

*Holocaust Remembered*



Columbia Holocaust Education Commission

**“Holocaust Remembered”**

**Educators’ Packet**

[www.columbiaholocausteducation.org](http://www.columbiaholocausteducation.org)

# *Holocaust Remembered*



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## **Columbia Holocaust Education Commission**

# **MISSION STATEMENT**

**In an effort to inspire South Carolinians to remember and to learn from the Holocaust, and as a response to the creation of the Columbia Holocaust Memorial Monument, the Columbia Holocaust Education Commission is dedicated to promoting awareness of the Monument and fostering Holocaust education throughout South Carolina.**

### **Columbia Holocaust Education Commission:**

Lilly Filler, M.D.  
and  
Lyssa Harvey, Ed. S.,  
co-chairs

Frank Baker  
James Bryan  
Marlene Roth

Selden Smith  
Steve Terner  
Hilik Shenkar

# *Holocaust Remembered*



## **Goals for Student Understanding**

### **Remembrance**

- To show how survivors overcame the tragedy of the Holocaust and rebuilt their lives in S.C.

### **Relevance**

- To show students the role of South Carolinians in the Holocaust.

### **Responsibility**

- To teach students the history of the Holocaust
- To teach the students how the lessons of the Holocaust are relevant in their world.

# *Holocaust Remembered*



## **Lesson Objectives**

- **Students recognize the impact of the Holocaust on postwar and future generations**
- **Students begin to understand the importance of moral decision making in both their individual and public lives.**
- **Students learn to appreciate their role and importance as a citizen of their own communities and the larger global community.**

# Holocaust Remembered



## South Carolina Social Studies Standards for Holocaust

Grade 7:

**7-5.4**

To trace the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union, with emphasis on the reaction of major democratic powers.

**7-5.5**

To state the causes, key events, and outcomes of World War II, with emphasis on these points (1) the drive for empires by totalitarian states; (2) the roles of appeasement and isolationism; (3) major turning points in the conflict; and (4) the impact of the war.

**7-5.6**

To analyze the effects of the Holocaust on European society and Jewish culture; including the brutal and evil acts committed by the Nazis and the war crime trials at Nuremberg.

High School standards

Global Studies

**GS-5.5**

Compare the ideologies and global effects of totalitarianism, Communism, Fascism, Nazism, and democracy in the twentieth century, including Lenin's adaptation of Marxism in Russia, the rise of Fascism and Nazism in Europe, and militarism in Japan prior to World War II.

(H,G,P,E)

**GS-5.6**

Exemplify the lasting impact of World War II, including the legacy of the Holocaust, the moral implications of military technologies and techniques such as the atomic bomb, the human costs of the war, and the establishment of democratic governments in European countries. (H.P)

# Holocaust Remembered



## The Holocaust The Historical Overview

The Holocaust spanned the years 1933-1945 and was the planned persecution and elimination of European Jews by the Nazis. More than one million Jewish children more than six million Jewish adults were murdered during these years.

The Jews were not the only ones targeted by the Nazis. Tens of thousands of Roma/Sinti (gypsies) were put in concentration camps and murdered. Over 200,000 physically or mentally handicapped people were also targeted for death. Tens of thousands of non-Jewish Polish intellectual and religious leaders were persecuted and murdered and millions of Polish and Soviet citizens were deported for slave labor. Three million Soviet prisoners of war were murdered. Political dissidents, religious dissidents, and homosexuals were also persecuted and imprisoned. These included Jehovah's Witnesses, pacifists, Communists, Socialists, and trade unionists. Many died from starvation, beatings, and mistreatment.

Between 1919 and 1933, Germany had a very democratic form of government. Many Jewish men had served proudly in the German army and received commendations from the government for their service. Jews considered themselves to be Germans first and were loyal to their country. People of different backgrounds lived near each other with few problems. Adults went to work and children went to school. They played, they went on vacations, they read the newspaper, they went to concerts and parties, listened to the radio, visited with friends, and led lives similar to ours today.

In January, 1933, Adolf Hitler and the Nazi party came to power in Germany. This government discriminated against Jews, Sinti and Roma, and people with political beliefs that were not the same as the Nazis. Laws were passed that took away the civil rights and freedoms of these people. Some were put in prison and sometimes they were killed.

The Nazis singled out the Jews for special treatment. They were forced to wear symbols on their clothing so that they would be easily recognized as Jews. They were

not allowed in certain public places and Jewish children could not attend public schools. Most of the adults lost their jobs and the families lost most of their belongings.

Many Jews tried to leave Germany when they realized what was happening. In July, 1938 President Franklin Roosevelt convened an international conference in Evian-les-Bains, France to talk about the problem of the Jewish refugees. There were 32 countries at the conference and they were not willing to accept the refugees. This encouraged Hitler to continue and strengthen his campaign against the Jews. On November 9-10, 1938, members of the Nazi party "spontaneously" attacked and destroyed the homes, synagogues, and stores of many Jews in Germany. This was the infamous "Kristallnacht," or "Night of Broken Glass." Thousands were arrested and put in prison that night.

On September 1, 1939, Germany invaded Poland and World War II began.

In October, 1941, the government started taking the Jews from their homes and sending them by train to Poland. Jews from southern Germany were sent to Lodz where a ghetto was set up.

The Jews were forced to give up their homes, their stores, their furniture, their toys, their books, their pets, their cherished possessions. They were allowed to bring only what they could carry by hand. The trains were crowded and uncomfortable and no one knew where they were going or when they would get there.

The ghetto was an area in a city or town where the Jews were forced to live. The Lodz ghetto in Poland was surrounded by a fence and guarded by armed police. This was the second largest ghetto in Poland; the first was in the capital, Warsaw.

Living conditions inside the ghetto were horrible. There were many people crowded into a little space. The rooms were crowded and cold and dirty. There was very little food and people starved and died of disease. Children and adults were forced to work for little or no pay. Roundups of the Jews occurred frequently; this meant that the Jews were taken away from the ghetto and sent away on trains. The word deportation is used to describe this action. Former soldiers were not sent away at first. They were protected because they had served Germany in World War I and had medals to prove it. The Jews left in the ghetto were not allowed to leave. There were no telephones and postal service was almost non-existent.

The people who were deported from the Lodz Ghetto were taken to Chelmno, a death center in Poland. They were murdered shortly after their arrival there.

The deportations were conducted in all the ghettos, sending the Jews to either work or death camps. Many died in the railroad cars on the way to the camps and many were selected to die upon their arrival at the camps. They were taken from the trains



and led to the “showers” where Zyklon B (an insecticide) was dropped and they died from the poison. Some were then taken to the ovens to be cremated and some were buried in large pits.

Those who went to work camps had a hard life as well. They were overworked and underfed, treated harshly, and punished often for little infractions of the rules. Many died of exhaustion, hunger, and disease.

As Germany began losing the war, the Nazis shifted the people in the camps from one camp to another. They were still forced to work and became even sicker and more exhausted. Many died on the long walks from camp to camp.

In April, 1945 the United States Army and the Russian Army liberated the camps. The people were allowed to leave, but many had no place to go. They had lost their homes, their families, their friends, their communities. DP camps were set up in Europe and some of them stayed there for two years after the end of the war. Many were able to find new homes, make new families, and begin new lives in another country. Miraculously, these people who had suffered incredible and unbelievable atrocities were able to put most of it behind them and built new and better lives.

**\*\* NOTE:** Some of the information in the above article was taken from a pamphlet from the Lillian and A.J. Weinberg Center for Holocaust Education at The William B. Eerdmans Jewish Heritage Museum in Atlanta, Georgia entitled *The Holocaust: Historical Overview*.

# Holocaust Remembered



## Exhibit Panel Review

The goal of the panels is to show the progression in Europe from life before, during and after the war, showcasing the survivors and families who settled in SC.

### **Panel 1**

The focus is on the survivors and the liberators.

Background of what is the Holocaust and pictures of Auschwitz II (Birkenau), the death camp

Timeline of events of the Holocaust

### **Panel 2**

The actual timeline from 1933-41 (pre involvement of US)

The first camp

The enactment of the racial laws

Kristallnacht – 1938

The entrance of the US into the war after Pearl Harbor

### **Panel 3**

Timeline from 1942-1946

The gassing of the Jews

The Warsaw Ghetto uprising

The Bermuda conference of rescue

Hungary – the last Jews to be sent to the camps

D-Day 1944

Liberation and the aftermath

### **Panel 4**

The liberation of the camps

The US Army and the Russian liberators

What the liberators found – the living and the dead

The burial of the dead

### **Panel 5**

What the SC liberators saw and remembered

T. Moffat Burriss, Anderson SC at Wobbelin  
Horace Berry – Greer at Dachau

### **Panel 6**

The survivors

Map of the murdered with the numbers of the dead

100,000 survived the camps, 25,000 others survived

The rebuilding after the war of their lives and their families

87 survivors who came to SC

### **Panel 7**

Ben Stern

Survived because of luck to tell the story

1931- felt the impending disaster and tried to get out to Poland

Sent letters to US to try to emigrate

Watched his family die, sent on a death march, liberated

### **Panel 8**

Ben Stern

Met Jadzia through her brother

Pictures of the wedding and daughter, Lilly

Moves to Columbia, SC to join family members

Ben and his older sister the only survivors of the Holocaust

Starts his own company, has four children and eleven grandchildren to continue the family line

### **Panel 9**

Dientje Kalisky Adkins

Survivor

Hid in a nun's attic for 2 years, abused by nun

Problems with claustrophobia

Came to SC from the Netherlands

Max Heller

Came to US from Austria in 1938

Trude, his wife, came to US via Belgium, Holland, and England

Became mayor of Greenville, SC

Hugo Schiller

Survivor from Germany

Concentration camps in France, then sent to Auschwitz

Settled in Myrtle Beach. SC

### **Panel 10**

Felix Goldberg

Survivor

Worked in a German camp, then sent to Auschwitz

Liberated in 1945  
Came to SC with wife Bluma and son  
Cela Miller  
Survivor  
Imprisoned in Poland, liberated with sister Bluma from Bergen-Belsen  
Met husband in DP camp  
Came to SC in early 1950s  
Later became a speaker about the Holocaust for schools and colleges  
Luba and Bernard Goldberg  
Met in Cyprus, moved to Israel  
Moved to Columbia, SC

### **Panel 11**

The Second Generation of Survivors and their comments  
Abe Wandersman, son of Irving  
Writes of persistence and resilience  
Philip, John, Leah Goldberg  
Grandchildren of Bluma and Felix  
Write of tolerance, understanding, appreciation of life, and being better Jews  
Rachel Raynes  
Granddaughter of Ben Stern  
Writes of the value of the family and fighting injustice in the modern world  
Dawn and Rita  
Granddaughters of Cela and David  
Write memories of how they lived after the Holocaust, teaching of the Holocaust.  
Write about never forgetting, but not holding the hate  
Write about loving the US  
Write about continuing to speak about the Holocaust

### **Panel 12**

The Lessons of the Holocaust  
The ability of the survivors to rebuild their lives and their families after the Holocaust  
Eli Wiesel – writes that the indifference of the bystanders was as bad as the behavior of the Nazis  
Dwight Eisenhower – the general who wanted the locals and the world to see the truth immediately before it was hidden away and forgotten  
Questions: Why do we study the Holocaust? What did it do?

### **Panel 13**

List of local survivors  
List of local liberators  
The star – remember

**\*Note** - Two additional panels are being added to the Exhibit in 2010. Descriptions will be available at the exhibit.



# **DAYS OF REMEMBRANCE**

**A Department of Defense Guide  
For Annual Commemorative Observances  
Second Edition**

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**This book was produced with the assistance  
and cooperation of the International Center  
for Holocaust Studies of the  
Anti-Defamation League of B'nai B'rith  
and the  
United States Holocaust Memorial Council**

**OFFICE OF THE SECRETARY OF DEFENSE**

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## **2. Background Information for Resource Personnel And Project Officers**

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### **A. Remembering The Holocaust**

#### **Focus on the Specific**

It is crucial to be specific about the definition of the Holocaust that is commemorated during these Days of Remembrance. As defined in 1979 by the President's Commission on the Holocaust:

The Holocaust was the systematic, bureaucratic annihilation of six million Jews by the Nazis and their collaborators as a central act of state during the Second World War; as night descended, millions of other peoples were swept into this net of death. It was a crime unique in the annals of human history, different not only in the quantity of violence – the sheer numbers killed – but in its manner and purpose as a mass criminal enterprise organized by the state against defenseless civilian populations. The decision to kill every Jew everywhere in Europe: the definition of Jew as target for death transcended all boundaries . . . .

The concept of the annihilation of an entire people, as distinguished from their subjugation, was unprecedented; never before in human history had genocide been an all-pervasive government policy unaffected by territorial or economic advantage and unchecked by moral or religious constraints . . . .

The Holocaust was not simply a throwback to medieval torture or archaic barbarism but a thoroughly modern expression of bureaucratic organization, industrial management, scientific achievement, and technological sophistication. The entire apparatus of the German bureaucracy was marshaled in the service of the extermination process . . . .

The Holocaust stands as a tragedy for Europe, for Western Civilization, and for all the world. We must remember the facts of the Holocaust, and work to understand these facts.

#### **Define Terms With Precision**

To learn from history, we must record its events as accurately and as specifically as possible. We must use words with precision.

With the passage of time, the word: "holocaust," has been used in many contexts, and has been given many meanings. For the purposes of recalling *the* Holocaust – the horror we remember and confront during the Days of Remembrance – we must remember what this event was, within the context of history. To do that, it is equally important to identify what it was not.

The Holocaust is not a term for:

- all the evils of the world;
- any tragedy of great magnitude, or widespread death and destruction;
- all war or all world wars;
- all the terrors of World War II – or all the many civilian deaths associated with that war, in cities throughout Europe.

# *Holocaust Remembered*



## **Important Questions for Students**

- 1. What was the Holocaust?**
- 2. When did it occur?**
- 3. Where did it occur?**
- 4. Who was Adolf Hitler?**
- 5. Who were the Nazis...and what did they believe?**
- 6. Why did the Nazis target the Jews and others?**
- 7. What was happening in the US and SC during this time in history.**

# Holocaust Remembered



## Search and Find Holocaust Remembered Exhibit

**Pick and answer three of the following questions:**

1. Where did the Holocaust take place?

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2. How old was Mr. Ben Stern when the Nazis raided his family's home?

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3. What did Dientje take with her when she hid in the attic?

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4. How many Holocaust Liberators were there from South Carolina?

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5. In which year was Krystalnacht?

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6. In which year were the Jews Liberated from the Concentration Camps?

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**Answer both of the following questions:**

1. Why is it important to remember the Holocaust?

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2. What can you do to make a difference?

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# Holocaust Remembered



## Memorial Park Search and Find

### **Vietnam**

1. In what order are the names of the soldiers displayed?
2. What is on the back of the monument?
3. When was it erected?

### **Pearl Harbor**

1. How many SC men died on 7 December 1941?
2. When was the SC Survivors' Association founded?
3. What is on the seal?
4. When was the monument dedicated?

### **Holocaust**

1. What are the dates of the Holocaust?
2. How many Jews were murdered during the Holocaust?
3. What is shown on the map?
4. When was the monument dedicated?
5. What is the name of the first concentration camp and when was it built?
6. When was Anne Frank's family arrested?
7. What is carved on the benches?
8. What is the name of the SC senator who was a liberator?
9. Who was Dwight David Eisenhower?
10. What does the Hebrew word at the top mean?
11. What is on the back of the monument beside the liberators?

### **World War I**

1. Who does the statue portray?
2. Who commanded the Allied Expeditionary Force?
3. Who made the original sculpture?
4. Why did George M. Cohan get the Congressional Medal of Honor?

### **Korea**

1. What are the dates of the Korean War?
2. How many SC men served in the war?
3. How many SC men died in the war?
4. What are the two seas that surround Korea?
5. What is the motto of the US Marines?

### **Bridge**

1. Who is the bridge named after?

2. What does the monument at the bridge commemorate?

## Answers

### **Vietnam**

1. by county
2. poems and Bible verses
3. 8 Nov. 1986

### **Pearl Harbor**

1. 25
2. 1958
3. dove with a bomb
4. 2 Sept. 1995

### **Holocaust**

1. 1933-1945
2. 6 million
3. concentration camps
4. 6 June 2001 ( D-Day)
5. 1933- Dachau
6. 1944
7. quotations from survivors and a liberator
8. J. Strom Thurmond
9. supreme commander of the Allied Forces in Europe
10. remember
11. list of SC survivors

### **WWI**

1. doughboy
2. Gen. John Pershing
3. E.M. Viquesney
4. musical contributions to the war effort (“Over There”)

### **Korea**

1. 25 June 1950- 27 July 1953
2. 82,000
3. 472
4. 25 June 2000
5. Yellow Sea and Sea of Japan
6. Semper Fidelis

### **Bridge**

1. Lt. Col. James DeLoach, Jr.
2. veterans of China – Burma- India campaign

# Holocaust Remembered



## Internet Resources for Teachers

We have compiled a list of sources on our Web site. Please check our Web site for links to additional information:

The Columbia Holocaust Education Commission  
<http://www.columbiaholocausteducation.org/>

A Teacher's Guide to the Holocaust  
<http://fcit.coedu.usf.edu/Holocaust>

The Simon Wiesenthal Center  
<Http://www.wiesenthal.com/>

The United States Holocaust memorial Museum (USHMM)  
<Http://www.ushmm.org>

Cybrary of the Holocaust  
<http://remember.org/>

Yad Vashem  
<http://www.yadvashem.org/>

The Anne Frank House  
<http://www.channels.nl/amsterdam/annefran.html>

Abe's Story: A Holocaust Memoir  
<http://remember.org/abe/>

Anne Frank Exhibit  
<http://www.annefrank.org>

Literature of the Holocaust  
<http://www.writing.upenn.edu/~afilreis/Holocaust/holhome.html>

**Holocaust Understanding and Prevention**

<http://kimel.net/>

**An Auschwitz Alphabet**

<http://www.spectacle.org/695/ausch.html>

**The Mechelen Museum of Deportation and the Resistance Introduction**

[http://www.cicb.be/en/home\\_en.htm](http://www.cicb.be/en/home_en.htm)

**Jan Karski: A Hero of the Holocaust**

<http://remember.org/karski/karski.html>

**Rescuers during the Holocaust**

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005185>

**Liberators: My Holocaust Experiences by Charles V. Ferree**

<http://remember.org/chuckf.html>

**Fortunoff Video Archive for Holocaust Testimonies, Yale University**

<http://www.library.yale.edu/testimonies/>

**The Nizkor Project**

<http://www.nizkor.org/>

**Anti-Defamation League (ADL)**

<http://www.adl.org/>

**Jewish Defence League (JDL)**

<http://www.jdl.org/>

**Why Should I Care?**

[www.whysouldicareontheweb.com](http://www.whysouldicareontheweb.com)

**Moral Courage Production**

[http://www.scetv.org/television/productions/moral\\_courage/index.html](http://www.scetv.org/television/productions/moral_courage/index.html)