

# Holocaust Legacy Partners Project

*Dedicated to Preserving the Personal Memories of the Holocaust*

## IMPLEMENTATION GUIDELINES



**Holocaust Center Boston North, Inc.**

82 Main Street Peabody, MA 01960

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

## **Goal of the Program**

Holocaust Legacy Partners (HLP) was created to perpetuate the personal memories of Holocaust survivors and to ensure that the Holocaust never becomes just a page in a text book. The concept is simple, yet so powerful. Holocaust survivors are partnered with people who care deeply about keeping memories alive to ensure that the lessons of the Holocaust are not lost or forgotten.

## **Role of the Holocaust Legacy Partner**

To provide eyewitness testimonies of Holocaust survivors who are no longer able to speak for themselves. Using oral histories, photos, and personal experiences, Holocaust Legacy Partners learn about survivors and pledge to tell their stories when they are no longer here to speak for themselves.

## **Who can be a Holocaust Legacy Partner**

An adult, 21 or older, who cares deeply about keeping one personal story of a survivor alive so that the world will not forget the Holocaust.

## **Implementing the Program in Your Community**

The success of the program depends on a local organization assuming responsibility for implementation. Suggestions for local implementers include: a local Holocaust Education Center, Federation, central Jewish agency, synagogue, church, or an institution of higher learning. The program requires a project manager to oversee the implementation to ensure the integrity and success of the program.

## **I. Responsibilities of the Implementing Organization**

### **(1) Contact local survivors to invite them to join the project**

- If the survivor does not have a videotaped testimony that can be used, which should be about 30 minutes, contact local cable companies for assistance recording the taped testimony or editing a survivor's longer taped testimony to 30 minutes or less
- If the survivor has never recorded an oral history, allow time to give complete testimony up to two hours in length
- Maintain a library of video testimonies to be used for the HLP program
- Provide survivor with a copy of their video and their partner's contact information
- Survivor must sign a release form giving you permission to use the video

If you do not have Holocaust survivors in your community, contact the Holocaust Center, Boston North for assistance.

### **(2) Advertise Program and Recruit Participants**

People who might be interested in becoming a HLP:

- Children and grandchildren of survivors
- Educators in public schools, religious schools, and institutions of higher learning
- Clergy
- Adults who are interested in preserving the memories of the Holocaust

It is recommended that HLPs are at least 21 years of age and committed to the project for the long term and to pass it on to a representative from the next generation.

### **(3) Manage the Application Process**

- Review applications (Appendix A)
- Screen and interview applicants

- Obtain a criminal background check if required by law in your community

#### **(4) Partner the Holocaust Legacy Partner (HLP) with a Survivor**

Once a person is accepted as an HLP, the implementing organization helps the HLP choose a partner. More than one person can be partnered with a survivor. It is suggested that men are partnered with men and women with women.

#### **(5) Obtain Letter of Agreement from HLP (Appendix B)**

#### **(6) Assist HLP with Development of Presentation**

- Encourage HLP to write a "presentation script" (outline) using the "Guidelines for Preparing a Presentation", which can be found in the following section of the manual
- View a rehearsal of presentation or attend a presentation and provide constructive feedback
- Suggest to HLP to contact the Holocaust Center Boston North to view a video of an HLP presentation as a guide for preparing presentation

#### **(7) Maintain records and schedule of presentations**

- Maintain a list of HLPs for referrals when a request is made for a survivor to speak
- Submit names and contact information of HLPs to The Holocaust Center, Boston North for a national database of HLP
- In addition to providing HLPs with speaking engagements, remind HLPs about their obligation to speak a minimum of twice a year, preferably more often. Encourage them to contact schools, civic organizations, temples, churches and other groups that would benefit from hearing about the Holocaust, especially around the time of the commemoration of Yom HaShoah, Holocaust Remembrance Day
- Write a suggested letter of introduction for the HLP when contacting potential presentation venues

#### **(8) Organize an Annual Meeting of HLPs**

A semi annual meeting for HLPs provides an opportunity for recognition, thanks, networking and sharing successes and challenges, as well as an opportunity to recruit new people to the program.

#### **(9) Raise Money**

The number of HLPs your organization recruits will determine the amount of administrative work needed to successfully implement and maintain the program. Contact the Holocaust Center Boston North for more information. Unless a cadre of dedicated volunteers manages the program, it is recommended that a professional, such as a program manager, supervise the program. In the event of a large number of HLPs, administrative help will be necessary as well. Money will be needed to fund these positions.

## **II. Guidelines for Holocaust Legacy Partners (HLP) - *to be given to the potential HLP***

**Step One:** To be accepted into the project, complete and return application form to the HLP sponsoring agency in your community, schedule an interview with the Project Manager. Sign, and return the Letter of Agreement.

**Step Two:** Be paired with a Holocaust Survivor. Receive a short video when available to be used during your presentations and is yours to keep, and a longer video for your use to be returned to your sponsoring agency.

**Step Three:** Contact survivor and arrange for a mutually convenient time and place to meet, preferably at the survivor's residence. This meeting should take place only *after* you have completed your research as outlined in steps 4, 5 & 6.

If your assigned survivor is no longer alive or not living in your community, proceed to Step Four.

**Step Four:** View and study your survivor's available video testimonies. View and study additional videos about your survivor and your survivor's history, such as ghetto, camps, etc. Take notes and compile a list of questions to ask the survivor when you meet.

**Step Five:** Research the history of your survivor's country and Holocaust experience.

**Step Seven:** Meet with survivor to get to know him/her and ask questions you compiled, and remember to take a picture of both of you together.

**Step Eight:** Organize all the information from your research and your meeting with your survivor. Create visuals such as a time line, photos, maps etc. and a power point presentation if you wish.

**Step Nine:** Schedule a presentation.

**Step Ten:** Prepare for your presentation, being mindful of the age of your audience and time allotment.

**Step Eleven:** Invite a friend or representative from the sponsoring agency to accompany you on your first few presentations for feedback. Arrange to have your presentation videoed if possible.

**Step Twelve:** Give your presentation as often as possible, preferably several times a year.

**Step Thirteen:** Pass on this project to a Holocaust Legacy Partner from the next generation and share your survivor's materials and your own experience with him/her.

The Holocaust Center Boston North, creator of the Holocaust Legacy Partners Project, is available as a resource. For more information, call **978-531-8288**, email **www.info@holocaustcenterbn.org**, or visit the Center's website at **www.holocaustcenterbn.org**.

### **III. Suggestions on How to Prepare an Effective and Meaningful Presentation - to be given to HCBN**

*Remember, you will be representing the experiences and views of your survivor. Pay special attention not to include your opinions when speaking about your survivor's beliefs.*

#### **Research**

- Create a glossary of terms.
- Copy maps of countries, cities, camps, etc.

#### **Tools**

- Create a visual board of pictures, maps, documents, and time line

#### **Meeting with Survivor**

- Do not expect or request a full testimony. By this time you should be very comfortable with the survivor's experience
- Establish a level of mutual trust and a good ongoing working relationship
- Seek answers to your list of questions not addressed on the DVD
- Request artifacts and photos to borrow and to copy.
- Take a picture with your survivor
- Possible topics for questions when appropriate:
  1. Family life before and after the Holocaust
  2. Anti-Semitism before and during the Holocaust (Appendix )
  3. Tattoo (Appendix )
  4. Displaced Persons (DP) camps (Appendix )

5. Faith and religion (see appendix section B)
6. Forgiveness (see appendix section B)
7. Coming to America
8. Occupation and/or education
9. What happened to the survivor's family during and after the Holocaust
10. Family, children, and grandchildren etc.
11. Message they want to give to current and future generations

### **Presentation**

Length of presentation should ideally be between 45–90 minutes depending on allotted time, including the DVD. Be mindful of the age of your audience.

Introduce yourself to your audience. You might include information about the HLP sponsoring agency, the HLP project, its importance, and why you chose to be part of it. State that you have been entrusted by your survivor (give name) to represent his/her memory and legacy.

Explain what you will be doing (DVD, questions and answers etc.).

Relate briefly your feelings about the time you spent with your survivor.

Depending on your presentation DVD, give general information about the survivor. Include any relevant information that may not be included on the DVD. You might consider speaking about your survivor's life before the Holocaust if she/he does not elaborate.

After viewing the DVD, ask for questions. Be prepared to add any relevant information about your survivor that does not appear on the DVD, such as DP camps, family today, occupation, etc.

At some point in your presentation, it is important that you speak about the lessons of the Holocaust. This can be done during your introduction and/or closing remarks.

### **Appendices**

Appendix A	Sample Application
Appendix B	Sample Letter of Agreement
Appendix C	Useful Information
Appendix D	What we can do to prevent Genocide?
Appendix E	Teacher and Child, Chaim Ginott
Appendix F	Meaning of the Swastika
Appendix G	Why Study the Holocaust?
Appendix H	Timeline
Appendix I	Maps
Appendix J	Bibliography

**Appendix A  
(Sample Application)**

**HOLOCAUST CENTER, BOSTON NORTH, INC.**  
82 Main Street, Peabody, MA 01960  
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www.holocaustcenterbn.org

**HOLOCAUST LEGACY PARTNERS PROJECT  
APPLICATION**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_ Occupation: \_\_\_\_\_

**Briefly explain why you want to be a Holocaust Legacy Partner and what you hope to gain from the experience.** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What do you think you will bring to the project?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Have you ever been accused/convicted of a felony and/or incarcerated?** \_\_\_\_\_ **If yes, please explain.**

\_\_\_\_\_

**References**

**Personal**

Name : \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

**Professional**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

\_\_\_\_\_  
(Print your name)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

**Appendix B**  
**(Sample Letter of Agreement)**

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**HOLOCAUST LEGACY PARTNERS**  
**LETTER OF AGREEMENT**

I, \_\_\_\_\_, on this day of \_\_\_\_\_ pledge to represent the memories and  
(Print your name) (Date)  
the legacy of Holocaust survivor, \_\_\_\_\_, to my generation and to the next  
(Name of survivor)  
at least twice a year. I hereby promise to make every effort to speak with students, individuals and  
groups whenever the opportunity arises to ensure that \_\_\_\_\_'s personal history and  
(Name of survivor)  
that of the Holocaust live on in perpetuity. When entrusted with this sacred responsibility by  
\_\_\_\_\_, I will be empowered to speak on his/her behalf. By my commitment to  
(Name of survivor)  
the Holocaust Legacy Partners Project, the Holocaust will never become just another page in a text book.

In accordance with this agreement, I will fulfill the following obligations:

I will meet with \_\_\_\_\_.  
(Name of survivor)

I will be entrusted by \_\_\_\_\_ to speak on her/his behalf.  
(Name of survivor)

I will receive and will preview audio-visual material on \_\_\_\_\_.  
(Name of survivor)

I will thoroughly research this history to better understand \_\_\_\_\_'s experience  
(Name of survivor)  
and to prepare me to answer questions.

I will receive \_\_\_\_\_'s approval that my knowledge of her/his experience is  
(Name of survivor)  
accurate, complete, and honest.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Witnessed: \_\_\_\_\_

Date: \_\_\_\_\_

# Sample Release Form

## HOLOCAUST CENTER, BOSTON NORTH, INC.

82 Main Street, Peabody, MA 01960

Tel: 978-531-8288 email: holocaustctrbn@yahoo.com

www.holocaustcenterbn.org

## HOLOCAUST LEGACY PARTNERS

### RELEASE

I hereby grant The Holocaust Center, Boston North Inc. and any of their agents and successors the right to use any DVD, video, photographs, written/oral testimony, audio-visuals about me: to publish, edit, use on the web, exhibit, display, copyright, loan, or in any other form without my prior approval or that of my family.

Furthermore, I understand that the above will be used solely for educational purposes and there will be no financial compensation.

I agree that The Holocaust Center, their agents and successors shall not be liable and shall have no responsibility for any emotional strain, distress, or any condition or consequence foreseeable or unforeseeable which may result from my participation in The Holocaust Legacy Project and the use of the audio-visual materials about me in the present and in the future.

(Signed) \_\_\_\_\_

(Printed Name) \_\_\_\_\_

(Date) \_\_\_\_\_



## Appendix C

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### HOLOCAUST LEGACY PARTNERS PROJECT USEFUL INFORMATION

**Anti-Semitism:** Defined as opposition to and hatred of Jews (not all Semites).

**Blaming the Victim:** Too often the victim of a crime is accused of doing something to cause the crime. The Jews of Europe during the Holocaust years were patriotic and moral people. They were not criminals.

**Bullying:** The Holocaust began with name-calling by Hitler and his 7 followers. One cannot but wonder how history may have been different had enough good people spoken up and stopped them before the name-calling progressed to intimidation and ultimately the systematic murder of millions. When unchecked, bullying can lead to violence.

**DP Camps:** After the war, displaced persons camps were set up to house the survivors of the Holocaust who had become stateless.

**Faith and Religion:** Survivors are often asked if they have retained their religious identity and faith during and after the war. Some did. Others did not. (See Forgiveness below)

**Forgiveness:** Each religion has its own doctrine regarding forgiveness and reconciliation. It is important to understand your survivor's perspective as you will be representing him/her. "*Only the victims who perished could forgive....*" (Elie Wiesel)

**The Forgotten Genocide:** The Armenian Genocide was the first genocide of the 20th century. When asked how he expected to successfully mass murder millions of Jews, Hitler was thought to have responded, "Who today remembers the Armenian Genocide?" implying that the world did not care about the Armenians (who were slaughtered by the Turks beginning in 1915), so why would the world care about the Jews.

**Genocide:** From the Greek, *genos* (race) and the Latin *caedes* (killing), the word genocide (race murder) was first introduced by Raphael Lemkin in 1933. Today, it is generally applied to the murder of human beings by reason of their belonging to a specific racial, ethnic, or religious group, unrelated to any individual crime. In 1948, the United Nations General Assembly adopted a convention for the prevention of genocide and the punishment of the perpetrators.

**Guilt:** "*Guilt is numbing; Responsibility is moral.*" (Father Robert Bullock) We do not blame Germans and others born after the Holocaust for what happened, but hold them responsible to ensure that this history is never repeated.

**The Holocaust:** With a lower case "h", holocaust means complete destruction by fire. With a capital "H", the term refers to the planned annihilation of the Jewish people by Germany and the Nazis between 1933 and 1945. Gypsies, Jehovah's witnesses, political dissidents, homosexuals etc. were also persecuted during these years, but the term Holocaust applies specifically to the systematic killing of the Jews.

**Holocaust Deniers:** Though most of the crimes were documented by the killers, there are still those who claim that the Holocaust was a fabrication. They are called historical distortionists. Most of the crimes were well documented by the killers.

**No Place to Go:** Between 1933-1945 Germany and its allies imprisoned and murdered the Jewish people in Nazi occupied Europe, in ghettos, in slave labor camps, and in death camps in what was called the "final solution to the Jewish problem". The free world had strict immigration quotas. *"The world was made up of two kinds of nations...those that would not allow the Jews out and those that would not allow the Jews in."* (Sonia Schreiber Weitz)

**Race:** The term refers to the concept of dividing people into populations or groups on the basis of various sets of characteristics. The most widely used human racial categories are based on visible traits (especially skin color, cranial, or facial features and hair texture) and self-identification. The Jews are people, not a race.

**Resistance:** There was both active and passive resistance in every ghetto and concentration camp. Most camps had underground resistance, even in Auschwitz. Those who participated in active resistance were often found and killed. The Nazis did not document their failures. Two examples of passive resistance are: just staying alive and helping others.

**Stereotypes:** Stereotypes are based on lies and generalizations. For example, the Third Reich stated that Jews were racially inferior and would destroy civilization if allowed to live. Beyond the obvious lies, Jews are not a race because they have representation in every ethnic and racial group. If you tell a lie often enough, people tend to believe it. Eliminate ethnic jokes. *"If you are not part of the solution, you are part of the problem."* (Lenny Zakim)

**Swastika:** The swastika is a symbol representing hatred and the murder of the Jewish people. But had Germany won WWII and carried out their plan for world domination, every minority, race, and ethnic group other than the "Aryans" would be eliminated by using the same methods of extermination as against the Jews. (See appendix I for origin of)

**Tattoo:** The Nazis used tattoos to further dehumanize the victims. Not all Holocaust survivors have them as they were only done in certain camps depending on the circumstances.

**Victims, Victimizers and Bystander:** *"We dream about a world without victims, without victimizers, and above all, without bystanders."* (Sonia Schreiber Weitz)

## Appendix D

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### **HOLOCAUST LEGACY PARTNERS PROJECT WHAT WE CAN DO TO PREVENT GENOCIDE**

Be informed about world crises

Write/email to the President and other US and world leaders

Attend/organize rallies

Raise money

Make a difference in your own community

Set an example with your own behavior

Do not be a bystander

Relate the past to the present and what we can do to prevent current and stop future genocides

## Appendix E

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### **HOLOCAUST LEGACY PARTNERS PROJECT TEACHER AND CHILD**

Chaim Ginott

On the first day of the new school year, all of the teachers in one private school received the following note from their principal:

Dear Teacher,

I am a survivor of a concentration camp.

My eyes saw what no man should witness:

Gas chambers built by learned engineers;

Children poisoned by educated physicians;

Infants killed by trained nurses;

Women and babies shot and burned by high school and college graduates.

So I am suspicious of education.

My request is: help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmans.

Reading, writing, arithmetic are important only if they serve to make our children more humane.

## Appendix F

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### HOLOCAUST LEGACY PARTNERS PROJECT MEANING OF THE SWASTIKA

#### FYLFOT

A fylfot is a cross with equal arms, the ends of which are bent backward, **counterclockwise**. The extensions of the arms of the cross are rudiments of the circle which originally surrounded the cross in the fylfot's earliest manifestations as a symbol of the sun. This design is one of the earliest known symbols to have been made by humans and one of the most widespread among primitive peoples. It is found on all continents except Australia and is the symbol of all sun-gods from Apollo and Odin to Quetzalcoatl. It still survives as a religious symbol in India among the Buddhists and Jains, in China and Japan, and among the Indian tribes of North America that continue the practice of aboriginal religion and medicine. The fylfot is the ancestor of many decorative motifs from the classic Greek meander to more elaborate forms.

#### SWASTIKA

The most recent European use as a symbol was the German *hakenkruz* or swastika, the emblem of anti-Semitism since 1918 and established as the national symbol of Nazi Germany under Adolf Hitler. The arms of the Nazi swastika, however, bend **clockwise**.

## Appendix G

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**HOLOCAUST LEGACY PARTNERS PROJECT**  
**WHY STUDY THE HOLOCAUST?**  
by Harriet Tarnor Wacks  
**Lessons for the 20th Century and Beyond**

People often ask, “Why study about the Holocaust. What is the value of learning about the Holocaust? Enough is enough. Sure it was a terrible tragedy, but it happened a long time ago. Besides, what can be accomplished by stirring up those unpleasant memories? Guilt?” If you are one of those people who may have thought, “Why Holocaust?” please read on.

For many years, people did try to forget about the Holocaust, and they were successful. Most history texts summed up this period in one sentence, “During World War II, six million Jews died.” Parents avoided telling their children about the Holocaust in an effort to shield them from the pain of their past. Almost an entire generation grew up knowing nothing about these years. Not until Gerald Green’s novel was made into a movie for television in 1978 did the world, including many Jews, become conscious that this unimaginable tragedy really happened. Perhaps time was needed to put this history in the right perspective and to view it with objectivity. That time certainly has passed.

You may still be asking why should the Holocaust be remembered. For Jews, the Holocaust is an indelible part of their history. It is better to face the reality as part of their heritage than of their destiny. To forget the six million would be the same as saying they never existed.

The Holocaust should be remembered and studied by everyone. A report from the Carnegie Foundation concluded that the study of the Holocaust is a crucial part of American history and must be incorporated into all education.

The Holocaust was not and is not just a Jewish issue. It was a crime against all humanity committed against the Jewish people. The Holocaust was carried out by people calling themselves Christians in a Christian world, by both victimizers and bystanders. There are many places to lay blame and guilt, but that would be fruitless. Instead, it is necessary to examine the events and circumstances of this modern period in an attempt to at least try to prevent history from repeating itself.

There are people today who deny that the Holocaust ever happened. PHDs from prestigious institutions erroneously claim that the Holocaust was Zionist propaganda to arouse public empathy for the rebirth of a Jewish homeland. Gas chambers are explained away as showers, crematoria as ovens to bake bread for the war-torn German people.

One of the first lessons of the Holocaust is that if a lie is told often enough, people will start believing it. The big lie that the Jews were racially inferior and not fit to live helped rally the nation of Germany behind Adolf Hitler and the Nazi party resulting in the systematic extermination of six million Jewish lives and countless others.

The Holocaust was not inevitable. Hitler could not have accomplished it alone. A nation of doctors and lawyers, engineers, chemists, industrialists and laborers helped to carry out the fanatical plan of Jewish genocide without compromise of policy, even when it threatened the nation's survival. And it almost worked.

Why dwell upon the study of the Holocaust when history is filled with other tragedies? The horrific events of the Holocaust are beyond human comprehension, never before seen in the history of civilization. The word Holocaust, with a capital H, was coined to refer to the planned, systematic annihilation of Jews from 1933-1945.

During this time, many other people were also killed including Gypsies, Jehovah Witnesses, nuns, priests, political dissidents, homosexuals...twelve short years in world history; the darkest and most significant period in the 20th century. It has been said that after Auschwitz anything is possible. As we still fail to fully react to the unimaginable aftermath of a nuclear war, so we are still unable to understand the unimaginable of the Holocaust. But we must try.

In the past, Jews were killed for what people termed reasonable goals: land, religion, politics. During this period, however, Jews were killed just because they were born Jewish. There was no way out. No escape. Even conversion would not have helped. And there was no place to go. No Israel. The free world greatly restricted immigration, closing their borders to the Jews being threatened in Europe.

The Nazis used the tools of modern technology to kill. They were proud of what they were doing and kept detailed and accurate records with pictures of their activities. They collected Jewish memorabilia: Torahs, books, Kiddush cups, etc., planning some day to open a 'museum of the extinct race' showing the world what they had done for it. The original documents are available to provide the ready tools to study this period.

The Holocaust should not be studied to terrify or to shock either children or adults, but to teach what happens when a nation blindly follows a leader and conventional morality is abandoned.

Proper analysis of this major historical event educates people to the meaning of human dignity, morality, citizenship and law. Individuals are encouraged to think about the choices and implications of their decisions for a society which abuses civil liberties and censors the freedom to think. Questions are raised which defy simple solutions. What would I have done? What could I have done? How could civilized people be capable of such inhumanity? Where was the rest of the world? Perhaps the very act of thinking may be the crucial tool to prevent and condition people from committing evil acts.

If you are still skeptical about the value of Holocaust education and remembrance, consider this. Study of the Holocaust has helped many people confront their own prejudices, the first step in combating discrimination. Analysis of this period helps to make people more sensitive to current world-wide violations of human rights and raises the question, can we afford to stand idly by.

As long as one person is deprived of freedom and dignity, as long as one person is the victim of prejudice and ignorance, no one is truly free. We do not know who will be the next victim, only that there will be another one.

Genocide can be prevented and stopped only if people learn from the past. What is the alternative?

## Appendix H

### HOLOCAUST CENTER, BOSTON NORTH, INC.

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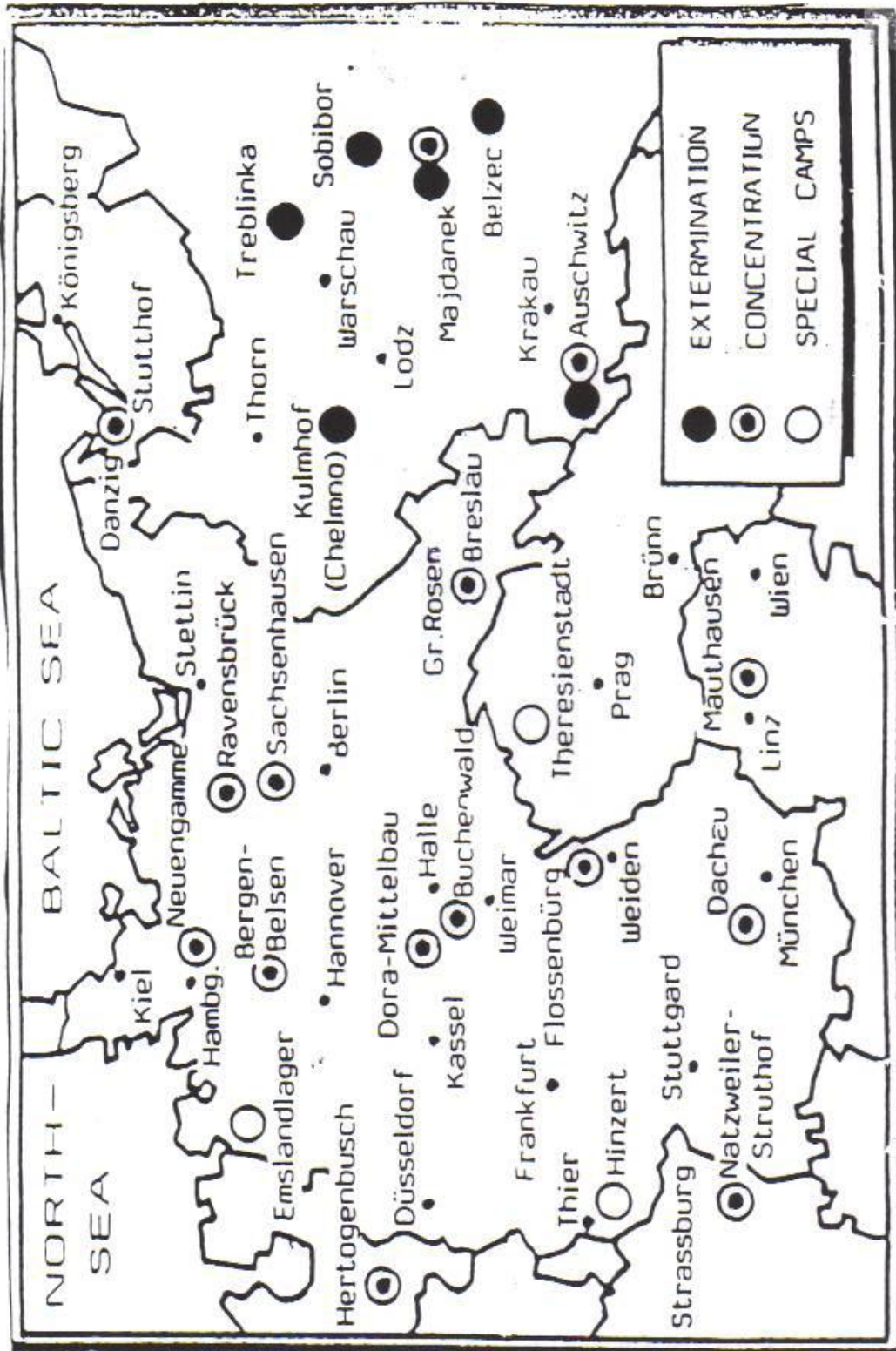
### HOLOCAUST LEGACY PARTNERS PROJECT TIME LINE

<b>Date</b>	<b>Event</b>
January 30, 1933	Adolf Hitler was elected Chancellor of Germany
March 22, 1933	The first concentration camp was opened at Dachau in Germany
April 1, 1933	Germans were told to boycott Jewish shops and businesses
November 24, 1933	'Undesirables', the homeless, alcoholic and unemployed people were sent to Concentration camps
May 17, 1934	Jewish persecution began with an order prohibiting Jewish people from having health insurance
September 15, 1935	The Nuremberg Laws took away Jewish rights of citizenship stating that Jews were no longer German citizens, could not marry non-Jews, and could not have sexual relations with non-Jews
March 13, 1938	Following Anschluss which joined Germany and Austria, Jews in Austria were persecuted and victimized
October 5, 1938	Passports of all Austrian and German Jews were required to be stamped with a large red letter 'J'
November 9, 1938	Kristallnacht, "the night of the broken glass" resulted in the murder of approximately 100 Jews. 20,000 German and Austrian Jews were sent to camps, hundreds of synagogues were burned, and windows of Jewish owned shops were smashed
November 12, 1938	Jews were fined one billion marks for damages caused by Kristallnacht
November 15, 1938	Jewish children were not allowed to attend non-German schools
October 12, 1939	Jews living in Austria and Czechoslovakia were sent to Poland
November 23, 1939	Jews in Poland were forced to wear a yellow star for easy identification
Early 1940	Jews in German occupied countries were persecuted by the Nazis and many were sent to concentration camps
May 20, 1940	New concentration camp, Auschwitz, opened
November 15, 1940	Warsaw Ghetto was sealed off with approximately 400,000 Jewish people inside



July, 1941	The Einsatzgruppen (killing squads) began rounding up and murdering Jews in Russia. 33,000 Jews were murdered in two days at Babi Yar near Kiev
July 31, 1941	“Final Solution” was implemented by Reinhard Heydrich.
December 8, 1941	First ‘Death Camp’ was opened at Chelmno
January, 1942	Mass-gassing of Jews began at Auschwitz-Birkenau
Summer 1942	Jews from all over occupied Europe were sent to Death Camps where they were gassed to death
January 29, 1943	Order was issued to send Gypsies to concentration camps
April 19-May 16, 1943	Warsaw Ghetto Uprising took place following news of an order to liquidate the ghetto as a birthday present for Hitler and to deport the Jews to Treblinka. A group of 750 Jews, realizing they had nothing to lose, held the German troops for nearly a month with smuggled weapons before being rounded up and shot or sent to death camps
May 14-July 8, 1944	44,000 Hungarian Jews were transported to Auschwitz
October 30, 1944	Auschwitz gas chambers were used for the last time.
January 27, 1945	Many remaining camps were closed and evidence of their existence destroyed. Those who had thus far survived the camps were taken on forced Death Marches
April 30, 1945	Faced with impending defeat, Hitler committed suicide
May 7, 1945	Germany surrendered and the war in Europe was over
November 20, 1945	Surviving Nazi leaders were put on trial at Nuremburg

**Appendix I**  
**HOLOCAUST LEGACY PARTNERS PROJECT**



*There were 1,634 concentration camps in territory controlled by Nazi Germany. Some of the more notorious are depicted on this map prepared by Kurt Schnog and reprinted with permission from the Philadelphia Jewish Exponent.*

## Appendix J

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### HOLOCAUST LEGACY PARTNERS PROJECT

#### BIBLIOGRAPHY

*Encyclopedia of the Holocaust*

*I Promised I Would Tell* by Sonia Weitz

*Never to Forget* by Milton Meltzer

*Night* by Elie Wiesel

#### AUDIO-VISUALS

*Genocide*

*The Holocaust (Yad VaShem)*

*Present Memories, Six Survivors of the Holocaust*

*Theresenstadt*

*Twisted Cross*

These are only a few suggested audio-visual materials. Please find others that relate directly to your survivor's experience.