

GLOSSARY OF TERMS

Nazi: Short term for National Socialist German Workers Party, a right-wing, nationalistic, and anti-Semitic political party formed in 1919 and led by Adolf Hitler from 1921 to 1945

Feuher: German word for “leader.”

Swastika: the official emblem of the Nazi party—also an ancient symbol in Hinduism, etc, etc

Yiddish: a language that combines elements of German and Hebrew, usually written in Hebrew characters and spoken by Jews chiefly in eastern Europe and areas to which eastern Europeans have migrated

Affidavit: a sworn statement in writing made under oath or before an authorized magistrate

Ghetto: although the word comes from a Jewish quarter in Venice in the 1500s, during WWII, ghettos were enclosed city districts where Germans concentrated the Jewish population and forced them to live in crowded, miserable conditions

Concentration Camps: Prison camps constructed to hold Jews, Roma, political and religious opponents, resisters, homosexuals, and other Germans considered “enemies of the state.” Before the end of WWII, more than 100 concentration camps had been created across German-occupied Europe.

Visa: an endorsement made in a passport that allows the bearer to enter the country issuing it

Deportation: the forced removal of Jews in Nazi-occupied countries from their homes

Diplomat: someone involved in conducting negotiations between groups, often directing international relations with regard to culture, peace, economics, trade, and war

Embassy: a permanent place where diplomats from one state or country are present in a different state or country to represent their homeland

Allies: twenty-six nations led by Britain, the US, and the Soviet Union that joined in war against Nazi Germany, Italy, Japan, and their allies, known as the Axis Powers

Haganah of Palestine: a Jewish paramilitary organization in the British Mandate of Palestine from 1920-1948

Anti-Semitism: prejudice against or hatred of Jews

Reconciliation: the act of restoring harmony

From the **SHOAH** to the **choosing to REMEMBER** **MOUNTAINS**

“As Catholic theologian, Thomas Merton, reminds us, the real horror of these crimes is that most perpetrators are neither insane nor pathologically cruel people. Rather, we should understand that these acts were committed by everyday, regular people while other ordinary people stood by and watched.”

1. Read the quote above from the opening panel of the exhibit. Reflect for a moment on why ordinary people can be capable of such cruelty.
2. Can you name at least two places in the world where Genocide is currently happening?
3. As you go through the exhibit, pay attention to when and where people were born. Try to find some connection to each place and time through other things you have read, watched, or experienced.
4. Where was the information gathered to create this exhibit?

Shoah: Hebrew word for an all consuming fire—is often used in place of the Latin root word for Holocaust which comes from “a burnt offering.”

Genocide: The deliberate and systematic extermination of a racial, political, religious, or cultural group

Ordinary German Life

1. What is most striking to you about the 1938 “Cross of Honor of the German Mother”?
2. *Mein Kampf* (My Fight), outlined Adolph Hitler’s plans for Nazi Germany to rule Europe with the Aryan race conquering the “twin evils” of Judaism and Communism. When would German people receive this book as a gift from the government?

3. By 1936 how many youth organizations were legal in Germany?
4. What were the members of the Hitler Youth Movement encouraged to do?
5. Read Rubin Feldstein’s story about encountering some Hitler Youth while escaping Germany with his family. If you were in Rubin’s shoes, describe emotions you might have felt listening to your peers sing that song to you.

The Hitler Youth Movement

Schools Teaching Prejudice

6. Find Mr. Braun’s statement about the difference in interacting with individuals and with groups at school. Is the type of difference he mentioned a reality today in your school?
7. By 1935 even though Jewish children were still allowed to attend school, what did all teachers wear to symbolize their loyalty to the Nazi party?

8. The Nuremberg Laws were enacted in 1935. The new laws denied Jewish people their German citizenship and stripped them of many rights. Name at least one thing that Jews were not allowed to do as a result of the Nuremberg Laws.
9. After reading the story of Lotte and Hilde, why do you think the picture of Lotte in her confirmation dress was in Hilde’s mailbox?

The Nuremberg Laws



By 1942, Germany had enlarged at the expense of its neighbors. Austria and Czechoslovakia, Poland, France, Belgium, and the Baltic states were under German control. Denmark, Belgium, northern France, Serbia, parts of Norway, Hungary, Romania, Bulgaria, Slovakia, Finland, Croatia, and Yugoslavia were under German influence. Between 1942 and 1944, German military control extended to central and northern Italy, Slovakia, and Hungary.



GERMAN-OCCUPIED

In 1942, Germany dominated most of Europe. Greater Germany (Germany and Luxembourg) were completely incorporated. Territories from Czechoslovakia were seized by Greater Germany. German military forces occupied Norway, Denmark, northern Greece, and vast tracts of territory in eastern Europe. Italy, Vichy France, and the Balkans were all either allied to Germany or subject to heavy German forces extended the area under their occupation to southern France.

Roundups

1. Why were the Nazi's called "Brown Shirts?"
2. How did some children escape the round-ups?
3. What was Hilde's job as a teenager?

Refugees in a New Home

4. How could people in America assist people in danger in Nazi Germany?
5. How many relatives and friends did the Lichtenfel family rescue from the Nazi's?
6. Name a store in downtown Asheville that employed German refugees from the Holocaust?
7. Tragedy often creates strong bonds. Read about the relationships and connections of various friends and families in WNC who experienced the Holocaust. See how many you can count throughout the exhibit.
8. Jewish parents who had the resources often chose to send their children to safer places during the Nazi rule and WWII. Some families were able to escape together to safer countries. Palestine became a safe haven for many families. Where did Carla Silkerstein's grandmother feel that she would be safe?
9. Was she correct?

Sponsorships and Affidavits

Family Separation

1. Why did Rita Klahr's father believe his family would be safe in Germany?
2. Approximately how many children did the Kindertransport take out of England?

3. Read Max Heller's story. How did his short meeting with tourist Mary Mills save his life?
4. Did Max keep his teenage promise to Trude Schonthal?

5. What is the translation of the word "Kristallnacht?"
5. *Kristallnacht was much more serious than the translation of the word suggests. Do research online to find out more about the events of Nov. 9, 1938.*
6. How did Egon Friedlander's father and brother avoid being found and arrested on Kristallnacht?
7. Study Egon's passport. What name is he given as his first name?
8. The name on the document is *not* Egon's true first name. Why do you think he is documented in this way?

9. Why did the waiter on the train leaving Austria refuse to help Trude and her mother as he had promised?
10. How many escapes attempts did Trude and her mother make before they crossed into Belgium?

11. Name at least one accomplishment of the Quakers in their international effort to relieve suffering for Jewish people.
12. What famous Quaker family helped Bob Janowitz and many other boys?

REFLECTION and DISCUSSION

Read through the following questions with a partner, small group, or class. Spend time talking and listening to your peers as everyone shares their thoughts about each question.

1. What were the most powerful images you saw in the exhibit?
2. What was the most powerful story you read?
3. Why were they the most powerful to you?
4. Do you know anyone who survived the Holocaust?
5. What is a survivor?
6. What are some circumstances that help people become survivors?
7. What are some characteristics of survivors?
8. What is a bully?
9. What is a bystander?
10. Have you ever been a bystander in a particular situation?
11. What is an advocate?
12. Have you ever been an advocate in a particular situation?
13. What influences people to be bullies?
14. What influences people to be bystanders?
15. What influences people to be advocates?
16. What are some strategies you could use in your life to become a better advocate?

War Crimes Tribunals

1. Read the caption that tells the story about Markus and his cousin Max.
2. Why do you think the statement, “whether or not in violation of the domestic law of the country where perpetrated,” was such an important part of the definition of “Crimes Against Humanity”?
3. Why did Markus Reich eventually stop giving his testimony at war crimes trials?

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4. Where was Peter Reiser born?
 5. In which war was Peter Reiser’s brother killed?

Refugees in Israel**Reconciliation**

6. In your own words, what does “reconciliation” mean?
7. Why do you think Lotte wanted to return to Darmstadt for a visit?

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8. Because of the huge amount of people who were murdered in the Holocaust, many families are unsure about the fate of their loved ones or ancestors. Name three places that families of people who experienced the Holocaust can research to find out what happened to their loved ones.

Searching for Family Long Gone**Making the Most of Coincidence**

1. How did Salo Marx’s father help a family in Louisville, Kentucky before his death?
 2. Why were people sometimes reluctant to sign affidavits for Jewish families needing to escape countries occupied by Nazis?
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3. What is one way the Nazis would trick groups of people into gathering in one central place for extermination?
 4. Where in Africa could families go by boat to escape the Nazi’s trap in Vichy, France?

Vichy, France**Censorship**

5. Name one way Miriam Figatner disguised her identity as she, her sister, and her mother crossed the country of Spain.
6. What happened to Miriam’s high school transcript from Belgium?

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7. Who were the first targets for deportation to concentration camps?
 8. Why was Joe Vandewart released from the police station after he was taken there by the Nazis?
 9. Read about the 1942 round-ups in Kassel, Germany. Reflect on the emotions people must have experienced while being forced to leave their homes and live in small spaces with large crowds, uncertain of the future.

Escaping Deportation

Denmark to Theresienstadt

1. Name one reason why John Rosenthal was well suited for Military Intelligence during WWII.
2. Why was Horst Baumgarten unaware of the warnings put out by the Danish government attempting to save their citizens from the Nazis?
3. Denmark, under the leadership of King Christian X, negotiated to send *what* through enemy lines to bring Danish prisoners out?

4. How old was Walter Ziffer when the Nazis deported him to a slave labor camp?
5. What happened to Walter's friend, George, standing with him in the photograph?

Slave Labor Camps

6. How did Walter Ziffer get permanent residency in the US?

Refugees

7. Name one major disadvantage for Jewish soldiers in the Hungarian Army during WWII.
8. What was one role of the resistance group Harry Lerner joined as the Nazis invaded Hungary?
9. What was Lily Gluck's motto while being enslaved at Aushwitz Death Camp?
10. Why do you think the Commandant at Lily's last camp tore up the paper with Heinrich Himmler's orders?

Resistance**Slave Labor and Death Camps**

1. What would happen to anyone at the Gussen camp who fell on any of the 21 uneven steps leading from the camp to the factory work site?
2. DISCUSSION: Read Julius Blum's miraculous story about his time at Gussen. Discuss your feelings about his story with a friend or with your class.
3. What was Julius' job after being liberated?

4. Which death camp did Eric Wellisch and his fellow soldiers encounter while pushing to capture territory at the end of WWII?

Displaced Persons Camps

5. Why do you think Cecilia's parents and grandparents were immediately sent to the gas chambers instead of being sent to work at the munitions plant?
6. How many Jewish people ended up in Displaced Persons camps after the war in Germany?

7. Was General Patton supportive of the De-Nazification of Germany?

8. Was the De-Nazification program ever fully completed?

Allied Troops, D-Day Liberation**De-Nazification Program**