

LESSON: Overview of the Holocaust (4-Day)

ANSWER KEY - DAY 3 ACTIVITY

Instructions: Examine the sources in this packet and answer the following questions.

- Which aspect of the Holocaust do these sources best represent?
 - Antisemitic Propaganda
 - Exclusion and Legal Discrimination
 - Physical Separation and Ghettos
 - Theft and Confiscation of Property
 - Deportation
 - Concentration Camps and Forced Labor
 - Mass Killing
- What do these primary sources reveal about the ways that ordinary people were active participants or passive witnesses to persecution and even murder during the Holocaust?

Antisemitic Propaganda

STUDENT PACKET 5

- Kurt Klein oral history testimony
- Photograph of 1939 parade
- Photograph of advertisement outside Vienna opera house

The Nazis effectively used propaganda to win the support of millions of Germans in a democracy and, later, in a dictatorship, to facilitate persecution, war, and ultimately genocide. The stereotypes and images found in Nazi propaganda were not new, but already familiar to their intended audience. Nazi propaganda played an integral role in advancing the persecution and ultimately the destruction of Europe's Jews. The Nazis designed their propaganda to incite hatred of Jews and foster a climate of indifference to their fate.

Sample answers to the question related to “people involved” include: the people who wrote the slogans; the people who hung the posters; the schoolmates; the business clients and partners; Kurt's former friends; the actors; the people who built the float; the people who organized the parade; the people watching the parade; *Der Sturmer* writers and publishers; the people who manufactured the ad; the people who bought the newspaper, etc.

To answer any additional student questions, see the USHMM Holocaust Encyclopedia articles [Nazi Propaganda](#) and [Defining the Enemy](#).

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Exclusion and Legal Discrimination

STUDENT PACKET 4

- Bob Behr oral history testimony
- Photograph of woman on bench
- List of Laws and Restrictions
- Photograph of German girl outside pool

In the first six years of Adolf Hitler's dictatorship, Jews felt the effects of more than 400 decrees and regulations on all aspects of their lives. The regulations gradually but systematically took away their rights and property, transforming them from citizens into outcasts. Many of the laws were national ones issued by the German administration, affecting all Jews. State, regional, and municipal officials also issued many additional decrees in their own communities. As Nazi leaders prepared for war in Europe, antisemitic legislation in Germany and Austria paved the way for more radical persecution of Jews.

Sample answers to the question related to “people involved” include: the cop holding back the pedestrians; the other pedestrians; the Hitler Youth; the people who created the uniforms and equipment; the people who built the benches and placed the signs; the people visiting the park; the legislators passing the laws; the people enforcing the laws; the people who ran the pool; the people who used the pool, etc.

To answer any additional student questions, see the USHMM Holocaust Encyclopedia articles [Anti -Jewish Legislation in Prewar Germany](#) and [The Nuremberg Race Laws](#).

Physical Separation and Ghettos

STUDENT PACKET 2

- Rochelle Blackman Slivka oral history testimony
- Photograph of Warsaw ghetto wall construction
- Photograph of Polish Jews moving into the Krakow ghetto

During the Holocaust, the creation of ghettos was a key step in the Nazi process of brutally separating, persecuting, and ultimately destroying Europe's Jews. Ghettos were often enclosed

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districts that isolated Jews from the non-Jewish population and from other Jewish communities. Living conditions were miserable. The ghettos were meant to be temporary. Some lasted only a few days or weeks, others for several years. The vast majority of ghetto inhabitants died from disease, starvation, shooting, or deportation to killing centers.

Sample answers to the question related to people involved include: the people who ran the ghetto; the people who created the ration cards; the SS; the Ukrainian police; the Lithuanian police; the people who ran the ghetto hospital; the people who supplied the bricks; the people who directed the building of the wall; Warsaw city workers; the people who forced the Jews to leave their homes in Krakow; the people who took over their homes, etc.

To answer any additional student questions, see the USHMM Holocaust Encyclopedia article [Ghettos](#).

Theft and Confiscation of Property

STUDENT PACKET 6

- Walter Tick oral history testimony
- Photograph of department store looting
- Ernst Popp letter
- Photograph of public auction in Lörrach, Germany

A critical, but often overlooked, aspect of the Holocaust was the transfer of Jewish-owned property to non-Jews from 1933 to 1945. During the Holocaust, the Nazi German state systematically seized property and assets from Jews both for the benefit of the state and for distribution to so-called "Aryan" (non-Jewish) Germans. Personal effects, property, and other assets from Jews who were deported to eastern Europe as part of the so-called "Final Solution" were confiscated and usually auctioned or simply distributed to bombing victims who had lost property during the Allied bombing of German cities.

Sample answers to the question related to people involved include: the members of the crowd, the women with buggies, the German police; the people who arrested the men at *Kristallnacht*; the state police in Würzburg; Ernst Popp; the people who originally stole the backpack, etc.

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To answer any additional student questions, see the USHMM Holocaust Encyclopedia discussion [How and why did ordinary people across Europe contribute to the persecution of their Jewish neighbors?](#)

Deportation

STUDENT PACKET 1

- Leo Schneiderman oral history testimony
- Photograph of the deportation of Jews in Würzburg, Germany
- Note written by Otto Simmonds

In 1941, the Nazi leadership decided to implement the "Final Solution," the systematic mass murder of European Jewry. Deportations on this scale required the coordination of numerous German government agencies and the involvement of SS, police, and local auxiliaries and collaborators. The Germans attempted to disguise their deadly intentions by portraying the deportations as a "resettlement" of the Jewish population in labor camps in the "East." Packed in sealed freight cars and suffering from overcrowding, lacking food and water, many of the deportees died before the trains reached their destinations.

Sample answers to the question related to people involved include: the people who supplied the buckets; the railway workers; the Polish peasants; the Würzburg police; the people in Würzburg watching the deportation; the French railway worker, etc.

To answer any additional student questions, see the USHMM Holocaust Encyclopedia article [Deportations](#) and [Deportations to Killing Centers](#).

Concentration Camps and Forced Labor

STUDENT PACKET 7

- Norbert Wollheim oral history testimony
- Photograph of Nazi SS and engineers discussing IG Farben factory plans
- Photograph of prisoner roll call at Buchenwald
- Photograph of forced labor at Mauthausen

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Between 1933 and 1945, Nazi Germany and its allies established more than 44,000 camps and other incarceration sites (including ghettos). The perpetrators used these sites for a range of purposes, including forced labor, detention of people thought to be enemies of the state, and mass murder. Forced labor played a crucial role in the wartime German economy. German military, SS, and civilian authorities brutally exploited Jews, Poles, Soviet civilians, and concentration camp prisoners for the war effort. Many forced laborers died as the result of ill-treatment, disease, and starvation.

Sample answers to the question related to people involved include: the people who ran Buna; the other workers; the people who shaved the prisoners' heads; the German police; the people running the roll call; the people controlling the march; the factory managers; the owners of I.G. Farben; the local Viennese government; the construction companies using the granite, etc.

To answer any additional student questions, see the USHMM Holocaust Encyclopedia articles [Nazi Camps](#) and [Forced Labor](#).

Mass Killing

STUDENT PACKET 3

- Chaim Engel oral history testimony
- Photograph of shooting of Ukrainian Jew
- Photograph of a selection on the “ramp” at Auschwitz
- Photograph of Zyklon-B canister

The *Einsatzgruppen* (task forces, special action groups) were units of the Security Police and SD (the SS intelligence service) that followed the German army as it invaded and occupied countries in Europe. Often referred to as “mobile killing squads,” they are best known for their role in the systematic murder of Jews in mass shooting operations on Soviet territory. In German-occupied Europe during World War II, there were also killing centers, facilities established exclusively or primarily for the assembly-line style mass murder of human beings with the primary goal of eliminating all of the Polish Jews. More than 1.1 million people from across Europe died at Auschwitz, including nearly one million Jews. Those who were not sent directly to the gas chambers were assigned to forced labor.

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Sample answers to the question related to people involved include: the railway workers; the people with whips; the people doing the selection; the people who ran the gas chambers; the *Einsatzgruppe*; the German soldiers; the Reich Labor Service; the people who dug the trench; the SS-officers; the people who ran the gas chambers; the companies manufacturing and distributing Zyklon-B, etc.

To answer any additional student questions, see the USHMM Holocaust Encyclopedia articles [Killing Centers: An Overview](#) and [Einsatzgruppen: An Overview](#).