

Tampa Bay
Times


NIE

newspaper in education

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Let me introduce myself ...

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- Jodi Pushkin, president of Florida Press Educational Services and manager and curriculum writer Tampa Bay Times Newspaper in Education program.
- Curriculum writer for NIE programs since 2000
- Teacher since 1990
- Currently adjunct professor at Saint Leo University and Hillsborough Community College



What is NIE?

NIE is a cooperative effort between schools and the newspaper to promote the use of newspapers in print and electronic form as educational resources. **The goal of NIE is to build future, life-long readers of newspapers.**

Developing Daily Habits

- Using the newspaper in your classroom and NIE curriculum on a regular basis helps students develop daily reading habits that they will carry through their lives.
- The Times provides a vital link to the real world for students who too often do not realize the value of their academic programs. The study of today's critical issues, events and people helps students understand the past and see a role for themselves in their future world.



Why Use the Newspaper?

- The terms “informational text” and “nonfiction” are often considered synonyms and used interchangeably. However, these types of texts are not the same.
- According to Scholastic magazine, “Informational text is a type of nonfiction — a very important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of literature that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features, and format.”

Newspapers as primary sources

“Working with primary sources builds a wide range of student skills, from reading complex texts to assessing the credibility of sources to conducting research.”

- - Library of Congress

Primary sources are the raw materials of history original documents and objects that were created at the time under study.

Primary sources found in the newspaper include photographs, interviews, eyewitness accounts, audio recordings and maps.

- [Library of Congress](#)

Newspapers as secondary sources

Secondary sources are accounts that retell, analyze, or interpret events, usually at a distance of time or place.

Secondary sources found in the newspaper include reviews, critical analyses and second-person accounts.

- [Library of Congress](#)

Informational text

- The information within the pages of the newspaper can be primary and secondary sources. The information can be fact and opinion.
- The term informational text includes various types of texts:
 - Essays
 - Articles
 - Letters
 - Images
 - Cartoons
 - Photographs
 - Advertisements

Rhetoric

Rhetoric is using language effectively to persuade, inform, educate, or entertain.

The newspaper offers different forms of rhetoric in each of its sections: news, opinion, features, sports, comics, advertising, political cartoons, advertorials, photos.

BEARING WITNESS

AN EXPLORATION OF THE HOLOCAUST THROUGH PRIMARY SOURCES

12 Nazis To Die For War Crimes
Three Acquitted
And Seven Given Long Jail Terms



North Chilled

Nuremberg and The Dream of Law



Congressmen View Horrors Of Prison at Buchenwald

By DON WHITEHEAD
BUCHENWALD PRISON, GERMANY.—(AP)—Eight American congressmen walked among the horrors of Buchenwald prison yesterday and got shocked eye-witness proof of a Nazi world in which human life was not worth that of an animal.

Five Million Jews Slain By Nazis, Hungarian Says

NEAR ESSEFUT, Germany.—(AP)—The Budapest president of the democratic Hungarian underground movement yesterday said 5,000,000 Jews at the concentration camps.



Florida
COMMISSIONER'S TASK FORCE ON HOLOCAUST EDUCATION

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CENTRAL EXECUTIVE OF DIN ROMANIA
OFICERUL JUDETEAN IASI
Nr. 1149 din 30 Iulie 1944
ACT DE DOVADA
Se constata prin aceasta ca este posesorul Dovetului Nr. 1149 din 30 Iulie 1944, eliberat de catre Comandantul General pentru problemele interne si externe al Comandamentului de Securitate din Iasi, in baza ordinului Nr. 8248 din 10 Iunie 1944, care a declarat pe prezenta dovada de valoare.



Hungary Deports 600,000 Jews

GENEVA, Switzerland, Dec. 23.—(AP)—The World Jewish congress announced today that 600,000 Jews were deported from Hungary the past two months, with some going to compulsory labor in Germany but most of them to the Auschwitz extermination camp.



1,765,000 Jews Slain by Nazis In Prison Camp

WASHINGTON.—(AP)—The war refugee board—three members of President Roosevelt's cabinet—announced yesterday a 23,000-word detailed report of brutal cruelties and murders by the millions in German-occupied Europe.

18,000 SHIPPED TO POLAND

LONDON.—(AP)—Hundreds of frantic refugees from central Europe last night begged admittance to unoccupied France in their efforts to escape a Nazi purge of the occupied zone that has rounded up 15,000 to 18,000 men, women and children for shipment to concentration camps in Poland.

GESTAPO PURGES OCCUPIED FRANCE

LONDON.—(AP)—Hundreds of frantic refugees from central Europe last night begged admittance to unoccupied France in their efforts to escape a Nazi purge of the occupied zone that has rounded up 15,000 to 18,000 men, women and children for shipment to concentration camps in Poland.



Jews in Warsaw Fighting Nazis

LONDON.—(AP)—A pitched battle has been raging for 17 days in Warsaw's ghetto, where Jews have converted their homes into forts and barricaded shops and streets for defense with Polish arms and yesterday.

Jews in Vienna Can't Buy Food
Vienna, Nov. 11 (U.P.).—Many Viennese Jews went tonight because of the dis-



This photo which was taken in New York River Basin, Germany and identified by... More detailed information about the photo is available in the book 'The Holocaust'...

ART TAKEN FROM HOMES OF JEWS
Nov. 17. (AP)—Three representatives of the German Kulturkammer began to seize objects of art from the homes of Jews in Berlin Thursday night. The articles were taken from the homes of Jews in Berlin Thursday night. The articles were taken from the homes of Jews in Berlin Thursday night.

REFUGIVES TURNED BACK
METZ, France.—(AP)—Refugees met a new flood of hundreds of German Jews seeking safety in France yesterday and proper pa-



https://nieonline.com/tbtimes/downloads/supplements/2024HolocaustBearingWitness_FIN.pdf

Newspaper-based activities to use with the Newspaper in Education publication Bearing Witness



A central collage features various historical newspaper clippings and images. The main title "BEARING WITNESS" is prominently displayed in large, bold, black letters. Below it, a purple banner reads "AN EXPLORATION OF THE HOLOCAUST THROUGH PRIMARY SOURCES". The collage includes several newspaper headlines such as "BOOK BONFIRES SET FOR TONIGHT", "NAZIS RELEGATE JEWS TO STATUS OF MIDDLE AGES", "HITLER DISMISSES JEWS IN GOVERNMENT OFFICES", "POLITICAL RIGHTS STRIPPED FROM JEWS", "High Nazi Officials Defend Mob Attack on Jews; Ghettoes Of Middle Ages Will Return", "JEWS OF THE CAKES FROM HOMES OF JEWS", "CITIZEN TURNED BACK", "Nuremberg and The Dream of Lew", "12 Nazis To Die For War Crimes", "Congressmen View Horrors Of Prison at Buchenwald", "Five Million Jews Slain By Nazis, Hungarian Says", "Hungary Deports 600,000 Jews", "1,765,000 Jews Slain by Nazis In Prison Camp", "Gestapo Purges Occupied France", "Jews in Vienna Can't Buy Food", and "Jews in Warsaw Fighting Nazis". There are also images of a Star of David with the word "Jude" written on it, a map of Europe, a photograph of a cello, and logos for FPES (Florida Public Education Service) and Tampa Bay Times NIE (Newspaper in Education).

Bearing Witness

An exploration of the Holocaust through primary sources

- 20-page publication and teacher guide
- Pages 2-5 – background information
- Interviews with survivors and their descendants
 - Terrie Rabinowitz
 - Viola Baras
 - Sidney Finkel
 - Allan J. Hall
 - Jill Stacey
 - David Baras
 - Ruth Finkel Wade
 - Ronald Becker
 - Harry Heuman
 - Barbara Bergren
 - Judy Ludin
 - Sharona Loewenstein
 - Yael Schauder
 - Michael Igel

Purpose of the Bearing Witness

The goals of this project are to:

- Provide Florida educators with a new educational resource that will enhance Holocaust education in the state;
- Increase Holocaust awareness among Florida educators, students and community members;
- Increase students' knowledge of the causes, events and continuing impact of the Holocaust; and
- Promote primary sources as an important resource for Holocaust education.



Required curriculum

Florida's Legislature/Department of Education Required Instruction

In 1994 the Florida Legislature passed the Holocaust Education Bill (SB 660) which amends Section 233.061 of the Florida Statutes (Chapter 94-14, Laws of Florida), relating to required instruction. The new law requires all school districts to incorporate lessons on the Holocaust as part of public school instruction.

Required Instruction - 1003.42(f)

The history of the Holocaust (1933-1945), the systematic planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

Florida Standards

Social Studies: SS.68.HE.1.1; SS.912.HE.2.15;

SS.912.HE.3.3; SS.912.HE.3.4; SS.912.A.6.3;
SS.912.HE.3.1; SS.912.HE.1.1; SS.912.HE.1.2;
SS.912.HE.1.3; SS.912.HE.1.4; SS.912.HE.1.5;
SS.912.HE.1.6; SS.912.HE.1.7; SS.912.HE.2.1;
SS.912.HE.2.2; SS.912.HE.2.4; SS.912.HE.2.5;
SS.912.HE.2.7; SS.912.HE.2.8; SS.912.HE.2.9;
SS.912.HE.2.10; SS.912.HE.2.11; SS.912.HE.2.13;
SS.912.HE.2.14; SS.912.HE.2.15; SS.912.HE.3.2;
SS.912.HE.3.4; SS.912.HE.3.5; SS.912.W.7.8;
SS.612.W.1.1; SS.612.W.1.3; SS.912.W.1.6;
SS.912.A.6.3; SS.912.S.1.6; SS.912.S.1.7;
SS.912.S.1.8

BEST: ELA.612.EE.1.1; ELA.612.EE.2.1;

ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1;
ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2;
ELA.612.F.2.3; ELA.612.F.2.4; ELA.612.C.1.3;
ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1;
ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1;
ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3;
ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.3;
ELA.612.R.3.4; ELA.612.V.1.1; ELA.612.V.1.3



Antisemitism

Each year, the ADL (Anti-Defamation League) Center on Extremism tracks incidents of antisemitic harassment, vandalism and assault in the United States. Since 1979 they have published this information in an annual Audit of Antisemitic Incidents.

- In 2023, ADL tabulated 8,873 antisemitic incidents across the United States. This represents a 140% increase from the 3,698 incidents recorded in 2022 and is the highest number on record since ADL began tracking antisemitic incidents in 1979. In fact, ADL tracked more incidents in 2023 than in the previous three years combined.
- The ADL documented 463 Florida incidents last year, compared to 269 in 2022 and 190 in 2021.
- Antisemitic incidents also increased year-over-year in all major location categories. Incidents at K-12 schools increased by 135% to 1,162 incidents. Incidents at Jewish institutions jumped by 237% to 1,987. And incidents on college and university campuses spiked by a staggering 321% to 922 incidents.
- Incidents increased in all major Audit categories. Assault incidents increased by 45% to 161 incidents, vandalism increased 69% to 2,177 incidents and harassment increased 184% to 6,535 incidents.

In the beginning

Hatred of Jews, known as antisemitism, has long been deep-rooted in society. Although the term antisemitism was not invented until the late 1800s, the concept has been around for centuries.

In Europe, anti-Jewish prejudices and hatred date back to ancient times. For centuries, Jewish people, who were a minority, were often persecuted in many European kingdoms, empires and countries. Prejudices against Jews were a prevalent part of European life and thought dating back to the Middle Ages.

By the beginning of the 20th century, many antisemitic stereotypes, misconceptions and myths were well-established and widely accepted by Jews in European societies. This widespread hatred made the Holocaust possible.

They had "In the Rise of the Hitler Party in power in Germany in 1933 antisemitism was the first and the most important factor in Hitler's policy... antisemitism was the first and the most important factor in Hitler's policy... antisemitism was the first and the most important factor in Hitler's policy..."

The adherents of the movement said, in a broader sense, the entire vision must be traced back to one source that to the Jews alone due to his superiority and that even if he does make a weak case in a state, it is only to enter up a Jewish standard, and it thereby itself a political extract. The Jew is the real master in life, and the lie and devil see the weakness in Hitler-God Hitler, "Dear Reader," page 112, Munich, 1939.

The black-hatred Jewish youth will far more at a time, with extreme joy in his face, for this unassuming maiden whom he discovered with the blond and, no matter who the maiden's people, will all means to try to corrupt the racial elements of the people he wishes to rule under his rule. Just as he himself made women and girls, as he does not want their spirit, having their bodies of blood the others. It was not in vain he had brought the woman to the Hitler, always with the same, although through will they die through unwilling love relations, which mean to destroy the racial future and not to lower the level political idea and always himself to be his master— Adolf Hitler, "Dear Reader," page 112, Munich, 1939.

Just as soon as we come into power we will see to it that Jews are thrown out of Germany and that not a single Jew is permitted as a German. From a speech by Deputy of Prussian State—Adolf Hitler, November 11, 1931 in Weimar-Upper House.

Do nations have had the option and struggle one day, there will come a day of extinction and annihilation and every nation will struggle, for the very first time, until the very day of their extinction, or annihilation—From a speech by Reichstag Deputy Maximilian, June 10, 1931 in Weimar-Upper House, reported in "Nachrichtendienst für den Völkerruf," Munich, No. 144.

Germany is the German and with the entire. We want to see Germany with a German nation, industry and politics. The Jews are Jews. The people will be led by men in whom it can have confidence, who also during times of restriction have shown that they are prepared to give their lives for the preservation of the fatherland—Dr. Goebbels, "The Youth League," Berlin, 1931, published 1931—Present Minister of the Hitler government.

The national sentiment of the German nation is the Jew, his expropriation the fundamental and fundamental, not in England in the past of France—From an official notice of the REICHstag Hitler Party issued by the press section, September 20, 1931.

The Jews had never seen their master if I were to have them in such a way that they will be a thing then also—From a speech by Dr. Goebbels, November 4, 1931—Berlin, present Minister of the Hitler government.

Someone may come to me and say I have spoken a Jewish truth. I am the man that has seen, which is the German, that nothing can be said against them, to that who will be seen in the future. But the Jewish people is a political and racial factor in the future of the German people and political and national sentiment in Germany. And if these Jews have national feeling, which they will have, we will certainly continue all the Jews, including the Jews and the Jews, which these confessions have made the Jews—From a speech by Reichstag Deputy Goebbels, May 10, 1931.

In the light of these extracts from the speeches and writings of Hitler and his cohorts it is interesting to have Mr. Fay tell us in his General History article that "with this low generation of propaganda dated this early of the Nazis to this new method, it is not surprising that the Hitler victory in the Reichstag elections, with its national feeling of nation and sentiment, should have led to widespread series of outbreaks against Jews from the subsequent 20th. It is not surprising to suppose that



Antisemitism, a political instrument

It was in 1930s Germany that racial antisemitism became a political instrument and, later, the official policy of the government. During this time, antisemitism, which originally had its roots in religious practices that emphasized economic, social or political differences, began to gain strength as the byproduct of racial antisemitism and social Darwinism.

The Nazi oppression of the Jewish people began with hateful words, increased to discrimination and dehumanization and finished in genocide. However, it is important to note that millions of others also were victimized during this time. According to the United States Holocaust Memorial Museum, "The Holocaust shows that when one group is targeted, all people are vulnerable."

The Southern Poverty Law Center calls it "An expressive reminder of the depths of human cruelty and the dangers of unchecked

The Shoah

Shoah, the Hebrew word for catastrophe, was the organized, government-sponsored persecution and murder of six million European Jews by the Nazi German regime and its allies and collaborators. The Holocaust was a developing process that took place throughout Europe and North Africa between 1933, when Adolf Hitler and the Nazi Party came to power in Germany, and May 1945, when World War II ended.

The peak of the persecution and murder occurred during World War II. According to the U.S. Holocaust Memorial Museum, "By the end of the war in 1945, the Germans and their collaborators had killed nearly two out of every three European Jews."

Professing that German people were racially superior to others, the Nazis believed anybody not belonging to the Aryan German race was a threat. The Nazis defined Judaism as a race, and targeted Jewish people as the primary victims of their purge.

According to the U.S. Holocaust Memorial Museum, the Nazis



April 19, 1943: A group of Jews are escorted from the Warsaw Ghetto by German soldiers. AP photo

Nuremberg Race Laws

When they came to power in Germany, the Nazis did not immediately start to carry out the mass murder of Jews. However, they quickly began using the government to target and exclude Jews from German society.

Two specific laws passed in Nazi Germany in September 1935 are known collectively as the Nuremberg Laws: the Reich Citizenship Law and the Law for the Protection of German Blood and German Honor. These laws represented many of the racial theories underlying Nazi ideology. These laws would provide the legal framework for the systematic persecution of Jews in Germany.

While the Nuremberg Laws specifically mentioned only Jews, the laws eventually extended to Black people and Roma and Sinti living in Germany. The definition of Jews, Black people, and Roma as racial aliens facilitated their persecution in Germany.

To read more about these laws, download the Holocaust Teacher Guide.

Source: U.S. Holocaust Memorial Museum



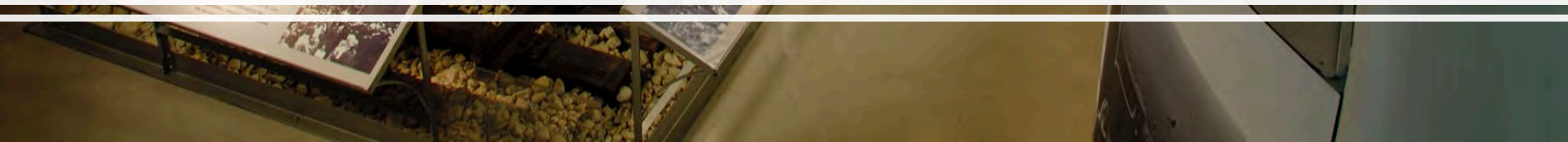
Photos as primary sources

- What is going on in this picture?
- What do you see that makes you say that?
- What details do you see?





Interpreting Photos



TIGER
stüberl
HENBAUM
STELLUNG

ALLE
E

BEDIENU



THE GOOD SAMARITAN





Top: Captured Jewish civilians being escorted to Umschlagplatz, Warsaw, Poland, National Archives

Bottom: Prisoners pose in liberated Nazi concentration camp, National Archives

Youths released from the Buchenwald Concentration Camp, National Archives

Resettlement and evacuation

Jews. It was the last stage of the Holocaust and took place from 1941 to 1945. Though many Jews were killed before the "Final Solution," most Jewish victims were murdered during this period. There were two main methods of killing: mass shooting and asphyxiation with poison gas. The gassing operations were conducted at killing centers and with mobile gas vans.

Source: United States Holocaust Memorial Museum

The collaborators

Between 1933 and 1945, Nazi Germany and its allies established more than 44,000 camps and other incarceration sites (including ghettos). These sites were used for a range of purposes, including forced labor, detention of people thought to be enemies of the state and mass murder.

The first concentration camp, Dachau, opened outside of Munich, Germany, in March 1933. It was used primarily for political prisoners and was the longest-operating camp until its liberation in April 1945.

Concentration camps were for the detention of civilians seen as real or perceived enemies of the Reich.

Forced-labor camps were locations where the Nazi regime exploited the labor of prisoners for economic gain and to meet labor shortages. Prisoners lacked proper equipment, clothing, nourishment or rest.

Transit camps functioned as temporary holding facilities for Jews awaiting deportation, usually to a killing center.

Prisoner-of-war camps were for allied prisoners of war, including Poles and Soviet soldiers.

Killing centers were created for the assembly-line style murder of large numbers of people. There were five killing centers: Chelmno, Belzec, Sobibor, Treblinka and Auschwitz-Birkenau.

Millions of people were imprisoned, mistreated and murdered in the various types of Nazi camps. Under SS (*Schutzstaffel*, or Protection Squads) management, the Germans and their collaborators murdered 2.7 million Jews in the killing centers alone. Only a small fraction of those imprisoned in Nazi camps survived.

Source: United States Holocaust Memorial Museum

involvement, the genocide of the Jewish people in Europe would not have been possible. In addition, regular, ordinary people participated in the Holocaust either actively or by being bystanders.

Source: United States Holocaust Memorial Museum

commonly known as the Nazi Party, assumes control of the German state when German President Paul von Hindenburg appoints Nazi Party leader Adolf Hitler as Chancellor at the head of a coalition government.

On February 28, the day after the German parliament (Reichstag) building burned down due to arson, President Hindenburg issues the Decree for the Protection of People and the Reich (also known as the Reichstag Fire Decree).

On March 22, Dachau becomes the first concentration camp established by the Nazi government.

On April 1, the Nazi leadership stages an economic boycott targeting Jewish-owned businesses and the offices of Jewish professionals.

On April 7, The German government issues the Law for the Restoration of the Professional Civil Service, which excludes Jews and other political opponents of the Nazis from all civil service positions.

On April 25, the German government issues the Law against Overcrowding in Schools and Universities, which dramatically limits the number of Jewish students attending public schools.

On May 10, books deemed "Un-German" are publicly banned throughout Germany.

On July 14, the German government passes the "Law for the Prevention of Offspring with Hereditary Diseases," mandating the forced sterilization of certain individuals with physical and mental disabilities.

On October 4, The Editors Law, which forbids non-"Aryans" to work in journalism, is passed.

On November 24, the German government passes a "Law against Dangerous Habitual Criminals." The new law allows courts to order the indefinite imprisonment of "habitual criminals" if they deem the person dangerous to society. It also provides for the castration of sex offenders.



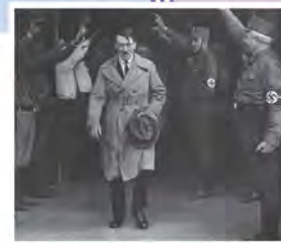
Fort Myers News Press, January 31, 1933

1934

On June 30, Hitler orders a violent elimination of the top leadership of the Nazi Party paramilitary formation.

On August 2, Hitler becomes President of Germany. Later that month Hitler abolishes the office of President and declares himself Führer of the German Reich and people.

On August 19, Hitler becomes the absolute dictator of Germany.



Adolf Hitler, leader of the National Socialists, emerges from the party's Munich headquarters, AP photo

FUGITIVES TURNED BACK
METZ, France — (AP) — Reinforced French frontier guards met a new flood of hundreds of German Jews seeking safety in France yesterday and permitted none to remain in France without

Inquiry and Investigation

Reading like a detective. Writing like a reporter.

“The Holocaust was the systematic, state-sponsored persecution and murder of six million European Jews by the Nazi German regime and its allies and collaborators. The Holocaust was an evolving process that took place throughout Europe between 1933 and 1945.”

- What are the social implications?
 - What are the economic implications?
 - What are political implications?
 - What are the ethical implications?
-
- Compare these questions for the era and now.
 - Examine the causes and effects of the Holocaust.

Reich policies

By 1942, Nazi Germany, also known as the Third Reich, controlled most of Europe and parts of North Africa. Nazi Germany and its allies and collaborators applied a wide range of anti-Jewish policies and measures. These policies varied from place to place. Thus, not all Jews experienced the Holocaust in the same way. Throughout German-controlled and aligned territories, the persecution of Jews took a variety of forms:

- Legal discrimination in the form of antisemitic laws
- Various forms of public identification and exclusion
- Physical displacement
- Detention
- Widespread theft and raids
- Forced labor

Source: United States Holocaust Memorial Museum



Adolf Hitler. AP photo



These Jews were arrested for questioning in Berlin during the Hitlerites' anti-Jewish boycott. Government officials are jotting down answers to their queries before the prisoners were taken away.

Propaganda and antisemitism

The Nazis falsely accused Jews of causing Germany's social, economic, political and cultural problems. Specifically, the Nazis blamed the Jewish people for Germany's defeat in World War I (1914–1918). The instability of Germany under the Weimar Republic (1918–1933), the fear of communism and the Great Depression made many Germans more open to Nazi ideas, especially antisemitism.

The Nazi Party promoted an infectious form of racial antisemitism. It was central to the party's race-based worldview. According to the

An aggressive foreign policy

The Holocaust took place throughout German- and Axis-controlled Europe. It affected nearly all of Europe's Jewish population, which in 1933 numbered 9 million people. The Nazi persecution of Jews spread quickly beyond Germany. The aggressive foreign policy employed by Nazi Germany concluded with World War II.

Hitler's foreign policy had two major points: nullifying the conditions of the Treaty of Versailles and a war of expansion. After the World War I, the map of Europe was re-drawn and several new countries were formed. As a result of this, three

Jewish Question.

1920

In February 1920, Hitler presents a 25-point Program (the Nazi Party Platform) to a Nazi Party meeting.

1923

On November 8-9, Adolf Hitler and the Nazi Party led a coalition group in an attempted *coup d'état*, which came to be known as the Beer Hall Putsch. In the Beer Hall Putsch of 1923, Hitler and the Nazi Party attempt to overthrow the Weimar Republic.

1925

On February 27, after being released from Landsberg prison, where he served just 9 months for treason, Hitler quickly reestablishes the Nazi Party. Hitler declares the reformulation of the Nazi Party (NSDAP) with himself as leader (*Führer*).

1930

On November 22, the Eden Dance Palace shooting takes place.

1932

In July, the Nazi Party wins 230 seats in German parliamentary elections, becoming the largest party represented.

In the November German elections, the Nazi Party wins 33 percent of the vote, more than any other party.



GOING BEYOND THE TEXT

A history of hate

From the perspective of someone living in the United States in 2024, the actions that took place during the Holocaust seem outrageous. However, prejudice, especially against "other" races and religions, has been and continues to be part of society. You may think that the factors that allowed the Holocaust to happen were unique to that time in history and to that part of the world. They are not.

- Using the Tampa Bay Times Newspaper in Education (NIE) publication *Genocide in the 20th and 21st Centuries* — <https://nieonline.com/tbtimes/downloads/supplements/2023NIEGenocide.pdf> — research the history of the genocides that have taken place in the world since 1945. There are other examples besides the



he could walk away from her. Baras remembers arriving at the Auschwitz, Poland, concentration camp in 1944. At Auschwitz, Baras worked in the gas chambers sorting clothing and shoes of the people who were sent into the chambers. She describes her time in Auschwitz as "terrible." She remembers having to sort through people's clothing looking for valuables.



to happen by default. One morning, there was no roll call. The guards were suddenly gone. "People started going out, and some did leave. That's how we knew." Baras says the women walked to the village and people were staring at them. Finally, they ran into some soldiers from Holland.

"They saw so many people, so they started asking questions." She says they were taken to what must have been the military headquarters. The Dutch women spoke German and Yiddish, so the prisoners were able to communicate with them. The women were given showers and clothes.

Baras and her mother were put on a plane to Budapest, where they met up with a Jewish agency. Eventually, they went back to their hometown and were able to reunite with Baras' father. Every day "my mother, my sister and I

went to the train station to see who was coming. Then I saw my mother kissing someone. It was my father." Baras did not recognize him at first. He had no hair or teeth.

Baras says that in Munkasz, there were 30,000 people and half of them were Jewish. After the Holocaust, only two families came back intact, and her family was one of them.

When the family returned to their home, they found other people living there, so they went to a displaced persons camp. Going to a displaced persons camp was the only way to get to Palestine or the United States of

America. They lived in the camp for three years. In the camp, Baras learned English and learned a trade. She worked as a telephone operator because she spoke so many different languages. Her sister married while in the camp and then moved to Palestine.

In December of 1948, the family members received visas allowing them to come to the United States, where her father had three sisters and a brother living. She remembers getting off the ship in America. "I thought that I stepped into a paradise." It was just before Christmas and everything was lit up."

Baras didn't speak about her experiences during the Holocaust until 1990. "I never spoke about anything, she says. I never spoke to my children. Neither did my husband." A trip to Budapest, Hungary, that detoured in Germany that year was a trigger for her.

"When I came back to United States, I had to go to a psychiatrist, Baras says. Then she started talking about her past. She started going to schools and teaching people about the Holocaust.

Baras is very proud of her family, which is a testament that Hitler failed with his final solution. Baras and her husband have four sons, 10 grandchildren and 16 great-grandchildren."

Baras says she doesn't hate or seek revenge. "You can't have all that hate anymore. And that's what I keep on telling the children and the school kids. If you have hate in you, it's your worst thing."

Viola Baras was born on Nov. 1, 1927, in Munkasz, Czechoslovakia. Her youth was somewhat idyllic. She went to school. During the winter, she went ice skating, and in the summer, she went swimming. She took piano lessons. Part of a large family, Baras recalls that every Saturday, her family went to grandfather's house for lunch. After lunch, the children would go out and play.

Natives of the country her family owned property and the children went to school. Things changed in 1938 when the Hungarians came to Czechoslovakia. The Broward County, Florida, resident remembers one incident when she was 11 or 12 years old when her best friend told her she could no longer play with her because she was Jewish. Baras' mother had to stop being friends with people in the neighborhood.

Then Baras found out she couldn't go to school anymore. In 1940, her father had to leave his factory and go to a labor camp. In 1943, "that's when it really got bad," Baras says. "We had to start wearing the yellow star; that's when we were already afraid to go out."



She was in the camp until 1945, when the American and Russian soldiers started getting close. She says at that point, the SS guards started killing and moving prisoners out of the camps. Weighing less than 100 pounds, she was cold and very fatigued. After walking for miles, she was then put on a bus and arrived at the Ravensbrück camp, which was a camp for female prisoners. Baras says, "Ravensbrück is one of the worst concentration camps ever



SURVIVOR:

OTILIA (TERRIE) RABINOWITZ



Rabinowitz says the Jewish children were not allowed to go to school, so they were all in one room trying to get some education. She recalls looking out the windows of the room and seeing German troops marching in the streets and hearing bombs falling.

During that time, everything was uncertain, Rabinowitz recalls. Any day a person could be separated from his or her family and sent to a concentration camp or be shot.

Rabinowitz notes that leaving the area, let alone the country was not an option for most people. There was one airport in Bucharest. People didn't have and couldn't get passports. They didn't have the means to leave, and the only way a person could go to another country is if someone living there invited that person and promised to take care of that person.

While fear was a pervasive part of life during the Holocaust, Rabinowitz notes she "had a lot of faith in my father." She recalls her parents were very protective. "My parents were strict,



her sitting on the soldier's lap eating a sandwich. She says the soldier was crying, and he told her mother that the child reminded him of his daughter at home.

"So, it goes to show you that maybe even one percent still had some humanity in them," Rabinowitz notes. Even though it was the worst of times, "you may still find someone that has a heart." She says that is a good lesson for young people. "Even if there's a bunch of bullies, there may be one person, a friend of yours that'll say, 'Hey, wait a second, I'm not going to ridicule or make fun of you.'"

Rabinowitz and her family were permitted to emigrate America in 1948 because her father, who was born in New York City, was a naturalized American citizen. She explains that her grandparents were living in America when their son was born. When her father was 21 years old, he had the choice to be a Romanian citizen and own land, or to remain an American citizen by his birthright. He chose to be an American citizen, and every year traveled to Bucharest to renew that citizenship.

Her father chose for his children to be American citizens as well, but the family couldn't leave Romania until after the war because the mother was a Romanian citizen.

Rabinowitz compares her time during the Holocaust to life



Born in Romania in 1938, Otilia "Terrie" Rabinowitz was a very pretty girl who received lots of love and attention. When Adolf Hitler came to power, Rabinowitz and her family lived in a town called Podu Iloaiei, which is located in the Moldavia region, Iasi district.

Now a resident of Boca Raton, Florida, Rabinowitz says she

my father, very strict. We had to listen."

She recalls one incident when the German soldiers came to her house looking for men to take to camps for forced labor. She and her sister helped hide their father in a storage trunk. "We were sitting there very quietly (on top of the trunk) nodding our heads," she says. "The children were tuned in and very obedient to the parents." She notes that children had to be respectful to



SEVEK (SIDNEY) FINKEL

Born Sevek Finkelstein in Piotrkow, Poland, on December 19, 1931, Finkel was only 2 years old when Adolf Hitler became the Chancellor of Germany. On Sept. 1, 1939, the German army invaded Poland, and Finkel and his family were forced to live in the Sulejow ghetto in Poland.

In his book, "Sevek and the Holocaust: The Boy Who Refused to Die," Arizona resident Finkel notes that 20,000 Jewish people were forced to live in the ghetto where 5,000 Poles had lived. People were living five to a room, and the living quarters for his family had no running water or toilet.

On Oct. 14, 1942, the ghetto was liquidated. The residents of the ghetto were deported, and Finkel, along with his father, Leib, and his brother, Isaac, were sent to a slave labor camp in Bugaj, Poland. Finkel would find out later that his mother, Faiga, and sister, Frania, were sent to the gas chambers in Treblinka. His two other sisters, Lola and Ronia, were separated from the family as well. Lola was the only sister to survive.

Next, the men were sent to a camp called Czesochowa in Poland. Finkel describes the sanitary conditions of the camp as being "intolerable." After a month in the camp, Finkel's father and brother were sent to Buchenwald concentration camp.

Two months later, after being herded into another box car, Finkel would enter the gates of Buchenwald. He had just turned 13 years old and now was a political prisoner.

"I managed to survive because of my brother and luck, pure luck. At the time we went to Buchenwald, Auschwitz was closed," Finkel says. "We knew we were going to be liberated at any moment because we could hear the American Army fighting and shooting things."

He notes that more than 50,000 people died in the Buchenwald camp. Finkel was one of approximately 900 children freed from Buchenwald. He attributes his survival to luck and other people helping him.

The day before the American Army came to liberate the camp, Finkel was separated from his father and brother again. Finkel saw his father one last time before being forced to be on a death march out of Buchenwald. The march led the group to Weimar railroad station, where Finkel was put on a train for three weeks.

At this point, Germany was destroyed, and the guards didn't know which way to go. Finkel describes the experience on the train as "the hardest thing" he had to endure. It was a "miserable experience." He recalls being packed on the open train car with no protection from the elements. Finkel says there was no place to sit down, there was no water and there were no

knowing how important it was to stay with his friends on the train. His sole purpose at this time was survival. He says the train was aimlessly going back and forth. The Germans had lost the war, and they "didn't know where to move the train because the American Army and the Russians were overriding it."

Finkel remembers when the train stopped because there was bombing. He recalls jumping off the train and begging the soldiers for food. Sometimes the soldiers gave him food, which he would share with his friends.

In his book, Finkel mentions that he often resorted to eating grass because he was starving. To this day, he avoids eating green foods.

The train eventually ended up in Theresienstadt, in Czechoslovakia, where the group was liberated by the Russian army; however, the prisoners were not allowed to leave the camp. Then Finkel became ill with typhus. When he overcame the illness, he was put into a home with other boys. One day he heard his name being called from the street, so he ran to the window.

"And there was my big brother with a knapsack, and he had all kinds of goodies in that knapsack," Finkel says. We stayed in Theresienstadt for, I think, about a month or so." "At this time, Finkel also was reunited with his sister Lola."

Then the British government allowed some of the boys to come to come to England, Finkel says. Since you had to be 16 years old or younger to come to England, many of the boys lied about their ages. It was the first time Finkel said he was younger than his real age. Isaac Finkel, who was older than the rest of the boys, joined them as a counselor.

Finkel wound up at a boarding school called Bunce Court, where he would continue his education and learn English. "When I was in England, I learned English rather quickly," he says. Finkel loved living in London and remembers going "from one theater to another and watching movies. I learned English from the movies," especially Abbott and Costello movies.

After being persecuted for six years, Finkel was now free.



ALLAN J. HALL

Born Adam Janush Horowitz in Cracow, Poland, in April 1935, Allan J. Hall was the first child of an upper middle class, Jewish family. For the first four and a half years of his life, Hall lived a charmed life. His father, Edmund Horowitz Hall, was a businessman. His mother, Maria Horowitz Hall, was a musician.

From his home in Miami, Hall says that he had a happy, privileged childhood. Then in the fall of 1939, his parents started fighting. After many arguments, the family moved to Lvov, Poland, in October 1939 and stayed there until November 1941. He remembers his mother not wanting to leave and lamenting that she never got a chance to say goodbye to her parents and sister.

Hall would spend the next seven years hiding from Nazis and their collaborators. Hall says his family lived inside a bedroom in an apartment in the Lvov Ghetto for three or four months. He rarely left that bedroom, and that was the beginning of his hiding in plain sight.

Knowing each day in the Lvov Ghetto was filled with danger, Hall's parents decided to go into hiding on the Christian side of Poland. They chose Czestochowa, and rented rooms in people's houses. In his book, "Hiding in Plain Sight," Hall writes, "As we went from hiding place to hiding place, I walked rapidly and kept my head down. I rarely spoke."

One time, Hall was picked up in a roundup of children as he was trying to leave the ghetto. He remembers being thrown onto the open bed of a paneled truck and being brought to a building with the other children.

Another incident Hall remembers is the time his family walked from one part of Poland to another. Hall had an

infected foot, so he was having trouble putting on his boot and walking. His parents told him he had to put on the boot, and it was important that he not limp because limping brings attention.

"So, I walked without ever limping," he says. When he got to the house, which was about 45 minutes later, taking off the boot was a very painful process. "Taking my right shoe off was a major operation ... Finally, it came off and the shoe was filled with puss and blood," he says.

Hall and his family also lived in a space between the ceiling and auditorium in a theater and in back rooms and basements of warehouses.

Another time, Hall and his mother were picked up by the Polish police and brought to a train station at the edge of the Warsaw Ghetto. Having just missed the train to the Treblinka concentration camp, they were stuck in the station, crowded with people, for more than two days. Then, the children were evacuated to an orphanage.

Hall wound up back with his parents, where they stayed in an office in the tallest skyscraper in Poland, called the Drapacz. The top floors were occupied by the German air force headquarters. For the next two years, Hall and his mother stayed in a closet for 10 hours every day, while his father went out to work.

"The closet was maybe thirty inches deep and five feet across. There was not enough room for my mother and I to sit side by side," Hall writes. He had to be completely silent, so the people in the office didn't hear him.

In April 1943, when the Warsaw Ghetto uprising took place, Hall's family, along with several other families, lived in the bomb shelter of the skyscraper. On Sept. 16, 1944, his brother, Andzej was born in a coal bin in that bomb

shelter. Hall remembers the baby was very small, weighing less than one kilogram, or two pounds.

"I thought that his birth was going to be our demise," Hall says. "We were passing for years because people did not see us ... And here comes this little two-pound baby crying. You can't not notice the baby. That was very, very scary."

Despite the odds against it, the Hall family did survive and made it to the United States of America in 1947. As an adult, Hall became a lawyer, political activist, educator and builder. He recalls that when he and his family arrived in the United States, they had 42 dollars and no one spoke English. He attributes his success to education.

"You can never get enough education," Hall says.



GOING BEYOND THE TEXT

Sonderkommandos

Sonderkommandos were groups of Jewish and Soviet prisoners of war forced to perform a variety of duties in the gas chambers and crematoria of the Nazi camp system. While they primarily worked in killing centers, members of these groups also were used at other killing sites to dispose of bodies and to destroy evidence of mass murder throughout the German-occupied east. According to the United States Holocaust Memorial Museum, "Work in the Sonderkommando was physically exhausting and psychologically destructive." In a small group, learn more about the sonderkommandos by going to <https://encyclopedia.ushmm.org/content/en/article/sonderkommandos>.

Facing History and Ourselves defines the work of the sonderkommandos as being a choiceless choice. What is a "choiceless choice?" How does this concept add to your understanding of the experiences of victims and survivors of the Holocaust? It is difficult to understand the choices of individuals in the endgame of the Holocaust as a result of extreme brutality, so consider the pressures and restrictions





Largo resident Harry Heuman is the child of Holocaust survivors. Married in 1940, Heuman's parents were together for two years before being separated into different concentration camps. After two and a half years apart, Heuman's mother was able to locate her husband in a displaced persons camp in southwest Germany.

Heuman's father was liberated by American soldiers from Dachau, while his mother was liberated by Russian soldiers from Auschwitz. Heuman notes when his mother was liberated, she was 25 years old and weighed 90 pounds.

At the displaced persons camp, Heuman's parents were able to heal emotionally, physically and psychologically. Heuman was born in June 1946.

The family was permitted to emigrate to the United States in February or March of 1947. "They had two trunks," Heuman explains, a wooden trunk and a straw trunk with medical books. His parents also had a baby carriage and a violin in a wooden case.

"My mother's father, one of the other of the five family members that survived, was our sponsor to this country," Heuman says. Heuman's grandfather, a jeweler, came to the U.S. via Cuba, before the St. Louis, a German ocean liner, was prevented from landing in 1939.

Heuman notes that his father graduated medical school in 1939, which was right before Hitler prohibited Jews from getting a college education. In the U.S., Heuman's father was able to study again for his medical license. In 1950, his father opened a general practitioner office and became a professional country doctor who did house calls. Occasionally Heuman would go with his father on house calls, where they were known as big doc and little doc.

"Other people start their career path at 22 or 25 after graduate studies, but he started at 40 when he finally opened up his practice," Heuman says.

Heuman's mother, "had no formal high school education, but was very, very smart," he says. She was a quick learner who eventually learned English by looking at catalogs and magazines. She took care of the family.

Heuman says he knew his parents were different because of their accents and because of how they handled life in general. According to Heuman, his parents had some "unique characteristics such as being



very obviously protective of us three children." Also, his parents "made sure we always cleaned our plate during any meal." Heuman also notes his mother made sure everything in the home was very clean.

Although he knew his parents were Holocaust survivors, he and his siblings didn't hear their full stories until 1960. "That's when Adolf Eichman was caught in Argentina," Heuman says. He explains that his parents decided they had to share their story with their children because they didn't want them to see the stories in newspapers and magazines. Heuman was 14, and his twin sisters were 9 years old.

Heuman speaks about his parents being forced to wear the Star of David on their clothing. He speaks of his mother sweeping up glass in front of the family jewelry store after Kristallnacht. He says while the cleanup was taking place, German soldiers would torment the people cleaning up. Heuman notes that every time his mother filled the dustpan, a Nazi soldier would kick the pan.

According to Heuman, his parents did everything they could to survive the concentration camps. As a doctor, his father took an oath to do no harm, but in Dachau, Heuman's father had to follow orders, which often went against his training. He also says his father saw his parents walk to their death.

As a docent for The Florida Holocaust Museum, Heuman tries to talk about eliminating the four-letter word known as hate. "It will require a cultural shift in the world thinking, let alone our wonderful country, that that word should be treated like other four-letter words. We should not say it publicly." He also stresses the power of choice and the four types of people: upstander, bystander, perpetrator and victim. In Heuman's life, he has been both an upstander and a victim.

GOING BEYOND THE TEXT Heroes and villains

In her book, *A Witness to my Father*, Barbara Bergren details her father Martin Weigen's journey from an adolescent victim of the Holocaust to a young man who is uplifted and helped to survive by the African American soldiers from 3512th Quartermaster Truck Company, led by Lieutenant John Withers. Bergren's book explores the worst and best in humanity. To Weigen, Withers was

SECOND GENERATION:

JUDY LUDIN

Pinellas County resident Judy Ludin explains that both her parents were Holocaust survivors. Although they didn't know each other in 1938, both were from Vienna, Austria.

"My mother, Marietta, who was 9 1/2 years old, was put on the Kindertransport and lived with foster families in the English countryside, throughout the war," Ludin says. Approximately 10,000 children were saved via the Kindertransport. She notes that only 1,000 ever were reunited with their parents. Her mother was one of the lucky ones.

Ludin's father, Ernst Drucker was 19 years old, and he and his twin brother, Kurt, were able to emigrate from Europe.

Born on Nov. 23, 1919, Drucker grew up in a middle-class neighborhood. He was a fan of the Viennese theater and opera, and he enjoyed playing the violin, singing and waltzing with his mother. When Drucker graduated from high school, he began a career in the garment industry.

Life changed drastically for the Drucker family in March 1938, when Austria was forced into a pact with Germany. Two months later Austria was occupied by Germany, and Jews were subjected to economic boycotts, the loss of civil rights, citizenship and their jobs. Many of the Jewish stores and factories were destroyed.

In his book, *Ernst — Escaping the Horrors of the Nazi Occupation*, Drucker writes: "The speed with which anti-Jewish measures were introduced made life very difficult for the Jewish community."

In the summer of 1938, the Drucker brothers' journey took them

to France via Switzerland. On Dec. 10, 1938, the brothers were issued visas to Havana, Cuba. They didn't know anyone there nor did they speak Spanish. After almost 18 months in Cuba, the two brothers were approved for entry visas to the United States where they had to learn English and find work.

In 1942, Drucker was drafted into the United States Army. After training in Ireland and Wales, his infantry division was sent to Normandy, France, where he arrived in the early morning hours of June 7, 1944. He spent the next two and a half years in Europe, fighting the Nazis. Because of his ability to speak fluent German, he eventually became a special agent working in the Counter Intelligence Corps (CIC). Drucker was honorably discharged from the Army on Nov. 29, 1946.

In 1952, "my parents met in New York at a Jewish singles dance," Ludin says. "My mother always said that she wanted to meet a 'rich American,' and she met my dad, a poor Viennese, who was from a town in Vienna very close to where she lived." The couple married and moved to Detroit,

Michigan. They had two daughters, Judith and Debbie, and had a very successful custom shirt and suit business.

When their parents retired to Seminole, Florida, Ludin and her sister first learned their Holocaust stories. "We only found out about their stories when the Florida Holocaust Museum was opening, and they were asked to train future docents," Ludin says. "My sister and I attended a lecture they gave, and for the first time, as grown adults, we heard their stories."

Ludin's parents were in their 70s at the time. "It, it really opened an emotional can of worms for both of them. You know,



Marietta and Ernst Drucker, courtesy of Judy Ludin



Debbie Sokolov, Marietta Drucker and Judy Ludin, courtesy of Judy Ludin

they ended up being interviewed for the Shoah project."

Ludin describes her family as being very close, but she and her sister always knew they were different. "We were so close," Ludin says. She notes that while her parents couldn't provide their children with a lot of material things, "they showered us with so much love. We were very fortunate. I don't know how my parents did it. They loved life. They loved people," Ludin says. She describes her parents as being tough but also very supportive and encouraging.

"Both of my parents were upstanders in the most constructive way. They took it upon their themselves later in their life to go out there. They always said, 'You're on this Earth to make it a better place.'"

GOING BEYOND THE TEXT
Propaganda

In his book, *Ernst — Escaping the Horrors of the Nazi Occupation*, Ernst Drucker writes: "The speed with which anti-Jewish measures were introduced made life very difficult for the Jewish community." Being a member of a group on the "outside" of a society can be dangerous. At their annual party rally held in Nuremberg in September 1935, the Nazi leaders announced new laws that institutionalized many of the racial theories prevalent in Nazi ideology. These Nuremberg Laws excluded German Jews from Reich citizenship and prohibited them from marrying or socializing with people of "German or German-related blood."

The Nuremberg Laws did not identify a Jew as someone with religious beliefs. Instead, the first amendment to the Nuremberg Laws defined anyone who had three or four Jewish grandparents as a Jew, regardless of whether that individual recognized himself or herself as a Jew or belonged to the Jewish religious community. Other regulations reinforced the message that Jews were outsiders in Germany; for example, in December 1935, the Reich Propaganda Ministry issued a decree forbidding Jewish soldiers to be named in World War I memorials as among the dead.

Research the Nuremberg Laws in your school media center or local library. Examine the laws and their history. Write a fully developed essay focused on your research. Share your research with your class. Now that you have learned about the journey of the racial caste system that brought about the Holocaust, look in this Tampa Bay Times for an example of a citizen who is standing up for his or her rights. Summarize the information in the article and find a sentence in the article that best describe this person or his or her challenge. Share your thoughts with your class.

Florida Standards: SS.6.W.1.3; SS.912.HF.1.2; SS.912.HF.1.4; SS.912.HF.1.5; SS.912.HF.1.6; SS.912.HF.1.7; SS.912.HF.2.1; SS.912.FD.9; SS.912.W.7.A; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.C1.3; ELA.612.C1.4; ELA.612.C2.1; ELA.612.C3.1; ELA.612.C4.1; ELA.612.C5.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4

How Many Refugees Could We Take?



A considerable portion of the world's 15,000,000 Jews want to their homes but have almost no place to go. The countries shaded on map are those in which public or private anti-Semitism is reported serious by Jewish agencies in this country.

The larger figure shows for each country its Jewish population, setting in reverse figures and estimates by those agencies. The smaller figure is the quota for annual immigration from each country into the U.S. That indicates how many refugees America would take annually each if the restrictive immigration quota were used for that purpose.

MICHAEL A. IGEL



Michael A. Igel, Times photo

St. Petersburg resident Michael A. Igel is Board Chair of The Florida Holocaust Museum, in St. Petersburg, and Chair of the Florida Commissioner of Education's Task Force on Holocaust Education. The grandson of Holocaust survivors, Stanley and Lusja Igel and Henry Feiber Igel frequently speaks about his entire family's experience and has seen firsthand how Holocaust education improves the world.

Igel's grandparents told him the Holocaust "was the worst in people, but it was also the best in people. They were very adamant about the second part of that." He notes that when speaking about the Holocaust, it is important to remember there are four types of people: victims, upstanders, bystanders and perpetrators. He reflects that his grandparents were victims and upstanders.

"People have choices every single day, and you have to make that right choice," Igel says. No matter if the choices are big or small, "you've got to be focused on trying to do the right thing regardless of the circumstance. I think it's inside of all of us to do it."

When Igel speaks of his grandparents, he stresses perseverance. His grandparents had to rebuild their lives

completely. After World War II, his grandparents came to the United States from Poland with \$14 in their pocket and one trunk.

Stanley and Lusja Igel were married two days before Hitler invaded Poland. Within a very few months, the couple was placed into a ghetto where a high-ranking Nazi official named Josef Schwammberger was in charge. Then they had a baby girl, Toni.

According to Igel, one day his grandparents and Toni were walking along the edge of the ghetto, when a stranger, a woman, told them the ghetto was no place



Stanley, Lusja and Toni Igel, courtesy of Michael Igel

for a baby. Despite offering help being punishable by death, the woman agreed to take their baby daughter to safety. "I think about the power of every person in that circumstance," Igel says.

Igel's grandfather, a farmer by trade, got a job teaching Schwammberger's wife how to ride a horse. Igel says his grandfather described Schwammberger as a devil. His barbaric acts were disclosed in testimony at his criminal trial in Germany in the 1990s.

Igel describes Schwammberger's wife, however, as

"an angel. She's why I'm sitting here," Igel says. She told Igel's grandfather that her husband was planning to kill him when the riding lessons were finished. Igel says his family members made an excuse to be escorted out of the ghetto, overpowered their escorts and ran into the forest to hide. Then "they joined the Polish resistance," Igel says.

For years, the family hid in the forest and in random people's barns and farms. Two of those people who helped hide them were Katarzyna and Michal Gerula, who had three children. According to Igel, the Gerula family hid a total of seven people in their barn.

On New Year's Eve 1944, the Gerula family came back from church and warned everyone that someone suspected there were Jewish people hiding in the barn. Igel's family decided to go hide in the forest, while the other three men moved farther back in the barn. The next day, the Gerula family was stopped by the police on their way back to church. The police found the three men who were hiding, made them dig their own graves and murdered them on the spot.

When the police ransacked the barn, they found the Igels' possessions. The Gerulas were taken to prison and tortured for six weeks and ultimately executed. They never told the police where the Igels were hiding.

"Basically, they were just being good for the sake of being good," Igel says. They were "doing the right thing because that's what was correct. That's what humanity is. And they were killed for exercising humanity."

Igel sees The Florida Holocaust Museum as a place of hope. He stresses that people need to leave the museum knowing "being the upstander is really the lesson in there." He notes that every time people tell the stories of the Holocaust, the memory of the victims and upstanders will not die.



1948

On June 25, the United States Congress passes the Displaced Persons Act, under which approximately 400,000 displaced persons could immigrate to the United States over and above quota restrictions. U.S. officials will issue around 80,000 of the DP visas to Jewish displaced persons.

1951

On January 12, The United Nations (UN) Convention on the Prevention and Punishment of Genocide enters into force.

1961

On December 15, Adolf Eichmann was found guilty and sentenced to death. On June 1, 1962, Eichmann was executed by hanging.

1988

U.S. President Ronald Reagan signs the UN Convention on the Prevention and Punishment of Genocide.

Source: U.S. Holocaust Memorial Museum

GOING BEYOND THE TEXT

Upstanders

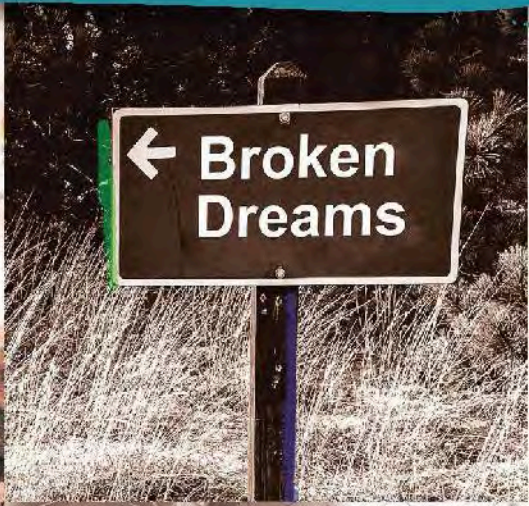
Upstanders are people who bear witness to an injustice and take action to stop or prevent the acts from continuing. The student who stops a bully from harassing another student. The person who calls the police when he or she sees a crime being committed. Someone who calls 911 when a friend is in trouble.

Michael Igel says the Holocaust "was the worst in people, but it was also the best in people." In the stories his grandparents told, there are many people who risked their lives to help others. This is an upstander. Writer/actor/activist Dan Chendler writes, "Throughout our lives



GENOCIDE

IN THE 20TH AND 21ST CENTURIES





<https://nieonline.com/tbtimes/downloads/supplements/2023NIEGenocide.pdf>



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PULSE OF THE PLANET

Science Audio webcasts: An exclusive partnership with Pulse of the Planet, updated with two-minute sound portraits of Planet Earth. Tracking the rhythms of nature, culture and science worldwide, blending interviews with extraordinary natural sounds.

[Click here to listen](#)



Your EdConnection for Distance Learning

WEDU and PBS are here to support teachers, students and families during these challenging times. To help address the need for quality distance learning resources, this page has been updated with information about a new statewide PBS initiative to broadcast weekday At-Home Learning programming for school-age groups on WEDU along with standards-driven lesson plans from PBS LearningMedia that correlate with each broadcast.

► [Click here to view the materials](#)



Use the News by the USF Stavros Center in collaboration with Tampa Bay Times Newspaper in Education program and Florida Press Educational Services.

► [Click here to view the materials](#)





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