

HOLOCAUST MUSEUM AND LEARNING CENTER  
**MANUAL FOR TEACHERS**



**Holocaust Museum  
& Learning Center**  
In Memory of Gloria M. Goldstein  
A DEPARTMENT OF THE JEWISH FEDERATION

# GUIDELINES FOR SCHOOL AND YOUTH GROUP VISITS TO THE CENTER

## **SCHEDULING**

Group tours of the Holocaust Museum & Learning Center are generally scheduled weekdays in the morning at 9:30 a.m. and afternoons between 11:30 a.m. and 2:30 p.m. We recommend that tours be scheduled at least four weeks in advance. Please call our office at (314)432-0020, extension 3711, to make a reservation. We will send you a confirmation notice for your tour.

Please specify the number of visitors anticipated in your group when you make your reservation. This number should not be increased after it is confirmed as we schedule our docents four weeks in advance and it is difficult to accommodate last minute changes. If less than the number of people specified in the registration form will be coming, we would appreciate being notified at least one week in advance.

## **NUMBER OF VISITORS PER TOUR**

In order for the learning experience to have a maximum impact, we recommend that the number of scheduled visitors per tour not exceed 60 people.

## **LENGTH OF TOUR & PUNCTUALITY**

All tours must begin on time. Please plan your schedule accordingly and be prepared to arrive 10 minutes before your tour begins. For groups of more than 20 people, docents will divide the group and take visitors through the exhibits at 15-20 minute intervals. The tour lasts approximately one hour. A survivor testimony also takes approximately 30-45 minutes following the tours. Larger groups will need to plan for extra time in order for everyone to have a chance to go through the exhibit and to accommodate a speaker if one is scheduled.

It is understood that proper behavior be observed in accordance with the subject of the museum. Adult chaperons should supervise their students.

If you are scheduling a Holocaust survivor as a speaker, students should be forewarned that the survivors are not native English speakers. Most speak with accents and might make some grammatical errors. Despite this, they all express themselves incredibly well and make a tremendous impact on their audiences. These speakers are recalling traumatic personal experiences and should be afforded the greatest attention and respect.

## **BOOK STORE**

The Holocaust Center book store carries a selection of reading and other related materials. Purchases from the book store also help support the Holocaust Center.

## **FOLLOW-UP LETTERS**

Docents and speakers are all volunteers. Feel free to send follow-up letters thanking docents and speakers for the time they spent with a group. Please send these to the Center and we will forward them to the docents and speakers.

## **PARKING**

Parking is available for private cars in our parking lot at the Jewish Federation Kopolow Building. School buses should be prepared to drop students off in front of our building and then park at the JCCA outdoor pool parking lot (see attached map).

## **DIRECTIONS TO CENTER**

The Center is located in the Creve Coeur area, at 12 Millstone Campus Drive, which is one block west of Lindbergh Blvd. off Schuetz Road. Schuetz Road is between Page Blvd. and Olive Blvd.

# PRE-VISIT ACTIVITIES

A visit to the Holocaust Museum does not eliminate the need for classroom learning. It can compliment and extend it. We recommend that your visit be made toward the end of the period in which your students study the Holocaust. The more that can be done ahead of time, the more your students will get out of the visit. The following are some suggested pre-visit activities:

- 1) View at least one documentary film on the Holocaust in class prior to the visit and discuss it. The following films are good choices; all are available from the resource library of our Center.

**America and the Holocaust: Deceit and Indifference** 60 mins.

This provocative film deals with the painful and difficult story of America's inadequate response to the murder of 6,000,000 Jews by the Nazis and their collaborators. Among the subjects covered are anti-Semitism in the U.S. in the 1930s and 1940s, isolationism, and the effect of these factors on United States government policies.

**Anne Frank Remembered** 120 mins.

Excellent documentary on the history of Anne Frank and her last days in Berger-Belsen, the concentration camp where she died.

**Camera of My Family** 19 mins.

This film explains, in a gentle but resolute tone, why German Jews did not leave Germany the moment Hitler became chancellor and why many German Jews offered a normal response to the rise of Hitler - to remain at home in the hopes that this too would pass. After all, they were German citizens.

**From Dust and Ashes** 59 mins.

This excellent documentary film was produced by Kent State University. It is a general history of the Holocaust supplemented by personal reflections by survivors and scholars.

**Genocide (Produced by the BBC)** 60 mins.

An excellent documentary film on the Holocaust produced by the British Broadcasting Corporation as part of the "World at War" series.

**Genocide** (Produced by the Simon Wiesenthal Center) 54 mins.

Documentary film on the Holocaust using photographs and film. Narrated by Orson Wells and Elizabeth Taylor.

**Kitty: Return to Auschwitz** 82 mins.

An award winning British documentary detailing the visit of Kitty Hart, a Polish Jewish survivor, to the Auschwitz concentration camp. Her words addressed to the camera and to her son, who accompanied her on this pilgrimage, are more graphic than the horrors of newsreels. The reflections of Kitty give new insight into man's most evil act of

inhumanity. Her account is a tale of survival against the odds, of courage and freedom, and above all, of remembering.

**Through Our Eyes: Children Witness the Holocaust** (Elementary Grades only) 30 mins.

This package is devoted solely to the Holocaust as perceived by children, the experience of 1 1/2 million children who perished as well as young Holocaust victims who managed to survive. Photographs, texts, readings, questions, historical facts, as well as emotional outpourings. Highly functional in teacher/student interactive learning. Includes accompanying curriculum.

**Yellow Star** 16 mins.

The film produced by Yad Vashem is an excellent overview of the subject utilizing the artwork of victims and survivors of the Holocaust.

- 2) Review the chronology of the Holocaust and the list of Holocaust Terminology in class.
- 3) If you are a literature teacher, have students read at least one book prior to their visit. "Diary of a Young Girl" by Anne Frank, "Night" by Elie Wiesel, and "Fragments of Isabella" by Isabella Leitner are good choices.
- 4) Discuss some of the questions listed below in class in conjunction with your readings on the Holocaust:
  - What were the consequences of the Depression and the Versailles Treaty on the world and European economies? What effect did this have on the rise of the Nazi party?
  - What was the relationship between the United States and Nazi Germany from 1933-39?
  - What was U.S. foreign policy and immigration policy during 1933-39?
  - What was the response of the U.S. government and non-governmental organizations to the unfolding events of the Holocaust?
  - Why has the Holocaust been called "a war within a war?"
  - How did the Holocaust affect Nazi military decisions?
  - What is the relationship between war and genocide? Is genocide more likely to occur during a war than during peacetime?
  - Compare and contrast the Weimar government in Germany with the system of government in the United States.
  - What was the role of the Nazi bureaucracy in creating and implementing policies of murder?

- What does a discussion of Holocaust literature raise about human nature and human behavior?
- What is the meaning of the term "spiritual resistance" and how does it apply to the Holocaust?
- List and describe the various roles played by people during the Holocaust - victim, bystander, witness, perpetrator, rescuer, protector.
- Analyze the moral and ethical choices or absence of choices made by people during the Holocaust.
- Analyze the distortion and misuse of language by the Nazis, particularly their euphemisms for persecution, oppression, and murder of other human beings.

# CHRONOLOGY

## 1933

January 30	Adolf Hitler appointed Chancellor of Germany
March 22	Dachau concentration camp opens
April 1	Boycott of Jewish shops and businesses
April 7	Laws for Re-establishment of the Civil Service barred Jews from holding civil service, university, and state positions
May 10	Public burnings of books written by Jews, political dissidents, and others not approved by the state
July 14	Law stripping East European Jewish immigrants of German citizenship

## 1935

September 15	"Nuremberg Laws": Anti-Jewish racial laws enacted; Jews no longer considered German citizens; Jews could not marry Aryans; nor could they fly the German flag
November 15	Germany defines a "Jew": Anyone with three Jewish grandparents; someone with two Jewish grandparents who identifies as a Jew

## 1936

March 3	Jewish doctors barred from practicing medicine in German institutions
July	Sachsenhausen concentration camp opens

## 1937

July 15	Buchenwald concentration camp opens
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## 1938

March 13	Anschluss (incorporation of Austria): All anti-Semitic decrees immediately applied in Austria
April 26	Mandatory registration of all property held by Jews inside the Reich
August 1	Adolf Eichmann establishes the Office of Jewish Emigration in Vienna to increase the pace of forced emigration
September 30	Munich Conference: Great Britain and France agree to German occupation of the Sudetenland, previously western Czechoslovakia
October 5	Following request by Swiss authorities, Germans mark all Jewish passports with a large letter "J" to restrict Jews from immigrating to Switzerland
November 9-10	Kristallnacht (Night of Broken Glass): Anti-Jewish program in Germany, Austria, and the Sudetenland; 200 synagogues destroyed; 7,500 Jewish shops looted; 30,000 male Jews sent to concentration camps (Dachau, Buchenwald, Sachsenhausen)

November 12	Decree forcing all Jews to transfer retail businesses to Aryan hands
November 15	All Jewish pupils expelled from German schools
December 12	One billion mark fine levied against German Jews for the destruction of property during Kristallnacht

### 1939

March 15	Germans occupy Czechoslovakia
September 1	Beginning of World War II: Germany invades Poland
October 28	First Polish ghetto established in Piotrkow
November 23	Jews in German-occupied Poland forced to wear an arm band or yellow star

### 1940

April 9	Germans occupy Denmark and southern Norway
May 7	Establishment of Lodz Ghetto
May 10	Germany invades the Netherlands, Belgium, Luxemburg, and France
May 20	Concentration camp established at Auschwitz
November 16	Establishment of Warsaw Ghetto

### 1941

January 21-26	Anti-Jewish riots in Romania, hundreds of Jews murdered
April 6	Germany attacks Yugoslavia and Greece, occupation follows
June 22	Germany invades the Soviet Union
September 28-29	34,000 Jews massacred by Einsatzgruppen at Babi Yar outside Kiev
October	Establishment of Auschwitz II (Birkenau)
December 8	Chelmno death camp begins operations

### 1942

January 20	Wannsee Conference in Berlin: Plan is developed for "Final Solution"
March 17	Gassing of Jews begins in Belzec
May	Gassing of Jews begins Sobibor
June	Jewish partisan units established in the forests of Byelorussia and the Baltic states
Summer	Deportation of Jews to killing centers from Belgium, Croatia, France, the Netherlands, and Poland; armed resistance by Jews in ghettos of Kletzk, Kremenets, Lachva, Mir, and Tuchin
Winter	Deportation of Jews from Germany, Greece and Norway to killing centers; Jewish partisan movement organized in forests near Lublin

## 1943

March	Liquidation of Krakow ghetto
April 19	Warsaw Ghetto revolt begins
Summer	Armed resistance by Jews in Bedzin, Bialystok, Czestochowa, Lvov, and Tarnow ghettos
Fall	Liquidation of large ghettos in Minsk, Vilna, and Riga
October 14	Uprising in Sobibor
October-November	Rescue of the Danish Jewry

## 1944

March 19	Germany occupies Hungary
May 15	Nazis begin deporting Hungarian Jews
July 24	Russians liberate Majdanek
October 7	Revolt by inmates at Auschwitz; one crematorium blown up
November	Last Jews deported from Terezin to Auschwitz

## 1945

January 17	Evacuation of Auschwitz; beginning of death marches
January 27	Beginning of death march for inmates of Stutthof
April 6-10	Death march of inmates of Buchenwald
April 15	Liberation of Bergen Belsen by British Army
April	Liberation of Nordhausen, Ohrdruf, Gunskirchen, Ebensee and Dachau by American Army
May 5	Liberation of Mauthausen and Gusen by American Army

# HOLOCAUST TERMINOLOGY

AKTION (GERMAN)	The mass deportation, and murder of Jews by the Nazis during the Holocaust.
ANIELEWICZ, MORDECAI killed May 8, 1943.	Leader of the Jewish resistance in the Warsaw Ghetto;
ANSCHLUSS (GERMAN)	Annexation of Austria by Germany on March 13, 1938.
ARYAN RACE	Term was originally applied to people who spoke any Indo-European language. The Nazis appropriated the term and applied it to people of Northern European racial background.
AUSCHWITZ	The largest Nazi concentration camp, 37 miles west of Krakow. Auschwitz consisted of three sections: Auschwitz I, (Buna) the main concentration camp; Auschwitz II, (Birkenau), the killing center, Auschwitz III (Monowitz) an internment camp for slave laborers. In addition, Auschwitz had numerous sub-camps.
BELZEC	One of six death camps in Poland. Originally established in 1940 as a camp for Jewish forced labor, the Germans turned it into a death camp on November 1, 1941. By the time the camp ceased operations in January 1943, more than 600,000 persons had been murdered there.
CHELMNO	The first death camp established in late 1941, 47 miles west of Lodz.
CONCENTRATION CAMPS	The generic term applied by the Nazis to all of the camps (death camps, slave labor camps, internment camps, transit camps, punishment camps)
DEATH CAMPS	Nazi camps for the mass killing of Jews and others (e.g. Gypsies, Russian prisoners-of-war, ill prisoners). These included: Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka. All were located in occupied Poland.
EINSATZGRUPPEN (German)	Mobile killing units of the Security Police and SS Security Service that followed the German armies into the Soviet Union in June 1941. Their victims, primarily Jews, were executed by shooting and were buried in mass graves from which they were later exhumed and burned.

EUTHANASIA	A term meaning "an easy and painless death for the terminally ill." The Nazis appropriated the term and applied it to the taking of measures to improve the quality of the German "race." Forcing "mercy" deaths for the physically and mentally handicapped.
EVIAN CONFERENCE	Conference convened by President Franklin D. Roosevelt in July 1938 to discuss the problem of refugees. Thirty-two countries met at Evian-les-Bains, France. At the end of the conference very few countries agreed to offer any sanctuary to Jewish refugees fleeing Nazi Germany.
FINAL SOLUTION	The Nazi term for the plan to destroy the Jews of Europe. Beginning in December 1941, Jews were rounded up and sent to death camps. The program was deceptively disguised as "resettlement in the East."
GENOCIDE	Planned mass murder of human beings for racial, religious, political, or ideological reasons.
GHETTO	The Nazi term for a section of a city where all Jews from surrounding areas were forced to reside. Established mostly in Eastern Europe (e.g. Lodz, Warsaw, Vilna, Riga, Minsk), and characterized by overcrowding, starvation and forced labor. All ghettos were eventually destroyed when the Jews were deported to death camps.
HOLOCAUST	The term "Holocaust" literally means "a completely burned sacrifice." It was first used by Newsweek magazine to describe the Nazi book burnings in Germany. Later it was applied to the destruction of six million Jews by the Nazis and their followers in Europe between the years 1941-1945. Yiddish speaking Jews used the term "Churban" (meaning "a great destruction.") The word Shoah, originally a Biblical term meaning widespread disaster, is the modern Hebrew equivalent.
JEHOVAH'S WITNESSES	A religious sect, originating in the United States, organized by Charles Taze Russell. The Witnesses base their beliefs on the Bible and have no official ministers. Recognizing only the kingdom of God, the Witnesses refuse to salute the flag, to bear arms in war, and to participate in the affairs of government. This doctrine brought them into conflict with National Socialism. They were considered enemies of the state and were relentlessly persecuted.

JEWISH BADGE	A distinctive sign which Jews were compelled to wear in Nazi Germany and in Nazi-occupied countries. It took the form of a yellow Star of David or an armband with a Star of David on it .
JUDENRAT	Council of Jewish representatives in communities and ghettos set up by the Nazis to carry out their instructions.
JUDENREIN	A Nazi term meaning "cleansed of Jews," denoting areas where all Jews had been either murdered or deported.
KAPO	Prisoner in charge of a group of inmates in Nazi concentration camps.
KRISTALLNACHT (German)	Night of Broken Glass: program unleashed by Nazis on November 9-10, 1938 throughout Germany and Austria, where synagogues and other Jewish institutions were burned, Jewish stores were destroyed and looted.
LODZ	Poland's second largest city where the first major ghetto was created in April 1940.
MAUTHAUSEN	Nazi punishment camp for men, opened in 1938, near Linz in northern Austria. Conditions were brutal even by concentration camp standards. Nearly 125,000 prisoners of various nationalities were either worked or tortured to death at the camp before liberating American troops arrived in May 1945.
MAJDANEK	Mass murder camp in eastern Poland. At first a labor camp for Poles and a POW camp for Russians, it was turned into a gassing center for Jews. Majdanek was liberated by the Red Army in July 1944.
MUSSELMANN (German)	Nazi camp slang word for a prisoner on the brink of death.
NIGHT AND FOG DECREE	Secret order issued by Hitler on December 7, 1941, to seize "persons endangering German security" who were to vanish without a trace into night and fog.
NUREMBERG LAWS	Two anti-Jewish statutes enacted September 1935 during the Nazi party's national convention in Nuremberg. The first, the Reich Citizenship Law, deprived German Jews of their citizenship and all rights pertinent thereto. The second, the Law for the Protection of German Blood and Honor, outlawed marriages of Jews and non-Jews, forbade Jews from employing German females of childbearing age,

and prohibited Jews from displaying the German flag. Many additional regulations were attached to the two main statutes, which provided the basis for removing Jews from all spheres of German political, social, and economic life. The Nuremberg Laws carefully established definitions of Jewishness based on bloodlines. Thus, many Germans of mixed ancestry, called "Mischlinge," faced anti-Semitic discrimination if they had a Jewish grandparent.

## PARTISANS

Traditionally means "irregular troops engaged in guerrilla warfare, often behind enemy lines." During World War II, this term was applied to resistance fighters in Nazi-occupied countries.

## PROTOCOLS OF THE ELDERS OF ZION

A major piece of anti-Semitic propaganda, written in Paris, 1894, by members of the Russian Secret Police. Essentially it was an adaptation of a nineteenth century French polemic, by the French lawyer Maurice Joly, and directed against Napoleon III. Substituting Jewish leaders, the Protocols maintained that Jews were plotting world dominion by setting Christian against Christian, corrupting Christian morals and attempting to destroy the economic and political viability of the West. It gained great popularity after World War I and was translated into many languages. It encouraged anti-Semitism in France, Germany, Great Britain, and the United States. It has long been repudiated as an absurd and hateful lie. The book currently has been reprinted and is widely distributed by Neo-Nazis.

## SA

(abbreviation: Sturmabteilung); the storm troops of the early Nazi party; organized in 1921.

## SELECTION

Euphemism for the process of choosing victims for the gas chambers in the Nazi camps by separating them from those considered fit to work.

## SOBIBOR

Death camp in the Lublin district in Eastern Poland. Sobibor opened in May 1942 and closed one day after a rebellion of the Jewish prisoners on October 14, 1943.

## SS

Abbreviation usually written with two lightning symbols for Schutzstaffeln (Defense Protective Units). Originally organized as Hitler's personal bodyguard, the SS was transformed into a giant organization by Heinrich Himmler. Although various SS units were assigned to the battlefield, the organization is best known for carrying out the

destruction of European Jewry.

SS ST. LOUIS

The steamship St. Louis was a refugee ship that left Hamburg in the spring of 1939, bound for Cuba. Cuba refused entry to most of its Jewish passengers. No country, including the United States, was willing to accept them. The ship finally returned to Europe where most of the refugees were finally granted entry into England, Holland, France and Belgium. Many of its passengers died in Nazi concentration camps after occupation of Holland, France and Belgium.

*DER STURMER*

(The Assailant) An anti-Semitic German weekly, founded and edited by Julius Streicher, and published in Nuremberg between 1923 and 1945.

TEREZIN (Czech)  
THERESIENSTADT (German)

Established in early 1942 outside Prague as a "model" Jewish ghetto, governed and guarded by the SS. The Nazis used Terezin to deceive public opinion. They tolerated a lively cultural life of theater, music, lectures, and art in order to have it shown to officials of the International Red Cross. About 88,000 Jewish inmates of Terezin were deported to their deaths in the East. In April 1945, only 17,000 Jews remained in Terezin, where they were joined by 14,000 Jewish concentration camp prisoners, evacuated from camps threatened by the Allied armies. On May 8, 1945, Terezin was liberated by the Red Army.

UMSCHLAGPLATZ (German)

The place in the ghetto where Jews were rounded up for deportation.

WANNSEE CONFERENCE

A meeting held at a lake near Berlin on January 20, 1942 to discuss and coordinate the "Final Solution."

# MAJOR CONCENTRATION CAMPS

CONCENTRATION CAMP	LOCATION	TYPE OF CAMP	IN OPERATION	CLOSURE	PRESENT STATUS
<b>AUSCHWITZ-BIRKENAU</b>	Poland	Death; Slave Labor	April 1940 - January 1945	Liberated by USSR	Camp Preserved
<b>BELZEC</b>	Poland	Death	March 1942 - June 1943	Liquidated by Germany	Monument
<b>BERGEN-BELSEN</b>	Germany	Internment	April 1943 - April 1945	Liberated by UK	Graveyard
<b>BUCHENWALD</b>	Germany	Slave Labor	July 1937 - April 1945	Liberated by USA	Camp preserved; Museum
<b>CHELMNO</b>	Poland	Death	December 1944 - April 1943; April 1944 - January 1945	Liquidated by Germany	Monument
<b>DACHAU</b>	Germany	Slave Labor	March 1933 - April 1945	Liberated by USA	Camp preserved; Museum
<b>DORA/MITTELBAU</b>	Germany	Slave Labor	September 1943 - April 1945	Liberated by USA	Memorial Sculpture Plaza
<b>FLOSSENBURG</b>	Germany	Slave Labor	May 1938 - April 1945	Liberated by USA	Buildings; Monument
<b>GROSS-ROSEN</b>	Poland	Slave Labor	August 1940 - February 1945	Liberated by USSR	Camp Preserved; Museum
<b>JANOWSKA</b>	Ukraine	Slave Labor	September 1941 - November 1943	Liquidated by Germany	Not Maintained
<b>KAISERWALD</b>	Latvia	Slave Labor	March 1943 - September 1944	Liquidated by Germany	Not Maintained
<b>MAJDANEK</b>	Poland	Slave Labor	July 1941 - July 1944	Liberated by USSR	Camp preserved; Monument
<b>MAUTHAUSEN</b>	Austria	Slave Labor/ Punishment	August 1938 - May 1945	Liberated by USA	Buildings; Monument
<b>NATZWEILER/ STRUTHOF</b>	France	Slave Labor	May 1941 - September 1944	Liquidated by Germany	Camp Preserved
<b>NEUENGAMME</b>	Germany	Slave Labor	June 1940 - May 1945	Liberated by UK	Used as Prison; Monument
<b>ORANIENBURG</b>	Germany	Internment	March 1933 - March 1935	Liquidated by Germany	Not Maintained

CONCENTRATION CAMP	LOCATION	TYPE OF CAMP	IN OPERATION	CLOSURE	PRESENT STATUS
PLASZOW	Poland	Slave Labor	December 1942 - January 1945	Liquidated by Germany	Not Maintained
RAVENSBRUCK	Germany	Slave Labor	May 1939 - April 1945	Liberated by USSR	Buildings; Monument
SACHSENHAUSEN	Germany	Slave Labor	July 1936 - April 1945	Liberated by USSR	Buildings; Museum
SOBIBOR	Poland	Slave Labor/ Death	May 1942 - October 1943	Liquidated by Germany	Monument
STUTTHOF	Poland	Slave Labor	September 1939 - May 1945	Liberated by USSR	Buildings; Museum
TEREZIN	Czech	Internment/	November 1941 -	Liberated by USSR	Buildings; Monument
(THERESIENSTADT)	Republic	Transit Ghetto	May 1945		
TREBLINKA	Poland	Death	July 1942 - November 1943	Liquidated by Germany	Monument
WESTERBORK	Netherlands	Transit Camp	October 1939 - April 1945	Liberated by Canada	Monument

## Important and Well-Known Sub-Camps And Their Main Camps

Sub-Camp	Main Camp	Sub-Camp	Main Camp
1. Berga	Buchenwald	14. Kaufering	Dachau
2. Birkenau	Auschwitz	15. Landsberg	Dachau
3. Blechhammer	Auschwitz	16. Mielec	Plaszow
4. Ebensee	Mauthausen	17. Monowitz	Auschwitz
5. Gelsenkirchen	Buchenwald	18. Nordhausen	Dora-Mittelbau
6. Gleiwitz I	Auschwitz	19. Ohrdruf	Buchenwald
7. Gorlitz	Gross Rosen	20. Quendlinburg	Buchenwald
8. Gunskirchen	Mauthausen	21. Salzwedel	Neuengamme
9. Gusen	Mauthausen	22. St. Georgen	Mauthausen
10. Hartheim	Mauthausen	23. Trawniki	Lublin
11. Janinagrube	Auschwitz	24. Vaihingen	Natzweiler
12. Jaworzno	Auschwitz	25. Weisswasser	Gross Rosen
13. Kattowitz	Auschwitz	26. Wobbelin	Neuengamme

## Concentration Camps Operated by German Collaborators

Camp	Location	Type	Camp	Location	Type
1. Alderney	Channel Islands	Internment	10. Lagedi	Estonia	Slave Labor
2. Bar	Podolia (now Ukraine)	Slave Labor	11. Les Milles	France	Internment
3. Dakovo	Croatia	Slave Labor	12. Loborgrad	Croatia	Slave Labor
4. Danica	Croatia	Slave Labor	13. Malines	Belguim	Internment
5. Drancy	France	Internment	14. Noe	France	Internment
6. Gradiska	Croatia	Slave Labor	15. Salaspils	Latvia	Slave Labor
7. Gurs	France	Internment	16. Stara Gradiska	Estonia	Slave Labor
8. Jadovno	Croatia	Slave Labor	17. Tartu	Estonia	Slave Labor
9. Jasenovac	Croatia	Slave Labor			

## Nazi Euthanasia Centers

At their six centers, the Nazis murdered the physically and mentally disabled. All were in Germany:

Hartheim  
Sonnenstein  
Grafeneck  
Bernberg  
Hadamar  
Brandenberg

# ANSWERS TO SOME COMMONLY ASKED QUESTIONS

1. When speaking about the "Holocaust," what time period are we referring to?

Answer: The "Holocaust" refers to the murder of 6,000,000 European Jews carried out in a systematically planned and executed manner 1941 - 1945. A study of the Holocaust should also include a study of the period from 1933 when Adolph Hitler became Chancellor of Germany until the summer of 1941 when the Einsatzgruppen massacres began. The period between summer of 1941 until 1945 is generally defined as the dates of the actual implementation OF the Final Solution.

2. How many Jews were murdered during the Holocaust?

Answer: Six million is the round figure accepted by most authorities.

3. How many non-Jewish civilians were murdered during World War II?

Answer: It is impossible to determine the exact number. Among the groups which the Nazis and their collaborators murdered and persecuted: Gypsies, resistance fighters from all the nations, German opponents of Nazism, homosexuals, Jehovah's Witnesses, the physically and mentally handicapped, habitual criminals, and the "anti-social," e.g. beggars, vagrants.

4. Which Jewish communities suffered losses during the Holocaust?

Answer: Every Jewish community in Nazi-occupied Europe suffered losses during the Holocaust. Some Jewish communities in North Africa were persecuted, but the Jews in these countries were neither deported to the death camps, nor were they systematically murdered.

5. How many Jews were murdered in each country and what percentage of the pre-war Jewish population did they constitute?

Answer: (Source: Encyclopedia of the Holocaust)

Austria	50,000	27.0%	Italy	7,680	17.3%
Belgium	28,900	44.0%	Latvia	71,500	78.1%
Bohemia/Moravia	78,150	66.1%	Lithuania	143,000	85.1%
Bulgaria	0	0.0%	Luxembourg	1,950	55.7%
Denmark	60	0.7%	Netherlands	100,000	71.4%
Estonia	2,000	44.4%	Norway	762	44.8%
Finland	7	0.3%	Poland	3,000,000	90.9%
France	77,320	22.1%	Romania	287,000	47.1%
Germany	141,500	25.0%	Slovakia	71,000	79.8%
Greece	67,000	86.6%	Soviet Union	1,100,000	36.4%
Hungary	569,000	69.0%	Yugoslavia	63,300	81.2%

6. What is a death camp? How many were there? Where are they located?

Answer: A death camp is a concentration camp with special apparatus specifically designed for systematic murder. Six such camps existed: Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka. All were located in Poland.

7. What does the term "Final Solution" mean and what is its origin?

Answer: The term "Final Solution" (Endlösung) refers to Germany's plan to murder all the Jews of Europe.

8. When did the "Final Solution" actually begin?

Answer: While thousands of Jews were murdered by the Nazis or died as a direct result of discriminatory measures instituted against Jews during the initial years of the Third Reich, the systematic murder of Jews did not begin until the German invasion of the Soviet Union in June 1941.

9. How did the Germans define who was Jewish?

Answer: On November 14, 1935, the Nazis issued the following definition of a Jew: Anyone with three Jewish grandparents; someone with two Jewish grandparents who belonged to the Jewish community on September 15, 1935, or joined thereafter; was married to a Jew or Jewess on September 15, 1935, or married one thereafter; was the offspring of a marriage or extramarital liaison with a Jew on or after September 15, 1935.

10. How did the Germans treat those who had some Jewish blood but were not classified as Jews?

Answer: Those who were not classified as Jews but who had some Jewish blood were categorized as Mischlinge (of "mixed ancestry") and were divided into two groups:

Mischlinge of the first degree – those with two Jewish grandparents

Mischlinge of the second degree – those with one Jewish grandparent

The Mischlinge were officially excluded from membership in the Nazi party and all Party organizations (e.g. SA, SS, etc.). Although they were drafted into the German Army, they could not attain the rank of officer. They were also barred from the civil service and from certain professions. (Individual Mischlinge were, however, granted exemptions under certain circumstances.) Nazi officials considered plans to sterilize Mischlinge, but this was never done. During World War II, first-degree Mischlinge, incarcerated in concentration camps, were deported to death camps.

11. Did the Nazis plan to murder the Jews from the beginning of their regime?

Answer: This question is one of the most difficult to answer. While Hitler made several references to killing Jews, both in his early writings (Mein Kampf) and in various speeches during the 1930s, Nazi documents indicated that they had no operative plan before 1941 for a systematic annihilation of the Jews living under Nazi occupation. A turning point occurred in Nazi policy towards Jews in

late winter or the early spring of 1941 in conjunction with Germany's decision to invade the Soviet Union.

12. When was the first concentration camp established and who were the first inmates?

Answer: The first concentration camp, Dachau, opened on March 22, 1933. The camp's first inmates were not exclusively Jewish. The first to be interned were primarily political prisoners (e.g. Communists or Social Democrats); habitual criminals; homosexuals; Jehovah's Witnesses; and "anti-socials" (beggars, vagrants). Jewish writers and journalists, lawyers, unpopular industrialists, and political officials also were among the first people sent to Dachau.

13. What was the difference between the persecution of the Jews and the persecution of other groups by the Nazis?

Answer: The anti-Jewish rhetoric of the Nazi Ministry of Propaganda painted Jews as "racial enemies" of the Third Reich who threatened to "destroy the Nazi society" and therefore needed to be "eliminated." Jews were ultimately slated for total systematic annihilation. Other victims included people whose political or religious views were in opposition to the Nazis, people of "inferior" races who could be held in an inferior position socially, or people whose social behaviors excluded them from Nazi society. None of these groups were slated for total destruction by the Nazis.

14. Why were the Jews singled out for extermination?

Answer: The explanation of the Nazis' implacable hatred of the Jews rests on their distorted world view which saw history as a racial struggle. They considered the Jews a race whose goal was world domination and who, therefore, were an obstruction to Aryan dominance. They believed that all of history was a fight between races which should culminate in the triumph of the superior Aryan race. Therefore, they considered it their duty to eliminate the Jews, whom they regarded as a threat. Moreover, in their eyes, the Jews' racial origin made them habitual criminals who could never be rehabilitated and were, therefore, hopelessly corrupt and inferior. There is no doubt that other factors contributed toward Nazi hatred of the Jews and their distorted image of the Jewish people. One factor was the centuries-old tradition of Christian anti-Semitism which propagated a negative stereotype of the Jew as a Christ-killer, agent of the devil, and practitioner of witchcraft. Another factor was the political and racial anti-Semitism of the latter half of the nineteenth and early part of the twentieth centuries, which singled out the Jew as both a threat and a member of an inferior race. These factors combined to point to the Jew as a target for persecution and ultimate destruction by the Nazis.

15. What did people in Germany know about the persecution of Jews and other enemies of Nazism?

Answer: Certain initial aspects of Nazi persecution of Jews and other opponents were common knowledge in Germany. The Boycott of April 1, 1933, the Laws of April, and the Nuremberg Laws were fully publicized and offenders were often publicly punished and shamed. The same is true for other anti-Jewish measures. Kristallnacht (The Night of Broken Glass) was a public program, carried out in

full view of the entire population. While information on the concentration camps was not publicized, a great deal of information was available to the German public, and the treatment of the inmates was generally known.

The Nazis attempted to keep the murders of Jews in the death camps and the "euthanasia" of the handicapped a secret and took precautionary measures to ensure they would not be publicized. Their efforts were only partially successful. Public protests by clergymen led to the halt of the "euthanasia" program in August 1941, so many persons were aware that the Nazis were killing the mentally ill in special institutions.

As far as the murder of Jews was concerned, it was common knowledge in Germany that they had disappeared after having been sent to the East. And, there were thousands upon thousands of Germans who participated in and/or witnessed the implementation of the "Final Solution" either as members of the SS, the Einsatzgruppen, death camp or concentration camp guards, police in occupied Europe, or with the Wehrmacht.

16. Did all Germans support Hitler's plan for the persecution of the Jews?

Answer: Although the entire German population was not in agreement with Hitler's persecution of the Jews, there is no evidence of any large scale protest regarding their treatment. There were Germans who defied the April 1, 1933 boycott and purposely bought in Jewish stores, and a small number who helped Jews escape and hide. But even some of those who opposed Hitler were in agreement with his anti-Jewish policies.

17. Did the people of occupied Europe know about Nazi plans for the Jews? What was their attitude? Did they cooperate with the Nazis against the Jews?

Answer: The attitude of the local population vis-a-vis the persecution and destruction of the Jews varied from zealous collaboration with the Nazis to some active assistance to Jews. Thus, it is difficult to make generalizations. The situation also varied from country to country. In Eastern Europe, for example, especially in Poland, Russia, and the Baltic States (Estonia, Latvia, and Lithuania), there was much more knowledge of the "Final Solution" because it was implemented in those areas.

In most countries they occupied – Denmark and Italy stand out as exceptions – the Nazis found many locals who were willing to cooperate fully in the murder of the Jews. This was particularly true in Eastern Europe, where there was a long standing tradition of anti-Semitism, and where various national groups, which had been under Soviet domination (Latvians, Lithuanians, and Ukrainians), fostered hopes that the Germans would restore their independence. In several countries in Europe, there were local fascist movements which allied themselves with the Nazis and participated in anti-Jewish actions; for example, the Iron Guard in Romania and the Arrow Guard in Slovakia. On the other hand, in every country in Europe, there were courageous individuals who risked their lives to save Jews. In several countries, there were groups which aided Jews, e.g. Joop Westerweel's group in the Netherlands, Zegota in Poland, and the Assisi underground in Italy.

18. What was the response of the Allies to the persecution of the Jews? Could they have done anything to help?

Answer: The response of the Allies to the persecution and destruction of European Jewry was inadequate. Prior to 1944, little action was taken. In January 1944 the War Refugee Board was established for the express purpose of saving the victims of Nazi persecution.

Even after the establishment of the War Refugee Board and the initiation of various rescue efforts, the Allies refused to bomb Auschwitz and/or the railway lines leading to the camp, despite the fact that Allied bombers were at that time engaged in bombing factories very close to Auschwitz and were well aware of its existence and function.

Tens of thousands of Jews sought to enter the United States, but they were barred from doing so by the stringent American immigration policy. Even the relatively small quotas of visas which existed were often not filled, although the number of applicants was usually many times the number of available places. Practical measures which could have aided in the rescue of Jews included the following:

- Permission for temporary admission of refugees
- Relaxation of stringent entry requirements
- Frequent and unequivocal warnings to Germany and local populations throughout Europe that those participating in the annihilation of Jews would be held strictly accountable
- Bombing the death camp at Auschwitz

19. Were Jews in the Free World aware of the persecution and destruction of European Jewry and, if so, what was their response?

Answer: Efforts by the Jewish community during the early years of the Nazi regime concentrated on facilitating emigration from Germany and combating German anti-Semitism. Unfortunately, the views on how to best achieve these goals differed and effective action was often hampered by the lack of unity within the community. Moreover, very few Jewish leaders actually realized the scope of the danger. Following the publication of the news of the "Final Solution," attempts were made to launch rescue attempts via neutral states and to send aid to Jews under Nazi rule. These attempts, which were far from adequate, were further hampered by the lack of assistance and obstruction from government channels. Additional attempts to achieve internal unity during this period failed.

20. Did the Jews in Europe realize what was going to happen to them?

Answer: Regarding the knowledge of the "Final Solution" by its potential victims, several key points must be kept in mind. The Nazis did not publicize the "Final Solution," nor did they ever openly speak about it. Every attempt was made to fool the victims and, thereby, prevent or minimize resistance. Thus, deportees were always told that they were going to be "resettled." They were led to believe that conditions "in the East" (where they were being sent) would be

better than those in the ghettos. Following arrival in certain concentration camps, the inmates were forced to write home about the wonderful conditions in their new place of residence. The Germans made every effort to ensure secrecy. In addition, the notion that human beings – let alone the civilized Germans – could build camps with special apparatus for mass murder seemed unbelievable in those days. Since German troops liberated the Jews from the Czar in World War I, Germans were regarded by many Jews as a liberal, civilized people. Escapees who did return to the ghetto frequently encountered disbelief when they related their experiences. Even Jews who had heard of the camps had difficulty believing reports of what the Germans were doing there. Inasmuch as each of the Jewish communities in Europe was almost completely isolated, there was a limited number of places with available information. Thus, there is no doubt that many European Jews were not aware of the “Final Solution,” a fact that has been corroborated by German documents and the testimonies of survivors.

21. How many Jews were able to escape from Europe prior to the Holocaust?

Answer: It is difficult to arrive at an exact figure for the number of Jews who were able to escape from Europe prior to World War II, since the available statistics are incomplete. From 1933-1939, 355,278 German and Austrian Jews left their homes. Some immigrated to countries later overrun by the Nazis. In the same period, 80,860 Polish Jews immigrated to Palestine and 51,747 European Jews arrived in Argentina, Brazil, and Uruguay. During the years 1938-1939, approximately 35,000 emigrated from Bohemia and Moravia (Czechoslovakia). Shanghai, the only place in the world for which one did not need an entry visa, received approximately 20,000 European Jews (mostly of German origin) who fled their homelands. Immigration figures for countries of refuge during this period are not available. In addition, many countries did not provide a breakdown of immigration statistics according to ethnic groups. It is impossible, therefore, to ascertain the exact number of Jewish refugees.

22. Why were so few Jewish refugees able to flee Europe prior to the outbreak of World War II?

Answer: The key reason for the relatively low number of refugees leaving Europe prior to World War II was the stringent immigration policies adopted by the prospective host countries. In the United States, for example, the number of immigrants was limited to 153,744 per year, divided by country of origin. Moreover, the entry requirements were so stringent that available quotas were often not filled. Indeed, apart from Shanghai, China and the Dominican Republic, no countries were receptive to Jewish immigrants as a group.

Great Britain, while somewhat more liberal than the United States on the entry of immigrants, took measures to severely limit Jewish immigration to Palestine. In May 1939, the British issued a “White Paper” stipulating that only 75,000 Jewish immigrants would be allowed to enter Palestine over the course of the next five years (10,000 a year, plus an additional 25,000). This decision prevented hundreds of thousands of Jews from escaping Europe.

The countries most able to accept large numbers of refugees consistently refused to open their gates. Although a solution to the refugee problem was

the agenda of the Evian Conference, only the Dominican Republic was willing to approve any immigration. The United States and Great Britain proposed resettlement havens in underdeveloped areas (e.g. Guyana, formerly British Guiana, and the Philippines), but these were not suitable alternatives.

23. What was Hitler's ultimate goal in launching World War II?

Answer: Hitler's ultimate goal in launching World War II was the establishment of an "Aryan" empire from Germany to the Urals. He considered this area the natural territory of the German people, an area to which they were entitled by right, the Lebensraum (living space) that Germany needed so badly for its farmers to have enough soil. Hitler maintained that these areas were needed for the "Aryan" race to preserve itself and assure its dominance.

The Nazis had detailed plans for the subjugation of the Slavs, who would be reduced to serfdom status and whose primary function would be to serve as a source of cheap labor for "Aryan" farmers. Those elements of the local population, who were of "higher racial stock," would be taken to Germany where they would be raised as "Aryans."

When Hitler made the decision to invade the Soviet Union, he also gave instructions to embark upon the "Final Solution," the systematic murder of European Jewry.

24. Was there any opposition to the Nazis within Germany?

Answer: Throughout the course of the Third Reich, there were different groups who opposed the Nazi regime and certain Nazi policies. They engaged in resistance at different times and with various methods, aims, and scope.

From the beginning, leftist political groups and a number of disappointed conservatives were in opposition; at a later date, church groups, government officials and businessmen also joined. After the tide of the war was reversed, elements within the military played an active role in opposing Hitler. At no point, however, was there a unified resistance movement within Germany.

25. Did the Jews try to fight against the Nazis? To what extent were such efforts successful?

Answer: Despite the difficult conditions to which Jews were subjected in Nazi-occupied Europe, many engaged in armed resistance against the Nazis. This resistance can be divided into three basic types of armed activities: Ghetto revolts, resistance in concentration and death camps, and partisan warfare.

The Warsaw Ghetto revolt which lasted for about five weeks beginning on April 19, 1943, is the best-known example of armed Jewish resistance, but there were many ghetto revolts in which Jews fought against the Nazis.

Despite the terrible conditions in the death, concentration, and labor camps, Jewish inmates fought against the Nazis at the following sites: Treblinka (August 2, 1943); Babi Yar (September 29, 1943); Sobibór (October 14, 1943); Janowska (November 19, 1943); and Auschwitz (October 7, 1944).

Jewish partisans units were active in many areas, including Baranovich, Misk, Naliboki forest, and Vilna. While the sum total of armed resistance efforts by Jews was not militarily overwhelming and did not play a significant role in the defeat of Nazi Germany, these acts of resistance did lead to the rescue of an undetermined number of Jews, Nazi casualties, and untold damage to German property and self-esteem.

26. What was the Judenrat?

Answer: The Judenrat was the council of Jews, appointed by the Nazis in each Jewish community or ghetto. The Judenrat was responsible for enforcement of Nazi decrees affecting Jews and administration of the affairs of the Jewish community. Leaders and members of the Judenrat were guided, for the most part, by a sense of communal responsibility, but lacked the power and the means to successfully thwart Nazi plans for annihilation of all Jews. While the intentions of the heads of councils were rarely challenged, their tactics and methods have been questioned. Among the most controversial were Mordechai Rumkowski in Lodz and Jacob Gens in Vilna, both of whom tried to justify the sacrifice of some Jews in order to save others.

27. Did international organizations, such as the Red Cross, aid victims of Nazi persecution?

Answer: During the course of World War II, the International Red Cross (IRC) did very little to aid the Jewish victims of Nazi persecution. Its activities can basically be divided into three periods:

1. September 1939 - June 22, 1941:

The IRC confined its activities to sending food packages to those in distress in Nazi-occupied Europe. Packages were distributed in accordance with the directives of the German Red Cross. Throughout this time, the IRC complied with the German contention that those in ghettos and camps constituted a threat to the security of the Reich and, therefore, were not allowed to receive aid from IRC.

2. June 22, 1941 - Summer 1944:

Despite numerous requests by Jewish organizations, the IRC refused to publicly protest the mass annihilation of Jews and non-Jews in the camps, or to intervene on their behalf. It maintained that any public action of those under Nazi rule would ultimately prove detrimental to their welfare. At the same time, the IRC attempted to send food parcels to those individuals whose addresses it possessed.

3. Summer 1944 - May 1945:

Following intervention by such prominent figures as President Franklin Roosevelt and the King of Sweden, the IRC appealed to Miklós Horthy, Regent of Hungary, to stop the deportation of Hungarian Jews.

The IRC visited the "model ghetto" of Terezin (Theresienstadt) at the request of

the Danish government. The Germans agreed to allow the visit nine months after submission of the request. This delay provided time for the Nazis to complete a "beautification" program, designed to fool the delegation into thinking that conditions at Terezin were quite good and that inmates were allowed to live out their lives in relative tranquillity. In reality, most prisoners were subsequently deported to Auschwitz.

The visit, which took place on July 23, 1944, was followed by a favorable report on Terezin to the members of the IRC. Jewish organizations protested vigorously, demanding that another delegation visit the camp. Such a visit was not permitted until shortly before the end of the war.

28. How did Germany's allies, the Japanese and Italians, treat the Jews in the lands they occupied?

Answer: Neither the Italians nor the Japanese, both of whom were Germany's allies during World War II, cooperated regarding the "Final Solution." Although the Italians did, upon German urging, institute discriminatory legislation against Italian Jews, Mussolini's government refused to participate in the "Final Solution" and consistently refused to deport its Jewish residents. Moreover, in their occupied areas of France, Greece, and Yugoslavia, the Italians protected the Jews and did not allow them to be deported. However, when the Germans overthrew the Badoglio government in 1943, the Jews of Italy, as well as those under Italian protection in occupied areas, were subject to the "Final Solution."

Until December 1941, Shanghai was an open port where Jews fleeing Nazi persecution could land without visas. After the start of the Sino-Japanese war in 1937 and until 1941, the Chinese portions of Shanghai were under Japanese occupation, as were large areas of north China. The thousands of Jewish refugees who arrived between December 1938, and summer 1939, were housed in Shanghai's International Settlement, of which Japanese-controlled Hongkou (Hongkew) was a part. Apprehensive over the great influx, the International Settlement's Municipal Council instituted entry controls in fall of 1939, which were reinforced with stricter measures in summer 1940. Access to Shanghai by sea nearly ceased when Italy entered the war, while Japan's unwillingness to grant transit visas via Manchukuo prevented innumerable refugees from reaching Shanghai by land. Japanese attempts to limit the Jewish presence in predominately Japanese and Chinese Hongkou failed; cheap housing led most arrivals to settle there anyway. In 1943, after Germany had deprived its and Austria's Jews of their citizenship, the Japanese confined these and all other stateless Jews to a segregated area, the Ghetto of Hongkou. Yet, despite overcrowding, dire food shortages, poor health, and a high mortality rate especially among the elderly, more than 20,000 Jews survived the war in Shanghai.

29. What was the attitude of the churches vis-a-vis the persecution of the Jews? Did the Pope ever speak out against the Nazis?

Answer: The head of the Catholic Church at the time of the Nazi rise to power was Pope Pius XI. Throughout his reign, he limited his concern to Catholic non-Aryans. Although he stated that the myth of "race" and "blood" were contrary to Christian teaching, he neither mentioned nor criticized anti-Semitism. His

successor, Pius XII (Cardinal Pacelli) was a Germanophile who maintained his neutrality throughout the course of World War II. Although as early as 1942 the Vatican received detailed information on the murder of Jews in concentration camps, the Pope confined his public statements to expressions of sympathy in a non-specific way for the victims of injustice and to calls for a more humane conduct of the war.

Despite the lack of response by Pope Pius XII, several papal nuncios played an important role in rescue efforts, particularly the nuncios in Hungary, Romania, Slovakia, and Turkey. It is not clear to what, if any, extent they operated upon instructions from the Vatican. In Germany, the Catholic Church did not oppose the Nazis' anti-Semitic campaign. Church records were supplied to state authorities which assisted in the detection of people of Jewish origin, and efforts to aid the persecuted were confined to Catholic non-Aryans. While Catholic clergymen protested the Nazi euthanasia program, few, with the exception of Bernard Lichtenberg, spoke out against the murder of Jews.

In Western Europe, Catholic clergy spoke out publicly against the persecution of the Jews and actively helped in the rescue of Jews. In Eastern Europe, however, the Catholic clergy was generally more reluctant to help. Dr. Jozef Tiso, the head of state of Slovakia and a Catholic priest, actively cooperated with the Germans as did many other Catholic priests.

The response of Protestant and Eastern Orthodox churches varied. In Germany, Nazi supporters within Protestant churches complied with the anti-Jewish legislation and even excluded Christians of Jewish origin from membership. Pastor Martin Niemöller's Confessing Church defended the rights of Christians of Jewish origin within the church, but did not publicly protest their persecution, nor did it condemn the measures taken against the Jews, with the exception of a memorandum sent to Hitler in May 1936.

In occupied Europe, the position of the Protestant churches varied. In several countries (Denmark, France, the Netherlands, and Norway) local churches and/or leading clergymen issued public protests when the Nazis began deporting Jews. In other countries (Bulgaria, Greece, and Yugoslavia), Orthodox church leaders intervened on behalf of the Jews and took steps which, in certain cases, led to the rescue of many Jews.

Non-Catholic leaders in Austria, Belgium, Bohemia-Moravia, Finland, Italy, Poland, and the Soviet Union did not issue any public protests on behalf of the Jews.

30. How many Nazi criminals were there? How many were brought to justice?

Answer: We do not know the exact number of Nazi criminals since the available documentation is incomplete. The Nazis themselves destroyed many incriminating documents and there are still many criminals who are unidentified and/or unindicted.

Those who committed war crimes include those individuals who initiated, planned and directed the killing operations, as well as those with whose knowledge, agreement, and passive participation the murder of European

Jewry was carried out.

Those who actually implemented the "Final Solution" include the leaders of Nazi Germany, the heads of the Nazi Party, and the Reich Security Main Office. Also included are hundreds of thousands of members of the Gestapo, the SS, the Einsatzgruppen, the police and the armed forces, as well as those bureaucrats who were involved in the persecution and destruction of European Jewry. In addition, there were thousands of individuals throughout occupied Europe who cooperated with the Nazis in killing Jews and other innocent civilians.

We do not have complete statistics on the number of criminals brought to justice, but the number is certainly far less than the total of those who were involved in the "Final Solution." The leaders of the Third Reich, who were caught by the Allies, were tried by the International Military Tribunal in Nuremberg from November 20, 1945 to October 1, 1946. Afterwards, the Allied occupation authorities continued to try Nazis, with the most significant trials held in the American zone (the Subsequent Nuremberg Proceedings). In total, 5,025 Nazi criminals were convicted between 1945-1949 in the American, British and French zones. In addition, the United Nations War Crimes Commission prepared lists of war criminals who were later tried by the judicial authorities of Allied countries and those countries under Nazi rule during the war. The latter countries have conducted a large number of trials regarding crimes committed in their lands. The Polish tribunals, for example, tried approximately 40,000 persons, and large numbers of criminals were tried in other countries. In all, about 80,000 Germans have been convicted for committing crimes against humanity, while the number of local collaborators is in the tens of thousands. Special mention should be made of Simon Wiesenthal, whose activities led to the capture of more than one thousand Nazi criminals.

### 31. What were the Nuremberg Trials?

Answer: The term "Nuremberg Trials" refers to two sets of trials of Nazi war criminals conducted after the war. The first trials were held November 20, 1945 to October 1, 1946, before the International Military Tribunal (IMT), which was made up of representatives of France, Great Britain, the Soviet Union, and the United States. It consisted of the trials of the political, military and economic leaders of the Third Reich captured by the Allies. Among the defendants were: Göring, Rosenberg, Streicher, Kaltenbrunner, Seyss-Inuart, Speer, Ribbentrop and Hess (many of the most prominent Nazis – Hitler, Himmler, and Goebbels – committed suicide and were not brought to trial). The second set of trials, known as the Subsequent Nuremberg Proceedings, was conducted before the Nuremberg Military Tribunals (NMT), established by the Office of the United States Government for Germany (OMGUS). While the judges on the NMT were American citizens, the tribunal considered itself to be international. Twelve high-ranking officials were tried, among whom were cabinet ministers, diplomats, doctors involved in medical experiments, and SS officers involved in crimes in concentration camps or in genocide in Nazi-occupied areas.

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## VIDEOGRAPHY

Because audio-visual aids are among the most important teaching aids, the Holocaust Museum and Learning Center maintains a large up-to-date collection of videotapes and other audio-visual materials. A complete catalog of the materials in the Center's resource library is available on request. This short annotated videography contains a representative sampling of materials in the Holocaust Center collection on a variety of topics.

### **AIMEE AND JAGUAR**

125 minutes

ADULTS ONLY

Love story between German housewife and Jewish underground worker. Inappropriate for schools because of content and nudity.

### **AMBULANCE**

10 minutes

High School

Silent black and white film depicting a group of children and their teacher before they are put into an ambulance filled with gas.

### **America and the Holocaust: Deceit and Indifference.**

90 mins.

A fascinating retelling of how Americas isolationist immigration policy helped contribute to the destruction of the European Jews.

### **AN ACT OF FAITH**

28 mins.

Junior High and up

This documentary film provides a firsthand account of the role played by the Danish people in saving their Jewish countrymen from Nazi extermination. Jewish survivors of the Danish rescue and Danish resistance fighters speak about their experiences.

### **ANNE FRANK A LEGACY OF OUR TIME**

Part 1 19:30 and Part 2 19:00

5th-8th Grade

Engaging short version of Anne Frank, her family, and Secret Annex. Show Part 2 first for background information although both parts share information and pictures overlap.

### **ANNE FRANK REMEMBERED**

Grades 6 and Up

Fine film encompassing the life and history of Anne Frank. Academy Award for best documentary, 1996.

### **ARCHITECTS OF AUSCHWITZ**

54 minutes

Adults

This video is for serious students of Holocaust. This technical documentary film follows a Dutch architect as he explains how crematoriums of Auschwitz-Birkenau came into existence.

**AS IT WERE YESTERDAY**

86 mins.

Simple yet exceptional tale of courage and honor by Belgians who risked their lives to save Jews.

**ASSIGNMENT RESCUE**

26 minutes

8th Grade and Up

American Varian Fry and his work in Vichy France assisting Jews and anti-Nazis out of the Gestapos clutches.

**AVENUE OF THE JUST:**

57 minutes

8th Grade and Up

Documentary interviewing various Righteous Christians and their experiences saving Jewish strangers and neighbors. Otto Frank is interviewed at end of tape.

**BACH IN AUSCHWITZ**

Adults-subtitled

Interviews with women who played in orchestra at Auschwitz.

**BAPTISM OF FIRE**

50 minutes

11th and 12th Grades

Dry black and white German propaganda film illustrating Germany's triumph over Poland and adulation for Hitler. This film does show Germany's contempt for England.

**BEARING WITNESS**

21 minutes

12th Grade and Up

Short account by American soldiers describing how they first encountered concentration camps in April and May, 1945.

**BLOOD IN THE FACE**

117 minutes

Adults

Disturbing interviews with members of Neo-Nazi groups in the United States.

**BLOOD IN THE FACE**

60 mins.

Junior High and up

A searing and disturbing film on white supremacy groups in the United States. Students should be fully prepared and well briefed after viewing this film.

**BOAT IS FULL**

104 minutes

8th Grade and Up

Excellent story follows Jewish refugees as they arrive in Switzerland and what happens when Swiss authorities find out. In German with subtitles.

## **BORDER STREET**

In Polish with subtitles. Interesting tale of three Polish families and their experiences during WWII. This 1948 film is not recommended for children because of its dated appearance and much reading.

## **BOUND FOR NOWHERE**

10 minutes

Documentary on ill-fated refugees on ship St. Louis. Difficult to follow because of narrator's speedy delivery.

## **BREAKING THE SILENCE**

Adults

Dry documentary as adult children of survivors recount their experience growing up with Holocaust survivors for parents.

## **CAMERA OF MY FAMILY**

Explains why German Jews may not have left Germany so quickly. Explores root of German Jewry.

## **CLASS DIVIDED**

High School

Psychology/Sociology Class

True story of Iowa third grade teacher who illustrated prejudice by dividing her class into blue-eyed and brown-eyed students.

## **CONSPIRACY**

R for Language - High School

96 minutes

Absolutely chilling account of Wannsee Conference and decision to enact the "Final Solution." Excellent acting.

## **COURAGE TO CARE**

Junior High and up

28 mins., with study guide

An excellent documentary about people who risked their lives to save Jewish Holocaust victims. Individuals share their personal stories with viewers. Fits easily into a self-contained class period.

## **DAMNED, THE**

Adults

146 minutes

Feature length video about German family and Nazism from February, 1933 to Night of Long Knives in 1934.

## **DANIEL'S STORY**

5th - 8th Grade

Highly engaging tale told from a young boy's point of view as he struggles to survive.

**DAYS TO COME**

86 minutes

Not Recommended for Schools

A play.

**A DEBT TO HONOR**

30 mins.

Grade 6 and Up

A series of interviews; Italian rescuers of Jews recount their courageous behavior at a time when valor was at a premium.

**DIAMONDS IN THE SNOW**

Grade 6 and Up

Account of one Polish town and its Jews during the Holocaust. Microcosm of Polish-Jewish history.

**DISSOLUTION AND RESETTLEMENT**

30 mins.

Grade 6 and Up

Film addresses political changes due to world war and the Holocaust. Focus on illegal immigration to Palestine; Jews in Shanghai, and the immigration of the entire Yemenite Jewish community to Israel.

**THE DOUBLE CROSSING**

29 mins.

Junior High and up

This is a poignant, heartwarming story of the German Jewish refugees on the S.S. St. Louis who were refused admittance into Cuba and the U.S. and returned to Europe. This well structured film makes the tragedy of the 900 refugees easily understood in human terms. All of them could have been saved, had nations like the U.S. and Cuba been more compassionate. The film calls into question many issues that still surround the policy of many world governments towards treatment of refugees.

**ELIE WIESEL GOES HOME**

108 minutes

Adults

Elie's journey to his homeland, Hungary, and trip to Auschwitz where he lost his family. Ends with him winning Noble Peace Prize.

**ESCAPE FROM SOBIBOR**

7th Grade and Up

Outstanding true story depicting the 1943 uprising at the Sobibor camp. Highly recommended.

**ESCAPE TO SHANGHAI**

22 minutes

Adults

Different people tell how they came to survive by living in Shanghai.

**EUROPE EUROPA**

2 hours

11th - 12th Grades and Up

True story of a Jewish teen who survives by masquerading as a Hitler Youth and Nazi soldier. In German with subtitles.

**EVERYTHING'S FOR YOU**

Not recommended – hard to follow.

**EYE OF THE BEHOLDER**

25 mins.

Grade 6 and up

A sequel to "Eye of the Storm" and "A Class Divided" focusing on Jane Elliot's work in prejudice reduction using the eye color exercise. An example of the eye color experiment using teachers is shown in this film. May be used in conjunction with "Eye of the Storm" and "A Class Divided."

**EYE OF THE STORM**

27 mins.

Elementary School and Up

Award-winning film about a third grade teacher's classroom experience with discrimination. Jane Eliot divides the all-white class into brown-eyed and blue-eyed groups, discriminating against one group. The film deals with feelings of frustration, broken friendships, vicious behavior and the psychological effects on people who are isolated.

**FACES OF THE ENEMY**

55 mins.

High School and up

A provocative, open-ended examination of how people perceive and describe their enemies. The film demonstrates how the process of enemy-making crosses all cultural and language barriers. Included are Nazi and Arab images of Jews, American images of Soviet and Japanese, Japanese and Soviet images of Americans, etc.

**FAITH AMID THE FLAMES**

40 mins.

High School and up

A documentary film focusing on the personal testimonies and spiritual resistance of Orthodox Jews during the Holocaust.

**FIVE CITIES AND NOWOGRADEK**

65 mins.

High School and Up

Pre-war Jewish life in the Polish cities of Warsaw, Bialystok, Cracow, Umon and Vilna.

**FLAMES IN THE ASHES**

90 mins.

High School and up

This Israeli-made documentary tells the story of different resistance fighters in many areas of Nazi-occupied Europe through the testimonies of survivors who fought in the resistance. It is a heartfelt and beautiful tribute to the men and women who fought back and clarifies beyond a doubt the degree and depth of Jewish involvement in resistance actions and resistance movements.

**GARDEN OF THE FINZI-CONTINIS**

Adults

Superb film about a wealthy Jewish-Italian family in the late 1930s. In Italian with subtitles.

**GENOCIDE**

60 mins.

Grade 9 and up

An excellent documentary film on the Holocaust produced by the British Broadcasting Corporation as part of the "World at War" series.

**HIDDEN CHILDREN**

25 minutes

Jr. High and Up

20/20 special that focuses on two adults who survived the war by being hidden.

**THE ILLEGAL**

55 mins.

Junior High and Up

Illegal journey through occupied Europe of Jews seeking to get to Palestine.

**IMAGE BEFORE MY EYES**

90 mins.

Elementary School and up

This film recreates Jewish life in Poland from the late 19th Century through the 1930's using photographs and rare film footage as well as music, interviews, and memorabilia.

**INTO THE ARMS OF STRANGERS**

117 minutes

8th Grade and Up

This documentary follows the Kindertransport from Europe to England. Stories depict life as young refugees away from parents.

**JEW BOY LEVI**

90 minutes

High School

German with English sub-titles. Levi is a peddler in southern Germany, liked by the villagers who experience their changes towards anti-semitism in the late 1930's.

**JUST A DIARY**

27 mins.

Elementary School and up

"Just A Diary" is a film which may be used as an introduction or follow-up to the study of the "Diary of Anne Frank." It excerpts pieces from the play as well as comments by individuals who have either acted in the play or done dramatic readings from the diary about the life of Anne Frank and its meaning for them.

**KITTY: RETURN TO AUSCHWITZ**

82 mins.

Junior High and up

An award winning British documentary detailing the visit of Kitty Hart, a Polish Jewish survivor, to the Auschwitz concentration camp. Her words addressed to the camera and to her son, who accompanied her on this pilgrimage, are more graphic than the horrors of newsreels. The reflections of Kitty give new insight into man's most evil act of inhumanity. Her account is a tale of survival against the odds, of courage and freedom, and above all, of remembering.

**KORCZAK**

118 minutes

Black and white. Polish with English sub-titles. True tale, about Polish orphan director who passes up a chance to escape to Aryan side to stay with his orphans.

**THE LIBERATION OF AUSCHWITZ 1945**

55 mins. English/German with English subtitles

High School and up

This documentary, produced to mark the 40th anniversary of the liberation of the concentration camp at Auschwitz, contains previously unreleased film material of the event as well as an interview with the eyewitness Soviet cameraman, Alexander Voronstov. The film footage shot by the Soviets between January 27 and February 28, provides an overview of Auschwitz and the concentration camp system which exterminated millions of innocent lives. Contains graphic material.

**LIFE OF ADOLF HITLER**

101 mins.

High School and Up

Feature length documentary of the rise of Nazism, Nazi ideology, and the Holocaust

**THE LOCKET**

18 minutes

Jr. High and Up

True story of St. Louis survivor and her family's escape from Nazi Germany.

**LODZ GHETTO**

80 mins.

High School and up

This excellent PBS documentary on the Lodz Ghetto was scripted entirely from the diaries of Holocaust victims, and the diary of Chaim Rumkowski, head of the Judenrat in Lodz. The film uses important archival photographic and film material from Lodz, including color photographs taken in the ghetto, and some dramatization using film taken in modern Lodz. An important learning tool for older students.

**LUCIE AUBRAC**  
116 minutes

11th-12th Grade and Up – Rated R

In French with subtitles. Based on a true story. Resistance Activist is arrested and sentenced to death. His wife's bravery and love helped rescue him from the clutches of the Gestapo.

**MAJDANEK 1944**  
65 mins. English/German with English subtitles

Grade 9 and up

The concentration and extermination camp Majdanek, erected near Lublin in 1941, was liberated on July 23, 1944. Soviet and Polish troops uncovered evidence of the Nazi Genocide and formed a commission to hear testimony from survivors and witnesses to the atrocities; their accounts were preserved on film. This documentary provides an invaluable record of the Majdanek Nazi war crimes trial; held from November 27 to December 3, 1944 in Lublin, during the last stages of the war.

**MEMORY OF A MOMENT**  
10 mins.

Junior High and up

Two men whose lives touched forty years ago are reunited on the anniversary of the liberation of Buchenwald. Robert Waisman, who had been imprisoned in the German concentration camp, and Leon Bass, a black American who participated in the liberation of the camp, recall their experiences. For Waisman, Bass was the first black man he had ever seen. He touched his face to determine that he was real. For Bass, given the fact that he was a black soldier in a segregated army, his personal pain took on another perspective. Bass, now a history teacher, comments: "Human suffering is universal. Your pain is my pain."

**MEMORIES OF KRISTALLNACHT: MORE THAN BROKEN GLASS**  
57 mins.

Grade 9 and up

An intense detailed account of Kristallnacht through the eyes of survivors and other eyewitnesses. Film includes archival photographs, film footage and interviews with German-Jewish survivors of Kristallnacht, Holocaust scholar Raoul Hilberg, psychologist Ruth Westheimer (who is a survivor of Kristallnacht), American journalists who were eyewitnesses to the events, and a former member of the Hitler Youth.

**NEVER FORGET**  
120 minutes

Jr. High and Up

Television video (with commercials). True story about a Holocaust survivor who goes to court against revisionists to prove that the Holocaust happened.

**NIGHTMARE: THE IMMIGRATION OF JOCHIM AND RACHEL**  
24 minutes

5th-8th Grade

Story of a brother and a sister who survive the Warsaw ghetto and journey to America after the war.

## **NOT A DAY LIKE ANY OTHER**

34 minutes

Interviews with German people, both Jewish and non-Jewish, about their lives in Wiestbaden on August 30, 1942 when the last Jews of this town were deported.

## **NOW . . . AFTER ALL THESE YEARS**

60 mins.

Grade 6 and up

This film examines the prejudice that has carried forward since the Holocaust in a small village in East Germany whose population of 1,000 was 50% Jewish before the war. No Jews are left today in this village. German villagers are interviewed in their homes. Jewish survivors from the village are interviewed in their homes in Manhattan.

## **OBEDIENCE**

Juniors/Seniors Psychology Class

Black and white older film depicting the classic psychology shock experiment. How much pain will one human inflict on another within the context of an experiment?

## **OPENING THE GATES OF HELL**

45 minutes

High School and Up

Interviews with American liberators of concentration camps, interspersed with footage of liberation. Some disturbing footage of camps is shown.

## **OPERATION UNDERSTANDING**

60 mins.

Elementary School and up

This film documents a visit by Jewish and Black youth to Israel and to Africa to visit the places where slaves were incarcerated and then shipped to the United States. The film discusses the understanding that the Black and Jewish young people who participated in the program developed for one another. The program was sponsored by the American Jewish Committee in Philadelphia.

## **OUTCAST**

37 minutes

1933-1938 background on early Anti-Semitism prior to WWII. Historical data interspersed with Holocaust survivor interviews.

## **PARTISANS OF VILNA**

130 ins.

High School and Up

Jewish resistance during the war.

## **PASSENGER**

60 minutes

Black and white. Bizarre narrative told in flashbacks about relationship between female SS overseer and her Polish assistant.

## **PEOPLE OF NESS AMIM**

60 ins.

High School and Up

People of Ness Amim is a documentary about a group of European Christians who founded a kibbutz in Israel as a sign of solidarity with the Jewish people and as an atonement for Christian complicity during the Holocaust. It is a sensitive and provocative film which is superbly adapted for studying basic problems in Christian-Jewish relations (i.e. proselytization and triumphalism) as well as Christian-Jewish relations in Israel and the human dilemma of dealing with guilt and reconciliation after the Holocaust.

## **PREJUDICE**

28 minutes

Narrated by Ed Asner. Good examples of prejudice throughout society but film is dated early 1970's so students might not appreciate this move.

## **SCHINDLER**

90 mins.

High School and Up

British documentary on Oskar Schindler, the figure on whom Schindler's List was based.

## **SEARCH FOR MENGELE**

1 hour

8th Grade and Up

Interesting HBO special about infamous Angel of Death and his escape and life in South America.

## **SHADOW ON THE CROSS**

60 minutes

High School and Up

Thought-provoking presentation dealing with Christian anti-Semitism which helped to nourish the ideals of the Final Solution.

## **SOSUA**

30 minutes

Elementary School and Up

Sosua is a sensitive and heartwarming story of a group of German Jews fleeing Nazi Germany who found refuge in the Dominican Republic. It deals primarily with their adjustment to a new way of life as dairy farmers, their intermarriage with Dominican natives, and their ability to preserve their Jewish religious faith. "Sosua" illustrates what can happen when people of different racial, religious, and cultural backgrounds make a serious attempt to live as an integrated community.

## **SOSUA**

30 minutes

Dry documentary about Jews who emigrated to the Dominican Republic in the late 1930's.

## **STOLEN CHILDHOOD**

Holocaust survivors recount their lives as Germans entered Poland.

**THE STORY OF CHAIM RUMKOWSKI AND THE JEWS OF LODZ**

Grade 9 and Up

55 mins.

A compelling documentary about how the Lodz Ghetto was administered by Rumkowski, head of the Lodz Judenrat. Through the use of terror, manipulation, and humiliation, the Nazis found Jews to perform duties which otherwise Nazis themselves would have done.

**SUMMER OF AVIYA**

96 minutes

Jr. High and Up

Hebrew with English sub-titles. Tale of a ten-year old girl and her ex-Partisan mother living in Israel.

**THERE ONCE WAS A TOWN**

Survivors of a massacre in Eastern Poland return to their village nearly sixty years after 3500 Jewish residents were killed there.

**THERESIENSTADT: GATEWAY TO AUSCHWITZ**

High School and Up

55 mins.

The first film dealing with Theresienstadt, the "model" concentration camp set up by the Nazis in Czechoslovakia, which the Nazis used for site visits by International Red Cross and other officials. In this way the Nazis covered up for a time the deplorable conditions in other camps as well as the death installations in Poland. Most inmates of Theresienstadt were eventually transferred to Auschwitz where they were murdered. A great deal of art work, music and writing produced by Jews who were murdered by the Nazis survived in Theresienstadt, including drawings and poetry by children.

**THEY RISKED THEIR LIVES**

High School

Interview with Holocaust Rescuers from all over Europe. Examines what made regular people risk their own lives for friends or strangers.

**THROUGH OUR EYES: CHILDREN WITNESS THE HOLOCAUST**

Grades 6 - 8 and Up

30 mins.

This package is devoted solely to the Holocaust as perceived by children, the experiences of 1-1/2 million children who perished as well as young Holocaust victims who managed to survive. Photographs, texts, readings, questions, historical facts, as well as emotional outpourings. Highly functional in teacher/student interactive learning. Includes accompanying curriculum.

**TO KNOW WHERE THEY ARE**

Grade 6 and Up

27 mins.

A poignant, sensitive story of one family's search for the roots of their family in Poland. They discover the fate of their relatives who were helped for a short while to survive by two Polish families in their village before being murdered by the Nazis. The helplessness and hopelessness faced by people who tried and failed to resist the brutal Nazi tyranny and the Nazi collaboration that surrounded them is heartwrenchingly displayed.

**TZVI NUSSBAUM: A BOY FROM WARSAW**

50 mins.

Junior High and Up

Tzvi Nussbaum is the name of the person who was the young boy with his hands raised in a famous photograph taken in the Warsaw Ghetto. Today Nussbaum, who survived the war, is a physician living in New York with his wife and four daughters. This poignant documentary film completely humanizes this photograph and ties together all the details of Tzvi Nussbaum's story. Nussbaum himself is interviewed as are his aunt and uncle and the family friend who saved his life by taking him into hiding in the "Aryan" sector of Warsaw.

**UNDER THE DOMINI TREE**

Jr. High and Up

Sequel to Summer of Aviya about orphans on Kibbutz in 1953. In Hebrew with English subtitles.

**WARSAW GHETTO**

51 mins.

High School and Up

A powerful, documentary produced by BBC-TV, which tells the story of the ghetto from its creation in 1940 to its destruction in 1943. Narrated by a survivor, the film details the daily struggle to survive, the poor sanitation, the smuggling of food from the outside, the special persecution of religious Jews, the deportations, the collaboration by some, the resistance by others, and the struggle to maintain human dignity. Its closing shots are what the Germans recorded on the final days of the destruction of the ghetto.

**WATCH ON THE RHINE**

Adult

Black and white drama about a German refugee family in the U.S. during early days of WWII, stars Bette Davis. Good, but not enough excitement for Jr./Sr. high school students.

**THE WAVE**

60 mins.

Junior High and Up

School experiment about obedience and willingness to "follow orders."

**WE WERE SO BELOVED**

120 minutes

Adult

Documentary of interviews with Jewish people who live in Washington Heights, NY.

**WEAPONS OF THE SPIRIT**

35 minutes

Jr. High and Up

French Christian village that worked together to save Jewish lives. Some interviews.

**WHITE ROSE**

123 minutes

High School

German with English sub-titles. Engrossing true tale about German college students in Munich who secretly distribute anti-Nazi information and pay with their lives. Brief nudity.

**THE YELLOW STAR**

16 mins.

Junior High and up

The film produced by Yad Vashem is an excellent overview of the subject utilizing the artwork of victims and survivors of the Holocaust.

**ZEGOTA - A TIME TO REMEMBER**

52 mins.

Grade 8 and up

Despite enormous risks, a small number of Poles formed the ZEGOTA Council, an organization dedicated to helping their Jewish neighbors during WW II, in September, 1942. Throughout 1943-1944, members of the ZEGOTA Council clandestinely provided safe hiding places, money, false identity papers, sustenance, and medical attention to thousands of Jews who had escaped from ghettos and concentration camps. This short film features interviews with some of the Polish men and women who participated in these secret operations as well as with Jews who were saved by these individuals who displayed remarkable moral courage.

# FILMOGRAPHY – SELECTED FEATURE LENGTH NON-FICTION FILMS

## **AMERICAN AND THE HOLOCAUST: DECEIT AND INDIFFERENCE**

90 min.

America's isolationist immigration policy is the legacy it must bear when assessing guilt of those who might have contributed to the destruction of European Jewry. This film is an excellent inquiry into the policies of the State Department, which apart from its adamancy in not allowing Jews to enter the United States during their time of urgent need, in fact, obfuscated legitimate quotas so that Jews could not come in.

## **ANNE FRANK REMEMBERED**

2 hours

Junior High and Up

British director Jon Blair has fashioned an immensely competent and worthwhile film encompassing the life and character of Holocaust icon Anne Frank.

## **AS IF IT WERE YESTERDAY**

86 mins.

High school and Up

Told through interviews and anecdotes by Belgian citizens involved in helping to save Jews during the Nazi occupation, this film serves as a reminder of our obligation to be decent citizens.

## **HOTEL TERMINUS**

4 hours

Adults

Film maker Marcel Ophuls examines elements of the Holocaust through the figure of Nazi Klaus Barbie, often referred to as the "Butcher of Lyons," the city in France where he was Gestapo Chief during the occupation of France. There is much to digest in this complex history which raises issues central to our own humanity.

## **IMAGE BEFORE MY EYES**

90 mins.

Junior High and Up

A conventionally patterned, tasteful and significant film about Jewish life in Poland from the turn of the century and World War I, through the crucial period between the two world wars.

## **THE LIFE OF ADOLF HITLER**

101 mins.

High school and Up

Paul Rotha's film ought to be utilized more frequently. Rotha was one of the innovators in the field of documentary film. His insight into his subject, his understanding of Nazi ideology, his culminating the chronicle with the destruction of European Jewry, and his strong visual sense, especially the outstanding film footage he gathered, allow us to enter into the world of Adolf Hitler and National Socialism.

**LODZ GHETTO**

103 mins.

High school and Up

Using interesting visual material, including film, photographs and drawings, this is the story of the longest surviving Jewish ghetto established by the Nazis. It perhaps minimizes the complexity of the situation of the Jews in Lodz by focusing too strongly on the film maker's own biases.

**MEIN KAMPF**

2 hours

This film offers a visual reconstruction of events peculiar to this century and presents a vibrant canvas of the past.

**OF PURE BLOOD**

90 mins.

Adults

History of the Nazi Lebensborn Movement, an organization devoted to developing flawless Aryan babies. Fascinating and well worth seeing.

**PARTISANS OF VILNA**

130 mins.

High school and Up

Through the memories of participants in the partisan movement, this film deals with Jewish resistance during the war.

**SAFE JOURNEY**

1 hour, 43 mins.

Adults

A small gem, deals with the history of the Gypsies through their music. Includes a segment on the Gypsies and the Holocaust.

**SCHINDLER**

1 hour, 30 mins.

High school and Up

British non-fiction film on the life of Oskar Schindler.

**SHOAH**

9 hours

High school and Up

French film maker Claude Lanzmann spent eleven years forging this remarkable work. At its most uncomplicated, it is an assemblage of voices and memories-of survivors, perpetrators and bystanders-offering witness to the Final Solution.

**SHTETL**

Approx. 3 hours

High school and Up

This is an inquiry into Polish-Jewish roots by a film maker who survived the Holocaust hidden in a Catholic orphanage in Poland.

**THE SORROW AND THE PITY**

Approx. 4 hours

High school and Up

Marcel Ophuls has assembled a stimulating visual history of France under the German occupation which upon its appearance in 1970, stimulated a controversy that altered France's and the world's perceptions of French behavior under the Nazi occupation.

**WEAPONS OF THE SPIRIT**

90 mins.

Junior High and Up

Here is the story of a small French town, Le Chambon-sur-Lignon, which served as a nerve center for other villages in the area in finding refuge for some five thousand Jews during World War II.

# POST VISIT ACTIVITIES

A visit to the Holocaust Museum and Learning Center will raise many questions in the minds of visitors as well as heighten and intensify their emotions. The following activities are designed to help you deal with students' questions and concerns and channel their energy into a meaningful learning experience.

1. Discuss the following questions with your students:

What questions does a study of the Holocaust raise about:

- a) the world we live in today?
- b) life in the United States?
- c) other periods in human history?
- d) war, the making of enemies, and the ethics of warfare?
- e) the effects of prejudice and discrimination and the existence of hate groups?
- f) human behavior and its impact on other human beings?

2. Have students write an essay describing their questions and feelings after having visited the Holocaust Center. (The Center is very interested in having copies of essays which illustrate the impact of a visit on students.)

3. Have students put on a dramatic presentation or dramatic readings in class on the Holocaust or a related subject.

4. Have students express their feelings about the visit through an art project.

5. Have students write letters to the docents who led them through the exhibits and to the survivors who spoke to them expressing their personal feelings about how the visit affected them. The letters should be addressed to the Holocaust Museum & Learning Center, which will forward them to the appropriate party.