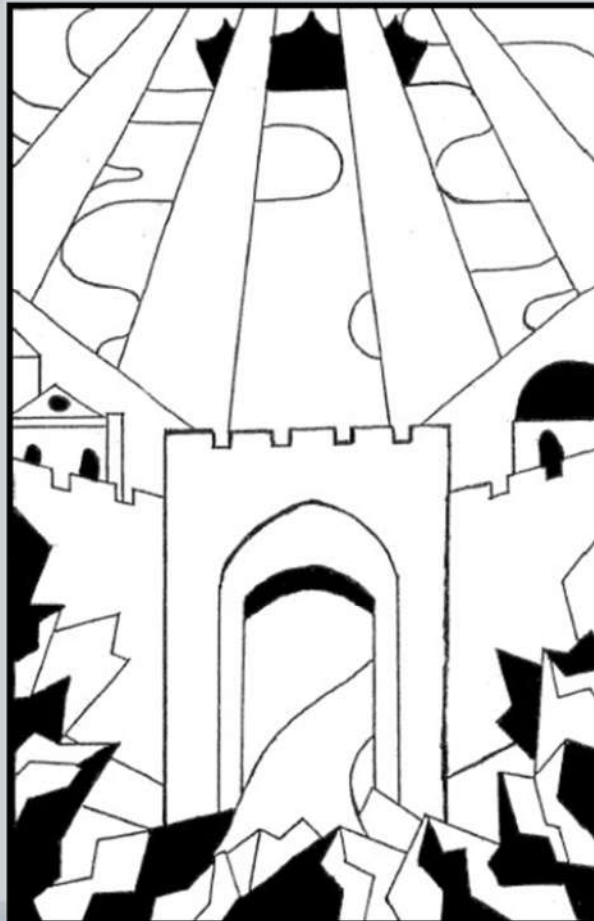




KOL ISRAEL FOUNDATION

HOLOCAUST EDUCATION PROGRAMS
FACE TO FACE • SHARING OUR STORIES



THE BUTTERFLY

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
against a white stone...

Such, such a yellow
Is carried lightly way up high.
It went away I'm sure because it wished to
kiss the world good-bye.

For seven weeks I've lived in here,
Penned up inside this ghetto.
But I have found what I love here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.

That butterfly was the last one.
Butterflies don't live in here,
in the ghetto.

Pavel Friedmann

Pavel Friedmann was born on January 7, 1921 in Prague and deported to Theresienstadt on April 26, 1942. His butterfly poem was written on June 4, 1942. He died in Auschwitz on September 29, 1944.



Holocaust Education Programs

for public & private

middle & high school students

and adults in Northeast Ohio

<http://www.kifcle.org/education>

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Definitions of the Holocaust from Major Holocaust Museums

Definition One.

Under the cover of the Second World War, for the sake of their “new order,” the Nazis sought to destroy all the Jews of Europe. For the first time in history, industrial methods were used for the mass extermination of a whole people. This event is called the Holocaust. The Nazis enslaved and murdered millions of others as well. Gypsies, people with physical and mental disabilities, Poles, Soviet prisoners of war, trade unionists, political opponents, prisoners of conscience, homosexuals, and others were killed in vast numbers.

Definition Two.

The Holocaust refers to a specific genocidal event in twentieth century history: the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims—6 million were murdered; Gypsies, the handicapped, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Jehovah’s Witnesses, Soviet prisoners of war, and political dissidents also suffered grievous oppression and death under Nazi tyranny.

Definition Three.

The Holocaust was the murder of approximately six million Jews by the Nazis and their collaborators. Between the German invasion of the Soviet Union in the summer of 1941 and the end of the war in Europe in 1945, Nazi Germany and its accomplices strove to murder every Jew under their domination. Because Nazi discrimination against the Jews began with Hitler’s accession to power in January 1933, many historians consider this the start of the Holocaust era. The Jews were not the only victims of Hitler’s regime, but they were the only group that the Nazis sought to destroy entirely.

Questions to consider:

- What are the similarities among the three definitions?
- What are the differences?
- The definitions are from the United States Holocaust Memorial Museum (Washington, DC), Yad Vashem -- The World Holocaust Remembrance Center (Jerusalem), and the Imperial War Museum (London). Can you guess which definition goes with which organization? *
- Why do you suppose the differences exist?
- Does the mission/function of an organization affect how it chooses to define the Holocaust?
- Which definition would you choose if you had to choose one? Why?

* 1. *Imperial War Museum*

2. *USHMM* <https://www.ushmm.org/learn/students>

3. *Yad Vashem*- <https://www.yadvashem.org/exhibitions.html>

JUDAIC VOCABULARY

ARON KODESH (Holy Ark) — Located at the focal point of the synagogue, the ark at CST features two exquisite Stars of David. The Ark houses the Torah scrolls.

CANDLESTICKS — Candles are lit on the eve of the Sabbath and festivals in Jewish homes.



HAVDALLAH (Separation) — The Havdallah set contains a candle, aromatic spices, and a wine goblet. The Havdallah ceremony occurs on Saturday evening after dark and marks the end of the Sabbath. Havdallah means separation in Hebrew. The week is separated from the Sabbath.

HOLOCAUST CANDLE — Each year on Holocaust Remembrance Day (Yom HaShoah), this yellow memorial candle is lit in homes throughout the world to remember the victims of the Holocaust.



KIPPAH (Yarmulke) — Ritual head covering worn to express awareness of God's presence. The kippah comes in many different colors and styles. It is worn especially at worship, at study and during holiday meals.



MEZUZAH (Parchment and decorative case) — Placed on the door posts of a Jewish home, as a reminder of the Commandments, and of the exodus from Egypt (Deuteronomy 6:8)



MITZVAH (Commandment) – Commonly thought of as a good deed. It is a mitzvah to visit the sick, help people, give money to the needy, etc.

NER TAMID (Eternal light) — This light, which appears above the Bima (stage), is a reminder of the ancient Menorah or candelabrum that stood in the Temple in Jerusalem. It is a visible symbol of God's eternal presence.



SHOFAR (Ram's horn) — This “Jewish alarm clock” is sounded at Rosh Hashanah (the Jewish New Year) and is a “Call to Conscience” for Jews.



SHABBAT (Day of rest) — The Jewish Sabbath begins Friday at sundown and continues until three stars appear in the sky Saturday evening. On the Sabbath, traditional Jews light candles, recite special blessings over wine and bread, enjoy festive meals, worship, study, rest and rejoice.

SIDDUR (Prayer book) — The prayer book is a collection of prayers, blessings, meditations and readings in Hebrew and English. The prayer book contains selections for weekday, Sabbath and festival services and is read from right to left.

STAR OF DAVID/ MAGEN DAVID (Jewish Star) -- The Star of David is a six-pointed star that is used as a symbol of Judaism and the state of Israel.



TALLIT (Prayer shawl) — The prayer shawl is worn during prayer and reminds the wearer of ritual and moral responsibilities.



TEFILLIN (Phylacteries) — A part of prayer garb with leather straps which are wrapped around the head and arm during morning services on weekdays, in fulfillment of the Biblical teaching: “And you shall bind them (the Commandments) as a sign upon your arm and before your eyes.” (Deuteronomy, 6:8)



TORAH (Teaching) — A scroll containing the first five books of the Hebrew Bible (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy). Dressed in an ornate cover, the Torah is the Jewish people's most precious possession. The same portion of the Torah is chanted aloud each Sabbath in every synagogue around the world.



TZEDAKAH (Justice/charity) — It is customary to contribute a portion of one's earnings to assist the needy. This obligation is represented by the Tzedakah box.



HOLOCAUST VOCABULARY

ANNIHILATION- complete destruction.

ANTISEMITISM- hatred of Jews and Judaism.

ARYAN- originally, a term for peoples speaking the languages of Europe and India. It was twisted by the Nazis, who viewed those of Germanic background as “racially superior” and Jews and other races as “inferior” and a threat to the purity of their “master race”.

ARYANIZATION- the process whereby the Nazis hoped to remove Jews and “other inferior races” from Germany and ultimately, the world.

CREMATORIUM- ovens used to cremate (burn) human corpses.

GAS CHAMBER- room in Concentration Camps used to put human beings to death with poison gas.

GHETTO- isolated area within a city, often walled, in which Jews were forced to live.

JUDENREI- German word meaning “free of Jews”. Nazi euphemism for ethnic cleansing of an area by deportation or murder. An alternate term was **Judenrein** (“cleansed of Jews”).

JUDENRAT- a ghetto Jewish council set up by the Nazis and under their strict control.

KINDERTRANSPORT- a program which brought 10,000 Jewish children from Germany, Austria, and Czechoslovakia to England without their parents in late 1938 and during the first eight months of 1939.

KRISTALLNACHT- “Night of Broken Glass” -November 9, 1938 when 191 synagogues in Germany and Austria were burned and thousands more were vandalized or looted, thousands of Jewish businesses and homes were destroyed, 30,000 Jews were arrested, and more than 200 Jews were murdered. Now called Pogromnacht (see pogrom below) by German historians to reflect that much more than glass was broken.

NAZI- A short term for a member of the National Socialist German Workers’ Party, a right-wing political party formed in 1919. “The Nazi Party” was strongly anti-Communist, antisemitic, racist, nationalistic, imperialistic and militaristic.

NUREMBERG LAWS- Nazi laws passed in September 1935 which revoked Jews’ German citizenship, defined Jews racially, and prohibited Jewish-Aryan sexual relations and marriages.

PARTISAN- resistance fighter.

POGROM-a violent riot against a minority group, especially Jews.

RESETTLEMENT- term used by Nazis as a euphemism for deportation to concentration camps or death.

RIGHTFOUS GENTILES- non-Jews who risked their lives to save Jews.

SWASTIKA- twisted cross, Nazi symbol.

THIRD REICH-“Third Empire”- term given by Hitler to his regime (1933-1945).

TOTALITARIANISM- a form of government in which the State exercises total control over much of its citizens’ lives.

ZYKLON B- poison gas pellets used in the gas chambers.

THE DIFFICULT TASK OF DOCUMENTING THE NUMBERS OF VICTIMS OF THE HOLOCAUST AND NAZI PERSECUTION

Calculating the numbers of individuals who were killed as the result of Nazi policies is a difficult task. There is no single wartime document created by Nazi officials that spells out how many people were killed in the Holocaust or World War II.* The Nazis targeted not only the Jews for extermination, but other groups of people who the Nazis believed:

- a) were inferior – Roma and Sinti (Gypsies), the disabled, homosexuals,
- b) posed a “risk” to the Third Reich - Jehovah’s Witnesses, political prisoners, Resistance fighters
- c) they no longer had the resources to maintain -Soviet prisoners of war.

It is practically impossible to determine exactly how many people died as a result of the genocidal and extermination policies of the Nazis. Scholars, including historians and anthropologists, Jewish and other religious organizations, and governmental agencies have tried since shortly after World War II ended in 1945 to accurately estimate the numbers who perished by relying on information contained in such things as captured Nazi archives and records, population census reports, and historical investigations. There currently is no definitive number, just best estimates which can change as new information is uncovered.

Remember, there is no single master list which gives the total number of people killed; the numbers listed in the three sections that follow are current estimates of those who perished at the hands of the Nazis.

* *United States Holocaust Memorial Museum.*

<https://encyclopedia.ushmm.org/content/en/article/documenting-numbers-of-victims-of-the-holocaust-and-nazi-persecution>

TOTAL DEATHS FROM NAZI GENOCIDAL POLICIES

<u>Group</u>	<u>Deaths</u>
European Jews	5,600,000 to 6,250,000
Soviet prisoners of war	3,000,000
Polish Catholics	3,000,000
Serbians	700,000 (Croat <i>Ustasa</i> persecution)
Roma, Sinti, and Lalleri (Gypsies)	222,000 to 250,000
Germans (political, religious, and Resistance)	80,000
Germans (handicapped)	70,000
LGBTQIA	12,000
Jehovah’s Witnesses	2500

From The Holocaust Chronicle: A History in Words and Pictures Publications International Ltd., 2003
<http://www.holocaustchronicle.org/>

ESTIMATED NUMBER OF JEWS KILLED IN THE FINAL SOLUTION

Country	Estimated Pre-Final Solution Population	Estimated Jewish Population Annihilated	
		Number	Percent
Poland	3,300,000	3,000,000	90
Baltic countries	253,000	228,000	90
Germany/Austria	240,000	210,000	90
Protectorate	90,000	80,000	89
Slovakia	90,000	75,000	83
Greece	70,000	54,000	77
The Netherlands	140,000	105,000	75
Hungary	650,000	450,000	70
SSR White Russia	375,000	245,000	65
SSR Ukraine**	1,500,000	900,000	60
Belgium	65,000	40,000	60
Yugoslavia	43,000	26,000	60
Romania	600,000	300,000	50
Norway	1,800	900	50
France	350,000	90,000	26
Bulgaria	64,000	14,000	22
Italy	40,000	8,000	20
Luxembourg	5,000	1,000	20
Russia (RSFSR)**	975,000	107,000	11
Denmark	8,000	—	—
Finland	2,000	—	—
Total	8,861,800	5,933,900	67

**The Germans did not occupy all the territory of this republic.

Source: Holocaust Denial. A Pocket Guide, Anti-Defamation League, 1997 <https://www.adl.org/>

JEWSH DEATHS BY LOCATION OF DEATH

Auschwitz complex	approximately 1 million
Other Death Camps in Poland	approximately 1.7 million
Shooting operations in Poland	at least 220,000
Deaths in other facilities that the Nazis designated as concentration camps	at least 150,000
Shooting operations and gas wagons outside of Poland, primarily in the Soviet Union	approximately 1.4 million
Deaths in ghettos	at least 800,000
Other	at least 500,000

Source: United States Holocaust Memorial Museum –

<https://encyclopedia.ushmm.org/content/en/article/documenting-numbers-of-victims-of-the-holocaust-and-nazi-persecution>

DECEPTIVE LANGUAGE USED BY THE NAZIS

To disguise their intent and actions, deceive their captives and create an illusion of normalcy, the Nazis often used deceptive language. Such language allowed Nazis to “sanitize”, for themselves and for one another, the murderous deeds they were performing, thus providing some psychological self-defense.

WHAT THEY SAID	Resettlement	Judenfrei	Extermination	Liquidation	Special Treatment	The Final Solution
WHAT IT WAS	Deportation to a concentration camp	“Free of Jews”- an area cleared of all Jews	Removal of a pest	Removal of Jewish communities from their homes and in some cases from Jewish ghettos	A way to deceive people particularly the most vulnerable, such as those who were elderly, pregnant or physically disabled, into thinking they would be cared for	The decision to commit genocide
WHAT IT MEANT	Selection and possible death	Murder of Jews	Murder of Jews and others not considered worthy of life	Deportation to a concentration camp and possible death	Immediate death	Elimination of the Jews of Europe

• Information from the Center for Holocaust and Humanity Education’s exhibit *Unlocking the Gates of Auschwitz 70 Years Later* at the National Underground Railroad Freedom Center, Cincinnati, OH -- January to May , 2015

<http://www.holocaustandhumanity.org/education/online-exhibits/>

INDIFFERENCE

**Fear not your enemies,
 for they can only kill you.
 Fear not your friends,
 for they can only betray you.
 Fear only the indifferent,
 who permit the killers and
 betrayers to walk safely on earth.**

Edward Yashinski

Edward Yashinski was a Yiddish poet who survived the Holocaust only to die in a Communist prison in Poland.

RESISTANCE DURING THE HOLOCAUST

During the Holocaust, Jews and non-Jews utilized armed and unarmed resistance, refusing to accept the philosophy and dominance of the German occupation. Resistance occurred in cities and towns as well as in the ghettos, in the camps, and in the forests.

Why was resistance difficult?

- Since Jewish communities in Europe had endured periods of severe persecution in the past, many Jews believed that all they had to do was to wait until times got better.
- Early on, most Jews couldn't imagine that they would be murdered. Cooperation rather than resistance seemed the best course of action.
- The Germans had guns; the victims usually did not.
- The principle of "collective responsibility" implied that more people than the individual activist would be punished. An act of escaping or of killing a German soldier would be followed by the Germans holding those who remained behind responsible. So if you escaped, then your family or members of your community might, quite likely, be killed.
- It was difficult to escape, to hide, to blend into the surrounding community or to purchase weapons.
- It was difficult to get weapons to ghetto inhabitants without being detected.
- Helping resisters was punishable by death, so the average civilian was unlikely to help.
- Deception on the part of the Nazis during the deportations made planning resistance difficult.

Examples of Unarmed Resistance

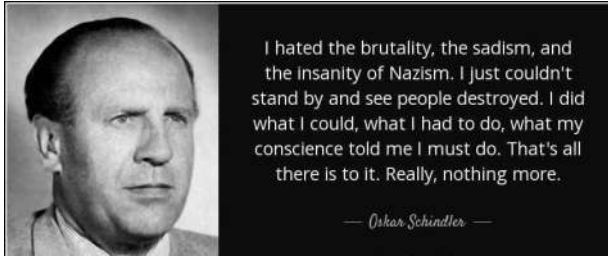
- Forming political organizations
- Going into hiding
- Holding meetings
- Attempting to alleviate suffering with food, medicines, hiding places, and money
- Attempting to let the world know what was happening
- Printing and distributing literature
- Forging documents

Examples of Armed Resistance

- Smuggling or stealing arms and ammunition
- Killing concentration camp guards,
- Setting a camp on fire,
- Destroying an extermination area
- Dynamiting a crematorium at Birkenau
- Helping prisoners to escape and hide in a forest- In Treblinka a few hundred men got to the forests but only twenty or so survived.
- Partisans (Resistance fighters) interrupted enemy communication systems and foiled transportation lines

Examples of Spiritual Resistance for Jews

- Establishing schools and libraries in the ghettos
- Smuggling books into the ghettos
- Writing diaries, reports, and poetry
- Creating art and music
- Hiding diaries, artwork, and artifacts so they might be found after the war
- Holding theatrical performances and concerts in the ghettos
- Praying and/or Maintaining religious rituals even at grave risks
- Trying not to forsake other people
- Singing to a child



Oskar Schindler

“Ask yourself a question; that’s how resistance begins. Then ask that very question to someone else.”

Adapt? Stay on? Cooperate?

Register? Remain a Nazi Party member?

Sign? Boycott? Strike?

Hand in? Report? Help?

Take Revenge?

*Adapted from material from
The Dutch Resistance Museum,
Amsterdam.*

<https://www.verzetsmuseum.org/museum/en/exhibitions>

Resistance is. .

By Haim Guri and Monia Avrahami

- To smuggle a loaf of bread –
was to resist.**
- To teach in secret –
was to resist.**
- To gather information and distribute an underground newsletter
was to resist.**
- To cry out warning and shatter illusions –
was to resist.**
- To rescue a Torah scroll –
was to resist.**
- To forge documents –
was to resist.**
- To smuggle people across borders –
was to resist.**
- To chronicle events and conceal the records–
was to resist.**
- To extend a helping hand to those in need –
was to resist.**
- To dare to speak out, at the risk of one’s life –
was to resist.**
- To stand empty-handed against the killers –
was to resist.**
- To reach the besieged, smuggling weapons and commands –
was to resist.**
- To take up arms in streets, mountains and forests –
was to resist.**
- To rebel in the death camps –
was to resist.**
- To rise up in the ghettos, amid tumbling walls,
in the most desperate revolt humanity has ever known ...**

Source: Faces of the Uprising (original Hebrew: P'nei ha-Mered)

RIGHTEOUS PERSONS DURING THE HOLOCAUST

Non-Jews who aided Jews at risk to their own lives during the Holocaust are considered to be “Righteous Among the Nations.” These people often lived in occupied countries and saved Jewish lives without ever receiving or expecting any financial gain in return. Righteous individuals provided help beyond what could be called ordinary help. The lives of these righteous people were often at great risk, as were the lives of their family members. Many righteous non-Jews also lost their jobs or diplomatic positions.

HOW WERE JEWS AIDED?

- Righteous people sheltered Jews in private homes or in secular or religious places. Hiding a Jew in one’s own home posed the greatest danger because of the risk of surprise searches. In countries where more people were willing to help, the risk was decreased because the Jew could be moved from place to place to avoid detection.
- Jews were given false papers such as fake exit visas or fake baptismal certificates, which enabled them to pose as non-Jews.
- Righteous persons sometimes accompanied Jews to borders and arranged safe transport across borders.
- Jewish children were temporarily adopted.
- Jews were provided with clothing and food for prolonged periods once they were hidden in forests, convents or attics.

WHO WERE THE RIGHTEOUS. AND WHERE DID THEY COME FROM?

Yad Vashem is the memorial founded by the State of Israel to commemorate the evil events of the Holocaust and to honor those righteous individuals who risked their lives to help the Jews. As of January 2015 some 25,685 people had been identified by Yad Vashem as “Righteous Among the Nations”. This figure is far from complete since many righteous acts were never reported. This number also excludes individuals who extended aid but did not risk their lives. If a Jew died despite the aid of a righteous person, it is likely that the righteous person may never have been identified and honored.

Righteous persons came from many countries and served in many occupations. They included clergymen, educators, nuns, diplomats and soldiers. Some of the more famous righteous persons who aided Jews were Raoul Wallenberg, Sempo Sugihara, Aristedes de Sousa Mendes, Irena Sendler, and Oskar Schindler.

Most were ordinary people, who had behaved throughout their lives in kind-hearted ways. Many rescuers reported that they behaved in ways that felt natural to them, feeling that they had no choice to act in any other way. Others were self-reliant and were unconcerned about what others thought of their righteous acts. More recent research has suggested that religion may have influenced people to perform righteous acts.

In some areas large numbers of people worked together to save Jews. Denmark and its underground saved some seven thousand Jews by creating a network of people to spirit the Jews across the water to Sweden in small fishing boats. Villages such as Le Chambon in France and Nieuwlande in Holland sheltered hundreds or thousands of Jews.

Source: United States Holocaust Memorial Museum. *Resistance During the Holocaust*. Washington D.C.: USHMM pamphlet. Available in pdf format online. <https://www.ushmm.org/m/pdfs/20000831-resistance-bklt.pdf>

NATIONALITIES OF “RIGHTEOUS AMONG THE NATIONS” NAMED BY YAD VASHEM*

Poland	6,706	Russia	204	Armenia	24
Netherlands***	5,595	Latvia	136	Denmark**	22
France	3,995	Yugoslavia (Serbia)	135	Great Britain	22
Ukraine	2,573	Czech Republic	116	Bulgaria	20
Belgium	1,731	Croatia	115	Macedonia	10
Lithuania	891	Austria	109	Sweden	10
Hungary	844	Moldava	79	Spain	9
Italy	682	Albania	75	Slovenia	7
Belarus	641	Norway	67	Other Countries****	49
Germany	601	Romania	60	Total Persons	26,513
Slovakia	572	Switzerland	49		
Greece	335	Bosnia	43		

*These figures are not necessarily an indication of the actual number of Jews saved in each country, but reflect material on rescue operations made available to Yad Vashem as of January 1, 2017.

**The Danish Underground requested that all its members who participated in the rescue of the Jewish community, not be listed individually, but as as one group.

***Includes two persons originally from Indonesia, but residing in the Netherlands.

****Other countries have 4 or fewer names per country and include Estonia, China, USA, Brazil, Chile, Japan, Luxembourg, Portugal, Turkey, El Salvador, Montenegro, Vietnam, and Georgia.

<https://www.yadvashem.org/righteous/statistics.html>

Righteous of the World

by Chaim Chefer

I hear this title and it makes me think about the people who saved me.
I ask and ask “Oh, my dear God, could I have done the same thing?
In a sea of hate stood my home; Could I shelter a foreign son in my home?
Would I be willing along with my family
constantly to be threatened by certain evil?
Sleepless dark nights, watching out for noise, hearing footsteps of certain
evil.
Would I be able to understand every sign; Would I be ready for this?
Could I walk like this among those who would betray?
Not one day, not one week, but so many years!

There a suspicious neighbor, there a look, and here a sound –
For that one – warm – brotherly clasping of my hand...
Not having any pension – not having anything for this.
Because a person to person must be a people.
Because a people comes at this time through –
So I ask you and ask you once more –
Could I have done the same if I was in their place?

It was they who went to war every day.
It was they who made the world a place for
me. It was they, the pillars,
the Righteous brother,
who this day this world is founded by.

For your courage, and for your warm
extended hand - in front of you, the Righteous, I bow.

Sugihara



Chiune

Source: *Those who Helped* (Original Hebrew: *Chasidai HaAmot*)

HOLOCAUST CHRONOLOGY

January 30, 1933

Adolf Hitler is appointed Chancellor of Germany.

February 28, 1933

German government takes away freedom of speech, assembly, and press, as well as freedom from invasion of privacy (mail, telephone, telegraph) and from house search without warrant. People considered to be “enemies of the State” could now be imprisoned indefinitely without a trial.

March 4, 1933

Franklin D. Roosevelt is inaugurated President of the United States.

March 20, 1933

First concentration camp opens at Dachau, Germany, for political opponents of the regime.

April 1, 1933

Nationwide boycott of Jewish-owned businesses in Germany is carried out under Nazi leadership.

Concentration Camp



Dachau

April 7, 1933

Law excludes “non-Aryans” from government employment; Jewish civil servants, including university professors and schoolteachers, are fired in Germany.

May 10, 1933

Books written by Jews, political opponents of the Nazis, and many others are burned during huge public rallies across Germany.

July 14, 1933

Law passed in Germany permitting the forced sterilization of Gypsies, the mentally and physically disabled, Blacks, and others considered “inferior” or “unfit”. Also, all political parties, except the Nazi Party, are outlawed.

October 1934

First major wave of arrests of homosexuals occurs throughout Germany, continuing into November.

April 1935

Jehovah’s Witnesses are banned from all civil service jobs and are arrested throughout Germany.

September 15, 1935

Citizenship and racial laws are announced at Nazi party rally in Nuremberg.

July 12, 1936

First German Gypsies are arrested and deported to Dachau concentration camp.

August 1 - 16, 1936

Olympic Games take place in Berlin. Anti-Jewish signs are removed until the Games are over. Hitler refuses to shake hands with African-American Olympic Gold Medal winner, Jesse Owens.

March 13, 1938

Austria is annexed by Germany.

July 6 - 15, 1938

Representatives from thirty-two countries meet at Evian, France, to discuss refugee policies. Most of the countries refuse to let in more Jewish refugees.

November 9 - 10, 1938

Nazis burn synagogues, loot Jewish homes and businesses, and kill approximately 100 Jews in nationwide pogroms called Kristallnacht ("Night of Broken Glass"). Nearly 30,000 German and Austrian Jewish men are deported to concentration camps. Many Jewish women are jailed.

November 15, 1938

All Jewish children are expelled from public schools. Segregated Jewish schools are created.

November 1938

The Nazi process of "Aryanization" (the takeover of Jewish businesses) in Germany is almost complete.

December 2 - 3, 1938

All Gypsies in Nazi-occupied Europe are required to register with the police.

March 15, 1939

German troops invade Czechoslovakia.



Aboard the SS St. Lou

June 1939

Cuba and the United States refuse to accept Jewish refugees aboard the ship *SS St. Louis*, which is forced to return to Europe. Most of the ship's passengers die at the hands of the Nazis.

September 1, 1939

Germany invades Poland; World War II begins.

October 1939

Hitler extends power of doctors to kill institutionalized mentally and physically disabled persons in the "euthanasia" program.

Spring 1940

Germany invades and defeats Denmark, Norway, Belgium, Luxembourg, the Netherlands, and France.

October 1940

Warsaw ghetto is established.

March 22, 1941

Gypsy and Black children are expelled from public schools in Nazi-occupied territory.

March 24, 1941

Germany invades North Africa.

April 6, 1941

Germany invades Yugoslavia and Greece.

June 22, 1941

German army invades the Soviet Union. The *Einsatzgruppen*, mobile killing squads, begin mass murders of Jews, Gypsies, and Communist leaders.

September 1, 1941

Jews in Germany are required to wear identifying stars.

September 23, 1941

Soviet prisoners of war and Polish prisoners are killed in Nazi test of gas chambers at Auschwitz in occupied Poland.

September 28 - 29, 1941

Nearly 34,000 Jews are murdered by mobile killing squads at Babi Yar, near Kiev (Ukraine).

October - November 1941

First group of German and Austrian Jews are deported to ghettos in Eastern Europe.

December 7, 1941

Japan attacks Pearl Harbor.

December 8, 1941

Gassing operations begin at Chelmno "extermination" camp in occupied Poland.

December 11, 1941

Germany declares war on the United States.

January 20, 1942

Fifteen Nazi and government leaders meet at Wannsee, a suburb of Berlin, to discuss the "final solution to the Jewish question."

1942

Nazi "extermination" camps located in occupied Poland at Auschwitz-Birkenau, Treblinka, Sobibor, Belzec, and Majdanek-Lublin begin mass murder of Jews in gas chambers.

June 1, 1942

Jews in France and the Netherlands are required to wear identifying stars.

April 19 - May 16, 1943

Jews in the Warsaw ghetto resist, with arms, the Germans' attempt to deport them to the Nazi extermination camps.

August 2, 1943

Inmates revolt at Treblinka. Of an estimated 300 inmates who escaped from Treblinka that day, about 100 survived the massive SS manhunt.

Fall 1943

Danes use boats to smuggle most of the nation's Jews to neutral Sweden.

October 14, 1943

Inmates at Sobibor begin armed revolt.



Danish Fishing Boat

January 1944

President Roosevelt sets up the War Refugee Board at the urging of Treasury Secretary Henry Morgenthau, Jr.

March 19, 1944

Germany occupies Hungary.

May 15 - July 9, 1944

Over 430,000 Hungarian Jews are deported to Auschwitz-Birkenau, where most of them are gassed.

June 6, 1944

Allied powers invade Western Europe.

July 20, 1944

German officers fail in an attempt to assassinate Hitler.

July 23, 1944

Soviet troops liberate 500 survivors at the abandoned Majdanek concentration camp.

August 2, 1944

Nazis destroy the Gypsy camp at Auschwitz-Birkenau; about 3,000 Gypsies are gassed.

October 7, 1944

Prisoners at Auschwitz-Birkenau revolt and blow up one of the four crematoria with explosives from a nearby munitions factory.

January 17, 1945

Nazis evacuate Auschwitz; prisoners begin 'death marches' toward Germany.

January 27, 1945

Soviet troops liberate Auschwitz and find 7000 living inmates, about 830,000 women's coats and dresses, nearly 348,000 men's suits and seven tons of human hair.

April 1945

U.S. troops liberate survivors at Buchenwald and Dachau concentration camps.

April 30, 1945

Hitler commits suicide in his bunker in Berlin.

May 5, 1945

U.S. troops liberate Mauthausen concentration camp.

May 7, 1945

Germany surrenders.

November 1945 - October 1946

War crimes trials held at Nuremberg, Germany

May 14, 1948

State of Israel is established.



Liberation of Buchenwald

Timeline adapted from *Tell Them We Remember* by Susan Bachrach. Copyright © 1994. Reprinted by permission of Little, Brown and Company. <https://www.ushmm.org/research/publications/academic-publications/full-list-of-academic-publications/tell-them-we-remember-the-story-of-the-holocaust>



*A Synagogue On Fire on Kristallnacht,
Nov 10, 1938, Siegen, Germany*

SELECTED BIBLIOGRAPHY OF HOLOCAUST BOOKS, VIDEOS, AND WEBSITES

WEBSITES

The Internet has both accurate and false information about the Holocaust. We recommend the following websites and linking to other websites from there.

ADL Echoes and Reflections Holocaust Curriculum - <https://echoesandreflections.org/>
Face to Face Holocaust Education Program - <http://www.kifcle.org>
Facing History and Ourselves- <https://www.facinghistory.org/>
Midwest Center for Holocaust Education - <https://mchekc.org/library/recommended-websites/>
The Center for Holocaust and Genocide Studies at the U.of Minnesota –
<https://cla.umn.edu/chgs/collections-exhibitions>
The Holocaust Chronicle- http://www.holocaustchronicle.org/HC_LINKS.html
The United States Holocaust Memorial Museum - <https://www.ushmm.org/>
University of South Florida <http://fcit.usf.edu/holocaust/>
USC Shoah Foundation - <https://i.witness.usc.edu/sfi/>
Yad Vashem- The Holocaust Martyrs and Heroes' Remembrance Authority
<https://www.yadvashem.org/education.html>

Tolerance/ Bullying Prevention

The Anti Defamation League - <https://www.adl.org/> ,
Facing History and Ourselves – <https://www.facinghistory.org/>
The Simon Wiesenthal Center's Museum of Tolerance <http://www.museumoftolerance.com>
The Southern Poverty Law Center - <https://www.tolerance.org/>
Values in Action - <https://www.viafdn.org/>

BOOKS

AUSCHWITZ:

Hellman, Peter. *The Auschwitz Album: A Book Based Upon an Album Discovered by a Concentration Camp Survivor*. Lili Meier. Random House, 1981.

This book is a collection of photographs taken inside Auschwitz. It is the only surviving pictorial evidence of the extermination process from inside the notorious concentration camp. In 1944, Lili Jacob (now Lili Jacob Meier) was deported from a small town in the Carpathian Mountains to Auschwitz. Everyone else in her family was slaughtered. When Auschwitz was liberated by the Americans, she was ill with typhus and when she awoke in a newly vacated SS barracks, she discovered an album of photographs which were taken by an SS photographer as people from her hometown and the surrounding area arrived in Auschwitz. The images follow the processing of newly arrived Hungarian Jews in the early summer of 1944. They document the Jewish prisoners getting off the boxcar trains and the selection process performed by doctors of the SS and wardens of the camp, who separated those considered fit for work from those sent to the gas chambers.

Nieuwsma, Milton J. *Surviving Auschwitz: Children of the Shoah*. Brick Tower Press, 2005.

Surviving Auschwitz presents the stories of three girls who survived Auschwitz - Tova Friedman, Frieda Tenebaum, and Rachel Hyams. It includes their personal testimony and photographs. Originally published in 1998 as *Kinderlager: An Oral History of Young Holocaust Survivors*.

Weiss, Ann. *The Last Album: Eyes from the Ashes of Auschwitz-Birkenau*. Jewish Publication Society, 2001, updated and expanded 2005.

In 1986 Ann Weiss visited Auschwitz and discovered a locked room with an archive of over 2,400 photographs brought to the camp by Jewish deportees from across Europe. The photos had been confiscated, but, instead of being destroyed, were hidden at great risk and saved. In many cases, these pictures are the only remnants left of entire families. This book is a collection of over 400 of these remarkable photographs. Since 1986, Weiss has traveled the globe in search of family and friends who might recognize the photos.

HISTORY/RESOURCE MATERIALS:

Bachrach, Susan D. *Tell Them We Remember: The Story of the Holocaust*. Little, Brown, 1994.

This book tells the story of the Holocaust as presented in the U.S. Holocaust Memorial Museum in brief thematic segments illustrated by artifacts and historical photographs. It includes the personal stories of more than 20 young people of various social, religious and national backgrounds.

Bachrach, Susan D. *The Nazi Olympics: Berlin 1936*. Little Brown, 2000.

The author traces the troubled history of the 1936 Olympic Games in Berlin, examining the Nazi dictatorship, the escalating persecution of German Jews, and the abortive movement in the United States to boycott the games. Includes information on athletes banned from competition.

Bartel, Judy. *The Holocaust: A Primary Source History (In their Own Words)*. Gareth Stevens, 2005. Grades 7 and up.

This richly illustrated 48-page book uses personal narratives and captivating images to make real events during the Holocaust accessible to today's students. Time lines on every page help students place where and when each story occurred and a wealth of archival images bring each story to life.

Berenbaum, Michael. *A Promise to Remember: The Holocaust in the Words and Voices of its Survivors*. Bullfinch Press, 2003. Grades 7 and up.

This interactive history of the Holocaust is accessible and includes removable documents and an audio CD. Each chapter of this concise history of the Holocaust addresses a different topic, moving from the rise of the Nazis and ghettoization to the death camps and liberation. An hour-long CD accompanies the testimonies.

Berenbaum, Michael. *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum*. Little, Brown and Company, 1993, 2006 second edition.

Written to mark the occasion of the April 1993 opening of the U.S. Holocaust Memorial Museum in Washington, DC, this book provides a well written historical overview of the Holocaust. The book utilizes the museum's photographs, oral histories, and other documents to show the gradual evolution of the war against the Jews from the perspectives of the victims, perpetrators, and bystanders.

Gilbert, Martin. *The Boys: The Untold Story of 732 Young Concentration Camp Survivors*. Henry Holt and Co., Inc., 1996.

Fewer than 100,000 Jews survived the death camps. This is the story of 732 of those Jews—all under the age of sixteen in 1945. This story tells how these children went through terrible loss and suffering, but were able to overcome their anguish. Robbed of their childhoods, orphaned by violence and bestiality, they ought to have become sociopaths. Instead, they rebuilt their lives and dedicated themselves to the memory of those who were not as lucky. Told in their voices, *The Boys* bears witness to the power of the human spirit.

Gilbert, Martin. *Never Again: The History of the Holocaust*. Universe, 2000.

Martin Gilbert is one of the world's pre-eminent historians of the Holocaust. Representing 40 years of research that Gilbert began in Poland in 1959, this comprehensive, illustrated volume traces the history of the Jewish people in Europe before, during, and after the Holocaust. Gilbert blends this great swath of history with detailed accounts of individual drama: the rise of Nazism in Germany, the Jewish children who found refuge in Britain, the rejected refugees of the U.S.S. St. Louis, the Warsaw Ghetto revolt, the stories of Anne Frank, Oskar Schindler, and reflections of survivors today.

Gilbert, Martin. *Atlas of the Holocaust, 4th ed.* Routledge, 2009

Sir Martin Gilbert is one of the great students and scholars of the Holocaust. This 2009 edition includes 333 detailed maps. The maps, text and photographs in this book powerfully depict the fate of the Jews between 1933 and 1945, while also setting the chronological story in the wider context of the war itself. This revised edition includes a new section which gives an insight into the layout and organization of some of the most significant places of the Holocaust, including Auschwitz, Treblinka and the Warsaw ghetto. **These maps will be especially useful to those visiting the sites.**

Roseman, Mark. *The Villa, The Lake, The Meeting: Wannsee and the Final Solution*. Penguin Books, 2003.

At a villa on the shore of the Wannsee, a lake in suburban Berlin, on 20th January 1942 one of the most terrible meetings in human history convened. Chaired by Reinhard Heydrich and organized by Adolf Eichmann, it brought together representatives of all the principal Nazi agencies in Eastern Europe. Pooling the expertise of those present, Heydrich created the plan that would let Europe 'be combed through from west to east' for Jews and which would put the Final Solution on a rational and industrial footing.

Roth, John, ed. *The Holocaust Chronicle: A History in Words and Pictures*. Publications International, 2000, 2017.

This massive 768-page hardback recounts the Holocaust in 14 by-the-year chapters (1933 through 1946). Includes more than 2000 photographs, clear factual language, essays setting the stage for each year, hundreds of sidebars that detail people, places, issues, and events, and a running timeline of Jewish history. The entire first edition of the book may be found on the internet at <http://www.holocaustchronicle.org/>.

Wiesel, Elie. *After the Darkness: Reflections on the Holocaust*. Schocken Books, 2002.

In this book, Nobel laureate and concentration camp survivor Elie Wiesel reflects upon the Holocaust experience. His commentary accompanies photographs from the USHMM's archives. Also included are testimonials written by Holocaust survivors describing such events as Hitler's rise to power, *Kristallnacht*, and liberation.

FICTION:

Cohen, Danny. *Train*. CreateSpace Independent Publishing Platform, 2015. *Young Adult*

This novel describes how over ten days in 1943 **Berlin**, **six** teenagers witness and try to escape the Nazi round-ups. This young adult book is based on real events and inspired by hidden stories of Nazi genocide.

Cormier, Robert. *Tunes for Bears to Dance To*. Bantam Doubleday Dell Publishing, 1992.

An elderly Holocaust survivor living in the United States has lovingly carved his vanished village and its inhabitants out of wood. The town grocer, a mean-spirited bigoted man tries to coerce his young employee, Henry, into destroying the wood carving.

Gleitman, Morris. *Once Series (Once-Then-After- and Now)*. Square Fish; Reprint edition, 2013.

Grades 6 - 9.

This is a series of four Holocaust novels about a Polish Jewish child named Felix. In the first book, Felix loses his innocence as he witnesses Nazi-led roundups, shootings, and deportations. He is sheltered in a Catholic orphanage, runs away to find his parents, is chased away by his home's new residents, journeys to the ghetto, discovers the Nazis' incomprehensible brutality, and is forced into a train bound for the camps. An easy first-person narrative in terms of reading level, these Holocaust novels move the reader by contrasting the way in which children would like to imagine their world with the tragic way that life sometimes unfolds.

Kerr, Judith. *When Hitler Stole Pink Rabbit*. Puffin Books, 1997. *Grades 3-7*

Told from the perspective of Anna, a nine year old Jewish girl, this engrossing autobiographical novel recounts one family's escape from Nazi Germany and their experiences as refugees traveling through a number of countries. It emphasizes solidarity in a time of crisis.

Laird, Christa. *Shadow of the Wall*. Greenwillow, 1990. *Grades 6 and up*

Set in 1942 in the Warsaw ghetto, this novel features a boy living with his two younger sisters in an orphanage run by Janusz Korczak, a distinguished physician, writer, and educator. This work is short and much easier to read than Korczak's biography and could either complement it or serve as an alternative to it.

Lowry, Lois. *Number the Stars*. Houghton Mifflin, 1984. *Grades 3-7*

Annemarie Johansen is ten years old in 1943 when the Nazis plan to round up all the Jews in Denmark. This is the story of the Danish resistance as seen through her eyes and of the Danish people who helped to rescue almost the entire Jewish population of Denmark.

Matas, Carol. *Daniel's Story*. Scholastic Inc., 1993 *Grades 4-7*

"Remember my story. I was one of the lucky ones." Daniel, a once-happy Jewish boy, is torn from his native Frankfurt and shipped to a series of Nazi death camps. Every incident in this novel is based on accounts given by Holocaust survivors. Daniel, his younger sister, and parents are sent first to the Lodz Ghetto, then to Auschwitz, and finally Buchenwald. By war's end, only Daniel and his father survive to be rescued by the Americans. In this moving account, young readers identify with real characters to gain a strong sense of the Holocaust and the suffering of its six million victims.

Orlev, Uri. *The Island on Bird Street*. Sandpiper, 1992. *Middle school*.

Alex, the hero of the story, hides in a ruined house that was bombed out at the beginning of the war, although all the other houses around it are untouched and full of possessions. Alex has to wait in it until his father returns for him. But his father does not come back right away and Alex must survive by himself for many months, taking what he needs from other houses. With only the companionship of a little white mouse named Snow, Alex waits for his father.

Orlev, Uri. *The Man from the Other Side*. Puffin Books, 1995. *Grades 9 and up*.

This is the story of a non-Jewish boy living outside the Warsaw ghetto who joined his stepfather in smuggling goods in and people out of the ghetto. The author himself was a child in the ghetto and based his novel on the actual experiences of a childhood acquaintance.

Richter, Hans. P. *Friedrich*. New York: Puffin Books, 1987. *Grades 5-9*

Told in the first person, this autobiographical novel describes the friendship between two German boys, one Jewish and one not, and what happens to that relationship after the Nazis come to power and the non-Jewish boy's father joins the Nazi party.

Williams, Laura E. *Behind the Bedroom Wall*. Milkweed Editions, 1996. Grades 4-9.

In this novel, Korinna, 13, loves her country and is active in the *Jungmaedel*, Hitler's youth group for girls. When she learns that her parents are hiding Jews, she is shocked and angry. A series of events, including her reluctant, but growing attachment to the little girl hidden behind the wardrobe in her room, leads her to conclude that the price of being loyal to the Fatherland is too high. It is Korinna's quick thinking that saves the family during a night raid. The atmosphere and mood of the times are palpable when Korinna and her family forced to flee Germany. If the characters are "types," such as the brave father, the nasty so-called "best" friend, and the vicious Gestapo agent, they are clearly drawn and appropriately employed in a fast-moving, believable story

GHETTOS:

Adelson, Alan, And Robert Lapides, eds. *Lodz Ghetto: Inside a Community Under Siege*. Viking Penguin, 1991.

As the source book for the film *Lodz Ghetto*, this work is an excellent supplement to the documentary, but it also stands on its own. It contains German and ghetto documents as well as the personal expressions of ghetto residents in a variety of forms, including diaries, speeches, paintings, photographs, essays and poems.

Adler, David A., author. Ritz, Karen, illustrator. *Child of the Warsaw Ghetto*. Holiday House, 1995. Grades 3 and up.

This picture-book biography is the true story of the Warsaw Ghetto seen through the eyes of Froim Baum, who miraculously survived the Holocaust. He was born to a poor Jewish family in Warsaw in 1926. The book weaves together all the tragic events leading up to the formation of the oppressive Warsaw Ghetto and how Froim found shelter in the orphanage of the beloved Janusz Korczak . Through cunning, courage and perseverance, Baum was able to survive the atrocities of the Holocaust.

Smith, Frank Dabba (author) Grossman, Mendel (photographer). *My Secret Camera: Life in the Lodz Ghetto*. Gulliver Books, 2000.

The photographs in this book were taken by a Jewish photographer who depicted life in the Lodz ghetto in 1941 and 1942. Of the thousands of photographs taken by Grossman, only a small number survived: this book features 17 of the most resonant. The text is written as though Grossman himself were explaining how he took the pictures and commenting on the emotions of his subjects. An appended note tells the fascinating story of how these photographs survived. An excellent companion to the *Lodz Ghetto* film and the Adelson book.

Landau, Elaine. *The Warsaw Ghetto Uprising*. Macmillan, 1992.

Describes the creation of the Warsaw ghetto and then concentrates on the 28 day uprising. Text and photographs are graphic at times but only to the extent necessary to accurately describe events.

LITERATURE AND POETRY:

Frank, Anne. *Tales from the Secret Annex*. Bantam, 1994.

Anne Frank's famous diary of her private life and thoughts reveals only part of her story. This book completes the portrait of this remarkable and talented young author. *Tales from the Secret Annex* is a complete collection of Frank's lesser-known writings: short stories, fables, personal reminiscences, and an unfinished novel. Here, too, are portions of the diary originally withheld from publication by her father. These writings reveal the astonishing range of Anne Frank's wisdom and imagination--as well as her indomitable love of life.

Schiff, Hilda, ed. *Holocaust Poetry*. St. Martin's Press, 1995.

This poetry anthology contains poems by W. H. Auden, Anne Sexton, Primo Levi, Elie Wiesel, Yevgeny Yevtushenko, and others. The book is divided into thematic sections and contains an introduction by the editor.

LOCAL INTEREST – CLEVELAND/OHIO SURVIVOR STORIES

Bendovid-Val, Avrom. *The Heavens Are Empty: Discovering the Lost Town of Trochenbrod*. Pegasus, 2010. Upper High School and adult.

This book brings back to life the lost town of Trochenbrod, the only totally Jewish town in history which was destroyed by the systematic murder of its 5,000 Jewish residents in 1942. An imagined Trochenbrod was the setting for Jonathan Safran Foer's novel, *Everything is Illuminated*, and the movie by the same name. Cleveland area Holocaust survivor, Betty Gold, was one of the few residents from Trochenbrod who survived the Holocaust.

Bendovid-Val, Avrom. *The Lost Town: Bringing Back Trochenbrod*. Bacon Press Books, 2015.

Trochenbrod was a bustling commercial center of more than 5,000 people, all Jews, hidden deep in the forest in Northwest Ukraine. It thrived as a tiny Jewish kingdom unnoticed and unknown to most people, even though it was "the big city" for surrounding Ukrainian and Polish villages. The people of Trochenbrod vanished in the Holocaust, and soon nothing remained of this vibrant 130-year-old town but a mysterious double row of trees and bushes in a clearing in the forest. This book is the author's reworking of his 2010 book, *The Heavens Are Empty* for a younger audience.

Ebner, Murray. *Chosen for Reasons Unknown: A Holocaust Survivor's Journey*. Lucky Charm Publishing, 2009

Moniek Ebner and his family were among the tens of thousands of Jews captured and sent to live in the ghetto of Bochnia after the Nazis invaded Poland. When he was thirteen, Nazi soldiers took him and other Jews they found on the streets to the concentration camps. He never saw his family again. Ebner survived and escaped, making his way to America. He changed his name to Murray Ebner and became a successful businessman. He never forgot his mother, father, and brothers, and he never completely gave up hope that they may have survived. Murray Ebner resided in Columbus, Ohio until his death in 2015.

Englander, Marlene S., Translated from Yiddish to English by Hinda Zarkey Saul. *My Dear Hindilla Remember Me: Letters from a Lost World May 1937 – January 1940*. Windjammer Adventure Publishing, 2012.

This is a collection of very moving letters by a young Jewish Lithuanian man, Nachum Berman to Hinda Zarkey, the author's mother. The teenaged Hinda, who left Lithuania in 1937 and moved to Cleveland, Ohio, was the love of Nachum's life. The book gives a glimpse of Jewish life in Lithuania in the late 1930s and of what was lost during the Holocaust. The letters were written and appear in the book in Yiddish with page by page English translation. They were sent between 1937 and 1940 and end shortly before Berman's death. Marlene Englander and her mother, Hinda Zarkey Saul, live in Cleveland.

Gold, Betty and Hodermarsky, Mark. *Beyond Trochenbrod: The Betty Gold Story*. Kent State University Press, 2014.

This memoir tells the story of the systematic murder of 5,000 Jewish residents in a Nazi-occupied Polish town, Trochenbrod, on August 11, 1942. Betty Gold was one of the 33 Trochenbrod residents who escaped death. Twelve-year-old Betty and her family hid inside a secret wall built by her father and, when it seemed safe, crept toward the forest, which became their home. Betty describes her childhood, the town's history, how her family survived and her adjustment to life in Cleveland after the Holocaust. Betty Gold lived in Cleveland until her death in 2014 and was a speaker at *Face to Face*.

Muszynski, Stuart. *Searching for Values: A Grandmother, A Grandson, and the Discovery of Goodness*. Hiram College Press, 2005.

This compelling memoir is based on Stuart Muszynski's family's struggle in Poland during the Holocaust and his self discovery after traveling there to thank the Christians who saved them. It dramatically interweaves the author's personal journey recovering from serious illness with the life and death choices his grandmother and parents had to make in order to survive after the Nazis invaded their native Poland. Muszynski lives in Cleveland and is the founder and CEO of Project Love- Color Purple, a character-building education and training program. He and his mother spoke at *Face to Face* prior to her death in 2009.

Peters, Sharon. *Trusting Calvin: How A Dog Helped Heal A Holocaust Survivor's Heart*, 2012

This book tells Cleveland Holocaust survivor, Max Edelman's story. Max was in several concentration camps and was blinded in a brutal beating in one of them. Peters shares the journey of Calvin, Boychick, and Tobi, the guide dogs who penetrated Max's pain, distrust, and blindness. Max Edelman lived in Cleveland, OH until his death in 2013 and was a speaker at *Face to Face*.

Tammeus, Bill and Cukierkorn, Jacques. *They Were Just People: Stories of Rescue in Poland During the Holocaust*. University of Missouri Press, 2009.

This book tells the stories of Polish Holocaust survivors and their rescuers. The authors traveled extensively in the United States and Poland to interview some of the few remaining participants before their generation is gone. Tammeus and Cukierkorn unfold many stories that have never before been made public: gripping narratives of Jews who survived against all odds and courageous non-Jews who risked their own lives to provide shelter. Cleveland area Holocaust survivors and *Face to Face* speakers, Roman Frayman and Rose Gelbart are two of the survivors featured in this book.

Weissman, Eva Broessler and Moore, Gregory. *The War Came to Me: A Story of Survival and Courage* UPA, 2009.

This book tells the story of the courageous and compassionate Dutch citizens who helped two young Austrian sisters avoid deportation to the death camps. The sisters, Eva and Ruth, were sent by their parents to the Netherlands in order to escape the increasing persecution of Jews in their homeland. They would endure years of separation from their parents and each other, before the family was eventually reunited. After escaping to the Netherlands in 1939 and with the help of a family that removed her from danger, Eva avoided arrest and acted as a courier in the Dutch Resistance until the end of the Nazi occupation. After World War II, she moved to the United States, where she devoted her life to working with nonprofit organizations. Eva Weissman lived in Cleveland, Ohio until her death in 2013 and was a speaker for *Face to Face*.

Zelczer, Alex. *Eight Pieces of silk: What I could not tell my children*. 2013.

This memoir reports on the daily savagery and mayhem of Nazi-controlled Hungary. From the wretched ghetto streets to the ghastly concentration camp barracks, the reader is swept along on a virtual journey to a man-made Hell. Alex Zelczer is a speaker at *Face to Face*.

DIARIES, MEMOIRS, AND TRUE LIFE STORIES: DIARIES:

Boaz, Jacob. *We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*. Square Fish, 2009. Grades 7 and up.

The journal entries of four youths from war-torn Belgium, Poland, Lithuania, and Hungary, as well as journal entries from Anne Frank of Holland, are presented to show that hope can exist even in terrible times.

Editors of Time Magazine, Yad Vashem. *Rutka's Notebook: A Voice from the Holocaust*. Yad Vashem Publications, 2008.

Rutka Laskier was a 14-year-old Jewish girl in the town of Bedzin in Poland. She died in Auschwitz in 1943 but kept a journal documenting her thoughts, **dreams, fears, despairs and hope**. Her notebook offers important insights into the experiences of the Polish Jews during the Holocaust.

Frank, Anne. *The Diary of a Young Girl*. Bantam Books, 1993.

This classic account presents an eloquent picture of adolescence for a Jewish girl growing up during the Holocaust years. The focus is more personal than historic, so accompanying background material is recommended to put it into historical perspective.

Holliday, Laurel. *Children in the Holocaust and World War II: Their Secret Diaries*. Washington Square, 1996. Grades 7 and up.

These eyewitness diaries of 23 children, ages 10 to 18, recount the daily difficulties and horrors of **life in the ghettos and concentration camps** during the Holocaust.

Shneiderman, S.L. *The Diary of Mary Berg: Growing Up in the Warsaw Ghetto*. Oxford, England: One World Publications Ltd, 2006. Grades 7 and up.

This book presents the story of a teenage girl living in the Warsaw Ghetto. The diary describes the feelings characteristic of a teenager, influenced by the Holocaust and the experiences of ghetto life. With sunny and gloomy moments, the diary provides information about life in the Warsaw Ghetto with the unique perspective of an older teen.

Zapruder, Alexander, editor. *Salvaged Pages: Young Writers Diaries of the Holocaust*. Yale University Press, 2004.

This collection of diaries written by young people during the Holocaust reflects a vast and diverse range of experiences—some of the writers were refugees, others were hiding or passing as non-Jews, some were imprisoned in ghettos. The book offers the first comprehensive collection of such writings, with extensive excerpts from fifteen diaries, ten of which have never before been translated and published in English.

DIARIES, MEMOIRS, AND TRUE LIFE STORIES: MEMOIRS:

Ayer, Eleanor, Waterford, Helen and Heck, Alfons. *Parallel Journeys*. Aladdin. 2000. Grades 8 and up.

She was a young German Jew. He was an ardent member of the Hitler Youth. This is the story of their parallel journey through World War II. Helen Waterford and Alfons Heck were born just a few miles from each other in the German Rhineland, but their lives took radically different courses: Helen's to the Auschwitz Extermination Camp; Alfons to a high rank in the Hitler Youth.

Bitton-Jackson, Livia. *I Have Lived a Thousand Years*. Simon Pulse. 1999. Grades 7 and up.

What is death all about? What is life all about? When the Nazis invade Hungary, Elli can no longer attend school, have possessions, or talk to neighbors. She and her family are forced to leave their house behind to move into a crowded ghetto, where privacy becomes a luxury of the past and food becomes a scarcity. This memoir is a story of cruelty and suffering, but at the same time a story of hope, faith, perseverance, and love.

Bitton-Jackson, Livia. *My Bridges of Hope: Searching for Life and Love After Auschwitz*. Simon and Schuster, 1999.

After liberation from Auschwitz, 14-year-old Elli, her brother, and their mother attempted to rebuild their lives in Czechoslovakia. The atrocities of the Holocaust were behind them, and they were ready to resume normal lives. But anti-semitism was not over, and escaping from Czechoslovakia to America was an ordeal. This memoir shows that the fight to survive **and endure** extended well beyond liberation from the concentration camps.

Chiger, Krystyna with Paisner, Daniel *The Girl with the Green Sweater: A Life in Holocaust's Shadow.*

St. Martin's Griffin, 2008. Grades 6 and up.

This is an amazing, true story of how 7-year-old Krystyna survived in the rat-infested sewers of L'vov for 14 months with her family. The memoir tells of the story of the righteous Christian sewer worker who hid the family, brought them food, and eventually led them to safety.

Cretzmeier, Stacy. *Your Name is Renee: Ruth Kapp Hartz's Story as a Hidden Child in Nazi-Occupied France.* **Oxford University Press, 1999.**

Written simply and beautifully, this highly personal memoir describes the events in France during Nazi occupation through the eyes of a German-Jewish child who was told "Your name is Renee" to help her assume a French persona. As friends and relatives fell victim to informers, Ruth/Renee and her parents fled one home after another, avoiding capture with the help of a few brave families.

Golabek, Mona and Cohen, Lee. *The Children of Willesden Lane-Beyond the Kindertransport: A memoir of Music Love and Survival.* **Warner Books, 2003.**

Mona Golabek wrote this remarkable true story of her mother, Lisa Jura, who escaped from Nazi-controlled Austria to England on the famed Kindertransport. An aspiring pianist, Lisa Jura was one of 10,000 Jewish children sent to England by their parents at the dawn of WWII. Golabek, traces the six years her mother spent in London, where she found a supportive surrogate family among the 31 other young refugees at the Willesden Lane hostel, and in the working-class British women at the East End garment factory where she was employed. A Facing History and Ourselves educators' guide is available to accompany this memoir.

Gold, Alison Leslie. *Memories of Anne Frank: Reflections of a Childhood Friend.* **Scholastic Trade, 1997. Grades 5 to 8.**

Anne Frank's neighbor and friend, Hannah Elizabeth Pick-Goslar, recounts the tragedy of World War II. Gold uses Hannah's reminiscences of her childhood in Amsterdam to fill in the gaps of what happened to Anne after her diary ended. The account traces the childhood friendship of the two girls from the time Anne disappeared to the removal of Hannah and her family to concentration camps. The narrative also tells of the brief meeting between Anne and Hannah at Bergen-Belsen shortly before Anne's death.

Halter, Roman. *Roman's Journey: an extraordinary odyssey of holocaust survival.* **Arcade Publishing, 2007.**

In this memoir, Roman Halter tells his story beginning with his boyhood in the town of Chodecz in Poland. At age 12, Roman becomes a slave of the local SS chief, and, returning from an errand, silently witnesses his Jewish classmates being bayoneted to death by soldiers at the edge of town. The memoir describes a six-year journey through some of the darkest caverns of Nazi Europe, and the loss of every other member of his family, and the 800-strong community of his boyhood.

Heppner, Max Amichai. *I Live in a Chicken House.* **AuthorHouse, 2005.**

From the age of 8 to 11 years old, Max hid from the Nazis in a chicken-house with his parents and their friends, Heinz and Elli Graumann. Since the personal experiences Max recalls are those of a preteen, this book is a good choice for children about that age. Max uses drawings he made as a child as well as artwork from his father and Heinz to tell about his rescue from the Holocaust and explain what life was like at the time.

Klein, Gerda Weissmann. *All But My Life.* **Douglas and McIntyre Ltd, 1995.**

This book presents the unforgettable story of Gerda Weissmann Klein and her six years as a victim of the Nazi regime. The story begins with Gerda's comfortable life in Poland and proceeds to her experiences in the camp, her fight for survival and her liberation by the Americans, including the man who was to become her husband.

Kohner, Hanna and Walter with Kohner, Frederick. *Hannah and Walter – A Love Story.* **Random House, 1984.**

Hanna and Walter Kohner first met and fell in love in a small Czech town during the winter of 1935. Though the looming war in Europe caused them to separate, they never fell out of love with each other. Their story of love overcoming impossible odds was one of the few Holocaust stories with a happy ending. They spent the remainder of their lives in Los Angeles, where Walter was a well-known agent representing actors, authors and directors.

Leitner, Isabella. *Isabella: From Auschwitz to Freedom.* **Anchor Books, 1994.**

Leitner, a survivor of Auschwitz, recounts the ordeal of holding her family together after her mother was killed. Leitner describes her deportation from Hungary in the summer of 1944, her experiences in Auschwitz, and her evacuation to Bergen-Belsen concentration camp near the end of the war.

Levi, Primo. *Moments of Reprieve: A Memoir of Auschwitz*. Penguin Books, 1995. Grades 9 and up

The book is an impressive memoir which presents 15 portraits of distinctive characters encountered by the author during the time he spent at Auschwitz. The memoir documents the individual stories of each of these 15 characters, emphasizing the profoundness of each experience.

Levi, Primo. *Survival in Auschwitz*. New York: Macmillan, 1987. Grades 9 and up.

Levi was an Italian Jew captured in 1943 who was still at Auschwitz at the time of the liberation. He chronicles the daily activities in the camp, his inner reactions to it and the destruction of his inner as well as outer self.

Leyson, Leon. *The Boy on the Wooden Box: How the impossible became possible on Schindler's List*. Atheneum Books for Young Readers, 2013. Grades 4 to 9.

Leon Leyson was one of the youngest members of Schindler's list. He brings a unique perspective to the history of the Holocaust and a powerful message of courage and humanity. He only started speaking about his experiences after the film *Schindler's List* received worldwide attention.

Ligocka, Roma. *The Girl in the Red Coat*. Delta, 2003. Grades 9 and up.

This reads-like-a-novel memoir was written after Ligocka saw Steven Spielberg's *Schindler's List* and recognized that she was the girl in the red coat in the film. Ligocka recalls a childhood at the heart of evil: the flashing black boots, the sudden executions, her mother weeping, her father vanished...then her own harrowing escape and the strange twists of fate that allowed her to live on into the haunted years after the war.

Mais, Yitzchak., *To Life: 36 Stories of Memory and Hope*. Museum of Jewish Heritage. Bulfinch Press, 2002

This collection of memoirs includes 36 personal recollections and inspiring stories of survivors of the Holocaust's concentration camps, partisans, liberators, and Zionists. The book documents the horrors of the Holocaust and celebrates the continuity of Jewish life.

Nir, Yehuda. *The Lost Childhood*. Harcourt Brace Jovanovich, 1991.

This compelling memoir chronicles six extraordinary years in the life of a Polish Jewish boy, his mother, and his sister, who all survived the Holocaust by obtaining false papers and posing as Catholics. Yehuda Nir lost almost everything, including his father, his possessions, his youth, innocence, and his identity, but he managed to live with the help of chance, personal resourcefulness, and the support of his family.

Pemper, Mietek. *The Road to Rescue: The Untold Story of Schindler's List*. Other Press, 2008.

Steven Spielberg's film *Schindler's List* popularized the true story of a German businessman who manipulated his Nazi connections and spent his personal fortune to save some 1,200 Jewish prisoners from death during the Holocaust. Those lists were made possible by a secret strategy designed by Mietek Pemper, a young Polish Jew at the Płaszow concentration camp. His compelling memoir tells the story of how Schindler's list came to pass.

Reiss, Johanna. *The Upstairs Room*. HarperCollins, 1990.

Reiss, from a Dutch Jewish family, tells the story of the years she spent hiding with her sister in the farmhouse of a Dutch family who protected them. She relates her experiences after the war in a sequel, *The Journey Back*.

Schloss, Eva with Kent, Evelyn Julia. *Eva's Story: A Survivor's Tale by the Stepsister of Anne Frank*. William B. Eardman's Publishing Company. 1988, 2010.

Many know the tragic story of Anne Frank, the teen whose life ended at Auschwitz during the Holocaust. But most people don't know about Eva Schloss, Anne's playmate and stepsister. Though Eva, like Anne, was taken to Auschwitz at the age of 15, her story did not end there. This memoir recounts the horrors of war, the love between mother and daughter, and the strength and determination that helped a family overcome danger & tragedy. *Eva's Story* picks up where Anne Frank's diary ends.

Schloss, Eva and Powers, Barbara. *The Promise – A Moving Story of a Family in the Holocaust*. Puffin Books, 2006. Grades 6 to 8.

This book is a simplified version of *Eva's Story: A Survivor's Tale by the Step-Sister of Anna Frank* about the horrors of the holocaust. Personal testimony is recounted in a gentle way, free of any feelings of vengeance.

Sender, Ruth M. *The Cage*. Macmillan, 1986.

Sender's account of her experiences is one of the most graphic and dramatic in young people's literature. Her story begins just before the Nazi invasion of Poland and continues through life in the Lodz ghetto and finally, at Auschwitz. A sequel, *To Life*, continues her narrative from liberation to her arrival in the U.S.

Sender, Ruth M. *To Life*. Simon Pulse, 2000.

This powerfully written sequel to *The Cage*, written in the first person, recounts what happened to the author after the Holocaust until her arrival in the United States in 1950. Although memoirs of the Holocaust abound, there is less written on the aftermath. Joanna Reiss' *The Journey Back* (Crowell, 1976) and Aranka Siegal's *Grace in the Wilderness* (Farrar, 1985) are two other books that deal with this period.

Siegel, Aranka. *Upon the Head of a Goat: A Childhood in Hungary, 1939-1944*. Penguin Books, 1981.

In this memoir, nine-year-old Piri describes the bewilderment of being a Jewish child during the German occupation of her home town (then in Hungary and now in Ukraine) and relates the ordeal of trying to survive in the ghetto. Her father served at the Russian front while her mother tried desperately to get passage to America, until the family was taken to Auschwitz.

Spiegelman, Art. *Maus I: A Survivor's Tale*. Pantheon Books, 1986. Grades 9 and up.

Spiegelman, Art. *Maus II: A Survivor's Tale*. Pantheon Books, 1991. Grades 9 and up.

These somewhat controversial books in comic book format disarm the reader's preconceptions about the Holocaust. The books are autobiographical, with the cartoonist depicting himself in the process of recording his father's Holocaust experiences. His father's story is told with the Jews drawn as mice and the Nazis as cats.

Tec, Nechama. *Dry Tears – The Story of a Lost Childhood*. Oxford University Press, 1982.

This is the true story of Nechama Tec, whose family found refuge with Polish Christians during the Holocaust. Not only did the author and her sister have to "pass" as non-Jews and live in constant terror of being caught, they also had to worry about their parents, who couldn't "pass" and forced to live in hiding.

Teege, Jennifer and Sellmair, Nikola. *My Grandfather Would Have Shot Me: A Black Woman Discovers Her Family's Nazi Past*. The Experiment, 2015.

The author of this psychologically fascinating memoir was placed in foster care at age 3 and adopted at 7, but she maintained contact with her biological mother and grandmother throughout her childhood. When Teege was 38, however, she discovered that her biological mother was the child of Amon Goeth, the Nazi commandant of Płaszów concentration camp—the sadistic SS man from Schindler's List; Teege's grandmother had been Goeth's mistress during the war. This memoir recounts how this discovery shook Teege's life to the core.

Weitz, Sonia. *I Promised I Would Tell*. Facing History and Ourselves, 1993, revised 2004.

This is a combination of Weitz's memoirs of her time during the Holocaust and her poetry, written during or about that time. Weitz survived 5 death camps, writing poetry all the while, and is now a Holocaust educator.

Wiesel, Elie. *Night*. Bantam, 1982. Grades 9 and up.

This memoir is Wiesel's best-known work. The compelling narrative describes his experience in Auschwitz. This narrative is often considered required reading for students of the Holocaust.

Zar, Rose. *In the Mouth of the Wolf*. Jewish Publication Society, 1983.

This is Rose Zar's personal story about passing as a non-Jew in Nazi-occupied Poland. Zar's story is unusual because she is one of the few Polish Jews who survived the Holocaust in Poland. She fled the Piotrkow ghetto and lived under false papers as a Christian Pole. She survived the war working in the household of a German officer and his wife.

DIARIES, MEMOIRS, AND TRUE LIFE STORIES: TRUE LIFE STORIES

Ackerman, Diane. *The Zookeeper's Wife: A War Story*. W. W. Norton & Company, 2008. High School and adults.

This book tells the story of Jan Zabinski, the director of the Warsaw Zoo, and his wife, Antonina, who sheltered 300 Jews as well as Polish resisters in their villa and in animal cages and sheds. Using Antonina's diaries, other contemporary sources and her own research in Poland, Ackerman takes us into the Warsaw ghetto and the 1943 Jewish uprising and also describes the Poles' revolt against the Nazi occupiers in 1944.

Bartoletti, Susan Campbell. *The Boy who Dared: A Novel Based on the True Story of a Hitler Youth*. Scholastic Press, 2008. Grades 6-9.

Bartoletti has taken one episode from her Newbery Honor Book, *Hitler Youth*, and fleshed it out into a thought-provoking novel. When 16-year-old Helmut Hubner listens to the BBC news on an illegal short-wave radio, he quickly discovers Germany is lying to the people. But when he tries to expose the truth with leaflets, he's tried for treason. Sentenced to death and waiting in a jail cell, Helmut's story emerges in a series of flashbacks that show his growth from a naive child caught up in the patriotism of the times to a sensitive and mature young man who thinks for himself.

Grymes, James A. *Violins of Hope: Violins of the Holocaust—Instruments of Hope and Liberation in Mankind's Darkest Hour*. Harper Perennial, 2014.

This book tells the remarkable stories of violins played by Jewish musicians during the Holocaust, and the Israeli violin maker dedicated to bringing these inspirational instruments back to life. Renowned Israeli violinmaker Amnon Weinstein has devoted the past twenty years to restoring the violins of the Holocaust as a tribute to those who were lost, including four hundred of his own relatives. Behind each of these violins is a uniquely fascinating and inspiring story.

Hurwitz, Johanna. *Anne Frank: Life in Hiding*. Harper Collins, 1999. Grades 2-7.

From July 1942 until August 1944, a young girl named Anne Frank kept a diary in which she chronicled the two years she and her family spent hiding from the Germans who were determined to annihilate all the Jews in Europe. This thoughtful introduction to the Holocaust and to the life of one of its best known victims evokes the background of World War II while capturing the unforgettable spirit and tragedy of Anne Frank's life.

Leapman, Michael. *Witnesses to War: 8 True Life Stories of Nazi Persecution*. Viking Juvenile, 1998. Grades 5 and up.

This collection of biographies describes the experiences of 8 children from different European countries during WWII. Some of the 8 children hid during the Holocaust, some left their native countries behind and made a new start in another country, some hid their true identities, and some were taken to concentration camps.

Levine Karen. *Hana's Suitcase*. Albert, Whitman and Co., 2003. Grades 4-8.

This is the true account of two brave children caught in the Holocaust and a young Japanese woman's determination to tell their story. The story takes place on three continents over a period of almost seventy years. It brings together the experiences of a girl and her family in Czechoslovakia in the 1930's and 1940's and those of a young woman and a group of children in Tokyo, Japan, and a man in Toronto, Canada, in modern times. The suitcase – Hana's suitcase – is a key to the success of the young woman's mission.

Perl, Lila and Lazan, Marion Blumenthal. *Four Perfect Pebbles – A Holocaust Story*. Avon Books, 1996. Grades 5-9.

Marion Blumenthal was almost five in 1939 when her family fled Germany for Holland, ending up in the relative safety of the refugee camp Westerbork. They had visas for the U.S. and tickets on a ship but the Germans invaded Holland before they could sail. By 1944 the Blumenthals tried to go to but the family was instead sent to Bergen Belsen, where they remained, together, Marion's family survived the war but her father died of typhus several months after liberation. This book is written in the third person and provides historical context.

Porat, Dan. *The Boy: A Holocaust Story*. Farrar, Straus & Giroux, 2011. Grades 8 and up.

What is the history behind arguably the most recognizable photograph of the Holocaust? In *The Boy: A Holocaust Story*, historian Dan Porat unpacks this split second that was immortalized on film and unravels the stories of the individuals—both Jews and Nazis—associated with it. *The Boy* presents the stories of three Nazi SS officers and two Jewish victims, one a teenage girl and the other a young boy, who encounter these Nazis in Warsaw in 1943. The book traces the lives of these participants in the years preceding World War I and following them through the end of World War II.

Pressler, Mirjam. *Anne Frank's Family: The Extraordinary Story of Where She Came From Based on More Than 6,000 Newly Discovered Letters, Documents, and Photos*. Anchor Books, 2011.

This fascinating history of Anne Frank and the family that shaped her is based on a treasure trove of thousands of letters, poems, drawings, postcards, and photos recently discovered by her last surviving close relative, Buddy Elias, and his wife, Gerti.

Weissberger, Ela and Rubin, Susan Goldman. *The Cat with the Yellow Star*. Holiday House, 2006, reprint edition, 2015. Grades 4 to 7.

At age 11, Ela Weissberger was transported with her Czech family to the Theresienstadt Nazi concentration camp. She survived, and now, based on extensive personal interviews, Rubin tells Weissberger's story of being a Jewish child in that camp, including how the young prisoners rehearsed and performed the opera *Brundibar* 55 times. Weissberger played the role of the cat in the Theresienstadt performances. There's a hopeful message about the power of music, art, friends, and teachers, but the account never denies the fact that transports were always leaving for the death camps and many of the prisoners did not survive. The sources are part of the story; the book includes extensive notes and lists of further resources.

Zullo, Allan. *10 True Tales: Young Survivors of the Holocaust*. Scholastic, 2016. Grades 7 & up. This book contains ten unforgettable true stories of Jewish children who, through determination, bravery, and pure luck, survived the horrors of the Holocaust. As you travel with each child, you learn about their families, friends & school and then how they faced harsh conditions under the Nazis. Each one of these young survivors has a unique story of how they became free and managed to survive. Rose Gelbart, one of our Face to Face speakers is featured in this book (Roza Grosman) and her photo is on the front cover of the book.

RESISTANCE AND RESCUE:

Atkinson, Linda. *In Kindling Flame: The Story of Hannah Senesh 1921-1944*. William Morrow, 1992.

History and biography are combined in this story of the noted Jewish-Hungarian resistance fighter. The book includes an account of Senesh's capture and execution and essential historical background. The book can be used to complement Senesh's diary or serve as an alternative for younger readers.

Bierman, John. *Righteous Gentile: The Story of Raoul Wallenberg, Missing Hero of the Holocaust*.

Anti-Defamation League, 1981.

The first half of the book is a biography of the well-known figure who helped save at least 30,000 Jews in Hungary. The second part describes the circumstances surrounding Wallenberg's disappearance and subsequent attempts to locate him or find out what happened to him.

Borden, Louise. *His Name Was Raoul Wallenberg*. HMH Books for Young Readers, 2012. Grades 7 & up.

Wallenberg was a Swedish humanitarian who worked in Budapest during World War II to rescue Jews from the Holocaust. He issued protective passports and housed Jews in buildings established as Swedish territory, saving tens of thousands of lives. Wallenberg has not been heard from since 1945. It is suspected he died while in Russian custody, though this has never been proven.

Bretholz, Leo and Olesker, Michael. *Leap into Darkness*. Random House, 1998.

Leo Bretholz was 17 in 1938, when Germans took over his native Austria. The young Jewish man escaped the Nazis for the next 7 years, traveling in fear through Germany, Luxembourg, Belgium, France and Switzerland. He daringly avoided death, even escaping from a train headed for Auschwitz, and joined the French Resistance.

Burger, Paula with Jacobs, Andrea. *Paula's Window: Papa, the Bielski Partisans, and A Life Unexpected*. Tattered Cover Press; 1 edition, 2013.

In this moving memoir, author and artist Paula Burger shares her harrowing encounter of survival as a child during the Holocaust. This book vividly recalls her incredible survival in the Naliboki forest during World War II with the Bielski Brothers Partisans.

Duffy, Peter. *The Bielski Brothers: The True Story of Three Men Who Defied the Nazis, Built a Village in the Forest, and Saved 1,200 Jews*. Harper-Collins Publishers, 2003.

The book documents the story of three brothers, Tuvia, Zus, and Asael Bielski, who decided to resist the Nazis, after witnessing their parents and two other brothers being taken by the Nazis in 1941. The cruelty of the Nazis and the despair because of the loss causes them to fight back and engage in a guerrilla war against the Nazis. Their knowledge of the dense forests surrounding Belarusan towns contributed to their success in hiding in the forests and establishing a community as more and more other Jews joined them. Their time in the forests ended in 1944, when they learned about the retreating German armies and came out from their hiding place.

Fox, Anne L. and Abraham-Podietz, Eva. *Ten Thousand Children: True stories by children who escaped the Holocaust on the Kindertransport*. Behrman House, 1999. Grades 5 & up.

This is an anthology of true stories of young people, including the authors, who were on the *Kindertransport*, a program which allowed 10,000 children from Germany, Austria and Czechoslovakia to escape to England without their parents. This book clearly explains the historical circumstances which drove these children to England. Photographs add understanding to these compelling stories.

Fry, Varian. *Assignment, Rescue: An Autobiography*. Scholastic Inc., 1945.

Varian Fry, an American journalist was one of the first to report on Hitler's anti-Jewish demonstrations, was sent by an American relief organization to Nazi-occupied France in 1940 to evacuate refugees detained in Marseilles by the Vichy government. He didn't know anything about undercover work, but it was his task to get as many Jews out of Nazi-occupied France as possible, before they were shipped back east to the concentration camps. In this true and dramatic story, Fry describes the methods he used to save more than 2000 refugees.

Harris, Mark J. *Into the Arms of Strangers: Stories of the Kindertransport*. Bloomsbury, 2000. Grade 9 and up.

For nine months before the outbreak of World War II, Britain ran the Kindertransport rescue operation and opened its doors to over 10,000 endangered children, 90 percent of them Jewish, from Germany, Austria, and Czechoslovakia. These children were taken into foster homes and hostels in Britain, expecting eventually to be reunited with their parents. Most of the children never saw their families again. Child survivors, rescuers, parents, and foster parents recount the horror of Kristallnacht, the agonizing decision by the parents to send their children away, the journey, the difficulties of adjustment in Britain, the outbreak of war, and the children's tragic discoveries afterward that most of their parents had perished in concentration camps.

Honge, Deborah. *Rescuing the Children: The Story of the Kindertransport*. Tundra Books, 2012.

Ten thousand Jewish children were rescued out of Nazi Europe just before the outbreak of WWII, saved by the Kindertransport — a rescue mission that transported the children (or Kinder) from Nazi-ruled countries to safety in Britain. The book includes real-life accounts of the children and is illustrated with archival photographs, paintings of pre-war Nazi Germany, and original art by the Kinder commemorating their rescue.

Levine, Ellen. *Darkness Over Denmark*. Holiday House, 2000.

On October 1, 1943, Nazi authorities launched a lightning strike to round up more than 7000 Danish Jews and transport them to Theresienstadt concentration camp. The raid was a failure thanks to Danes who learned of the plan in time to help all but a few hundred of their Jewish neighbors flee to Sweden.

Lifton, Betty Jean. *The King of Children: A Portrait of Janusz Korczak*. Schocken, 1989.

This biography is a personal portrait of Korczak, a distinguished physician, writer, and educator. The book includes information from Korczak's diaries, interviews with many of his former charges and people who worked with him, and diaries of other Warsaw ghetto victims. Korczak died in the Treblinka Concentration Camp along with the children from the orphanage he directed in Warsaw.

Meltzer, Milton. *Rescue: The Story of How Gentiles Saved Jews in the Holocaust*. HarperCollins Children's Books, 1991.

This book focuses on non-Jews who risked their lives to save Jews throughout Nazi-occupied Europe. It uses material from diaries, letters, personal interviews and eyewitness accounts.

Pettit, Jane. *A Place to Hide: True Stories of Holocaust Rescues*. New York: Scholastic, 1993.

One of the most readable books for younger students, this collection includes the stories of Miep Gies, the Schindlers, and Denmark's rescue of its Jews.

Rosenberg, Maxine B. *Hiding to Survive: Stories of Jewish Children Rescued from the Holocaust*. Clarion Books, 1994.

This book shares the true stories of 14 Jewish children hidden by Righteous Gentiles throughout the Holocaust.

Stadtler, Bea. *The Holocaust: A History of Courage and Resistance*. Behrman House, 1994 (revised edition).

One of the first Holocaust books written for young people, it focuses on Jewish resistance. Good companion to Meltzer's *Rescue*; together the two books present an excellent picture of both Jewish and non-Jewish resistance.

REMEMBRANCE:

Schroeder, Peter W. and Schroeder-Hildebrand, Dagmar. *Six Million Paperclips: The Making Of A Children's Holocaust Memorial*. Kar-Ben Publishing, 2004.

This book describes how students from a small rural town in Tennessee collected millions of paperclips — each one honoring a victim of Nazi hatred and murder — to create a unique Holocaust memorial. Paperclips were a symbol used by the Norwegians to show solidarity with their Jewish neighbors during World War II. The story of the memorial project is interwoven with facts about the Holocaust.

TEACHER RESOURCES:

Anti-Defamation League, USC Shoah Foundations, Yad Vashem. *Echoes and Reflections*. 2005.

Echoes and Reflections is a multi-media Holocaust curriculum which is the result of the partnership among three leaders in education: the Anti-Defamation League, the USC Shoah Foundation Institute for Visual History and Education, and Yad Vashem. It is a resource book with DVD which describes the events of the Holocaust through survivors' accounts, offering at the same time materials and teaching strategies for teachers.

Facing History and Ourselves. *Holocaust and Human Behavior*. 4th Edition, Facing History and Ourselves, 2017. Grades 8 and up.

Holocaust and Human Behavior has been fully revised in 2017 to reflect the latest scholarship on Nazi Germany and the Holocaust, as well as incorporate new research from the fields of neuroscience and the psychology of bias and prejudice. This edition features a wealth of new materials, including more than 200 readings, maps, historical photographs, a new chapter on World War I, visual essays, and video and lesson plan recommendations. Through primary sources, eyewitness testimonies, personal reflections, poetry, and images-- students are given a lens to thoughtfully examine the universal themes and questions about human behavior inherent in a study of the Holocaust. Students are also prompted to draw connections between history and the world today.

Friedman, Jeanette & Gold, David. *Why Should I Care? - Lessons from the Holocaust*. Gihon River Press, 2009.

This is a great resource for teaching middle and high school students about the Holocaust. It tackles difficult subjects like the banality of evil, the danger of words, the choices people make, and their failure to take responsibility for those choices. Friedman and Gold use Holocaust examples throughout the book, citing individuals who made a difference and the experiences of Jews who survived. They also discuss other recent genocides, drawing parallels to illustrate the fact that others have engaged in mass murder even in our lifetimes.

Gagnon, Kathleen and Ruxton, Dianne. *Holocaust Literature: Study Guides to 12 Stories of Courage*.

J. Weston Walch Publisher, 1997.

This book provides study guides for teaching 12 books about the Holocaust. The class is divided into small groups with each group reading a different book. Group presentations end the month long unit. A teacher can decide which of the books to cover or adapt one book's material for the entire class.

Langer, Lawrence. *Art from the Ashes: A Holocaust Anthology*. Oxford University Press, 1995.

This exceptional collection of Holocaust literature includes both fiction and nonfiction, as well as drama and poetry. Teachers can pull poetry, short stories, or non-fiction pieces from the work to supplement their Holocaust literature selections.

Literature and Thought Series. *Voices of the Holocaust*. Perfection Learning, 2000.

This thin volume contains short stories, poems, biographical accounts, and essays about the Holocaust intended to help students think about the question: Could a holocaust happen here? As with Langer's *Art from the Ashes*, selections can be pulled to supplement Holocaust units.

Moger, Susan. *Teaching The Diary of Anne Frank (Revised): An In-Depth Resource for Learning about the Holocaust Through the Writings of Anne Frank*. Scholastic, 1998, 2009- revised edition. Grades 5-8.

This extensively illustrated guide places Anne Frank and her diary within the wider framework of the Holocaust. It includes guided reading questions, maps, ideas for journal writing, poetry lessons, reproductions of historic documents, more than 50 photographs, and an annotated bibliography.

***Crimes Against Humanity: A Holocaust Resource Book*. Knowledge Unlimited, Inc., 1999.**

This book is a teacher's guide to teaching about events before, after and during the Holocaust. It provides essay topics and discussion questions as well as a reproducible timeline activity.

Schweber, Simone. *Making Sense of the Holocaust: Lessons from Classroom Practice*. Teachers College Press, 2004.

Case studies drawn from real high schools address three questions: How do experienced teachers teach the Holocaust? What moral messages are conveyed? What do their students learn? Stories, classroom dialogues, and reflections from students, teacher, and author illuminate each case study.

Shawn, Karen and Goldfrad, Karen, editors. *The Call of Memory: Learning about the Holocaust Through Narrative: An Anthology*. Ben Yehuda Press, 2008.

Twenty-seven stories are organized chronologically and thematically, allowing teachers to organize appropriately any related course of study. A companion Teacher's Guide illuminates each story with a literary analysis and specific and immediately useful teaching suggestions.

Totten, Samuel and Feinberg, Stephen. *Teaching and Studying the Holocaust*. Allyn and Bacon, 2000

Essays focus on use of media, development of rationale statements, using primary documents, incorporating first-person accounts, and choosing literature for the classroom.

***Teaching About the Holocaust: A Resource Book for Educators.* USHMM, 2001.**

This book, put out by the United States Holocaust Memorial Museum is an essential guide for students and teachers to learn about and teach the Holocaust. It contains an overview of the Holocaust and an annotated bibliography, as well as information about the museum. Now available as a pdf on the USHMM website.

TERESIENSTADT:

Volavkova, Hana, ed. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944.* Schocken, originally published in Prague in 1958, Revised edition, 1978, 1993.

A poignant memorial to the children of Terezin, the collages, drawings, and poems published in this selection are impressive for their artistic merit and their value in documenting the feelings and lives of the children in the camp. Some prior knowledge of what life in the camp was like will make this book more meaningful to students.

DeSilva, Cara and translated by Steiner Brown, Bianca. *In Memory's Kitchen: A Legacy from the Women of Terezin.* Jason Aronson, Inc.; 1st edition, 1996.

This cookbook was compiled from memory by the female prisoners at Terezin, a way station to Auschwitz. Mina Pachter's poems on barracks life are also included.

VIDEOS

OVERVIEWS OF THE HOLOCAUST:

***Genocide, 1941-1945 - The World at War Series (50 minutes)*-Produced and directed by Michael Darlow, 1982. Recommended for Middle School, High School, and Adult.**

The story of the destruction of European Jewry is told using archival footage and testimonies of victims, perpetrators, and bystanders.

***The Holocaust: In Memory of Millions (90 minutes)*-Hosted by Walter Cronkite for the Discovery Channel, 1993. Recommended for High School and Adult**

This film serves as an introduction to the Holocaust and traces the gradual escalation of the persecution of Jews under the Nazis. It includes interviews with survivors and soldiers who liberated concentration camps as well as archival film and personal photographs.

***Paper Clips, Original Documentary DVD, 2004. (82 minutes)* Recommended for Grades 6-12.**

***Paper Clips, Special Edition, 2-DVD set, 2006. (84 minutes)* Recommended for Grades 6-12.**

Special Features include: Bonus scene; Extended scene, Interviews with Holocaust survivors; and Bonus interview excerpts

***Paper Clips, Special Edition, Educational Version DVD, 2010. (84 minutes)* Recommended for Grades 6-12. Special Features include: 4 Curriculum Lessons: 3 for Junior and Senior High School, 1 for High School; 1 Study Guide; 1 Quiz; Student Handout Materials; and Educator's Guide**

As a part of their study of the Holocaust and intolerance, the students of the Whitwell, TN Middle School set out to collect 6 million paper clips representing the 6 million Jews killed by the Nazis. *Paper Clips* chronicles how these students started collecting them to help visualize such vast numbers of victims. As word spread online and in the media, paper clips poured in from around the world, 11 million of which are enshrined in an authentic German boxcar in the schoolyard. This inspiring, award-winning documentary shows how even small-town students and educators can teach the world powerful lessons.

LIFE BEFORE THE HOLOCAUST:

***Image Before My Eyes*-(90 minutes) YIVO Institute for Jewish Research. Produced by Josh Waletzky, Susan Lazarus, 1980. Recommended for Middle School, High School, and Adult.**

This documentary uses photographs, drawings, home movies, music and survivor interviews to re-create Jewish life in Poland from the late 19th century up to the time of the Holocaust.

PERPETRATORS:

***Heil Hitler: Confessions of a Hitler Youth*-(30 minutes) HBO. 1991. Recommended for Middle School, High School, and Adult.**

Alfons Heck, a former member of the Hitler Youth and now a U.S. Citizen dedicated to Holocaust education, recounts the compelling story of how he became a fanatic supporter of Nazism.

Documentary footage demonstrates how songs, youth camps, speeches, and propaganda turned millions of young Germans like Heck into a fervent and loyal proponent of Nazi racism and militarism.

RACISM AND ANTI-SEMITISM:

***Faces of the Enemy* (57 minutes) 1987. California Newsreel. Recommended for upper grades of High School and Adult.**

This video examines how humans perceive, define, and make enemies. It looks at the use of loaded words, slanted news, twisted images, and propaganda and proposes methods of escape from such behaviors. It examines the sociological, psychological, and political aspects of war to discover what drives nations — and individuals — “to kill.” Note: Graphic images of racism, war and atrocities.

***The Wave*- (55 minutes) Zenger Media. 1981. Recommended for Middle School and High School.**

This video is a thought-provoking dramatization of an actual classroom experiment on individualism vs. conformity in which a high school teacher formed his own “Reich”, called “The Wave” to show why the German people could so willingly embrace Nazism.

ABOUT THE VICTIMS AND SURVIVORS:

***Anne Frank Remembered* – (117 minutes) Narrated by Kenneth Branagh and Glenn Close, 1995 Recommended for Middle School, High School, and Adult.**

This film uses archival film and photos, interviews with Anne’s family and friends, as well as documents to present the life of Anne Frank and her family from her years in Frankfurt, Germany, through her final years in Amsterdam, the Netherlands.

***I’m Still Here: Real Diaries of Young People Who Lived During the Holocaust.* (48 minutes) Directed by Laura Lazen. 2008. Grades 6 and up.**

While Anne Frank’s diary is widely recognized as a central document of the Holocaust, less well known are 60 other surviving accounts which bear witness to that dark moment in world history. This powerful documentary is based on the book *Salvaged Pages* by the film’s writer Alexandra Zapruder. The film includes archival and location footage, plus photos, text and drawings from the diaries.

***Into the Arms of Strangers: Stories of the Kindertransport.* (117 minutes) 2000 Recommended for Middle School, High School, and Adult.**

This Academy Award winning documentary, produced by Deborah Oppenheimer, includes testimony by many *Kindertransport* survivors. It is one of the great Holocaust documentaries and provides an unforgettable experience with these children-survivors.

***My Knees Were Jumping: Remembering the Kindertransports.* (76 minutes) 2003. Recommended for Middle School, High School, and Adult**

Docudrama interweaves remembrances with archival footage to present accounts of children rescued and parents left behind to their inevitable fate. Sundance Grand Jury Prize nominee.

***Survivors of the Holocaust-* (70 minutes). Produced by June Beallor and James Molls for Stephen Spielberg and the Survivors of the Shoah Visual History Foundation and Turner Home Entertainment. 1996 Recommended for Middle School, High School, and Adult.**

This documentary examines the work of director Stephen Spielberg in compiling and documenting the testimony of Holocaust survivors. It includes survivor testimony on their life before, during and after World War II.

***One Survivor Remembers-* (36 minutes)-HBO in association with the U.S. Holocaust Memorial Museum and Wentworth Films, 1995. Recommended for High School and Adult**

Survivor Gerda Weissmann Klein eloquently recounts the personal story of her life before the war in Poland, her Holocaust experiences, including the painful loss of most of her family, and the suffering she endured on a final “death march” near the end of the war.

GHETTOS:

***The Warsaw Ghetto* – (51 minutes) BBC Production, 1969. Recommended for Middle School, High School, and Adult.**

Narrated by a ghetto survivor, this documentary uses historic film footage made by the Nazis and shows the creation of the ghetto, early Nazi propaganda, scenes from everyday life, and the final weeks of resistance before the ghetto was liquidated.

***Lodz Ghetto-* Produced by Alan Adelson and Directed by Alan Adelson and Kathryn Taverna, 1989. Recommended for Middle School, High School, and Adult.**

This documentary recounts the history of one of the last ghettos to be liquidated using written accounts by Jews, photographs, slides and rare film footage. Good companion to Adelson's book.

CAMPS:

***Auschwitz: If You Cried, You Died-* (28 minutes) Impact America Foundation, 1991, 1993.**

Recommended for Middle School, High School, and Adult

Two survivors recount their experiences in Auschwitz after returning there with family members. Combined with historic footage, this is a moving commentary on prejudice. It also discusses Holocaust deniers.

RESISTANCE:

***Escape from Sobibor* – (149 minutes) Directed by Jack Gold and starring Alan Arkin and Rutger Hauer, 1987. Recommended for Middle School, High School, and Adult.**

This film is a recreation of the prisoner uprising at the Sobibor extermination camp in occupied Poland. In mid-October 1943, more than 300 Jewish prisoners escaped from the camp in the face of German machine-gun fire by running across a minefield. More than 100 were recaptured and later shot.

***Daring to Resist: Three Women Face the Holocaust* – (57 minutes) Produced and directed by Barbara Attie & Martha Goell Lubell & narrated by Janeane Garofalo, 1999. Middle School, High School, & Adult.**

This film tells the story of three Jewish young women: Faye Schulman, a photographer and partisan fighter in the forests of eastern Poland; Barbara Rodbell, a ballerina in Amsterdam who delivered underground newspapers as well as secured food and other aid for Jews in hiding, and Schulamit Lack, who acquired false papers and a safe house for Jews attempting to flee Hungary.

RESCUE:

***The Courage to Care* – (28 minutes) Produced and directed by Robert Gardner with Executive Producers Sister Carol Rittner, R.S.M. and Sondra Meyers, 1986. Recommended for Middle School, High School, and Adult**

Elie Wiesel narrates this documentary film which deals with rescuers. It asks why some individuals under physical, emotional, and ethical duress “do the right thing,” and it stresses the principle that each individual does make a difference. Odette Meyers (a French Jew), Irene Opdyke (a Polish Catholic), Marion P. Van Binsbergen Pritchard (a Dutch rescuer), Emanuel Tanay (a Polish Jew), and Magda Trocmé present their testimonies.

***Schindler’s List* – (3 hours, 17 minutes) Directed by Steven Spielberg, adapted from Thomas Keneally’s fictionalized account of a true story, 1993. Recommended for upper grades in High School and Adult.**

Shot on location in Poland in stark black-and-white, this compelling Oscar-winning film tells the story of German businessman Oskar Schindler who saved more than 1,000 Jews from deportation and death. Contains graphic violence, strong language, and nudity.

***Nicholas Winton – The Power of Good, DVD, 2006.* (64 Minutes) Directed by Matej Minac.**

Recommended for Grades 8 and up.

This moving documentary tells the inspiring story of Nicholas Winton, a young Englishman who saved the lives of 669 innocent Jewish children from the hands of the Nazis. Between March and August 1939, Nicholas Winton’s courage and determination enabled him to organize six trains to take children from Prague to new Jewish homes in Britain. Winton was a modest man who kept quiet about his daring rescues until his wife discovered a scrapbook in 1988 documenting his unique, incredible mission. Includes study guide.

***The Other Side of Faith* – (27 minutes) Produced by Sy Rotter, 1990. Recommended for Middle School, High School, and Adult.**

Filmed on location in Przemysl, Poland, this first-person narrative tells of a courageous sixteen-year-old Catholic girl who, for two and a half years, hid thirteen Jewish men, women and children in the attic of her home.

***Assignment Rescue: The Story of Varian Fry and the Emergency Rescue Committee* – (26 minutes) Narrated by Meryl Streep; directed by Richard Kaplan, produced by Richard Kaplan and Christina Lazard; written by Christina Lazard, 1997. Recommended for Middle School, High School, and Adult.**

This film tells the story of Varian Fry, an American who was able to enter Vichy France and help hundreds of people, including prominent artists such as Marc Chagall, to escape the Nazis to safety in the U.S. in 1940.

***Weapons of the Spirit* – (38 minutes) Written, produced, and directed by Pierre Sauvage, 1988. Recommended for Middle School, High School, and Adult.**

This is the story of Le Chambon-sur-Lignon, a small Protestant village in south-central France, and how its predominantly Protestant citizens responded to the Nazi threat against the Jews. Residents of the area hid and cared for 5,000 Jews, many of them children.

THE INTERNATIONAL COMMUNITY'S RESPONSE TO THE HOLOCAUST:

America and the Holocaust--- Deceit and Indifference: The American Experience – (90 minutes)
Produced and directed by Martin Ostrow, WGBH Boston Video, 1994, 2005. Recommended for High School and Adult.

This video shows how WWII American immigration policies prevented hundreds of thousands of Jews from finding refuge in the U.S. using newsreel footage, interviews with authorities, official documents, statistics, and the personal story of Kurt Klein, a German national who liberated Nazi prisoners.

The Double Crossing: The Voyage of the St. Louis – (29 minutes) A production of the Holocaust Memorial Foundation of Illinois and Loyola University of Chicago. Produced by Elliot Letkovitz and Nancy Partos, 1992. Recommended for High School and Adult.

More than 900 Jewish refugees fleeing Nazi Germany in 1939 on the luxury cruise ship the St. Louis were denied entry to Cuba and the United States and forced to return to Europe. The film includes survivor interviews, archival footage and photos. The general issues this film addresses---racism, quota systems for refugees, and immigration policies---remain urgent ones today.

The Boat is Full (104 minutes) Produced by George Reinhart, Limbo Films, Inc., in coproduction with SRG, ZDF, ORF and directed by Markus Imhoo, 1980. Recommended for High School and Adult.

In 1942, the Swiss government, alarmed at the vast numbers of people fleeing Nazi Germany, established stringent immigration policies as they declared the country's "lifeboat" full. This suspenseful drama tells the story of a group of refugees forced back to the border by ordinary citizens too frightened or indifferent to take them in. In German, with English subtitles.

LIBERATION:

Beyond the Fence: Memories of Buchenwald, DVD- The Tolerance Channel, 2008. (100 Minutes)
Recommended for Grades 9 and up.

Beyond the Fence: Memories of Buchenwald examines the liberation of Buchenwald through the eyes of its survivors and U.S. Army soldiers who helped liberate them. Leon Bass, a 19-year-old black soldier, was among the first to enter Buchenwald. He enlisted in the army to fight for his country, but the US Army's policy of segregation denied him the rights he was fighting to protect. Mr. Bass was an angry, young, Black soldier when he entered Buchenwald where he came face to face with what he calls 'the walking dead'. Among the thousands of inmates at Buchenwald was Robbie Waisman, a 14-year-old Polish Jew, whose entire family had been murdered at the hands of the Nazis. Mr. Waisman eventually immigrates to Canada and slowly puts his life back together. Later in life, Robbie Waisman and Leon Bass meet again and foster a great and lasting friendship that endures to this day. *Beyond the Fence* focuses on the shared history of persecution and suffering that Robbie and Leon experienced and the reality that each could have found himself on either side of that barbed wire fence surrounding Buchenwald.

Liberation 1945: Testimony – (76 minutes) Produced by Sandy Bradley, Wentworth Films, in association with the U.S. Holocaust Memorial Museum, 1995. Recommended for High School and Adult.

This film includes expanded eyewitness testimony produced for the Museum's special exhibit,



Liberation 1945. Jewish survivors and Allied liberators recall liberation and describe conditions inside the camps, including difficulties faced by medical relief teams working in the liberated camps. Survivors interned in displaced persons (D.P.) camps describe the organization of those camps and their efforts both to find surviving family members, and, by marrying, to establish new families.

