

TEACHER GUIDE

WITNESSES TO THE
HOLOCAUST

STORIES OF MINNESOTA HOLOCAUST SURVIVORS AND LIBERATORS

JEWISH COMMUNITY RELATIONS COUNCIL OF MINNESOTA AND THE DAKOTAS

WITNESSES TO THE HOLOCAUST:

STORIES OF MINNESOTA HOLOCAUST SURVIVORS AND LIBERATORS

The following curriculum was designed to be used with the book, *Witnesses to the Holocaust: Stories of Minnesota Holocaust Survivors and Liberators*. It was designed for a High School level, semester long course on the Holocaust and genocide. Stories from the *Witnesses to the Holocaust: Stories of Minnesota Holocaust Survivors and Liberators* book have been paired with units of study that covers the Holocaust from the rise of Nazi Germany with a study on antisemitism to justice after the Holocaust. It can be used in its entirety or can be adapted to fit different class subjects, lengths and grade levels. This is a fluid curriculum that can be added to, edited, etc. There are many other topics that can be taught in a Holocaust & Genocide course. This is a sampling.

Lessons have been added to the curriculum to complement the material from the *Witnesses to the Holocaust: Stories of Minnesota Holocaust Survivors and Liberators* book. Most of these lessons have been added from outside sources, like the United States Holocaust Memorial Museum. These lessons can be accessed through the links provided in the curriculum and/or the *Witnesses to the Holocaust* website - <https://sites.google.com/milaca.k12.mn.us/witnessestotheholocaust/home>.

Comprehensive lessons, that can be used to cover a majority of the *Witnesses to the Holocaust: Stories of Minnesota Holocaust Survivors and Liberators* book in a shorter period of time, are provided first. Unit-based lessons are provided second.

COMPREHENSIVE LESSONS

Lesson #1

Pair the survivor testimony from the *Witnesses to the Holocaust: Stories of Minnesota Holocaust Survivors and Liberators* book with the United States Holocaust Memorial Museum **Timeline Activity** (found at <https://www.ushmm.org/educators/lesson-plans/timeline-activity>).

Directions:

1. Determine **first** whether to have students create *Witnesses* cards as an assignment, or to use the *Witnesses* cards provided on the *Witnesses to the Holocaust* website. If you choose to have students create cards for the *Witnesses*, instruct them to create the card similar to the Victims cards provided by USHMM. Suggestion would be to create a PPT or Google Slides with the format set up for the 40 *Witnesses*, so that students are all using the same format and you have easier access to print the *Witnesses* cards. Students will create the cards by reading about the *Witnesses* from the book. Depending on class size, you may need to assign more than one witness to each student. It may be easier for students to create the *Witnesses* cards if they have already processed through the victims layer of the USHMM Timeline Activity first, but since all the *Witnesses* are Jewish and survivors, it might be more meaningful and produce more critical thinking to start with the *Witnesses* and then lead into other victims and outcomes.
2. Print all cards to the five different layers to the timeline (four provided by USHMM and one provided by your students or the *Witnesses to the Holocaust* website). If you print the cards full size, it will take up a lot of space in your classroom. Suggestion would be to print the cards four to one page in your print settings to save space. That

way you may want to/be able to leave the timeline up longer. Suggestion would also be to print the different layers of the timeline in different colors to help differentiate between each layer.

3. Follow the teacher instructions (https://www.ushmm.org/m/pdfs/2019Timeline_Activity_Teacher_Instructions.pdf) to build your classroom Holocaust timeline. The teacher instructions include discussion questions that can be used to help process through the timeline layers.

Lesson #2

Pyramid of Hate

Directions:

1. Assign students to create a Pyramid of Hate based on one or more *Witnesses* from the *Witnesses to the Holocaust: Stories of Minnesota Holocaust Survivors and Liberators* book. Students should use the example below to guide them (available on the *Witnesses to the Holocaust* website).
2. Once students have created individual pyramids for one or more *Witnesses*, create a class pyramid on the whiteboard, chart paper, etc. that combines all of the students examples.
3. Using the class Pyramid of Hate, conduct a think-pair-share discussion on the following questions:
 - a. What are some factors that make it more likely that hate will escalate? (e.g. hate behaviors are tolerated, the media reinforce stereotypes, friends and family agree with and reinforce each other's prejudices)
 - b. Once a community's or individual's actions start moving up on the pyramid of hate do you think it's difficult to stop? Why or why not?
 - c. What are some things that might help to stop the escalation of hate? (e.g. education, new laws, enforcement of existing laws)
 - d. What can individuals do to stop the escalation of hate? What can communities do?
 - e. What is the cost to the individual who does not act to challenge hate? What is the cost to the targets of hate? What is the result for society?

Unit Lessons

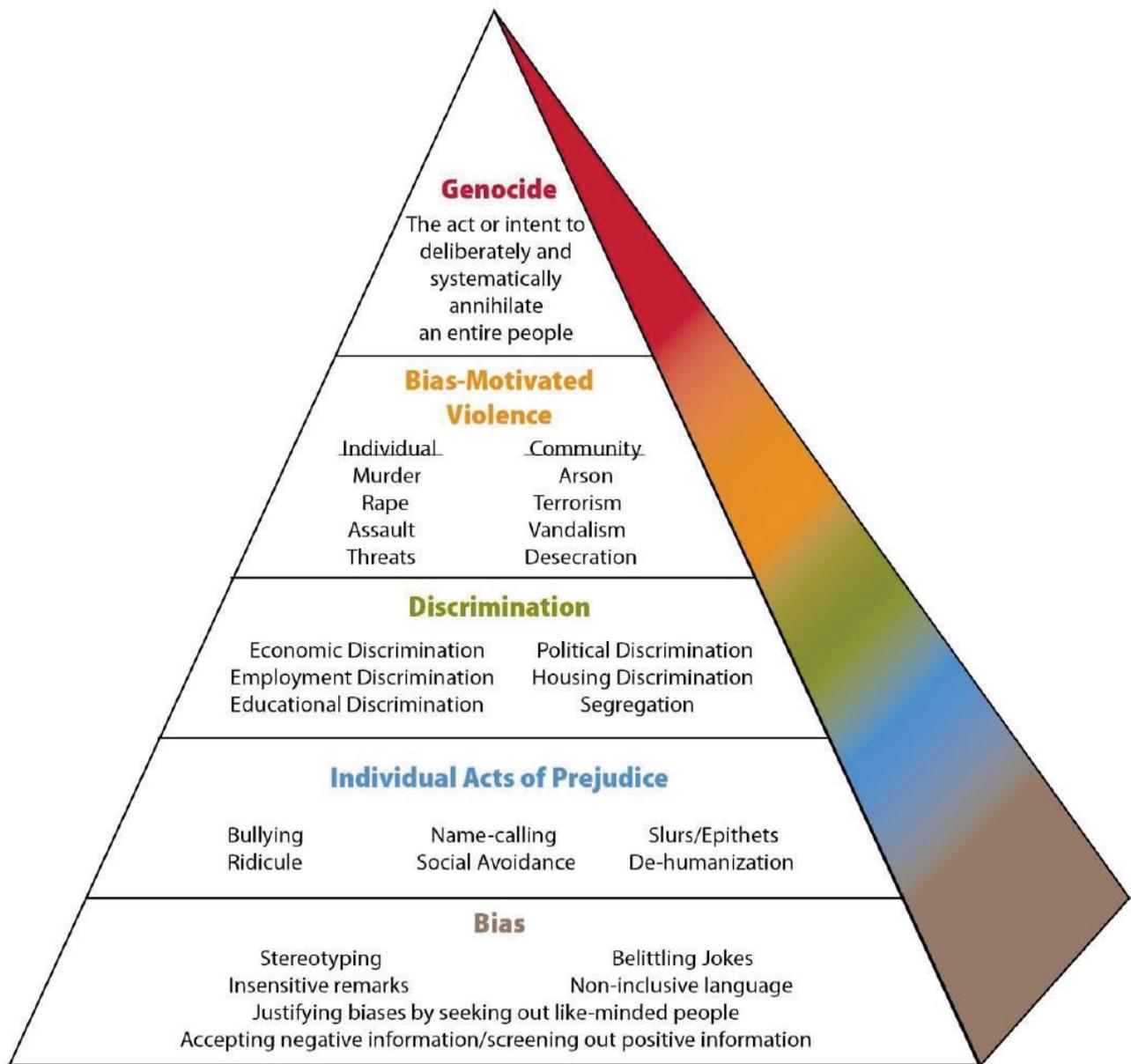
Throughout the unit lessons, students will be asked to read/interpret several of the *Witnesses* testimonies. Suggestion is to have students create a "bell ringer/journal reflection" document to record answers/analyses for each topic/unit questions. These may be used as stand alone lessons/class discussions or will lead into lessons to complement the unit. Some *Witnesses* testimonies are used more than one time throughout the units. It is your choice what to use or not use. Use the contents pages to find the page numbers for the individual *Witnesses*.

Life Prior to the Holocaust & Antisemitism/Propaganda

Lesson #1 - Life Prior to the Holocaust

Directions:

1. **Bell Ringer** - Answer the following questions using the *Witnesses* testimonies of Fred Baron and Murray Brandys:
 - a. Describe what life was like for the Jews of Europe prior to WWII.
 - b. Describe how the testimonies indicate that life was normal for the Jews before the Holocaust.
 - c. Are you able to relate to the daily lives of Fred and Murray? If so, how?
 - d. Why is it important to look at the life of the Jews prior to the Holocaust?



2. Complete the 50-minute **European Jewish Life Before WWII** lesson (found at <https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/european-jewish-life-world-war-ii>). This lesson complements the *Witnesses* testimony and gives the students the opportunity to explore these objectives deeper:
- Through an analysis of images and film, students will recognize that Jewish life in the 1920s was characterized by great variety in religious practice, culture, national affiliation, occupation, wealth, and status.
 - Students will explore the idea that when groups in a society live separately and are unfamiliar with one another, they might develop myths and stereotypes about each other that can cause harm, especially to the less powerful group.

Lesson #2 - Antisemitism Myths

Directions:

1. Assign students in pairs to jigsaw read the **Myths and Facts** reading (located on the *Witnesses to the Holocaust* website). Assign partners to answer the questions at the bottom and be prepared to share their findings with the class.
2. **Journal Reflection** - Answer the following questions based on the **Myths and Facts** reading:
 - a. What is antisemitism?
 - b. What is a stereotype? a.k.a. Myth
 - c. How does antisemitism fit into the category of stereotype?
 - d. Is antisemitism an issue today?

Lesson #3 - European Antisemitism from its Origins to the Holocaust

Directions:

1. Complete the **European Antisemitism worksheet** (located on the *Witnesses to the Holocaust* website) using the following sources:
 - a. **“European Antisemitism from its Origins to the Holocaust”** video (located at <https://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust>)
 - b. **Related Images** article (located at <https://www.ushmm.org/m/pdfs/20120822-antisemitism-images.pdf>)
The article should be used to complete the chart side that describes the differences between religious, racial & political antisemitism. It is important to discuss with the students here that racial antisemitism would be the most dangerous for Holocaust victims, because it made it impossible to escape persecution.
2. Assign students to read the following *Witnesses* testimonies:
 - a. Sam Ackos
 - b. Paulette Fink
 - c. Max Goodman
 - d. Edward Grossman
 - e. Victor Mintz
3. Instruct students to write a reflection on the type(s) of antisemitism experienced by the *Witnesses* (Religious, Racial, Political). In the reflection, students should indicate what type of antisemitism was experienced and how it impacted their daily lives. Students should also reflect on how the **history** of antisemitism played a role in the victimization during the Holocaust (i.e. Why were too few people concerned with the antisemitism occurring leading up to the Holocaust? How was antisemitism experienced differently in different locations throughout Europe? How will this also play a role in the outcome of the Holocaust knowing that those locations will also be occupied by Nazi Germany?)

Lesson #4 - Antisemitism Today

Directions:

1. **Bell Ringer** - Answer the following questions using the *Witnesses* testimonies of Arthur Johnson and William Landgren :
 - a. Does Arthur Johnson believe that people in occupied Europe did not know what was going on during the Holocaust? What does he use to refute those who claim the Holocaust was a “hoax?”
 - b. At the end of William Landgren’s testimony, he indicates that on a tour of Germany after the Holocaust, his tour guide said that nothing existed at Dachau, which was not/is not true? Why would his tour guide say that? What does this indicate about some current perceptions of the Holocaust?
 - c. In both testimonies, denial of the Holocaust is referenced. Why would denial be considered antisemitism?
2. Assign students to complete the **Antisemitism Today worksheet** (located on the *Witnesses to the Holocaust* website) using the following sources:
 - a. **ADL Global 100 website** (located at <https://global100.adl.org/>) - use to complete the Interpreting Data portion of the worksheet.
 - b. **Introduction to Contemporary Antisemitism article** (located at <http://echoesandreflections.org/wp-content/uploads/2016/08/IntroductionToContemporaryAntisemitism.pdf>)
 - c. **Optional: Antisemitism Through the Ages notes** (located on the *Witnesses to the Holocaust* website). These notes run through the information covered in lessons 2-4 and can be used to summarize or reteach antisemitism.

Lesson #5 - Denial

Directions:

1. Watch **Denial** - an account of Deborah Lipstadt’s legal battle for historical truth against British author David Irving who sued her and her publisher Penguin Books in an English court of libel after she declared him a Holocaust denier in her 1993 book **Denying the Holocaust: The Growing Assault on Truth and Memory**.
2. Assign students to complete the **Denial worksheet** while watching the film (located on website).

Lesson #6 - State of Deception: The Power of Nazi Propaganda

Directions:

1. Assign students to complete the **State of Deception: The Power of Nazi Propaganda Analysis**. This assignment has been adapted from the **United States Holocaust Memorial Museums Propaganda exhibit**.
2. Students will analyze several examples of propaganda film and posters. Students will record their analysis on the **State of Deception** packet. All materials to complete the propaganda analysis are available on the *Witnesses to the Holocaust* website.

3. **Optional: State of Deception: The Power of Nazi Propaganda notes** (located on the *Witnesses to the Holocaust* website). These notes run through the information covered in the student analysis packet and can be used to summarize or reteach propaganda.

Rise of the Nazis/Nazi Germany

Lesson #1 - Weimar Republic Timeline - ALL materials posted on *Witnesses to the Holocaust* website

Directions:

1. Assign students to complete the **Weimar Republic Timeline** describing what life was like in Germany under the Weimar Republic. Students should complete the timeline using the following:
 - a. Weimar Republic primary source documents
 - b. **Hitler's Rise to Power** video
2. Assign students to complete the **Nazi Party Platform** (true/false questions) by reading a modified version of the National Socialist German Workers' Party 25-point program.
3. Assign each student a fictional German citizen. Then instruct students to read *Hard Times Return*. Students should then assess which political party(ies) would have appealed to their German citizen. To process through this, they should complete **The Election of 1932**.
4. **Optional:** Process through the Weimar Republic Timeline, Nazi Party Platform and The Election of 1932 assignments through notes and the **Night of the Long Knives** video (available on the *Witnesses to the Holocaust* website).

Lesson #2 - Impact of Nazi Germany

Directions:

1. Watch the Introduction, plus Chapters 1-2 of **Path to Nazi Genocide** available at the United States Holocaust Memorial Museum:
(<https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>) Complete the first three sections of the **Path to Nazi Genocide Worksheet** (available on the *Witnesses to the Holocaust* website). Save this for future lessons.
2. **Journal Reflection** - Answer the following questions using the *Witnesses* testimonies of Fred Amram, Gisela Konopka and Henry Oertelt:
 - a. Describe how life changed for the Jews when the Nazis took over.
 - b. Were changes under the Nazis more immediate or gradual? Explain. In your explanation, describe how this could have been a contributing factor to the outcome of the Holocaust.
 - c. How did the Nuremberg Laws in Germany affect the lives of Jews?
3. **Nazi Germany Timeline** - If you follow the unit lessons, you could do the Nazi Germany Timeline here. The directions/materials are listed under the comprehensive lessons.

Lesson #3 - Kristallnacht/German Occupation

Directions:

1. If you are in need of an additional lesson to teach *Kristallnacht*, a suggestion would be to use the lesson **Kristallnacht** from Facing History and Ourselves: (<https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/kristallnacht>). Depending on time, you could just cover Day 1 which focuses more on the history of *Kristallnacht*. Day 2 focuses on human behavior or the choices made during *Kristallnacht*. This too is an excellent lesson if you have time or you could teach this part of the lesson at another time.
2. Assign students to read the following *Witnesses* testimonies:
 - a. Murray Brandys
 - b. Edward Grosmann
 - c. Charlotte Hirsch
 - d. Hinda Danziger Kibort
 - e. Berek Latarus
 - f. Allen Mastbaum
3. Conduct a **Think-Pair-Share** discussion based on the *Witnesses* testimonies from above and the following questions:
 - a. Why is *Kristallnacht* a turning point in the Holocaust?
 - b. How did German occupation affect Jews? Be specific.
 - c. Describe the failure of *Appeasement*. How did “allowing” Hitler to take the Sudetenland (Munich Agreement) and then Austria pave the way for German occupation of other territories? How is this a contributing factor to the outcome of the Holocaust?
 - d. Both Berek Latarus and Allen Mastbaum mention the memory of German occupation in WWI. How was German occupation in WWI different from WWII? Why? How is this a contributing factor to the outcome of the Holocaust?
 - e. Hinda Danziger Kibort says; “we did not have time like the German Jews did, from 1933 until the war broke out in 1939, for step-by-step adjustments. For us, one day we were ‘human,’ the next day ‘subhuman.’” What does Hinda mean by this statement? How could it be a contributing factor to the outcome of the Holocaust?

Lesson #4 - Why Didn't they Just Leave?

Directions:

1. **Bell Ringer** - Answer the following questions using the *Witnesses* testimonies of Henry Freier, Peter Gersh and Manfred Klein:
 - a. In each testimony, the *Witness* discusses emigration or the attempt to flee German occupation. Each *Witness* was unsuccessful. According to the testimonies, why were they unsuccessful?
 - b. Manfred Klein says, “Before 1939, Hitler was quite willing to let the Jews leave Germany.” How does this statement reflect the original Nazi policy on the Jews? How could this statement paired with the unsuccessfulness of the *Witnesses* as described in the testimonies be a contributing factor to the outcome of the Holocaust?

2. Assign the lesson, **Why Didn't They Just Leave?** provided by the United States Holocaust Memorial Museum (https://www.ushmm.org/m/pdfs/20171020_Why_Didnt_They_Just_Leave.pdf) which includes Chapter 3 of the **Path to Nazi Genocide**. Assign students to complete the fourth section of the video worksheet.
3. **Journal Reflection:** Some people were “successful” at emigration/immigration. Based on the *Witnesses* testimonies of Henry Abramowicz, Fred Baron, Edith Goodman, Curt Hort and Walter Schwarz, reflect on the following questions:
 - a. All four of the *Witnesses* listed above were able to emigrate. Were all of the *Witnesses* **successful** at escaping Nazi Germany through emigration? Explain.
 - b. Why would it be plausible to argue that the only two *Witnesses* truly successful with emigration were Fred Baron’s sister and Walter Schwarz? Explain.
 - c. How was emigration for many *Witnesses* not successful? Was emigration for many *Witnesses* the answer to the problem of Nazi Germany?
4. **Extension:**
 - a. Assign students to conduct research on the **Kindertransport** (worksheet available on *Witnesses to the Holocaust* website).
 - b. Watch **Children Saved from the Nazis : The Story of Sir Nicholas Winton** (https://www.youtube.com/watch?time_continue=3&v=ERbSldmUmRA). Assign students to write a one-page response to the question, What is the Power of Good? In their statement students should reflect on the power of doing good, the power of the individual and the kindertransports.
 - c. Take notes on Emigration/Immigration (available on *Witnesses to the Holocaust* website).

Lesson #5 - Americans and the Holocaust

Directions:

1. Assign the lesson **Americans and the Holocaust** available from the United States Holocaust Memorial Museum (<https://www.ushmm.org/educators/lesson-plans/teaching-about-americans-and-the-holocaust>).

Ghettoization

Lesson #1 - The Ghettos

Directions:

1. **Ghettos Guided Reading assignment** - this guided reading requires students to complete a combination of assigned readings (including primary sources and *Witness* testimony) plus watch survivor testimonies, including the film **But Some Survived** provided by the Jewish Community Relations Council of Minnesota and the Dakotas (https://www.youtube.com/watch?v=6rocn4nZO8U&list=UUMPxZA7ueUraWVOVQ_GCi91A). This film documents the life of Esther Latarus, wife of *Witness* Berek Latarus. All materials are posted on the *Witnesses to the Holocaust* website.

Lesson #2 - “Schindler’s List” - **OPTIONAL** - it would be appropriate to show “Schindler’s List” here. The movie covers the changes under Nazi occupation for Jews through ghettoization and the Final Solution/Liberation. It would be appropriate to show it here as a summary of the previous lessons and lead into the Final Solution. This could also be shown with the Final Solution lessons.

Directions:

1. **Bell Ringer:** Read the *Witnesses* testimony of Felix Kaminsky to answer the following questions:
 - a. How did Felix Kaminsky survive the ghetto? What did he have to do to be chosen for life?
 - b. How did Felix Kaminsky avoid deportation? Who did he end up working for? How did this save his life?
2. Watch “**Schindler’s List**” - have students complete the write-up attached on the *Witnesses to the Holocaust* website.

Final Solution

Lesson #1 - Final Solution

Directions:

1. Watch Chapter 4 of **Path to Nazi Genocide** available at the United States Holocaust Memorial Museum: (<https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/chapter-4/world-war-ii-and-the-holocaust-1939-1945>) Complete the final section of the **Path to Nazi Genocide Worksheet** (available on the *Witnesses to the Holocaust* website).
2. Take notes on the **Final Solution**. There are notes available on the *Witnesses to the Holocaust* website. These can be used in their entirety or if you complete lesson 2, only go through Adolf Eichmann.

Lesson #2 - Final Solution

Directions:

1. Assign students individually or in pairs to create a **presentation** to be shared with the class on one of the following Final Solution topics:
 - a. Deportation
 - b. Concentration Camps vs. Labor Camps vs. Death Camps
 - c. The Selection Process
 - d. The Receiving Process at camps
 - e. Death Marches
2. Students should read the *Witnesses* testimonies below to create their presentations. Additional research on specific topics may be necessary, but the bulk of the presentation should be based on the primary sources available in the following testimonies:
 - a. Sam Bankhalter
 - b. Murray Brandys
 - c. David Eiger
 - d. Henry Freier
 - e. Eva Gross & Ella Weiss
 - f. Charlotte Hirsch
 - g. Hinda Danziger Kibort
 - h. Berek Latarus
 - i. Henry Oertelt
 - j. Libby Rosenzweig
 - k. Max Schwartz
 - l. Kay Bonner Nee - Liberator

3. Have students present. Fill in holes with your own notes or with the end of the notes provided on the *Witnesses to the Holocaust* website.
4. **Journal Reflection:** Read the *Witnesses* testimony of Reidar Dittmann, a Lutheran Prisoner of War. Reflect on his interpretation of the Final Solution. According to Dittmann, who was the Final Solution intended for? Describe how life in the camps under the Final Solution was similar to and different from Jewish prisoners.

Resistance

Lesson #1 - Jewish Resistance

Directions:

1. **Bell Ringer:** Read the *Witnesses* testimony of Max Grosblat to answer the following questions:
 - a. Describe how Max Grosblat resisted during the Holocaust.
 - b. What type of resistance does Max's story fit under? Unarmed Resistance or Armed Resistance or both? Explain.
 - c. How was life "in the resistance" difficult for Max?
 - d. At the very beginning of Max's testimony, he states "Not all the Jewish people went to death like sheep. Some of us were fighting!" This statement has been used numerous times to define the myth/misconception that no Jews resisted during the Holocaust. Why do you think this myth/misconception exists?
 - e. Read the poem **Resistance** by Haim Gouri and Monia Avrahami (located on the *Witnesses to the Holocaust* website). According to the poem, is physical/armed resistance the only way to resist? If not, what are the other ways to resist?
2. Assign students the **Jewish Resistance Worksheet** (located on the *Witnesses to the Holocaust* website). Instruct students to add information to the worksheet from the testimony they just read on Max Grosblat. Discuss with students their answers to the bell ringer questions. Focus on the myth/misconception question to get students to start thinking about "Obstacles to Resistance." As a class popcorn read the *Witnesses* testimonies of Reva Kibort, Sam Rafowitz and Dora Zaidenweber. Instruct students as you read to record answers on their Jewish Resistance worksheet in the obstacles section of the worksheet (what made it difficult to resist), but to also add examples of resistance under "unarmed" and "armed" resistance as it applies. Discuss with students their answers under the obstacles section first. Brainstorm as a class additional obstacles (age, health, children or parents to care for, collective responsibility, propaganda - "Arbeit Macht Frei," etc.) and record them. Before moving on, see if any students recorded "survival" under unarmed resistance. If not, reread the testimony of Dora Zaidenweber to focus on her statement "simple survival in these camps was an act of resistance, every minute."
3. Watch **Sam Rafowitz: Remaking a Life** provided by the Jewish Community Relations Council of Minnesota and the Dakotas (https://www.youtube.com/watch?v=jE075GgNRcs&list=UUMPxZA7ueUraW0VQ_GCj91A, https://www.youtube.com/watch?v=yZNHUI0Av1s&list=UUMPxZA7ueUraW0VQ_GCj91A, https://www.youtube.com/watch?v=Gw8tI7mdi9A&list=UUMPxZA7ueUraW0VQ_GCj91A). This video complements

the *Witnesses* testimony of Sam Rafowitz. Instruct students to add additional information (if applicable) to the Jewish Resistance worksheet.

4. Assign students to add to the **Jewish Resistance Worksheet** using the *Witnesses* testimonies below. Encourage them to focus on how the statement of “like sheep to slaughter” is a myth based on the multiple different ways that the Jews did resist during the Holocaust. You can assign the students to read the testimonies individually, in pairs or break up the testimonies among the students. Once completed, discuss the ways Jews resisted.
 - a. Margot DeWilde
 - b. Hinda Danziger Kibort
 - c. Gisela Konopka
 - d. Mark Mandel
 - e. Helen Mastbaum
 - f. Rose Meyerhoff
 - g. Victor Mintz
 - h. Faye Porter
 - i. Jack Sutin
 - j. Victor Vital
 - k. Felicia Weingarten

5. **OPTIONAL #1: Jewish Resistance in Diaries and Documents** available on the *Witnesses to the Holocaust* website. This assignment focuses more on active or armed resistance, if you feel your students need additional examples. It leads well to discussion on why armed resistance began to occur, focusing on the concepts that armed resistance really started with the decisions made at the Wannsee Conference on the Final Solution.

6. **OPTIONAL #2: Jewish Resistance notes** available on *Witnesses to the Holocaust* website. These notes could reiterate or provide more understanding on obstacles to resistance and the multiple different ways that the Jews did resist, including examples from the Holocaust not covered in the testimonies (Oneg Shabbat, ghetto resistance and camp revolts). They also provide background on the Bielski Otriad if you choose to show Defiance.

Lesson #2 - Jewish Resistance

Directions:

1. Watch **Defiance** - have students complete the movie response worksheet attached on the *Witnesses to the Holocaust* website.

Lesson #3 - Non-Jewish Resistance

Directions:

1. **Bell Ringer:** Read the *Witnesses* testimonies of Sam Ackos, Max Grosblat, James Loewenson, Lucy Smith and Dora Zaidenweber to answer the following:
 - a. According to the testimonies, why was non-Jewish resistance difficult? What price could you pay if you resisted the Nazis or provided aid to the Jews?
 - b. What are examples of ways that Gentiles resisted the Nazis? Describe.

- c. At one point in Dora Zaidenweber’s testimony, she states “it sort of restores your belief that some human beings are decent.” To what was Dora referring to when she made this statement?
 - d. Was it possible to be a Nazi or a collaborator and still resist? How?
2. Watch **In the Shadow of the Acropolis** provided by the Jewish Community Relations Council of Minnesota and the Dakotas (https://www.youtube.com/watch?v=eZvaAQdrybl&list=UUMPxZA7ueUraWVOVQ_GCj91A, https://www.youtube.com/watch?v=GwL1-XaStFs&list=UUMPxZA7ueUraWVOVQ_GCj91A) that depicts the life of *Witness* Sam Ackos and his family. Instruct students to record ways that the Ackos family and other Jewish families in Greece were aided by gentiles. Use this as a discussion catalyst into non-Jewish resistance.
 3. Take notes on **non-Jewish Resistance**. These notes are available on the *Witnesses to the Holocaust* website.

Lesson #4 - Non-Jewish Resistance

Directions:

1. **Bell Ringer:** Read the *Witnesses* testimony of Sabina Zimering and Maria Spiewak & Danuta Trybus to answer the following questions:
 - a. Describe how Sabina survived the Holocaust. In your description, indicate whether Sabina was aided in her survival by gentiles.
 - b. At the end of Sabina’s testimony, she indicates that she was able to get her “rescuers” recognized as Righteous Among the Nations. Research what this means and provide a description.
2. Assign students to complete the **Righteous Among the Nations Research Project** available on the *Witnesses to the Holocaust* website. Posted on the site is a list of potential Righteous people to research. This is not an all inclusive list. The teacher can choose to use the list as is or adjust it accordingly. Also attached is a research guide with project instructions. This project should be used as a student presentation, where students are expected to research a Righteous person to present to their classmates/teacher.

Lesson #5 - Non-Jewish Resistance (Optional)

Directions:

1. Watch **The Courageous Heart of Irena Sendler**. Assign students to complete the written reflection assignment posted on the *Witnesses to the Holocaust* website.

Survival/Liberation

Lesson #1 - Impact of Liberation

Directions:

1. **Bell Ringer:** Watch the *Band of Brothers* liberation clip available at <https://vimeo.com/120597804>, then read the *Witnesses* testimony of the liberators Donald Dean, Joel Glotter, Dr. William McConahey and Leonard Parker to answer the following questions:
 - a. Were the men and women who would become “liberators” prepared for what they would encounter in the camps of the Holocaust?
 - b. How did the “liberators” react to what they encountered? Describe.

- c. According to the “liberators,” how did the survivors react to liberation? What actions did they take?
 - d. According to the “liberators,” was the public aware of the atrocities occurring in the camps? What actions did they take to ensure that the public was aware? What actions were taken to make them accountable?
2. Assign students one of the *Witnesses* testimonies listed below. Instruct students to be prepared to share with their classmates in a group discussion on survival the following questions (depending on the testimony, the students may not be able to answer all of the questions):
- a. How did your *Witness* survive the Holocaust?
 - b. How did your *Witness* react to immediate liberation? Did those reactions change post-liberation?
 - c. Was your *Witness* able to “move on” after the Holocaust? If yes, how? If no, explain.
 - d. Upon liberation, where did your *Witness* end up? Were they accepted? If so, what country did they return to? If not, what country did they return to? How did this play a role in their life after the Holocaust?
 - e. According to your *Witness*, did liberation automatically mean survival for all those liberated? If not, describe why.
 - f. Was life after the Holocaust safe for all survivors? Explain.

Witnesses testimonies:

- Paulette Fink
- Robert Fisch
- Henry Freier
- Peter Gersh
- Max Goodman
- Edward Grosman
- David Jagoda
- Allen Mastbaum
- Victor Mintz
- Henry Oertelt
- Jules Zaidenweber

3. Journal Reflection: Using the *Witnesses* testimonies of Kurt Loewenthal, Ben Rosenzweig and Seva Scheer, describe why so many survivors immigrated after the war. Add any additional reasons/analysis that you can think of to your reflection.

Lesson #2 - Impact of Liberation

Directions:

1. Bell Ringer: Read the *Witnesses* testimonies of Wayne Hanson, William Kamman, Edmund Motzko, Donald Nost, Glenn Steinberg and Dorothy Wahlstrom to answer the following questions:
 - a. Describe what the liberators encountered as they liberated camps, death marches, etc.
 - b. What aspects had the biggest impact on the liberators?
2. Watch **Witnesses to the Holocaust: Liberation 1945** provided by the United States Holocaust Memorial Museum available at <https://www.youtube.com/watch?v=s2-Ozrnyas0> or on the *Witnesses to the Holocaust* website.

3. Take notes on **Liberation & Survival** available on the *Witnesses to the Holocaust* website.

Justice After the Holocaust

Lesson #1 - Assessing and Defining Responsibility

Directions:

1. **Bell Ringer:** Read the *Witnesses* testimonies of Fred Baron, Charles Fodor, Max Grosblat, Henry Harvey, Hinda Danziger Kibort and Fred Wildauer to answer the following questions:
 - a. Who should be held responsible for the Holocaust? Base your answers/reasoning off of the testimonies you have read. Who would they feel is responsible for the Holocaust?
 - b. Determine who you think should be held responsible for the Holocaust by completing the **Assessing and Defining Responsibility** survey provided by the United States Holocaust Memorial Museum (available on the *Witnesses to the Holocaust* website). Be prepared to discuss guilt and responsibility for the Holocaust.
 - c. According to Hinda Danziger Kibort, who is responsible for the Holocaust?
 - d. According to Henry Harvey, how did the Holocaust start? What can his testimony teach us about the role of bystanders?
2. Watch **I Was Given Life Twice** provided by the Jewish Community Relations Council of Minnesota and the Dakotas (https://www.youtube.com/watch?v=HsglUHRSzds&list=UUMPxZA7ueUraWVOVQ_GCj91A, https://www.youtube.com/watch?v=kZUUQyHjVmo&list=UUMPxZA7ueUraWVOVQ_GCj91A). This film is about the life of Hinda Danziger Kibort. Use this film to discuss the lessons of the Holocaust according to Hinda. Focus your discussion here on not only remembering the Holocaust, but on taking action in the future. Hinda spent a majority of her life advocating for the human rights of others and encouraging others to stand up for one another and support one another's rights. Discuss how the lessons of the Holocaust correlate with other human rights abuses and what we can do in our own lives to support the rights of others.
3. Use the **Some Were Neighbors** lesson available on the United States Holocaust Memorial Museum website <http://somewereneighbors.ushmm.org/#/exhibitions> - use the **Educators** tab to access the lesson (attached on the *Witnesses to the Holocaust* website) to further your discussion on responsibility for the Holocaust. This will give you more of an opportunity to discuss who was involved in perpetrating the Holocaust.
4. **OPTIONAL:** Assign students to complete the **Reserve Police Battalion 101** assignment available on the *Witnesses to the Holocaust* website (this has been adapted from the lesson available on the Facing History and Ourselves website).

Lesson #2 - Nuremberg Trials

Directions:

1. **Bell Ringer:** Read the *Witnesses* testimonies of Leo Kibort and Robert Eliot Matteson. Describe their roles in seeking justice for those murdered during the Holocaust. What was the outcome?

2. Take notes on **Justice After the Holocaust**. These notes include *Witnesses* testimonies (*Leo Weiss, Richard Darr and Larry Tillemans*) to highlight specific aspects of justice after the Holocaust and a video on the *Einsatzgruppen Trials* available at <https://vimeo.com/168352844> (available on the *Witnesses to the Holocaust* website).

Jewish Community Relations Council of Minnesota and the Dakotas mission

As the public affairs voice of the Jewish community, the JCRC fights anti-Semitism and prejudice, advocates for Israel, provides Holocaust education, promotes tolerance and social justice, and builds bridges across the Jewish and broader communities.

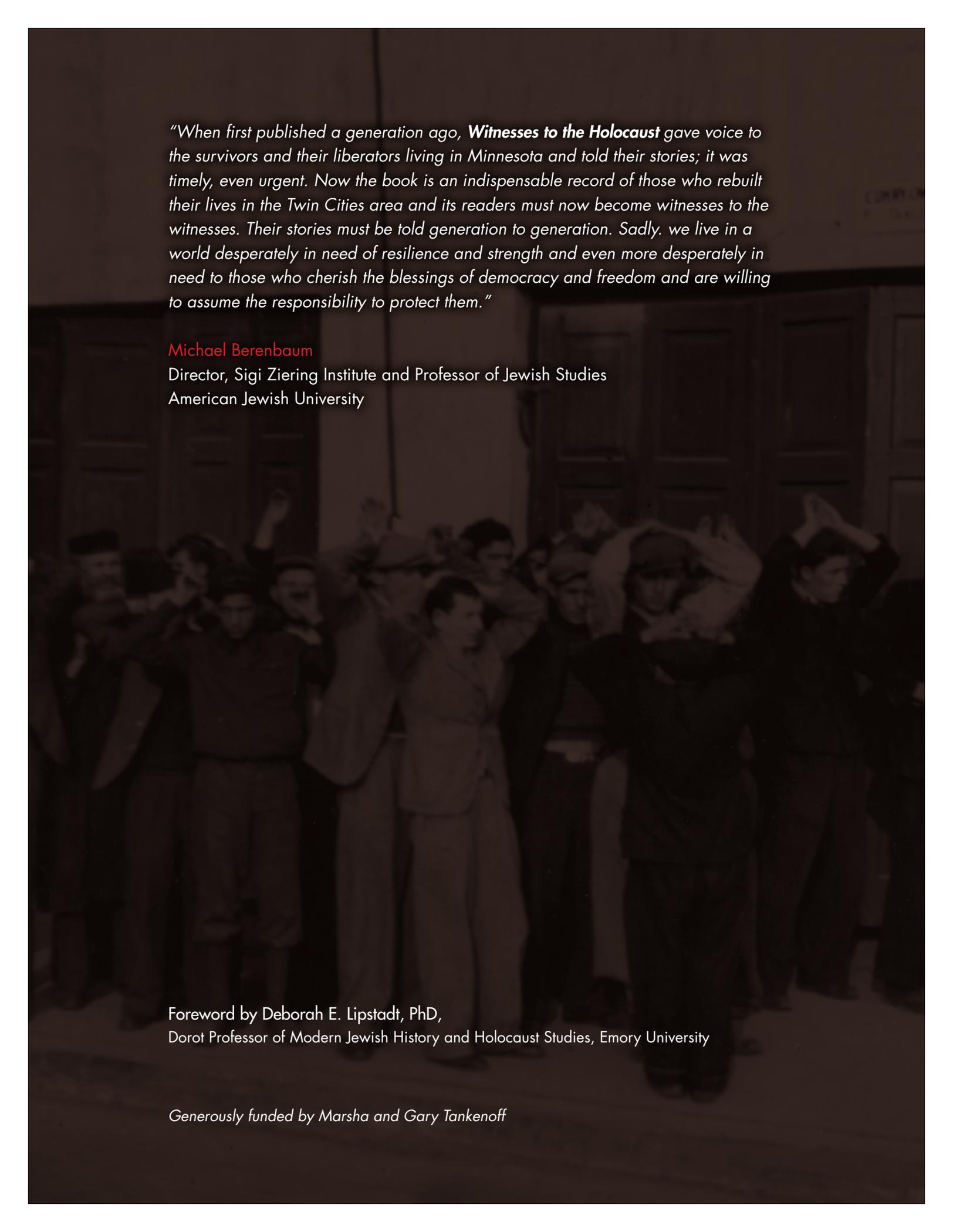
Witnesses to the Holocaust was first published in 1990 and edited by Rhoda G. Lewin. The 25th Anniversary edition was published in 2017 and edited by Laura Zelle and Joni Sussman. The teacher guide was created in 2020 by Colleen Bell and edited by Susie Greenberg.

TEACHER GUIDE CREATED BY COLLEEN BELL



Colleen Bell teaches high school Social Studies for grades 8-12 at Milaca High School in Milaca, MN. She teaches 8th grade World Geography, 9th grade World History and Career Investigations, 10th grade U.S. History and an elective class for grades 11-12 on Holocaust and Genocide education. She is a United States Holocaust Memorial Museum Teacher Fellow of 2018-2019. In addition to teaching, Colleen leads an annual trip to Washington D.C. for 10th grade students and a bi-annual WWII and Holocaust Tour of Europe for students that take the Holocaust and Genocide elective. Colleen is also an Olweus Bullying Prevention Program Trainer. She runs the Teacher Advisement program at Milaca High School, where she implements the Olweus program and the College and Career Readiness Program for students in grades 7-12.

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*"When first published a generation ago, **Witnesses to the Holocaust** gave voice to the survivors and their liberators living in Minnesota and told their stories; it was timely, even urgent. Now the book is an indispensable record of those who rebuilt their lives in the Twin Cities area and its readers must now become witnesses to the witnesses. Their stories must be told generation to generation. Sadly, we live in a world desperately in need of resilience and strength and even more desperately in need to those who cherish the blessings of democracy and freedom and are willing to assume the responsibility to protect them."*

Michael Berenbaum

Director, Sigi Ziering Institute and Professor of Jewish Studies
American Jewish University

Foreword by Deborah E. Lipstadt, PhD,
Dorot Professor of Modern Jewish History and Holocaust Studies, Emory University

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