

the

HOLOCAUST

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HOLOCAUST



Photo Courtesy of Philadelphia Jewish Archives Center

Anti-Nazi demonstration at Philadelphia City Hall.

This supplement will examine the impact of the Holocaust during the 1930s and 1940s through personal stories, diaries and historical photographs. The pages will also provide information on the important historical events and major players during the Holocaust. Student activities are provided to increase an understanding of the Holocaust and for students to reflect upon their own choices and relationships and the events happening in the world today.

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WHAT WAS THE HOLOCAUST?

Unlike most other animal species, humans have a frightening ability to be terribly cruel to their own kind. From the armies of Atila to the coliseums of ancient Rome, to more recent times in Cambodia, Uganda, Rwanda, Kosovo and Darfur, throughout history we see stunning examples of human cruelty.

In this century, no example of killing, torture and discrimination has received more attention than the Holocaust caused by Nazi Germany before and during World War II.

The Nazi effort was a planned program of murder designed to eliminate anyone considered "undesirable" under the programs of Adolf Hitler and other Nazi leaders.

The chief target of this hatred and destruction were the Jews of Europe, and during the Nazi years about 6 million Jews were killed in slave camps or gas chambers.

Europe's Jews were not the only target. Nazi philosophy, seeking to create a "master race", dominated by blond, blue-eyed Aryan (AR-ee-un) features, also sought to eliminate the mentally and physically handicapped, Gypsies, Slavic peoples, homosexuals, various criminals, and other groups considered "undesirables".

As many as 15 million people were rounded up and killed by Nazis under these programs altogether. And perhaps another 16 million Polish and Russian people were killed by German armies and supporters.

This effort was well-planned and systematic. Such attempts seeking to exterminate a race, ethnic group or target population are called genocide (JEN-o-side).

Genocide is the most horrible form of human cruelty, because it is far-reaching in its goals.

HITLER'S GOALS

From the time Hitler came to power in Germany in 1933, persecution of Jews was part of his Nazi Party platform. There was great resentment among some Germans of Jewish success in business and Jewish intellectual and cultural traditions and achievements. Hatred of Jews is called antisemitism.

And Germany was not alone in this. One reason other European nations did not stand up to Hitler's drive to destroy the Jews was that there were strong feelings of antisemitism in those nations as well.

After taking power, Hitler moved quickly to disempower German Jews. Jewish businesses were boycotted and vandalized, often by gangs of Nazi Youth. Jews were forced from jobs in government, colleges and universities.

In 1935, Germany tightened the noose further against its Jews, by enacting the Nuremberg laws (Nuremberg is a city in Germany where Hitler staged huge rallies as he rose to power.)

These laws stripped German Jews of their citizenship and prohibited them from intermarrying with other Germans. Germany's Jews lost all rights, and became, in effect, non-persons in their own country.

Many German Jews saw the danger of staying in their homeland and left for other European countries or the United States.

Others did not fully understand the danger of the Nazi efforts and remained. Many were killed as a result.

About the Sun Sentinel News In Education program:

The Sun Sentinel NIE program provides newspapers, both digital and print, to South Florida schools at no charge throughout the school year. Our goal has been to help teachers help their students, to promote literacy, to encourage hands-on learning using the newspaper, and to help students stay up-to-date on the world around them. Another key focus of our program is to provide curriculum materials, like *The Holocaust: We Are Witnesses*, to enhance lessons in the classroom across all subject areas. These complimentary booklets are aligned with the Sunshine State Standards.

For more information about Sun Sentinel News in Education, visit our website at: www.SunSentinel.com/nie

About the League for Educational Awareness of the Holocaust (LEAH):

LEAH is a non-sectarian, nonprofit organization whose purpose is to raise awareness and funds to support and encourage educational efforts for children to help eliminate prejudice and hatred using lessons learned from the Holocaust and other genocides, including the Armenian massacre, Darfur, Rwanda, and Bosnia. LEAH funds educational programs for youth that promote tolerance, support diversity, and teach about the destructive forces of hate and bigotry. Students benefiting from these programs are the face of Florida: multicultural and from all socio economic backgrounds. LEAH has provided more than 1.25 million to schools and educational organizations throughout Florida.

For more information, please visit www.leahforkids.org or phone: 561-393-9717

GROWING ANTISEMITISM

As Hitler solidified his power, antisemitism grew more bold.

On November 9-10, 1938, anti-Jewish forces unleashed a frenzy of hatred and violence on what is known as Kristallnacht—the Night of Broken Glass.

On that night, nearly every Jewish synagogue in Germany was destroyed, along with many other Jewish institutions. Afterwards, thousands of Jews were rounded up and imprisoned in concentration camps. Their property and money were taken from them.

Meanwhile, German armies were taking over other countries of Europe, one by one.

By 1941, when Germany had invaded the Soviet Union to the east, most European Jews were under the control of the Nazis. In January 1942, at the Wannsee Conference in a suburb of the German capital of Berlin, Nazi leaders came up with the “final solution” to what they believed was “the Jewish problem.”

Under the plan, all Jews would be sent by train to death camps in Eastern Europe. Some would be killed immediately. Others would be worked to death in slave labor projects. The killings were done by the mobile death squads known as “Einsatzgruppen”.

The names of those camps have come to stand for the worst in human cruelty: Belzec. Birkenau. Treblinka. Auschwitz.

In those camps, Jewish families were herded into gas chambers and killed with poison gas. Their bodies were burned in furnaces, which ran at full capacity 24 hours a day. Survivors said the ash from the smokestacks covered every surface.

It was not until American armies and their allies moved in to open the camps that the full horror became known.

What they saw gave us the most powerful message to come out of the Holocaust.

That message is NEVER AGAIN.



Nazi German Soldier in Warsaw, Poland.

KEEPING ATTITUDES IN CHECK

Complete the activity under the headline “Take a Hard Look at Our Attitudes” below. Then write a paragraph stating what in a country keeps such feelings from becoming violent, from growing, from becoming a Holocaust.

TAKE A HARD LOOK AT OUR ATTITUDES

In Kosovo, Yugoslavia, mass killings under the name of “ethnic cleansing” have shown that a Holocaust can happen in the world, even today. But could it happen here, in the United States?

Prejudice, resentment, mistrust, jealousy and fear all are attitudes that contributed to the antisemitism of the Nazi Holocaust.

Individually and as a class, take a hard look at attitudes in the United States. In the spaces below, fill in examples you have heard about of one group showing the listed attitudes toward another. Discuss results as a class. Have these attitudes been shown elsewhere in the country, or in your own city?

PREJUDICE

RESENTMENT

MISTRUST

JEALOUSY

FEAR

THE NEWS IN OUR TIME

1. The Nazi Holocaust is one example of humans' extreme abuse of other humans. Some historians call this "man's inhumanity to man." Look in the Digital Edition of the *Sun Sentinel* or go online to find an example of this type of mistreatment elsewhere in the world. Use the 5Ws of newspaper writing (who, what, when, where and why) to explain what you have learned in the article.

2. In many places, this kind of hatred between different ethnic groups goes back centuries. Research to gather more information about the groups you read about for part 1, then write a plan for helping the groups settle their differences. Think about what you would offer each side to get each to agree to a compromise, and give reasons why you think your plan would work.

WHAT WAS IT LIKE TO BE A

TEENAGER

DURING THE HOLOCAUST?

AN EXCERPT FROM THE DIARY OF A TEENAGE GIRL NAMED EVA, WHO DIED DURING THE HOLOCAUST.

Today they came for my bicycle. I almost caused a big drama. You know, dear diary, I was awfully afraid just by the fact that the policemen came into the house. I know the policemen bring only trouble with them, wherever they go.

My bicycle had a proper license plate, and Grandpa had paid the tax for it. That's how the policemen found it, because it was registered at City Hall that I have a bicycle. Now that it's all over, I'm so ashamed about how I behaved in front of the policemen. Dear diary, I threw myself on the ground, held on to the back wheel of my bicycle, and shouted all sorts of things at the policemen: "Shame on you for taking away a bicycle from a little girl! That's robbery."

We had saved up a year and a half to buy the bicycle... I went to the store and took the bicycle home, only I didn't ride it but led it along with my hands, the way you handle a big, beautiful dog. From the outside I admired the bicycle, and even gave it a name: Friday. I took the name from [the story of] Robinson Crusoe, but it suits the bicycle. First of all, because I brought it home on a Friday, and also because Friday is the symbol of loyalty, because he was so loyal to Robinson...

One of the policemen was very annoyed and said: "All we need is for a Jewgirl to put on such a comedy when her bicycle is taken away. No Jewkid is entitled to keep a bicycle anymore. The Jews aren't entitled to bread, either; they shouldn't guzzle everything, but leave food for the soldiers." You can imagine, dear diary, how I felt when they were saying this to my face. I had only heard that sort of thing on the radio, or read it in a German newspaper. Still, it's different when you read something and when it's thrown in your face. Especially if it's when they're taking my bicycle away.

—From the book "We Are Witnesses" by Jacob Boas



Photo Courtesy of Philadelphia Jewish Archives Center

Nazis raise arms in salute to Hitler.

THINK ABOUT IT

1. What do you think it was like to be a Jewish teenager during the Holocaust? Is there something about Eva's story that you can identify with? Use examples from Eva's diary to explain your answers.
2. How would you define prejudice? After reading Eva's story, list what you think influences prejudice. Share your list with other students.
3. How do you think that the media affects the way people view their world? Define the term "free press". How important do you think it is for a country to have a free press? Explain your answers.

DID YOU KNOW?

There were 4,500 newspapers in Germany when the Nazis rose to power in 1933. By 1939, on the eve of World War II, the number was about 1,000, and they were controlled by or in sympathy with the Nazis. Why did this happen? How did this affect the way people thought of events? Explain.

TIMELINE

Throughout this student guide a timeline will appear giving key dates and events of the Holocaust in Europe before and during World War II. As you read the timeline, circle words you don't know. Look up their definitions in the dictionary and create your own glossary.

1933

Jan. 30 – President Paul Von

Hindenburg appoints Adolf Hitler as German Chancellor.

Feb. 28 – Declaration of “State of Emergency” in Germany; suspension of constitutional rights.

March 22 – First concentration camp, Dachau, is established.

April 1 – Nazis proclaim general boycott of all Jewish-owned businesses.

April 7 – Jews dismissed from civil service and denied admission to the bar and practice of law.

April 26 – Formation of the Gestapo as Secret Service Police.

May 2 – Dissolution of free trade unions.

May 10 – Burning of books written by Jews and opponents of Nazism.

July 14 – Nazi Party proclaimed by law as the one and only political party in Germany.

Oct. 19 – Germany withdraws from the League of Nations.

Dec. 1 – Hitler declares legal unity with the German State and Nazi Party.

1934

Aug. 2 – Death of Hindenburg. Hitler proclaims himself Fuhrer, Head of State and Commander-in-Chief of the armed forces. Armed forces must now swear allegiance to him.

1935

May 31 – Jews barred from serving in German armed forces. In the summer “No Jews” (“Juden Verboten”) signs appear in public places like restaurants and stores.

Sept. 15 – Reichstag’s Nuremberg Laws and antisemitic laws enacted.

Nov. 15 – Germany defines what a Jew is: anyone with three Jewish grandparents or someone with two Jewish grandparents who identifies as a Jew.

WHAT WERE THE NUREMBERG LAWS?

The Nuremberg Laws were enacted by the Nazi government to deny Jews political and human rights. Below are the Nuremberg Laws, with which Jews were forced to comply or be punished. Read through the laws. Then look at the timeline. When were these laws enacted? What else was happening at that time?

NUREMBERG LAWS

- Marriages between Jews and non-Jewish Germans are forbidden. Marriages performed in violation of this law are invalid, even if the marriage was entered into outside of Germany.
- Relationships between male and female, Jews and Germans, are prohibited.
- Jews must not employ German maids in their homes who are under 45 years of age.
- Jews cannot display the German flag.
- Only a person who is of German ancestry can be a citizen. Jews are subjects, but not citizens, of Germany.
- The Reich (German) citizen, a person of German blood, is the only holder of full political rights.
- A Jew cannot be a citizen of the Reich (Germany), cannot vote and cannot hold public office.
- Jews cannot attend public schools, go to theaters, vacation at resorts, or reside or even walk in certain sections of German cities.
- Jews are required to wear arm bands or badges bearing the six-pointed Star of David to publicly identify themselves as Jewish.



Photo Courtesy of Philadelphia Jewish Archives Center



A man and woman in Croatia wearing the patch that identifies them as Jewish. Notice the Star of David. The letter on the patch stands for the first letter of the Croatian word for “Jew.”

THE NEWS IN OUR TIME

1. Look in today’s *Sun Sentinel Digital Edition* or go to www.SunSentinel.com for articles and pictures that demonstrate the freedoms we have as Americans that were not allowed Jews under the Nuremberg Laws. What freedoms are these? Write a sentence describing each one you find.
2. Which of the freedoms you found is most important to you? Write a paragraph explaining your reasons.

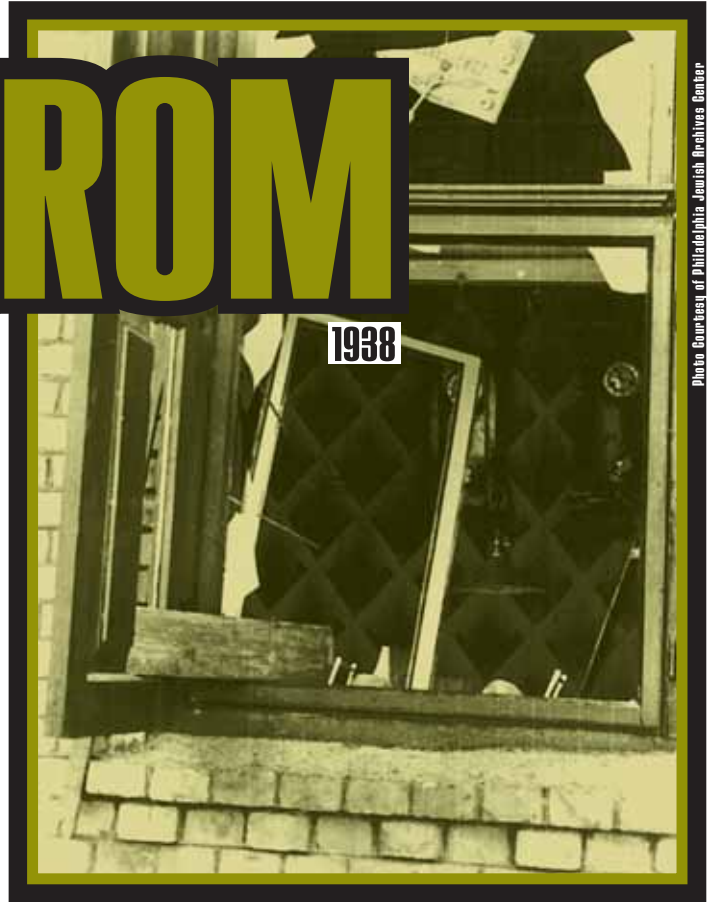
KRISTALLNACHT

THE POGROM

READ THE FOLLOWING EYE-WITNESS ACCOUNT OF KRISTALLNACHT (THE NIGHT OF BROKEN GLASS). THEN ANSWER THE QUESTIONS BELOW.

It was around one o'clock when I came out of school. Dr. Askenase's name plate lay bent outside his door. The frame of his office window dangled over the coal chute, hanging from the cord of the rolling shutters. Someone had thrown all his instruments and medicines onto the street. From where I was, I could see broken glass strewn as far along the road as the shop belonging to Abraham Rosenthal, the little Jew with the pointed beard. Counters and broken shelves were piled high on the sidewalk like garbage. At the next corner I ran into a troop of five men and three women. They were armed with crowbars, wore helmets and headscarves. Silently they were heading for a Jewish home for apprentices...

—Excerpt taken from "Friedrich" by Hans Peter Lichter



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THINK ABOUT IT

- What is happening in this story and why?

Explain your answers using examples from the text.

- Do you think the writer is a Jewish or non-Jewish German child? Would they have different points of view as writers? Explain.

- What do you think will happen next? Write a paragraph predicting the "next chapter" of this account. Compare ideas as a class.

THE NEWS IN OUR TIME

1. Imagine you are a *Sun Sentinel* journalist.

Write a front page article for the paper about the Pogrom, or Kristallnacht (Night of the Broken Glass). This will require further research. Talk to your teacher or librarian about what books to read to help with your research. On a sheet of paper write out the theme you want to emphasize in your article.

2. Good reporters always prepare questions in advance that they want answered. Write out five questions you will want answered for the article you are planning to write on Kristallnacht.

3. During World War II, Americans with European roots were especially interested in what was happening in Europe. Take a poll of your class and make a list of countries where you and your classmates have family roots. Then check the *Sun Sentinel* for several days for news of your country of origin. Write a summary of what in that country is making news today. Draw a cartoon or sketch to illustrate the situation.

CONFESSIONS

OF A HITLER YOUTH

TIMELINE

1936

- March 3** – Jewish doctors not allowed to practice in German institutions.
- Oct. 25** – Hitler and Italy's Benito Mussolini form Rome-Berlin Axis.
- Nov. 25** – Germany and Japan sign military pact.

1937

- July 15** – Buchenwald concentration camp opens.

1938

- March 13** – Annexation of Austria to the Third Reich. Nazis apply antisemitic laws.
- April 26** – Decree of the Reporting of Jewish Assets—preparation for elimination from economy
- July 6** – International conference at Evian, France, fails to provide refuge for German Jews
- July 23** – Introduction of identification cards required for Jews beginning Jan. 1, 1939.
- Sept. 29** – Munich Agreement: Britain and France accept German annexation of Sudetenland, part of Czechoslovakia.
- Oct. 5** – Passports of Jews marked with letter "J."
- Nov. 9-10** – Kristallnacht (Night of the Broken Glass): antisemitic riots in Germany and Austria destroy synagogues and loot Jewish shops.
- Nov. 12** – More than 26,000 Jews arrested and sent to concentration camps.
- Nov. 15** – All Jewish children expelled from German schools.
- Dec. 12** – One-billion-mark fine levied against German Jews for property damage during Kristallnacht.
- Dec. 13** – Decree on "Aryanization" (compulsory expropriation of Jewish industries, businesses and shops) enacted.

BELOW IS A STATEMENT MADE BY A GERMAN WHO REMEMBERS BEING A YOUNG BOY ENTHUSIASTIC ABOUT JOINING HITLER'S RANKS.

Far from being forced to enter the ranks of Jungvolk, I could barely contain my impatience and was, in fact, accepted before I was quite 10. It seemed like an exciting life, free from parental supervision, filled with "duties" that seemed sheer pleasure. Precision marching was something that one could endure for hiking, camping, war games in the field and a constant emphasis on sports. ...There were the paraphernalia and the symbols, the pomp and the mysticism, very close to the religious rituals...

—From the book "Parallel Lives" by Alfons Heck

THINK ABOUT IT

Divide into small groups. Discuss the statement by the Hitler youth at left, using the following themes:

1. Was there group identity if one joined Hitler's ranks? Explain.

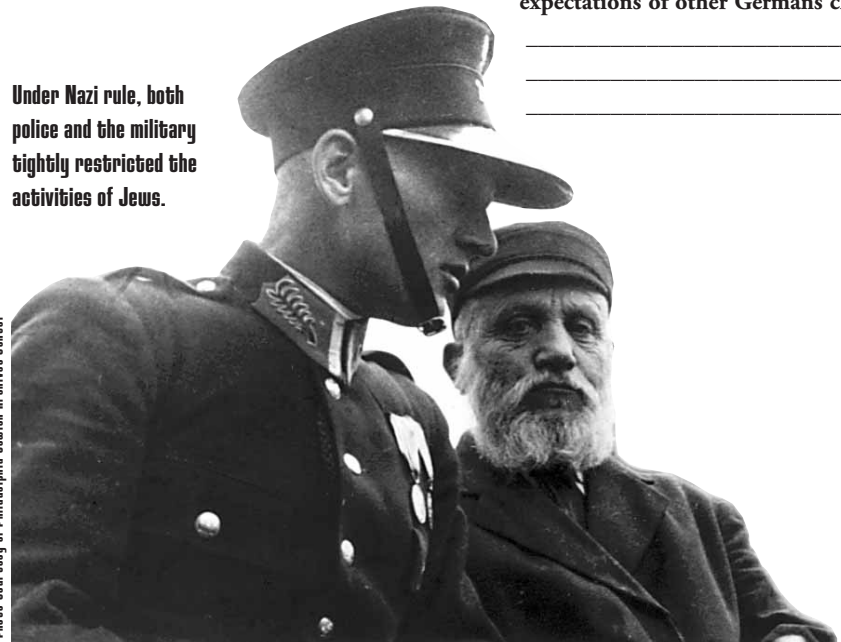
2. Do you think there was peer pressure from other German boys to join Hitler's army?

3. Do you think young German boys felt like they became "men" by joining the Jungvolk?

4. Once one joined the Jungvolk, do you think the boys' opinions or expectations of other Germans changed?

Under Nazi rule, both police and the military tightly restricted the activities of Jews.

Photo Courtesy of Philadelphia Jewish Archives Center



GROWING UP JEWISH IN

AMERICA

IN THE 1930s AND 1940s

BY EDMOND F. COHEN

I grew up in The Bronx, one of the five boroughs that make up New York City. The neighborhood was considered a “Jewish” neighborhood. Most of the people who lived in our building were Jewish. All of my playmates were as well, except, of course, for Charlie. He was Irish Catholic. We might have wondered why his family chose to live in a heavily Jewish neighborhood, but it never occurred to us and he was readily accepted as one of the guys.

My parents, I think, considered themselves “modern Jews.” They were both born in the United States and their parents had come to America as children, so their outlook was totally American. Some of our neighbors, on the other hand, had been born in Europe and spoke in an accented English that sounded strange to our ears.

I can remember my parents referring to many of these as “refugees.” Since I grew up in the ‘30s, it’s clear that these people had left their homes in Germany and eastern Europe to escape the persecution that eventually became the Holocaust.

Living in the United States in the late ‘30s and ‘40s, we were isolated from many of the atrocities of the Holocaust. There were, of course, stories in the newspapers and on the radio about terrible things taking place in Germany and other European countries. But without television to bring these events right into our homes, we really had no idea of the horror that was sweeping the continent.

I remember spending many hours at my grandmother’s house, listening to the news reports on the radio. My grandmother, who had come to this country as a young child, had never gone to school and could neither read nor write. She depended on the radio to tell her what was

happening in the world and particularly loved one program that dramatized world events with actors and sound effects, so that people felt the events were happening as they listened.

Some of these programs reported the mass murders of the Jews, complete with the screams of the victims, the sounds of gunshots and orders to kill being given by Hitler and his army officers.

Although my grandmother spoke perfect English, I can remember her clenching her fists and cursing Hitler and the Nazis in very colorful Yiddish. I didn’t understand most of what she said then—and it’s probably just as well!



The author at age four in a picture taken in 1934. The picture of his Grandmother, Sarah, is from the early 1940s.

THINK ABOUT IT

- Hitler persecuted people based on their religious and cultural heritage. What does it mean to have freedom of religion? What freedoms are guaranteed by the Bill of Rights section of the U.S. Constitution? Why were European Jews denied their legal and constitutional protections in the period 1933-1945? Explain.

- After reading this story of a Jewish boy growing up in America, how do you think American Jews felt about the persecution of European Jews? Explain it from the point of view of both a child and an adult. How are the views different?

Sunshine State Standards: LA.6.1.7.1, LA.6.5.2.2, SS.6.W.1.3, SS.6.W.1.1, LA.7.1.7.1, LA.7.5.2.2, LA.8.1.7.1, LA.8.5.2.2, LA.9.10.1.7.1, LA.9.10.5.2.2, SS.9.12.W.7.8, LA.11.12.1.7.1, LA.11.13.5.2.2, SS.9.12.W.7.8



GROWING UP JEWISH IN

AMERICA

IN THE 1930s AND 1940s

TIMELINE

1939

- Jan. 30** – Hitler predicts in Reichstag speech that if war erupts, it will mean the extermination of European Jews.
- March 15** – Germans occupy Czechoslovakia.
- July 26** – Adolf Eichmann placed in charge of Prague branch of emigration office.
- Aug. 23** – Soviet-German Non-Aggression Pact.
- Sept. 1** – German Army invades Poland—World War II begins.
- Sept. 3** – Britain and France declare war on Germany.
- Sept. 17** – Soviet occupation of eastern Poland.
- Oct. 12** – First deportation of Jews from Austria and Moravia to Poland.
- Oct. 28** – First Polish ghetto for Jews established.
- Nov. 23** – Wearing of Judenstern (Jewish six-pointed Star of David) made compulsory throughout occupied Poland.

1940

- April 9** – Germans invade Denmark and Norway.
- April 30** – Ghetto at Lodz, Poland, is sealed off (165,000 people in 1.6 square miles).
- May 10** – Germans invade Holland, Belgium, Luxembourg and France.
- May 20** – Camps established in Auschwitz.
- June 4** – British army evacuates its forces from Dunkirk, France.
- June 22** – France surrenders to Germany.
- Sept. 27** – Berlin-Rome-Tokyo Axis formed
- Nov 15** – Warsaw Ghetto sealed off. It ultimately houses 500,000 people.

BY EDMOND F. COHEN

Growing up as a Jewish kid as World War II followed its course in Europe and the Pacific seemed a perfectly normal childhood to me. Looking back from the vantage point of over half a century, it's easier to see the differences the war made in the way we lived.

As Americans, we were never actually exposed to the physical sufferings attached to the war. Perhaps the closest we came were the reported sightings of German submarines off the Atlantic Coast to land spies on our shores or to plot some other mysterious destruction.

I do recall that our school took certain precautions. All classroom windows, for example, were criss-crossed with strips of cloth tape so they wouldn't shatter if they were blown out by a bomb.

I was in an honors class in junior high school, and that gave us the privilege of filling out ration books for the people in our neighborhood. Each of us was given a list of names and a supply of ration books, filled with stamps to be redeemed for meat, eggs and other rationed items. We carefully copied one name onto the cover of each book, proud that we had been chosen to help in the war effort.

Like many boys, I built model airplanes as a hobby. During the war, we were encouraged to build solid-model kits of German and Japanese warplanes. We were told to paint them black and bring them to our local hobby stores so they could be turned over to the Navy to be used to train pilots to recognize enemy planes by their silhouettes.

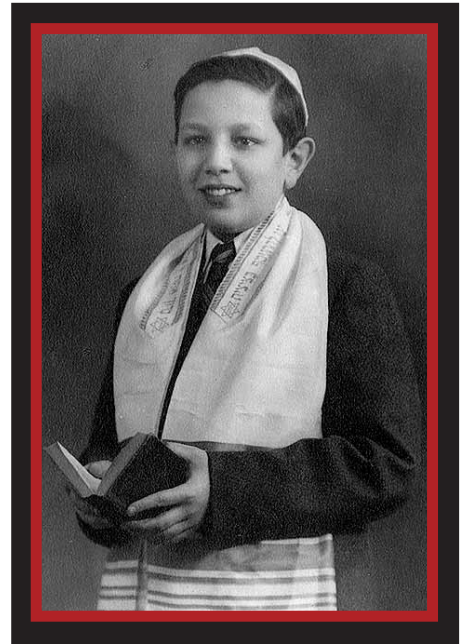
My bar mitzvah took place during the war, and that, too, was a product of the times. In almost every way, it was far different from the elaborate rituals and festivities we celebrate today.

The ritual itself took place in the large Orthodox synagogue around the block from the apartment building in which we lived. Unlike many of today's congregations, where much of the service is conducted in English, Hebrew was the only language used during the ceremony.

The rabbi, a tall, dark-eyed man with a full beard and a prayer shawl that enveloped him like a tent from shoulder to ankle, had brought all the traditions with him from Europe. He gave his fiery sermons in Yiddish, leaving most of the young people completely in the dark.

Having been born in the United States, my parents knew very little Yiddish. I, of course, knew even less, but it was enough to gather that the Rabbi's long speeches dealt with the war and the suffering of our fellow Jews at the hands of the Nazis.

As he spoke, I watched the women in the congregation, isolated in the balcony as Orthodox tradition decreed, pull out their handkerchiefs and cry bitterly as the rabbi described the sufferings overseas.



THE

LABOR CAMPS

In addition to the concentration and death camps, millions of Jews and other ethnic groups considered “undesirable” were forced into slavery in German labor camps. The Nazi regime defined these camps in different categories:

- General-purpose labor camps
- Work camps for civilians
- Training labor camps, where the inmates were held for several weeks
- Punitive labor camps, originally created as such, as well as based on prisons
- Forced labor camps

As the war moved forward, Germany was suffering an enormous labor shortage, so the Nazis exploited so-called “enemies of the state” for economic gain and to fill the shortage of workers. The labor camps were typically set up near factories built to support German war efforts, especially armaments. Other people were forced to work German farms or to other locations throughout Europe in order to keep the German war machine running.

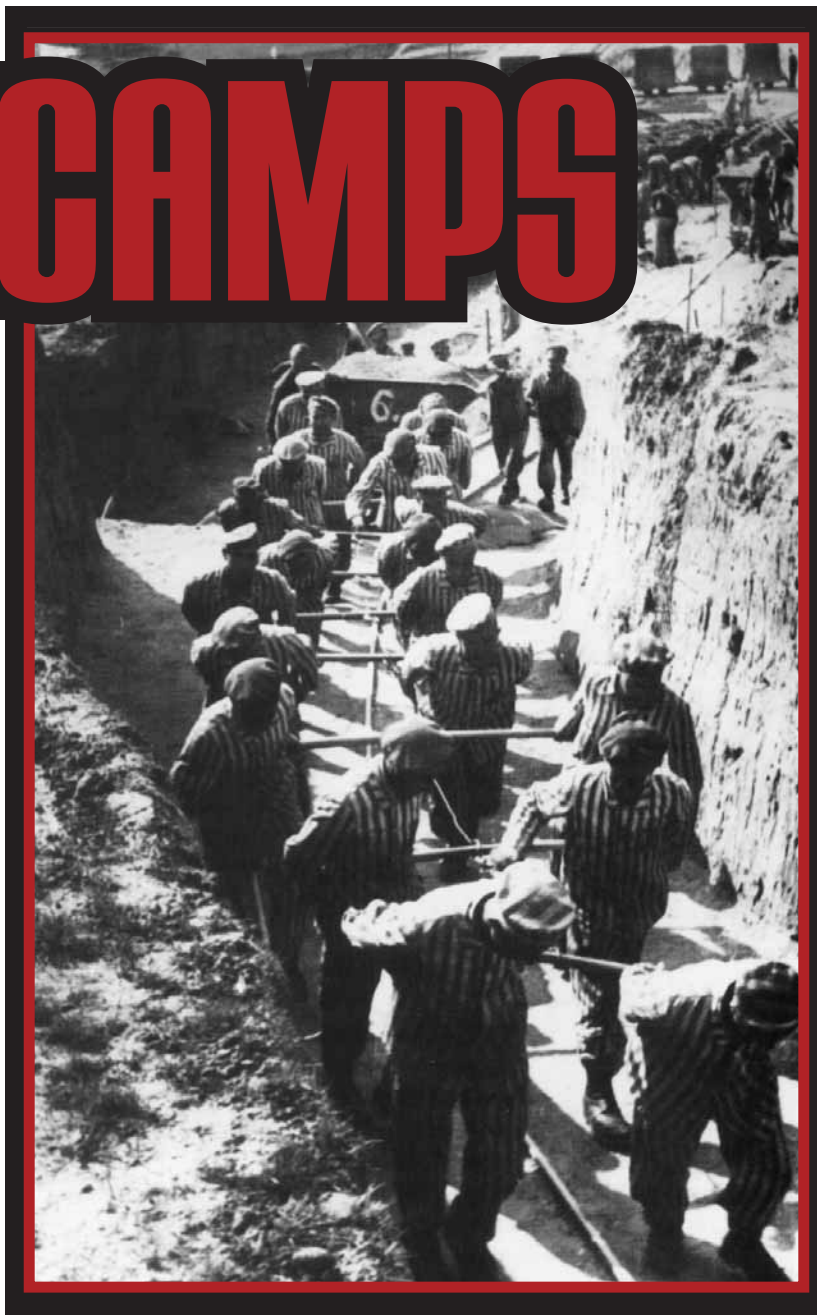
WHAT WAS IT LIKE?

The conditions in the labor camps were brutal. The laborers worked seven days a week, year-round with virtually little food, clothing, or medicine. They most often worked for nothing; if they were paid it was a tiny amount that stayed in the hands of the camp authorities.

Labor camp inmates were awakened at pre-dawn hours to report for roll call outside (sun, rain, or snow). For breakfast they may have been given a bowl of some warmed-up liquid or gruel, which was often the only food permitted all day. After roll call they were forced to march, sometimes several miles, to their work sites. New arrivals lost a great deal of their body weight in a short time. Many people died while working these camps, from weakness, disease, starvation, and beatings. Most did not last more than a few months.

LODZ – JUST ONE EXAMPLE

In pre-war Poland, the city of Lodz had been a key industrial center. After occupying the country in 1940, the Germans confined over 160,000 local Jews to a tiny section of the city in order to exploit them as slaves in nearby German factories. Later, in 1941-42, another 40,000 Jews were deported to Lodz from Germany, Austria, Bohemia, Moravia, Luxembourg and various other small towns. 5,000 Gypsies were sent there from Austria as well. Over 20 percent of the population died directly as a result of the horrible living conditions in the Lodz ghetto – hard labor, no running water, overcrowding, sickness, and almost no food. Many residents of the Lodz ghetto were later transported to various concentration camps, where they perished. Lodz was only one of the estimated 400-plus labor camps set up throughout Germany and Europe.



THE SECRET

SURVIVORS

THE FOLLOWING IS AN EXCERPT FROM JANE MARK'S BOOK 'THE HIDDEN CHILDREN: THE SECRET SURVIVORS OF THE HOLOCAUST.'

It describes what life was like for Kristine Keren, a young girl living in Lvov, Poland, when the Nazis began rounding up Jews for deportation to concentration camps. She and her family lived in the sewers beneath the Lvov ghetto for 14 months to escape capture. She survived to tell her story.

We lived in Poland, in the ghetto of Lvov. My father was always looking for places to hide my little brother Pavel and me because the Germans were intent on getting rid of all the Jewish children.

One hiding place was a small, empty space, three feet long and one foot deep, below the window, which my father had camouflaged to look like the wall. I remember having to sit there with Pavel for hours, struggling for air and being so scared! Tears were running down my cheeks, but I didn't dare make a sound for fear the Germans would find us.

Silently I'd pray for my father to come and let us out. Each time he came back, I begged him, "Daddy, please let this be the last time." I didn't think I could take it any more.

One day I heard a noise—like somebody gasping for air—and I looked out the back window. There I saw some Polish teenagers swinging bats and hitting a Jewish man, who was begging them to stop.

It was only a few days later that we fled—not through the gates of the ghetto but straight down! My father had begun digging a tunnel from the basement of the house near us right into the sewer. When he broke through, he found himself face-to-face with a sewer worker.

Instead of reporting my father, the man said, "I can help you, but you'll have to pay me—a lot."

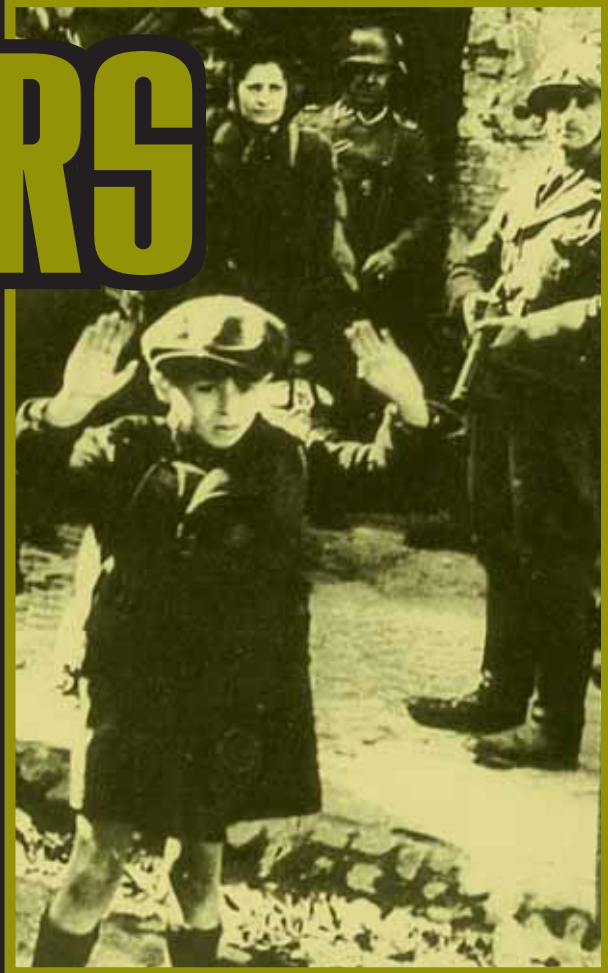
My father agreed, and the next day he brought the man all the money we had. It was a risk, but the only real chance we had.

The next night my father saw some cars with soldiers coming close. He came down to where my brother and I were hidden in the basement, and he whispered, "This is it!" I cried when he explained that we'd have to go down this very narrow tunnel. He would go first, then me. Then Pavel and my mother.

I could hear the sound of water in the tunnel down below, and I knew I couldn't do it. I sobbed, "I don't want to go."

My father said gently but urgently, "You have to go. Trust me. Don't worry."

I watched him go down, and then somebody pushed me. I felt myself falling through the blackness, and then my father caught me and put me on his back. He said, "Hold tight." And I did just that.



Women and children being led off by storm troopers in Warsaw, Poland, at the end of the uprising that was crushed on May 16, 1943.

THINK ABOUT IT

1. Many Jews were relocated to crowded, filthy ghettos where they awaited deportation to concentration and death camps. Imagine you had to move into the ghetto and could only bring what you could carry in your hands. In the space below, list those items and explain their importance to you.

2. Compare lists with your classmates. What items appeared on the most lists? Who had the most unusual or surprising item?

TIMELINE

1941

- Jan. 21-26** – Antisemitic riots in Romania.
- April 6** – Germany attacks Yugoslavia and Greece. Occupation follows.
- June 22** – Germany attacks Soviet Union.
- July 31** – Nazi politician Herman Goerring appoints Reinhard Heydrich to carry out “The Final Solution” (evacuation and extermination of European Jews).
- Sept. 15** – Wearing of Jewish star decreed throughout the Greater Reich.
- Sept. 23** – First experiments with gassing done at Auschwitz.
- Sept. 28** – 34,000 Jews massacred at Babi Yar.
- October** – Establishment of Auschwitz II (Birkenau) for extermination of Jews, Gypsies, Poles, Russians and others marked for death.
- Oct. 14** – Deportation of German Jews begins.
- Oct. 28** – Massacre in Kiev—34,000 dead.
- Dec. 7** – Japanese attack Pearl Harbor.
- Dec. 8** – U.S. declares war on Japan.
- Dec. 8** – Chelmino extermination camp on Poland’s Ner River opens.
- Dec. 11** – U.S. declares war on Germany.
- Dec. 22** – Massacre in Vilna—32,000 dead.

1942

- Jan. 20** – Wannsee Conference in Berlin where Reinhard Heydrich outlines plans for “The Final Solution.”
- Jan. 21** – Unified resistance organization established in Vilna Ghetto. Jewish resistance groups expand in number throughout Europe.
- March 17** – Extermination begins in Belzec, Poland.

THE CHOICE

– YOU ARE THERE

It is January 1943. Snow has been falling for several hours by the time you decide to turn in for the night. Your house, on the outskirts of a small Polish village, is surrounded by trees. A small stream cuts it off from any neighboring houses. Travelers often knock on your door for directions or for a crust of bread in these hard times, and you have always accommodated them.

On this night, a knock brings you down to the door, candle in hand. A young woman holding a small child is framed in the doorway. You recognize her. She lives in the town and has bought vegetables from you on market day. Your daughter had done laundry for her in times past, before the war made money too scarce to pay for such luxuries. She is frightened and breathless from walking and carrying the child. The yellow star on her coat sleeve is partially hidden by the blanket which swaddles the child.

She asks you to take care of the child, a little girl of two or three, until she returns. The Germans have been in the town for two days, and Jews are being rounded up and sent to the railway station. She tells you that her husband has made contact with the partisans, that she is going to meet him, that their child cannot be taken into the forest. She tells you that she will come back as soon as she can.

Desperately, she offers you a gold chain as payment.

You know the risks. Harboring a Jewish child could mean endangering yourself and your family. And yet your heart goes out to this young woman, not much older than your own daughter, and to the child in her arms.

What would you do?



Jewish family members were often separated from each other as they sought safety.

THE NEWS IN OUR TIME

1. Doing something for someone else without regard for your own safety is called being a hero. Heroes often make news. Look through the *Sun Sentinel Digital Edition* today for an example of a person acting as a hero. What were the risks this person took? What were the benefits?
2. Sports stars are often called “heroes.” How is being a sports hero different from the kind of hero in question 1? Make a list. Which kind of hero are there more of in the news today?

DID YOU KNOW?

Thirty-two-year-old Arthur Axmann, the one-armed leader of the Hitler Youth, ordered several hundred youngsters to resist the Russians to the death in the battle for Berlin. Nearly all obeyed. What does this historical fact suggest about Hitler youths’ thoughts on authority, power and loyalty? Could too much allegiance to one group or set of beliefs be potentially dangerous? Explain.

JEWES WERE NOT THE ONLY

VICTIMS

Hitler's reign of hate not only affected Jewish people. Gypsies, the physically and mentally handicapped, political protesters and homosexuals were also targets for persecution. Below is a poem describing the experience of being retained in a gypsy camp. The poem was written by award-winning poet Charles Fishman, who specializes in contemporary Holocaust poetry. Fishman was born in 1942.

SEPTEMBER 1944

I stood in the gypsy camp
by the high-voltage wires,
around us the bare Polish
plains and forests.
A thin transparent fog
enveloped the ground, the people.
It penetrated the soul.
A purple fire flashed
from the chimneys,
glowing a deeper purple
before turning into black
smoke. Everything stank.
The smoke became a cloud,
and slowly a black rain—
ashes—dropped down.
Like everyone else, I wished
the wind would shift
or the Earth reverse its
direction. The ashes had
a bitter taste. They were
not from coal or burnt wood,
rags or paper.
They fell on us—mute, deaf,
relentless ashes, in which
human breath, shrieks and tears
could be felt.
I stood at a concrete fence post
with white porcelain insulators,
taking it all in like
an hallucination.
A tune from Strauss's 'Die Fledermaus'
ran through my mind.



LOOK AT THE LANGUAGE

1. A poet uses language in ways that get the greatest impact from every word. And adjectives are very powerful words in poems. Make a list of the adjectives in this poem. Read them aloud or to yourself. What emotion and mood do they give you as you read them? Why do you think the poet chose these adjectives?
2. Poets often appeal to the senses to make readers feel their message as well as read it. Charles Fishman's words connect with which of the senses? List any examples you find next to the senses listed below:

SIGHT _____

HEARING _____

TOUCH _____

TASTE _____

SMELL _____

3. Metaphors (MET-a-fors) are words that compare one thing with another, or describe one thing through another. Images of fog and smoke occur throughout this poem. As a class, discuss what feelings or actions fog or smoke could be metaphors for.
4. Write your own poem, song, or play to express your thoughts about the Holocaust.

DID YOU KNOW?

By 1945, the pure Aryan composition of the Waffen SS military was only a myth. Approximately 500,000 non-Germans filled the ranks of no less than 27 of the 40 Waffen SS divisions. This meant that over half of the service's strength was from other areas of Europe.

TESTIMONIES

The following excerpts are from original testimony of Holocaust survivors. They are part of the Oral History Collection of the Holocaust Documentation and Education Center. To learn more about these and other survivors in their own words, visit their website at www.hdec.org

• **JUDY FREEMAN, born in Czechoslovakia. Age 15 when she was sent to Auschwitz-Birkenau, Guben and Bergen-Belson.**

“Tell me about the day that you left the ghetto.”

“It was a terrifying day when the order came that everyone must leave. We gathered up our belongings, and we were ordered under guard to march to the railroad station. Cattle cars stood on the railroad siding... And when I looked around to see how many people there were jamming into the cattle cars, it was horrifying. It was an enormous number of people. Eighty people, a hundred people, it was hard to count. All I knew was that it was very, very crowded, and we didn't really have any space to sit down or lay down or be comfortable.”

• **DORA ROTH, born in Poland. Age 10 when sent to Riga-Kaiserwald, Dunaberg, and Stutthof concentration camps for three years.**

“How did you survive by yourself in the barracks?”

“My world was the barracks. It was very grey. Every woman looked the same, because they all had cut hair. When people are hungry, with thin faces, you see only eyes. We were wearing the same clothes, so there was no identify. Everyone looked the same, except for me, because I was smaller.”

• **DVORA WAGNER, born in Poland. Age 11 when sent to Auschwitz, Ravensbruck,, Milhausen and Bergen-Belsen camps; liberated by the British in 1945 at age 15.**

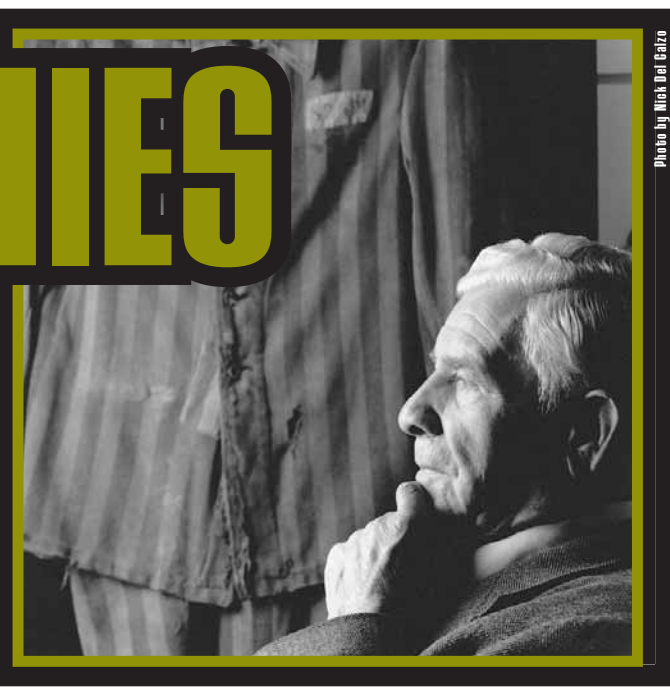
“What was liberation day like? Can you describe it to me?”

“I remember we sat together. We were so sick already, and most of us were crying. People didn't even have the strength to pick up their heads. We couldn't drink the water anymore. I don't remember if they gave us bread to eat. All of a sudden we saw English soldiers. They came, and some of them were Jewish people, too. Most of the Jewish people started to cry. Even the English could not believe seeing people in this condition.”

• **BEATE KLARFELD, born in 1939, and a world-renowned Nazi hunter.**

“If you were to leave one message to the young people of the world today, what would that message be?”

“It was our experience in the very beginning that you can do much more than you even realize... I think that young people today have to protest against xenophobia, against right-wing parties, and against anti-Semitism. I would like to tell today's youth to act immediately, not to wait, because if you see that something is wrong, you have to talk about it, and you have to do something about it. You have to shout against this and protest immediately.”



ACTIVITY:

"First they came for the Communists and I did not speak out -- because I was not a Communist. Then they came for the Socialists and I did not speak out -- because I was not a Socialist. Then they came for the trade unionists and I did not speak out -- because I was not a trade unionist. Then they came for the Jews and I did not speak out -- because I was not a Jew. Then they came for me -- and there was no one left to speak out for me."

**Pastor Martin Niemoeller --
Decorated Commander in World War I
Holocaust Survivor in World War II**

The words of Pastor Niemoeller are famous. What do you think they mean? Have you experienced or witnessed prejudice? discrimination? bullying? Did you do or say anything to stop it? Why or why not? What actions could you have taken to stop the behavior?

ACTIVITY:

1. What would it be like to have to leave your home suddenly? Make a list of 10 things that you would take with you. Cross out 4 of them. Cross out 3 more. What are the 3 items left on your list? Explain your choices.
2. Think about what it would be like to be in a world where everything appears gray, and the people around you all look alike – hair, clothing, faces, expressions, etc. Write a short paragraph, poem, play or story describing that scenario.
3. Use a variety of resources to research other times and places in which events like the Holocaust have taken place or are taking place now. Note the locations, governments involved, numbers of victims, who the leaders were/are, political climate, etc. Make a chart or graph of your findings. Share what you have learned with your class.

TIMELINE

1942

- May 18** – Extermination begins in Sobibor, Poland.
- June 1** – Treblinka death camp opens.
- June 1** – Wearing of Jewish star is decreed in Nazi-occupied France and Holland.
- June 23** – First selections for Auschwitz gas chamber.
- July 22** – Warsaw Ghetto Jews deported to Treblinka.
- July 28** – Jewish resistance organization established in Warsaw Ghetto.
- Sept. 30** – Hitler publicly repeats his prediction of extermination of Jews.
- Oct. 4** – All Jewish prisoners in German concentration camps transferred to Auschwitz.
- Oct. 17** – Allied nations pledge to punish Germans for their genocide policy.

1943

- Jan. 18** – Jews in Warsaw Ghetto begin uprising against Nazi deportation. Street fighting lasts for four days.
- Feb. 2** – German 6th Army surrenders at Stalingrad. Event marks the turning point of World War II.
- April 19** – Warsaw Ghetto revolts. Fighting continues for weeks.
- March** – Oskar Schindler sees extreme barbarism of Nazi genocide and begins to devote himself to rescuing as many Jews as possible.
- May 16** – Liquidation of Warsaw Ghetto.
- May 19** – Bermuda Conference between U.S. and British delegates about deliverance of Nazi victims is fruitless.
- June 11** – Nazi politician Heinrich Himmler orders liquidation of all Polish and Russian Jewish ghettos.
- June** – September Hundreds of Jewish partisans leave Vilna Ghetto for the forest and continue their resistance against the Nazis.
- July 24** – Revolt in Italy. Mussolini falls from power.
- Aug. 2** – Revolt at Treblinka death camp.
- Sept. 23** – Liquidation of Vilna Ghetto.
- Oct. 2** – Danish underground helps 7,000 Jews flee to Sweden, and Germans capture only 475.
- Oct. 14** – Uprising in Sobibor extermination camp.
- Oct. 20** – United Nations War Crimes Commission established.
- Nov. 28** – Teheran Conference meeting of Roosevelt, Stalin and Churchill.

WHAT MADE IT POSSIBLE FOR THE HOLOCAUST TO TAKE PLACE?

Below are listed three conditions that made it possible for the Holocaust to take place. As you learn more about the Holocaust, what other conditions would you add? Explain.

1. **WAR OR ECONOMIC 'HARD TIMES'**
2. **A CHARISMATIC LEADER**
3. **GOVERNMENT CONTROL OF THE MEDIA**

4. _____
5. _____
6. _____
7. _____

GENOCIDE

Genocide can be described as the deliberate and systematic destruction of an ethnic, racial, religious or national group. The word was coined in 1944 by Raphael Lemkin, who combined the Greek word 'genos', meaning race, and the Latin word 'cide', meaning killing. Lemkin's idea of genocide as an offense against international law was widely accepted by the international community and was one of the legal bases for the Nuremberg Trials. He was instrumental in placing a Genocide Convention treaty in front of the United Nations which was adopted in 1948.

GENOCIDE OCCURRENCES DURING THE 20TH AND 21ST CENTURIES

Darfur	2003 -	400,000 Deaths
Bosnia – Herzegovina	1992 – 1995	200,000 Deaths
Rwanda	1994	800,000 Deaths
Pol Pot in Cambodia	1975 – 1979	2,000,000 Deaths
Nazi Holocaust	1938-1945	6,000,000 Deaths
Rape of Nanking	1937-1938	300,000 Deaths
Stalin's Forced Famine	1932-1933	7,000,000 Deaths
Armenians in Turkey	1915-1918	1,500,000 Deaths

But our responsibility as caring human beings does not end with definitions. Knowing what has happened in the past compels us to do better in the future. During the Holocaust there were too many "bystanders". One of the lessons for us is to become "upstanders" and end this cycle of violence and killing. – Written by Eileen Shapiro, The School District of Palm Beach County

Holocaust Terminology

Armia Krajowa(AK)	Gestapo	Kapos
Aryanization	Ghetto	Nazi
Blitzkrieg	Kristallnacht	Non-aggression Pact
Concentration Camps	Luftwaffe	Resistance
Evian Conference	Judenfrei	Sonderkommando
		Transit Camp

CREDITS

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- Rachel Griffin, director of education projects for The Inquirer
- Elaine Culbertson, reading and language arts program specialist of the School District of Philadelphia and a member of the National Holocaust Education Task Force
- Irma Feld Getz and Lynn Majors, educational consultants

The editor was Peter Landry of Hollister Kids, who also wrote the introduction.

The designer was Sierra Scaduto.

Local Resources and Websites

Holocaust Documentation and Education Center

2031 Harrison Street, Hollywood, Florida 33020 • Phone: 954-929-5690 • Fax: 954-929-5635
www.hdec.org • e-mail: info@hdec.org

The Holocaust Documentation and Education Center has the following programs and resources available to teachers and students: Prejudice reduction programs entitled Student Awareness Days, an Annual Visual Arts and Writing Contest, a week-long, university-accredited Teacher Institute on Holocaust Education, a Speakers' Bureau, visits to the rail car of the type that transported Jews from the ghettos to the concentration camps, an Oral History Library Collection of over 2,400 eyewitness testimonies of Holocaust Survivors, Liberators, and Rescuers, and a monthly Meet-the-Author Series. Volunteer opportunities available. For further information, please call the Holocaust Documentation and Education Center at (954) 929-5690.

Ziff Jewish Museum

301 Washington Avenue, Miami Beach, Florida 33139 • Phone: 305-672-5044 • Fax: 305-672-5933
www.jewishmuseum.com

The mission of the Jewish Museum of Florida (JMof) is to communicate the Florida Jewish experience from 1763 to the present to Jews, non-Jews, Florida residents and visitors alike; the museum explores the richness and diversity of Jewish life and the unique ways in which Florida Jews influence and are influenced by the historic and cultural dynamics of Florida, the nation, and the world.

Center for Holocaust and Human Rights Education

Florida Atlantic University • College of Education
777 Glades Road, Boca Raton, Florida 33431 • Phone: 561-297-2929 • Fax: 561-297-2021
www.coe.fau.edu/main/holocaust/default.htm

The Center for Holocaust and Human Rights Education at Florida Atlantic University provides training and resources to K-12 teachers involved in Holocaust, genocide and human rights education. The Center offers age-appropriate resources to teachers and schools through the Holocaust Survivors Speakers Bureau, special topics workshops and its free lending library of class sets, teacher guides and audio-visual materials.

The Holocaust Memorial

1933-1945 Meridian Avenue, Miami Beach, Florida 33139 • Phone: 305-538-1663 • Fax: 305-538-2423
www.holocaustmmb.org • e-mail: info@holocaustmmb.org

The Holocaust Memorial on Miami Beach was dedicated and opened to the public in February 1990. The vision was dedicated to building a permanent memorial to the memory of the six million Jewish victims of the Holocaust. Call the number listed above to schedule field trips.

Books

Island on Bird Street, by Uri Orlev

Picture the Terrible Things I Think, by Eve Bunting

All But My Life, by Gerda Weissmann Klein

Daniel's Story, by Carol Matas

Night, by Elie Weisel

The Children We Remember, by Chana Byers Abells

Salvaged Pages, Young Writers' Diaries of the Holocaust,
by Alexandra Zapruder

Refuge Denied: The St Louis Passengers and the Holocaust, by Scott Miller

Tell Them We Remember: The Story of the Holocaust, by Susan Bachrach

Smoke and Ashes: The Story of the Holocaust, by Barbara Rogasky

I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin
Concentration Camp, 1942-1944, by Hana Volavkov

Escape or Die: True Stories of Young People Who Survived the Holocaust,
by Ina Friedman

When Hitler Stole the Pink Rabbit, by Judith Kerr

The Devil's Arithmetic, by Jane Yolen

Friedrich, by Hans Peter Richter

The Upstairs Room, Johanna Reiss

We are the Witnesses: Five Diaries of Teenagers Who Dies in the Holocaust,
by Jacob Boas

I Have Lived a Thousand Years, by Britton Jackson

Studying the Holocaust Through Film and Literature: Human Rights and
Social Responsibility, co-authored by Dr Miriam Klein Kassenoff & Anita
Meyer Meinbach

A Message from your School District

This News in Education Supplement is an outstanding teaching tool to help our educators prepare our students to understand this watershed event known as the Holocaust. We teach in order to bear witness to history. It is not an easy task because by studying the unique nature of the Holocaust we recognize our own responsibility to preserve the basic human rights and dignity of all of society's members. Through the study of the Holocaust, students learn the ramifications of prejudice, racism, and stereotyping, and the importance of preserving the basic human rights of all people.

Palm Beach: For additional Holocaust information in Palm Beach County, please visit the Department of Multicultural Education, Holocaust Studies website: www.palmbeachschools.org/multicultural/HolocaustStudies.asp or email Eileen Shapiro at eshapiro@palmbeach.k12.fl.us

Broward: For additional Holocaust information in Broward County, please visit the Multicultural Curriculum Development Department website: www.broward.k12.fl.us/esol/Eng/Multicultural/index.html or email Linda Medvin at Linda.medvin@browardschools.com

Miami-Dade: For more information on Holocaust education programs in Miami-Dade County Public Schools, contact the Division of Social Sciences and Life Skills, at (305) 995-1982 or visit the Division's website: <http://socialsciences.dadeschools.net/>

National and International Websites

www.ushmm.org

United States Holocaust Memorial Museum

e-mail: fborowsky@ushmm.org for the local contact in the southeast

www.ushmm.org/outreach

United States Holocaust Memorial Museum student outreach

www.yadvashem.org

Yad Vashem. Israel's Museum and Memorial dedicated to Holocaust documentation, research and education.

e-mail: central.database@yadvashem.org.il

www.wiesenthal.com

Simon Wiesenthal Center - international Jewish human rights organization

e-mail: information@wiesenthal.net

www.jewishpartisans.org

Jewish Partisan Educational Foundation (JPEF)- documents the 20,000-30,000 Jews (mostly teenagers) who fought against the Nazis as Jewish partisans.

e-mail: partisans@jewishpartisans.org

www.wordscanheal.org

National campaign to eliminate verbal violence, curb gossip and promote the healing power of words to enhance relationships at every level.

e-mail: wordscanheal@wordscanheal.org

www.annefrank.com

The Anne Frank Center the legacy of Anne Frank and teach the lessons of her time to educate young people and communities about the consequences of intolerance and the need to identify and challenge prejudice.

e-mail: afcenter@annefrank.com

Thanks to you, our generous sponsors, the Sun Sentinel News in Education program was able to print and distribute thousands of copies of *The Holocaust – We are Witnesses* to students in local schools. We want to thank you for your belief in the power of education and your contributions to this important cause.

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The Lifton Family Foundation
Dorothy & David Lipsit
Robert & Sandra Listokin
In Memory of Listokin/Olson
Claire London
In Memory of Abraham Kestenbaum
Lubin Family
Miriam Lynn
In Memory of Lampert Family & Gittel
The Maister Family
Sheilah Malamud
In Memory of Eric Linnett
Howard Mallingner
In Honor of Judy Cohn
Henrietta Margolin
In Memory of Gisella Abrams
Marlin Financial
In Memory of Cheryl Broder
Barbara Mautner
In Memory of Erwin Mautner

Jaime Maya, CPA
Gene Mesh
Mort & Evelyn Metchik
Mr. & Mrs. Daniel Metrick
In Memory of Kaplan & Metrick Families
Barbara & Alan Miller
In Honor of Ted Starck
Gloria Miller
Rita Minkin
In Memory of Gil Minkin
Lance P. Mirrer, CPA, PA
Esther Morrison
Laura Movchine
In Memory of Thelma Fain
Ted Nadel
Roberta & Monroe Nair
Jerry Najman
In Memory of Bernard Najman
The Naseck Family
In Memory of Bob, Bell, Mac Marcus
Barbara & Herman Nathanson
National Jewish Theater Foundation
Steve & Robin Newman
Mel Niser
Dr. & Mrs. Howard Nusbaum
In Memory of Dinah G. Eichler
Lovell & Jack Olender
In Memory of Shmuel Olender
Palm Isles Women's Club
In Memory of Joseph Rosenbaum
David Peskind
Betty-Ann Pierce
In Memory of The Bernstein Family
Mr. & Mrs. Felix Pierson
In Memory of Families lost during
the Holocaust
Heidi I. Pinkwater
In Memory of Henry Pinkwater
Ursula Pinkwater
In Memory of Henry Pinkwater
The Pinkwater Family
In Memory of Henry Pinkwater
Ms. Helen Plack Wilf
Helen & Wilt Polack
David Pollack
Alan L. Postman
In Memory of Saul & Ruth Postman
Allan & Tobi Press
Ms. Terry Rabinor
In Memory of Israel Glickman
Robert Reifler
In Memory of Juliane Reifler
Eileen & Marvin Reingold
Arthur & Anita Resnick
In Memory of Rubin & Betty Resnick
Madlyn & Wil Reynolds
In Memory of Larry Seidman
Natalie Richman
Ted & Judy Roseman
Karen Lee & Irwin Rosenthal
Werner Rothschild
Stanley & Bunny Roth
In Memory of Pearl Roth Pfeffer
& Morris Roth
Harold & Barbara Rothman
In Memory of Rosaline Rothman
& Irving Wax
Dr. & Mrs Willie Sacks
In Memory of Richard Sacks
Barbara & Arnie Sadownick
Irma & Joseph Samek
Leroy & Gloria Saul
Harold Sawyer
Mitchell Schecter
Neil A. Scherfer
In Memory of Russell Scherfer
& Beverly Zinn
Morton & Sharon Schlossberg
Sidney Schuchman
Sidney M Schuchman CPA LLC
Renie Schuster
In Memory of George Silberman
Donna & Allen Schwartz
Sarita Schwartz
In Memory of Lilli Topolanski,
Slave Labor Survivor
Mr. Sumner Segal
In Memory of Barbara Segal
George & Marcia Sherman

Caroline Silver
In Memory of Dina Jay Miller
Carole Silverstein
In Memory of Fanny Abir Silverstein
Rita Simmons
M. L. Sivak
Marion S. Smith
In Memory of All Children Survivors
Michael Smith
Leonard Snyder
Shirley Sokolsky
Mr. John G. Spera
Renee Stein
In Memory of Alfred Cohen
Hy Steinberg
Mark Steingard
In Memory of Frieda Berkowitz
Bette Steisel
In Memory of Ira Steisel & Gladys Zipper
Richard & Marlene Stern
Robert Sternberg
Sharon Storch
Milt Strassberg
In Memory of the Strassberg Family
Streisand Urology Tamarac Florida
Ms. Mindy Sturgis
In Memory of William Schwartz
Irwin & Sue Suna
Marc & Nirit Swerdloff
Pembroke Lakes Tennis Ladies
Arie A. Taykan & Company CPA
Joe Tekulsky
In Memory of Izabella Tekulsky
Melvin Thomas
Rhoda & Lawrence Torn
Marilyn Tupler
Deborah & Steven Turok
In Memory of all those lost in
the Holocaust
Ms. Felice Unger
Mark Vasani
In Memory of Carlo Vasani
Claire Wainer
Mr. & Mrs. Norman Wasserstein
Ruth Weber
In Memory of Kenneth Weber
Sheila Weilheimer
In Memory of my husband Richard
Weilheimer, Survivor, Author, Educator
Claire Weinberg
In Memory of Ann & Isaac Konigsberg
Ms. Francine Weinberg
In Memory of Howard Schwartz
Doris Weinraub
Dr. & Mrs. Arthur Weinwurm
Richard F. Wierzbicki
Seymour Wilens
In Memory of Helen Wilens
Judge Elijah Wilens & Family
Wilton Manors Elementary 5th Grade Students
In Memory of Andy Hartmann's
parents and sister
Bonnie Yachbes
In Memory of David Rutman
Mrs. Vivien Yellin
In Memory of Bernard Yellin
Aberdeen East Yiddush Club
In Memory of Leon Heller & Al Margolis
Mr. & Mrs. Al Zemel
In Memory of Bonnie Perlman
Rona & Al Zemel
In Memory of Nathan Rafsky
In Memory of Dorothy & Leo Perckel
Mr. & Mrs. Fred Zilker
Shelia & Ben Zwerling
In Memory of Rosella Bacalman
In Memory of Gerald Lippman
In Memory of Iris & Bernie Shatz
In Memory of S. Slutsky