

Hope in the Face of Hate

(Introduction to the Holocaust of WWII)

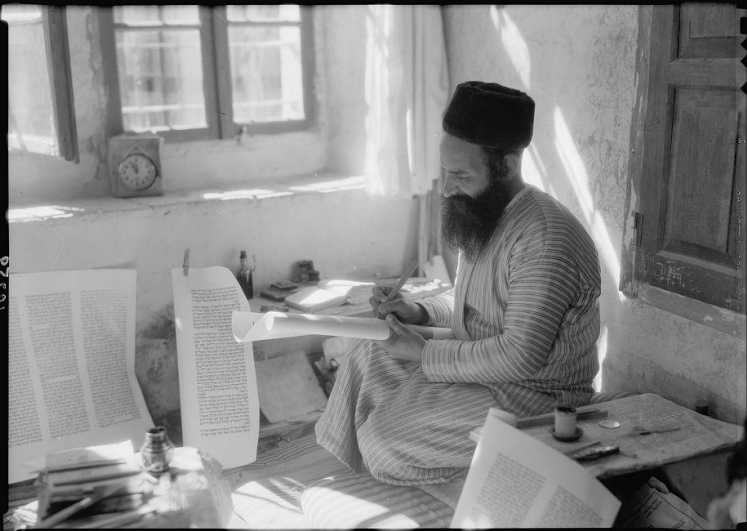


Image Exploration	
<p>Observe-Reflect- Question: What do you see? What people and objects are shown? How are they arranged? What is the setting?</p>	
<p>Observe-Reflect- Question: Why do you think these images were made? What is happening in the images? What emotions do you notice?</p>	
<p>Observe-Reflect- Question: What questions do the images bring to mind?</p>	
Choose 1 of the images	
<p>Write a caption (title) for one image. Why did you choose this title?</p>	
<p>What do you think happens 5 minutes after this image was taken?</p>	

Ancient History of the Jewish Nation (Israel)

We can learn about the ancient history of the Jewish nation of Israel because it is recorded in a book called the **Pentateuch**, or Torah. These are the five books of Moses.

'Penta' means 5. What other words have the prefix 'penta'?



What do you see about how the Rabbi is writing?

What tools is he using to write?

What details of the image stick out to you?

Ancient History of the Jewish Nation, cont.

Abraham is the *patriarch*. He followed God. The Jews believe that God made a **covenant** with Abraham that the Jewish nation would be a **special** people.

Abraham had a son named Isaac. Isaac had a son named Jacob. God changed Jacob's name to Israel. Israel had twelve sons who became the fathers of the 12 Tribes of Israel.

Israel's ancient history is full of blessings and troubles. They settled in the land of Caanan located in the Middle East along the Mediterranean Sea.

They were taken over by different countries and eventually lost their land. The people were scattered around the world. It wasn't until after World War 2 that Israel became a nation once more, allowing the Jews to settle the land that had belonged to them long ago.

➤ **Covenant**- a promise or agreement between to parties

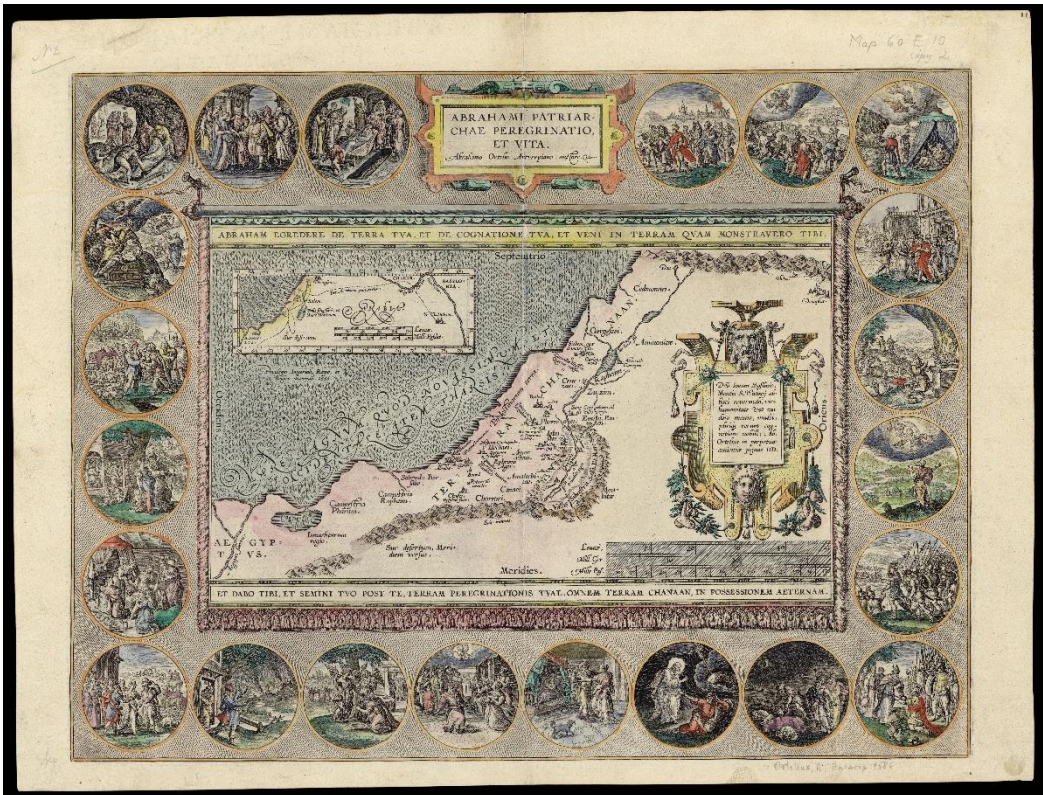
➤ **Special**- In the Bible, the Jews are called a 'peculiar people', meaning they belong exclusively to God.

➤ **Tribes of Judah**- Reuben, Simeon, Levi, Issachar, Zebulun, Dan, Naphtali, Gad, Asher, Benjamin, Ephraim, Manasseh

➤ **Below is an image taken from the Torah, another name for the Pentateuch.**



Map of Israel during the time of Abraham



Just the Facts

Based on what you have read, what do you think *Patriarch* means? What details help you figure that out?

Dig Deeper

What questions do you have about the ancient history of the Jewish nation? How can you find answers to those questions?

What about You

What is your family history?

Before World War II
(1920: map of the Middle East)



(May 14, 1948: Israel recognized as a new country)



Image Exploration

Observe-Reflect-

Question: What do you see? What places do the maps show? What words do you see?

Observe-Reflect-

Question: Which map is easier to read? Why? Which map has Israel as a country? What is in that place on the other map?

Observe-Reflect-**Question:**

What questions do these maps bring to mind?

Timeline of Jews in Europe

(Jewishheritage.org)

70 CE: Temple in **Jerusalem** destroyed and Jews forced out of their homeland.



1000 CE: Jewish communities in Europe were flourishing centers of **scholarship** and **commerce**.



1190 CE: Clashes with Christian **Crusades** led to destruction of some of the Jewish communities.



1500s CE: Rise of antisemitism caused Jewish communities to be pushed out of countries like Spain and Portugal.




1800s CE: The **Industrial Revolution** changed Europe and Jewish communities that modernized were more accepted. Cultural changes were happening as well. Many modern Jews rejected religion though they continued to see themselves as members of a Jewish **secular** nation.

- **Jerusalem** is the capital city of the country of Israel.
- **Scholarship**- knowledge was valued
- **Commerce**- they did well in business, improving economies in their communities
- The **Crusades** sent armies into Muslim areas in Europe to regain Holy lands- led to cultural exchanges and new trade routes




A Brief History of Antisemitism in Europe


480 BC: During the time of King Xerxes I of Persia, all Jewish **immigrants** in Persia were slated to be killed. Queen Esther convinced the king to allow the Jews to fight for their lives. They were saved by Queen Esther's bravery. The Jewish holiday Purim remembers those events.



139 BC: Antiochus IV, king of Syria, refused to allow Jews to practice their religion. Soldiers attacked and killed thousands of Jews. Mattityahu, an elderly priest, stood up against the attacks. His army, called the Maccabees, went into Jerusalem and rescued them from Antiochus and his army. Their victory is celebrated during Chanukah, an eight-day holiday for thanksgiving and lighting candles.



1350 CE: Many countries in Europe blamed the **Black Plague**, a deadly disease that killed almost half of the population, on the Jews. They claimed the Jews poisoned well water and other water sources.



1775 CE: The Pope, leader of the Catholic Church, made a list of rules that **restricted** Jews. Jews had to live and shop in the **ghetto**. Interactions with Christians was forbidden.

Thinking Through the Timelines

What positive impacts have Jews in Europe had?

What negative impacts have Jews in Europe experienced?

The timelines are VERY brief. What questions can you ask to help you dig deeper into Jewish history?

Use this glossary to help with words in the timelines that you may not understand

Industrial Revolution	Rapid growth of technology changed societies from mainly focusing on farm and land to urban cities focused on industries
BC	BC is the time Before Christ. 480 BC means these events happened 480 years before the birth of Jesus Christ.
immigrants	An immigrant is a person who lives in a country where they were not born. Jewish immigrants in Persia were taken from their country of Israel and forced to live in the country of Persia.
Black Plague	This disease was carried by rats and fleas. People who caught the plague almost always died.
restricted	Restricted means to limit someone's actions. This can include where they can shop, jobs they can do, places they can go, and things they can own.
Ghetto	Ghettos were places in cities where Jews were forced to live. They were not nice places to live. One apartment often housed multiple families.
Secular	People who lived secular lives lived and did things without religious or spiritual focus.

What is Antisemitism?

Jews were forced to wear this on their clothing



This German sign says "Whoever bears this sign is an enemy of our people."



<p>What do you SEE in these images that show people not being treated fairly?</p>	
<p>What do you THINK when you see people treated unfairly?</p>	
<p>Based on these images, how would you DEFINE antisemitism?</p>	

Antisemitism or Not?



Which of these images shows antisemitism? Why do you think that?



The United States Holocaust Museum in Washington, DC and The International Holocaust Remembrance Alliance define antisemitism for us. Let's explore some of their ideas.

What is Antisemitism

(United States Holocaust Memorial Museum)

“Antisemitism is **prejudice** against or hatred of Jews. The Holocaust, the planned, systematic, **state-sponsored persecution** and murder of European Jews by **Nazi Germany**... is history’s most extreme example of antisemitism.”



➤ **Prejudice** is when you choose not to like someone without even knowing them. It can be because of their race or religion.

➤ **State-sponsored** means the country of Germany made laws that showed hate toward the Jews.

➤ **Persecution** is hurting someone physically, mentally, or emotionally

➤ The **Nazis** were the group in charge of Germany during World War II. The leader was Adolf Hitler. His hatred of Jewish people led to many deaths.

The sign in the first column says, “Jews not welcome here”. ***What would be a better sign to put up that shows respect and caring about others?***

What is Antisemitism

(International Holocaust Remembrance Alliance)

“Antisemitism is a certain **perspective** of Jews, which may be expressed as hatred toward Jews. **Rhetorical** and physical **manifestations** of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish **community institutions**, and **religious facilities**.”

“Antisemitism results in discrimination and violence.”

The Bonn Platz Synagogue in Hamburg, Germany pictured below was set on fire and destroyed.



- **Perspective**- how someone thinks of someone else
- **Rhetorical manifestation**- a message (can be verbal or written) that tries to persuade, inform, or make others react
- **Physical manifestations**- a person using their body to try to persuade, inform, or make others react (fighting, threats)
- **Community institutions**- community centers, Jewish schools, cultural centers
- **Religious facilities**- synagogues (place of worship)

What is the Holocaust?

(United States Holocaust Memorial Museum)

“The Holocaust was the **systematic, state-sponsored** persecution and murder of six million Jews by the Nazi **regime** and its **allies** and **collaborators**.



➤ Refugee: Any person who had to leave their home because it was not safe to stay.

➤ **Systematic-**

Germany set up rules and laws that told how Jews were to be treated.

➤ **State-sponsored-**

The Nazis were the leaders of Germany during World War 2, 1933 to 1945. They actively set out to hurt and kill Jewish people in Europe.

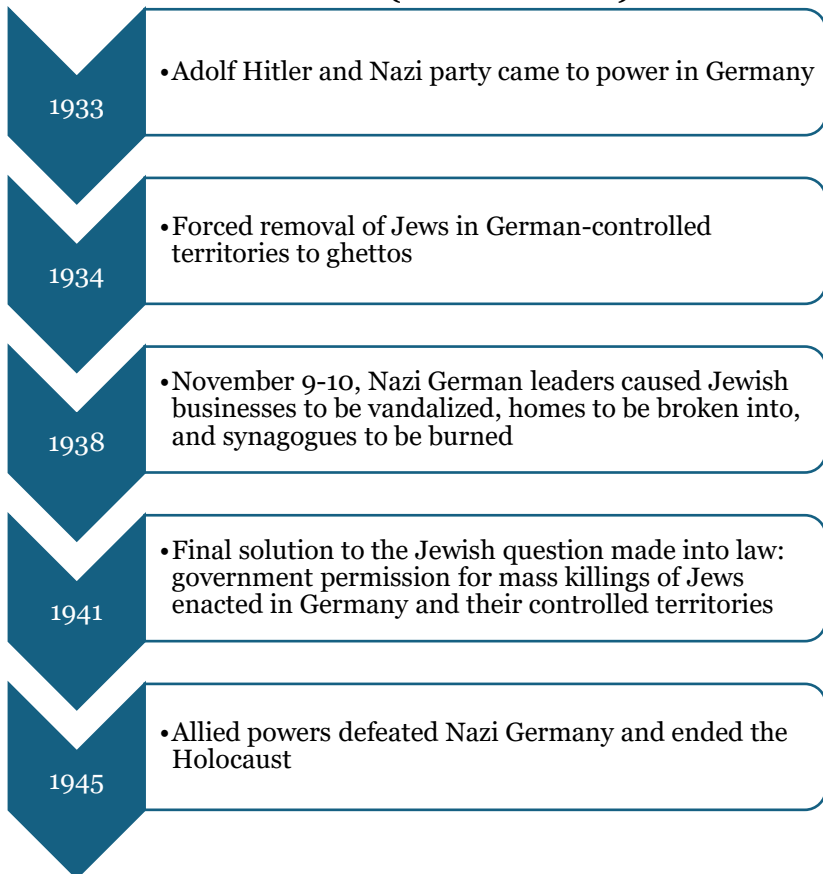
➤ **Regime-** The rules and laws of a country's government controls how everyone in that country lives.

➤ **Allies and Contributors-**

In this sentence, allies refer to friends who help a country. German friends during World War 2 include Italy and Japan. During the war, this group of friends were known as Axis.

Many Jews were removed from their homes and became refugees like the Jewish girl in the image in the first column.

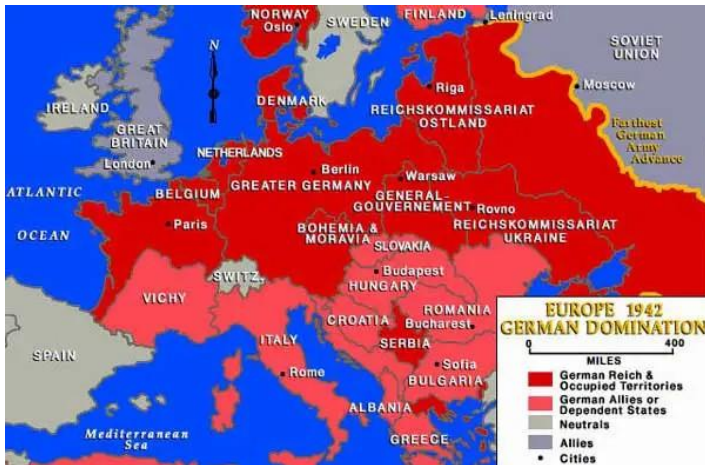
Timeline of Nazi Germany and Jewish Persecution (antisemitism)



How many years did Jews in Europe have to live in fear of the Nazi regime?



Search it out: Who were the Allied powers who helped stop Nazi Germany?

Map of German-Controlled Europe During WW2 *(Jewish Virtual Library)*



Anti-Jewish Legislation in Prewar Germany

(these are examples of laws passed in Germany that Jews for forced to obey)

Limit participation in public life	Jews were not allowed to work in public offices like for the police or city.
Restricted from going to school or teaching in a school	Jews were not allowed to go to public schools or universities.
Restricted from jobs they could have	Doctors could not help people. Lawyers could not work.
Jews could no longer be citizens of Germany	In 1935, Jews were no longer able to be citizens. They lost all the rights a citizen has.
Could not vote or hold office	Because they were no longer considered citizens of Germany, they were not allowed to vote or hold office, such as mayor.
Jewish business owners had to close their shops	By 1938, Jews could not own businesses in any German city or town.
Identified by wearing a Jewish star of David.	 <p>Jews had to sew this symbol on their clothes to be seen everywhere they went. They could be locked up or even killed if they didn't wear it.</p>
Identification cards marked with a "J"	 <p>Notice the "J" stamped on the left. Everyone would know this girl was a Jew.</p>

Reflections: Think on Feelings and Values

The images and concepts we are studying are difficult to understand, so let's pause a moment and consider what we've learned so far about antisemitism and the holocaust during WW2.

Identify	Feel
<ul style="list-style-type: none"> ➤ What is the problem? ➤ Who are the people involved in the problem? 	<ul style="list-style-type: none"> ➤ How might people involved feel about the problem?
Value	Say
<ul style="list-style-type: none"> ➤ What should others value about the people involved with the problem? 	<ul style="list-style-type: none"> ➤ What could others say to make the people involved in the problem feel valued?

These are pictures of people who helped Jews during WW2 in Europe. Thousands of people helped.



Many people did not like what Germany was doing against the Jews. They risked their lives to help. Here are a few stories. Let's learn how others fought antisemitism.

Powerful Stories of Surviving the Holocaust

During WW2, Nazi, Germany hated the Jewish nation and set out to kill as many Jews as they could. At the same time, some people chose to face hate with love. They faced fear with courage. They lifted their hands to help those who could not help themselves.

These stories show us how bravery, courage, hope, and love made a difference.



The following stories come from survivors of the Holocaust. They describe their experiences and talk about people who helped them. These are real people and real experiences. As you read, think about courage, resiliency, and bravery.

Story 1- Floris K.

(World Federation of Jewish Holocaust Survivors)

In July 1942, I was eight years old and living in **occupied** Belgium. The Germans had just begun to round up Jews and **deport** them so it became **imperative** for my family to go into hiding. This first move was to a children's holiday home, together with my little sister Danielle. It was summer. There were about sixty children. The outdoor playground had swings and a sandpit. ... We were at the children's holiday home for less than a month. On one Sunday visit, Mum found out that there were many more Jewish children staying there. She felt that this was dangerous and took us away. In fact, the place was **raided** by the Germans soon after.

- **Occupied**- Countries that were invaded by Germany during the war were controlled by the Germans
- **Deport**- People were forced to go somewhere else. Germany built camps and forced Jews to live there. Many people got sick and died at the camps.
- **Imperative**- Very important!
- **Raided**- German soldiers went to the holiday home and forced everyone out.

Think about it:

Who was Floris with?

What were the owners of the Holiday home trying to do?

Why did Floris' mum (mom) take them away? Was that a good or bad choice?



Of all the places that I stayed at, the next one was the only one that I regretted having to leave. That was the home of the Van den Borren... Mrs. Van den Borren, Nana as she was called by everyone including me, had a broad smile that made her whole face crinkle up.

The reason I was moved on, was that the Germans came to arrest the American son-in-law, and it was no longer considered safe for me there.

<p>I had to go back to my parents... The fear of being discovered by the Germans dominated everyday life. A total of six adults were hiding in this house. The most important day-to-day activity was practicing how fast everyone could get into the hiding place, a space under a staircase camouflaged by a cupboard.</p>	<ul style="list-style-type: none"> ➤ Dominated- The thing they thought about the most every day was if the German soldiers would find them. ➤ Camouflaged- They made a tiny room under the stairs look like it was just a cabinet (cupboard). Hopefully, if the German soldiers saw it, they would not think Jews were hiding behind it.
<p>So many places, so many strange people! Later, as an adult, I added them up: six places in all. Two I remember very fondly. They gave me genuine affection, and I loved them in return... But I could also see my remarkable strength and perseverance. In spite of everything, I had kept on trying to “fit in” and to please, hoping to be loved. I never lost hope...</p>	<ul style="list-style-type: none"> ➤ Perseverance- Floris kept doing what she needed to do no matter what. She may have been scared or upset with being away from her family, but this was so everyone could be safe in the end.
<p>Think About It: Why did Floris think she had remarkable strength and perseverance? Why was never losing hope important? What stands out to you about her story?</p>	

Consider Floris' Story.

-
- Choose a color that you feel best represents a key idea found in the stories.
 - Choose a symbol that you feel represents a key idea found in the stories.
 - Draw an image that you feel best represents a key idea found in the stories.

*Think about what was interesting.

*Think about what was important.

* Think about what was insightful.

*Think about mood. Think about overcoming struggle. Think about kindness.

Story 2- Herta P.

Florida Holocaust Museum Collection

I was born in 1932 in Munich, Germany where I lived with my parents and older brother and sister. I have sharp memories of the anti-Jewish **Nuremberg laws**. Hitler took away our **citizenship**. In 1936, Jews had no more German citizenship. We were born there, but that was gone. Further restrictions and increasing violence left my family increasingly vulnerable. After **Kristallnacht** in November 1938, my father was sent to a **concentration** camp. He died.

- **Nuremberg Laws**- laws that kept the Jews from living their normal lives
- **Citizenship**- belonging to a specific country
- **Kristallnacht**- German for Night of Broken Glass- Jewish businesses, synagogues, and homes were broken into and much of their belongings were stolen across Germany
- **Concentration Camp**- a place where Jewish people were forced to live and not treated fairly

Think About It:

How did German laws affect Herta's life?



Then came the rule that Jews could not use the train or streetcar, not go to a theater, not go to anything for entertainment whatsoever. It was also a rule that Jews had no business being in a **bomb shelter** when there was an alarm.

The house where we had a room was bombed, we were hiding in the cellar while the house came down around us.

Mother was looking where we could find a room after we were bombed out, every time you had to show your **identification**. But our identification had a great big "J" on top of it, so nobody would rent you anything. Eventually, Mother was able to find a home in the suburbs outside Munich. The lady who rented it to her said, "I don't need to see your identification." That's why we got it.

➤ Bomb shelter- a reinforced building that may be used during the war by people close by when their area is being bombed



Think About It:

Why do you think the lady in the suburbs didn't want to see anyone's identification?

What antisemitism did Herta experience?

When I was eleven, the caretaker of the Jewish cemetery found out that my family was on a list to be resettled. My brother, eight years older than me, refused to **comply** with the order and left home. I figured it couldn't be anything good if my brother was leaving without saying one word.

Soon after, when I was home alone, a man came to the door. I opened it a little bit, my mom wasn't there. He said that I should come with him. I told him, "From the time I was little, I was told you don't go with strangers," and then I just closed the door again.

Later he returned and told me that he was sent by the caretaker of the Jewish cemetery. He was an elderly man with a white beard, and it could be recognized that somebody picked me up. After the war, we found out that he saved not just me, but he saved six other people. He told me to come down to the cemetery without telling anyone where I was going.

➤ **Comply**- having to obey someone's direction or command

Think About It:

Do you think Herta had to be brave to go to the cemetery with a stranger? Why or why not?

Look at the image of Munich, Germany below from 1901. What kind of place is Munich?



I spent the night at the caretaker's cabin. In the morning, I hid the yellow star that had been sewn into my clothing and was put on a train to go into the countryside. The caretaker's daughter and her two small children were living there, in a farmhouse with no electricity or running water. I was introduced as the governess because Hitler made a rule that everybody over fourteen years old had to work. I had to hide my identity.

She took a chance by taking me in, you know.

After the war, Herta learned her mother, brother, and older sister all survived as well. Eventually, they were reunited in the United States.

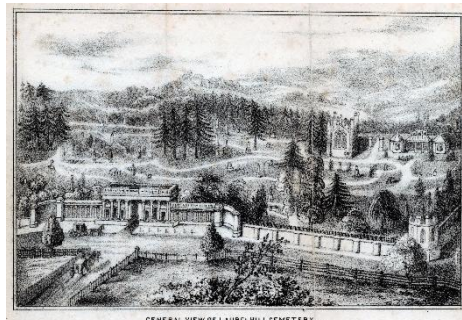
Think About It:

The old man was brave to save Herta and the others. What did Herta have to do that was brave?

How old was Herta's brother?

Why was the caretaker's daughter 'taking a chance' by letting Herta live at the farmhouse?

What stands out to you about her story?



GENERAL VIEW OF LAUR HILL CEMETERY.

Consider Herta's Story.

-
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 - Draw an image that you feel best represents a key idea found in the stories.

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Story 3- Jerry R.

Florida Holocaust Museum

We had a nice life before World War 2. I lived in Plock, Poland. Jews had lived in Plock since the **thirteenth century**, making it one of the oldest Jewish communities in Poland. I was twelve when Germany invaded Poland. Things became completely different than my normal life.

We did not know what was happening to us, to Jews in general. We heard rumors and began to learn more about Hitler and his plans from whatever **radio broadcasts** and newspapers were accessible. Then came **restrictions** on Jews, such as **curfews**. Then **deportations** began. We were told to take all our belongings that we could carry with us, all the necessities... whatever else, what we were leaving, we were told was going to be sent to us.

➤ **Thirteenth century** (13th Century)

The years 1201 to 1300 AD



A Thirteenth-Century Prison on the Bridge at Monmouth, England.
Copyright 1900 by Underwood & Underwood.

This shows an example of a building from the 13th century.

- **Radio broadcasts**- most people did not have television, so they heard their news from the radio
- **Restrictions**- things they were not allowed to do
- **Curfew**- a set time everyone had to be indoors
- **Deportations**- people were taken from their homes and forced to go somewhere else

Our deportation occurred on a freezing day in January. We waited in the cold for the flat-bed trucks that would take us to a transit camp in Northern Poland. Because there was no room on the trucks for the belongings we had packed, we were told to leave it. "We will send it to you," they said. We were **deceived**.

(After a very horrible experience, Jerry and his sister escaped to **Warsaw** where they joined a **resistance** with their father)

One day, I decided to take a walk outdoors. It was around June, not a very hot day. I met and talked with some non-Jewish young boys about my age. It was still wartime, but it was the first time in a long time I experienced normal life. Two of the boys left to go home, but one stayed with me, and we talked for another couple of hours or so. He finally says to me, let's go home. I realized **the jig was up** because I didn't have a

➤ **Deceived**- lied to, they were not told the truth

➤ **Warsaw**- the large capital of Poland where some Jews were able to hide

➤ Look at the image on the next page. This shows a Jewish Community School located in Warsaw.

➤ **Resistance**- Many Jewish people in Warsaw who had been forced to live in a ghetto fought against the Nazis who wanted to force them to move to concentration camps.

➤ **The jig is up**- no longer able to pretend or carry on a lie-

home. Although it was extremely risky, I admitted to the boy that I was a Jew. My new friend did something shocking: he invited me back to his home and allowed me to stay the night in the family shed. He gave me a pillow and blanket. I stayed there for a few weeks and then left Warsaw for the countryside. I **posed** as a farm boy. This is how I survived until the end of the war.

the truth has been found out

➤ **Posed**- Jerry pretended to be a farm boy. He did not tell anyone else that he was a Jew. By lying, he was able to save his life.

Think About It:

How did friendship save Jerry's life?

What things did Jerry do to save his own life?

What stands out to you about Jerry's story?



Consider Jerry's Story.

-
- Choose a color that you feel best represents a key idea found in the stories.
 - Choose a symbol that you feel represents a key idea found in the stories.
 - Draw an image that you feel best represents a key idea found in the stories.
-

- *Think about what was interesting.
 - *Think about what was important.
 - * Think about what was insightful.
 - *Think about mood. Think about overcoming struggle. Think about kindness.
-

Let's reflect on these three powerful stories.

How did antisemitism cause a problem for the storytellers?	
What did the helpers do?	
What were the outcomes?	

Moving Forward!

Reread the ways helpers made a positive difference.

Instead of giving into antisemitism and other forms of bullying towards those who are different than you, what can you do? Who can you help?

How can you use bravery, courage, hope, and love to stop antisemitism?

Draw a poster showing how you can make a difference.

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