

# TEACHER GUIDE FOR VIRTUAL TOUR



**\*\*VIEWER GUIDE: TEACHER COPY\*\***

## [LINK TO VIRTUAL TOUR](#)

### OVERVIEW

**Vocabulary** (Unless otherwise listed, each vocabulary section appears in alphabetical order. The OVERVIEW vocabulary section is NOT listed alphabetically. Vocabulary words and terms will re-appear throughout the timeline of each section.)

- **Holocaust:** Greek origin meaning “sacrifice by fire.” Starting in the 1950s, the term “Holocaust” referred to the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators from 1933 to 1945.
  - *Point out to students that other demographics were victimized by the Nazis. Approximately five million disabled people; Roma or Sinti (“gypsy” – pejorative; DO NOT USE); political dissidents; Jehovah’s Witnesses; gay people (primarily gay men); “asocial” people; and others who were considered “undesirable” or “inferior” were systematically murdered by the Nazi regime. However, remind students that Nazism was primarily an anti-Semitic ideology and that Jewish people were its primary targets for extermination.*
- **Genocide:** systematic annihilation of a targeted racial, religious, cultural, or political group. The term “genocide” comes from a combination of Greek and Latin words. The Greek word “geno” (for “race or tribe”) and the Latin word “-cide” (for “killing”). Termed by the Polish-Jewish lawyer Raphael Lemkin to describe the Holocaust. In 1948, genocide was approved by the United Nations as an international crime. Genocide, however, has happened in the years following the Holocaust such as Cambodia (1975-1979), Rwanda (1994), Bosnia (1995), Sudan (2003-2009), and Syria (2011-2019).
- **Human Rights:** Civil liberties regarded as belonging fundamentally to all persons.
- **Antisemitism:** Prejudice against of hatred of Jews. Antisemitism was not a Nazi construct; feelings of hatred towards Jews had existed for centuries in large part because they would not convert to Christianity.
- **Nazi Party:** National Socialist German Workers’ Party, one of a number of right-wing extremist political groups that emerged in Germany following World War I. Formed in 1919, Hitler would lead the party from 1921 to 1945.
  - **Nazi Ideology:** Nazis believed that human beings could be classified collectively as “races,” with each race bearing distinctive characteristics that had been passed on genetically since the first appearance of humans in prehistoric times. These inherited characteristics related not only to outward appearance and physical structure, but also shaped internal mental life, ways of thinking, creative and organizational abilities, intelligence, taste and appreciation of culture, physical strength, and military prowess.

1. **Dictator:** a person who rules a country with total authority and often in a cruel or brutal way.
2. **Fascism:** A far-right political philosophy, or theory of government, that emerged in the early twentieth century.
3. **Aryan:** The term used by the Nazis to describe Northern European characteristics that they thought were racially superior. The characteristics of blonde hair and blue eyes were the ideal features for an Aryan.
4. **Master Race:** belief that Germans were members of a superior group of races that Hitler called "Aryan." Hitler asserted that the German "Aryan" race was gifted above all other races with this biological superiority destining the Germans to rule a vast empire across Eastern Europe.
5. **Prejudice:** bias without sufficient information.
6. **Discrimination:** The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

### *Questions to Consider*

1. What was the Holocaust?
2. Who were the victims?
3. Define "genocide." Can you think of any other historical moments that can be considered a genocide? Give some examples. (If students struggle with this question, direct them to the aforementioned examples: Cambodia (1975-1979), Rwanda (1994), Bosnia (1995), Sudan (2003-2009), and Syria (2011-2019). Be sure to explain what makes these examples "genocide.")

### BEFORE THE WHIRLWIND

#### **Vocabulary**

- **Assimilate:** A cultural minority adopts the dominant culture in areas such as clothing, traditions/holidays, language, and food.
- **Concentration Camp:** A camp in which civilians are detained or confined, usually under harsh conditions and without regard to legal norms of arrest and imprisonment that are acceptable in a constitutional democracy. Thousands of camps operated throughout Nazi-controlled Europe by the end of World War II.
- **Democracy:** A form of government in which people choose leaders by voting.
- **Emancipation:** The process of being set free from legal, social, or political restrictions; liberation.
- **Eugenics:** "racial hygiene," was a scientific movement of the late nineteenth and early twentieth centuries. The belief of eugenics was that humanity could be improved by removing unhealthy or undesirable elements from the genetic pool. The United States during the early 20th century embraced eugenics as forced sterilization of the handicapped was common. Hitler and the Nazi party took this step further by euthanizing the physically or mentally handicapped.
- **Euthanasia:** refers to causing a painless death for a chronically or terminally ill individual who would otherwise suffer.



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- **Evian Conference:** an international conference convened by U.S. President Franklin D. Roosevelt in the summer of 1938 at a French summer resort in Evian-les-Bain, France. Delegates from 32 countries discussed the growing refugee problem. Many western countries expressed sympathy with the refugees but only one country, the Dominican Republic, agreed to accept additional refugees. Hitler interpreted the outcome of this conference as a message that foreign countries did not care about Jews.
- **Gestapo:** Nazi secret police, the Geheimstaatspolizei, was established by Herman Goring and later headed by Heinrich Himmler to combat criminal actions against the Nazi regime. The Gestapo was allowed to operate outside the law.
- **The Great Depression:** term used for a severe economic recession that began in the United States in 1929 and would affect economies around the world.
- **Hitler Youth:** Developed in 1926 to indoctrinate the young. In 1934, all other youth groups were banned and in 1936, membership to the Hitler Youth was compulsory. The focus of the Hitler Youth was to indoctrinate the children in the importance of eugenics, and blind allegiance to Hitler. The Hitler Youth were encouraged to report any disobedience they saw at home or in their schools to their leaders.
- **Mein Kampf ("My Struggle"):** Book written by Hitler that promoted the key components of Nazism: rabid antisemitism, a racist world view, and an aggressive foreign policy geared towards gaining Lebensraum (living space) in Eastern Europe.
- **November Pogrom or Kristallnacht:** On November 9-10, 1938, Nazi leaders unleashed a series of pogroms against the Jewish population in Germany and recently incorporated territories. This event was called Kristallnacht ("The Night of the Broken Glass") by the Nazis to quell public concern. Shattered glass littered the streets after the vandalism and destruction of Jewish-owned businesses, synagogues, and homes, dozens of Jews were murdered, and they were forced to clean the mess and pay for the repair. Over 30,000 Jewish men were arrested and sent to Dachau.
- **Nuremberg Laws:** In September 1935, these racial laws stripped Jews of their German citizenship as only Aryans could be citizens. The legal exclusion of Jews from German life. Other laws would soon follow further excluding Jews.
- **Propaganda:** the dissemination of information to influence or control large groups of people. Joseph Goebbels, the Minister of Propaganda for the Third Reich, used film, books, newspapers, radio, and posters to indoctrinate and encourage the persecution of Jews.
- **Reparations:** money that a country or group that loses a war pays because of the damage, injury, deaths, etc. it has caused.
- **SA:** Sturmabteilung in German, also known as Stormtroopers or Brownshirts. The SA played a vital role in the early years of the Nazi party as their violent methods of intimidation assisted in Hitler's rise to power.
- **Scapegoat:** a person or group made to bear the blame for others or to suffer in their place. Jews were the main scapegoat used by Hitler and the Nazi party as they were blamed for all the problems that Germany faced in the years after World War I.



- **Socialist:** A “left wing” political group. During the Weimar Republic, the Social Democratic Party (SPD) often received the most votes and had the largest delegation in the Reichstag. The party saw the SPD as its main political opponent and, after Hitler was appointed Chancellor in 1933, the Nazi party would target socialists as political enemies of the state.
- **Sterilization:** A procedure that destroys the ability of a person to reproduce.
- **Swastika:** ancient symbol in the form of an equal-armed cross with each arm continued at a right angle, used (in clockwise form) as the emblem of the German Nazi party.
- **The Third Reich:** Reich is the German word for empire. The First Reich was the Holy Roman Empire established around 800 A.D. and lasting until 1806. The Second Reich began with the unification of Germany in 1871 and lasted until Kaiser Wilhelm II abdicated prior to the end of World War I. The Third Reich, which Hitler claimed would last a thousand years, only lasted from 1933 to 1945.
- **Treaty of Versailles:** held Germany responsible for starting World War I. Germany became liable for the cost of massive material damages.
- **World War I:** also known as “The Great War.” Marked the first international conflict of the twentieth century. The assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian crown, and his wife, the Duchess Sophie, in Sarajevo on June 28, 1914, sparked the hostilities. Fighting began in August 1914 and continued on multiple continents for the next four years.

## Timeline

### Pre-World War I

- **Prejudice** against Jewish people had long existed in Europe. Jewish people were often persecuted and segregated from the rest of population. This prejudice stemmed from several erroneous beliefs which gained prominence through various historical periods, beginning in the ancient world and continuing past the twentieth century. Some of these beliefs were: (Prejudicial beliefs in quotation marks and italicized to signify that they are rooted in unfounded biases rather than proven fact. Corrections are listed after each quoted prejudice.)
  1. “Jewish people killed Jesus Christ.” (INCLUDE CORRECTION.)
  2. “Jewish people intentionally caused and/or spread the Bubonic Plague (Black Plague).” (INCLUDE CORRECTION.)
- Some European Jews are emancipated during the Enlightenment period of the 17th-19th centuries. With **emancipation**, Jewish people are welcomed into the rest of European society where many of them become more **assimilated**. Some Jewish people achieve upward mobility and financial/academic/social success, breeding resentment amongst many of their non-Jewish neighbors.
- The 19th century sees a rise in **eugenics**. Some eugenicists believe that Jewish people (among other groups) are genetically inferior to other races. Anti-Jewish prejudice continues, coined during this time period as **antisemitism**.



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## Cataclysm: World War I and The Great Depression

- **World War I:** lasts from 1914–1918. Forty million people – both civilian and military – perished in the war.
- **The Great Depression:** lasts from 1929 to 1939. Beginning with the crash of the U.S. stock market, the Great Depression ushers in a period of economic instability across the world. Already struggling to pay reparations for the war, Germany's economy suffers significantly. Hyperinflation runs rampant. At one point, 4 billion marks could buy you 1 egg.

## Aftermath: Treaty of Versailles and the Weimar Republic

- Germany is blamed for the conflict in the **Treaty of Versailles** and forced to repay **reparations**, crippling its already decimated economy. The Weimar Republic, a **democratic** government, is established, bringing about a period of social inclusion but economic turmoil and constant political stagnation. The **SPD** holds the most power during Weimar.

## The Nazi Party

- At the same time, a fringe, far-right group called the **National Socialist German Workers' Party** comes to some prominence, led by a charismatic artist-turned-soldier-turned politician named Adolf Hitler. The party runs primarily on anti-communism, racial purity, and **scapegoating** Jewish people for the loss of the war. Prior to Hitler's appointment to the chancellorship, the party receives only about 37% of the vote at its height. The Nazis attempt a failed coup in November 1923, resulting in Hitler's imprisonment. He writes **Mein Kampf** while in prison.
  - Introduce and define the savior/scapegoat dichotomy: The Nazis scapegoated the Jewish people (as well as other "undesirable" demographics) for all of Germany's problems. The Nazis positioned themselves as the savior for all of Germany's problems.)

## Early Stages of Genocide: The Reichstag Fire, Nuremberg Laws, November Pogrom

- **Paul von Hindenburg:** German president from 1925 until his death in 1934. Mistakenly believing he could control the Nazi party, he appoints Hitler as chancellor in January 1933.
- **Reichstag Fire:** February 27, 1933. The Reichstag building is burned down (allegedly) by a Dutch communist. Hitler uses the fire as an opportunity to seize even more power. The Reichstag grants him emergency powers, after which he dissolves the parliament. His dictatorship and the **Third Reich** effectively begins.
- **Beginnings of genocide:**
  1. **Dachau concentration camp:** first camp established, originally for political prisoners.
  2. **Nuremberg Laws:** <https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws>



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3. **November Pogrom** in 1938: After a mentally unstable Parisian Jewish man assassinates the German ambassador, the Nazis use this to ramp up their persecution and violence against Jewish people, resulting in the November Pogrom or Kristallnacht. Jewish people are forced to pay for the damages done to their property. Thirty thousand Jewish men are arrested and imprisoned at Dachau. The world largely does nothing to help them and stop the Nazi persecution.

### Questions to Consider

1. What were the conditions under which Adolf Hitler and the Nazi party came to power?
2. Define savior/scapegoat. Who did the Nazis scapegoat for Germany's problems? Who or what did they identify as the savior for Germany's problems?
3. Identify how the Nazi party began and escalated their persecution of the Jewish people, as well as other victimized groups.
4. Can you identify some of the (early) stages of genocide in the Nazi party's persecution of Jewish people?

### *Additional Resources*

### THE NAZI ASSAULT

#### Vocabulary

- **Bystander:** People who were passive and indifferent to the escalating persecution.
- **Collaborator:** Actively participated in the murder of Jews, and in several cases committed atrocities against their Jewish fellow citizens within their own national borders.
- **Deportation:** Forcing a person to leave where they are living. In the context of the Holocaust, the Nazis would trick, coerce, and force prisoners to leave the ghettos and board railway cars where they would be sent to concentration or death camps. Those in the railway cars were subject to overcrowding, unsanitary conditions, with no food or water for days. Many died as a result.
- **Einsatzgruppen:** Mobile killing units that followed the German Army on the Eastern front. These squads would round up Jewish residents and execute them by shooting them into mass graves. At least one million Jews were killed by these mobile killing squads.
- **Final Solution:** The term adopted at the Wannsee Conference in 1942 used to describe the murder of European Jews.
- **Ghetto:** often enclosed districts that isolated Jews by separating Jewish communities from the non-Jewish population by the use of wooden fences and barbed wire. These ghettos were overcrowded with extreme conditions that hastened the deaths of many of the population located within. With the development of the Final Solution, the ghettos were liquidated and the populace were either shot in mass graves or deported to concentration camps and/or death camps.
- **Liquidation:** the act of eliminating or killing, typically by violent means. Often used in reference to the liquidation of the ghettos by deportation or mass shootings.



- **T-4 Program:** code name for the Nazi Euthanasia Program. Starting 1939, Nazi officials began the euthanasia of those deemed unable to work or contribute to German society, called “useless eaters.” What began as an operation to rid the state of infants and children with mental or physical disabilities evolved to include adults and would lay the groundwork for the gas chambers. Once the public became aware of the program, protests took place resulting in Hitler publicly ordering a halt to the program, but the euthanasia program continued. Some of the participating physicians were later transferred to the camps.
- **Wannsee Conference:** Held in 1942 at Lake Wannsee, top Nazi officials gathered to discuss a solution to their Jewish problem. At this conference, the “Final Solution” was proposed and approved as an appropriate plan to annihilate the Jewish population of Europe and eventually the world.

## *Timeline*

### **World War II**

- Molotov-Ribbentrop Pact: Germany and the Soviet Union agree to divide Poland in half. German would control one half of Poland, while the Soviet Union would control the other half.
- Begins when Hitler and the German army invades Poland on September 1, 1939. Lasts from 1939-1945.

### **The Ghettos**

- Jewish people are forced into the ghettos soon after. The conditions are horrible: they’re given meager food rations, typhus is rampant, and starvation is constant. Half a million people perish in the ghettos. The Judenrat or Jewish council is established as a sort of governing body. However, they are still forced to comply with Nazi orders under threat of violence and death. Some of the largest and most well-known ghettos are:
  1. Lodz
  2. Krakow
  3. Lublin
  4. Warsaw

### **The Final Solution**

- Mass murder begins. The T-4 program is initiated in 1939, primarily targeting physically and mentally disabled people. Einsatzgruppen sweeps through Eastern Europe, murdering Jews as they go. Einsatzgruppen units would round up all of the Jewish people in an area and murder them primarily with a single bullet to the back of their heads. Jewish men, women, and children were all targeted. The constant killing, however, takes a mental toll on German soldiers, who frequently suffer from PTSD and alcoholism. (Heinrich Himmler witnesses one of these murders and vomits.) Nazi leadership convenes to find a “solution” to this problem. Eventually, they decide on using a pesticide known as Zyklon B to murder the rest of the Jewish people in concentration camps and death camps.



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### *Questions to Consider*

1. Define: bystander, collaborator. Give examples of both.
2. What stages of genocide can you identify at this point?
3. Why didn't other countries do more to stop this?
4. What do you think could have been done to prevent this?

## **THE MACHINERY OF DEATH**

### *Vocabulary*

- **Concentration Camp:** A camp in which civilians are detained or confined, usually under harsh conditions and without regard to legal norms of arrest and imprisonment that are acceptable in a constitutional democracy. Thousands of camps operated throughout Nazi-controlled Europe by the end of World War II.
- **Death Camp:** A concentration camp with the sole purpose of killing people. The six camps run by the Nazis which operated as death camps were Sobibor, Treblinka, Chelmno, Belzec, Auschwitz, and Majdanek. These camps were run as an assembly line as victims were herded into gas chambers where they were murdered. Their bodies were burned in crematoria or open fields or they were buried in graves. The belongings and bodies of Jewish people were collected and reused back in Germany.
- **Dehumanization:** Process of changing how a group or a person is perceived. Dehumanization reduces the group or person to objects, making them no longer human and not subject of human rights. This was done by referring to a person or group as animals such as "pigs" or insects such as "cockroaches" or parasites.

### *Timeline*

#### **Deportation**

- Ghettos are **liquidated** and **deportations** to concentration camps, labor camps, and death camps begin. People are forced into cattle cars without food, water, proper sanitation, and little room to sit or lay down. The journey could take days or week (s). Many people die on the way to the camps.

#### **Camp Selection Process**

- Once they arrive at the camps, prisoners are forced to strip down and are sorted by camp officials. Those who appear young, strong, and healthy enough are selected for slave labor. Those who appear sickly, too old, or too young are murdered immediately in the gas chambers and their bodies are burned in the crematorium. With the exception of a select few, those who arrive at death camps are all murdered soon thereafter. Young children who can pass for older are instructed by other prisoners to lie about their ages in order to avoid the gas chamber. Those who are murdered in the gas chamber have their belongings confiscated. Their clothes, shoes, jewelry, and their body parts are shipped back to German territory for other uses.
  - Examples: Gold cavity fillings were recast as Nazi gold. Hair was used to stuff mattresses and make clothing. Skin was used to make soap.



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## Questions to Consider

### 1. In what ways did the Nazis murder the victims? Why?

#### FORCED LABOR CAMPS

#### *Vocabulary*

- **Death March:** forced marches of concentration camp prisoners from the camps to the interior of Nazi controlled Europe. These marches took place over long distances where prisoners were under constant guard by Nazi soldiers who treated these prisoners with extreme brutality.
- **Forced Labor:** Often pointless and humiliating, and imposed without proper equipment, clothing, nourishment, or rest.
- **Labor Camps:** Camps that were established to benefit the Nazi state by exploiting slave labor (forced work without pay). Prisoners in these camps worked under extreme conditions which led to death for many. As WWII continued, the Nazi state relied on labor camps to boost German industries and the war effort.
- **Medical Experimentation:** Cruel experiments performed on victims, often without anesthesia, centered around three topics: survival of military personnel, testing of drugs and treatments, and the advancement of Nazi racial and ideological goals.

#### *Timeline*

#### **Camp Experience**

- Those who survive the initial selection process are put to work. The work they are forced to do is designed to humiliate and eventually kill them. Many German corporations use Jewish slave labor in their factories.
- Camp prisoners are given clothing that does not protect them against the climate, “food” that is little more than one serving of watered down soup per day, and are subject to constant brutality and **dehumanization**. Prisoners could be beaten and/or killed for any supposed infraction. Prisoners – who were starving, sickly, and weak -- were often forced to stand at attention for hours and were brutalized or murdered if they could not do it. Lice and typhus run rampant. Most are sick and malnourished. They are forced to sleep on wooden bunks in converted horse stables. Those who cannot get a bunk are forced to sleep on the ground. There is no proper sanitation. Life expectancy is [HOW LONG?]
- In some camps, prisoners are forced to endure **medical experimentation**, often without anesthesia. Many are killed from these experiments, while others are permanently maimed or disabled. The most infamous of these camp doctors was Josef Mengele at Auschwitz.



## End of the War: Death Marches and Liberation

- The tide of the war turns against Germany. Allied forces are nearing German territories. In order to conceal their crimes and maintain their slave labor force, Nazi camp officials force many of the camp prisoners on **death marches** back to Germany. Malnourished, weak, and with little clothing to protect them from the elements, prisoners struggle to make the (HOW LONG) long journey. If they appear too weak to continue or if they try to stop for rest, they are shot and killed instantly.

### Questions to Consider

1. What was life like in the forced labor camps?

## RETURN TO LIFE

### Vocabulary

- **Displaced Persons:** In the aftermath of the Holocaust and World War II, more than 250,000 Jewish peoples living in camps maintained by the Allied authorities and United Nations from 1945-1952. Many did not (or felt they could not) have homes to return to after Liberation.
- **Immigration:** the act of entering a country of which one is not a native for permanent residence.
- **Liberation:** the discovery of German concentration and death camps by Allied forces. The first camp liberated was Majdanek in Poland by Soviet forces in 1944. Many prisoners were forced on death marches but those that remained behind were liberated shortly thereafter. Allied troops found emaciated prisoners, many of whom would die in the days and weeks after liberation due to disease or their weakened state.
- **Refugee:** a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

### Timeline

#### End of the War: Liberation

- Allied forces reach the camps and are horrified by what they witness. Soviet forces liberate the Majdanek death camp first in 1944. Led by General Patton, American forces liberate the Bergen-Belsen concentration camp. Patton and his soldiers are shocked by what they see and smell. Patton is so disturbed by the conditions of the camp and the prisoners that he takes care to document it as evidence.
- (HOW MANY) Jewish people die in the camps. Many of those who are alive at the time of liberation die shortly after from starvation and sickness. In some instances, they are unable to digest the food that they receive from sympathetic Allied soldiers and die instantly. Those who survive past liberation are left to recover and pick up the pieces of their old lives.



- **Displaced Persons Camps** are set up across Europe (some at the same camps where victims were imprisoned). Survivors try to rebuild their lives by searching for other surviving family members, immigrating to other countries, or returning to their homes. The state of Israel is established in 1948. Many Holocaust survivors emigrate there.
- The world response to the Holocaust is mixed.
  1. Some seek justice and retribution. A few Nazi officials are tried at the Nuremberg Trials. Some are convicted and sentenced to death. Others are convicted of lesser crimes and receive light sentences. Others are acquitted. Many high-ranking Nazi officials escape justice by committing suicide (Hitler, Goebbels) or fleeing and hiding (Mengele).
  2. Some are apathetic and do little to assist survivors.
  3. Some continue their discrimination and persecution of Jewish people. Many who try to return to their homes are met with scorn and violence from their neighbors who have stolen their property. In some cases, there are pogroms against returning Jewish survivors after the war ends.

### ***Questions to Consider***

1. Who and what did Allied forces encounter when they liberated the camps? What was their reaction?
2. Why do you think American forces found it necessary to document and talk about what they witnessed?
3. How did Holocaust survivors try to rebuild their lives? What happened to those who tried to return home?

## **A FAITH THAT FIRE COULD NOT CONSUME**

### ***Vocabulary***

- **Yom HaShoah:** “Day of Remembrance” or Holocaust Memorial Day. This day commemorates the Holocaust and the six million Jewish lives who perished.

### ***Questions to Consider***

1. What is a Torah?

## **ACTS OF COURAGE AND HUMANITY**

### ***Vocabulary***

- **Kindertransport:** From 1938 to 1940, the rescue efforts that allowed refugee Jewish children into Great Britain. The outrage of the British people to the November Pogrom led them to appeal to the British government to allow the admission of Jewish children. In total, thousands of children were allowed to enter Great Britain, many of whom would lose their parents during the Holocaust.
- **Partisan:** A member of a resistance group. These groups used guerrilla style tactics to disrupt and attack German troops that operated in occupied countries.
- **Resistance:** fighting against and/or subverting something. There were many forms of resistance during the Holocaust, such as:
  - Physical resistance, such as partisan groups or organized uprisings



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- Cultural and spiritual resistance, both of which existed in the ghetto through the continuation of Jewish religious services and celebration of holidays and through the works of Jewish artists who continued to write and produce art.
- **Righteous Among the Nations:** title bestowed to someone by the State of Israel and Yad Vashem to a non-Jew who risked their life to save a Jew during the Holocaust for no financial gain in return.

## *Main Ideas*

### **Jewish Resistance**

- Certain factors made it difficult for Jewish people to resist against the Holocaust:
  1. Collective responsibility: If one Jewish person resisted, the Nazis held all Jewish people responsible.
  2. Weakened physical state: At nearly every point of the Holocaust, Jewish victims were kept starving, malnourished, severely ill, and in a state of exhaustion.
  3. Concealment: Nazi officials and their collaborators did everything in their power to conceal their murderous intentions. They destroyed evidence and used euphemisms to disguise what was happening until the last moment.
- Jewish people, however, resisted the genocide at every turn and in a myriad of ways. While people often debate over how to define the word “resistance,” the resistance of the Jews during the Holocaust can generally be divided into two categories:
  1. Physical resistance: Warsaw Uprising, The Bielski Partisans, Sobibor Revolt
  2. Spiritual and cultural resistance: maintaining daily routines; religious and cultural traditions; documenting, testifying to the atrocities committed; acts of humanity

### **Righteous Among the Nations**

- Most non-Jewish people were either indifferent bystanders or willing collaborators to the Holocaust. However, there were many non-Jewish people who risked their lives to rescue Jews from suffering and death. Many of these people are honored in the Righteous Among the Nations. Some of the most well-known examples are:
  1. Oskar Schindler
  2. Chiune Sugihara
  3. Irena Sendler
  4. Jan and Antonina Zabinski
    - Kindertransport

### **Questions to Consider**

- 1. Define “resistance.” How did Jewish people resist the Nazi regime? Give some examples.
- 2. Provide some examples of non-Jewish people who helped Jewish people during the Holocaust. Why do you think these people helped? Do you think you would have done the same if you were in their position?

