

# DOWNLOAD PDF DOCUMENT-BASED ACTIVITIES ON THE HOLOCAUST, 1939-1945

## Chapter 1 : Holocaust Resources - Intermediate Senior History - Research Guides at Queen's University

*Document-Based Activities on the Holocaust, Using Primary Sources and the Internet* Michael Koren, Writer Kerry Gordonson, Editor Bill Williams, Editor.

Additional Resources Introduction Despite a history of providing sanctuary to persecuted peoples, the United States grappled with many issues during the s that made staying true to this legacy difficult, among them wide-spread antisemitism, xenophobia, isolationism, and a sustained economic depression. Over the years, scholarly investigation into the American reaction to the Holocaust has raised a number of questions, such as: What did America know? What did government officials and civilians do with this knowledge? Could more have been done? Debates have sparked over key events, including the voyage of the MS St. The topic continues to evolve with the introduction of new sources and revised hypotheses. It is not meant to be exhaustive. Those unable to visit might be able to find these works in a nearby public library or acquire them through interlibrary loan. The results of that search indicate all libraries in your area that own that particular title. Talk to your local librarian for assistance. America Views the Holocaust, A Brief Documentary History. A29 [ Find in a library near you external link ] Presents transcriptions of over 60 letters and articles that appeared in American newspapers and magazines between and Chronologically documents American press coverage of the Nazi persecution of Jews and other victim groups. Includes a chronology of events, a list of questions for further consideration, a selected bibliography, and an index. Roosevelt Presidency, Volume University Publications of America, Department of State Archives, and private collections. Includes a subject index and annotated listing of all documents. Selected Documents in Eighteen Volumes, Volume J4 H v. Includes an introduction along with a detailed listing of documents. Milton, Sybil, and Frederick D. J4 A v. Includes a glossary of individuals and organizations mentioned in the text along with a summary listing of all documents found in the book. American Friends Service Committee, Philadelphia. Documents are presented chronologically in two volumes, and America and the Holocaust: American Jewry and the Holocaust: Wayne State University Press, Includes notes, a bibliography, and an index. The Jewish Publication Society of America, Focuses on its efforts to assist European Jewry amidst escalating antisemitic hostility in Germany and Poland. Chronicles the development of JDC activities, from creating aid programs to facilitating emigration from hostile European countries. Includes an appendix on JDC expenditures for through , notes, a bibliography, and an index. Syracuse University Press, F45 [ Find in a library near you external link ] A collection of essays aiming to document impartially the actions of the United States during the Holocaust. Provides notes, a bibliography, and an index. America, American Jews, and the Holocaust. U55 A48 [ Find in a library near you external link ] Compilation of twenty previously-published articles on the American response to the Nazi persecution of European Jewry. Covers public attitudes, government policy, and rescue efforts, addressing such issues as the journey of the St. Also touches upon American post-war policies for displaced persons. Includes notes and an index. Bystanders to the Holocaust. J4 N38 v. Focuses, in large part, on the American response, including the decisions made and actions taken by Franklin Roosevelt, the United States government, the American Jewish community, and the American media. Includes notes and numerous appendices. J5 M42 [ Find in a library near you external link ] Reviews the role of the American Jewish community leaders in helping European Jews. Particularly examines the issues on which these leaders focused, such as armed Jewish resistance, immigration reform, and bombing the death camps. Largely based on information obtained from the archives of several major Jewish organizations. Rescue and Relief Documentation in the National Archives. Subject File [ Find in a library near you external link ] Describes the available primary source documentation concerning rescue efforts by U. Identifies document collections with material about the emigration of Jews from Nazi Germany, the plight of the S. Louis, the Evian Conference, the Haavara agreements on emigration to Palestine, and other aspects of the American response to Nazi Germany and the Holocaust. Subject File [ Find in a library near you external link ] Provides an overview of

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the reactions of the United States government, various Jewish organizations, and United States citizens to the plight of Jews in Nazi Europe. *Who Speaks for the Vanquished?: American Jewish Leaders and the Holocaust*. U5 B28 [ Find in a library near you external link ] Describes the legal aspects, press opinions, and the actual resettlement process for Jewish refugee children who sought refuge in the United States. Includes appendices, an index, and a bibliography. Breitman, Richard, and Allen Kraut. *American Refugee Policy and European Jewry*, Indiana University Press, *No Haven for the Oppressed: Portrays the American government and Jewish leaders as equally unwilling to advocate for European Jews. Begins with an introduction to the restrictive measures against immigrants originating from the nineteenth century. Includes extensive endnotes and an index.* *The Admission and Resettlement of Displaced Persons*, U5 G [ Find in a library near you external link ] Investigates the assistance of displaced persons by sectarian agencies, focusing primarily on Christian organizations created to aid the mass immigration of individuals from war-ravaged Europe. Discusses the influence these agencies had on immigration law reform and possible motives behind their efforts. *While Six Million Died: A Chronicle of American Apathy*. U55 M59 [ Find in a library near you external link ] Originally published in *Amasses and reveals evidence, including previously unavailable government documents, that characterizes the American government as apathetic towards the victims of Nazi atrocities. Discusses American involvement with and reaction to specific events such as the Evian Conference, Kristallnacht, and the voyage of the St. Includes a list of principal people involved.* *America and the Refugee Crisis*, W95 [ Find in a library near you external link ] Investigates American refugee policies from through by probing the societal influences that shaped them. Includes appendices with statistical information, notes, a bibliography, and an index. *In Search of Refuge: Z93* [ Find in a library near you external link ] Investigates the relationship between the execution of immigration policies by American consuls and any personal antisemitic beliefs they might have held and considers how these consuls were able to witness the persecution of the Jews without issuing visas to the fullest extent possible. Speculates as to how the United States was able to stay well below immigration quotas despite the high demand for visas, ultimately depicting the United States as a significant bystander of the Holocaust. *What Did America Know? Intelligence and the Nazis*. Cambridge University Press, S7 U75 [ Find in a library near you external link ] Collection of 15 essays analyzing documents declassified under the Nazi War Crimes Disclosure Act. Examines how some American corporations profited from working with the Nazis, and how information gathered by intelligence agencies was used to search for war criminals after the war. Includes a bibliography and an index. Includes numerous appendices, notes, and an index. *Buried by The Times: Portrays the paper as hesitant to emphasize Nazi persecution and attempted destruction of Jews, instead choosing to focus on the overall war effort and the effect of Nazism on a variety of victim groups. Includes an appendix listing wartime front page stories concerning Jewish issues, along with an index.* *The American Press and the Coming of the Holocaust*, G33 L57 [ Find in a library near you external link ] Traces the coverage of the Holocaust by the American press, examining the factors that influenced how the media handled reports of anti-Jewish violence and persecution. Draws upon the coverage of such events as the passage of the Nuremberg Laws, Kristallnacht, and the Anschluss. Provides notes and an index. *So It Was True: University of Minnesota Press*, J4 R [ Find in a library near you external link ] Analyzes the portrayal of the persecution of European Jews in American Protestant publications from to

**Chapter 2 : What to Teach about the Holocaust | IHRA**

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

The Range of Responses From the Unit: What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today? Guiding Questions What choices did individuals, groups, and nations make in response to the events of the Holocaust? What factors influenced their choices to act as perpetrators, bystanders, upstanders, or rescuers? Learning Objectives Students will analyze, discuss, and explain the range of choices available to individuals, groups, and nations during the Holocaust and explore the possible motivations and reasons for decision making in this time of crisis. Students will recognize that the range of choices available in the s was not as wide as the range available in the decades before the outbreak of war, but that despite these constraints, many upstanders and rescuers still chose to take action and help people targeted by the Nazis. Overview In the last lesson, students learned about the atrocities the Nazis committed during the Holocaust, the experiences of many who were targeted for murder, and some of the ways those imprisoned in the ghettos and camps resisted. Students will read firsthand accounts in which perpetrators, bystanders, upstanders, and rescuers describe their choices during this period of time and reflect on both the reasons behind their actions and the consequences. Students will grapple with questions about how circumstances of time and place played a role in the choices available to people, and they will reflect on why some people decided to helpâ€”in both dramatic and subtle waysâ€”while others stood by or even participated in the atrocities that occurred. Context The history of the Holocaust reveals a range of behavior of which people are capable when confronted with extreme brutality toward their fellow human beings. While the Nazis carried out their plans to murder millions of Jews and other supposedly inferior groups, individuals, groups, towns, and even entire nations risked their own safety to protect, hide, or evacuate those in danger. However, opportunities to resist or rescue were not available to everyone, and among those who had such opportunities, many did not seize them. Indeed, thousands participated actively in the Nazi plan of annihilation, while many more knew what was happening and did nothing. The efforts of rescuers and resisters, therefore, were the exception rather than the rule, and the Nazis largely succeeded in their plan to annihilate European Jews. Historian Peter Hayes writes: A few diplomats rose to the occasion, but most did not. More clergy accepted the challenge, but a majority did not. Minority group members expressed solidarity with Jews more frequently than the surrounding population, but not reliably or uniformly. Cosmopolitan residents of Warsaw may have been more inclined to aid Jews than Poles in the countryside, but not dependably so. Rescue was always the choice of the relatively few. Because of the magnitude of the tragedy of the Holocaust, it is necessary to confront the reasons why so many participated as perpetrators or looked the other way as bystanders. The Nazis persuaded or coerced thousands to participate. Many others participated willingly; they were true believers in Nazi ideology and did not need to be persuaded. Some people cooperated in the Nazi program of mass murder, or at least looked the other way despite the evidence that millions were perishing, because they stood to gain personally by taking the homes and possessions of Nazi victims. Many people did nothing in response to what they knew because they feared punishment for interfering or were consumed by their own wartime difficulties. If the action and inaction of perpetrators and bystanders represents some of the worst of which human beings are capable, the courage of resisters and rescuers represents the best. Nearly all Jews who went into hiding relied on others to help them, and they often felt that they were totally dependent on their helpersâ€”for food and water, for news from the outside world, and especially for a willingness to continue to keep their secret. Sometimes Jews were hidden by neighbors or former employees whom they knew, and sometimes they were helped by strangers. Some diplomats created false papers and exit or transit visas, saving the lives of thousands of Jews at great risk to

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their own safety. On an even larger scale, one nation, Denmark, evacuated nearly all of its Jewish residents to safety after hearing that the Germans were planning to deport its entire Jewish population. Sometimes rescuers acted after great deliberation, or after having taken smaller measures of resistance against the Nazi regime before accepting greater amounts of responsibility for the fate of others. Very often the rescuers made only a small commitment at the start to hide someone for a day or two. But once they had taken that step, they began to see themselves differently, as someone who helps. What starts as mere willingness becomes intense involvement. We had no time to think. When a problem came, we had to solve it immediately. Do you think we are all brothers or not? Do you think it is unjust to turn in the Jews or not? Then let us try to help! By examining what led some to limit their universes of obligation and see the lives of others as not worth protecting, we can gain insight into the forces in our own lives that might encourage us to act cruelly or inhumanely, or to ignore such actions by others. A Holocaust Reader, ed. University of Nebraska Press, , New York University Press, , Kristallnacht , that the terms perpetrator, victim, bystander, upstander, and now rescuer refer not to fixed identities but to the behavior of individuals, groups, or even nations at specific moments in time. The same person may act as a bystander in one situation and then as a rescuer or perpetrator in another situation. You might reread the final paragraphs of the Context section in Lesson 16 before teaching this lesson. It is not these categories themselves, as words, that matter; it is the way we and our students think and talk about the actions or inactions of others that helps us both understand history and make connections to the choices we all make in the present. Creating Time and Space for Reflection Like the previous lesson, the content of this lesson can be emotionally challenging for many students. It is important to be responsive to how students are processing this material and to give them time to reflect and write quietly in their journals when they need it, even if it is not explicitly specified in the lesson. It is important that students have time to complete the final journal response activity on Day 2 of this lesson so that they can synthesize the material from the Holocaust lessons and make connections between what they have read, seen, and discussed and their own understanding of human behavior and decision making. If you are concerned about having enough time, please consult Abbreviating the Poster Activity below for suggestions about shortening that activity. Helping Students Make Connections When discussing the choices of perpetrators, bystanders, upstanders, and rescuers during the Holocaust, invite students to reconsider the choices they analyzed in readings from previous lessons in their discussion contributions. This exercise provides the opportunity for students to review past material in a new context, thus deepening their understanding of agency at different times within this historical period. You might ask students to consider both what they now perceive to be the consequences of some of the choices made in earlier years and how the range of available choices narrowed after the Nazis went to war and began to carry out mass murder. Abbreviating the Poster Activity If you would like to devote more class time on Day 2 to the discussion and journal entry, students can forgo making the posters, which can be a time-consuming affair. To help the class follow the oral presentations, you or a member of each group could record key information on the board while the students are speaking. Previewing Vocabulary The following are key vocabulary terms used in this lesson: Rescuer Intervene Add these words to your Word Wall , if you are using one for this unit, and provide necessary support to help students learn these words as you teach the lesson.

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## Chapter 3 : World War II and the Holocaust, “ ” United States Holocaust Memorial Museum

*Document-based activities on the Holocaust, Using primary sources and the Internet [Michael Koren] on [www.nxgvision.com](http://www.nxgvision.com) \*FREE\* shipping on qualifying offers.*

Peter Pappas - October 23, No. Just the exercise as is. Renee - August 7, Good morning, Peter. Just found this site, and I am so excited! This added so much to student involvement and ownership of the learning. I am the only 4th grade SS teacher, small district. My goal is student engagement and excitement about learning history. For example, I want students to wonder why things happened the way they did, could situations have been handled differently, and if so, how. Overwhelming for 4th graders? Tasks can be modified. For example see this post [How to Teach Summarizing](#) or this one [How to Embed Literacy Skills in Historical Thinking](#) I think it also makes sense to remind students that every day they and their friends are documenting life and world around them. Use some of this student-generated content to do some close reading. Then take those skills and apply them to historical sources. Teacher introduces the lesson with a few photographs from Instagram, Facebook, or some other social media source. As alternative use news or advertisements. It is best to select images that have themes that will be easily recognized by students “ for example leisure, celebration, patriotism, etc. Teacher directs the students to focus on people, objects, and activities. Teacher guides students in large group discussion of what the photos tell you about the subjects and the people who took the photographs. Teacher guides a summary discussion on how we use photos to communicate ideas and what we can learn about the motivation of the photographer and their message with a closer look at their images. Reply Elisha Netter - September 27, Thank you for sharing. These documents are very helpful as we prepare our students to use primary sources. They will also be very helpful in helping me make my own DBQ as well as help my coworkers. Peter Pappas - September 28, Elisha, glad to hear you found this post useful. Good luck with your work. Leave a Reply This site uses Akismet to reduce spam. [Learn how your comment data is processed.](#) Peter Pappas is a University of Portland-based educator, writer and instructional designer exploring frontiers of teaching, jazz, yoga, Macs, film, great books, and garlic.

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## Chapter 4 : Holocaust Documents

*This section of A Teacher's Guide to the Holocaust is a convenient resource for Holocaust-related documents. Many educators appreciate the value of using primary source materials in the classroom. The documents selected for this section provide many possibilities for classroom discussion or student activities.*

This video can be found here: Most of our plans include the contents of this list. Please see the photo above for actual contents. What content does this lesson plan cover? This was the start of his sinister plan to attack those of other ethnicities and those deemed undesirable by Hitler. In 1935, the Nuremberg Laws were passed. Jews lost property, citizenship, and had to wear the Star of David. By the time the Holocaust was finished, 12 million people were murdered and more than half were Jews. Nazi storm troopers attacked Jewish homes, businesses, and synagogues, destroying their property and breaking out windows. Many Jews were killed, many more injured. Thousands of Jews were arrested and hundreds of synagogues, which were Jewish places of worship, were burned to the ground. After this brutal, wicked treatment, many Jews tried to flee from Germany. France, Britain, and the USA allowed refugees to come to their nations. Despite allowing in thousands of people, millions were still trapped in Nazi controlled Europe. Britain also allowed 30,000 to relocate in Palestine Modern day Israel. Britain controlled this land due to winning WW I. Millions of Jews remained in conquered areas such as Poland. Hitler pursued genocide, the mass extermination of a people group. Hitler silenced all who opposed him politically. Hitler also persecuted Jehovah Witnesses, the terminally ill, the mentally ill, Freemasons, homosexuals, the physically disabled, and Gypsies. After spending time in the ghettos, millions of Jews were then sent to Concentration Camps. Many literally starved to death inside the camps. In 1942, Hitler initiated what was called The Final Solution. He wanted to eradicate the remaining Jews.

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## Chapter 5 : Lesson: The Holocaust: The Range of Responses | Facing History

*After completing this activity your students will have a deeper understanding of the Holocaust and the lesser known, Rape of Nanking and will be able to identify discrepancies in the eyewitness accounts of these events.*

September 23 Jews are forced to turn in radios, cameras, and other electric objects to the police. Jews receive more restrictive ration coupons than other Germans. They do not receive coupons for meat, milk, etc. Jews also receive fewer and more limited clothing ration cards than do Germans. October Hitler extends powers to doctors to kill institutionalized mentally and physically disabled persons in the "euthanasia" program. November 28 The first Polish ghetto is established. May 20 A concentration camp is established at Auschwitz, Poland. October The Warsaw ghetto is established. November 15 The Warsaw ghetto is closed off with approximately , inhabitants. March 24 The German army invades North Africa. April 6 The German army invades Yugoslavia and Greece. May 15 Romania passes law condemning adult Jews to forced labor. June 22 The German army invades the Soviet Union. The Einsatzgruppen, mobile killing squads, begin the mass murders of Jews, Gypsies, and Communist leaders. September 1 German Jews above the age of six are forced to wear a yellow Star of David sewed on the left side of their clothes with the word "Jude" printed in black. September 23 Soviet prisoners of war and Polish prisoners are killed in Nazi test of gas chambers at Auschwitz in occupied Poland. October Construction begins on Birkenau, an addition to the Auschwitz camp. Birkenau includes a killing center which begins operations in early December 7 Japan attacks Pearl Harbor. December 11 Germany declares war on the United States. January 20 Fifteen Nazi and government leaders meet at Wannsee, a section of Berlin, to discuss the "final solution to the Jewish question". Their baggage is confiscated before they board the train. June The German government closes all Jewish schools.

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### Chapter 6 : The United States and the Holocaust – United States Holocaust Memorial Museum

*Description. History comes alive when students analyze primary source documents! After evaluating and interpreting historical documents that they download from the Internet, students will discuss and debate issues and draw their own conclusions about history.*

Many educators appreciate the value of using primary source materials in the classroom. The documents selected for this section provide many possibilities for classroom discussion or student activities. For additional primary source materials related to the Holocaust, see the Web link to the Nizkor archives at the bottom of this page. A rationale for teaching with primary sources. Excerpts from Mein Kampf. Address by Adolf Hitler before the Reichstag, September 1, Communication from the German Government to the British Government. Minutes of the Wannsee Conference planning the annihilation of over eleven million European Jews. Discriminatory Decrees Against the Jews. This list of decrees was presented as evidence at the Nuremberg Trials. The Nazi order for the "spontaneous" violence of that evening. Night and Fog Decree. Directives for the prosecution of offences committed within the occupied territories against the German State or the occupying power, of December 7th, Documents related to the murder and cremation of mentally handicapped patients. Reports on freezing, low pressure and other experiments performed on camp inmates. Sterilization of the Jewish workers. Nazi correspondence related to the purpose and means of sterilizing Jewish and other workers. Nazi testimony regarding gassing at the camp. Nazi testimony regarding gassing at various camps. Nazi correspondence detailing the operation of gassing vans. Nazi testimony about gassing vans. A chilling report by the commander of one of the Einsatzgruppen, detailing the murder of , persons in a five month period. Documents about Mass Murder. Nazi correspondence, orders, and reports documenting mass murder. Court testimony made by crematorium engineers. Life in the Warsaw Ghetto. Quotes from the Governor General of Occupied Poland. Quotes from the head of the SS.

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### Chapter 7 : Investigating the Holocaust: A Collaborative Inquiry Project - ReadWriteThink

*The site describes the museum as "a living memorial to the Holocaust" and has resources related to education, research, history, remembrance, and genocide. Includes the Holocaust Encyclopedia. Yad Vashem. Focuses on four primary areas in providing an ongoing memorial to the Holocaust: documentation, research, education, and commemoration.*

What to Teach about the Holocaust Select your language In general, teaching about the Holocaust should: 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. Six million were murdered, including 1., children. 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. 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. Between the German invasion of the Soviet Union in the summer of and the end of the war in Europe in May , Nazi Germany and its accomplices strove to murder every Jew under their domination. Yad Vashem, Jerusalem, Israel Teaching about the Holocaust can and must be different in various contexts. In order to see the differences between the Holocaust and other genocides, comparisons should be carefully distinguished and similarities also should be articulated. When teaching about the Holocaust, it is helpful to address three basic questions: Why shall I teach about the Holocaust? What shall I teach about the Holocaust? How shall I teach about the Holocaust? The first question involves issues of rationale. The second question involves selection of information, while the third question deals with appropriate pedagogical approaches based on the student group. These guidelines do not address the first and third questions. These questions will be addressed in other guidelines. In addition to history, the Holocaust can also be approached through other disciplines, such as literature, psychology, religious studies, and others. As national and local commemorative activities are seen to be of value, it is advised to provide educational support to such activities. The study of the Holocaust must be examined within the context of European history as a whole. We encourage educators to also examine the local context for this history. Educators should provide context for the events of the Holocaust by including information about: Antisemitism Jewish life in Europe before the Holocaust The aftermath of World War The Nazi rise to power As for the historical themes or topics connected with teaching about the Holocaust, educators might examine the following, among others, when constructing lessons on the Holocaust. As they do so, they may consider this history from the perspectives of the:

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### Chapter 8 : World War II ( )Theme Unit - Reading Comprehensions

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From Citizens to Outcasts, Previous Request Form Next With the start of the second World War and a swift succession of German victories, the Nazi regime began realizing its longstanding goal of territorial expansion. Under conditions of war and military occupation, they could pursue racial goals with more radical measures. The Germans and their collaborators deported roughly 2. At the largest of the camps, Auschwitz-Birkenau, transports arrived from all across Europe. The camps of Majdanek and Auschwitz were the first liberated, as Soviet troops reached Poland. As more Allied soldiers saw the camps with their own eyes, the truth was undeniable. Discussion Questions How did the Nazis lead Germany to war in Europe and, with their collaborators, kill millions—including systematically murdering six million Jewish people? Why is learning about the Holocaust important? Hitler counted on the reluctance of Britain and Europe to intervene, for fear of another war. On September 1, , a massive German force invaded and conquered Poland within a month. It was the start of the Second World War. In April , Germany occupied Denmark and Norway. In June, Paris fell and France surrendered. It propelled Hitler to a new level of popularity and trust among the German people. In June , the German Army, with more than three million soldiers, invaded the Soviet Union to wage a war of annihilation that targeted tens of millions of civilians. Under conditions of war and military occupation, the Nazi regime could pursue its political and racial goals with more radical measures. Across eastern Europe, German authorities forced those identified as Jews into tightly packed areas called ghettos. Separated from the non-Jewish population, Jews in the larger ghettos were imprisoned behind brick walls and barbed wire. The German drive eastward was cast as a crusade against Judaism and Communism—in the Nazi view, two aspects of the same evil. German soldiers and police officials treated Soviet prisoners of war as sub-humans, either shooting them or deliberately causing their deaths by exposure to the elements and by starvation. Millions died in German captivity. On the eastern front, racial political instruction was part of regular training for all types of German occupation forces. As German military forces advanced, mobile killing squads advanced with them. The Germans and their accomplices rounded up the victims, drove them on foot or in trucks to a killing site, often made them remove their clothes, and shot them. Participants in the murders included local collaborators—especially police—in Latvia, Lithuania, Estonia, Ukraine and Belarus. The German killing squads and their auxiliaries murdered at least two million Jewish men, women and children in mass shooting operations. Back in Germany, SS and police deported the remaining Jews to the occupied eastern territories. In German-occupied Warsaw, the walled ghetto that German Jews entered as newcomers in was already a place of mass suffering due to terrible overcrowding, lack of sanitation, disease and starvation imposed by the Germans. Despite all efforts of the imprisoned Jews to find ways of surviving and sustaining their communities, those conditions increasingly led to death for scores of thousands. Most vulnerable were the orphaned children. Originally, German occupation authorities established ghettos to concentrate Jews and separate them from the non-Jewish population. People endured unimaginable suffering on journeys that lasted days, without food, water, or toilet facilities. Many of the weak, the young, and the elderly died before reaching the destination. Transports were coming in every day, people with all kinds of different languages—Hungarian, Poles, Czechoslovakians, from Holland, from France, from Belgium, from Germany, from Italy, Russians. They were from everywhere. The smell, gas chambers. This is how I found out where she went. It took a long time until I started to realize that we are condemned to die. All Jews are condemned to die. Those whom the SS judged unable to work were killed, often within two or three hours of arrival. Those who could work would be used for forced labor, under punishing conditions. When they could no longer work, they, too, would be put to death. In several killing facilities, exclusively designed to kill human beings on an industrial scale, camp authorities used poison gas to murder children, women and men. At these killing centers, nearly half of all Holocaust victims died. The soldiers saw the camps with their own eyes, and the

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truth was undeniable. General Dwight Eisenhower, Commander of the Allied liberating forces, wrote: Once man did this to his brothers. In the 20th century there existed a civilization which for twelve years returned to barbarism. Soldiers did all they could to attend to the dead and to support the living. Those who survived faced the slow task of reclaiming their dignity and returningâ€”somehowâ€”to life.

### Chapter 9 : The Holocaust - Yad Vashem

*Despite a history of providing sanctuary to persecuted peoples, the United States grappled with many issues during the s that made staying true to this legacy difficult, among them wide-spread antisemitism, xenophobia, isolationism, and a sustained economic depression.*