Teaching the Holocaust with Primary Sources
To The Teacher

This booklet was created by Teaching with Primary Sources at Eastern Illinois University (www.eiu.edu/tpseiu) as a companion to the TPS EIU website. The booklet features information and images of digitized primary sources from the Library of Congress that you may use in your classroom. These images were selected for their relevance and as a means to engage students and encourage inquiry. Items can be found by typing the item's title in the search box on the Library of Congress website (www.loc.gov). Please feel free to print and share this publication with colleagues. Contact us with questions, comments or ideas!

Why Teach with Primary Sources

Primary Sources provide a window into the past-unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing students into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era.

Primary sources engage students by helping them relate in a personal way to events of the past and promote a deeper understanding of history. Because primary sources are snippets of history, they encourage students to seek additional evidence through research.

Primary sources develop critical thinking skills. Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns. In analyzing primary sources, students move from concrete observation and facts to questioning and making inferences about the material.

Primary sources construct knowledge. Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view. Integrating what they gleam from comparing primary sources with what they already know, and what they learn from research, allows students to construct content knowledge and deepen understanding.

Library of Congress, Teacher’s Page, Why Use Primary Sources, Accessed 8.29.12
http://www.loc.gov/teachers/usingprimarysources/whyuse.html
Selecting Primary Sources

**Interest**
What kinds of sources are of particular interest to my students?

**Reading Level**
How difficult is the reading level of the primary source compared to my students’ abilities? What might help my students comprehend this material (a glossary of terms, for example)?

**Length**
How long is the source? Do I need to excerpt a portion of the source given my students’ abilities and/or time constraints? How do I ensure that the original meaning of the source is preserved in the excerpt?

**Points of View**
Are various points of view on a given topic, event, or issue fairly represented in the sources I have chosen to use? Have I achieved proper balance among the competing points of view?

**Variety of Sources**
Have I included a variety of types of sources (e.g., published, unpublished, text, visual, and artifacts)?

**Location**
Where can I or my students find the sources we need (the school or public library, the local history society, over the Internet)?

Finding Primary Sources

Looking for Library of Congress primary sources? Try these quick starting points.

1. Primary Source Sets: Each set collects primary sources on a specific topic, all as easy-to-use PDFs, with historical background information and teaching ideas.
   http://www.loc.gov/teachers/classroommaterials/primarysourcesets/

2. Primary Source by State: Selected primary sources for each of the fifty states, the District of Columbia and the U.S. Territories.
   http://www.loc.gov/teachers/classroommaterials/primarysourcesets/states/

3. Themed Resources: The best Library of Congress resources on the most frequently taught themes.
   http://www.loc.gov/classroommaterials/themes/

   http://www.loc.gov/topics

5. Web Guides: In depth guides to resources on a wide variety of topics.
   http://www.loc.gov/rr/program/bib/bibguide.html

6. Ask a Librarian: If you can’t find the primary source you need, consider sending a question to a Library of Congress reference librarian.
   http://www.loc.gov/rr/askalib

*Library of Congress, Teacher’s Page, Finding Primary Sources, Accessed 8.29.30*
http://www.loc.gov/teachers/usingprimarysources/finding.html
Using Primary Sources

Before you Begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary source.

1. Engage students with primary sources.
   - Draw on students’ prior knowledge of the topic.
   - Ask students to closely observe each primary source.
   - Who created this primary source?
   - When was it created?
   - Where does your eye go first?
   - Help students identify key details.
   - What do you see that you didn’t expect?
   - What powerful words and ideas are expressed?
   - Encourage students to think about their personal response to the source.
   - What feelings and thoughts does the primary source trigger in you?
   - What questions does it raise?

2. Promote student inquiry.
   - Encourage students to speculate about each source, its creator, and its context.
   - What was happening during this time period?
   - What was the creator’s purpose in making this primary source?
   - What does the creator do to get his or her point across?
   - What was this primary source’s audience?
   - What biases or stereotypes do you see?
   - Ask if this source agrees with other primary sources, or with what the students already know.
   - Ask students to test their assumptions about the past.
   - Ask students to find other primary or secondary sources that offer support or contradiction.

3. Assess how students apply critical thinking and analysis skills to primary sources.
   - Have students summarize what they've learned.
   - Ask for reasons and specific evidence to support their conclusions.
   - Help students identify questions for further investigation and develop strategies for how they might answer them.

Library of Congress can provide helpful entry points to many topics.
Introduction

On January 30, 1933, Adolf Hitler became Chancellor of Germany, by March 1933 he would become dictator. How did Hitler and the Nazi party come to power and set a path of destruction? After World War I, Germany was in economic ruin. Unemployment was high, the majority of people were poor, the country was in a downward spiral and Germany’s citizens wanted change. Hitler and the Nazi party capitalized on the power of persuasion and were masters at propaganda. Hitler told the German people what they needed to hear, that he could end their suffering and restore Germany’s pride.

A scapegoat was needed for Germany’s problems and Hitler blamed the Jewish community. Through Nazi propaganda, Jews were portrayed as an alien race that was poisoning German culture and bringing economic downfall and war to Germany. The Nazis flooded the country with anti-semitic speeches and posters and hatred towards the Jews grew. There was violence against Jewish citizens in the streets, Nazi soldiers blocked entrances and broadsides were posted warning German citizens not to purchase items or services from Jewish businesses. Jewish families were no longer safe in their own neighborhoods and homes.

Nuremberg Race Laws

At the Nazi party rally of 1935, Hitler signed the Nuremberg Race Laws. The laws come under two different headings, “The Protection of German Blood and German Honor” and “The Reich Citizenship Laws.” The first section was used to determine exactly who was identified as a Jew. Under the law, a person was considered a Jew even if they did not practice the Jewish faith. A “full-Jew” was defined as an individual with three or more Jewish grandparents. A “half-Jew” or “mischling”, was an individual with two Jewish grandparents. A person with one Jewish grandparent was a “quarter-Jew” or “mischling of the second degree”. Charts were handed out explaining the laws.

The second section was the Reich Citizenship Laws, which stripped away German citizenship from all Jews. They were not allowed to vote or hold public office. It prohibited them from marrying a person of German blood. Jews were required to register their businesses with the German government, then Nazis would release the proprietors with no compensation. The businesses were then sold to non-Jewish Germans at a bargain price. During the first six years of the Nazi regime, there were over 400 legal restrictions imposed upon Jews and other persecuted groups.

Kristallnacht

Hershel Grynszpan was a 17-year old student living in Paris. He knew of the atrocities against Jews in Germany, when his Jewish parents were deported from Germany to Poland he took drastic measures. In an effort to draw the world’s attention to what was happening to the Jews in Germany, Grynszpan shot and killed Ernst von Rath, the Third Secretary of the German Embassy in Paris.
After hearing the news of von Rath’s death, Nazi Propaganda Minister Joseph Goebbels delivered a speech urging Germans to take action. The Jews would pay for von Rath’s assassination. On November 9, 1938, Nazi storm troopers vandalized Jewish businesses, breaking store front windows and setting businesses, homes and synagogues on fire. Fire departments were called, not to put out fires, but to protect German property. By the end of the night, the Nazi attack on the Jewish community destroyed 7,000 businesses, set fire to more than 900 synagogues, killed 91 and deported 30,000 Jewish men to concentration camps. This would become known as Kristallnacht or night of broken glass.

After Kristallnacht, the Nazis tightened their grip on the Jews. It was declared that no Jewish business could reopen unless it was managed by non-Jews. Jewish children were banned from attending school. The Nazis issued a decree that restricted Jews from selling goods and services, basically making it impossible for them to support their families. As a final insult, Nazi Germany declared the Jewish people responsible for Kristallnacht resulting in no insurance to help them rebuild or replace what was lost. The Jewish community was then punished with a one-billion mark fine, supposedly for the death of von Rath.

After Kristallnacht, the Jewish population was ordered to wear an identification badge; this ostracized the Jewish community. The badge was the Star of David, which had to be worn on the outside of their clothing and visible at all times. This helped the Nazis identify Jews, who they would harass, torture and murder in the streets. Jews were not the only people given badges. As the war continued the Nazis forced criminals, political prisoners, Gypsies, homosexuals and Jehovah’s Witnesses to wear identifying badges as well.

**Ghettos**

To separate the Jewish community from the non-Jewish the German government established ghettos. On October 8, 1939, the first Jewish ghettos was created in the Lodz district of Poland. The Germans established more than 1000 ghettos in Poland and the Soviet Union alone, which were small city areas enclosed by either a wall or fencing. Jews were forced to leave their homes and most of their possessions behind and what they left was sold to German citizens. Thousands of Jews lived in cramped, squalor conditions. Over 400,000 Jews lived in the 1.3 square mile of the Warsaw ghetto. In Budapest, about 63,000 Jews lived in a .01 square mile area. Overcrowded areas with no sanitation and little food led to disease.

**The Final Solution- Concentration Camps**

The ghettos were a terrible experience, but no one predicted the horror awaiting the Jewish people after they left. From the ghettos, people were loaded into boxcars filled so tightly that no one could move. There was no food, water, bathrooms, or fresh air. These death trains could take days to reach the final destination, a Nazi concentration camp.
Between 1933 and 1945, the Nazi regime created nearly 20,000 concentration camps. These camps were designed and constructed for hard labor and terminations. Hitler’s “final solution” was a plan for the mass destruction of all Jewish people to secure a true Aryan race. The camps were tools to achieve that goal. Some camps had the sole purpose of killing Jews that arrived daily. As soon as they were unloaded from the trains, the people of all ages were taken to “the showers”. Nazi guards would deceive prisoners by telling them they were going to take a shower for sanitary purposes. Then unsuspecting victims would leave their clothes and enter “the showers”. Instead of water, SS guard would throw Zyklon-B pellets into the chamber from a hole in the ceiling. When exposed to air, Zyklon-B creates a vapor that when breathed in starves the body of oxygen and causes death. When there was no sign of life, the bodies were thrown into piles before being sent on to the crematorium and destroyed.

**Dachau**

Established in March 1933, Dachau was the first Nazi concentration camp. The camp originally housed political prisoners and those opposed to the Nazi regime. Individuals and groups who were considered inferior to Germans, such as Jehovah Witnesses, Gypsies and homosexuals were sent to Dachau. The first Jews imprisoned at Dachau were sent there because they were considered enemies of the Reich. Over time, more Jews were sent to Dachau than any other group.

Dachau was used as a training center for prison guards and a model for future concentration camps. Torture techniques were practiced to perfection. Under the watchful eye of Commandant Theodore Eicke, the camp functioned under strict rules and regulations.

Immediately upon arriving at Dachau, the process of dehumanizing prisoners began. Men and women were stripped of all possessions including their clothes which were replaced with striped prison uniforms. Their hair was shaved and they were given an identification number with a colored triangle to show their category. Dachau was a labor camp, most of the many sub-camps of Dachau were built with slave labor. The Nazis exploited the cheap labor by hiring out prisoners to private firms. Prisoners never received their wages, as the private firms paid the Nazis directly for the labor. The work was often heavy labor and the weakened and malnourished prisoners were given little food and lived in unsanitary conditions.

Medical experiments were conducted at Dachau with Jews helplessly used in decompression and high altitude tests. Others were infected with malaria to test possible vaccines. In the twelve years Dachau was operational, more than 200,000 prisoners passed through the camp. Officially more than 30,000 died at Dachau but the actual number is thought to be much higher.
Bergen-Belsen

Built in 1940 as a prisoner of war camp, Bergen-Belsen was converted to a concentration camp in 1943.\(^{14}\) Conditions at Bergen-Belsen were considered good when compared to other camps, most prisoners were not subjected to forced labor.\(^{14}\) But by 1944, conditions at the camp deteriorated and the camp began receiving prisoners too sick to work. Designed to hold 10,000, by the end of the war Bergen-Belsen consisted of 60,000 prisoners.\(^{14}\) This camp possessed no gas chambers yet 35,000 people died of starvation, overwork, disease, brutality and medical experiments.\(^{14}\) Among those who died were Anne Frank and her sister Margot who both died of typhus in March 1945.\(^{14}\)

Bergen-Belsen was the first major camp liberated by British allies. There were always stories of the atrocities the Jewish people faced in Nazi concentration camps but nothing could prepare the British soldiers for what they witnessed. Starving prisoners, like the walking dead, wandering around the camp while others lay sick and dying. Even after liberation, nearly 500 people continued to die each day.\(^{14}\) Mass graves were dug to bury the enormous amount of bodies. The camp was eventually burned down to stop the spread of disease.

The liberation of Bergen-Belsen was a significant event covered by the press. The horrific scenes of life in the concentration camp were captured. Finally, the world could no longer deny what the Nazis had done to the Jewish people.
Auschwitz

The largest of all Nazi concentration camps, Auschwitz was actually comprised of three main camps, Auschwitz I, Auschwitz II (also called Auschwitz-Birkenau) and Auschwitz III (also called Auschwitz-Monowitz). Auschwitz is where the largest mass murder in history took place. Trains filled with Jewish prisoners entered the camp day and night. If they survived the trip, which could take many days with no food or water, they were unloaded from the trains and told to stand in a line, men on one side, women and children on the other. From a platform, Dr. Josef Mengele would choose who lived or died by separating those capable of hard labor from the others. Many women, children, elderly and those unable to work were led straight to the gas chambers. Those chosen for hard labor would first have their heads shaved. The hair was used to make fabric for the German war effort. The prisoner would then receive a striped uniform to wear and a tattoo on their chest or forearm. Auschwitz was the only camp to use tattoos. These Jewish prisoners were no longer known by name; only by the number tattooed on their body. Hard labor consisted of construction of Auschwitz II and Auschwitz III, working in coal mines, stone quarries and armament factories. The average life span for a prisoner at Auschwitz could be as little as a few months.

In efforts to create a true German Aryan race, many concentration camps performed medical experiments on Jewish prisoners. None were more feared than Dr. Josepf Mengele at Auschwitz. Mengele known as the “Angel of Death”, would search the incoming prisoners for unique individuals such as infants, dwarfs, and especially twins. Mengele had the full backing and funding of the Nazi regime. He administered painful injections, conducted amputations with no anesthetic and subjected prisoners to freezing conditions and high pressure experiments. No documentation has been found listing the substances he injected, so long term effects are unknown. Mengele was especially interested in twins. Hitler’s vision of a blond-haired, blue-eyed Aryan race could be accomplished faster if the genetics of twins could be found. They were the perfect test subjects; he could use one for experiments and the other as the control which to compare. Mengele would take large amounts of blood from one twin and inject it into the other. They were given many injections and exposed to various genetic experiments. If one twin died the other was killed by an injection to the heart then both were studied in autopsies. Nearly 3,000 children were selected for Mengele’s twin experiments and only about 200 survived.

Auschwitz was heavily guarded with electric fencing, SS guards and their dogs constantly on patrol and guard towers, which meant escape was nearly impossible. Roll call was taken every morning and evening to confirm that every prisoner was present even those who died in the night. When the Soviet Army liberated Auschwitz on January 27, 1945 there were nearly 7,000 prisoners, but most were sick or dying. Between the years 1940 to 1945, 1.1 million Jews were murdered at Auschwitz. The Jewish death toll during the Holocaust is estimated to be close to six million.
Righteous Among the Nations

During World War II many Jews went into hiding to escape Nazi concentration camps. For some, hiding Jews was a profitable business. They would agree to hide Jews in exchange for money. When the money ran out, many would turn on their Jewish charges and hand them over to the Nazis. But there were a select few who could not turn their backs on their fellow human beings, no matter the cost. These non-Jewish people who risked their own lives to save the Jews from Nazi persecution are referred to as The Righteous Among the Nations. In most cases these individuals never intended to become a rescuer, the opportunity often presented itself by a simple knock at their door. It took great courage for a Jew to knock on a door, not knowing if the person on the other side would be willing to help. If allowed inside, their very survival depended on the rescuer who was responsible for their safety, nourishment and care. Great risks came with harboring Jews during the Holocaust and if caught, death was often the price paid. The Nazis would not only kill the rescuer and Jews they housed, but sometimes entire families would pay the price with their lives. The title Righteous Among the Nations is given by Yad Vashem, world center for Holocaust research, by Israeli law to find and honor non-Jews whose lives were endangered by the act of saving Jews during the Holocaust.

There were many ways someone could help protect a Jewish family. Providing shelter for a Jew required finding a secure place to hide where no one would suspect a human to live. Dissimulating was helping the Jews establish a new identity. This required providing a non-Jewish sounding name, creating a new history and producing documents to support these claims. Moving a Jewish family or individual to a safe place could require days of traveling across rough terrain. Saving children was extremely difficult. To improve chances of survival, parents and children often had to be separated, maybe never to see each other again. These parents put all of their trust into the rescuer. Young children would be brought up in a non-Jewish faith, sometimes in orphanages or placed with non-Jewish families. Older children had to accept new identities and lives. The rescuer had to explain the new additions to neighbors and family or had to keep the children hidden at all times.

Hermine (Miep) and Jan Augustus Gies

Miep Gies started working for Otto Frank in Amsterdam in 1933. In 1942, Margot Frank received papers to report for a German work camp and the next day the Frank family went into hiding. Otto Frank asked Miep if she would help hide them and she agreed. In the back of Otto Frank’s business was a small annex. Otto, his wife Edith, and daughters, Margot and Anne, retreated to the annex. They were joined by the van Pels family and Fritz Pfeffer. For two years Miep Gies was the lifeline for eight people living in the small annex. She would bring them food, supplies and news from the outside. She, along with her husband Jan and three others who worked for Otto Frank helped hide the families. On August 4, 1944, the annex was compromised and everyone in hiding was arrested. Miep returned to the annex and collected Anne’s diaries. After the war, Otto Frank was the only survivor, his wife and children had died in concentration camps. Miep gave Otto Anne’s diaries that would later be published worldwide. Miep Gies died on January 11, 2010 at the age of 100.
Oskar Schindler

A gambling, womanizing, war profiteer who was a member of the Nazi party hardly seems like someone who would be interested in the plight of European Jews during the Holocaust, but Oskar Schindler helped save 1,200 Jews from certain death. Born into a middle-class Catholic family, Schindler was expected to take over the family farm machinery plant but when he did it fell into bankruptcy. He married, but was a playboy with a desire to make money. Oskar arrived in Krakow, Poland in 1939 hoping to make his fortune by taking over an enamelware factory confiscated from its former owner, a Jew. By employing Jewish slave labor, many German entrepreneurs made financial fortunes. They paid the Nazi government for slave labor, but at a fraction of the cost of non-Jewish labor. Schindler's business producing kitchenware for the German Army grew quickly. By the end of 1942, the factory expanded into ammunition production. The plant employed 800 men and women, 370 of which were Jews from the Krakow ghetto. Schindler became friends with high ranking SS officers, attending parties and socializing with them and seemed no different than any other wealthy German.

The brutal treatment of the Jew expanded. In the summer of 1942, Schindler witnessed the horror of a German raid on a Jewish ghetto. Watching the sadistic treatment that the Nazi troops unleashed against the innocent people moved something in Schindler, “Beyond this day, no thinking person could fail to see what would happen,” he said later, “I was now resolved to do everything in my power to defeat the system.” Schindler’s goal to amass a large fortune diminished with the human desire to protect those Jews who worked for him. Schindler’s business had obtained the status of essential to the war effort and he used this advantage hiring Jews he claimed necessary to keep the business running. He was not beyond falsifying papers, listing children, housewives and lawyers as expert mechanics to disguise unqualified workers. He bribed guards and SS officials willingly to provide better treatment for his workers. The entire time that Schindler’s ammunition plant was operational, it only produced one load of live ammunition. The rest was faulty.

In 1943, Germany began to destroy the ghetto’s population. Several thousands of surviving Jews were taken to Plazow, a forced labor camp ruled by SS commandant Amon Goeth. Goeth was ruthless and conditions at Plazow were brutal. Oskar Schindler was a drinking buddy of Amon Goeth and convinced Goeth to convert his ammunition factory into a sub-camp of Plazow. This meant his workers would not have to return to the devastation now considered normal life in Plazow.

Working for Oskar Schindler meant Jewish workers were relatively safe from the torture and death of the Holocaust. They were provided with food, clothes and care when ill. However, befriending the Jews was risky and Schindler was arrested many times on suspicion of corruption. Officials were never able to charge him.

At the end of the war, Oskar Schindler had spent his entire fortune on saving his Jewish workers. It is estimated he made millions during the war but chose human life over monetary riches.
Nicholas Winton

Nicholas Winton lived in England and worked as a stockbroker. At a friend’s request in 1938, Winton visited Prague, Czechoslovakia. Upon arrival he was shocked by the number of refugees in danger from a Nazi invasion. He noticed that little attention was paid to the safety of children. Winton had heard of the Kindertransport which brought German and Austrian Jewish children to Great Britain to escape the atrocities happening in their home countries. Winton worked to accomplish the same goal of rescuing children and began taking applications to transport children out of Czechoslovakia. Soon thousands of parents came to Winton’s office seeking safety for their sons and daughters.

With the system established in Prague, Winton returned to London to begin the daunting task of securing the children’s transfer. He located foster families who were willing to take children, not knowing when or if their families would survive the war and reclaim them. Funds were needed for each child’s transportation and the British government required a 50-pound per-child deposit to ensure their return to home countries. Despite the obstacles, Winton continued to organize and raise funds while keeping his job as a stockbroker.

The time finally arrived for the first transport to leave Prague on March 14, 1939. Winton organized seven more transports, the last taking place on August 2, 1939. The largest transport, 250 children, was scheduled to leave Prague on September 3, 1939, the day England entered the war. The train disappeared and none of the children were seen again. Through Nicholas Winton’s efforts 669 children survived the Holocaust. Without his efforts these children would have faced certain death.

Paul Grueninger

Many who helped the Jews during the Holocaust were regular people who were unidentified or forgotten by everyone except those they helped. Paul Grueninger was a police border guard at the Switzerland-Austria boarder. His job was to send Jewish refugees without proper paperwork back to Austria. As the situation for Austrian Jews worsened, more refugees tried to enter Switzerland illegally. Grueninger had a decision to make, follow orders and refuse entry to refugees and send them to an uncertain future or let them cross the border. Gueninger began falsifying documents to show that Jewish refugees had entered Switzerland before the border was closed. This let refugees be treated as legals and when take to the Diepolsau camp they received assistance. Grueninger falsified reports showing how many refugees entered Switzerland at his border and used his own money to purchase clothing for many who left their homes with nothing.

Paul Grueninger’s activities were discovered by Germans who informed Swiss authorities. He was dismissed without benefits from the police force in 1939. Grueninger was arrested and charged with illegally permitting 3,600 Jews into Switzerland by falsifying papers. As a result, he lost his pension benefits and had to pay court costs and fines, living the rest of his life with a meager income.
Primary Sources and Analysis Tools

Photographs

Why teach with photographs?

Photographs are powerful tools that can activate a student’s background knowledge on a particular person, place or event and spark an interest to learn more. Teachers may effectively use photographs to present historical events, people and places in a personal way that students can connect with. The idea that photographs never lie has a long history, with many debates resting on photographic evidence. Some argue that photographs can indeed lie— they can be doctored, staged, or faked in many ways.

There is much more to a photo than the subject in the center. People, places, things and conditions in a photograph may offer a more complete view than we see in the expression of the subject.

Connecting to our topic of the Holocaust.

Reading photographs engages students in the process of historical inquiry. Students learn to move from a broad, general overview to more precise aspects and then return to the general with new perspectives or understanding.

The More You Look The More You See encourages students to use observation, inference or deduction, interpretation and investigative skills to read a photo using their knowledge base and previously learned skills as a foundation. Students are also encouraged to look at details and items in the background of a photo for the ABC Photo Study. To find a phrase or word that relates to the image for each letter of the alphabet requires using vocabulary and investigating skills. Students must have an understanding of a topic or theme to arrange photos in a sequence that tells a story. The Storyboard Activity encourages students to visually inform their peers about a person, place or event. Finally, when you Put Yourself in the Picture you try to physically place yourself in another place and time. Students rely on all five senses to describe what surrounds them if they were in the photo.

Adolf Hitler and Hitler youths, Erfurt, Germany.

Jewish shop windows smashed during Kristallnacht, Berlin

A Ukrainian girl prepares a meal for her family on a makeshift stove in a concentration camp at Salzburg, Austria.
**ABC PHOTO ANALYSIS**

Examine the image provided.
Choose words or phrases beginning with each letter of the alphabet that come to mind as you study the image. The descriptions can be objective (what you see in the image) or subjective (feelings, associations or judgments about the image).

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**THE MORE YOU LOOK, THE MORE YOU SEE PHOTO ANALYSIS**

**What I See (observe)**
Describe exactly what you see in the photo.
*What people and objects are shown? How are they arranged? What is the physical setting? What other details can you see?*

**What I Infer (deduction)**
Summarize what you already know about the situation and time period shown and people and objects that appear. *I see ___ and I think ___*

**Interpretation**
Write what you conclude from what you see.
*What is going on in the picture? Who are the people and what are they doing? What might be the function of the objects? What can we conclude about the time period?*

Why do you believe the photo was taken?

Why do you believe this photo was saved?

**What I Need to Investigate**
What are three questions you have about the photo?
1.
2.
3.
Where can you research the answers to your questions?
Create a Storyboard to use images to visually “tell a story”.

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<th>What is the theme of your storyboard?</th>
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<td>Examples: song, place, speech, person or event</td>
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Select images that represent the theme.
- Images can be placed in sequence to reflect a variety of characteristics: time periods, size, geography, etc.
- Select particularly meaningful images to begin and end the storyboard.
- Students may be limited to a specific number of squares.

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**PUT YOURSELF IN THE PICTURE PHOTO ANALYSIS**

Imagine yourself in the image provided and list three to five phrases describing what you see, hear, taste, touch and smell.

**Sight** What do you see? People? Words? Buildings? Animals? Interesting Items? Do these things give you clues about this time and place?

1.  
2.  
3.  
4.  
5.  

**Sound** What do you hear? People? Animals? Nature? Sounds from inside or outside of buildings? Sounds can indicate something good, bad or sad.

1.  
2.  
3.  
4.  
5.  

**Taste** What do you taste? Are things edible or is there “something in the air”?

1.  
2.  
3.  
4.  
5.  

**Smell** What smells are around you? City or rural scents? People? Animals? Businesses? Do they make you think of something good or bad?

1.  
2.  
3.  
4.  
5.  

**Touch** How and what do you feel? What is the environment like? Hot? Cold? Wet? Are there “things” that you can touch? What do they feel like?

1.  
2.  
3.  
4.  
5.
Maps

Why teach with maps?

Maps serve as representations of geographic, political or cultural features on flat surfaces. Maps are visual records of knowledge valued by people in an area and they point to belief systems as well as boundaries. Teachers may effectively use maps to illustrate concepts that may otherwise be difficult for students to understand, such as settlement patterns, trade routes, economic growth and development.

Maps can be an important source of information for investigation. A map is a visual recollection of where people lived, roads and rivers passed, and natural geographic features once stood. A map represents a place that has been reduced in size, and chosen to focus on a particular theme. The results are then presented with symbols. The map reader, who may live in a different location and time, must decode the symbols and techniques used to understand the map.

To read a map, students should have a foundation of information to place it within the correct geographical, chronological, and cultural contexts.

Connecting to our topic of the Holocaust.

Reading maps is a wonderful way to present information to students in a new format. Students will look at two components: the physical qualities of the map and information that will help us understand what this map is trying to tell us and why someone felt that this information needs to be shared. The Map Analysis form presents a format that encourages students to study a map in terms that they are familiar with, and help them realize the importance of the “parts” until they see all of the information presented collectively.

There are many ways to use maps in teaching the Holocaust. Students can view maps of Germany before and after the war. They can see how Germany’s boundaries changed after World War II. They can also discover villages that were lost after the war. The Library of Congress holds maps that show the position of the Allied forces during 1944 through 1945. When you use the Map Analysis sheet, not every question will have an answer. Feel free to revise the form to fit your classroom or lesson.
### Physical Qualities of the Map

**Title of Map**

Check the circle(s) besides the type of map that describes the map you have.

- ○ Raised relief map
- ○ Topographic map
- ○ Natural resource map
- ○ Other
- ○ Political map
- ○ Contour-line map
- ○ Artifact map
- ○ Weather map
- ○ Military map
- ○ Birds-eye view
- ○ Satellite photograph/mosaic
- ○ Pictograph

Check the circle(s) besides the map parts that are visible on the map you have.

- ○ Compass
- ○ Handwritten
- ○ Other
- ○ Date
- ○ Notations
- ○ Legend (key)
- ○ Scale
- ○ Name of mapmaker
- ○ Title

**Date of the map**

**Creator of the map**

**Where was the map produced?**

### Map Information

What natural landmarks and things do you notice on this map?

What man-made landmarks and things do you notice on this map?

List three things on this map that you think are important.

1. 
2. 
3. 

Why do you think this map was created?

What evidence on the map suggests this?

What new information did you learn from this map?

Write a question to the mapmaker that is left unanswered by this map.
Posters and Broadsides

Why teach with posters and broadsides?

Propaganda is a tool used as a weapon freely during war. Famous images and slogans that originated on posters of past wars are still recognized today. Some of the same techniques that were used to invoke emotion are used today in advertisements, something students will be able to understand. Posters attract our attention and often immediately appeal to some type of emotional reaction.

When we look at posters as historical documents, we must consider what the poster implies. In less than a single sentence, and on occasion with no words at all, posters are highly selective in the way that they depict the world. The way that a group, race, class or gender is portrayed in a poster can be very biased or skewed to fit the needs of the creator or to raise the desired reaction from viewers.

Connecting to our topic of the Holocaust

When reading a poster, decoding and the use of context clues can be helpful. Students must understand that although their first impression is important, they must continue to investigate the attributes of the poster to fully appreciate how the artist developed the entire finished product. Using the Poster Analysis sheet students can deconstruct the poster to consider symbolism and messages. As a final step, students will consider all of these features to try to understand the possible motivation and goal of the creator and possible reactions of various groups that view the poster.

The Nazi party were experts at propaganda which they used in posters. Posters range from campaigning for Adolf Hitler for President of the Reich to posters accusing the Jewish people of starting the war.
POSTER ANALYSIS

First Glance
Looking at the poster, identify

   The title
   What emotions did you feel when you first saw the poster?

Symbolism

People
   Person or character used
   What do they symbolize?

Objects
   Items used
   What do they symbolize?

Colors
   Colors Used
   What do they symbolize?

The Message
Are the messages in the poster primarily visual, verbal or both? How?

   Who do you think was the intended audience for this poster?

   What do you think the creator hoped that people would do after seeing this poster?

After Viewing
The most effective posters use symbols that are simple, attract your attention and are direct. Is this an effective poster? Why or why not?

   List three things that you infer from this poster.
   1.
   2.
   3.
Documents

Why teach with documents?

Diaries, journals, telegrams, and other written documents provide students with evidence of daily life during other time periods. Primary source documents include letters, journals, records or diaries that may be handwritten or typed, published or private.

Documents can provide personal information about major historical events or individuals, as well as day to day life while allowing students to analyze fact versus opinion or find evidence or data not located in textbooks.

These items record people’s everyday lives; event and travel ticket stubs, brochures, programs, flyers and posters. These documents are printed objects intended for one time use. They tell us a great deal about the personality of a group at a particular point in time.

Connecting to our topic of the Holocaust

As with anything we read, we use our foundation of knowledge and decoding skills to comprehend new concepts. By putting the pieces together we are able to understand more than the words visible on a document. Using the Document Analysis sheet students will consider the physical characteristics of a document and what they reveal about the author. Students study the document to gain an understanding of the use of terminology, words that are crossed out or added and specific phrases or terms used.

The Library of Congress, Veteran’s History Project contains many forms of documents such as diaries, telegrams and official papers. The Nazis were meticulous record keepers, a search for these papers can be found and analyzed.
WRITTEN DOCUMENT ANALYSIS

First Look

Type of Document (Check):
- Newspaper
- Map
- Report
- Congressional Record
- Letter
- Telegram
- Memorandum
- Census Report
- Patent
- Press Release
- Advertisement
- Other ________________

Unique Physical Characteristics of the Document (check one or more):
- Interesting Letterhead
- Handwritten
- Typed
- Seals
- Notations
- Received stamp
- Other ________________

Date(s) of the Document;

Author (or Creator) of the Document:

Position (Title):

For what audience was the document written?

Document Content Information

List three phrases or statements that caught your attention or you think are important.

1.

2.

3.

Why do you think this document was written?

What in the document helps you know why it was written? Quote from the document.

Why do you think this document was saved?

Was the document meant to be viewed by the public or a specific person or group?

List two things the document tells you about life in the United States at the time it was written.

1.

2.

Write a question to the author that is left unanswered by the document.
Cartoons

Why teach with cartoons?

Editorial or political cartoons divulge opinions on issues, events and people in the public eye. They are present in major, local and regional papers and appeal to most readers. The people who create editorial cartoons possess an awareness of society and cultural events as well as art skills such as the use of symbolism, satire, and the use of caricatures.

Editorial cartoons can be used to teach students to identify current issues or themes, analyze symbols, identify stereotypes and caricatures, think critically, recognize the use of irony and humor and understand the need for a broad knowledge base. Cartoons are terrific tools for developing higher-level thinking skills. Students can discuss, analyze and create original works that reflect their perceptions of current events and issues.

Editorial cartoons used to be utilized in language arts and social studies, but today, teachers of all subject areas can use cartoons with a wide range of topics.

Connecting to our topic of the Holocaust.

Cartoons offer a variety of ways to reach learners. The use of language and writing skills, drawing techniques and social situations offer multiple opportunities to reach students from different backgrounds and interests. Using the Cartoon Analysis sheet students will search for the use of each of these tools in editorial cartoons from the past and today. They will then form opinions about the purpose of the cartoon, the message the artist was trying to send and possible responses by readers.

These cartoons were created to disseminate information and expose the public to the issue of the war and the atrocities of Adolf Hitler. Cartoons were used in nearly every country during World War II, Britain, France, Russia and the United States all published cartoons about Hitler and the Nazi party. Few of the cartoons deal with the topic of the Holocaust but there are numerous cartoons dealing with the Nazi party and Adolf Hitler’s power over the party.

Hitler drawing faulty swastikas.  Who told you I am not victorious anymore?!
CARTOON ANALYSIS

First glance...

Look at the cartoon you were given or selected and list any of the following you see:

Title:

Objects/People:

Words/Phrases:

Dates/Numbers:

Sensory Qualities

Are lines bold, fussy, light, hard or soft?

Taking a closer look...

Images

Which objects are used as symbols?

Why were the symbols used and what do they represent?

Is anything exaggerated? How?

Is the cartoon realistic or abstract?

List adjectives that describe emotions visible in the cartoon.

Words

Which words or phrases appear to be important? Why?

Cartoon Purpose

Describe action taking place in the cartoon.

Explain how the words in the cartoon explain the symbols.

What is the message of the cartoon?

Who are the people who might agree with the cartoon? What might be the public’s reaction to this cartoon?
Welcome Message from the Librarian of Congress

The Library of Congress is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world, with millions of books, recordings, photographs, maps and manuscripts in its collections. The Library's mission is to support the Congress in fulfilling its constitutional duties and to further the progress of knowledge and creativity for the benefit of the American people.

As Librarian of Congress, I oversee the many thousands of dedicated staff who acquire, catalog, preserve, and make available library collections within our three buildings on Capitol Hill and over the Internet. I am pleased that you are visiting our Web site today, and I invite you return to it often.

Sincerely,
James H. Billington
Librarian of Congress

As large and diverse as the Library’s collections are, it does not have every book ever published. While virtually all subject areas are represented in the collections, the Library does not attempt to collect comprehensively in the areas of clinical medicine and technical agriculture, which are covered by the National Library of Medicine and the National Agricultural Library, respectively.

Researchers should also note that the Library of Congress is distinct from the National Archives, which is the major repository for the official records of the United States government. What materials are in the Library of Congress collections? (n.d.) Retrieved October 1, 2007. http://www.loc.gov/n/loc-faq.html
Herblock!: Psychopathic Ward
Herb Block attacked the isolationist policy of the United States government long before Pearl Harbor was bombed on December 7, 1941, because he understood that the fascists in Europe were an international issue. Block’s cartoons attacking Francisco Franco in Spain, Benito Mussolini in Italy, and Adolf Hitler in Germany demonstrated his matured style, with his deliberate and assured use of ink brush and pencil. The Depression and the war in Europe politicized Block, and he developed opinions that, at times, were at odds with those of his publishers. http://myloc.gov/Exhibitions/herblock/Pages/Default.aspx

Herblock’s History: Political Cartoons from the Crash to the Millennium
Through his cartoons, Block warns of the danger represented by fascist political gains in Europe and Adolf Hitler’s rise to power in Germany at the head of the Nazi party. During the 1930s and 1940s, Herb Block was an early supporter of aid to England and to European allies faced with Nazi aggression. He also supported measures to prepare America for the struggle against aggression. He cited Nazi outrages, giving them graphic form and visual power. He drew metaphors for the resilience of the human spirit, the inhumanity of war, and the duplicity of dictators. http://www.loc.gov/rr/print/swann/herblock/

American Memory

The Hannah Arendt Papers at the Library of Congress
The papers of the author, educator, and political philosopher Hannah Arendt (1906-1975) are one of the principle sources for the study of modern intellectual life. The Adolf Eichmann File deals with what was perhaps Arendt’s best-known and most controversial work, Eichmann in Jerusalem. Arendt’s conclusions about the nature and character of totalitarian rule in Nazi Germany, and her interpretation of the Jewish response to the Holocaust, prompted strenuous and often emotional debates. http://memory.loc.gov/ammem/arendthtml/arendthome.html

American Life Histories: Manuscripts from the Federal Writers’ Project, 1936-1940
This collection contains 2900 biographical interview obtained during the Depression years of 1936-1940. Writers contributed to this project through an employment program of the Works Progress Administration. The writers’ chronicled interviews with Americans asked to recall significant events in their lives. The Holocaust is not mentioned specifically but there are many oral histories about Jewish life and opinions on Germany and Adolf Hitler. http://memory.loc.gov/ammem/wpaintro/wphome.html

America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945
The black-and-white photographs of the Farm Security Administration Office of War Information Collection are a landmark in the history of documentary photography. The images show Americans at home, at work, and at play, with an emphasis on rural and small-town life and the adverse effects of the Great Depression. Images pertaining to the war effort and defeating Nazi Germany and images from the Nazi saboteur trial are found in this collection. http://memory.loc.gov/ammem/fsahome.html
Webcasts


**Ibsen and Hitler: The Playwright, the Plagiarist and the Plot for the Third Reich.** In “Ibsen and Hitler,” Steven Sage discusses three Ibsen plays, “An Enemy of the People”, “The Master Builder” and “Emperor and Galilean”, which may have inspired Hitler’s writings, speeches and thinking, and quite possibly some of his actions. When Hitler read Ibsen in 1908, he was swayed by a German literary cult then current, which held certain Ibsen dramas to be “prophecy”. Through the years, Sage argues, Hitler paraphrased lines from the plays “and restaged highlights of their plots while assigning himself the starring role in this grand drama.” [http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3907](http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3907)

Prints and Photographs

**Posters: Artist Posters.** The online Artist Posters consist of a small but growing proportion of the more than 85,000 posters in the Artist Poster filing series. This series highlights the work of poster artist, both identified and anonymous. It includes posters from the nineteenth century to the present day, from the United States and other countries. German propaganda posters with Hitler slogans for his presidential run and the dangers of the Jews to the Aryan nation are found in this collection. [http://www.loc.gov/pictures/collection/pos/](http://www.loc.gov/pictures/collection/pos/)

**Miscellaneous Items in High Demand.** The “Miscellaneous Items” category consists of more than 80,000 descriptions of individuals images from a variety of the Prints & Photographs Division’s photographic, print, drawing, and architectural holdings. Photographs dealing with concentration camps show the disturbing reality of life in these camps and could be too graphic for some students. [http://www.loc.gov/pictures/collections/cph/](http://www.loc.gov/pictures/collections/cph/)
Veterans History Project

The War Episode Seven: A World without War, Concentration Camp Liberation. View photographs, transcripts and listen to interviews from American soldiers who witnessed the devastation of the Nazi concentration camps. http://www.loc.gov/vets/stories/thewar/episode7.html

Jewish Veterans of World War II. Fighting Nazi Germany took on special significance for one group of U.S. servicemen in the European Theater. Even those Jewish soldiers and sailors who were serving elsewhere in World War II understood that defeating the Axis would be a defeat for blind hatred of any ethnic group or nationality. http://www.loc.gov/vets/stories/ex-war-jewishveterans.html

Teacher's Page

Presentations and Activities

Immigration, Observe the building of the nation. How have immigrants shaped this land? The tab for Polish/Russian immigrants has a subtitle Decades of Disaster describing the struggles of Jews with the rise of the Nazi party and how Jewish Americans tried to help. http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/index.html
### Primary Sources

**Library of Congress**

<table>
<thead>
<tr>
<th>Image</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>This 23-year-old Czech victim of dysentery in Nazi camp at Flossenburg, Germany, was found by 97th Division of U.S. Army. Prints and Photographs</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Austria, May 1945 - Hungarian Jews after removal from Nazi concentration camps to facilities provided by US Army 121st Evacuation Hosp.: men lying on cots inside building (#206820) Prints and Photographs</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>Harte Zeiten; harte Pflichten; harte Herzen Prints and Photographs</td>
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<td><img src="image4.png" alt="Image" /></td>
<td>Austria, May 1945 - Hungarian Jews after removal from Nazi concentration camps to facilities provided by US Army 121st Evacuation Hosp.: men lying on cots outside building (#206816) Prints and Photographs</td>
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<tr>
<td><img src="image5.png" alt="Image" /></td>
<td>American soldiers look at the long rows of bodies at Lagar Nordhausen concentration camp where the prisoners died from malnutrition, cruelty and disease in bestial conditions Prints and Photographs</td>
</tr>
<tr>
<td><img src="image6.png" alt="Image" /></td>
<td>German people of Nordhausen ... digging graves for the mass burial of dead prisoners from the concentration camp ... Prints and Photographs</td>
</tr>
<tr>
<td><img src="image7.png" alt="Image" /></td>
<td>Unidentified concentration camp(s), Germany, at time of liberation by U.S. Army: Three U.S. Army (?) soldiers looking at bodies in oven Prints and Photographs</td>
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<tr>
<td><img src="image8.png" alt="Image" /></td>
<td>Belsen Horror Camp Prints and Photographs</td>
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</tbody>
</table>
| ![Image](72x656.png) | Library of Congress  
Section of eight-foot high concrete wall encircling Jewish ghetto in Warsaw, Poland  
Prints and Photographs |
| --- | --- |
| ![Image](72x578.png) | Library of Congress  
Interior of barracks with men in crowded bunks at Sachsenhausen concentration camp  
Prints and Photographs |
| ![Image](72x491.png) | Library of Congress  
These inmates of the Amphing [i.e., Ampfing] concentration camp in Germany were recently liberated by U.S. Third Army troops [...] Amphing, Germany  
Prints and Photographs |
| ![Image](72x419.png) | Library of Congress  
Roll call at a German concentration camp (from a Nazi photograph). Two prisoners in the foreground are supporting a comrade, as fainting was frequently an excuse for the guards to "liquidate" useless inmates  
Prints and Photographs |
| ![Image](72x351.png) | Library of Congress  
Unidentified concentration camp(s), Germany, at time of liberation by U.S. Army: German civilians burying bodies in mass grave  
Prints and Photographs |
| ![Image](72x270.png) | Library of Congress  
Who told you I am not victorious any more?!  
Prints and Photographs |
| ![Image](72x192.png) | Library of Congress  
Hitler drawing faulty swastikas  
Prints and Photographs |
| ![Image](72x120.png) | Library of Congress  
Gegen Korruption wählt Nationalsozialisten, Hitlerbewegung!  
Prints and Photographs |
<table>
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<tr>
<th>Image</th>
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<td><img src="image1.png" alt="Image" /></td>
<td>Der ist Schuld am Kriege!</td>
<td>Prints and Photographs</td>
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<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Adolf Hitler and Hitler youths, Erfurt, Germany</td>
<td>Prints and Photographs</td>
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<td><img src="image3.png" alt="Image" /></td>
<td>A Ukrainian girl prepares a meal for her family on a make shift stove in a concentration camp at Salzburg, Austria</td>
<td>Prints and Photographs</td>
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<td><img src="image4.png" alt="Image" /></td>
<td>Jewish shop windows smashed during Kristallnacht, Berlin</td>
<td>Prints and Photographs</td>
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<td><img src="image5.png" alt="Image" /></td>
<td>Division of Germany</td>
<td>Exhibition: Churchill and the Great Republic</td>
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<td><img src="image6.png" alt="Image" /></td>
<td>[September 9, 1944], HQ Twelfth Army Group situation map.</td>
<td>American Memory/World War II Military Situation Maps</td>
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<tr>
<td><img src="image7.png" alt="Image" /></td>
<td>Nazi flag on the aircraft carrier Graf Zeppelin</td>
<td>Prints and Photographs</td>
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<tr>
<td><img src="image8.png" alt="Image" /></td>
<td>Heinrich Himmler, Adolf Hitler, and Viktor Lutze, Nuremberg, (walking between rows of many soldiers on Nazi party day).</td>
<td>Prints and Photographs</td>
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<tr>
<td>Library of Congress</td>
<td>Berlin Jewish shop owners and wreckage</td>
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<tr>
<th>Library of Congress</th>
<th>Boxcars outside Dachau Concentration Camp, Dachau, Germany (May 1945)</th>
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<tr>
<td>Veteran’s History Project</td>
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<td>Vera Cecelia Gustafson Palmer Collection</td>
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<th>Library of Congress</th>
<th>Composite Photograph of six head-and-soldiers portrait of Anne Frank</th>
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<td>Prints and Photographs</td>
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<th>Library of Congress</th>
<th>Jugend dient dem Fuhrer-Alle Zehnjahrigen in die HJ</th>
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<th>Library of Congress</th>
<th>Manuscript Diary</th>
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<tr>
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<th>Telegram to Mrs. Sophie Caplan. (December 1, 1944)</th>
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<th>Reichssporttag des B.D.M 23 September 1934</th>
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<td>Prints and Photographs</td>
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<td>Library of Congress</td>
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<tr>
<td>Bodies of the deceased piled outside Dachau Concentration Camp shortly after liberation, Dachau, Germany (May 1945)</td>
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## Primary Sources

### Yad Vashem

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<th>Yad Vashem</th>
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<tbody>
<tr>
<td>A yellow Star of David Button, Which the Bulgarian Jews were Forced to Wear in 1941</td>
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<td>Yad Vashem Artifacts Collection</td>
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<tr>
<td>Oskar Schindler</td>
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<td>Righteous Among the Nations</td>
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## Primary Sources

### Jewish Virtual Library

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<tr>
<th>Nicholas Winton</th>
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## Primary Sources

### The Jewish Foundation for the Righteous

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<tr>
<th>Paul Grueninger</th>
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### Primary Sources

#### U.S. Holocaust Museum

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<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>Main entrance to the Auschwitz-Birkenau extermination camp. Poland, date uncertain</td>
<td>U.S. Holocaust Museum</td>
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<td><img src="image2.png" alt="Image" /></td>
<td>Hungarian Jews on their way to the gas chambers. Auschwitz-Birkenau, Poland May 1944</td>
<td>U.S. Holocaust Museum</td>
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<td><img src="image3.png" alt="Image" /></td>
<td>Wall of Remembrance</td>
<td>U.S. Holocaust Museum</td>
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### Primary Sources

#### Miep Gies an Unsung Heroine

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<thead>
<tr>
<th>Image</th>
<th>Description</th>
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</table>
| ![Image](image4.png) | Miep Gies  
The Yearly Years  
Miep Gies Unsung Heroine |
Citations


   http://www.jewishvirtuallibrary.org/jsource/biography/schindler.html

   http://www.ushmm.org/museum/exhibit/focus/schindler/


   http://www.jewishvirtuallibrary.org/jsource/biography/Winton.html


   http://www.jewishvirtuallibrary.org/jsource/Holocaust/terezin.html