather, and one of my uncles, and we heard shots. And we came out and there were the two dead bodies.

Text On-Screen:

“The world is too dangerous to live in- not because of the people who do evil but because of the people who sit and let it happen.” -Albert Einstein

Gottfried B.:

They are building a camp in a small town called Oswiecim – Auschwitz. And they built some -- we have the feeling something is built there that will help them to execute Jews in large amounts. I cannot tell if they talked about the gas chamber, but they talked about preparation for mass execution.

Fred J.:

They told us we going to working camp and we gonna work and when the war is over, everybody goes home, and that is it. So my poor father says, “Look, they not going to kill ourselves because we are Jews. We are not criminals, we are not even political -- you know, we are not -- that we are Communist or Socialist, whatever. We are just normal people who work hard all their lives. They are not going to kill us, he assured me. I asked him what will happen. He said, “Don’t worry, we all going to work. The war is going to be over soon, we’re going to come home.”

Andrew M.:

I don’t know how many people it was there, but we were packed in like herrings, practically. Just, I mean, it was just suffocating. Hot, smelly, they -- you had your bathroom right there, and you did not go out. They never opened the doors. If somebody was screaming that somebody died or something, they still did not open the doors.

Hellmuth S.:

Then suddenly, after three days and three nights, the door opened up, you know. “*Raus!*” Four o’clock in the morning Birkenau, the ramp. “*Raus! So schnell wie möglich raus!*” At that moment you thought -- we thought we were in hell.

Renee F.:

Thousands of people were pouring out of this train. The train had no end. I could not see the end of it. And there was tremendous chaos -- children looking for parents. And mothers calling their children’s names. It was impossible to find -- to find anybody.

Silvia G.:

And then I saw this big sign “*Arbeit Macht Frei*” – work makes free. And the interesting thing the first thing I saw was there was “entrance.” I never saw a sign that said “exit.”

Text On-Screen:

“There were no longer any questions of wealth, of social distinction, and importance, only people all condemned to the same fate.” -Elie Wiesel

Renee F.:

I remember my sister and I hugging each other for a little body warmth, we were freezing. And then at midnight, they took us into this barrack where they shaved our heads, our bodies. They sprayed us with DDT, the pesticide. And then we walked to a door where two prisoners greeted us. One gave us a recycled dress which we put on our naked bodies. And another prisoner had a bucket of yellow paint and a brush about four inches wide, and painted a yellow streak from the top of our shaved head down to our back. This was the identification of being a Jewish prisoner.

Hellmuth S.:

They pressed a number into my left arm. This whole side is not anywhere in the world, this whole side is here Birkenau. But at that moment, when you get that pressed into you, your dignity -- you know, what is this, like animal? You felt so undignified. You felt so unpractical you -- at that moment you felt -- I felt I was nobody anymore. Because they said to us afterwards, "Now this is -- when asked your name, this is your number."

Renee F.:

I asked this *Kapo*, "When are we going to be reunited with our parents?" And she pointed to one of the chimneys of the crematorium, which I did not even see until then. And it was then that I noticed these four brick chimneys bellowing fire and soot. She said, "You see this chimney?" I said yes. She says, "There go your parents, and when you go through the chimneys, you will be reunited."

Andrew M.:

I mean, I smelled in my life bad smells, at times. Cow manure or what ever, it was bad smell. This was the worst smell that I ever smelled in my whole life.

Nathan F.:

Before you went to sleep, they use to dig holes outside. You wake up in the morning; the holes were filled up. They used to kill people at night. They used to take them out, and for nothing. You see, a lot of people -- a lot of people -- I was young so I could take it. But a lot of people were older, they was in the camps -- you couldn't walk to work -- so you couldn't walk to work, so they don't need you. They shot you for nothing.

Andrew M.:

I saw sadism -- cruelty from Germans and anyone that had a higher rank. Whether it was a prisoner himself -- but he had to show to the Germans that 'I am doing what you might want me to do' and so on. I saw a lot of cruelty. I never thought that people can handle people -- other people -- like that with such cruelty.

Shony B.:

As I was ready to go and shove this cart toward the crematorium. I hear a voice saying, "Oh, please give me water. Oh, please give me water." And I look around and see who -- who-- Where it came from? Who said that? And the man -- I noticed him -- well, this is the man I just picked up. I went to the *Kapo* and said, "*Herr Kapo*" -- Mr. *Kapo* -- "This man I just picked up and put him on the cart, he is not dead at all. In fact, if we would -- he is asking for water. And if we would give him water and a little food, he could survive, and he could come to himself.

And he would be very useful because he could go to work.” So when we arrived to the crematorium, this *Kapo* made me -- forced me to be the one who shoves this man into the oven, and burn him. And I had to comply with his wishes or I would be in it. I have never lived that through. To these days, sometimes I wake up during the night, screaming, and I’m seeing -- seeing this man and hearing his cry. And I had to burn him.

Sarah S.:

From the fire it goes, in your head every time... “*Shma Yisrael*, God where are you? Where is the promises? Why? I am a religious man, I believe in you.” And this, you know, you never forget in your life.

Text On-Screen:

“There, our troops found sights, sounds, and stenches horrible beyond belief, cruelties so enormous as to be incomprehensible to the normal mind.”

-Col. William W. Quinn, 7th U.S. Army, On the liberation of Dachau

Adolf D.:

I laid down between the dead people. And I stayed there for two and half days between the dead people. That was the last two and a half days before we were liberated by the English. That’s why I survived. If I would not have done this, probably two days later, they would have pulled me into that pile of dead people.

Ericka J.:

The Germans asked us to start digging our graves. And they told us, “You dirty Jews you are not going to escape, we going to shoot you before we leave.” And so we dug our graves, and every day we weren’t sure when would be our last day. And one day we went to sleep, and the next morning we got up. And there was no wake up call. And we went up and there were no Germans around. And it was a beautiful day, May 8th, 1945.

Mike P.:

This was the end of it. So I was home free, with nobody, and I had to start a new life.

Nathan F.:

There was a few, few boys like me who was healthy and we took revenge. We used to knock the hell out of them. He called us “*Juden Schlagen*” - Jewish people are killing us. I say, “You kill us too.” Yeah, I take revenge a little bit, for them. I used to tell them, “This is for my mother; this is for my father; this is for my sister and brother.” I used to give them the business.

Text On-Screen:

“For two thousand years we have waited for our deliverance. Now that it is here it is so great and wonderful that it surpasses words...” -Golda Meir

Mike P.:

I decided I wanted to be a soldier in Israel. This was something so important to us survivors of the camps that we didn’t want to wait. We wanted to have this tomorrow. People that -- we lost

everything. This was the most important thing that I was able to think about it. That I be in my own country. I'll be a soldier -- I'll be -- I'll be somebody strong.

Mel M.:

I often wonder why it was necessary for me to have survived? And when cruelty -- you speak of cruelty that way, you sometimes -- you will even refer to, you know, your Almighty, to God, and ask him why did he have to be so cruel and leave me here?

Andrew M.:

I have guilty feelings. Why did I remain alive and not one of my brothers, or not my younger brother, the one immediately younger? He was a handsome guy; they all were hovering around him all the time.

Stanley G.:

Like I say, I survived the only one from my family, the only one. My wife is the only survivor from the whole family. Our kids have don't have no aunts, no uncles, no cousins, no cousins, no nothing. So, you know, what we think about it sometimes. We get together, we reminisce.

Text On-Screen:

"The structure of world peace cannot be the work of one man, or one party, or one nation...it must be a peace which rests on the cooperative effort of the whole world." -

Franklin Delano Roosevelt

Mollie S.:

You must always be involved. Don't ignore it by thinking, "Well this is the other guy, and I cannot be involved." I would say you have to be involved because if not, God forbid, the same thing can happen again. No matter how wonderful the country it only -- you only need a couple of people that start spreading rumors and the whole darn thing can come tumbling worse than an earth quake.

Shari B.:

Don't hate anybody. Just, just don't hate anybody because look what happened from the hatred. And because somebody has a different religion or a different race, you shouldn't look at that. You should look for the person, the human being, what is inside. And if somebody is a good human being, that is what you have to look.

Andrew M.:

There has got to be a reason why God left you alive, so I -- and the reason is -- I showed you picture of my family. That is my reason for -- I am glad that I remained alive. I found a wife, and I still can't believe that I have my own two children whom I love, I mean I know other people love their kids, but I am being accused in the family, "I have never seen a crazier father than you are," and I think they're right

BLACKLINE MASTERS

The following Blackline Masters correspond to specific lesson plan activities:

- **Blackline Master #1 – *Pre-Test***
- **Blackline Master #2 – *The November Pogrom –The Night of Broken Glass***
- **Blackline Master #3 – *Quote by Renee Herskowitz***
- **Blackline Master #4 – *Vocabulary Terms***
- **Blackline Master #5 – *Journaling Yourself***
- **Blackline Master #6 – *Journaling the Survivors***
- **Blackline Master #7 – *Connect the Quotes***
- **Blackline Master #8 – *Holocaust Timeline Activity***
- **Blackline Master #9 – *Post-Test***

In addition, there are three additional documents that you may want to distribute to the class. They are as follows:

- **Blackline Master #10 – *Holocaust Timeline***
A list of event years and descriptions, which provides context to the program. This should be distributed to each student prior to watching the program.
- **Blackline Master #11 – *Resources for Students***
A list of resources including books and websites with brief descriptions of each.
- **Blackline Mater #12 – *Quotations Used in One Human Spirit***
A list of the quotations by political leaders, historical figures and poets that appear in the program. There is an extension activity listed that calls for using this sheet. The following pages contain the Blackline Masters associated with the lesson.



Pre-Test

1. What is a primary source? What is a secondary source? Give examples.

2. What is oral and visual history?

3. Describe what “identity” means to you.

4. How do people use labels? In what ways might labels sometimes be harmful in interactions with others?

5. Define these terms, as they relate to the Holocaust:
 - b. stereotype
 - c. Yellow Star
 - d. discrimination
 - e. pogrom

6. During what years did the Holocaust take place?

7. What was the *November Pogrom*?



The November Pogrom – The Night of Broken Glass

On November 9th and 10th in 1938, the Nazi party incited mobs to riot against Jews in Germany (which by that time included Austria and parts of Czechoslovakia). During these riots, many properties owned by Jews were burned, including synagogues, homes, and businesses. The windows of shops owned by Jews were shattered, and merchandise was looted. Sigi, a young Jewish boy living in Berlin at the time, woke up in the morning and started walking to school. On his way, he saw smoke and fire. In his testimony, Sigi describes the chaos of the day, and the anger of the rioters against the Jews. He recalls, “They brought big, big picket signs, ‘Don’t buy from the Jews.’”

Bibliography

Sigi H., 1994, Interview by Survivors of the Shoah Visual History Foundation, Los Angeles, CA, United States, 8 November, Tape Number 232



Quote by Renee Herskowitz

“I was walking to school and a group of teenagers, maybe 18 years old, two girls and a boy, were across the street and saw me going to school. And they knew it was a Jewish school, and I was six years old at the time. They just crossed the street over to me and one of them hit me very hard across the face, and called me, “*Sau-Jude*” - dirty Jew. And that was really the first time I thought of myself as a Jew *per se*. And I mean I must have known I was Jewish as a child, but it didn’t mean anything. I was a Jew; I was a girl. This incident was kind of traumatic.”

Transcribed from the testimony of Renee Herskowitz , Holocaust survivor

VOCABULARY TERMS

Anti-Jewish Legislation, The Nuremberg Laws	Hitler and the Nazi party viewed Jews as a “race”, not as a religious group. The Nazi government of Germany created laws that severely restricted the rights and privileges of Jews. The first major anti-Jewish legislation, known as the Nuremberg Laws, was passed in 1935. Among other things, these laws prohibited Jews from marrying a person who was not Jewish. These led to further laws that forced the Jews to wear badges identifying them as Jews, and made it increasingly difficult for Jewish people to make a living, access their bank accounts, and to get food and medicine. When the German Army invaded and occupied much of Europe, the Nazis applied these laws to the Jewish populations of the conquered nations.
Auschwitz-Birkenau	Auschwitz-Birkenau was a concentration camp and the largest death camp built by the Nazis, to efficiently imprison and murder Jews and other victims. Birkenau was a section of the Nazi concentration camp Auschwitz, located in German-occupied Poland near the town of Oswiecim. More than a million people were killed in Auschwitz-Birkenau, at least 90% of them Jews.
Bystander	
Citizenship	Citizenship is a relationship between an individual and a state in which an individual owes allegiance to that state and in turn is entitled to its protection. Citizenship implies the status of freedom with accompanying responsibilities. Citizens have certain rights, duties, and responsibilities that are denied or only partially extended to aliens and other non-citizens residing in the state.
Concentration Camps	Concentration camps are facilities where people are confined because of their identities, behavior, or beliefs. Most Nazi concentration camps served as centers for forced labor and mass murder of civilian populations. Some, like Auschwitz, also functioned as death camps.
Death Camps	Nazi facilities in which prisoners were killed and their bodies burned or buried in mass graves. Some, like Auschwitz-Birkenau, also served as holding facilities for prisoners en route to slave labor assignments.
Deportation	Deportation is the process of expelling an individual or group from a country or region. The Nazis deported Jews and other minority populations to ghettos, concentration camps, labor camps, and death camps.
Discrimination	
“Final Solution”	The Nazis’ code phrase for their effort to murder every Jewish man, woman, and child in Europe. It was meant to solve their so-called “Jewish Question.”
Ghettos	During World War II, sections of towns that the German authorities used to concentrate, exploit, and starve regional Jewish populations. For the Germans, the ghetto was a holding facility, pending the “Final Solution.” For the Jews, living conditions were increasingly miserable and the duration of their stay was unknown.
Hitler, Adolf	(1889-1945) Adolf Hitler was the leader of the Nazi Party, and the “ <i>Führer</i> ” (leader) of Germany. While in power, he implemented his theories of Aryan superiority. During his rule, a plan for the “Final Solution” was conceived and put into practice.
Holocaust	The term, Holocaust, refers to the state-sponsored, or government-sanctioned persecution of Jews by the Nazis and their collaborators which began in 1933. From 1939 – 1945, the persecution escalated into the systematic mass murder of Jews and other targeted groups throughout Europe.
Humanity	

Identity	
Liberation	When speaking of war, liberation refers to the process of an army driving conquerors out of an occupied territory. In the last years of World War II, as the German forces retreated, the advancing US, British, Soviet, and other Allied armies gradually liberated cities, towns, and whole countries from German rule. Along the way, Allied forces also liberated Nazi concentration camps, labor camps, death camps, and prisoners on death marches. Holocaust survivors and citizens of occupied Europe use the word "liberation" to refer to the moment they were freed from German control.
Nazi Party	A German political party that advocated conquest and German racial superiority. Under its leader, Adolf Hitler, it ruled Germany from 1933 to 1945.
Pogrom	A pogrom is a mob attack, either approved or condoned by authorities, against the persons and property of a religious, racial, or national minority. The November Pogrom, also known as the "Night of Broken Glass" (" <i>Kristallnacht</i> " in German), began on the night of November 9, 1938, when the Nazi party incited widespread public riots against the Jews of Germany (which by that time included Austria and parts of Czechoslovakia). In just two days of brutality, citizens and paramilitary troops killed dozens of Jews, burned and attacked approximately 1,400 synagogues, and destroyed thousands of Jewish-owned businesses, homes, and other properties.
Prejudice	
Race	
Rejection	
Responsibility	
Stereotype	
Survivor	
Warsaw Ghetto	The Warsaw Ghetto, formed in Poland in 1940, was the largest of the ghettos in both area and population. On April 19, 1943, German troops and police entered the ghetto to deport its inhabitants to death camps. A revolt ensued, known as the Warsaw Ghetto Uprising. This was the most famous attempt by Jews to resist the Germans in armed fighting. The uprising ended on May 16, 1943.
World War II	World War II was an armed conflict from 1939 to 1945 between the Allied powers (including Great Britain, the United States, and the Soviet Union), and the Axis powers (led by Germany, Italy and Japan). The war began after the German invasion of Poland on September 1, 1939, which provoked Great Britain and France to declare war on Germany. The conflict arose from tensions that were rooted in the harsh peace treaties after World War I, in the territorial ambitions of the European powers and Japan, and in Adolf Hitler's desire to establish German dominance over Europe. From 1939 to 1941, the Axis powers succeeded in conquering most of Europe and much of Asia. However, the German invasion of the Soviet Union, and the Japanese surprise attack on the U.S. Navy at Pearl Harbor, brought the Soviet Union and the United States into the war in 1941. Beginning in 1942, the Allies pushed back Axis armies in Africa, Italy, eastern Europe, and France, and regained Asian and Pacific territory they had lost to the Japanese. Following Hitler's suicide in April, 1945, Germany surrendered to the Allies. Japan surrendered less than four months later, after the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. By its conclusion in 1945, World War II claimed the lives of 15 million soldiers and nearly 35 million civilians, including the victims of the German campaign of mass murder known as the Holocaust.
Yellow Star	The Nazi government of Germany and its collaborators forced Jews to wear an armband or patch on their clothing, known as the Yellow Star, Jewish Star, or Jewish Badge, to identify

them and distinguish them from non-Jews.

SURVIVORS OF THE
SHOAH
VISUAL HISTORY FOUNDATION
JOURNALING YOURSELF

I am _____

I love _____

My neighborhood is _____

I feel strongly about _____

On weekends, I like to _____

My friends and I enjoy _____

I believe _____

I hope to _____

I dislike _____

My family is _____

My first memory is _____

One thing I will always remember is _____

I think people are _____

I would describe myself as _____

I want my children to know _____



JOURNALING the SURVIVORS

I am a Holocaust survivor _____

I love _____

My neighborhood is _____

I feel strongly _____

On weekends, I like to _____

My friends and I enjoy _____

I believe _____

I hope to _____

I dislike _____

My family is _____

My first memory is _____

One thing I will always remember is _____

I think people are _____

I would describe myself as _____

I want my children to know _____

Connect the Quotes to Terms

Instructions: Each quote in the left-hand column below, relates to a vocabulary term in the right-hand column. Connect each vocabulary term to a quote, by marking the space with the appropriate letter.

	<p>1. <i>“They put me in the last row of the class because I was Jewish.” - Sigi H.</i></p>	
	<p>2. <i>“In the morning -- all of a sudden, we went out to school and we saw smoke and fire.... They broke the windows... and they took out the merchandise...and they started burning the synagogues.” - Sigi H.</i></p>	<p>A. Responsibility</p>
	<p>3. <i>“Racial laws almost immediately took effect. We were ordered to wear the yellow armbands, which later turned into the Yellow Star.” - Mel M.</i></p>	<p>B. Humanity</p>
	<p>4. <i>“And then I saw this big sign Arbeit Macht Frei – work makes free. And the interesting thing, the first thing I saw there was ‘entrance.’ I never saw a sign that said ‘exit.’” - Silvia G.</i></p>	<p>C. Pogrom</p>
	<p>5. <i>“They pressed a number into my left arm.... you felt so undignified... I felt I was nobody anymore.” - Hellmuth S.</i></p>	<p>D. Liberation</p>
	<p>6. <i>“And one day we went to sleep, and the next morning we got up. And there was no wake up call. And we went up and there were no Germans around. And it was a beautiful day, May 8, 1945.” - Erika J.</i></p>	<p>E. Anti-Jewish Legislation/ The Nuremberg Laws</p>
	<p>7. <i>“You must always be involved. Don’t ignore it by thinking, ‘Well, this is the other guy.’ “ - Mollie S.</i></p>	<p>F. Loss of Identity</p>
	<p>8. <i>“And because somebody has a different religion or a different race, you shouldn’t look at that. You should look for the person, the human being, what is inside.” - Shari B.</i></p>	<p>G. Concentration Camp / Auschwitz</p>
		<p>H. Discrimination</p>

Holocaust Timeline Activity

Instructions: The quotes below relate to a date and historic event in the timeline attached. Place each quote in its historic context by filling in the empty boxes on the timeline with the number that corresponds to the quote.

Page 1

1 *"We were told, "We're going to move into the Warsaw Ghetto."*

- Sol L., Holocaust survivor

2 *"Hitler came to power, and started first with the Communists - started trouble - then started with the Jews."*

- Sigi H., Holocaust survivor

3 *"The Germans entered in the morning on September 1st...and started to enter Poland."*

- Sigfried H., Holocaust survivor

4 *"They burned books. Standing on the street, burned them. As a child I said, 'Books? From what we learn from? What's happening?' Mad."*

- Hellmuth S., Holocaust survivor

5 *"There our troops found sights, sounds, and stenches horrible beyond belief, cruelties so enormous as to be incomprehensible to the normal mind".*

- Col. William W. Quinn, 7th Army, on the liberation of Dachau

6 *"And I remember my mother waking us up and being in tears and said, 'The Germans entered Holland and we're at war.'"*

- Emilie S., Holocaust survivor

7 *"In the morning all of a sudden we went out to school and we saw smoke and fire They broke the windows and they took out the merchandise... and they started burning synagogues."*

- Sigi H., Holocaust survivor

8 *"They are building a camp in a town called Oswiecim - Auschwitz...we have the feeling that something is built there that will help them execute Jews in large amounts."*

- Gottfried B., Holocaust survivor

Holocaust Timeline Activity

Name: _____

- Adolf Hitler is appointed chancellor of Germany and begins dismantling Germany's democratic system.

- Nazis institute a general, one-day boycott of all Jewish shops and businesses.

- Books by Jews and opponents of Nazism are publicly burned.

- *What quotes on the previous page refer to this year?*

- Nazi government passes antisemitic Nuremberg "Race Laws."

- Buchenwald concentration camp opens.

- German troops seize Czechoslovakia.

- World War II begins when Germans invade Poland; England and France declare war on Germany.

- *What quote on the previous page refers to this year?*

- The first death camp, Chelmno, in Poland, begins operation.

- Japanese attack Pearl Harbor; United States declares war on Japan, Germany, and Italy.

- United Nations War Crimes Commission is established.

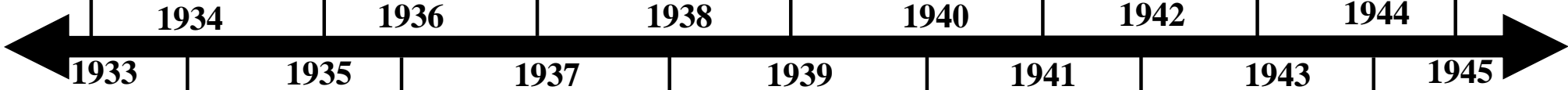
- By January, an estimated 1.1 million people have been killed at Auschwitz.

- U.S., British, and Russian troops liberate concentration camps.

- By the end of the war, 11 million people, 6 million of whom were Jewish, had been killed.

- From Oct. 1945 to Oct. 1946, the International Military Tribunal tries 22 leading German officials for war crimes.

- *What quote on the previous page refers to this year?*



- Hitler becomes "Führer" (leader) of Germany and Commander-in-Chief of the armed forces.

- The Olympic Games are held in Berlin.

- German troops enter Austria.

- On November 9 and 10, the Nazi government incites mobs to riot against Jews, loot Jewish businesses and burn synagogues. This event is known as "Kristallnacht" (the "Night of Broken Glass").

- *What quote on the previous page refers to this year?*

- Germany invades Denmark, Norway, France, Belgium, Holland, and Luxembourg.

- Germany, Italy, and Japan sign Tripartite (Axis) Pact.

- The Germans establish the Warsaw Ghetto.

- Hungary, Romania, and Slovakia become Nazi Allies.

- *What quotes on the previous page refer to this year?*

- The Wannsee conference is held to discuss the "Final Solution to the Jewish Question."

- Five death camps begin operation in Poland.

- The Jewish resistance organization is established in the Warsaw Ghetto.

- *What quote on the previous page refers to this year?*

- Germany occupies Hungary and Hungarian Jews are confined to ghettos. More than 437,000 Jews are deported from Hungary on 148 trains.

- D-Day; Allies land in Normandy, France.

Post-Test

1. Give two examples of primary sources and two examples of secondary sources.
2. In their testimonies, Holocaust survivors often describe: (circle one)
 - a) Life before World War II
 - b) The history of the Middle East
 - c) Their personal experiences during World War II
 - d) c only
 - e) a and b
 - f) a and c
3. A pogrom is: (circle one)
 - a) a city in Poland
 - b) a concentration camp
 - c) a mob attack
 - d) a conference of high-level government officials in Europe
4. What does visual history teach us about events in history?
5. Give an example of how “labels” affected the identities of the survivors in the program *One Human Spirit*.
6. Describe four ways in which the survivors in the program *One Human Spirit* describe being dehumanized by the Nazis.
7. What was Auschwitz-Birkenau?
8. What was the Nazi’s “Final Solution”?

9. What is a bystander? How does this term relate to this program?

10. In a paragraph (6 – 10 sentences), describe some of the risks involved in not helping another person in a difficult or dangerous situation.

HOLOCAUST TIMELINE

The following is a general timeline, which traces some of the major events that took place prior to and during the Holocaust. This timeline can begin to provide a context for studying Germany, Eastern Europe, and other parts of the world between 1933 and 1945.

1933	<p>Adolf Hitler is appointed Chancellor of Germany. Adolf Hitler and the Nazi Party begin dismantling Germany's democratic system.</p> <p>On April 1st, the Nazis institute a nationwide, general boycott of all Jewish shops and businesses.</p> <p>Books by Jews and opponents of Nazism are publicly burned throughout Germany.</p>
1934	<p>Hitler becomes "<i>Führer</i>" (leader) of Germany and Commander-in-Chief of the armed forces.</p>
1935	<p>Nazi government passes antisemitic Nuremberg "Race Laws", depriving Jews of basic rights; Nazis intensify persecution of political dissidents, Sinti-Roma ("Gypsies"), Jehovah's Witnesses, and homosexuals.</p>
1936	<p>The Olympic Games are held in Berlin and anti-Jewish attacks are temporarily moderated.</p>
1937	<p>Buchenwald concentration camp opens.</p>
1938	<p>German troops enter Austria.</p> <p>Nazis order Jews to register wealth and property.</p> <p>The 32-nation Evian conference on refugees produces little help for Jews trying to escape German rule.</p> <p>On November 9th and 10th, the Nazi government incites mobs to riot against Jews, loot Jewish businesses and burn synagogues. 30,000 Jews are arrested and 91 are killed. The event is known as the November Pogrom or "<i>Kristallnacht</i>" (the "Night of Broken Glass").</p>
1939	<p>German troops seize Czechoslovakia.</p> <p>World War II begins when Germans invade Poland; England and France declare war on Germany.</p>
1940	<p>Germany invades Denmark, Norway, France, Belgium, Holland, and Luxembourg.</p> <p>Germany occupies Paris; France surrenders to the Germans.</p> <p>Germany, Italy, and Japan sign Tripartite (Axis) Pact.</p> <p>The Germans establish the Warsaw Ghetto.</p> <p>Hungary, Romania, and Slovakia become Nazi Allies.</p>
1941	<p>Germany invades Yugoslavia, Greece and the Soviet Union.</p> <p>Mobile killing units murder 33,771 Ukrainian Jews at Babi Yar.</p> <p>Japanese attack Pearl Harbor; United States declares war on Japan, Germany, and Italy.</p> <p>The first death camp, Chelmno, in Poland, begins operation.</p>
1942	

1943	<p>Wannsee Conference is held to discuss the “Final Solution to the Jewish Question.”</p> <p>Five death camps begin operation in Poland. They are Auschwitz-Birkenau, Belzec, Sobibor, Treblinka, and Majdanek. Auschwitz-Birkenau was the largest of the death camps.</p> <p>The first deportation of Jews from the Warsaw Ghetto to the Treblinka death camp occurs.</p> <p>Jewish resistance organization is established in the Warsaw Ghetto.</p>
1944	<p>Jewish resistance organization in the Warsaw Ghetto stages a revolt against the Germans enforcing further deportations of Jews. The Warsaw Ghetto Uprising lasts 27 days. In May, the German forces suppress the resistance.</p> <p>United Nations War Crimes Commission is established.</p>
1945	<p>Germany occupies Hungary. Hungarian Jews are confined to ghettos. More than 437,000 Jews are deported from Hungary on 148 trains.</p> <p>D-Day; Allies land in Normandy, France.</p> <p>Soviet troops liberate the concentration camp at Majdanek.</p> <p>Allied armies liberate Paris.</p>
<p>January</p> <p>April</p> <p>May</p> <p>October</p>	<p>Soviet troops liberate the Auschwitz camp complex. By this time, an estimated 1.1 million people were killed at Auschwitz.</p> <p>U.S. troops liberate Buchenwald and Dachau.</p> <p>British troops liberate the Bergen-Belsen.</p> <p>Soviet troops reach Berlin; Hitler commits suicide.</p> <p>Germany surrenders to Allied forces.</p> <p>The Nuremberg Trials begin in Germany. From October 1945 to October 1946, the International Military Tribunal tries 22 leading German official for war crimes. Twelve leading Nazi officials are sentenced to death, three are sentenced to life imprisonment, and four receive prison terms. Additional courts in various countries tried lower level officials and officers.</p>

RESOURCES FOR STUDENTS

Books:

Hegi, U. (1994). *Stones from the River*. New York, NY: Simon and Schuster.

This is a novel about ordinary people living in extraordinary times in a small town in Germany as told by the town's unofficial historian and recorder of the secrets of her people. (Fiction)

Lobel, A. (1998). *No Pretty Pictures: A Child of War*. New York, NY: Greenwillow.

The author, known as an illustrator of children's books, describes her experiences as a Polish Jew during World War II and for years in Sweden afterwards. (Nonfiction)

Nieuwsma, M. J. (Ed.). (1998). *Kinderlager: An Oral History of Young Holocaust Survivors*. New York, NY: Holiday House.

In their own words, three child survivors of Kinderlager, the children's camp at Auschwitz-Birkenau, tell of their lives before the war, in the ghetto, in the labor camps, at Auschwitz, and of their liberation in 1945. (Nonfiction)

Rubin, S. G. (2000). *Fireflies in the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezin*. New York, NY: Holiday House.

This book covers the years during which Friedl Dicker-Brandeis, a Jewish woman from Prague, taught art to children at the Terezin concentration camp. Included in the book are pictures of art created by her students, many of whom later died at Auschwitz. (Nonfiction)

Spiegelman, A. (1986). *Maus: A Survivor's Tale, I: My Father Bleeds History*. New York, NY: Pantheon Books.

Art Spiegelman uses cartoon characterizations of animals to tell his father's story of surviving Nazi Germany and making a post-war life in the United States. (Nonfiction)

Wiesel, E. (1986). *Night*. New York, NY: Bantam Books.

Elie Wiesel's dramatic account of his years in concentration camps speaks on two levels: the first is a powerful story about actual events, and the second is his moral dilemma regarding religious faith and conviction. (Nonfiction)

Websites:

www.adl.org - The Anti-Defamation League

The site provides information and educational resources from the ADL, an organization that has been combating antisemitism and bigotry of all kinds, worldwide, for over 88 years.

www.holocaustchronicle.org - *The Holocaust Chronicle*

This website contains 800 pages and more than 1,800 images which also appear in the hard cover book of the same name

www.museumoftolerance.com/mot/index.cfm - The Museum of Tolerance/Simon Wiesenthal Center

This site includes a Multi-media Learning Center on the Holocaust and World War II, with over 3,000 text files and thousands of photos.

www.remember.org - The Cybrary of the Holocaust

The Cybrary uses art, discussion groups, photos, poems and facts to educate about the Holocaust.

www.ushmm.org - United State Holocaust Memorial Museum

The Holocaust Resource Center provides resource material on a number of topics related to the Holocaust as well as a number of online exhibits.

www.vhf.org - Survivors of the Shoah Visual History Foundation

Learn more about the educational products and work of this organization that has collected nearly 52,000 videotaped testimonies of Holocaust survivors and witnesses in 56 countries and in 32 languages.

www.yad-vashem.org.il/collections/index/html - Yad Vashem

Includes archival materials and publications about the Holocaust that can be found in the collections at Yad Vashem, The Holocaust Martyrs' and Heroes' Remembrance Authority.

QUOTATIONS THAT APPEAR IN *ONE HUMAN SPIRIT*

*When I recall my childhood,
I feel like I'm having a dream.
How does the little house look,
Which used to sparkle with lights?
Does the little tree grow which I
planted long ago?*

-From Yiddish Song: "Belz Mayn Shtetele Beltz"

"The Jews are undoubtedly a race, but they are not human."

-Adolf Hitler

"I am convinced myself that there is no more evil thing in this present world than race prejudice, none at all."

-H. G. Wells

"The best political weapon is the weapon of terror. Cruelty commands respect. Men may hate us. But, we don't ask for their love; only for their fear."

-Heinrich Himmler, Nazi Commander

"The world is too dangerous to live in - not because of the people who do evil but because of the people who sit and let it happen."

-Albert Einstein

"There were no longer any questions of wealth, of social distinction, and importance, only people all condemned to the same fate."

-Elie Wiesel

"There, our troops found sights, sounds, and stench horrible beyond belief, cruelties so enormous as to be incomprehensible to the normal mind."

-Col. William W. Quinn, 7th U.S. Army, On the liberation of Dachau

"For two thousand years we have waited for our deliverance. Now that it is here it is so great and wonderful that it surpasses words..."

-Golda Meir

"The structure of world peace cannot be the work of one man, or one party, or one nation...it must be a peace which rests on the cooperative effort of the whole world."

-Franklin Delano Roosevelt

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