

AUSCHWITZ: IF YOU CRIED, YOU DIED

THIS UPDATED 4TH EDITION FEATURES YOUNG PEOPLE DISCUSSING PREJUDICE AND PUT-DOWNS WITH 21ST CENTURY TECHNOLOGY: EMAILS, TEXTING, SEXING.

THE CENTERPIECE OF THIS 30 MINUTE DVD DESCRIBES WHAT HAPPENED WHEN PREJUDICE BECAME NATIONAL POLICY UNDER THE NAZI REGIME IN GERMANY IN THE 1930'S AND 1940'S. THE STORY IS TOLD BY TWO SURVIVORS OF THE AUSCHWITZ EXTERMINATION CAMPS.

THE ACCOMPANYING TEACHER'S GUIDE PROVIDES RICH MATERIALS WITH QUESTIONS AS WELL AS ANSWERS TO ASSIST TEACHERS IN CLASSROOM DISCUSSION.

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...THEN THEY CAME FOR ME— AND THERE WAS
NO ONE LEFT TO SPEAK OUT FOR ME

Respect
Others

Stop School
Violence

Eliminate
Prejudice

Eliminate
bullying

Be
Responsible

Learn from
the Past

AUSCHWITZ:

4TH EDITION
IF YOU
CRIED.

YOU
DIED.

REVISED 2010

CHOSEN
AS 2008
HEARTLAND
FILM
FESTIVAL
SHORT FILM
SELECTION

WE MUST LEARN FROM THE PAST
TO PROTECT OUR FUTURE.



IN MEMORY OF MIKE VOGEL

1923-2000

• • •

A SHINING EXAMPLE OF

TRUTH

BEARING WITNESS
TO THE HOLOCAUST

HOPE

FOR FUTURE GENERATIONS

AND LOVE

FOR FAMILY, FRIENDS
AND COMMUNITY

• • •

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FOR OTHER TEACHERS TO USE. FOR ADDITIONAL COPIES
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THIS GUIDE IS DESIGNED WITH QUESTIONS AND
VARIOUS ANSWERS FOR TEACHER SUPPORT.

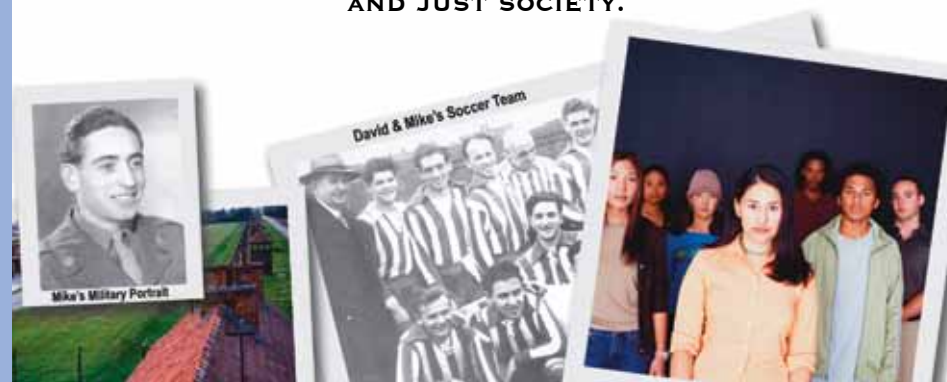
IT WILL BE A USEFUL TOOL FOR
HELPING STUDENTS UNDERSTAND THE
IMPORTANCE OF RECOGNIZING AND
OPPOSING PREJUDICE.

THE CENTERPIECE OF THIS 30 MINUTE MOVIE
IS A PERSONAL STORY OF TWO COURAGEOUS YOUNG
MEN WHO LIVED A NIGHTMARE BORN OF HATE,
YET SURVIVED TO BEAR WITNESS TO THE
STRENGTH OF THE HUMAN SPIRIT.

THEIR MESSAGE IS CLEAR.

**WE MUST LEARN FROM HISTORY
TO PROTECT OUR FUTURE.**

CITIZENS MUST RECOGNIZE AND CONFRONT
STEREOTYPING, PREJUDICE, BULLYING AND
HAZING. WE MUST UNDERSTAND THE DANGERS AND
APPRECIATE OUR INDIVIDUAL UNIQUENESS AND VALUE
TO ACTIVELY PROMOTE A MORE DIVERSE
AND JUST SOCIETY.



Goodness, like evil,
often begins in small steps.
Heroes evolve;
they aren't born.

Ervin Staub

***We all live with
the objective
of being happy;
our lives are all
different and yet
the same.***

Anne Frank

Prejudice is a lazy man's substitute for thinking.
Author Unknown

***...not by the color of my skin,
but by the content
of my character.***

Martin Luther King, Jr.

Rough diamonds may
sometimes be mistaken
for worthless pebbles.

Sir Thomas Browne

A house divided
against itself
cannot stand.

Abraham Lincoln

*Evil that arises out of
ordinary thinking and is
committed by ordinary
people is the norm, not the
exception.*

Ervin Staub

He drew a circle that
shut me out—
Heretic, rebel,
a thing to flout,
But Love and I
had the wit to win.
We drew a circle
that took him in!

Edwin Markham
"Outwitted"

*First they came for the Jews
and I did not speak out—
because I was not a Jew.*

*Then they came for the Communists
and I did not speak out —
because I was not a Communist.*

*Then they came for the trade unionists
and I did not speak out —
because I was not a trade unionist.*

*Then they came for me —
and there was no one left to speak out for me.*

Pastor Niemöller

**MORALITY CANNOT
BE LEGISLATED,
BUT BEHAVIOR CAN
BE REGULATED.**

Martin Luther King, Jr.

*Never doubt that
a small group of
thoughtful committed
citizens can change
the world;
indeed it is the only thing
that ever has.*

Margaret Mead

The task that remains is to
cope with our interdependence
- to see ourselves reflected in every
other human being
and to respect and honor our
differences.

Melba Patillo Beal

**DO UNTO OTHERS
AS YOU WOULD
HAVE THEM DO
UNTO YOU.**

The Golden Rule

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This page can be enlarged and duplicated so that each student can have their own copy.	

Part of fold out questions



**THE WORKSHEET INCLUDED ON THE
REVERSE SIDE WILL BE HELPFUL IN
INTRODUCING THE DVD.**

**PLEASE ENLARGE AND COPY THE
PAGE AND DISTRIBUTE TO YOUR STUDENTS.**

**HAVE YOUR STUDENTS ANSWER THE
TOP SECTION PRIOR TO
WATCHING THE DVD.**

**ANSWER THE 2ND PART OF
QUESTIONS AFTER VIEWING THE DVD.**

**ENCOURAGE THE STUDENTS TO
SHARE THEIR EXPERIENCES OF
BEING BULLIED WITH THE CLASS.**

DISCUSS THE FOLLOWING:

**TOLERANCE, PATIENCE,
ACCEPTANCE, FORGIVENESS,
PUTTING YOURSELF IN SOMEONE
ELSE'S SHOES.**



AUSCHWITZ: IF YOU CRIED, YOU DIED

W O R K S H E E T

Name _____ Date _____ Class _____

PLEASE ANSWER THESE FOUR QUESTIONS BEFORE VIEWING THE DVD:

ABOUT YOU...

1. Have you ever been bullied? If so, what was the worst incident? Have you ever been a bystander when someone else was being bullied?

2. You probably have heard some comments such as "Look at that homeless man. What a bum!" or "All these foreigners are taking our jobs!" Are these facts or prejudicial statements? What do you think?
How can you tell a prejudicial comment from a factual one?

ABOUT THE HOLOCAUST...

3. What do you know and what have you heard about the Holocaust? What was it?

4. Have you ever heard that the Holocaust was an exaggeration or that it never happened at all? Please explain any thoughts, comments, etc. that you have heard.

PLEASE ANSWER THESE THREE QUESTIONS AFTER VIEWING THE DVD:

4. What does this DVD have to say to us today about the dangers of prejudice and of standing by and doing nothing?

5. What can you do as individuals to recognize and oppose the many forms of prejudice that occur in our society with regard to race relations, religion, gender, socio/economic class, age, physical or mental abilities, etc.?

6. Is the word "respect" a key to overcoming prejudice? Can you think of other words that could help in overcoming prejudice?

7. What do you think it means when someone says "Prejudice could become national policy"? (i.e. Nazi Germany)

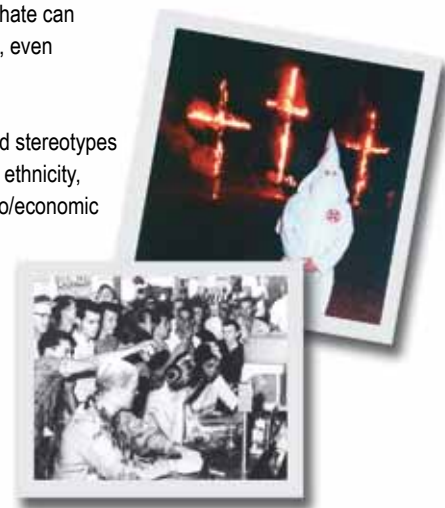
8. How does technology factor into the problems and concerns of today's youth?

Part of question sheet

LEARNING OBJECTIVES

Through the use of this DVD, combined with in-depth discussions and activities facilitated by the Teacher's Guide, students should meet the following learning objectives:

1. Understand how prejudice, stereotypes, and hate can escalate into violence of extreme proportions, even genocide.
2. Discover the power of bystanders.
3. Begin to recognize and confront prejudice and stereotypes in themselves and in others concerning race, ethnicity, religion, gender, age, sexual orientation, socio/economic status, language, national origin, physical and mental abilities, etc.
4. Increase awareness of their own surroundings, friends, and communities
– i.e. **is there openness to and an appreciation for diversity?** Do they get to know others whom they perceive as different than themselves?
5. Make a commitment to respect all human beings.



GETTING STARTED

1. **Duplicate the worksheet on the previous page. Hand out worksheet to the class and ask students to answer the first three questions.**
2. Show the DVD, then ask students to complete the worksheet. Use the questions to initiate class discussion. For example, "What did you learn from the DVD?"
3. The Teacher's Guide has additional tools to facilitate further discussion on prejudice, the power of bystanders, diversity, and the importance of treating others with respect. Note: The guide has two sections - questions that specifically deal with the DVD and questions that deal with broader issues of prejudice and diversity.

ADDITIONAL LEARNING OPPORTUNITIES

1. Discuss the summary of the Holocaust on pages 8-9.
2. **Create a quiz from the terms listed in the Glossary on pages 25-26.**
3. Duplicate the "Personal Commitment Against Prejudice" on page 27. Use it as a means of getting positive commitment from your students.
4. Utilize the quotes on the previous page for reflection and conversation.
5. Conduct the Diversity Survey on page 7.
6. Interdisciplinary Connections for other courses on page 21.

QUESTIONS DEALING WITH PREJUDICE, VIOLENCE AND THE VALUE OF DIVERSITY

Teachers: You might select a few of the following questions to discuss with your class.

1. **Learning Objective:** *It is essential for students to understand that prejudice is not just limited to race and religion.*

Question: What are different types of prejudice?

Examples of these include physical and mental capabilities, gender, age, sexual orientation, socio/economic status, nationality, language, etc.

2. **Learning Objective:** *Students should become aware of the deep emotions that individuals experiencing prejudice feel.*

Question: Can you name some of the emotions people who experience prejudice feel? Can you think of times when you experienced these same emotions?

- Possible answers are: sadness, despair, loneliness, hopelessness, lack of self-esteem, depression, isolation, anger, desire for revenge, etc.

3. **Learning Objective:** *Students should understand that there are many things they can and should do to confront and prevent prejudice.*

Question: What can each of us as individuals do to confront and/or prevent prejudice?

Possible answers include:

- Respect and protect the rights of the individual.
- Respect and protect our laws and work to improve them.
- Have the courage not to be a bystander- speak up and act for others.
- Work to educate others about prejudice, and the value of diversity.
- Examine the ideals, goals, and past actions of leaders before electing or choosing to follow them, and choose wise and moral leaders.
- Examine the ideals, goals, and actions of any group before joining.
- Guard against an attitude of superiority or intimidation of others.
- Respect individual differences and see their value.
- **Get to know people who are different than yourself.**

4. **Learning Objective:** *Students should understand what may cause a person to be cruel.*

Question: What causes some people to practice cruelty and prejudice?

- Perhaps people who were raised with cruelty and prejudice are more likely to treat others with the same attitudes. It is often easier to go along with negative behavior than it is to have the courage to change to a supportive person.
- Some people think they have to put others down in order to build themselves up. Some secretly like to see others suffer. These people often lack self-esteem and don't understand how to work with others constructively so everyone can benefit. We can put a halt to prejudice, cruelty and apathy by being leaders and fighting these kinds of attitudes and behaviors.



5. **Learning Objective:** *Students should understand that there are still organized groups who support prejudice today.*

Question: Can you name groups who support prejudice?

- Ku Klux Klan, Neo-Nazis and other white supremacy groups (there is a new growth of Nazism in America today), organized gangs, black supremacists, etc.

6. **Learning Objective:** Students should understand that there are many things they can and should do to prevent others from being treated unfairly.

Question: How can you help when you see kids being teased, bullied or isolated?

- Try to understand that person and be friends, listen to them, stand up for their right to be an individual, tell an adult, think about how that other person is feeling.

7. **Learning Objective:** Students should understand the value of talking to each other and of developing relationships with those who have perspectives or experiences different from their own.

Question: Does getting to know people personally assist in fighting prejudice? Why?

Possible answers include:

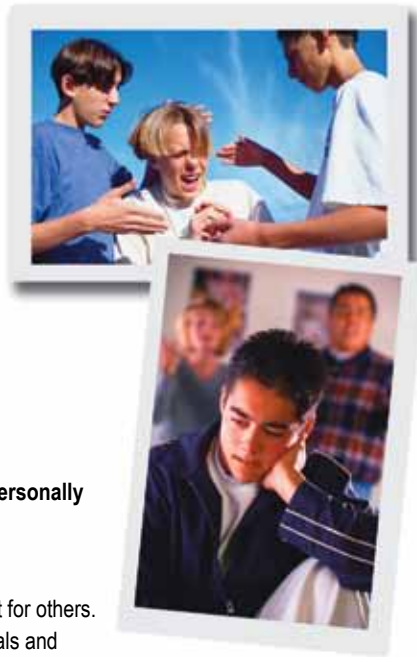
- It creates understanding, trust and respect for others.
- It builds positive contact between individuals and groups.
- It helps to see similarities and appreciate differences.
- It helps everyone understand new/different perspectives, opinions, experiences, lifestyles, etc.

8. **Learning Objective:** Students should understand the danger of not treating others with respect when there is a lack of communication and effort to find common ground.

Question: What can happen when different groups or individuals do not make the effort to treat each other with respect?

Possible answers include:

- There is mistrust and misunderstanding.
- This leads to devaluing others.
- This leads to prejudice and stereotyping.
- This can lead to violence and the violation of the rights of others.



9. **Learning Objective:** Students should understand that although we each have differences, the many things we have in common as human beings are much more powerful.

Question: Although we each may have different traditions, languages, incomes, religions, skin color, gender, physical abilities, age, backgrounds, etc., what are the things or feelings that we also have in common?

Possible Answers Include: The need for peace and security, love, family, friends, respect, food, clothing, opportunities for growth, desire to be accepted and liked, etc.

10. **Learning Objective:** It is important for students to realize prejudice and violence occur not only in history and in other countries, but right here in our own country today as well. Controversial issues such as those below often invoke passionate emotions and different beliefs in people. Students must develop the skills to promote nonviolent dialogue and resolution of disagreements.

Read this statement to the class. Our country has a history of resorting to violence against various religious and ethnic groups such as the Quakers, Irish Catholic immigrants, African Americans, American Indians, Puritans, Chinese, Japanese, Jews, and Hispanics. Groups in American society faced hostility and severe discrimination at other times in our history. There are still many issues of public controversy in our country today that pit citizens and groups against one another. Rival racial gangs (Asian gangs vs. hispanic gangs) and opposing religious groups (Protestants vs. Catholics) are also resulting in conflict, even fighting.

Read the following question...

Question A: Do you agree with this statement? Why or why not?



Question B: Can you name some examples?

- Possible examples are abortion, school prayer, civil rights of gays and lesbians, immigration, welfare, and access to **equal education** and employment for people with disabilities.

Question C: What are nonviolent ways of resolving disputes?

Possible answers include:

- Getting to know the other parties.
- Treating everyone with respect.
- Finding common ground.
- Adhering to laws (civil rights).
- Teaching tolerance.
- Speaking up.
- Initiating a dialogue.
- Researching the issues.
- Accepting that there will be differences of opinion.



11. **Learning Objective:** Students should learn that acts of **dehumanization** are still taking place in our society today and that it is therefore vital that each of us respect each other and our laws, promote diversity, confront prejudice, and not be bystanders.

Question: Ask students to give examples of how some people in our society today are dehumanized. Possible answers include:

- a. Individuals with physical or mental disabilities are often ignored or treated disrespectfully.
- b. Police dogs attacked black protesters in the 1960's.
- c. James Byrd, Jr., a black man, was dragged to death behind a truck.
- d. Matthew Shepherd, a gay college student, was beaten, tied to a rural fence post and left to die.
- e. Some people in our society still believe it is acceptable for a man to beat his wife or children just because...

12. **Learning Objective:** Students should learn the definition of diversity and recognize the value it plays in our society.

Question: Is diversity in our society a strength or does it cause division?

- We can learn from other cultures but sometimes we can forget about our own distinct backgrounds.

DIVERSITY SURVEY

Designed to give schools, teachers, and students feedback as to how students perceive the atmosphere and culture in their school with regard to issues of diversity. Ask the students to complete the survey while in class and hand it in. Emphasize to them that this is completely anonymous, and only compilation results will be shared with them. After the survey has been completed and results compiled, discuss the outcomes with the students.

WHAT DO YOU THINK?

QUESTIONS	Agree	Disagree	Sometimes
1. Prejudicial statements are not tolerated at our school.			
2. At our school, not enough attention is given to diversity.			
3. Staff members at our school use language that is free from biases about diverse groups.			
4. Students at our school make racial, ethnic, or sexual comments about others.			
5. Students at our school feel accepted for who they are.			
6. Some students tell jokes that reinforce negative views or stereotypes about diverse groups.			
7. Students challenge others publicly or privately when offensive comments are made about diverse groups.			
8. Our school places too much emphasis on diversity.			
9. Students at our school make an effort to get to know people of different abilities and backgrounds.			
10. It is important to learn about diverse groups.			

SUMMARY OF THE HOLOCAUST

For 12 years, from 1933 to 1945, Adolph Hitler led the Nazi political party in trying to achieve their goals: to conquer the world, to establish the German "Master Race," and to rid the world of "undesirable" minorities including Jews, Gypsies, the physically and mentally disabled, and political opponents.

As a result of Germany's economic depression following World War I, Hitler's speeches and promises excited people, particularly young people, and he began enlisting members in the National Socialist (Nazi) Party. He promised them jobs, a better life, a stronger country and personal superiority, and invited them to help achieve these goals. After seizing power in Germany in 1933, the Nazis eliminated other political parties and the democratic form of government. They changed laws, took away individual rights and freedom of speech, and systematically attacked the rights and property of certain citizens the Nazis considered undesirable, including the Jews.

Hitler established youth camps where children and teens were indoctrinated in unquestioning loyalty to Nazism and to Hitler, and taught to report any opposition to the party, even if it was their parents. The Nazi movement was followed enthusiastically by thousands of Germans, initially because of the economic success Hitler promised and achieved.

As the Nazis invaded and annexed other countries to the German regime, they built more than a dozen concentration camps and hundreds of smaller labor camps and prison centers. Here, presumed opponents of the regime were imprisoned for months and years.

During World War II, the Nazis used these camps for the elimination of unwanted citizens. Auschwitz-Birkenau was the largest camp and contained gas chambers and, eventually, crematoria - huge ovens designed to burn, or cremate, hundreds of bodies at once.



With the Nazi expansion throughout Europe of the 3rd Reich (Empire), trucks and sealed railroad cattle-cars loaded with Jews, Gypsies, Catholics, Poles, Serbs, homosexuals, Jehovah's Witnesses, and others that the Nazis deemed undesirable were shipped to secret destinations. A number of Germans and citizens of the invaded countries tried to protect Jews by hiding them in their homes. Those discovered to be harboring a Jew were shot in public or sent to concentration camps as prisoners.

For a long time, very few individuals outside the camps knew where the prisoners were taken or what happened in the camps because the Nazis withheld and concealed information from public knowledge. Civil rights were denied, and innocent human beings were arrested and sent to concentration camps where they were starved, tortured, experimented on, and cremated. Many people became aware of the injustice; the torture, and the sickness, yet did nothing to stop it. The Nazis believed they were a superior "master race" and this justified the extermination of others they saw as inferior or less valuable.

As the war escalated, the influx of "undesirables" increased and crematoriums were installed to dispose of bodies more quickly. Mass murders of several thousand took place every day. Some managed to escape and to survive. But by the end of the war, the Nazis had ruthlessly murdered two-thirds of all European Jews. Over six million people of the Jewish heritage were killed outside the lines of battle by the Nazis.



In addition, approximately 5,000,000 others including Gypsies, Serbs, Polish, Russians, intelligensia, resistance fighters and opponents of Nazism, homosexuals, Jehovah's Witnesses, habitual criminals, the physically and mentally disabled, and the poor and homeless were killed.

After the war, when the War Crime Trials were held by the International Military Tribunal, a small number of the top Nazi leaders pleaded "not guilty," saying they were simply following Hitler's orders. Some were found guilty and executed. However, many others who had collaborated with the Nazi regime escaped to live as free men. The search for these men has continued since the Nazi defeat in 1945.



HOW DID MIKE VOGEL SURVIVE?

From my homeland in Czechoslovakia, the Nazis packed us in cattle cars heading to Auschwitz in the summer of 1942. When we arrived, we were beaten off the train, our clothing taken away, and our entire bodies shaved. Numbers were tattooed on our left forearms – my number is 65316.

Those healthy enough were then assigned to slave labor. After first working in an ammunition factory, I was assigned to the railroad camp, the place where all incoming prisoners were unloaded. Only the fastest runners were selected, and the Nazis would run behind us with whips to make us run faster. After we had lined up the incoming prisoners in rows of five, the Nazis would then make their selections as to who would die right away and who would work awhile before being murdered. Those of us who did not obey their commands were brutally beaten. Once the area had been cleared of the new prisoners, we had to sort through the clothing and valuables the victims had brought with them. We then had to run with arms full of these articles to the warehouses and anything valuable was shipped to Germany. I survived by secretly eating any food I discovered while on the run to the warehouses. One of my friends who had the same job was beaten to death for eating this food. However, I was one of the lucky ones. I lived through Auschwitz. I have asked myself many times, "When so many others died, why did I survive?"

In late 1944, as the Russians advanced through Poland, towards the death camps, the Nazis hurriedly attempted to transfer all surviving prisoners of Auschwitz to other camps. They didn't want the incoming Allies to know of the extermination camps. We were moved to another slave labor camp, Landsberg, and then in March of 1945, we were marched towards the Tyrolian Mountains and Austria. This became known as "The Death March" due to the deaths of so many prisoners. At one point during this march, there was an air raid of American Air Force bombers. Amidst all of the confusion and distraction, two other boys and myself were able to escape into the woods and after three or four days, I was picked up by soldiers of the U.S. Armored 774 Tank Battalion.



A very kind man named Captain Yogerling took me to an American army camp called "Home Run." I stayed there until the Army and Red Cross located my aunt who had left Austria for the U.S. in 1939 before the war, and in 1946 I moved to Detroit, Michigan to live with her.



MIKE VOGEL COMMENTS ON THE SIGN OVER THE GATE IN THE DVD:

"When we walked into Auschwitz as naive kids and saw the sign, 'ARBEIT MACHT FREI'. We thought if we worked hard they would treat us right and decent with some respect. After a few weeks though, we thought the sign should have read, 'ARBEIT MACHT FREI - KREMATORIUM DREI' translated to, 'Work makes you free, but you end up in crematorium #3.' We then realized the true purpose of Auschwitz-Birkenau extermination!"

DAVID'S JOURNEY

It was 1944 and I was 14 years old. My family, consisting of my parents, an older brother, three younger siblings, grandparents, aunts, and cousins, had literally been packed with countless others in boxcars for three days and three nights with no room to lie down, no water, and no toilet. Suddenly the boxcars lurched to a stop. The nightmarish trip had finally ended. But another nightmare awaited us: The death-camp Birkenau-Auschwitz.

The doors opened. Orders were barked at us. "Leave everything behind! Line up to the right and left!" Somehow my father understood what was happening and told me to lie about my age, so I stood on my toes in line with my father and older brother. The rest of our family stood in the other line. Little did we know at the time that they were marched to the gas chambers and crematorium that same day. Also on that day, at the age of 14, I, David Mandel, lost my name. The Nazis tattooed my new identity, A-9328, on my arm. I had lost my close and loving family and my name.

Thereafter, I was separated from my father and older brother and shipped to another camp to work in a coal mine. The Nazis worked us on starvation rations. Men were reduced to skin and bones within 90 days. I witnessed brutalities no child should ever witness. Suicides were rampant. Despite this, for some reason there was a tenacity within me to survive. I felt driven to find my younger siblings, believing that they needed me. At the time I had no idea they had already been murdered.



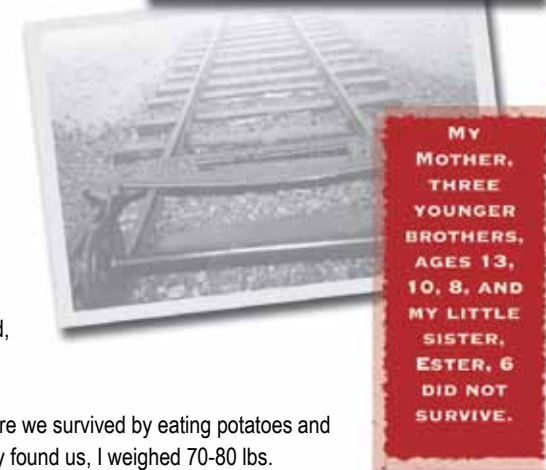
In January 1945, the Russian invasion began and our camp had 4,500 prisoners left. There was an order to evacuate. After marching three days and nights without eating or sleeping, only about 1,000 of us remained alive. Any who could not endure the march were simply shot.

My buddy and I decided to escape as we approached a curve in the road. As we ran, three other prisoners followed us. The guards saw us and yelled, "Halt!" The three others were shot, but my friend and I managed to reach the woods safely. Two youngsters in the middle of the woods, lost, scared, and hungry, yet we knew the Russians weren't far away.

We found an empty cottage where we survived by eating potatoes and snow. When the Russians finally found us, I weighed 70-80 lbs.

I was taken to a refugee center in Krakow, Poland where I found my father. We gathered our strength and went back to our hometown to look for any family and friends who might have survived. My older brother, John, also survived. My mother, three younger brothers, ages 13, 10, 8, and my little sister, Ester, 6, did not survive.

In July of 1946, my father, brother and myself arrived in the U.S. through the assistance of an aunt who lived in Pittsburgh. After many years of silence, I made a vow to bear witness to the Holocaust – the blackest era of human history – which many unnamed others experienced as well. I am merely one of the fortunate few now able to tell the story for those long-silent millions. As painful as it is, I am committed to tell of these horrors so that future generations will know about this terrible historical era and hopefully prevent such a tragedy from happening again.



ADDITIONAL TOPICS FOR DISCUSSION

Examining the underlying prejudice and intolerance of the Holocaust can provide lessons about the value of diversity and the need for tolerance and respect today.

1. **Learning Objective:** Students should recognize what is happening around them in today's world.

Question: Name some of the recent events that parallel the horrors of the Holocaust? Khmer Rouge and Darfur.

2. **Learning Objective:** Students should explore how individual actions affect others in society.

Question: Why are there so many school shootings?

In the wake of the Columbine and Virginia Tech shootings, people need to realize that individuals resorting to murder to get revenge are mentally ill. Unfortunately, they didn't just snap overnight. The process building up to their horrific act started when they were students. Often, they were bullied, made fun of or just ignored.

3. **Learning Objective:** Students should explore how their own actions affect others around them.

Question: What can you do to make a difference in the life of someone who is alone or a social outcast?

Take a chance. Invite that person to sit with you at the lunch table. Stick up for them if they are being teased or bullied, even if you may feel uncomfortable in doing so. Always report harmful behavior.



QUESTIONS DEALING WITH THE DVD

1. **Learning Objective:** Students should develop an understanding of the many factors that contributed to the Holocaust.

Question: What caused the Holocaust?

The Holocaust raises difficult questions about human behavior. The answers to how or why it occurred are complicated. Using "Summary of the Holocaust" on page 4, discuss the numerous factors that contributed to the Holocaust. Those factors include:

- | | | |
|---------------------------|----------------------|--------------------|
| •racism | •nationalism | •notions of racial |
| •prejudice | •scapegoating | inferiority and |
| •difficult economic times | •Hitler's charisma | superiority |
| •effects of propaganda | •breakdown of | •indifference of |
| •Germany's feelings | government | bystanders |
| of humiliation after | and legal safeguards | |
| losing WWI | to civil rights | |

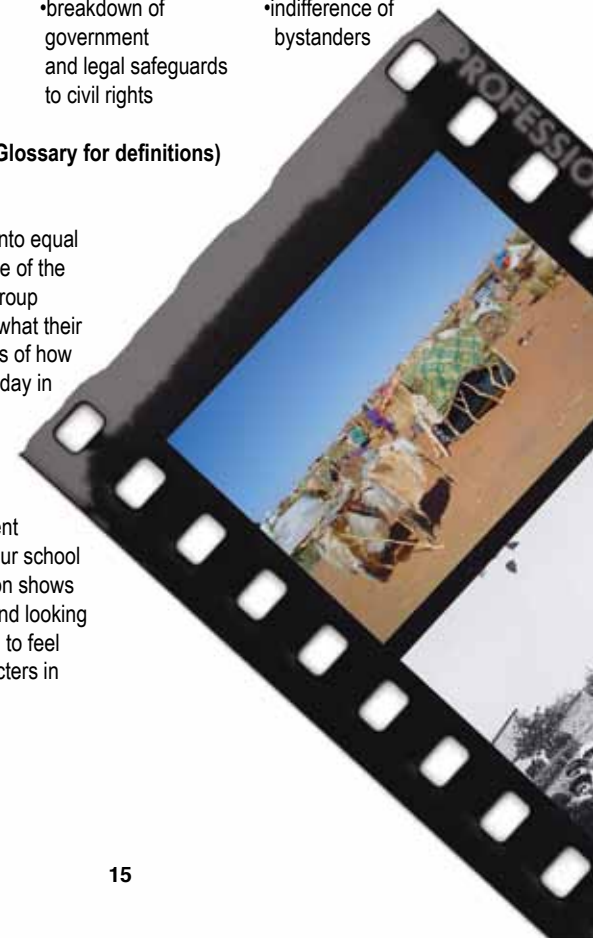
(see Glossary for definitions)

Exercise: Divide the class into equal groups. Give each group one of the factors listed above. Each group should present to the class what their "factor" is and give examples of how they still see it happening today in their school or community.

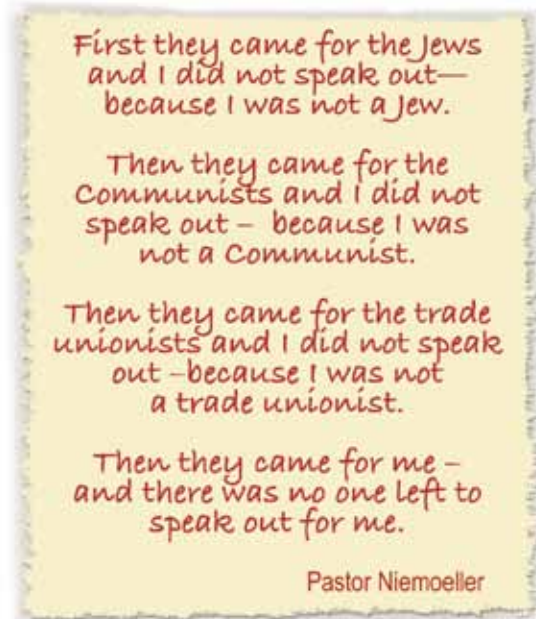
Possible Example:

Factor picked:

Effect of propaganda. Student Response: We see kids in our school watching movies or television shows that have people smoking and looking cool. The kids start smoking to feel older or to be like the characters in the movies.



2. **Learning Objective:** Students should recognize the danger of being a silent bystander, both in the face of prejudice towards others and the violation of civil rights. See the poem by Pastor Niemöller (below) for further discussion on this topic and the activity in the Suggested Role Play section to illustrate the power of bystanders.



Question: When was the best time to stop the Holocaust?

The Holocaust began with mild, incremental steps of persecution such as forbidding Jews civil rights like participating in commerce or government. Property was seized and they were forced to live in isolated neighborhoods or ghettos. Next, the Nazis began to take away rights such as free speech and eliminated political parties and debate. It is crucial for bystanders, those not actually affected, **to speak out in the beginning and object to the discrimination and the denial of rights of others.** If no one objects, the transgressors feel empowered to continue. Those in power therefore encourage more violence against the community.

- Discuss the dangers of remaining silent in the face of prejudice and the denial of civil rights.
- Discuss how this applies today when students witness others being teased, bullied, or excluded.

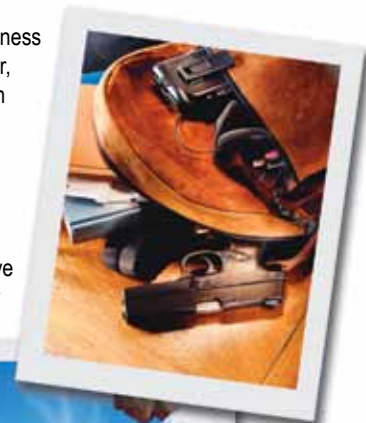
Exercise: Divide the class into equal groups. Give the students a newspaper. Encourage the groups to look through the paper and find examples of people being "bystanders". See how many examples you can find.
Example: Article titled "Gunman shoots store clerk, bystanders see nothing."
"Man stabbed on street corner. People just walk past his body."

3. **Learning Objective:** Students should understand the value of examining historical events such as the Holocaust to learn from the decisions and mistakes made so that such horrors will not happen again.

Question: Why is it important to study the Holocaust today? Possible answers include:

- It is a true historical event that we can learn from so that it does not happen again. There is always danger when truth is denied or distorted to the public.
- Some groups today still deny the existence of the Holocaust, and perpetuate the same hate and ignorance. To respect the dead, and ensure they did not die in vain, the living must continue to speak out.
- The survivors are rapidly disappearing from sickness or old age. When the actual witnesses disappear, the only way to learn about the events is through their written and videotaped stories.

Exercise: Have a discussion about the students' grandparents or older relatives. Ask the students to share stories that they heard from their relatives. Explain that after the person dies, you no longer have the opportunity to hear about their family's history or to ask questions. Many things will remain a mystery unless the stories are shared and passed down through the generations.



Example: My grandmother told me stories about her life before coming to the United States. She told me how hard the Great Depression was on her family and how family members had to help each other.



Your family might be more diverse than you originally thought.

Discuss with your grandparents your family's lineage. You might be surprised what you find out!



ASK YOUR
GRANDPARENTS
OR OLDER
RELATIVES
ABOUT THE
PAST.

4. **Learning Objective:** Students should discuss the feelings caused by watching the DVD and consider what it would have been like to be Mike or David.

Question: What feelings did you experience as you watched Mike and David return to Auschwitz and describe the inhumanity and horrors they experienced?

Sadness	Disbelief	Coldness	Emptiness	Hatred
Shock	Fear	Anger	Depression	Sympathy

What do you think kept them going to be able to survive?

5. **Learning Objective:** Students should understand that individuals who use **stereotypes** and prejudice are acting out of ignorance, and that **there is great danger in not confronting them**.

Question: Why do you think the Nazis targeted Jews, Gypsies, the disabled, homeless, political opponents, etc.?

- They wanted to blame the country's economic problems on **easy targets** like minorities, instead of looking for real causes.
- They felt these people did not have value – lack of respect.

- Eliminating political opponents allowed the Nazis to do what they wanted without resistance.
- Power and greed.

6. **Learning Objective:** Is it possible that if you ignore and just observe a situation or bullying you are a participant?

Question: Why do you think “good people” stood by and did nothing?

Many Germans were afraid to stand up and defend the victims. They felt that if they drew attention to themselves, they might become a target of the hatred.

Exercise: Give examples to the class of modern day situations where good people stood by and did nothing. Examples:

- Ku Klux Klan Cross Burnings
- Neo-Nazi Movement in the United States
- Bullying in the hallways at school
- Belittling through ethnic jokes

7. **Learning Objective:** Students should understand how such acts of dehumanizing people and of denying their civil rights allows those in power to justify their actions and beliefs that their victims do not have the same value and rights as everyone else.

Question: In what ways did the Nazis “dehumanize” their victims?

Please review with your students the definitions located on page 26

- Prisoners were branded with a number like animals.
- Their personal belongings and rights were taken from them.
- Their hair was shaved and they were rarely allowed to bathe.
- Medical experiments were conducted on them.
- They were starved.



8. **Learning Objective:** Students should learn that Hitler intentionally targeted impressionable young people.

Question: Why did Hitler specifically target young people as his followers? Are there any groups doing this today?

He may have felt they were more susceptible to his ideology because many of them lacked the experience to understand the wrongs of his beliefs or to know how to stop his plans. He captured their interest by offering them **action and excitement**. Then he trained them carefully so they would grow into the loyal followers and spies he needed to gain and hold power. **Gangs are using the same techniques today.**



9. **Learning Objective:** Students should understand things are not always as they are advertised, and that people use words to deceive and manipulate others. Today we see false advertising targeting youth in beer commercials, cigarette ads and airbrushed models in magazines.

Question: ARBEIT MACHT FREI - (Work Makes You Free) - Why did the Nazis have this at the entrance to Auschwitz? See Mike Vogel's comments on page 11.

The Nazis cleverly designed this sign to give the prisoners the idea that:

- It was a work camp not a death camp.
- If they worked hard they could perhaps gain benefits such as more food, clothing, or even freedom.
- Since the German nation had a history of a very strong work ethic, perhaps prisoners believed they would be liked or respected more if they worked harder.

Art

Have students create posters or collages that describe themselves and their culture by using pictures from magazines, etc.

Economics

Have students study the economic status of Germany after WWI (1918-1933) and the financial issues that may have contributed to Hitler's rise to power, starting WWII in 1939 (Hitler came to power in 1933), including reparations, depression, etc.

English, Creative Writing

Have students write a paragraph or essay on one of the statements from the Quotes page at the beginning of the Teacher's Guide that especially touched or intrigued them.

Have students keep a journal, noting all the incidences of hazing, prejudices or bullying they observe in a week's time. How did they feel? What did they do or not do? What did they learn?

Family Living, Skills for Living, Interpersonal Relations

Discuss with students the importance of learning about those who are different than them. How can they learn from others and how can differences provide strengths?



Geography

Have students locate sites of other genocides and ethnic conflicts: Kampuchea, plains of the American West; Kurdish provinces in Iraq; Armenian provinces in Turkey; the Balkans, Rwanda, etc.

German

Discuss specific slogans and language Hitler used.

Research the impact of WWI and WWII on German culture and history.

History

Connections are obvious for history and social studies classes, including U.S., World, European, German and Russian histories or a Western Civilization course.

Philosophy, Critical Thinking, Religion

Connect the Holocaust with its antecedents and aftereffects in philosophical thought, such as Nietzsche, existentialists, humanism, etc. See page 26 for definitions on Glossary page.

Psychology, Sociology

Study Stanley Milgram's experiments on obedience to authority, Staub's research of bystander mentality, Post-Traumatic Stress Disorder, defense mechanisms, etc.

FURTHER LIBRARY RESEARCH

• Has anything similar to the Holocaust ever happened?

Extreme violence, murders, rape and genocide occurred in history with the American Indians such as "The Trail of Tears" and "Wounded Knee," Darfur, Africans who died on slave ships and on plantations, the Armenian population in Turkey, the Kurds in Iraq, Iran and Turkey. Today there are religious and territorial disputes between Palestinians and Israelis, Catholics and Protestants in Ireland, and Hindus, Muslims, and Sikhs of India and Pakistan. The horrific and devastating September 11, 2001 terrorists attacks on U.S. soil were a direct result of hatred for Americans.

• Is it morally acceptable to perform experimental research on human subjects? If so, under what circumstances?

For example:

- Experiments were performed on U.S. prisoners in exchange for early parole.
- Genetic tests revealing gender and potential physical and mental disabilities are now routinely performed on fetuses to determine if the baby is considered normal or "acceptable".
- The Nazis, believing that their prisoners were "undesirables," performed deadly and bizarre experiments in the extermination camps.

SUGGESTED ROLE PLAYS

1. **Learning Objective:** Students should understand the power of the bystander and the influence they have on those around them.

Role Play: Often many others are also thinking the same thoughts of concern but feel afraid to act as well. It takes courage to be the one to step forward, but a person will probably find they are not alone once they do. The role of a bystander is powerful. Bystanders have the power to define the meaning of events in a way that leads people to take responsibility (or not) for what is happening around them.

- Have a group of four students stand outside the room with the door closed. Send another student with the group as the "bystander." Next, have the students inside the room make a lot of noise alluding to problems or something wrong in the classroom. Outside, the bystander would make comments to dismiss the commotion and influence the four students that there was not a problem and to ignore the noise. Approximately 1 in 4 individuals will still pursue the issue and investigate on their own.
- Now have another group of four students run through the same scenario. This time the bystander will express concern and alarm that something is wrong and action to help should be taken. Most people will respond and follow to help.



- Discuss some of the emotions that might prevent someone from becoming involved: fear of being the next victim, embarrassment, insecurity, shyness, etc.

2. **Learning Objective:** *Students should understand the value of diversity, the benefits of individual differences, and seek to broaden their own relationships and surroundings by getting to know those who are different than themselves.*

Role Play: Hitler wanted a pure Aryan nation where everyone would be blond and blue-eyed. Have the students look around the room. How many of them fit this description? When everything is the same there is a lack of diversity. Is this a good thing? Imagine a football or basketball team where all the players were “defensive ends” or “guards.” How successful or strong would that team be? Isn’t the team stronger and more successful because the players all have different skills and traits? Isn’t it the same in society?



- Ask the students to think of four people in the room who they would choose if they had to live with them for a week in the same house. Then, ask the students to think of four people in the room they might choose if they were stranded on an island, and in order to get off the island, they would need someone who had skills in math, someone who was athletic, someone who was creative, and someone who was organized. Did they choose different people? Most likely the first group they chose were their closest friends, those who were the same or similar to them. However, in the second group, they may have chosen people different from themselves, those with different skills and abilities.

3. **Learning Objective:** *When confronted with their own stereotypes, students can begin to understand how media, family, music, friends, etc. shape their ideas and create images. Is bias learned or is it a natural instinct? What do you think?*

Role Play: Have students close their eyes. Tell them to imagine a doctor, a gang member, a police officer, a person taking care of a child, a homeless person, and a criminal. Ask them to describe what they “saw” and why. What images were men or women and why? What images were white or black, young or old? Was anyone in a wheelchair? Was anyone Latino or Asian? Discuss stereotypes and how students may have acquired them.

Arbeit Macht Frei: Work Makes You Free.

Bias: a personal and sometimes unreasonable judgment; prejudice.

Bully: a person who uses strength or power to harm or intimidate those who are weaker.

Bystander: one present but not taking part in a situation or event.

Civil rights: the nonpolitical rights of a citizen; especially the rights of personal liberty guaranteed to U.S. citizens by the 13th and 14th amendments to the U.S. Constitution.

Culture: the customary beliefs, social forms, and material traits of a racial, religious, or social group; a set of shared attitudes, values, goals, and practices.

Discrimination: an action or behavior based on prejudice.

Dehumanize: to deprive of human qualities; to treat like an object.

Diversity: variety, being different from one another, composed of distinct qualities.

Ethnic: of or relating to large groups of people classified according to common racial, national, tribal, religious, linguistic, or cultural origin or background.

Ethnocentrism: belief in the inherent superiority of one’s own ethnic group.

Hazing: forcing someone to take part in a humiliating act for acceptance into a group.

Hate Crime: a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender’s bias against the victim’s race, religion, disability, ethnic origin, national origin, or sexual orientation.

Holocaust: consumed by fire; the mass slaughter of millions of Jews by the Nazis during WWII.

Inhumanity: cruel or barbarous act.

Multiculturalism: relating to/reflecting diverse cultures of a society and valuing their strengths.

Continues on next page

GLOSSARY OF TERMS

Nationalism: a sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups.

Nazi: refers to the organization and ideology of the National Socialist German Workers Party, which was founded and led by Adolph Hitler from 1923-1946.

Persecution: the act or practice of persecuting, especially those who differ in origin, religion, or culture, etc.; the condition of being persecuted, harassed or annoyed.

Pluralism: a condition in which minority groups participate fully in the dominant society, yet maintain their cultural differences.

Prejudice: an adverse opinion formed without just grounds or sufficient knowledge; an irrational attitude of hostility directed against an individual, group, or race, etc., on their supposed characteristics; an attitude about another person or group of people based on stereotypes.

Racism: prejudice or discrimination based on race/ethnicity.

Scapegoat: one that bears the blame for others; an object of irrational hostility.

Stereotype: a simplified and standardized conception or image shared by members of a group.

Sexism: prejudice or discrimination based on gender.

Sexting: is the act of sending sexually explicit messages or photos electronically, primarily between cell phones.

Tolerance: the capacity for or the practice of recognizing and respecting the differences of others.



PERSONAL COMMITMENT AGAINST PREJUDICE

I believe in the equality of humankind and in the equal rights of every individual.

I believe it is wrong to be prejudiced or cruel, physically or emotionally, to any person or group of people.

I will not intimidate, be cruel or act superior to others.

I will honor and support the equal right of everyone.

I will look deep into myself to see that I uphold this promise in every way.

I will work to educate others so they will not be prejudiced or cruel.

I will act to stop prejudice and cruelty every time I am aware that it is happening or is about to happen.

I will alert professionals if I know others are in danger.

I have the courage to take this stand.

Signature

IT ALL STARTS WITH YOU.