BROKEN Threads

A TEACHER’S GUIDE

— VANCOUVER HOLOCAUST EDUCATION CENTRE —
BROKEN Threads

FROM ARYANIZATION TO CULTURAL LOSS:
THE DESTRUCTION OF THE JEWISH FASHION
INDUSTRY IN GERMANY AND AUSTRIA

A TEACHER’S GUIDE

FRIEDA MILLER
VANCOUVER HOLOCAUST EDUCATION CENTRE
Broken Threads – From Aryanization to Cultural Loss: The Destruction of the Jewish Fashion Industry in Germany and Austria, is an exhibit which celebrates over forty years of fashion (1895 - 1938) created by Jewish designers and manufacturers from Germany and Austria while delineating the methodical destruction of this industry during the Holocaust. As surprising as it may be, to think of avant-garde and couturier fashions in the context of Holocaust education, this exhibit presents a unique and unexplored aspect of Holocaust history. The scarcity of these fashions today, speaks to the terrible consequences of this historical period.

Jews had been prominent in the fashion industry in Germany and Austria for over a hundred years. Nazism changed that forever. Forced from their homes and businesses, excluded from most professions, occupations and cultural life, Jews disappeared. Along with them went the fashion prominence of Berlin and Vienna. Beginning with propaganda and the boycotts of 1933 and escalating to the expropriation of businesses, emigration and deportation, Broken Threads can be seen as a microcosm, reflecting the larger devastation of the Holocaust.

About the Teacher’s Guide

Broken Threads: A Teacher’s Guide is designed to both complement the exhibit and act as a resource for teachers wishing to explore the period of the Holocaust from 1933, when the Nazis first assumed power, to Kristallnacht. Although the guide focuses on the earliest measures and decrees enacted by the Nazis against the Jews of Germany and Austria, it concludes with the concentration camps, and the issues of cultural and human loss.

The Teacher’s Guide is divided into nine chronological sections which deal with the themes of Propaganda, Boycotts, Intimidation and Humiliation, Nationalism, Aryanization, Nuremberg Laws, Kristallnacht, Deportations, and Emigration and Loss.

Each section is document-based and makes use of primary documents, archival photographs, fashion drawings and newspaper clippings. Teachers are encouraged to photocopy these primary documents and the accompanying information pages for their students’ use. At the end of each section, teachers will find suggestions for classroom activities and discussion.
During World War II, propaganda was used by nations on both sides to shape public opinion and build loyalty. The Nazis used propaganda to promote Nazism, anti-Semitism, and the ideology of an Aryan master race. Nazi propaganda was delivered through the Nazi-controlled mass media, banners, posters, and in fanatical speeches to audiences at mass rallies.

Under the Nazis, Jews were legally classified as a race. Hitler said "The Jews are undoubtedly a race, but they are not human." Nazi propaganda films portrayed Jews as vermin and sub-human, unworthy of life. Jews were presented as distasteful, untrustworthy and as having stereotypical physical characteristics. In contrast, German women were presented as idealized Aryan wives and mothers; tall, blond, traditional and noble. Contact between the "races" was feared by the Nazis, and forbidden by the Nazi race laws.

Der Stürmer was an inflammatory German weekly newspaper which published virulently anti-Semitic propaganda from 1923 to 1945 and frequently targeted Jewish store owners, tailors, doctors and lawyers. Der Stürmer labeled Jewish fashion, "a thorn in the eye of the SS" and inappropriate for the "New Germany."

Nazi propaganda portrayed Jews as a "crushing presence" in the German clothing industry, conspiring to undermine the nobility of German womanhood. Jewish department stores were accused of promoting the modern ideas of “capitalism, socialism, republicanism and urbanism,” as opposed to ‘traditional’ German values. The campaign against Jewish clothing and fashion businesses began with propaganda and then escalated into boycotts, intimidation, Aryanization and deportations.

**DEFINITIONS**

- **PROPAGANDA**
  An organized plan to promote biased information, derogatory ideas or practices, transmitted in speeches, slogans, posters, newspapers, film etc.

- **RACE**
  Classification based on a group’s supposed common descent and physical features.

- **SS / SCHUTZSTAFFEL**
  This “Protection Squad” — which was also known as the Black Shirts — was originally Hitler’s bodyguard. The SS was then enlarged and became an independent entity under Heinrich Himmler. By 1936 the SS controlled all the police agencies and later played a major role in administering the death camps.
1. Cover of Der Stürmer. January 16, 1938

Der Stürmer was a weekly German newspaper which published anti-semitic propaganda from 1923 to 1945. Published in Nuremberg by Julius Streicher, it was self-titled a “German Weekly Newspaper Towards the Struggle for the Truth.” It often proclaimed, as this issue does at bottom, that “the Jews are our misfortune.”

This particular issue is concerned with “The Jewish Businessman: He Harms the People and the Merchants.”

The cover image is titled “Jewish Calculation,” and its caption reads:
We are Jews. We are destroying.
She is fooled by the glitter
The Jewish name does not bother her

The table of contents lists articles on:
Commerce with Girls
Jews and Architecture
The Monster Talmud
A Fascist Writes about Racial Shame

2. Anti-Semitic Beer Coaster

Inscription reads “Whoever buys from a Jew is a traitor to his people.”
**Examine - Define - Describe**

Examine the newspaper page with the cartoon showing a woman being fitted for a dress by a tailor. What racial stereotypes are being presented? How is the text used to incite hatred towards Jews? Why do you think Jewish business men were specifically targeted by this propaganda? What negative characteristics are portrayed by the image and text of the beer coaster?

Read the definition of propaganda. Would you classify these documents as propaganda, and if so why? What is the difference between persuasion in advertising and propaganda?

**The Language of Slogans**

As part of the propaganda campaign against Jews, slogans were posted on shops, on the sides of ships and airplanes, at mass rallies, and carried on signs through the streets. Read the following examples:
"Jews are our misfortune."
"The Jew is our greatest enemy, beware of the Jew."
"Germans defend yourselves against Jewish atrocity propaganda."
"Germans defend yourselves! Don't buy from Jews!"
"Avoid Jewish department stores; buy at Christian ones."
"Hyenas are scum, so are Jews."

How violent is the language used and why? What is the role of propaganda slogans in creating and promoting stereotypes? What is the difference between individual incidents of racial slurs or graffiti and a propaganda campaign?

How common is the targeting of different ethnic groups in your school or community? Describe examples of ethnic slurs or slogans you have heard expressed or seen written as graffiti. What kinds of words are used and why? Why is it important to oppose individual incidents?
BOYCOTTS
After its defeat in World War I, Germany was in an economic and political crisis, with many people out of work. The Nazis came to power in January 1933 and shortly afterwards, on April 1, the Nazi Propaganda Minister, Joseph Goebbels, declared a national boycott against German Jews. The boycott was carefully planned to begin simultaneously in every city and town at 10AM. Uniformed, and often armed, guards were placed in front of every store or business owned by Jews. Customers were prevented from entering. Guards were also placed at the offices of Jewish lawyers and doctors.

Jewish businesses and department stores, which were a prominent part of the community, became convenient targets for the boycotts. The modern department store, with its fixed and low prices, was blamed for Germany’s economic crisis. Nazi propaganda claimed that all department stores were in Jewish hands and were a danger to the German middle class. As part of the boycott, signs were posted warning, "Jewish store! Whoever buys here will be photographed." Trucks, with Nazis bearing signs, patrolled the streets. The signs proclaimed, "Germans! Defend yourselves! Don’t buy from Jews!"

The boycotts were among the first measures taken against the Jews during the Holocaust and laid the groundwork for the subsequent removal of Jews’ civil and human rights. Following the boycotts the Nazis passed laws barring Jews from public schools, the professions and the civil service.

**DEFINITIONS**

- **BOYCOTT**
  Refusal to buy a product or patronize a store. Often used as a form of protest or coercion.

- **HITLER YOUTH**
  Nazi paramilitary and social club for German boys from ages 14-18. The organization indoctrinated German youth with Nazi beliefs and anti-Semitism. Young girls joined the League of German Girls.

- **SA / STURMABTEILUNGEN**
  Stormtroopers – also known as the “Brown Shirts.” Paramilitary organization, noted for its violence and brutality, intimidated and battled early opponents of the Nazis.
1. Tietz Fabric Department. Berlin, 1909
Like the Tietz Department Store shown here, many of the first
department stores offered services that only the wealthy had been
able to afford before. Prices were fixed and low. Customers could
browse and goods could be returned.

courtesy bildarchiv

2. Nathan Israel Boycott. Berlin, April 1, 1933
The boycott at the Nathan Israel Department Store in which the SA
hold signs reading “Germans defend yourselves! Don’t buy from
Jews.” By 1935 this department store was in Nazi hands and
Wilfried Israel was notified that he was no longer the owner. He
continued to work there as hundreds of Jewish employees were laid
off. He is credited with getting most of the staff, especially the chil-
dren, out of Germany before the war broke out.

courtesy United States Holocaust
Memorial Museum
THE ROLES AND INTENTION OF BOYCOTTS

The photograph shows members of the SA enforcing the boycott in front of the Nathan Israel department store. Why do you think the SA was used? What message did the presence of the SA communicate to German citizens?

Explain the word boycott in your own words and give a contemporary example. What is the difference between the intent of the Nazi boycott and the international boycott of South Africa during the years of apartheid? Who stood to gain from the Nazi boycott and the removal of Jews from the economic life of Germany?

In response to the unprecedented violations of human rights during the Holocaust, the Universal Declaration of Human Rights was passed on December 10, 1948. Article 23 of the Declaration states that all people have the right to work and to choose their jobs. Why do you think that economic rights were included in the declaration? How does Article 23 relate to the Nazi boycott of the Jews?

ORGANIZE A BOYCOTT

Choose a clothing or department store that is popular with students. Imagine that students in your school wanted to boycott this store. What would they have to do to organize such a boycott? How could the boycott be made as effective as possible? Brainstorm ideas in pairs or small groups. List your ideas in order of priorities. Develop an action plan. Write slogans for signs and design posters for the boycott.

Compare your invented student boycott with the Nazi boycott. What are the similarities and differences? What role do slogans and signs play in a boycott?

What effect would a student boycott have on store owners, on the community and on students who do not support the boycott? What is the difference between students persuading other students to boycott a store and an organized boycott led by a group in power?
3 INTIMIDATION AND HUMILIATION
"Jewish store! Whoever buys here will be photographed!" People who shopped in Jewish-owned stores were singled out for intimidation. Non-Jewish customers entering Jewish stores were photographed. Their names and pictures published in the local press or displayed on billboards, like the notice, opposite. Anyone not complying with Nazi decrees was labeled a "traitor to his people."

The Nazis used intimidation to instill fear in German citizens and humiliation to demean Jewish and other victims. The humiliation took many forms. Jews were forced to wear yellow stars of David on their clothing, and certain park benches in Berlin's "Tiergarten" were painted yellow, for Jewish use only. Religious Jews were often specifically targeted, with some men forced to scrub the streets or have their beards cut off in public. In the photo opposite, a young Jewish boy is humiliated while others look on.

Dr. Michael Siegal, an eminent Jewish lawyer, lodged a complaint with the Munich police after the windows of a Jewish-owned store were broken in March 1933. He was beaten, his trouser legs cut off, and he was marched through the streets wearing a sign, which read: "I am a Jew, but I will never again complain about the Nazis."

Humiliation helped create a psychological distance between victims and perpetrators. The victims were made to seem less worthy and more like 'outsiders.' The process of intimidation and humiliation combined to create a climate, conducive to the oppression of one group by another.

"The only thing necessary for the triumph of evil, is for good men to do nothing."  
– Edmund Burke, Irish Statesman and author, 1729-1797
INTIMIDATION AND HUMILIATION

The events in Germany as reported in the Victoria daily paper.
courtesy The Daily Colonist

2. Writing on the Wall. Vienna, 1938
A young boy is forced to paint “Jew” on the wall of this father’s store.
courtesy AKG photo

2. Deim Juden haben gekauft. August 1935
A public notice listing names of people caught buying from Jewish owned stores.

Translation:
From Jews they have purchased
on 31 July, 1935 at the Schoken Store, the employee
Ilse Johanna Uhlmann, typist at the Electrical Company
on 31 July, 1935 at the Tietz Store, the employee
Arno Richard Lutzner, city technician at the Electrical Company
on 8 August, 1935 at the BATA shoe store, the employee
Johannes Weichert, Department Head at the Küchwald Hospital

This offence against notice Number 2 reminds every German city employee of their duty and that they have been advised. The declaration shall be posted in all city work rooms until 15 September 1935.

Signed by W. Schmidt, Mayor of Chemnitz, August 15, 1935
EXAMINE ARTIFACTS AND DISCUSS
Read the notice and describe its purpose. Why do you think the names of the three people were posted in this public way and not warned or punished privately? What is the difference between the Nazi use of intimidation to enforce the boycott decree and a democratic government, like Canada’s, enforcement of its laws?

What is the effect of humiliation on its victims? Write a list of words describing some thoughts and feelings that the young boy in the photo might have had. In what way was the debasement of Jews a necessary part of the Holocaust? Could the segregation and eventual deportation of Jews have been accomplished otherwise?

During the Holocaust, there were perpetrators, victims, bystanders and rescuers. What do you think might have happened had bystanders resisted the Nazis’ early intimidation and humiliation tactics?

ROLE PLAY
Intimidation often brings with it a threat of reprisal or violence. List and describe incidents of intimidation or humiliation that have occurred in your school or neighbourhood. Which groups were targeted by this intimidation or bullying? Form small groups and stage brief re-enactments of the incidents. What do these different incidents have in common? Brainstorm ideas of what students might have done to help in each instance.

AMERICAN SLAVERY
Before the Civil War, African-American slaves were exploited for their labour. They were also dressed in special clothing, tattooed and branded. Few were permitted to keep their own names, languages, customs and beliefs. Why was their slave labour not enough? Why do you think their dignity was stripped away from them? What was the effect of this humiliation on both the slaves and the society around them?

SUGGESTIONS FOR RESPONDING TO INTIMIDATION
• Call 911 or the police. Get help to ensure your safety or that of the victims.
• Report the incident to school or other appropriate authorities.
  Describe the attackers and the incident in detail.
• Describe what was said, any slurs used, or other expressions of hate.
• Discuss safety and self-defense issues with other students.

adapted from CHOOSE DIGNITY: A Kit for Fighting Hate, written and produced by the Westcoast Coalition for Human Dignity, Vancouver, BC.
4 NATIONALISM
Nazism was a form of fascism, which demanded ultra-nationalism and absolute conformity. This conformity extended to controlling what men and women could wear. Nazis believed that German women, in particular, should wear "racially appropriate" clothing. Pressure was placed on the German woman to choose traditional, national dress instead of more modern, or western dress.

The first picture shows the kind of German, nationalist dress promoted by the Nazis. It is a folk costume, featuring a dirndl (full, gathered) skirt and traditional embroidery. This is the kind of costume that the Nazis used to evoke a sense of pride and nostalgia for an idealized German past.

The second picture shows a fashionable, western style dress which the Nazis opposed as being "foreign" in design and having French or Jewish influences.

Jewish designers and manufacturers were portrayed by the Nazis as having the power to contaminate fashion and undermine the morals of German women. The clothes, offered by Jewish department stores, were seen as a "satanic mockery of [German] womanhood" and the "stylized costume of the city whore." Nazi propaganda portrayed Jews as a "crushing presence" in the German clothing industry, conspiring to undermine the nobility of German womanhood.

DEFINITIONS

Fascism
Form of government based on a one-party dictatorship, militarism, ultra-nationalism, absolute conformity, and intolerance for civil and human rights.
1. Nationalist Costume.
Drawing for a design of a more traditional outfit taken from Leonore Freiman’s sketch book. Leonore received a polite letter of termination from the dressmaking salon where she was apprenticing, shortly after Hitler’s annexation of Austria. She was fortunate enough to emigrate to England in April of 1939.

courtesy Leonore Freiman

2. Haute Couture.
Dress design from a fashion plate taken from the German fashion magazine Die Neue Linie (The New Line), 1935.

from the collection of Claus Jahnke
EXAMINE AND DISCUSS
Examine the first costume. How is it similar to traditional clothing of other cultures with which you are familiar? Imagine a German woman wearing this costume during the Nazi era. What does the costume tell you about the woman and her society?

Imagine the same woman wearing the second designer dress. How can clothing change your ideas about a person or the society? What does the Nazis' opposition to modern, western dress tell you about the dangers of nationalism and absolute conformity?

THE POLITICS OF FASHION
Clothing often has political implications. Some governments, past and present, have tried to exert control over the dress of its citizens. Read the following examples and add additional ones to the list:

• During the Maoist years in Communist China, people wore what amounted to a uniform - a blue cotton Mao jacket, with its distinctive stand-up collar and blue capped hat. This conformity was seen as a universal equalizer, and as a way of eliminating any outward signs of wealth or class.

• Some people fear the dress culture associated with young people. The long hair and colourful dress of the 1960s anti-war movement was seen by many as evidence of a moral decline in societal values.

• The shaved heads and military style boots with red or white laces of racist skinheads are often feared today.

• Jeans are often seen as a kind of youth uniform. Schools or organizations sometimes have uniforms or dress codes.

What power does fashion have to communicate ideals and values? What control should society have over the dress of its youth or its citizens?

DEBATE
SCHOOL UNIFORMS
Form two teams consisting of researchers, writers, judges and debaters. The first team presents in favour of conformity of dress for students. They may see it as an equalizing or beneficial force. The second team presents the case against the implementation of student uniforms at the school. They might see it as a restrictive and demoralizing.
ARYANIZATION
In May 1933, ADEFA – The Association of ‘German’ Aryan Clothing Manufacturers – was established in Berlin under the Reich Ministry of Economy to direct the Aryanization of the fashion industry.

The ADEFA label in German clothing guaranteed the buyer that the garment had been manufactured “by Aryan hands only.”

Aryanization refers to the forced transfer of Jewish-owned businesses to German “Aryan” ownership. The Aryanization process had two stages: the so-called “voluntary” stage, from 1933 - 1938, during which Jews were excluded from German economic life, and the compulsory stage that began immediately after Kristallnacht.

In this final stage, all Jewish-owned businesses that had not already been “Aryanized” were liquidated within a few weeks and transferred to a government trustee. Jews who fled were forced to “donate” all their remaining property to the state.

Ironically, Magda Goebbels and Emmy Göring, wives of highly-placed Nazi officials, continued to buy from their favourite Jewish designers until official Aryanization in the late 1930s made it impossible. Even after Aryanization had begun, the Nazis placed orders for uniforms with Jewish manufacturers. By 1939, however, all areas of clothing manufacture were “Judenrein” – free of Jews.

Jews received little or no compensation in the expropriation of their property and businesses. Even after the war most of these forced transfers were not overturned or compensated.

"The Germans wanted the business. They wanted everything we had – they took the house away. We had to live with another family in a one and a half room apartment."

~ Manfred Carsh, a Vancouver resident whose family never received compensation for the loss of their elegant business, Carsch House in Dusseldorf, Germany.

DEFINITIONS

• ADEFA •
The Association of ‘German’ Aryan Clothing Manufacturers was established in Berlin under the Reich Ministry of Economy in May, 1933. Its goal was to direct the Aryanization of the fashion industry. The ADEFA label assured the buyer that the garment was manufactured “by Aryan hands only.”

• ARYAN •
Term perverted by the Nazis to mean a so-called master race. The idealized Aryan was blond, blue-eyed, tall and muscular. The original term refers to a people speaking an Indo-European dialect.

• HERMANN GÖRING •
Hitler’s deputy and designated successor, responsible for the German economy and the confiscation of Jewish property in 1937. Following Kristallnacht, Göring was placed in charge of the “Jewish Question.”

• GÖRING FOUR-YEAR PLAN •
The practical and legal preparations for the Aryanization of Jewish property.
1. Jews To Lose All Property. April 28, 1938
The process of Aryanization as reported in the Victoria daily paper.

courtesy The Daily Colonist

2. ADEFA Clothing Logo.
The ADEFA label guaranteed the German buyer that a garment had been "made by Aryan hands only."

reproduced from Berliner Konfektion und Mode Die Zerstorung einer Tradition, 1836-1939.

3. Made In Canada Label.

JEWIS TO LOSE ALL PROPERTY
Will Be Taken Over by German Government in Due Course

BERLIN, April 27 (AP).—A high authority tonight disclosed the German Government plans to take over all Jewish property "in due course of time" and to encourage Jews to emigrate from Germany.

This disclosure was made in explanation of a new decree requiring the approximately 750,000 Jews in Greater Germany to register their fortunes and properties both at home and abroad.

The decree was issued today by Field Marshal Hermann Wilhelm Goering, No. 2 Nazi, as director of Germany's four-year plan to gain economic independence.

ON LEGAL FOOTING
"The decree is intended to place on a legal footing the gradual elimination of the Jew from German business life, in that he is to be assured that the properties declared are actually his and will not simply be taken away from him by unauthorized action," the authority said.

Once the exact figures are known, he continued, the Government can proceed with its plan.

Significance was seen in a paragraph of the decree which said:
"The controller of the four-year plan (Goering) may take such measures as may be deemed fit to insure utilization of properties falling under these terms in consonance with interests of German economy."
EXAMINING LABELS

What does the "Made in Canada" label tell consumers about the garment? Some people feel that by manufacturing or purchasing Canadian goods, they are demonstrating national pride or supporting local industries. Compare its purpose to the ADEFA label. Imagine a coat with the ADEFA label. What story might it tell? Explain how a simple artifact, like the ADEFA label, can help us understand the Holocaust?

READ AND DISCUSS

Read the newspaper article, Jews to Lose All Property. The article reports that Jews were "encouraged" to emigrate. Why do you think the word "encourage" was used? Why do you think the Nazis legalized the Aryanization process?
6 NUREMBERG LAWS
Shortly after assuming power in 1933, the Nazis passed the first anti-Jewish legislation, removing Jews from professions and businesses.

In September 1935, the two Nuremberg Laws were passed. The first of these laws, known as the Reich Citizenship Law, reclassified Jews as second-class citizens and removed their basic civil rights.

The second of the Nuremberg Laws, known as Law for the Protection of German Blood and Honour, established membership in the Jewish "race" as being anyone who either considered themselves Jewish or had three or four Jewish grandparents. People with one or two Jewish grandparents were considered to be Mischlinges – of mixed race. Although at first there was some uncertainty as to how to treat Mischlinges, ultimately anyone with even a single Jewish grandparent was at risk in Nazi Germany. The Nuremberg Laws were unique in classifying Jews, not as a religion or culture, but as a race. This meant that even non-practicing Jews or Jews who had converted to Christianity could be defined as Jews.

The Nuremberg Laws governed the private lives of Jews in their interactions with non-Jews. For example, the laws prohibited intermarriage or sexual intercourse between Jews and non-Jews. Jews were prohibited from employing non-Jewish women under age 45 as domestic helpers.

The Nuremberg Laws were part of the Nazi’s belief in an Aryan "master race." "Inferior races" such as the Slavs were useful only as slaves. Jews, Roma (Gypsies) and the handicapped were considered to be serious biological threats to the purity of the German race, and therefore "unworthy of life." These ideas were based on eugenics, a racial theory popular in most western nations at the time, including Canada, Britain and the United States.

Today, geneticists dispute the ideas of racial superiority and have found very few genetic differences among races. Despite the superficial variations of hair and skin colour, all people are more genetically alike than they are different.

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1. Nuremberg Laws Chart.
The Nuremberg Laws stated that only a person of 'German blood' (four white circles, top row left, on the chart) could be a German citizen. Jews were redefined as second class citizens. A Jew was defined as someone who had three or four Jewish grandparents (three or four black circles, top row right, on the chart). People with one or two Jewish grandparents were considered to be Mischlinge — of mixed race. Although Mischlinges were the subject of some debate initially, ultimately anyone with even a single Jewish grandparent was at risk under the Nuremberg Laws.
Race and Law in Canada

Examine the Nuremberg race laws as pictured by the black and white circles on the chart. Consider that many Canadians are of mixed heritage and that people of different language and ethnic groups often intermarry. Imagine the effect on Canadian society, if over time, one racial, ethnic or linguistic group became dominant, some groups were considered to be inferior, and others of mixed-race. What problems would be encountered in trying to sort everyone into the right categories? How does this relate to the difficulties experienced by Jews who had assimilated, married non-Jews or converted to Christianity? Explain how the classification of Jews as a race made escape from persecution almost impossible.

What was the significance of enshrining Nazi racial ideology in law? What role did lawyers and doctors play in this process? Compare the Nuremberg Laws to the laws used to disenfranchise Japanese-Canadians during World War II?

What is the difference between a Canadian census question, which asks people to identify themselves by race or ethnic group, and the classification of Jews as a race in Nazi Germany?

Ethnic Conflicts Today

Read newspapers to research and describe current world conflicts, in which race or ethnic differences are exploited to promote hatred and genocide.

Eugenics in Canada

Eugenics, which promoted "selective breeding," was a popular idea in most western countries. During the 1930s, patients held in mental institutions in British Columbia, Alberta and twenty U.S. states, were forcibly sterilized to prevent the procreation of those considered to be "inferior." In 1998, the Alberta government formally apologized to those who had been sterilized. Why do you think it was important to redress a wrong, even one that had occurred so many years ago?

Design a Poster

Article One of the Universal Declaration of Human Rights states:

That all human beings are born free and equal in dignity and rights. Article Two continues that this is "without distinction of any kind, such as race, colour, sex, or language, religion, political or other opinion."

Design a poster for a racism-free school, which promotes these human rights. Your poster should present people of every race and colour with dignity and as welcome in your school.

For a Racism-Free School
7 KRISTALLNACHT
Kristallnacht – the “Night of Broken Glass” – took place throughout Germany and Austria on the night of November 9-10, 1938. Prior to Kristallnacht, Nazi police took precautions to ensure that Jews could not fight back effectively. On November 8th, police entered Jewish households, removing anything that Jews could use to defend themselves. In the course of just a few hours on November 9th, hundreds of synagogues were burned, thousands of Jewish-owned places of business were destroyed, almost one hundred Jews were killed, and thirty thousand Jews were arrested and sent to concentration camps. The Kristallnacht prisoners who were released were forced to emigrate immediately, to have their properties “Aryanized,” or both. The shards of broken window glass seen in front of Jewish-owned stores all over Germany the next morning gave this event its name.

Kristallnacht marked a dramatic change in the policy of the Nazis toward the Jews of Germany and Austria. Ever since Hitler’s accession to power in 1933, the Jews had been deprived of their status as citizens, and had been subjected to increasingly harsh measures of social and economic isolation. Yet there had been only sporadic episodes of actual violence directed against them. Now this changed.

Most historians believe that Nazi leaders had planned a wave of violent actions against the Jews for some time, but waited for a suitable opportunity to put these plans into force. This opportunity was provided in November 1938, when a 17-year-old Jewish student named Herschel Grynszpan assassinated a German diplomat at the German embassy in Paris. Grynszpan’s motives are well-known. A few weeks earlier the German government had ordered all Jews holding Polish passports to be expelled from Germany – yet the Polish government refused to let the Jews re-enter Poland. Thousands of them, including Grynszpan’s parents, were trapped in no-man’s land between both countries.

Grynszpan’s deed was the act of a single desperate individual, but Nazi leaders used it as a pretext to order the destruction of Jewish houses of worship and places of business, and the arrest of Jews all over Germany. Increasingly repressive measures against the Jews of Germany and Austria followed. When the Second World War broke out, the same measures were imposed on Jews in all the countries or regions occupied by Germany. Kristallnacht emboldened Nazi leaders to escalate their anti-Jewish policies to unprecedented levels, and paved the way to the eventual deportation and murder of six million Jews in the Holocaust.
1. Instructions to Gestapo Offices. November 8, 1938
A synopsis of the instructions sent to Gestapo Offices regarding "the implementation of the demonstrations."

excerpted from Anthony Read and David Fisher’s “Kristallnacht: The Night of Nazi Terror.”

2. Sweeping up the Shattered Glass after Kristallnacht.
Berlin, November 1938
Jewish storekeeper cleans up after Kristallnacht.

courtesy Wiener Library

3. Victims of Revenge. November 11, 1938
Newspaper report from the Victoria daily paper.

courtesy The Daily Colonist

Newspaper report from the Victoria daily paper.

courtesy The Daily Colonist

TO ALL REGIONAL AND SUBREGIONAL GESTAPO OFFICES
sent at 1:20AM, November 8, 1938

SUBJECT: MEASURES AGAINST THE JEWS THIS NIGHT

• That only such measures were to be taken that would not endanger German lives or property (e.g. the burning of synagogues was only to be carried out if there was no danger of fire spreading to the surrounding district).

• Businesses and residences of Jews may be damaged but not looted.

• Particular care is to be paid in business streets. Non-Jewish businesses are to be protected from damage under all circumstances.

• Police are to seize all archives from synagogues and offices of community organizations, this refers to material of historical significance. Archives are to be handed over to the SS. (Because the synagogues were to be burned to the ground, the Nazis wanted the records of the Jews.)

• As soon as possible, officials are to arrest as many Jews — especially wealthy ones — in all districts as can be accommodated in existing cells. For the time being, only healthy male Jews of not too advanced age are to be arrested.

Signed by Reinhard Heydrich,
SS Gruppenführer
Jews in Germany Victims of Nation-Wide Day of Revenge

Wave of Violence Sweeps Reich Following Assassination of German Embassy's Secretary in Paris
—Destruction of Jewish Property Runs Into Millions—Synagogues Burned

Police Are Scarce While
Demonstration at Height

BERLIN, Nov. 10.—The greatest wave of anti-Jewish violence since Chancellor Hitler came to power in 1933 swept Nazi Germany today and Jews were threatened with new official measures against them.

Millions of dollars' worth of Jewish property was destroyed by angry crowds. Jewish stores were looted. Synagogues were burned, dynamited or damaged in a dozen cities.

Propaganda Minister Goebbels, calling for a halt in the demonstrations, declared "the final answer to Jewry will be given in the form of laws or decrees."

DAY OF VENGEANCE

It was a nation-wide day of vengeance for the death yesterday of Ernest von Rath, Secretary of the German Embassy in Paris, shot Monday by a seventeen-year-old Polish Jew, Herschel Grynszpan.

Bands of youths roved the streets of Berlin and other cities from early morning on, smashing windows of Jewish shops. In many places crowds which gathered after daybreak pushed into the establishments and came out with loot. Most of Berlin's 1,000 Jewish stores were plundered.

Sounds of breaking glass and shouts of looters died away only near midnight. Hundreds of Jews voluntarily spent the night in jails fearing worse violence as reports of burning and looting continued to come in from many cities.

FEW POLICE SEEN

At the height of the demonstration few police were seen. One detachment of police in the heart of Berlin was charged by a mob which pushed them aside and began plundering.

After more than twelve hours of violence Goebbels appealed to the people to refrain from further demonstrations.

The appeal was issued at 4 p.m.,
Continued on Page 9, Column 2

Nazis Wipe Out Jewish Business in Their Country

Germany Scene of Most Violent Government and Private Anti-Semitic Actions in Its History
—Wholesale Arrests Made of Jews Of Wealth and Culture

BERLIN, Nov. 12.—Nazi Germany today practically wiped out Jewish business, barred the nation's 500,000 Jews from public entertainments and fined them $400,000,000 for the slaying of a German diplomat by a young Polish-German Jew in Paris.

In addition, the Government required that Jews whose 1,000 Berlin shops were wrecked or looted Thursday in mass demonstrations must pay for the damage themselves. Insurance claims by Jews for demolition of their properties must be paid to the State.

Officials promised "further decisive measures" and Jews feared that the ghetto, unemployment or concentration camps were in store for them as the result of the most violent Government and private anti-Semitic actions Nazi Germany yet has seen.

WHOLESALE ARRESTS

Police made wholesale arrests among Jewish moneymen, educated and cultured classes, 1,600 being taken into custody in Berlin alone. In Vienna it was estimated that between 18,000 and 20,000 Jews had been arrested since Thursday. Many of them were released, but thousands still were in custody.

While the anti-Semitic campaign was intensified, there were new manifestations against Catholics. Arrested Nazis at Munich shattered many windows in the palace of Michael Cardinal von Faulhaber at Munich.

The fine of 1,000,000,000 marks (400,000,000) against German Jews "in their entirety" for the slaying of Ernst von Rath, secretary of the German Embassy at Paris, represents from one-fourth to one-fifth of the estimated Jewish wealth in Germany, excluding Austria and Sudetenland, before Thursday's outbursts.

When and how the fine would be collected was not announced, but, since Jewish business must be given up, it was assumed part of the sum would come from this source.

DECREES ISSUED

Decrees against Jews issued today:
1. Prohibited Jews from conducting retail businesses, mail order and commission houses and independent handicraft enterprises after January 1.
2. Barred Jews from heading any industrial or commercial concern.
3. Ordered Jews excluded from theatres, movie houses, concerts and other public presentations.

Hermann Wilhelm Goering, director of Germany's four-year plan for economic self-sufficiency, issued the decree providing the $400,000,000 fine.

In the attack on Cardinal von Faulhaber's palace at Munich, a crowd broke between sixty and seventy pints on the ground floor after the cardinal had sought police protection.

The march on the palace started in early morning. The crowd had retired to beer halls after hearing Adolf Wagner, Nazi district leader for Bavaria and Bavarian Minister of Interior, denounce "Roman Catholic allies of Jews."
UNDERSTANDING KRISTALLNACHT

Read the decree and explain why synagogues and Jewish community centres were ordered burned but not Jewish businesses and residences. Following Kristallnacht, the Jewish community was fined a total of 1 billion Marks (approximately $400 million at the time) for damages caused by the Nazi Party rioters. What were the economic motivations behind Kristallnacht? Who stood to gain from the removal of Jews from the economic life of Germany and how?

Following Kristallnacht on November 12, 1938, Hermann Göring said, "I would not wish to be a Jew in Germany." Why is Kristallnacht considered to be a turning point in the history of the Holocaust? How were things different for German and Austrian Jews after Kristallnacht?

LOOTING AND RIOTING IN INDONESIA

In May 1998 there were three-days of looting and riots in Indonesia, during which, more than 1,300 people were killed. Hundreds of buildings, cars, and properties were burned, looted, and their owners physically abused. Hundreds were burnt alive.

Ethnic Chinese have been specifically targeted by these violent and degrading attacks. Their lives were in grave danger, and their properties were looted and destroyed. Hundreds of ethnic Chinese women were raped. All these atrocities happened without intervention from the army or the police force. In some cases, the army and police joined in the rampage.

Which human rights were violated in Indonesia? What similarities do you see between Kristallnacht and the events in Indonesia? How might an understanding of Kristallnacht motivate people to protest racial attacks today? What should Canada’s response be?

WRITE A DECREE LIMITING HUMAN RIGHTS

Divide the class into two groups. Group A brainstorms reasons why Group B should remain at their desks and be denied permission to go outdoors during lunch.

Group A writes a decree limiting Group B’s freedom of movement and writes a lists of reasons why the decree is beneficial for all concerned.

Anticipating this exclusion, Group B draws up a list of arguments against having their freedom restricted. Each group shares their work and explains the reasoning and discussion that went into the process.

Questions for Group A

How difficult was it to come up with reasons in support of the decree? Which reason was the most convincing? How could similar reasoning be used against a minority group in your community today? How did the process of writing a decree make you feel about the targeted group and yourself?

Questions for Group B

How difficult was it to argue for your rights? How did this process make you feel about the other group and yourself? What does this tell you about the Jewish experience of being removed from schools, professions and businesses?

Questions for Both Groups

Based on this activity, speculate on the ways in which a government can convince its citizens to limit the rights of a minority group.
DEPORTATIONS
By 1939, over 50% of German and Austrian Jews had succeeded in emigrating. Those who remained were less fortunate. The winter of January 1942 was a bitter one in Berlin. Yet, unlike the German population, Jews received no clothing rations. Whatever warm clothing they had, was confiscated. By the summer of 1942, Jews were also forced to give up all suits, blouses, skirts, hats, undergarments as well as all fabric remnants, including the cloth yellow stars that Jews had been required to wear.

By the end of 1941, the Final Solution, the Nazi policy of exterminating all Jews, was in place and the mass deportations of Jews to concentration camps had begun. Concentration camp inmates were used as slave labour in weaving and dressmaking shops to fabricate uniforms and civilian clothing.

As historian Raul Hilberg wrote of the concentration camps, "A person stepped off the train in the morning, in the evening his corpse was burned and his clothing packed for shipment to Germany." The mass deportations of millions of Jews to concentration camps provided the Nazis with warehouses of confiscated property.

‘Kanada’ was the name used for the warehouses in Auschwitz where deportees possessions were sorted and stored. Thirty-five barracks were filled with confiscated clothing and other valuables. The amount of clothing taken from the Jews deported and murdered was staggering. In 1945, Liberators at Auschwitz reported that the six barracks which escaped fire set by fleeing SS troops, contained 348,820 men’s suits, 836,525 dresses, 388,000 pairs of men’s shoes and 5,255 pairs of women’s shoes.

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**DEFINITIONS**

- **AUSCHWITZ**
  A concentration camp established in 1940 near Oswiecim, Poland. In 1943, it became an extermination camp. It contained a labour camp, the death camp Birkenau, and the slave labour camp, Buna-Monowitz. Up to 1.5 million Jews and 100,000 victims from other ethnic and cultural groups were murdered here.

- **KANADA**
  Area of Auschwitz-Birkenau where the clothes, jewelry and other valuables of arriving deportees were stored. Its name comes from the prisoners’ image of Canada as a land of plenty.

- **CONCENTRATION CAMP**
  Immediately after assuming power in 1933, the Nazis established camps where they "concentrated" and imprisoned perceived enemies of the state. The SS operated 1,800 labour, prison and transit camps throughout Europe. Six of them were built exclusively as death camps.

- **FINAL SOLUTION**
  Nazi code name for the plan to destroy the Jews of Europe.
1. Child’s Shoe.
This shoe was recovered from the ‘Kanada’ barracks at Auschwitz.

courtesy Vancouver Holocaust Centre Society Archive

2. The ‘Kanada’ Barracks at Auschwitz.
This warehouse of clothing was discovered along with 34 others after the liberation of Auschwitz in January 1945.

courtesy United States Holocaust Memorial Museum
A Child’s Shoe

Explain the importance of a simple artifact, like the child’s shoe, recovered from the Kanada barracks at Auschwitz. In what way is it a form of documentary evidence? What personal experiences can it evoke?

Write a narrative about the shoe to explain how Auschwitz-Birkenau was organized to achieve its purpose of the mass killing of Jews, Gypsies, Poles, Jehovah’s Witnesses and others. Consider the movement of people from the deportation trains to the showers, barracks and forced labour or to the gas chambers and crematoria.

“Redistribution”

Dr. Rudolf Vrba was one of only five Jews to escape Auschwitz prior to its liberation. In his address at the Kristallnacht Commemoration in Vancouver, 1997, he explained that “[Jewish] houses, apartments, shops on the main street, furniture, cars, radios, sewing machines, carpets, kitchen utensils, bicycles, baby prams, and all imaginable sorts of other property, which was vital during war time, were confiscated from the deported Jews and redistributed.”

Approximately 4 million Jews were deported to concentration camps during the Holocaust. The combined population of Montreal and Vancouver is about 4 million. Imagine the deportation of this number of people and the “redistribution” of their homes, businesses, cars and other possessions, to supporters of the government in power. What does that tell you about the economics of the deportations?

Thomas Blatt is a survivor and escapee of the Sobibor death camp. He was forced to sort through the clothes of those individuals who were exterminated immediately upon their arrival in Sobibor. These bundles of clothes were soon shipped back on a train to Germany. After some time, he was given the job of burning all the personal documents, photographs and non-valuable items of these murdered Jews. Why would the Nazis feel it important to have someone dispose of non-valuables this way?
Jews were forbidden to leave Germany or Austria with any assets beyond a suitcase of clothes. Nothing convertible to cash, like bonds or jewelry, could be taken with them.

Few countries, including Canada, were willing to take them in. Canada admitted only 5,000 - 8,000 Jews from 1933 - 1945, the worst record of any large non-European country. The Canadian government was preoccupied with the depression, the war and feared an anti-Semitic backlash in Quebec. F.C. Blair, Director of Immigration, believed that Canada was in danger of being "flooded with Jewish people" and that it was his duty to guard against this.

When a people are destroyed, the unique music composers would have written, the books, the inventions, designs, painting, poetry, medical cures and advances that would have been, are also lost. During the Holocaust, complete villages or shtetls were wiped out, and with them, a way of life. The once vibrant Yiddish language, literature and theatre was reduced to a remnant. This cultural loss was a loss for all time.

The Jewish fashion industry in pre-war Europe is only one example of cultural loss during the Holocaust. In many ways, the destruction of the Jewish fashion industry is a microcosm, reflecting the devastation of the Holocaust.

During, and in the years following the Second World War, fashion, along with the Jews, disappeared nearly completely from Germany. A 'fashion Diaspora' (a dispersion) was created as those designers and manufacturers who could, fled Germany and Austria. Some were never able to re-establish their fashion careers. Those who could, used their fashion talents in such cities as Montreal, Toronto, New York, Chicago, Buenos Aires, Tel Aviv and Hollywood.

"We must nevertheless seek to keep this part of the Continent free from unrest and from too great an intermixture of foreign strains of blood, as much the same thing as lies at the basis of the Oriental problem. I fear we would have riots if we agreed to a policy that admitted numbers of Jews.

1. Meeting Between Science and Politics.
Albert Einstein was only one of many German intellectuals forced to emigrate to escape Nazi persecution. Einstein is seen here at a reception given by Reich Chancellor Brüning in honour of the British Prime Minister Ramsay MacDonald. In the photo (from left to right) are Max Planck, Ramsay MacDonald, Albert Einstein, Finance Minister Hermann Dietrich, Privy Counsellor Schmitz (of IG Farben) and Foreign Minister Julius Curtius. August 1931.

courtesy bildarchiv
**Cultural Loss**

The Jewish fashion industry during the Holocaust is one example of cultural loss. List examples of other ethnic groups that have experienced a cultural loss. Consider the cultural loss experienced by the Kwakwa’kawakw people after their potlatches were banned by the Canadian government.

Imagine a jacket belonging to someone who fled Nazi Germany for Canada in 1938. Write an account of its history from its manufacture to the back of a closet, found in Canada today. Trace its travels in a suitcase and the path of its experiences. Use the timeline as a reference.

**Exploring History Through Clothing**

Describe an old article of clothing saved by you or your family. Interview family members to discover who kept it and why? Tell its story by describing the path of its experiences. Explain what it represents to you or your family now.

**The Contributions of Emigrants**

Albert Einstein, like many refugees, Jewish and non-Jewish alike, past and present, have made contributions to their adopted countries. Einstein was fortunate enough to have fled Nazi Germany. Explain how our world might have been different had he not managed to escape.

Research the life of one of these German scholars who was able to flee Nazi persecution. How did they contribute to the world as we know it today?

- Theodor Adorno – Philosopher & Sociologist
- Albert Einstein – Physicist
- Otto Klemperer – Conductor
- Lise Meitner – Physicist
- Arnold Schoenberg – Composer
- Paul Tillich – Theologian

Write a newspaper editorial or design a poster listing some positive contributions made by refugees to Canada.
**TIMELINE**

**Biblical Times:** Jewish dyers and weavers enjoy high status within the temple.

**Diaspora:** Tailoring skills migrate with families, following the destruction of the Second Temple in Jerusalem, 70 AD. Jews find a niche in the repair and trade of used clothing.

1295: Weavers of Berlin are forbidden to buy yarn from Jews.

1348: Jews are blamed for The Plague in Berlin and expelled from the city. It is the first of repeated expulsions and re-admissions.

**15th Century:** Prussia forbids Jews to enter many professions, own land or join trade guilds. Jews earn a meager living trading in used clothes and tailoring.

1644: In Vienna, Christian tailors complain that Jewish tailors are making ready-to-wear garments and employing Christian sewers.

1867: New Austrian constitution integrates Jews into society, giving them access to Austria’s social, cultural and economic life.

1871: With German unification, Jews were granted full citizenship.

1881-1883 & 1903-1905: Pogroms force mass emigration of Jews from Eastern Europe to Western Europe, especially Berlin and Vienna.

**19th Century:** German Jews establish department stores and move into large scale manufacturing of clothing.

1920s: Berlin Jews are highly influential in fashion and culture.

1929: Jews own half of the German clothing manufacturing firms, especially in konfection, the ready-to-wear branch of the industry.

1933: The first Nazi laws exclude Jews from the civil service, medical and legal professions, and the arts. Schools and universities are Aryanized. Jewish children are denied access to public education.

April 1, 1933: The first state-directed boycott against Jewish businesses is held.

May 1933: ADEFA–The Association of German Clothing Manufacturers is established under the Reich Ministry of Economy to Aryanize the fashion industry.

1933-1935: Later decrees exclude Jews from cultural life and journalism. Nazi party members and government employees are prohibited from buying in Jewish owned stores. Welfare recipients are not permitted to use their food stamps in Jewish stores. By 1935, newspapers are forbidden to publish advertisements for Jewish enterprises. Certain park benches in Berlin’s "Tiergarten" are painted yellow, for Jewish use only.

**September 1935, Nuremberg Laws:** Jews become second class citizens and sexual relationships between Jews and non-Jews are forbidden. Aryan women under age forty-five are forbidden to work as domestics in Jewish households.

April 27, 1938: Göring orders the registration of all Jewish businesses, bank balances, accounts and real estate holdings. Sixty to seventy percent of Jewish businesses in Germany are liquidated.

November 9, 1938: Kristallnacht ("Night of Broken Glass") is the first state-directed riot against Jews, destroying Jewish businesses and synagogues. Following Kristallnacht, Jews were forced to pay for damages caused by the Nazi rioters.

1939: Clothing manufacturing is Judenrein (free of Jews).

**Late 1941:** The Final Solution, the Nazi policy to exterminate all Jews, begins. Concentration camp inmates are used as slave labour in weaving and dressmaking shops to fabricate uniforms and civilian clothing.

January 1942: Jews receive no clothing rations. All their warm clothing is confiscated.

Summer 1942: Jews forced to give up all suits, blouses, skirts, hats and undergarments as well as all fabric and wool remnants, including the cloth yellow stars required to be worn by Jews.

1942: Mass deportations of millions of Jews to the concentration camps provides the Nazis with warehouses of confiscated property, including clothing and other valuables.
NON-FICTION

Abella, Irving and Harold Troper. None is Too Many.
Examines why Canada was closed to the Jews of Europe between 1933 and 1945. An anonymous senior Canadian official’s response to the question of how many Jews should be allowed into Canada, provides the title for this book. Grades 10-12

Definitive account of Jewish economic life under the Nazis. Author argues that the economic destruction of the Jews was a Nazi objective from the onset. Grade 12

Boas, Jacob and Joel Neuberg. "Kristallnacht": The Night of Shattered Glass.
San Francisco: Holocaust Center of Northern California, 1988.
Short booklet aimed at young readers. Provides an overview of Kristallnacht and Nazi anti-Semitism. Grades 5-9

Dawidowicz, Lucy S. A Holocaust Reader.
Both German and Jewish documents are provided, including reports, letters, and diaries. Large section on anti-Jewish legislation. Grades 11-12

Engelmann, Bernt. Germany Without Jews.
Examines the consequence of Hitler’s expulsion and murder of German Jews. Provides an account of the staggering losses Germany suffered in politics, science, and the arts. Germany did not just lose the war. It lost one of its richest cultural resources. Grade 12

Friedrich, Otto. Before the Deluge: A Portrait of Berlin in the 1920's.
A comprehensive historical portrait of the political, social, and cultural life of Berlin. A look at what life was like in this cosmopolitan centre, before the Nazis assumed power. Grade 12

Describes and interprets the mounting anti-Jewish persecution in Germany after the 1933 Nazi accession to power. Scholarly yet highly readable work by one of the eminent historians of the Holocaust. Grade 12

Provides an excellent overview of the 1500-year history of the Jews in Germany. Texts, pictures, and contemporary accounts are used to trace Jews from their first settlements on the Rhine in the fourth century to the destruction of the community in World War II. Grades 9-12

A compilation of Nazi and Jewish documents, which offers insight into the destructive process. Includes one of the Nuremberg Laws and a letter permitting the delivery of Zyklon B to Auschwitz. Grades 11-12

A simple and clear summary of the first seven years of Nazi rule. Includes a chapter on Kristallnacht. Grades 4-7
Marrus, Michael R. *The Holocaust in History.*
Probes into the scholarship of the Holocaust to provide a critical analysis of how historians have handled the troubling and often controversial issues of the Holocaust. Marrus is one of Canada’s foremost Holocaust historians. Grades 11-12

Excellent account of the "Night of Broken Glass," the events leading up to it, and its immediate aftermath. Grades 10-12

Schleunes, Karl A. *The Twisted Road to Auschwitz: Nazi Policy Toward German Jews, 1933-1939.*
A classic of Holocaust historiography. Examination of the erosion of the status of German Jews prior to the deportations. The "Final Solution" is seen as an unplanned evolution rather than a premeditated plan. Sparked decades of debate over functionalism vs intentionalism. Grade 12

Thalmann, Rita and Emmanuel Feinermann. *Crystal Night: 9-10 November 1938.*
Recreates the night of November 9-10, 1938, when the Nazi-sanctioned riot was unleashed against the Jews. Grades 10-12

**YOUTH FICTION – GERMANY AND AUSTRIA**

Orgel, Doris. *The Devil in Vienna.*
A Jewish girl and the daughter of a Nazi have been best friends since they started school, but in 1937 the thirteen-year-olds find their close relationship difficult to maintain. Grades 5-7

Richter, Hans. *Peter Friedrich.*
A young German boy recounts the fate of his best friend, a Jew, during the Nazi regime. The Nazi program of dehumanizing and segregating Jews is seen through the eyes of a child. Grades 5-7

Watts, Irene N. *Good-bye Marianne.*
Toronto: Tundra Books (McClelland and Stewart Young Readers), 1998.
A heartbreaking story of Marianne Kohn’s life in Germany and her escape. Based on factual events of the Kindertransports which saved thousands of Jewish children before the outbreak of the war. Grades 5-8
VIDEOS

The Boat is Full
In 1942 the Swiss government, alarmed at the vast numbers of Jews fleeing Nazi Germany, established stringent immigration policies and declared the country’s "lifeboat" full. Nominated for an Academy Award for best foreign film, this suspenseful drama tells the story of a group of refugees forced back to the border by ordinary citizens too frightened or indifferent to take them in. German with English subtitles.
Grades 8-12  64 min. / colour

Bound For Nowhere
Archival film footage is used to tell the story of the historic voyage of the S.S. St. Louis which set sail from Hamburg, Germany for Cuba on May 13, 1939, with 937 Jewish refugees aboard. Denied entry into Cuba, refused landing in the U.S. and Canada, the ship sailed for 5 weeks, until forced to return to Europe.
9 min. / bw

Daniel's Story
Documents the events of the Holocaust from the perspective of a Jewish child growing up in Nazi Germany. The fictional characters of Daniel and his family are based on the experiences of actual German Jewish families. Makes use of archival photographs and film footage. Includes a teachers' guide.
Grades 5-17  14 min. / bw

Memories of Berlin
Details the cultural richness of pre-Holocaust Germany, that ended with the accession to power of the Nazis. Makes use of archival film footage.
72 min. colour / bw

Nothing To Be Written Here
Mixing personal narrative and historical documentary, the film traces the film maker's discovery of her father's wartime experiences. Exiled from Austria in 1938, interned in Britain and transferred to Canada in 1940, he was one of 2200 Jewish refugees, held behind barbed wire in Canada, alongside Nazi POWs.
47min. / colour

Our Time in the Garden
Tells the true story of a young Jewish woman, growing up in Berlin during Hitler's rise to power. Begins as a detailed chronicle of her charmed and secure life, which has its center in the family's walled garden. Outside, anti-Semitism becomes a shattering force as the Nazis take control and her family decides to abandon Germany forever.
15 min. / bw

The Wave
Based on a classroom experiment, conducted in California in 1967, in which a high-school teacher formed his own "Reich" to show his students how the German people were able to embrace Nazism. Raises critical questions about individualism, conformity, power, discipline, and racial superiority.
Grades 8-12  46 min. / colour
POSTERS

1933: German Jewish Life Before the Nazis
Wiesenthal Poster Set (#3/40)
The paradoxical situation of the Jews in Germany, as both members of, and outsiders in, a society.

The Nightmare Begins: Hitler and the Nazis
Wiesenthal Poster Set (#5/40)
Early anti-Jewish measures, including book burning and the economic boycott.

Concentration Camps: 1933-1938
Wiesenthal Poster Set (#8/40)
Early opponents of the Nazi regime were sent to camps like Dachau. Many of the first prisoners were political (liberals, socialists and communists); the percentage of Jewish prisoners rose drastically after Kristallnacht.

In Flight: 1933-1938
Wiesenthal Poster Set (#9/40)
Due to anti-Jewish actions and legislation, thousands of Jews fled Germany. For those who stayed in Europe, the reprieve was only temporary.

1938: The Reich Expands
Wiesenthal Poster Set (#10/40)
When the Nazis annexed Austria, their anti-Jewish measures came with them. The isolation and persecution of the Austrian Jewish community took only a few months.

Kristallnacht: The Night of Broken Glass
Wiesenthal Poster Set (#11/40)
Kristallnacht marked a turning point in Nazi anti-Jewish action: it was the first organized pogrom of violence orchestrated by the highest authorities.