An American Story

Welcome to the Maltz Museum of Jewish Heritage. We invite you and your students to learn, experience and share the story of:

- Cleveland History and the Immigrant Experience that shaped our lives and changed the world;
- Jewish Holidays and Traditions that play a dynamic role in the life of a diverse people;
- Local Heroes, past and present, who made their mark in industry, government, education and the arts;
- The Holocaust and the importance of teaching tolerance in today’s world.

It is our aim that your visit here will inspire you and your students with the hope and determination of those who have left their mark upon our city, our country and our world.

ACKNOWLEDGEMENTS

Lynda A. Bender
Director of Education and Public Programs

Mark Davidson
Manager of School and Family Programs

Martha Sivertson
Manager of Visitors and Volunteer Services

Joshua A. Feinberg
Writer

Laura Bender Herron
Research Intern

Generations of Jewish men and women have made a profound impact on the social, cultural, economic and scientific progress of our region, our country and our world. Grounded in the ancient principles of their faith, their lives represent stories of hope, determination, struggle and achievement—an inspiring American chapter in the nearly 4,000-year history of the Jewish people.

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TO THE EDUCATOR

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HOW TO USE THIS GUIDE

This guide is for use with the following programs:

And Then They Came For Me...
Grades 6-12

Honor Their Memory
Jewish Schools Grades 6-12

This curriculum guide is designed as preparation for a visit to the Maltz Museum of Jewish Heritage. It contains background information, vocabulary terms, resources for students and teachers, and discussion questions/activities to guide classroom learning. If you have questions about this guide or would like further assistance on how to incorporate our exhibitions into your curriculum please call 216.593.0575.

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Holocaust education programs at the Maltz Museum of Jewish Heritage are made possible in part by the generous support of the George F., Stephanie M. and George J. Traub Fund of the Jewish Community Federation of Cleveland and Kol Israel, Kol Israel Sisterhood and Second Generation Kol Israel.

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WHY TEACH THE HOLOCAUST?
The history of the Holocaust represents one of the most effective, and most extensively documented, subjects for a pedagogical examination of basic moral issues. A structured inquiry into Holocaust history yields critical lessons for an investigation of human behavior. A study of the Holocaust also addresses one of the central tenets of education in the United States which is to examine what it means to be a responsible citizen.

United States Holocaust Memorial Museum

First they came for the Communists, but I was not a Communist so I did not speak out. Then they came for the Socialists and the Trade Unionists, but I was neither, so I did not speak out. Then they came for the Jews, but I was not a Jew so I did not speak out. And when they came for me, there was no one left to speak out for me.

Martin Niemoeller, pacifist German Protestant pastor imprisoned for seven years by the Nazis responding to a post-war student's question “How could it happen?”

ESSENTIAL QUESTIONS
- What happens when hate goes unchecked?
- What are some of the factors that enable hate and intolerance to flourish?
- What were the key events in the Nazi’s rise to power?
- Why is the Holocaust such a seminal event in world history and what can we learn from it?
- What is our responsibility to stand up for others in the face of hate and intolerance?
- What can we learn about life and the human spirit from the stories of Holocaust survivors? Why is it important for their stories to be told?

PRE-VISIT DISCUSSION PROMPTS
Find out what students expect to see and do at the Maltz Museum. These discussion prompts are intended to guide your classroom preparation:

- Why is it important to study history?
- How can learning about the past help us understand ourselves today?
- Why is it important to learn about other cultures, religions and ethnic groups?
- How do ordinary people participate in and make history?
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WHAT ARE THE ROOTS OF ANTI-SEMITISM?

Hatred and bigotry have, unfortunately, been around as long as people have. We all know the dangers of intolerance—but these dangers were never more evident than during the Nazi reign of terror in Europe between 1933 and 1945.

By the 19th century, Jews had lived in Europe for hundreds of years. They had managed to build a vibrant cultural life in many different countries, although they generally lived separately from non-Jews, in Jewish parts of towns or cities known as ghettos. Relations with non-Jews were often tense and, in many parts of Europe, Jews had to face repeated discrimination, expulsions and pogroms (organized attacks against Jews). Over the centuries thousands of Jews were killed in pogroms, which were often sponsored or approved by government officials.

Although Jews had typically lived somewhat segregated from their non-Jewish neighbors, the Enlightenment and Emancipation of the 18th and 19th centuries gave them increasing freedom and new opportunities. New freedoms, however, brought new concerns. As Jews moved out of ghettos and became active participants in the social and economic life of Europe, age-old anti-Jewish feelings were often enflamed. The 19th century also saw the development of new pseudo-scientific theories of race and racial superiority. Decades-old anti-Jewish sentiments evolved into a new racial ideology holding that Jews were naturally inferior by virtue of their “race.” This was the idea that Adolph Hitler later incorporated into his own twisted ideology of hate.

HOW DID THE NAZIS COME TO POWER?

After World War I, Germany found itself in social and economic disarray. The global depression of the early 1930s only compounded the feeling of hopelessness among many Germans. Many disenchanted Germans joined Adolph Hitler’s newly created National Socialist German Workers’ Party. Members of the party were known as Nazis. In his bid for power, Hitler promised to rebuild the nation’s cultural, economic, and military prominence. Part of his plan required a scapegoat to take the blame for Germany’s woes. That scapegoat? The Jews.

After being named Chancellor of Germany in 1933, Hitler moved swiftly to consolidate his dictatorial powers. Civil rights were restricted and opposition was brutally crushed. He also began to gradually impose the Nazi program of racial discrimination. Hitler believed that members of the “Aryan” race—that is, those who were white—with blond hair and blue eyes were superior to those who were not. This belief was based on the racist and pseudo-scientific theories that had been developed in the 19th century and popularized by the Nazis.

Although the full extent of Hitler’s plan was not immediately clear, it was evident that he intended to create a racial ideology that would justify the persecution of Jews. Hitler believed that Jews were inferior to Aryans and that they should be removed from society. This belief was based on the racist and pseudo-scientific theories that had been developed in the 19th century and popularized by the Nazis.

WHAT IS ANTI-SEMITISM?

Anti-Semitism is hatred of Jews. In the Middle Ages, such hatred was generally based on religion, but the modern era saw the rise of racial anti-Semitism based on theories of racial superiority. The term “anti-Semitism” was actually coined in 1879 by the German writer Wilhelm Marr.
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Is Judaism a race? Judaism is many things—a religion, a culture, an ethnicity—but, contrary to what the Nazis believed, it is not a race. There are Jews all over the world who represent a variety of races. What ties them together is their shared history and belief, not their racial make-up.

What is antisemitism? Antisemitism is hatred of Jews. In the Middle Ages, such hatred was generally based on religion, but the modern era saw the rise of racial antisemitism based on theories of racial superiority. The term “antisemitism” was actually coined in 1879 by the German writer Wilhelm Marr.

Jews expelled from England
The Holocaust
eyes—were superior to other people. “Non-Aryans” were seen as a threat to the purity of the German race and Jews—who accounted for less than one percent of the German population of the time—were considered the most dangerous of all.

**WHAT WAS HITLER’S PLAN AGAINST THE JEWISH PEOPLE?**

The Nazis identified the Jews not only as inferior, but also as “the enemy.” They were blamed for—among other things—the German loss in World War I. In fact, Jews had been fiercely loyal to Germany and thousands had fought and died for the Fatherland during the First World War.

In 1935, new regulations known as the Nuremberg Laws officially made Jews second-class citizens. Individuals of Jewish descent were stripped of the right to vote. Additional laws over the following years made it illegal for Jews to participate in many aspects of German public life. They were denied the right to hold certain jobs, attend public schools, or live in certain areas.

The first concentration camps were built in the early 1930s. At first, these were mainly work camps for political prisoners. But Kristallnacht, “the night of broken glass” (a state-sponsored pogrom against the Jews of Germany in November 1938), marked the first systematic round-up of German Jews. Thousands of Jewish men were deported to the Dachau concentration camp after Kristallnacht. Many more deportations were to follow.

With the invasion of Poland in September 1939 and the beginning of World War II, the Nazis brought their racial policies to the territories they conquered. Jews were rounded up and sent to ghettos and concentration camps. They were forced to endure hard labor, starvation, disease, and the humiliation of inhuman conditions. In the Soviet Union, mobile killing squads, known as Einsatzgruppen, followed the advancing German army, killing hundreds of thousands of Jews, Communists, Roma (also known as Gypsies), and other “undesirables” in mass shootings.

In early 1942, Nazi leaders met in the Berlin suburb of Wannsee to discuss plans for the “final solution to the Jewish question.” This Nazi euphemism meant extermination for the Jews of Europe. Six extermination centers, or “death camps,” were built across Poland—in Chelmno, Belzec, Treblinka, Sobibor, Majdanek, and Auschwitz—for the sole purpose of killing Jews. By the war’s end, three million men, women, and children were murdered in the Nazi death camps. Millions more died in the ghettos and concentration camps. In all, six million Jews perished.

**HOW DID PEOPLE FIGHT BACK?**

By the time most Jews realized what was happening, opportunities for resistance had already been systematically taken away. The Nazis implemented their plans carefully and often hid their true motives until it was too late. And because of strict immigration laws around the world at the time, there were few options for escape. Nonetheless, throughout Europe, individuals and groups—both Jewish and non-Jewish—found ways to fight back against the Nazi machinery of death.

There was resistance in almost every concentration camp and ghetto. Despite their small numbers and meager supplies, armed residents of the Warsaw Ghetto held off the German army for six weeks in April and May 1943. Even in the death camps of Sobibor and Treblinka, inmates challenged their captors through armed revolt. Others who escaped the ghettos and camps joined underground partisan fighting squads, carrying out guerilla attacks on the Nazis and their collaborators across Europe.

When armed struggle was not possible, Jewish resistance continued in subtler forms. In the ghettos, Jewish residents produced plays, put on concerts, wrote poetry, and observed the rituals of Jewish life—all in an effort to resist the dehumanizing policies of the Nazis. For many, it was the spiritual solace provided by these activities that helped them to survive. Many heroic non-Jews also joined the fight against the injustice, risking their own lives to save innocent people. These “righteous gentiles” selflessly offered their basements, attics, farmhouses and factories to those who needed a place to hide—even though capture might mean their own death. For example—in Denmark, ordinary citizens joined with the Danish resistance movement to smuggle almost all of the country’s 8,000 Jews across the channel to Sweden.

**What is a scapegoat?**

A scapegoat is someone who is made to take the blame for others. The term actually comes from early Jewish practice. In ancient times, on the Day of Atonement (Yom Kippur), the High Priest would symbolically transfer the sins of the people onto a goat and then send the goat off into the wilderness.

**Why did Hitler target the Jews?**

Hitler attempted to unify the German people through fear and hatred. He needed an enemy and the Jews were perfect targets. Many people already mistrusted Jews based on centuries of anti-Semitic sentiment as well as new theories of racial superiority. And while the Jews were visible enough to be labeled a threat, they were not actually numerous enough to be a dangerous enemy.
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In the Holocaust, many Jews were murdered in the Nazi death camps. Millions more died in the ghettos and concentration camps. In all, six million Jews perished.

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### Jewish Population Chart

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Poland</td>
<td>3,300,000</td>
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<tr>
<td>Latvia/Lithuania/Estonia</td>
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<td>330,000</td>
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<td>Greece</td>
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<td>Russia</td>
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<td><strong>Total</strong></td>
<td><strong>8,939,900</strong></td>
<td><strong>5,933,900</strong></td>
</tr>
</tbody>
</table>

**Estimated Number of Jews Killed in The Holocaust** Total: 5,933,900

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WHERE WERE THE AMERICANS?

By 1941, reports about the mass murder of Jews began to leak out of occupied Europe. Nonetheless, the U.S. government and its allies held fast to their war policy: they insisted that the best way to help those suffering at the hands of the Nazis was to win the war. All resources were therefore funneled into the war effort rather than the liberation of Europe’s Jews.

Whether the U.S. could have done more to save the victims of the Holocaust is a question that is still hotly debated today. By 1944, for example, the Allies knew of the gassings at Auschwitz, and Jewish groups lobbied the U.S. government to bomb the railroads or the gas chambers. Many people still believe that thousands of lives could have been saved by such an action.

Others have questioned the restrictive immigration policies followed by the Allied governments during the war. Although it knew of the deteriorating situation in Europe, the U.S. government did nothing to change existing legislation that kept most refugees out. The questions remain: What could the U.S. have done, and why didn’t we do it?

WHY STUDY THE HOLOCAUST? WHAT CAN WE LEARN FROM IT?

The Holocaust was a singular event in human history. The Nazis’ systematic, calculated attempt to completely wipe out an entire group of people, and the degree to which they were successful, is unparalleled. Yet, the lessons of the Holocaust are universally applicable. Stereotyping, discrimination, and hatred of others—whether based on religion, race, or politics—happens at all levels, all around the world. The Holocaust reminds us just how far it can go if we are not vigilant.

An exploration of this particularly dark chapter in Jewish and human history raises many important questions: How do fear and ignorance lead to hate and violence? What causes ordinary people to behave like monsters? What is our responsibility in the face of injustice? When must we challenge authority? How can we create the most just and compassionate world?

Although the Holocaust did not reach our shores, it is important to remember that America has not been immune to hate and bigotry. In the period leading up to World War II, for example, many local Jews faced housing discrimination here in Cleveland. In 1937, 700 Nazi sympathizers attended a rally in Cleveland, organized by an organization that supported Hitler’s racial policies. Even today, sixty years after the world learned of the atrocity of the Holocaust, racism and antisemitism remain dangerous realities.

What is the story of the St. Louis?
The St. Louis was a German ship carrying over 900 Jewish refugees from Nazi Germany to Cuba. When the ship set sail from Hamburg on May 13, 1939, all of its passengers had landing certificates for Cuba, but during the voyage the certificates were invalidated by the pro-fascist Cuban government. Only a few refugees were allowed to enter Havana. The rest were then refused entry into the United States. The remaining passengers were returned to Europe where most perished as victims of the Nazi Final Solution.

What is the difference between a ghetto and a concentration camp?
In many cities, the Nazis concentrated the Jews in special districts, physically separated (often by a wall or barbed wire) from the rest of the inhabitants. These were ghettos. Ghettos were really a transitional step in the Nazi’s “Final Solution.” The ghettos were gradually liquidated during the course of the war and Jews were sent on to concentration camps where they were often worked to death or extermination centers where they were gassed.

What is Yom HaShoah?
Yom HaShoah is Holocaust Memorial Day. On this day, Jews all over the world remember the six million who were murdered by the Nazis in Europe between the years 1938 and 1945.

<table>
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<tr>
<th>1922</th>
<th>1925</th>
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<th>1930</th>
<th>1933</th>
<th>1936</th>
<th>1937</th>
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</thead>
<tbody>
<tr>
<td>World History</td>
<td>Fascist Party takes over the government in Italy.</td>
<td>Adolf Hitler becomes chancellor of Germany. Anti-Jewish economic boycott; first concentration camps.</td>
<td>Nuremberg Laws in Germany deprive Jews of their civil rights.</td>
<td>Germans enter the Rhineland.</td>
<td>Anschluss in Germany.</td>
<td>Kristallnacht in Germany.</td>
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WHAT IS Yom HaShoah?
Yom HaShoah is Holocaust Memorial Day. On this day, Jews all over the world remember the six million who were murdered by the Nazis in Europe between the years 1938 and 1945.
WHERE WERE THE AMERICANS?

By 1941, reports about the mass murder of Jews began to leak out of occupied Europe. Nonetheless, the U.S. government and its allies held fast to their war policy: they insisted that the best way to help those suffering at the hands of the Nazis was to win the war. All resources were therefore funneled into the war effort rather than the liberation of Europe’s Jews.

Whether the U.S. could have done more to save the victims of the Holocaust is a question that is still hotly debated today. By 1944, for example, the Allies knew of the gassings at Auschwitz, and Jewish groups lobbied the U.S. government to bomb the railroads or the gas chambers. Many people still believe that thousands of lives could have been saved by such action.

Others have questioned the restrictive immigration policies followed by the Allied governments during the war. Although it knew of the deteriorating situation in Europe, the U.S. government did nothing to change existing legislation that kept most refugees out. The questions remain: What could the U.S. have done, and why didn’t we do it?

WHY STUDY THE HOLOCAUST? WHAT CAN WE LEARN FROM IT?

The Holocaust was a singular event in human history. The Nazis’ systematic, calculated attempt to completely wipe out an entire group of people, and the degree to which they were successful, is unparalleled. Yet, the lessons of the Holocaust are universally applicable. Stereotyping, discrimination and hatred of others—whether based on religion, race, or politics—happens at all levels, all around the world. The Holocaust reminds us just how far it can go if we are not vigilant.

An exploration of this particularly dark chapter in Jewish and human history raises many important questions: How do fear and ignorance lead to hate and violence? What causes ordinary people to behave like monsters? What is our responsibility in the face of injustice? When must we challenge authority? How can we create the most just and compassionate world?

What is the difference between a ghetto and a concentration camp?

In many cities, the Nazis concentrated the Jews in special districts, physically separated (often by a wall or barbed wire) from the rest of the inhabitants. These were ghettos. Ghettos were really a transitional step in the Nazi’s “Final Solution.” The ghettos were gradually liquidated during the course of the war and Jews were sent on to concentration camps where they were often worked to death or extermination centers where they were gassed.

What is the story of the St. Louis?

The St. Louis was a German ship carrying over 900 Jewish refugees from Nazi Germany to Cuba. When the ship set sail from Hamburg on May 13, 1939, all of its passengers had landing certificates for Cuba, but during the voyage the certificates were invalidated by the pro-fascist Cuban government. Only a few refugees were allowed to enter Havana. The rest were then refused entry into the United States. The remaining passengers were returned to Europe where most perished as victims of the Nazi Final Solution.

Although the Holocaust did not reach our shores, it is important to remember that America has not been immune to hate and bigotry. In the period leading up to World War II, for example, many local Jews faced housing discrimination here in Cleveland. In 1937, 700 Nazi sympathizers attended a rally in Cleveland, the German-American Bund, an organization that supported Hitler’s racial policies. Even today, sixty years after the world learned of the atrocities of the Holocaust, racism and antisemitism remain dangerous realities.

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The voices of Holocaust survivors provide a witness to the horrifying events of the past and a hope that humanity will endure. A number of survivors continue to make their home in the Cleveland area:

- Joseph Lowe was born in Galicia, an area of Europe now divided between Poland and Ukraine. In 1939, at the age of 15, he left his family and immigrated to Cleveland. His parents and brother were later murdered at the hands of the Nazis. Ten years after the war, Lowe’s father had written an account of the family’s ordeal on its pages and given it to the guard for safekeeping.

- During the war, Valerie Pollak Weitz and her parents were hidden by a peasant farmer in Czechoslovakia. Valerie’s father was captured by the Nazis in 1944. The family assumed he was dead, but after the war, they discovered that he had survived the Dachau concentration camp. Valerie later immigrated to Cleveland.

- Germany hosted the 1936 Olympic Games in Berlin. Hitler wanted to show the world the superiority of the German race. But to Hitler’s embarrassment, 14 medals went to African American athletes, including four gold medals to Cleveland’s Jesse Owens.

- The fight against hate did not end in 1945. Arthur Lelyveld, Rabbi of Cleveland’s Fairmount Temple, traveled to Mississippi in 1964 to aid in the struggle for Civil Rights. Despite being brutally beaten, he stood his ground.

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**DISCUSSION QUESTIONS**

- Do you think prejudice is learned, inherited or both? Is it possible to grow to adulthood without harboring some prejudice? How does intolerance violate the founding principals of our country?

- What was it about the Jews that made them a scapegoat for Hitler’s policies? Why do you think Hitler targeted Jews?

- What factors existed in Germany in the 1930s that made it possible for Hitler to come to power? Are any of those factors present in America today?

- Why do you think Jews, such as those in the Warsaw ghetto, resisted even though they had no hope of victory? Why do you suppose a high percentage of armed rebels were teenagers?

- Research the other minority groups who were singled out for extermination by Hitler’s policies. What characteristics do they have in common with Jews? In what ways are they different?

- Why is it important to study the Holocaust today? What can we learn from it about human nature? Do we learn a different lesson about human nature from the stories of Holocaust survivors?
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1939
- World War II begins with German invasion of Poland.
- SS. St. Louis carrying over 900 Jewish refugees from Germany is turned away by the U.S. and Cuba. By 1939, 43,000 refugees from Nazism arrive in the U.S.

- Shaniah Tikvah Congregation (Gates of Hope) founded by German Jewish refugees.

1940
- Western Europe (Denmark, Norway, the Netherlands, Belgium and France) overrun by Germans. Stalin annexes Latvia, Lithuania and Estonia; Japan seizes most of China.
- Shaarey Tikvah Congregation (Gates of Hope) founded by German Jewish refugees.

1941
- Nazis plan the “Final Solution” at a conference in Wannsee.
- Roosevelt asked to a third term.
- First death camp (Chelmno) established.
- Japanese attack Pearl Harbor; U.S. declares war on Japan, Germany, and Italy.
- Army and navy mobilized.

1942
- Nazis begin the “Final Solution” at a conference in Wannsee.
- Germans defeated at Stalingrad and North Africa. Italy surrenders.

1943
- Germans defeated at Stalingrad and North Africa. Italy surrenders.
- Japanese Americans moved to detention camps.

1944
- German armies in France surrender.
- Nuremberg Trials, 1945-1946.
- Germany surrenders; V-E day, May 7.

1945
- Germany surrenders; V-E day, May 7.

DISCUSSION QUESTIONS
- Do you think prejudice is learned, inherited or both? Is it possible to grow to adulthood without harboring some prejudice? How does intolerance violate the founding principles of our country?
- People sometimes act differently in a group than when they are alone. Are you more likely to tell a joke at the expense of someone else or call someone a degrading name when you are in a group? What circumstances do you think made it possible for ordinary Germans to act the way they did during the Nazi regime?
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CLEVELAND VOICES

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Germany hosted the 1936 Olympic Games in Berlin. Hitler wanted to show the world the superiority of the German race. But to Hitler’s embarrassment, 12 medals went to African American athletes, including four gold medals to Cleveland’s Jesse Owens.
Antisemitism: Hatred of Jews.

Aryan: Originally referred to an ancient people who spoke a language known as Proto-Indo-European (the root of many of today's European languages). In Nazi ideology Aryan referred to a "master race" of blond, blue-eyed people of Nordic descent, who were considered culturally superior to non-Aryans.

Auschwitz: Located in Poland, Auschwitz was a complex of concentration and extermination camps—the largest in the Nazi system. By the end of the war, 1.5 million Jews had been killed in Auschwitz gas chambers or died as a result of the horrible living conditions in the camps.

Concentration Camp: A facility where political prisoners or prisoners of war are confined. During World War II, the Nazis held millions of Jews and other prisoners in such camps. Many prisoners died from disease, maltreatment and exposure.

Death Camp: A concentration camp created specifically for the murder of its prisoners. During the second half of World War II, the Nazis created six extermination centers in Poland, where they killed millions of innocent people.

Einsatzgruppen: Nazi SS mobile killing units dispatched throughout Eastern Europe to eliminate "political enemies" of the Reich. They engaged in systematic extermination throughout occupied Europe to facilitate the separation of the Jews and their deportation to concentration camps and extermination centers.

Holocaust: The systematic mass slaughter of European Jews in Nazi ghettos, concentration camps and death camps during World War II. Also referred to as the Shoah (the Hebrew word meaning "catastrophe").

Kristallnacht: "Night of Broken Glass" was the first large-scale attack on Jews by the Nazis on November 9th, 1938, members of the SS, as well as ordinary Germans, burned hundreds of Jewish homes, shops, and synagogues in Germany and Austria. 30,000 Jews were rounded up and sent to concentration camps.

National Socialist/Nazi Party: The National Socialist German Workers' Party, which took control of Germany in 1933 under the leadership of Adolph Hitler. The Nazi regime was a fascist dictatorship based on military force, the suppression of dissenting opinions, and a belief in the racial supremacy of the German people.

Nuremberg Laws: Laws enacted in 1935 that stripped Jewish Germans of their citizenship. The Nazi state defined Jews not by their religion nor by how they identified themselves, but by the religious affiliation of their grandparents.

Pogrom: From a Russian word for "destruction," a pogrom is an organized massacre, especially against Jews. Pogroms were common in parts of Eastern Europe from the Middle Ages into the 20th century.

Racial Discrimination: Misreatment of others based solely on race.

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Vocabulary

Resources

Books for Teachers


Parsons, William S., and Samuel Totten. Guidelines for Teaching about the Holocaust. United States Holocaust Memorial Museum. 1993. This helpful guide published by the United States Holocaust Memorial Museum includes several extensive resources—including a full chronology, a brief overview of Holocaust history, guidelines for teaching, and an annotated bibliography.

Strom, Margot Stern, and William S. Parsons. Facing History and Ourselves: The Holocaust and Human Behavior. Intentional Educations, Inc. 1982. The readings and activities in this extensive curriculum guide engage students in the study of the Holocaust in order to understand better the moral choices they make in their own lives.

Totten, Samuel, and Stephen Feinberg, eds. Teaching and Studying the Holocaust: Allies and Bacon, 2001. Thirteen chapters by noted Holocaust educators offer resources and activity ideas for teachers interested in incorporating literature, film, art, drama, music, first-person accounts, and primary documents into Holocaust study.

Books for Students


Rosenberg, Maxine B. Hiding to Survive: Stories of Jewish Children Rescued from the Holocaust. Clarion Books, 1994. Designed specifically for student readers, this book includes the stories of 14 Holocaust survivors in their own words. It is the winner of a Teacher's Choice Award from the International Reading Association. Upper elementary to high school.

Websites

http://www.facing.org Facing History and Ourselves

http://www.holocaust-tic.org Holocaust Teacher Resource Center

http://art.holocaust-education.net/ Learning about the Holocaust through Art

http://motivicwiesenthal.com/ Simon Wiesenthal Center/Museum of Tolerance Online Multimedia Learning Center

http://fcit.coedu.usf.edu/holocaust/default.htm A Teacher's Guide to the Holocaust

http://www.ushmm.org/education/ The United State Holocaust Memorial Museum, Education Department
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**World History** |communists take over Eastern and Central Europe. Pogroms in Poland.

**Eichmann** | found and captured in Argentina—taken to Israel.

**Ducor Schindler dies, buried in Jerusalem.**

**American History** | George Lincoln Rockwell founds the American Nazi party.

**Elie Wiesel's autobiographical story, Night, is published in English.**

**American Nazi Party is permitted by the Supreme Court to march in Skokie, IL; The miniserie "Holocaust" airs on NBC; The President's Commission on the Holocaust is formed, chaired by Elie Wiesel.**

**Cleveland History** | Rabbi Arthur Lively aids in the struggle for civil rights.

**destruction of the Holocaust and Human Behavior. Intentional Education, Inc., 1982.**

**Facing History and Ourselves: the Holocaust and Human Behavior. Intentional Education, Inc., 1982.**

**The readings and activities in this extensive curriculum guide engage students in the study of the Holocaust in order to understand better the moral choices they make in their own lives.**

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**Literary Learning about the Holocaust through Art**

**http://www.fcit.coedu.usf.edu/holocaust/default.htm**

**http://motlc.wiesenthal.com/**

**Simon Wiesenthal Center/Museum of Tolerance Online Multimedia Learning Center**

**http://fcit.coedu.usf.edu/holocaust/default.htm**

**http://www.holocaust-trc.org**

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**Learning about the Holocaust through Art**

**http://americanhistory.com/**

**Simon Wiesenthal Center/Museum of Tolerance Online Multimedia Learning Center**

**http://qct.coedu.usf.edu/holocaust/default.htm**

**A Teacher's Guide to the Holocaust**

**http://www.usmom.org/education/**

**The United State Holocaust Memorial Museum, Education Department**

**RESOURCES**

**Books for Teachers**


**The author of this handsome volume has compiled powerful stories and photographs of 50 rescuers from across Europe. Middle school to adult.**

**Dawidowicz, Lucy S. The War Against the Jews 1933-1945. Jewish Publication Society, 1975.**

**Dawidowicz carefully lays out the progression of the Holocaust in this meticulously researched volume.**


**This helpful guide published by the United States Holocaust Memorial Museum includes several extensive resources—including a full chronology, a brief overview of Holocaust history, guidelines for teaching, and an annotated bibliography.**


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**Twelve chapters by noted Holocaust educators offer resources and activity ideas for teachers interested in incorporating literature, film, art, drama, music, first-person accounts, and primary documents into Holocaust study.**

**Books for Students**

**Althuler, David. Hitler's War Against the Jews. Behrman House, 1978.**

**Althuler reinterprets Lucy Dawidowicz's scholarly classic, The War Against the Jews, for student readers. Upper elementary and middle school.**


**A powerful and touching story about a young Jewish girl who died in the Holocaust and a group of contemporary Japanese children who strive to keep her story alive. Upper elementary school.**

**Lowry, Lois. Number the Stars. Laurel Leaf, 1998.**

**Lowry's retelling of the valiant rescue of Denmark's Jews by their non-Jewish neighbors won a Newbery Award in 1990. Upper elementary and middle school.**


**This clear, student-friendly history of the Holocaust includes a short glossary, a selected time-line, and numerous black-and-white photos. Middle to high school.**


**Designed specifically for student readers, this book includes the stories of 14 Holocaust survivors in their own words. It is the winner of a Teacher's Choice Award from the International Reading Association. Upper elementary to high school.**
Holocaust education programs at the Maltz Museum of Jewish Heritage are made possible in part by the generous support of the George F., Stephanie M. and George L. Traub Fund of the Jewish Community Federation of Cleveland and Kol Israel, Kol Israel Sisterhood and Second Generation Kol Israel.

The Maltz Museum of Jewish Heritage joins an elite group of world-class institutions as a living testament to the courage, conviction, aspirations and achievements of Cleveland’s Jewish community. The stories of individuals and families – past and present – come to life through state-of-the-art exhibitions, interactives and films, oral histories, photographs and artifacts. The Museum includes The Temple–Tifereth Israel Gallery, an internationally-recognized collection of Judaica, and a special exhibition gallery featuring significant exhibitions of national and international acclaim.

The Maltz Museum of Jewish Heritage is a partnership between The Maltz Family Foundation, the Jewish Community Federation’s Centennial Initiative and The Temple–Tifereth Israel with research support from the Western Reserve Historical Society.