

TO THE TEACHER

Surviving Hatred: Witness to the Holocaust is a thirty minute, professionally produced video designed to teach middle and high school students about the Holocaust. The program includes a brief history of the Holocaust, followed by the personal stories of four Tidewater area survivors. The creators and producers wish to commemorate those who survived, honor the memories of those who perished, and to educate the present and future generations about the Holocaust. The video is a collaborative effort by the Holocaust Commission of the United Jewish Federation of Tidewater, WVEC-TV (ABC), and WHRO-TV (PBS).

The accompanying study guide follows the basic format of the National Teacher Training Institute, with adaptations for the Social Sciences. Related Virginia Standards of Learning are included.

Explanation of the Lesson Plan Format

With the increased use of video in the classroom, teachers and researchers are always looking for the most effective ways to use it as an instructional tool. One successful approach is to break the video down into segments and provide activities to be completed before, during, and after viewing. This guide follows that format. The 30-minute video is divided into 8 segments which correspond to the questions asked of the survivors. The lesson plans include pre-viewing activities, watching a section of the video, and post viewing activities. The entire video can be shown and discussed in one lesson of approximately two hours, or can be divided into several shorter lessons. Time allocation is the prerogative of the teacher using the video and study guide. We urge you to adapt a format that best suits the needs and those of your students.

During the initial previewing activities, students will be involved in discussing what they already know about the Holocaust. They will fill in the first two columns of a KWL form. Suggested purpose- setting questions and activities are included.

Note taking forms are provided so the teacher may have students actively involved in recording key points. Students are encouraged to take notes individually either as they watch, or immediately afterward. Small group and whole class discussion can then follow. Points for discussion are included.

Additional materials include a multiple-choice test, blackline masters, a bibliography, a resource list, and short biographies of the survivors. The discussion questions can be used as an essay-form evaluation. Suggested extension activities can also be used as another means of evaluation.

About the KWL

A KWL activity helps the teacher find out what concepts need to be taught by determining what the students already know. It also helps students set purposes for their learning. The KWL is typically arranged in a three column format. The "K" stands for "What I Know." Students record information they already know about the topic. The "W" stands for "What I Want to Find Out." Students list several questions they would like to have answered by watching the video. The "L" stands for "What I Learned." Students first attempt to answer any of their questions from the "W" column, then summarize any other key points. The KWL can be used either individually or as a class before watching the first section of the video. Students can then revisit the KWL after watching the entire video to record answers to the questions posed, and to identify areas for further research.

VIRGINIA STANDARDS of LEARNING

HISTORY and SOCIAL SCIENCE

The student will be able to:

- 6.6 *analyze and explain the major causes, events, personalities, and effects of World War II, with emphasis on*
- *the rise of Fascism, Nazism, and communism in the 1930's and 1940's and the response of Europe and the United States*
 - *the Holocaust*
- 9.10 *analyze major historical events of the 20th century, in terms of*
- *causes and effects of World Wars I and II*
 - *the Nazi Holocaust and other examples of genocide*
- 11.11 *demonstrate an understanding of the origins and effects of World War II*

Extension activities provide the opportunity to involve the following Standards of Learning.

ENGLISH

The student will be able to:

- 6.2 *listen critically and express opinions in oral presentations.*
- *distinguish between facts and opinions*
 - *compare and contrast points of view*
- 6.4 *read a variety of fiction and nonfiction*
- 6.7 *write narratives, descriptions, and explanations*
- 6.8 *use writing as a tool for learning in all subjects*
- 6.9 *select the best sources for a given purpose*
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- 9.2 *make planned oral presentations*
- 9.4 *read and analyze a variety of print materials*
- 9.6 *develop narrative, literary, expository, and technical writings to inform, explain, analyze, or entertain*
- 9.7 *use electronic databases to access information*
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- 11.4 *read a variety of print material*
- 11.7 *write in a variety of forms with an emphasis on persuasion*
- 11.9 *analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue*

KWL

Directions: Before reading, think about what you already know about the Holocaust. Write the information in the K column. Think about what you would like to find out from watching and listening to the video. Write your questions in the W column. After you have finished watching, use the L column to write the answers to your questions from the W column, and anything else you learned.

<p><u>K</u> What I Know</p>	<p><u>W</u> What I Want to Find Out</p>	<p><u>L</u> What I Learned</p>

LESSON PLANS

The basic format for the viewing the video is as follows:

Before Viewing

- Before beginning the video, have students fill in the K and W sections of the KWL.
- Have students read the question on the screen, and predict what the answers might be.
- Review vocabulary as necessary.

During Viewing

- Tell students to listen for the answers given by the survivors.
- Encourage them to note visual details, such as objects in the background, and the survivors' facial expressions.
- If students are able, have them take notes on the response sheets as they watch.
- Stop the video either after each survivor's response, or after the last response to a question, to allow time for individual note-taking.

After Viewing

- Arrange students in small groups. Have group members take turns reading their notes aloud while the others jot down any new information.
- Discuss the notes and other discussion questions with the group.
- After watching the last section of the video, complete the L section of the KWL.
- Use the accompanying photos, maps, and time-line for further discussion.
- Complete extension projects as time allows.

AFTER-VIEWING QUESTIONS

Opening Scenes

- How did the video open? Note: The teenagers are reading the names and death locations of young relatives of the four survivors.
- What was the tattoo on Esther Goldman's arm?
- What was Hitler's dream? How did he set about achieving it?
- Describe the still photos and movie footage in the opening scenes.
- What was "The Final Solution?" Who was involved?
- What was the Holocaust?

What was your home like before the Nazis?

- What was in the picture frame in the background at Kitty Saks's house? Why do you think she saved it?
- Was it unusual for a Jewish child like Hanns to be allowed to go to church with a Catholic? What does this say about the Loewenbach family's philosophy?
- How did being an Orthodox Jew affect Esther Goldman and her family's chances of survival?

How did life change after the Nazis came to power?

- Why do you think Kitty Saks was proud to wear the star, at first?
- Why weren't the Jews allowed to use public transportation?
- What did the Germans do first when they occupied Esther's town in Poland?
- How did Kitty feel when the soldier took over her family's apartment?

What did you do when they came for you?

- Who helped Kitty? How old was Kitty? What name did she take?
- Why did Fernande Henrard risk her life to help Kitty and other children?
- Why wouldn't the nun accept Kitty if she gave her real name?
- Why were the Jews advised not to speak German?
- Why couldn't the survivors of the attack that Esther experienced help those who were injured?
Note: Be sure students understand that it was a crime to help Jews. Anyone caught offering assistance would also be taken to a concentration camp.

What happened next?

- Where was Esther taken? (Bialystok ghetto)
- To what did Hanns compare himself? How do you think this felt?
- Who helped David? Why do you think he did this?
- How was Hanns able to escape? Why did his former schoolmate help him?
- Why did Esther think the camp might not be so bad after all?

What kept you alive?

- What kept each of the survivors alive?
- What did the priest tell David?
- What name did David take? Why did he do this?

Where were you when the war ended?

- How did Kitty feel at the end of the war?
- Why was it unusual for one of the women with Esther to have candles?
- What did the use of prayer say about Esther and the other women?
- What happened to David's family? How do you think he felt when he discovered this? How old was he?

Do you hate anyone?

- Discuss each of the survivor's responses to this question.

Final Words

- Discuss each of the survivor's responses to this question.
- Do you agree or disagree with Kitty Saks? Explain your response.
- Why is it difficult for Hanns to speak about those who stayed and suffered in Europe?

FURTHER DISCUSSION / ESSAY QUESTIONS

1. Why is it important to make and watch documentaries like this one?
2. How do you think you would feel if you had experienced what these survivors did?
3. How can we keep this from happening again?
4. If you had been a non-Jewish resident in any of the occupied countries, what would you have done to help those who were persecuted?
5. Is it possible to feel prejudice against a group, but not against individual members of the group? Why or why not?
6. Why do you think some non-Jewish people helped the Jews, while others did not?
7. How does using numbers instead of names affect people?

EXTENSION ACTIVITIES

1. Write to museums and other organizations for information about the Holocaust.
2. Visit a museum or synagogue with a Holocaust-related exhibit and report to the class.
3. Set up a Holocaust memorial exhibit in the school media center.
4. Complete a research paper based on some aspect of the Holocaust. Give a report to the class.
5. Have a panel discussion related to the Holocaust.
6. Collect news clippings of current examples of genocide.
7. Write a series of journal entries based on the experiences of one of the survivors in the video.
8. Make a time-line of Hitler's devastation of Europe and attempted annihilation of the Jews.
9. Draw a series of maps showing Hitler's progress through Europe.
10. Read a fiction or non-fiction book related to the Holocaust and give a report to the class.

NOTE TAKING SHEET 1 Surviving Hatred: Witness to the Holocaust

Directions: Listen to the speakers' answers to each question. Summarize their answers.

1. What was life like before the Nazis?

Kitty Saks:

Hanns Loewenbach:

David Katz:

Esther Goldman:

2. How did life change after the Nazis came to power?

David Katz:

Kitty Saks:

Esther Goldman:

Kitty Saks:

NOTE TAKING SHEET 2 Surviving Hatred: Witness to the Holocaust

3. What did you do when they came for you?

Kitty Saks:

David Katz:

Esther Goldman:

4. What happened next?

Esther Goldman:

Hanns Loewenbach:

David Katz:

Hanns Loewenbach:

Esther Goldman:

NOTE TAKING SHEET 3 Surviving Hatred: Witness to the Holocaust

5. What kept you alive?

Kitty Saks:

David Katz:

Esther Goldman:

6. Where were you when the war ended?

Kitty Saks:

Esther Goldman:

David Katz:

7. Do you hate anyone?

Hanns Loewenbach:

Kitty Saks:

NOTE TAKING SHEET 4 Surviving Hatred: Witness to the Holocaust

8. Final Words:

David Katz:

Kitty Saks:

Esther Goldman:

Hanns Loewenbach:

SUMMARY OF RESPONSES

1. *What was life like before the Nazis?*

Kitty Saks: Her father was a fruit merchant, and had a store. They had a beautiful white horse named Liesl.

Hanns Loewenbach: He had a good life. His parents worked together. He had a Catholic tutor who loved him and took him to church. His parents did not object.

David Katz: He received a musical education from both parents.

Esther Goldman: Her mother had ten children, and her father died when she was seven. They lived in Poland, and were religious, Orthodox Jews. They were very happy.

2. *How did life change after the Nazis came to power?*

David Katz: He witnessed Kristallnacht on Nov. 9, 1938. He saw people being beaten, and watched the burning of books written by Jewish authors or having to do with Jews.

Kitty Saks: She shows the star in the picture frame in back of her. At first she was proud of wearing star. Then the Jews were not allowed to use public transportation.

Esther Goldman: The Jews were used to obeying people, so they wore the stars. Germans came in and took all of the men from her village. They were never heard from again.

Kitty Saks: The Germans confiscated her father's business. An officer of the Wehrmacht interrupted their Sabbath meal, looked over their apartment, and said he would take it. She was disturbed that he interrupted their Sabbath. She was six years old when this happened.

3. *What did you do when they came for you?*

Kitty Saks: She was rescued by French woman named Fernande Henrard. She was told to pretend she was not Jewish, she did not speak German, and her name was Rosette Nizolle. (Her real name was Kitty Friedenbach) Miss Henrard took Kitty to a nun at a convent school. When the nun asked her name, she gave the false name in French, and the nun accepted her. The nun knew she could be trusted not to speak German. She was hidden in the school.

David Katz: The OSE, an organization of aid to refugees, made an agreement with the Vichy government that the children would not be taken to the east. He was separated from his parents.

Esther Goldman: The townspeople hid in the forest. The Germans came to the forest on motorcycles and started shooting machine guns. When the shooting stopped she heard crying, moaning, screaming, and calling names to find survivors. There was nothing to be done for the wounded survivors. (If they left the forest to get help, they would be shot. Also, no doctors would treat them.) Esther called out the names of her family members, but got no responses. She realized she was all alone.

4. *What happened next?*

Esther Goldman: She was taken to the Bialystok ghetto.

Hanns Loewenbach: He lived illegally in Berlin. He could not go home because that was the first place the Nazis would look. Every night he had to look for a place to sleep. He felt like a deer during hunting season.

David Katz: The priest put him in touch with the leader of one of the resistance groups. Whenever the Germans went into the town he would join one of the groups and hide until the Germans left. One time he was surrounded by Germans, and he pretended to not understand German. He only spoke French to them. He realized they were going to take him to police headquarters for questioning. During the walk, they were attacked by members of the French Resistance, and he escaped back to the farm.

Hanns Loewenbach: He was sitting in the center of Berlin on a bench with writing saying, "Jews and dogs not allowed." He recognized an SS soldier as one of his childhood friends. They talked, and Hanns told the soldier of his swim to Denmark. The soldier asked why he didn't get a passport. Hanns replied that he would be taken in if he applied for a passport. The soldier offered to get him a passport. They met two days later, and Hanns gave him the passport pictures. He got the passport, and was able to pass as a German. Hanns concluded that the man helped him because "all of a sudden, I was not in his eyes a Jew, but a human being who went with him together to school, and a human being you don't kill."

Esther Goldman: People were crying and pushing each other on the train. It was so crowded no one could move or bend down. There was no food or water. The next morning the train stopped and she saw an orchestra playing. There was a sign that said "Arbeit Macht Frei." (Work is life.) They were at Birkenau. They saw Dr. Mengele carrying his whip. He directed the people to the left or right. Then she saw some ovens and thought the Germans were burning something to make it warm for them. She did not realize the ovens were the crematoriums. Her arm was tattooed. (Here she shows the tattoo.) They were no longer called by name, but by number.

5. *What kept you alive?*

Kitty Saks: The closeness of family life, the hope that the nightmare would be over soon and she would be reunited with her family.

David Katz: The priest was sympathetic to the cause. He told David, (then called Daniel) that: "the Germans have taken over your parents, your belongings, all of your family, but one thing they can never take away is your Jewish heritage." He always remembered that, and tried to live up to it.

Esther Goldman: She says she didn't do any more than anyone else--maybe God wanted her to survive.

6. *Where were you when the war ended?*

Kitty Saks: The sisters took the girls out to watch the Allies entering the town. It was chaos on the street. The Germans were retreating, and there was a lot of shooting. She wanted to run away, and join her parents, but held back. It was the most wonderful day of her life.

Esther Goldman: One woman had Sabbath candles with her. They lit the candles and they all prayed. The woman knew all of the prayers.

David Katz: He was notified by the Red Cross that his parents were killed in the gas chambers in Auschwitz in 1942, and his grandparents had been killed in the ghetto in Warsaw. Up until then, he still had hope. He was twelve when they were separated, and in three years he grew up. He became an adult overnight.

7. *Do you hate anyone?*

Hanns Loewenbach: No. If people hate, they do a mistake which does not do any good. He never understood Hitler and the others. He was glad he was Jewish and free from their crimes.

Kitty Saks: It took her years not to think of them all as guilty.

8. *Final Words:*

David Katz: "No. I never lost my faith in God. Some of the children asked me if I regretted being Jewish. Of course, I don't. I'm proud to be of the Jewish faith, and I make it clear to the students that I speak to that they should also be proud of whatever their heritage is."

Kitty Saks: "I can't understand to this day--you live in a neighborhood, and your neighbors are being dragged out in the middle of the night, and you say nothing. I mean, if your neighbors are being dragged out in the middle of the night and you say nothing, then you are just as guilty."

Esther Goldman: "We are all human beings, and if somebody comes to you and tells you that that person is black, or white, or a Jew, and they are not worth to be here, and if you listen to them, then you are exactly the same thing as the other one. Don't listen to anybody. Just do what your heart, your own conscience, tells you to do. Don't hate people, don't look at the color, if somebody tries to make trouble, if you can to prevent--prevent it."

Hanns Loewenbach: "Some things you cannot say. It is me, what I lived through, I can speak about it, but when I think of all those whom I knew, and how they ended. . . All those who were brave enough to stay in Germany as Jews to help others, who were put on the wall and shot, it hurts."

REPRINT OF QUOTATION

"In Germany they came first for the Communists and I didn't speak up because I wasn't a Communist. Then they came for the Jews and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics and I didn't speak up because I was a Protestant. Then they came for me and by that time no one was left to speak up. "
Martin Niemoller

MULTIPLE CHOICE TEST ANSWERS

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. A | 3. C | 4. D | 5. A |
| 6. B | 7. C | 8. A | 9. C | 10. D |

MULTIPLE CHOICE TEST

The test is based on the information from the video only; not from the additional resources.

Directions: Circle the letter of the answer to each question.

1. What was Hitler's plan to wipe out the Jews and others he hated called?
A. The Grand Extermination
B. The Final Solution
C. The Death March
D. Operation Purity
2. The confined areas of the city where the Jews were forced to live were called ____ .
A. ghettos
B. concentration camps
C. pogroms
D. confinement neighborhoods
3. Where was Kitty Saks hidden?
A. in a root cellar in Austria
B. in an orphanage in Berlin
C. in a convent in Belgium
D. in the forest outside of Prague
4. Where did Hanns Loewenbach live after he escaped?
A. Sweden
B. Canada
C. Australia
D. Shanghai, China
5. What were the Jewish people forced to wear?
A. a yellow star
B. a red square
C. a pink triangle
D. a green diamond
6. Which of the survivors was raised as an Orthodox Jew in Poland?
A. Hanns Loewenbach
B. Esther Goldman
C. Kitty Saks
D. David Katz
7. How old was Kitty Saks when she was sent into hiding?
A. twelve
B. three
C. seven
D. eighteen
8. Which of the survivors worked with the French Resistance?
A. David Katz
B. Hanns Loewenbach
C. Esther Goldman
D. Kitty Saks
9. What language were the Jews afraid to speak?
A. French
B. English
C. German
D. Russian
10. Where did Esther Goldman spend most of the war years?
A. in a secret attic in the Warsaw ghetto
B. with a Catholic family in Denmark
C. in hiding in a forest outside of Prague
D. in a concentration camp

TIME LINE

February 27, 1933	German government curtailed individual freedoms.
April 1, 1933	A Nazi boycott of Jewish businesses began.
May 10, 1933	Books written by Jews and Nazi opponents were burned.
June 27, 1934	Night of the Long Knives--murder of homosexuals.
Summer, 1935	Signs reading "Juden Verboten"--(No Jews) were posted.
September 15, 1935	Nuremberg Laws--Jews declared non-citizens, forbidden to marry Aryans.
March 3, 1936	Jewish doctors were no longer allowed to practice medicine.
July 16, 1937	Buchenwald concentration camp was opened.
April 26, 1938	Jews were forced to register their property.
October 15, 1938	Jewish passports were stamped with a "J".
November 9, 1938	Kristallnacht (Night of Broken Glass) Synagogues were burned, Jewish-owned shops were vandalized.
December 13, 1938	Jewish-owned businesses were taken over.
September 3, 1939	France and Great Britain went to war against Germany.
November 23, 1939	Polish Jews were forced to wear the yellow star.
May 22, 1940	Auschwitz concentration camp was opened.
September 15, 1941	All Jews within the Third Reich were forced to wear the yellow star.
September 23, 1941	Gassing experiments were started at Auschwitz.
October 8, 1941	Birkenau (Auschwitz II) was opened.
December 11, 1941	Germany declared war on the United States.
June 1, 1942	The extermination camp at Treblinka was opened.
April 19, 1943	Jews in the Warsaw Ghetto revolted.
May 16, 1943	The Germans liquidated the Warsaw Ghetto.
Aug.- Oct. 1943	Prisoners at Treblinka, Bialystock, and Sobibor revolted.
May- June, 1944	Nazis sent 380,000 Hungarian Jews to Auschwitz.
June 6, 1944	D-Day Allied Forces invaded Europe.
May 7, 1945	V-E Day. Germany surrendered.
October 1, 1946	Nazi war criminals are convicted at Nuremberg Trials.

BIOGRAPHIES of SURVIVORS

Kitty Saks

Kitty Friedenbach Saks was born in Vienna, Austria. She escaped to Belgium with her parents. One of her teachers, Fernande Henrard, arranged for Kitty (and many other Jewish children) to hide in a series of convents posing as a Catholic, while her parents were also in hiding. The family did not know where one another was, although Madame Henrard and her assistant, Mademoiselle Esther, did.

Kitty and her parents survived the war, and later came to the United States. Kitty talks about pretending to be someone other than who she was, and will always be grateful to her gym teacher and the nuns who helped her. She and her husband, Abbott Saks, live in Norfolk. They have two adult children.

Esther Goldman

Esther Goldman was born in Sokoly, Poland, in 1924. During her early childhood, her mother sent her to hide in the evenings with an elderly Jewish couple, to protect her from the abuses the German soldiers were committing on young girls. On the eve of Rosh Hashana of 1940 or 1941, the Jewish homes in her village were burned. She and her family escaped and hid in a cemetery. For a while after that, they lived with another family. In 1942 they heard that the Jewish people were going to be sent away, so they hid in the forest. Esther spent 10 to 14 days living in a cave after her village was overrun by the Nazis. On the advice of one of her brothers, she turned herself in and then lived in a ghetto. From there she was transported to Birkenau, then Auschwitz.

In 1945, when an Allied victory looked promising, Esther and others were forced on a death march to Ravensbrück. Then they were transported into Germany. When the German soldiers deserted the camp, she and other survivors left and began walking. They were rescued by some Polish Jewish soldiers. From there, Esther moved back to Poland, but was chased away by the Poles in her village. She lived in another part of Poland, moved to France, then later emigrated to the US.

Esther is married to another Holocaust survivor, Charles Goldman. They became Tidewater, Virginia residents in 1957, and had two sons. Till her dying day, she showed the tattoo on her arm as a testimony to her survival. About her ordeal, Esther said, "More hell I don't think anyone can endure. When I awaken in the morning and realize that I am still alive, I feel it is a miracle."

David Katz

David Katz was born in Leipzig, Germany, on February 12, 1930. He escaped to Belgium with his parents in 1938. When Germany attacked Belgium in 1940, they fled to France entering that country illegally. David and his mother spent some time in work camps together while his father was in another camp. Then David went to an orphanage, while his parents were deported to Auschwitz.

Just before the children in the orphanage was to be shipped to a camp, David jumped out of a window and walked toward Switzerland, only to turn around and walk back after reaching the border and seeing how hard entry would be. He was 13. He spent the remainder of the war housed with a kind farmer and working with the French Resistance. David used the name "Daniel Dupont."

After the war, David found out his parents had been killed at Auschwitz, and his grandparents were murdered in the ghetto at Warsaw. He contacted his aunt and uncle in Buffalo, New York, and was able to emigrate to the United States in April, 1946. Mr. Katz spent his retirement years in the Tidewater area until he passed away in 2012.

Hanns Loewenbach

Hanns Loewenbach was born in Germany in 1915. When his father refused to give up his business, he was arrested and sent to a concentration camp. Hanns escaped arrest in 1936 by jumping out of the back of a moving truck. He lived illegally in Berlin as an person on the run for almost a year. Then he tried to escape Germany by swimming across the Baltic Sea to Denmark. The Danes refused him entry, and he was forced to swim back to Germany. Miraculously, an old schoolmate who had become an SS officer helped him acquire an official passport. After witnessing Kristallnacht, "the night of broken glass," November 9, 1938, he managed to escape to Rome. While there, Hanns was able to get his parents out of Germany (they had enough money to buy his father's release), and the three spent the war in Shanghai, one of the few countries that would take Jews.

Loewenbach married, then moved to New York in 1947. His first wife died there after shock treatments that were for what would now be called Post Traumatic Stress Disorder. On a trip to Germany in 1960, he married his second wife. After hearing Elie Wiesel speak at a Holocaust gathering in New Jersey, Hanns realized, "The six million should not be forgotten. I feel I must speak for those who cannot speak for themselves." Hanns spoke to thousands about this experiences before he died at 96, in 2012.

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RESOURCES / MUSEUMS

Simon Wiesenthal Center Multimedia Learning Center
<http://www.motlc.wiesenthal.com/pages/questions.html>
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www.learninglink.org (WHRO) www.Holocaust-trc.org (Holocaust Education Foundation)