



# GERMANY

## & THE HOLOCAUST



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Cover image:

Germany, A sign on a Jewish store - 'Protect Yourselves, Germans, Do Not Buy From Jews.'

Credit Yad Vashem

# GERMANY AND THE HOLOCAUST

## STUDENT RESOURCES

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**G**ermany was the epicentre of the antisemitism and the political forces that caused the Holocaust. Therefore, a key part of understanding the Holocaust involves gaining an understanding of the political and social climate that was throughout Germany and the experiences of those that lived through it. Through this unit there is acknowledgement of the deception and propaganda tools that the Nazis used in order to fulfill their eventual 'Final Solution' of exterminating all Jews.

### ABOUT THIS UNIT

This unit centres around the lives of a Jewish family living in Eschwege, Germany. It explores the ways in which Hitler's rule over Germany and throughout Europe started well before World War II officially began. It explores the life of the Narewczewitz family and how their life was turned upside down through the introduction of the Nuremberg Laws, getting sent to Theresienstadt concentration camp and, those that survived, immigrating to New Zealand.

# 1.

## LESSON 1 LIFE BEFORE THE HOLOCAUST

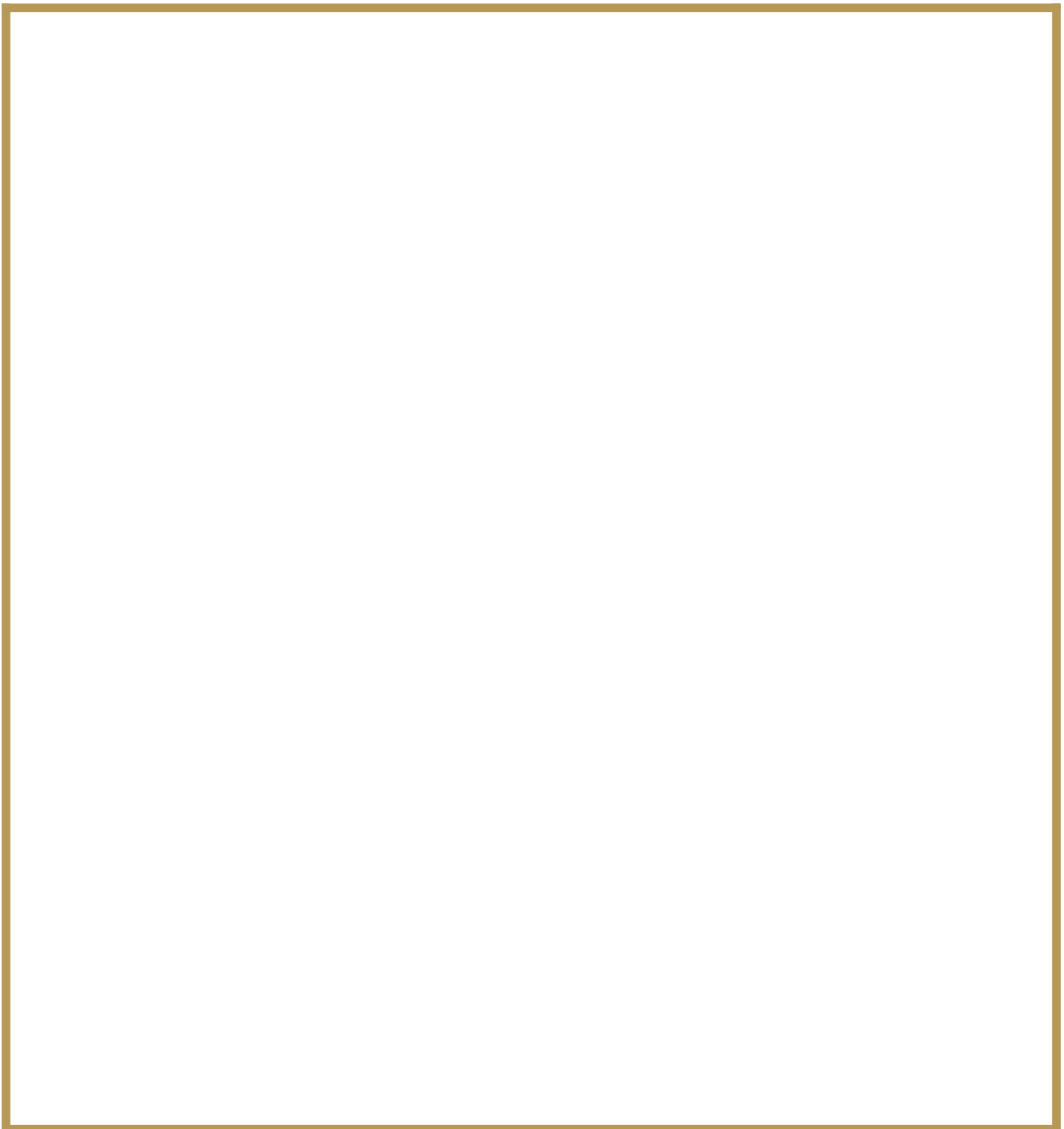
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**Lesson Objectives:**

- To be able to explain what life was like for Jewish people living in Germany prior to and in the early years of the Nazi Party taking control.

### 1. DRAW A JEWISH PERSON

In the box below, draw a Jewish person:



## 2. LIFE FOR JEWS PRIOR TO 1939

### A.Photo task: Are these photos from the 1930s or modern day?

In order to categorise each photo, students can consider the following questions:

1. What do you see in this photo? Look closely to see if there are any details that might tell us when this photo was taken.
2. Are there people in the photo? What are they doing?
3. What objects are in the photo?
4. What does the photo tell us about life during that time period?





### 3. THE RISE OF ANTISEMITISM IN EUROPE

#### A. Think-Pair-Share

What does the word 'Antisemitism' mean?

### 4. ANTISEMITIC RESTRICTIONS IN GERMANY

In order to help students understand the severe impact of the introduction of the Nuremberg Laws in Germany, you want to get them to consider what decisions and freedoms they currently value.

#### A. Task: What rights are most important to me?

Directions: Rank the following in order of importance to you, with #1 being most important and #9 being least important.

- Date/Marry whomever you choose?
- Go to a public school close to home?
- Live in a neighborhood of your choice?
- Swim and play in a public swimming pool or park?
- Eat what you want, according to taste, culture, and religious custom?
- Be able to own a pet?
- Leave your house whenever you choose?
- Shop at stores and businesses of your choosing?
- Vote?

#### B. Read about the introduction of Jewish restrictions and antisemitic laws.

Highlight which anti-Jewish laws would impact the human right(s) they consider to be most important.

# NAZI GERMANY AND ANTI-JEWISH POLICY

The **anti-Jewish policy** between **1933 and 1938** focused on using **racial theory** and isolating German Jews from German society. However, from 1938 onwards more force was used to get rid of German Jews from German controlled areas.



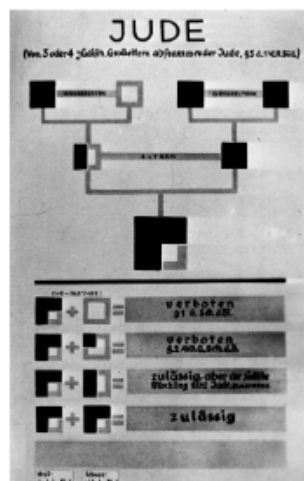
## 1935

### NUREMBERG LAWS

**Citizenship Law** granted citizenship rights on to individuals who were classified as being "German or related blood", which **excluded Jews from all citizenship rights**. This basically made them foreigners in their own country

**Reich Flag Law** changed the national flag of Germany to the swastika flag and the national colours stated as black, red and white. Jews were forbidden from being able to raise this new German flag.

The Law for the Defense of German Blood and Honour **forbade marriage** and any intimate extramarital relations **between Jews and non-Jewish German citizens**. It also **prohibited Jews from employing non-Jewish German women** who were under 45 years old.



## 1933

### BOYCOTTS AGAINST JEWS AND RESTRICTIONS OF JEWS WITHIN SOCIETY

**Non-"Aryans" dismissed from government held jobs**, including doctors, teachers, lawyers, engineers etc. Non-"Aryans" were defined as Jews, children of Jews and grandchildren of Jews.

**Jewish-owned businesses were boycotted**. Officially it was for one day, 1 April, but last significantly longer.

Jews membership in the newly created Reich Chamber of Culture was prohibited, meaning they couldn't have jobs in radio, theaters, sell paintings or sculptures.

**Books written by Jews and anti-Nazis were burned** in mass bonfires all around Germany.

**Jews prohibited from owning land.**

**Jewish lawyers and judges removed** from their positions.

**Jewish doctors couldn't treat any "Aryan" patients.**

The number of **Jewish students** enrolled in German schools **limited to 1.5% of the total enrollment**.

Anyone given citizenship by the previous government **deemed "undesirable"** and Nazi-led **government could take away their citizenship**.

## 1936

### HITLER TEMPORARILY RELAXES ANTI-SEMITIC PROPAGANDA

Germany held the **Summer Olympic Games** in Berlin, so **relaxed the antisemitic propaganda** and **other measures against Jews** to avoid criticism from foreign visitors.



## 1938

### INCREASED ANTI-JEWISH VIOLENCE

Reich Supreme Court declares that **being a Jew** was a **reason for dismissal from a job**.

**Nuremberg Laws extended to Austria** after it was annexed, the Anschluss.

All **Jews forced to add the names "Israel" and "Sarah"** to their **identification papers** and Jewish **passports** were **marked with the red letter J for Jude** (Jew).

**Jews banned from cultural society.** No longer allowed to attend plays, concerts, own phones, have driver's licenses, car registrations etc.

**Kristallnacht Pogrom:** approx 1,400 **synagogues burned** and 7,000 Jewish **stores, community centres** as well as hundreds of **homes were damaged and looted**.

**30,000 Jews**, most of them Jewish leaders, **sent to concentration camps**. Many were offered the chance to leave to camps as long as they could prove they had arranged to leave Germany.

Very few Jewish children remained in German schools.

Jews had to abide by a **curfew**.

All **Jewish shops forced to close** by December 31, 1938

## 1937

### "ARYANIZATION"

The "Aryanisation" of businesses and properties intensified. This resulted in **Jewish businesses and properties being confiscated** and handed over to German citizens.



## 1939 - Sept 1

### GERMANY INVADES POLAND WWII BEGINS

# 2.

## LESSON 2 LIFE DURING THE HOLOCAUST

### Lesson Objectives:

- To understand how Nazi Germany's occupation resulted in Jews being removed from society into ghettos.
- To understand what the deportation process was like for Jews.

### 1. CHOICELESS CHOICES

A. What do you think the phrase 'Choiceless Choices' means? Write your answer below:

### CASE STUDY: THE NAREWCZEWITZ FAMILY



#### Erich Narewczewitz

Born in 1893 in Eschwege, Germany

Son of Nathan and Emma, German Jews of Polish ancestry, who ran a small business. He fought in the German Army for four years and was awarded the Iron Cross Second Class. Post WWI, he qualified as a High School Teacher of Mathematics, Chemistry and Physics. He returned to the Friedrich-Wilhelm School in Eschwege as a teacher in 1926.

#### Pronunciation:

Narewczewitz:

Naa-rev-che-vitz



#### Gertrud Narewczewitz (nee Dalberg)

Born in 1903 in Kassel, Germany

The youngest daughter of Moritz Dalberg, a merchant in Kassel, and his wife Agnes. The Dalberg family had been in Germany for several generations and considered themselves as German as any of their non-Jewish neighbours. She was very social and loved life but was also very career focused. She trained at the Conservatorium of Music in Frankfurt, going on to perform with the Frankfurt Opera while Jews were still able to work.



### **Robert Narewczewitz**

Born Oct 6 1935 in Eschwege, Germany

Robert was born into turbulent times in Germany with the Nuremberg Laws having been passed on September 15, 1935, as well as increasing antisemitic tensions with the rise of the Nazi Party. Had a close relationship with both of his grandmothers.

### **B. Read the following 'Choiceless Choices' scenario.**

You have 5 minutes to decide what option your 'family' will choose and why. If you haven't made a decision after the allotted time, your decision will be made for you.

By the end of 1935, the establishment of the Nuremberg laws and ongoing restrictions for Jews working in Germany meant that Erich was no longer permitted to work at the government run school. His military service had let him keep his government job longer than most and entitled him to a pension, but the town of Eschwege grew more reluctant to pay him as time went on. With no job in Eschwege and unreliable finances, what should the Narewczewitz family do?

- Move to a bigger city like Frankfurt in the hopes of better work opportunities?
- Try to find any form of work in Eschwege, even if it means being paid less?
- Try to leave Germany?

## 2. LIFE UNDER NAZI RULE IN FRANKFURT

**Watch Robert's testimony (5mins) about what it was like for him to live in Frankfurt as a child under Nazi rule and as anti-Jewish policy became more restrictive.**

**Discuss the following questions:**

- How do you think it would feel to be born into a world where you are instantly hated?
- How does this compare to your childhood memories?

**A. Read through the notes on Nazi rule in Frankfurt.**

Frankfurt Am Main, a major city in the State of Hesse, faced harsh changes with the rise of Hitler and the Nazi Party. By 1933, there were over 26,000 Jews living in the centre of Frankfurt, making it one of the largest Jewish centres in Germany. It even had a Jewish mayor, Ludwig Landmann. However, with the Nazi's rise to power on 30 January 1933, Jews in Frankfurt were subjected to physical assaults as the local Nazis did not wait until the official anti-Jewish boycott on 1 April 1933 to publicly shame the city's Jews.

All of the government and public institutions gradually dismissed Jews from their jobs at hospitals, law-courts, schools, universities and institutes of culture and the arts. The Nuremberg Laws that came into effect in 1935 increased job losses, with Jews who had fought for Germany in WWI losing their exemptions and dismissed as well as most Jews who worked for privately owned commercial establishments. Many Jews faced financial hardship and around 4,500 needed welfare support, almost 20% of the remaining Jewish population of Frankfurt. This welfare was organised by the local Jewish community and given in the form of financial assistance, clothing and food supply. They also created a vocational training programme set up for the retraining of hundreds of youth for trade and agriculture. As many Jews around Germany did, the Jews of Frankfurt reacted to being excluded from society and cultural life by establishing their own activities. A Jewish symphony orchestra, musical and theatrical groups, and sports programmes were established.

However, by the late 1930s, life for Jews had become even more severe with the start of expulsions and deportations of Jews from Germany. Among the first Polish Jews to be deported on 26 October 1938, 2,000 were from Frankfurt. On 9-10 November 1938, the Kristallnacht pogroms occurred throughout Germany and Austria. Kristallnacht, or the Night of the Broken Glass, was a series of attacks on Jewish homes, businesses, museums, community buildings and synagogues. Almost all of the Jewish synagogues in Frankfurt were burned down, so were Jewish Community buildings and the Jewish Museum. Jewish stores were looted by gangs of rioters roaming the streets, and some lives were lost. Thousands of Jews were arrested in the days that followed, held in a large public hall for several days and then deported to Buchenwald and Dachau concentration camps.

Understandably, Jews started to flee Frankfurt, with 618 leaving in November 1938 alone. In May 1939, 13,751 Jews remained in Frankfurt and only 10,592 remained by September 1941. In February 1940, a Gestapo officer, Ernst Holland, was put in charge of “Jewish welfare”, representing both the Gestapo and the city of Frankfurt. This position only existed in Frankfurt and it made him responsible for handling all affairs relating to Jews in the city, supervising all Jewish property and the operations of Jewish institutions that still existed.

Holland mandated that Jewish activities must be reduced and to save all costs involved. He also mandated for Jewish property and financial assets to be transferred to “Aryans”. This involved forcing Jews from their apartments and forcing them to move in with others or finding accommodation in Jewish Community buildings. This resulted in hundreds of Jewish apartments being transferred to Germans.

Forced labour was also ordered. On March 4 1941, Jews were ordered to perform forced labour under the Gestapo’s supervision. Hundreds of Jews committed suicide in Frankfurt because of the pressure from all of these restrictive measures. From 20 October 1941, a programme of mass deportations began, with almost all of the Jews of Frankfurt having been deported to one of the concentration or extermination camps throughout Europe by September 1942.

**pogrom:** a violent riot aiming to persecute or massacre an ethnic or religious group, particularly Jewish people.

**Gestapo:** the secret police of Nazi Germany.

### **B. Answer the following questions:**

- **How does this account compare to Robert’s childhood memory?**

- **Why do you think the experiences were so different?**

### 3. CHOICELESS CHOICES

#### A. Read the following 'Choiceless Choices' scenario.

You have 5 minutes to decide what option what the Narewczewitz family will choose and why. If you haven't made a decision after the allotted time, your decision will be made for you.

**Scenario:** Life throughout Germany has really started to become quite dangerous for Jews. Thousands of Jews have already fled the city or have been deported since the Kristallnacht pogrom on 9-10 November 1938. With increasing fears for their safety, Erich, Gertrud and little Robert must consider the best way forward for their small family.

**What do you do:**

- Stay at home, continue life as usual and hope that Hitler and the Nazi party rule will blow over and life can return back to normal.
- Try and find the money to cover the high emigration taxes and apply for a visa to a country that is taking in Jewish refugees.

## 4. DEPORTATIONS

After the outbreak of the war, the Narewczewitz Family were deported from Frankfurt on 19 August 1942.

**A. Watch Robert's testimony with images of deportations from nearby towns of what it was like during the deportation process.**

**B. Students answer the following questions:**

- **Many of these photos were taken by Nazis or paid to be taken by Nazis. Why is this important to consider when viewing these images?**

- **What was in Erich Narewczewitz's pocket that made the soldier hit him in the head?**

- **How do you think it would have felt to experience this as a 6 year old?**

- **How do you think the adults' experiences were different from Robert's?**

# 3.

## LESSON 3 LIFE DURING THE HOLOCAUST

### Lesson Objectives:

- To understand what life was like for Jews in concentration camps
- To understand how Theresienstadt was used as a propaganda tool.

### 1. THERESIENSTADT - PHOTO COMPARISON

Theresienstadt was a hybrid ghetto and concentration/transit camp established by the Germans in 1941.

#### A. Describe what you see in the following photos of Theresienstadt Ghetto/Camp.

- What do you think life was like for Jews based on these photos?





The previous photos are actually the result of Nazi propoganda and deception. They are staged.

**B. Compare the photos above with artwork by a range of Jewish artists depicting life in Theresienstadt below.**

- How do these images compare with the photos?
- Why do you think these images are so different?
- What do you think life was really like for Jews in Theresienstadt?



A drawing of the Theresienstadt Ghetto by Leo Haas



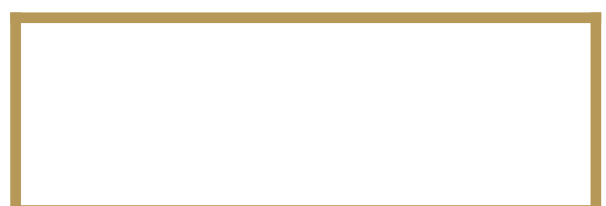
'Facades for the International Commission' - by Bedřich Fritta



In the Living Quarters - by Bedřich Fritta



A drawing of the Theresienstadt Ghetto by Karel Fleischmann



## 2. CHOICELESS CHOICES

### A. Read the following 'Choiceless Choices' scenario.

Decide what option what the Narewczewitz family will choose and why. If you haven't made a decision after the allotted time, your decision will be made for you.

**Scenario:** It's mid-1943 and Erich has become quite ill. He was suffering with a great deal of pain from his prostate. There are some Jewish doctors in the Theresienstadt infirmary that can operate on him, however there is absolutely no pain relief or medication available for during the operation or recovery after it. The medical conditions are terrible so there's an increased risk that Erich will not survive the operation.

#### **What should Erich do?**

- Live with the pain and possibility of his illness getting worse?
- Risk surgery and suffer through the recovery without pain relief and risk dying from infection?

### 3. POEM: POLAND TRANSPORT

#### ***Transport to Poland***

**By Ilse Weber**

The transport to Poland is announced<sup>1</sup>,  
a nightmare, deadly pall.

The Council Elders<sup>2</sup> snoop here and there,  
their indifference doesn't fool us at all.

We shrink from their glances, fear in our eyes.

"Can it be me?" we shudder in dread.

One wishes to get far away  
and leave the fateful paper unread.

Calamity stalks the fort  
on quiet muffled paws,  
we have such a fear of Poland  
without really knowing the cause.

If misery or death is there,  
no one will attest.  
Going to Poland is worse than death;  
at least the dead have rest.

A neighbour goes today, your turn tomorrow.  
Stripped of rights, of anything to lose,  
We're Ahasuerus<sup>3</sup> kin,  
eternal wandering Jews.

#### **1. What does the poem tell us about what Jews feared in Poland?**

#### **2. Why do you think they feared going on another transport so much?**

<sup>1</sup> *Transport to Poland*: "Transport" in camp dialect refers to the mass deportation to extermination camps in Poland. The Council of Elders and the camp's administration decided who would be deported. "Announced" (Austragen) in camp dialect, refers to the distribution of the deportees' names.

<sup>2</sup> *Council of Elders* (Jewish Elders): Jewish administrative directors of the barracks.

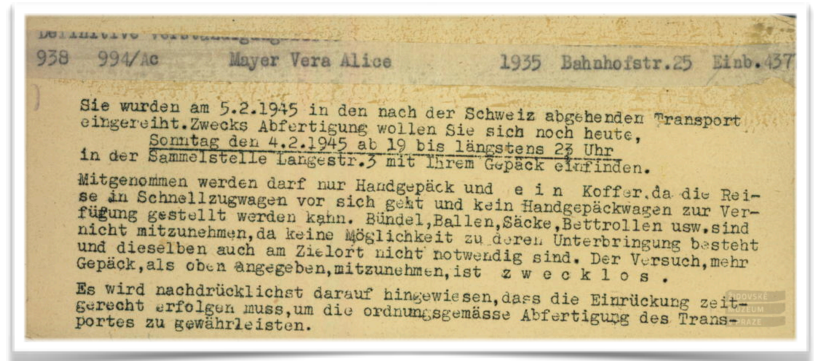
<sup>3</sup> *Ahasuerus*: King of Persia in the Purim story (Book of Esther). Known to the Greeks as Xerxes. His successor, Cyrus, restored Jerusalem to the Jewish exiles in Babylon. In some versions of the "Wandering Jew," his name is Ahasuerus. "The Wandering Jew" is a mythical immortal man whose legend began to spread in Europe in the 13th century. The original legend is of a Jew who taunted Jesus on the way to the Crucifixion and was then cursed to walk the earth until the Second Coming.

## 4. GOING ON A TRAIN RIDE

In February of 1945, it was announced that there would be a transport to Switzerland and Jews were asked to volunteer for the journey. Gertrud and Robert were chosen for the transport and would have received transport orders such as the one below that Vera Alice Mayer received.

### TRANSLATION:

You have been selected for the outbound transport to Switzerland on 5.2.1945. For the purpose of processing, you must arrive with your luggage at the Langestrasse [Lange Street] collection point today, Sunday 4.2.1945, between 7pm and 11pm at the latest.



Only hand luggage and one suitcase should be taken, as the trip takes place via the express train and no luggage cars are provided. Bundles, bales, bags, bed rolls, etc are not to be taken along as there is no possibility of accommodating them, and also they are unnecessary at the destination. An attempt to bring more luggage than specified above is pointless.

It is strongly emphasized that the boarding of the train must occur on time to ensure the handling of the transport in accordance with the rules.

**Gertrud had some anxiety about this train ride. What do we know about the Holocaust and treatment of Jews that would have made Gertrud anxious about another train ride?**

# 4.

## LESSON 4 RETURN TO LIFE

### Lesson Objectives:

- To understand how shocking and life altering it was for Jews to discover the real extent of mass murder that occurred during the Holocaust.
- To understand how Jews managed to return to life after such traumatic events.
- To understand how antisemitism and the Holocaust had a significant impact on the lives of Jews worldwide.

## 1. LEARNING ABOUT THE EXTENT OF THE HOLOCAUST

The Narewczewitz family is just one of millions of Jewish families that were torn apart by the Holocaust. As Europe was liberated by the Allies and as survivors returned home, the full extent of the Holocaust started to become clear.

**Rank the following statements about the Holocaust from most shocking (#1) to least shocking (#5):**

- It is estimated that 6 million Jews perished in the Holocaust.
- Hitler and Germany were responsible for the attempted extermination of all Jews in Europe.
- Although millions of others died because of the war and because of Nazi persecution, Jews were the only group that Germany attempted to completely get rid of.
- Of the approximately 144,000 Jews sent to Theresienstadt, some 33,000—almost 1 in 4—died there, and about 88,000 were deported to Auschwitz and other death camps. By the war's end, only 19,000 were alive.
- In 1933, 30,000 Jews lived in Frankfurt; in 1945, only 602 remained.

All of those that survived the Holocaust faced the daunting task of returning back to a new version of normal. But how could they do that when their lives had just been torn apart?

How is it possible that Robert and his mother Gertrud survived?

## 2. GOING ON A TRAIN RIDE - PART II

Gertrud and Robert discovered that they were actually destined for Switzerland after all.

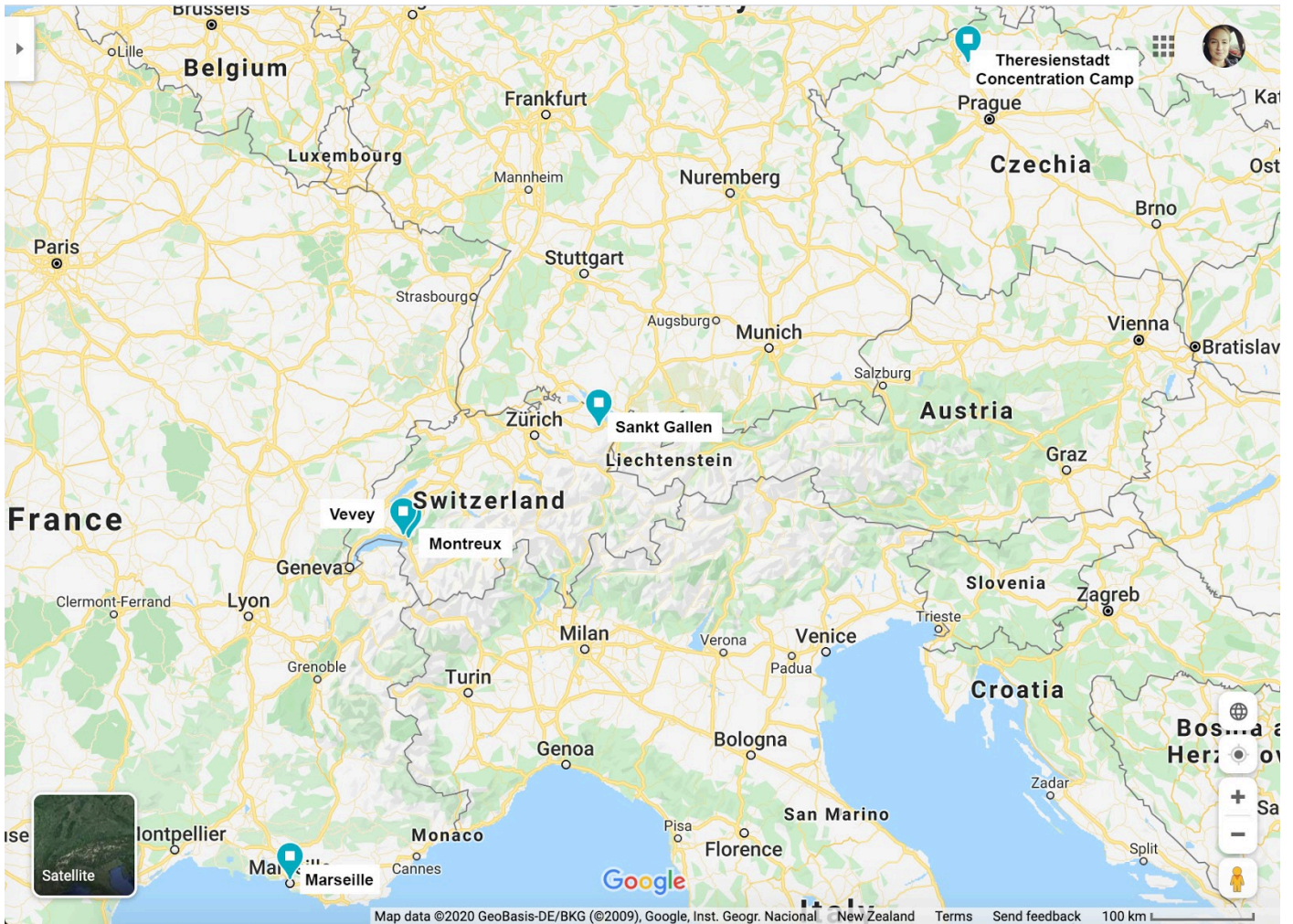
### A. Read the following summary of the transport from Theresienstadt:

In February 1945, the Red Cross arranged an exchange of German prisoners-of-war for 1200 inmates of Theresienstadt, mostly children up to adults aged around 50 or so. There was a call for volunteers to go on this transport to Switzerland. Nine year old Robert's enthusiasm for a train ride overcame the doubts of his mother, who knew only too well the dangers of a long journey to an uncertain destination. They stopped not long from Theresienstadt, which caused some alarm, and then continued on uninterrupted to the Swiss border. They were received with kindness by the Swiss authorities and then taken to a school in Sankt Gallen where they were given food and continued kind treatment. Along with some others, Gertrud and Robert were then sent on to Montreux and given accommodation in a hotel. Robert then spent the next two years in an orthodox orphanage near Vevey. In September 1947, travelled from Montreux, Switzerland to Marseille, France before departing by sea in the Tidewater, a converted troop carrier for Auckland. This was a long boat ride via Suez, Aden, Colombo, Melbourne and Sydney. With them they took two young orphans, who were safely delivered to their adoptive families in Australia. New Zealand was as far as one could go before coming back.

### B. Map Activity

**Draw the approximate journey Gertrud and Robert would have taken to get from Theresienstadt to where they departed for New Zealand:**

- Theresienstadt / Terezín, Czechia
- Sankt Gallen, Switzerland
- Montreux, Switzerland
- Vevey, Switzerland
- Montreux, Switzerland
- Marseille, France



# 3. GROWING UP IN NEW ZEALAND

## Photos of Gertrud and Robert's life in New Zealand:



Robert's 21st - Robert and Gertrud with the Rothschilds



Howick District High School - Robert in Form 1 (6th from right, back row)



Robert's graduation



Robert and Freda's wedding day - January 22, 1959



St. Cuthbert's staff 1951 - where Gertrud (far right) eventually resumed her career as a music teacher



Ian Narev and his family



Robert and Freda with their children Ian, Kim and Rick.



Robert was made a Member of the New Zealand Order of Merit



Family reunion at Okahu Bay



Robert with Torah scroll donated in memory of relatives killed in the Holocaust



Robert's law office



Robert and Freda Narev



### **Read this brief summary of their lives:**

“To make life easier for both themselves and locals, speedy name surgery reduced Narewczewitz to Narev, as Gertrud and Robert found their first New Zealand home on the chicken farm owned by Ernst and Alice Rothschild at Howick.

Gertrud initially earned a modest living as a decorator of chocolates at Heards factory, her lack of English severely restricting her initial employment options. As her command of the language improved, she was able to return to her true vocation by teaching piano at St Cuthbert’s College and teaching singing to private pupils, including the now well known operatic contralto Heather Begg. Auditions and performances on radio followed and re-established her reputation as a fine musician.

Robert, meanwhile, attended Howick District High School and proceeded to Auckland Grammar. His daily trip by bicycle and bus to school was much shortened when he and his mother moved to Mt. Eden. Robert won a University Junior Scholarship, at his first attempt, as well as the school’s Churchill Prize for English. He continued at Auckland University, with Law and Arts Degrees, including the award of a Senior Scholarship in Languages.”

Robert and Freda Malacki met at Habonim and “In March of 1957 the couple became engaged. Freda was by this stage working as a bacteriologist for the Auckland Hospital Board, while Robert was a law clerk in the legal firm of Glaister Ennor & Kiff, completing his studies part-time. In January 1959 Freda and Robert were married. In 1962, the first of the new Narev generation, daughter Kim, was born on Kreina Malacki’s birthday. Eric, known as Rick, was born in 1964 and Ian in 1966.

The activities of the Narev family in both the Jewish and general communities continued to expand during these years. Robert was at various times President of the Auckland Zionist Society, Treasurer of the Jewish National Fund and B’nai Brith, Treasurer and President of the Zionist Federation of New Zealand, and member for many years of the Board of Management of the Auckland Hebrew Congregation and Treasurer of that body for two terms, as well as serving on the Auckland Hebrew Congregation Trust Board, the Bernard Goldwater Educational Trust Board and the Auckland Jewish Youth Centre Trust Board and acting as Honorary Solicitor for a number of Jewish organisations. He became a partner with Glaister Ennor & Kiff in 1963 and a Notary Public in 1969, later serving on the Executive Committee of the Society of Notaries and also as a Director of various public and private companies.”

### **Consider the following questions:**

- What was life like for Robert and Gertrud when they first arrived in Auckland, New Zealand?
- How has Robert influenced others in New Zealand?
- What significance does Robert’s story of survival have for us as New Zealanders?

## 4. WHY DOES IT MATTER THAT WE REMEMBER?

### A. Read through quotes about why we must remember the events of the Holocaust:

"The spirits of evil are emerging in a new guise, presenting their anti-Semitic, racist, authoritarian thinking as an answer for the future, a new solution to the problems of our age. And I wish I could say that we Germans have learnt from history once and for all. But I cannot say that when hatred is spreading."

German President Frank-Walter Steinmeier (2020)



"First they came for the Communists, but I was not a Communist so I did not speak out. Then they came for the Socialists and the Trade Unionists, but I was neither, so I did not speak out. Then they came for the Jews, but I was not a Jew so I did not speak out. And when they came for me, there was no one left to speak out for me."

Martin Niemoeller (1946)



"Where they have burned books, they will end in burning human beings."

Heinrich Heine -- Almansor: A Tragedy (1823), p. 142



"I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

Elie Wiesel Nobel Prize Acceptance Speech, December 10, 1986



"Monsters exist, but they are too few in number to be truly dangerous. More dangerous are the common men, the functionaries ready to believe and to act without asking questions."

Primo Levi

### C. Create a video or poster explaining why is it important that we remember what happened in the Holocaust.

Students could get some inspiration from the 'Keeping the Memory Alive' posters on the Yad Vashem website: <https://www.yadvashem.org/education/international-projects/posters/2014.html>

## FURTHER READING

### ***Dancing on a Powder Keg: The Intimate Voice of a Young Mother and Author, Her Letters Composed in The Lengthening Shadow of Hitler's Third Reich, Her Poems from the Theresienstadt Ghetto***

**by Ilse Weber, translated by Michal Schwartz**

"Endorsed by Yad Vashem, the World Holocaust Remembrance Center, as a unique document with literary value, Ilse Weber's letters and poems, 1933-1944, record with vivid immediacy the lives of her small family during a time of increasing danger, when Europe descended from peace to the chaos of war and genocide. Ilse wrote to her Swedish friend, Lilian, who lived in London, and from 1939, also to her older son whom the Webers sent to Lilian on a Kindertransport. In 1942, Ilse, her husband and younger son, were deported to the Theresienstadt ghetto. Working there in the children's infirmary, Ilse eased the daily suffering of her patients and fellow inmates with songs she wrote and set to music, accompanying herself on her contraband guitar. These more than 60 songs and poems that trace Ilse's last years, have been performed by various artists and ensembles from around the world, having become symbols of ghetto life under Nazi occupation." - Amazon synopsis

### ***Night by Elie Wiesel***

This short book tells the haunting story of Elie Wiesel's personal experience of Auschwitz and Buchenwald from 1944-45.

### **Testimony of other New Zealand survivors**

<https://www.holocaustcentre.org.nz/nz-survivors.html>

## GLOSSARY/WORD BANK

There are often a variety of spellings for different words, particularly names and places, depending on the language it has been written in. In bold are the iterations that will be used in this unit as well as the phonetic pronunciation of them.

**Deportation:** refers to the forced removal of Jews from their home towns where they were transported.

**Eschwege (esh-ve-ge):** A small town in north eastern Hesse, Germany.

**Theresienstadt / Terezin (te-res-ian-shtadt):** a hybrid ghetto camp in the fortress town of Terezín, now in Czech Republic.

**pogrom:** a violent riot aiming to persecute or massacre an ethnic or religious group, particularly Jewish people.

**Gestapo:** the secret police of Nazi Germany.