

## **Week Five: April 16th-20th**

### **Haller/Richardson ELA**

#### **Monday**

- Research the Holocaust. In a Google doc, title the document- Monday 04/16, and write down 8 facts that you did not know or that you found compelling. Share your facts with Mrs. Haller and Mrs. Richardson.
- Write Watch the video, "The Holocaust"- [https://www.youtube.com/watch?v=lge\\_PtiJuKw](https://www.youtube.com/watch?v=lge_PtiJuKw)
- Log on to Newsela and read, "Oregon School Will Be Required to Teach About the Holocaust"
- Take quiz after reading the article

#### **Tuesday**

- Watch the video, "Kristallnacht: Night of Broken Glass"- <https://www.youtube.com/watch?v=-y0uwd9QAYE>
- Log on to Newsela and read, "The Forgotten Mass Destruction of Jewish Homes During Kristallnacht"
- Take quiz after reading the article
- Respond to the following question in Google docs (title Tuesday, 04/17) and send to Mrs. Haller and Mrs. Richardson: What do the variety of responses to Kristallnacht teach us about the ways that people respond in times of fear and crisis?

#### **Wednesday**

- Research refugee camps. In a Google doc, title the document- Wednesday 04/18, and write down 8 facts about what camp life was like for survivors, German prisoners, and Nazi collaborators. Share your facts with Mrs. Haller and Mrs. Richardson.
- Watch the video, "Jewish refugee born in 'Shanghai Ghetto' offers her memories on Holocaust Remembrance Day"- <https://www.youtube.com/watch?v=vKiuy25bxWM>
- Log on to Newsela and read, "This Was the Only Refugee Camp in America For Jews Fleeing the Nazis"
- Take quiz after reading the article

#### **Thursday**

- Some critics do not believe that the Holocaust actually happened. Such critics claim that it was a propaganda tool to stir the emotions of the people and promote Jewish interests. Research at least two Holocaust survivors and write down 5 facts from each survivor that supports the existence of the Holocaust. Title the Google doc- Thursday 04/19 and share your facts with Mrs. Haller and Mrs. Richardson.

- Watch the video, “Hologram Technology To Keep Holocaust Survivor Story Alive For Generations”- <https://www.youtube.com/watch?v=I6KzmVWeaNU>
- Log on to Newsela and read, “Technology Preserve Holocaust Survivors’ Memories”
- Take quiz after reading the article

### **Friday**

- Research the Nuremberg Trial. Write a brief summary describing why the Nuremberg Trials were held and what happened to some of the high-ranking officials of the German military. Title the Google doc- Friday 04/20 and share your facts with Mrs. Haller and Mrs. Richardson.
- Watch the video, “What Happened at the Nuremberg Trials?”- <https://www.youtube.com/watch?v=RsA6AdCRI-k>
- Log on to Newsela and read, “Historic Nuremberg Trial Recordings Are Available for the Public to Hear”
- Take quiz after reading the article

## Week Six: April 23rd-27th

### Haller/Richardson ELA

#### Monday

- Watch the video, "See What Happens When You Tickle a Rat"-  
<https://www.youtube.com/watch?v=d-84UJpYFRM>
- Log on to Newsela and read, "Why Are Rats Always the Bad Guys?"
- Take quiz after reading the article
- Write a brief response to the following question: What is the author's purpose (inform, persuade, explain, entertain, describe) for writing this article? Explain. Title the Google doc, Monday 04/23 and share with Mrs. Haller and Mrs. Richardson.

#### Tuesday

- Watch the video, "Poland's Holocaust Legislation Faces Fierce Backlash"-  
<https://www.youtube.com/watch?v=A9leH87oIEM>
- Log on to Newsela and read, "New Law Outlaws Linking Poland With the Holocaust During World War II"
- Take quiz after reading the article
- Respond to the following question: After reading the article and watching the video, do you think the government has the right to make it lawful to accuse Poland of crimes that were committed by Nazi Germany? Title the Google doc, Tuesday 04/24 and share with Mrs. Haller and Mrs. Richardson.

#### Wednesday

- Watch the video, "Holocaust Survivor Shares Story of Hope"-  
<https://www.youtube.com/watch?v=d9y8p5mQCjk>
- Log on to Newsela and read, "Rabbi Wounded in Synagogue Attack Becomes Global Messenger of Faith"
- Take quiz after reading the article
- After all the reading you have completed over the Holocaust, make an inference about bystanders. Do bystanders have a responsibility to take action against wrongdoing?

#### Thursday

- Watch the video, "What Americans Know and Don't Know About the Holocaust"-  
<https://www.youtube.com/watch?v=kxbwF9MMHlw>
- Log on to Newsela and read, "America's Response to the Holocaust is the Subject of Great Debate"
- Take quiz after reading the article
- **Critical Thinking:** Complete the worksheet, "Teaching About the Holocaust: Assessing and Defining Responsibility"

- **Critical Thinking:** Complete the worksheet, “Who Was Responsible for the Holocaust?”

### **Friday**

- Log on to Newsela and read, “Holocaust Story on Instagram Hopes to Attract a Younger Audience”
- **An ancient rabbi once asked his pupils how they could tell when the night had ended and day had begun. “Could it be,” asked one student, “when you can tell whether the animal in the distance is a sheep or a dog?” “No,” answered the rabbi. “Could it be,” asked another, “when you can look at a tree in the distance and tell whether it is a fig or a peach tree?” “No,” answered the rabbi. “This is how you can tell. It is when you look into the face of any human creature and see your brother or your sister there. Because if you cannot do this, then no matter what time of day it really is, night and darkness are still with us.” Explain the meaning of this anecdote and how it can still apply to what is going on in the world today.**

# Oregon schools will be required to teach about the Holocaust

By Washington Post, adapted by Newsela staff on 11.27.19

Word Count **628**

Level **1020L**



The Holocaust Memorial in Berlin, Germany. Oregon schools are now required to teach about this dark and tragic moment of World War II. Photo from: Unsplash/Giulia Gasperini.

Public schools in Oregon will soon be required to teach students about genocide and the Holocaust. The Holocaust refers to the imprisonment and mass murder of Jews in Europe during World War II by Nazi Germany. Genocide is the planned killing of a large group of people primarily because of their race or ethnicity.

In May 2019, the Oregon House voted unanimously to pass the bill. It will require schools to begin providing this instruction in the 2020-2021 school year. The Senate passed the bill in March 2019, but Democratic Governor Kate Brown still must sign it into law.

## **Immorality Of The Holocaust And Genocide**

The text of the bill states what this instruction must look like. It should "prepare students to confront the immorality of the Holocaust, genocide, and other acts of mass violence." In addition, it must help them think about what causes these types of events. Instruction must also help

students respect the importance of cultural diversity and international human rights. Human rights are rights that belong to all people, including the right to freedom, work and education.

The bill is the result of the work of two unlikely partners. One is Holocaust survivor Alter Wiener, who died in December 2018 at age 92. The other is high school freshman Claire Sarnowski. According to the Lake Oswego Review, Sarnowski first encountered Wiener in 2015 when she attended one of Wiener's talks.

Wiener was born in Poland and imprisoned in five different concentration camps during the Holocaust. Most of his family were murdered, including his father. Wiener weighed 80 pounds when he was liberated in 1945.

He moved to the United States after the war, first to New York and then to Oregon in 2000, where he began to speak about his life and write a book called "From A Name To A Number: A Holocaust Survivor's Autobiography."

### **Great Friends Work Together Despite Large Age Gap**

Despite their age difference, Sarnowski became friends with Wiener after seeing his talk. "It was almost like we were old friends every time we talked," Sarnowski told Oregon Public Broadcasting. "The age difference was never something we looked at."

Sarnowski added that it was Wiener's lifelong dream to create required standards for teaching students about the Holocaust. She decided to reach out to a state senator, Rob Wagner.

Wagner went on to support the bill in the senate. He told the Lake Oswego Review that the idea came from Sarnowski after she arranged a meeting between him and Wiener.

"I remember looking at my kids, after many of the incidents of racism and anti-Semitism in Lake Oswego and thinking, 'We need to prioritize a culture change,'" Wagner told the Review. Anti-Semitism is prejudice and discrimination against Jewish people.

Wiener and Sarnowski both spoke to lawmakers about the bill in September.

### **Lessons About Tolerance**

Wiener told the lawmakers that learning about the Holocaust is not just about learning recent history. Rather, the Holocaust is a lesson about tolerance, love and the self-destructive effects of hatred.

The legislation is part of a larger discussion about the importance of remembering the Holocaust. This discussion is especially important today, as there are fewer living Holocaust survivors to tell their stories. Supporters of the legislation believe remembering the Holocaust will help prevent future genocides.

Still, many millennials don't know about the Holocaust. Millennials are adults born between the late 1980s and 2000s, and today are between 18 and 35 years old. A 2018 study found that 1 in 5 millennials didn't know what the Holocaust was, a rate almost double that of U.S. adults overall.

News reports show that 10 additional states have created similar laws for schools: California, Connecticut, Florida, Illinois, Kentucky, Michigan, New Jersey, New York, Pennsylvania and Rhode Island.

## Quiz

1 Which section from the article BEST explains WHY younger generations need Holocaust education?

- (A) Introduction [paragraphs 1-2]
- (B) "Immorality Of The Holocaust And Genocide"
- (C) "Great Friends Work Together Despite Large Age Gap"
- (D) "Lessons About Tolerance"

2 Read the following statement.

*Requiring schools to teach about the Holocaust is a nation-wide issue.*

Which selection from the article provides the BEST support for the above statement?

- (A) It will require schools to begin providing this instruction in the 2020-2021 school year. The Senate passed the bill in March 2019, but Democratic Governor Kate Brown still must sign it into law.
- (B) Instruction must also help students respect the importance of cultural diversity and international human rights. Human rights are rights that belong to all people, including the right to freedom, work and education.
- (C) He moved to the United States after the war, first to New York and then to Oregon in 2000, where he began to speak about his life and write a book called "From A Name To A Number: A Holocaust Survivor's Autobiography."
- (D) News reports show that 10 additional states have created similar laws for schools: California, Connecticut, Florida, Illinois, Kentucky, Michigan, New Jersey, New York, Pennsylvania and Rhode Island.

3 According to the article, WHY did Claire Sarnowski get involved with legislation about mandating that Oregon schools teach the Holocaust?

- (A) because her friendship with Alter Wiener taught her that it was important to educate young people about the Holocaust
- (B) because her state senator, Rob Wagner, encouraged her to support the legislation
- (C) because her friendship with Alter Wiener made her more aware of anti-Semitism in her community
- (D) because she read books and attended talks about the Holocaust and became interested in the subject

4 Which answer choice would BEST describe Senator Wagner's reaction to Claire Sarnowski's idea to mandate teaching about the Holocaust?

- (A) He was initially skeptical, but then supportive of her idea.
- (B) He was supportive and acted on her idea.
- (C) He was initially skeptical, but then modified her idea.
- (D) He was supportive and then modified her idea.

# The forgotten mass destruction of Jewish homes during "Kristallnacht"

By Wolf Gruner, The Conversation, adapted by Newsela staff on 01.26.20

Word Count 1,213

Level 1150L



Image 1. Pedestrians glance at the broken windows of a Jewish-owned shop in Berlin that was destroyed during the attacks of Kristallnacht in November 1938. Photo: Bettmann/Getty Images.

Every November, communities around the world hold remembrances. They remember the anniversary of the Nazis' brutal assault on the Jews during "Kristallnacht."

"Kristallnacht" means "the Night of Broken Glass." It's one of the most closely scrutinized events in the history of Nazi Germany. Dozens of books have been published about the hours between November 9 and 10, 1938. That is when Adolf Hitler and his propaganda minister, Joseph Goebbels, decided to unleash violence against Jews across Germany and the annexed territory of Austria with the aim of driving them out of the Third Reich.

Most accounts tend to emphasize the attacks on synagogues and shops, along with the mass arrests of 30,000 men. A few note the destruction of Jewish schools and cemeteries.

Attacks on Jewish homes, however, are barely mentioned.

It's an aspect of the story that has rarely been researched and written about – until now.



## **A Pattern Emerges In Survivor Accounts**

In 2008, I arrived at the University of Southern California from Germany. I had been researching Nazi persecution of the German Jews for 20 years. I had published more than six books on the topic and thought I knew just about everything there was to know about Kristallnacht.



The university happened to be the new home of the Shoah Foundation and its Visual History Archive, which today includes over 55,000 Holocaust survivor testimonies. When I started to watch interviews with German-Jewish survivors of the Holocaust, I was surprised to hear many of them talk about the destruction of their homes during Kristallnacht.

Details from their recollections sounded eerily similar: When Nazi paramilitary troops broke the doors of their homes, it sounded as though a bomb had gone off. Then the men cut into the featherbeds, hacked the furniture into pieces and smashed everything inside.

Yet none of these stories appeared in traditional accounts of Kristallnacht.

I was perplexed by this disconnect. Some years later, I found a document from Schneidemühl, a small district in eastern Germany, that listed the destruction of a dozen synagogues, over 60 shops and 231 homes.

These surprising numbers piqued my interest further. After digging into unpublished and published materials, I unearthed an abundance of evidence in administrative reports, diaries, letters and postwar testimonies.

A fuller picture of the brutal destruction of Jewish homes and apartments soon emerged.

For example, a Jewish merchant named Martin Fröhlich wrote to his daughter that when he arrived home the afternoon of that fateful November day, he noticed his door had been broken down. A tipped-over wardrobe blocked the entrance. Inside, everything had been hacked into pieces with axes: glass, china, clocks, the piano, furniture, chairs, lamps and paintings. Realizing that his home was now uninhabitable, he broke down and – as he confessed in the letter – started sobbing like a child.

## **A Systematic Campaign Of Destruction**

The more I discovered, the more astonished I was by the scale and intensity of the attacks.

Using address lists provided by either local party officers or city officials, paramilitary squads and Hitler Youth, armed with axes and pistols, attacked apartments with Jewish tenants in big cities like Berlin. They also attacked private Jewish homes in small villages. In Nuremberg, for example, attackers destroyed 236 Jewish flats. In Düsseldorf, over 400 were vandalized.

In the cities of Rostock and Mannheim, the attackers demolished virtually every Jewish apartment.

Documents point to Goebbels as the one who ordered the destruction of home furnishings. Due to the systematic nature of the attacks, the number of vandalized Jewish homes across greater

Germany must have been in the thousands, if not tens of thousands.

Devastating details about the intensity of the destruction are described in contemporary letters as well as in testimonies from postwar trials.

In Euskirchen, a house was burned to the ground.

In the village of Kamp, near the Rhineland town of Boppard, attackers broke into the house of the Kaufmann family, destroyed furniture and lamps, ripped out stovepipes and broke doors and walls. When parts of the ceiling collapsed, the family escaped to a nearby monastery.

In the small town of Großauheim, located in the state of Hesse, troops used sledgehammers to destroy everything in two Jewish homes, including lamps, radios, clocks and furniture. Even after the war, shards of glass and china were found impressed in the wooden floor.

### **"Everything Ravaged And Shattered"**

The documents I found and the interviews I listened to revealed how sexual abuse, beatings and murder were commonplace. Much of it happened during the home intrusions.

In Linz, two officers sexually assaulted a Jewish woman. In Bremen, paramilitary officers shot and killed Selma Zwienicki in her own bedroom. In Cologne, as Moritz Spiro tried to stop two men from destroying his furniture, one of the intruders beat him and fractured his skull. Spiro died days later in the Jewish hospital.

In a letter dated November 20, 1938, a Viennese woman described her family's injuries to a relative:

"You can't imagine how it looked like at home. Papa with a head injury, bandaged, I with severe attacks in bed, everything ravaged and shattered... When the doctor arrived to patch up Papa, Herta and Rosa, who all bled horribly from their heads, we could not even provide him with a towel."

The brutality of the attacks didn't go unnoticed. On November 15, a U.S. diplomat in Stuttgart, Samuel Honaker, wrote to his ambassador in Berlin:

"Of all the places in this section of Germany, the Jews in Rastatt, which is situated near Baden-Baden, have apparently been subjected to the most ruthless treatment. Many Jews in this section were cruelly attacked and beaten, and the furnishings of their homes almost totally destroyed."

These findings make clear the demolition of Jewish homes was an overlooked aspect of the November 1938 pogrom.



Why did it stay in the shadows for so long?

In the immediate aftermath of Kristallnacht, most newspaper articles and photographs of the violent event exclusively focused on the destroyed synagogues and stores – selective coverage that probably influenced our understanding.

Yet it was the destruction of the home – the last refuge for the German-Jewish families who found themselves facing heightened public discrimination in the years leading up to the pogrom – that likely extracted the greatest toll on the Jewish population. The brutal attacks rendered thousands homeless and hundreds beaten, sexually assaulted or murdered.

The brutal assaults also likely played a big role in the spate of Jewish suicides that took place in the days and weeks after Kristallnacht, along with the decision that tens of thousands of Jews made to flee Nazi Germany.

While this story speaks to decades of scholarly neglect, it also shows the power of survivor accounts, which continue to change the way we understand the Holocaust.

*Wolf Gruner is the Shapell-Guerin Chair in Jewish Studies and professor of history at the University of Southern California. He founded the Shoah Foundation Center for Advanced Genocide Research at USC in 2014.*

## Quiz

1 Read the introduction [paragraphs 1-5].

Which detail BEST supports the idea that most accounts of Kristallnacht fail to present a complete version of the assault?

- (A) Dozens of books have been published about the hours between November 9 and 10, 1938.
- (B) Most accounts tend to emphasize the attacks on synagogues and shops, along with the mass arrests of 30,000 men.
- (C) A few note the destruction of Jewish schools and cemeteries.
- (D) Attacks on Jewish homes, however, are barely mentioned.

2 Read the list of sentences from the article.

*1. When I started to watch interviews with German-Jewish survivors of the Holocaust, I was surprised to hear many of them talk about the destruction of their homes during Kristallnacht.*

- 1. Some years later, I found a document from Schneidemühl, a small district in eastern Germany, that listed the destruction of a dozen synagogues, over 60 shops and 231 homes.*
- 2. Using address lists provided by either local party officers or city officials, paramilitary squads and Hitler Youth, armed with axes and pistols, attacked apartments with Jewish tenants in big cities like Berlin.*
- 3. In the cities of Rostock and Mannheim, the attackers demolished virtually every Jewish apartment.*

Which two sentences taken together provide the BEST evidence to support the idea that the attacks against the Jews on Kristallnacht were intentional and coordinated?

- (A) 1 and 2
- (B) 2 and 3
- (C) 3 and 4
- (D) 4 and 1

3 Which of the following answer choices would BEST describe the reaction of Jewish merchant Martin Fröhlich to the events that occurred during Kristallnacht?

- (A) Fröhlich felt physically exhausted after cleaning up the destruction in his home.
- (B) Fröhlich felt grateful that the destruction in his home had not been worse.
- (C) Fröhlich felt shattered by the destruction he witnessed inside his home.
- (D) Fröhlich felt determined not to let the destruction force him to leave his home.

4 How are the interviews with German-Jewish survivors of the Holocaust connected to newspaper articles published in the immediate aftermath of Kristallnacht?

- (A) The interviews and the newspaper articles both omit destruction of Jewish homes during Kristallnacht.
- (B) The interviews were referred to in the newspaper articles published immediately after Kristallnacht.
- (C) The interviews referred to the newspaper articles published immediately after Kristallnacht.
- (D) The interviews and the newspaper articles both describe destruction of Jewish homes during Kristallnacht.

# This was the only refugee camp in America for Jews fleeing the Nazis

By Timeline, adapted by Newsela staff on 01.26.20

Word Count 847

Level 1040L



Image 1. Civilian war refugees from Europe at Fort Ontario in Oswego, New York on August 5, 1944. The refugees wait in line to be assigned living quarters and receive papers for bedding, towels, and other incidentals. They will live in emergency relief shelters established by the U.S. War Relocation Authority. Image: AP.

Morice Kamhi's family lived in Sarajevo, Bosnia and Herzegovina, a European country near Greece. During World War II, the Kamhi family fled Sarajevo. The Kamhis are Jewish, and the situation for Jewish families quickly became dangerous as the Holocaust began. The Holocaust was the mass killing and imprisonment of Jews in Europe by Nazi Germany.

Morice Kamhi recently told his story to an interviewer at the State University of New York at Oswego. The university is behind an oral history project. It captures the stories of the survivors who spent a year living in America's only refugee camp during World War II.

## 1,000 Jewish Refugees Escaped From Europe

Kamhi's family fled Sarajevo during the war to escape the Nazis. However, his father and grandfather were taken to a concentration camp, where they died.

Later, Kamhi and his remaining family made it to Italy, but they quickly learned they were not safe from the Nazis there, either. Eventually, Kamhi's family were among the almost 1,000 refugees who were accepted to the Fort Ontario Emergency Refugee Shelter, in Oswego, New York in 1944. The refugees, representing the neediest cases, came by boat from 18 countries. They ranged in age from babies to seniors.

Onboard the boat was Ruth Gruber, a young journalist who was working for the American government. She was sent to make the long trip with the refugees from Italy to New York.

Gruber later wrote about the journey in a book called "Haven," which was also made into a television mini-series in 2001. It tells some of the upsetting and inspiring tales of survival she witnessed.

Life in Oswego was much better than life in Europe. However, the refugees were surprised to find out that their freedom was limited in America. The refugee camp was sort of like a prison, but Kamhi says it was still a dream come true. "We were still in our own environment, so to speak, but we were secure, we were no longer in danger," Kamhi said. Leon Levitch, another Fort Ontario resident, noted that there was food, water and friendly people which made the camp feel like a "fairy tale."

However, the camp still had its downsides. The Fort Ontario refugees had escaped the war, but they couldn't help noticing that their lives were very different from the free New Yorkers surrounding them. Walter Greenberg, a Fort Ontario resident, said he felt disappointed when he realized he was not living the same life as other Americans.

### **Dubois Critical Of American Response To The Holocaust**

The camp was established in June 1944, but it almost didn't exist at all. The United States had drastically cut immigration during World War II, and the American response to the European refugee situation had been slow. That all changed with Josiah E. Dubois, a U.S. government lawyer from New Jersey. In a report, he revealed that the government had been preventing Jewish refugees from coming to the U.S. Dubois' report shamed the government for not helping the refugees.

Dubois' report pushed the creation of the War Refugee Board in 1944. The organization helped civilians in Europe who had been affected by the war. Fort Ontario was named a safe haven for refugees shortly thereafter. The board also worked to secure safe havens in other countries like Switzerland and Sweden. They snuck 300,000 food packages into concentration camps and urged the media to show the American public the horrors of the concentration camps. Four million Jews had died already by the time the board was created. Still, the War Refugee Board helped save tens of thousands of lives.

### **Life After The War**

However, the government's choice to begin helping refugees was just a temporary solution. A news report from 1944 described how the refugees would have to return to Europe once the war ended.

Still, most of the refugees wanted to stay in America instead of returning to the devastation back in Europe. When Fort Ontario closed after the war, many refugees were allowed to stay in the U.S. to begin a new life. Some went to live with American relatives, while others went to start a new life on

their own. However, Kamhi said adjusting to everyday American life outside of the camp was a long, difficult process for the refugees.

The U.S. was aware of Nazi Germany's plan to kill all Jews, but it did relatively little to assist those fleeing for their lives in the early 1940s. The U.S. later helped tens of thousands of European refugees find places to live, but Fort Ontario was the only shelter of its kind set up in the United States during the war. Although it is remembered as a special place, it saved a tiny amount of people compared to the number of Jews who were killed by the Nazis. Many of the Oswego refugees felt guilty that they had survived, while millions of other Jews were killed during the war. As one survivor put it: "I felt wonderful and I felt terrible, okay? That's what the camp meant to me."

## Quiz

- 1 Which section from the article BEST summarizes why Jewish people in Europe needed help during World War II?
- (A) Introduction [paragraphs 1-2]
  - (B) "1,000 Jewish Refugees Escaped From Europe"
  - (C) "Dubois Critical Of American Response To The Holocaust"
  - (D) "Life After The War"

- 2 Read the paragraph from the section "Life After The War."

*The U.S. was aware of Nazi Germany's plan to kill all Jews, but it did relatively little to assist those fleeing for their lives in the early 1940s. The U.S. later helped tens of thousands of European refugees find places to live, but Fort Ontario was the only shelter of its kind set up in the United States during the war. Although it is remembered as a special place, it saved a tiny amount of people compared to the number of Jews who were killed by the Nazis. Many of the Oswego refugees felt guilty that they had survived, while millions of other Jews were killed during the war. As one survivor put it: "I felt wonderful and I felt terrible, okay? That's what the camp meant to me."*

What conclusion is BEST supported by the paragraph above?

- (A) The Fort Ontario refugee camp saved tens of thousands of Jewish people from being killed.
  - (B) Many Jewish refugees at Fort Ontario had mixed emotions about being at the camp.
  - (C) The U.S. government lacked the financial resources to build another refugee camp like Fort Ontario.
  - (D) Many Jewish people preferred to find other places to live instead of the Fort Ontario refugee camp.
- 3 Which of the following MOST influenced the U.S. government to create the War Refugee Board?
- (A) persistent pleas from Jewish refugees
  - (B) a desire by the government to win the war
  - (C) huge numbers of Jewish refugees coming to America
  - (D) a revealing report by a government lawyer
- 4 According to the article, why did Morice Kamhi participate in an oral history project sponsored by the State University of New York?
- (A) Kamhi wanted to learn what happened to other family members who had escaped the war.
  - (B) Kamhi was required to participate in order to come to the Fort Ontario refugee camp.
  - (C) Kamhi was being interviewed for a book written by a journalist working for the American government.
  - (D) Kamhi wanted to talk about the time he spent in the Fort Ontario refugee camp.



# Technology brings images of Holocaust survivors to life

By Jamie Stengle, Associated Press on 01.29.19

Word Count 706

Level MAX



A Dimensions in Testimony exhibit featuring Holocaust survivor William Morgan using an interactive virtual conversation is shown at the Holocaust Museum Houston, Friday, January 11, 2019. The University of Southern California Shoah Foundation has recorded 18 interactive testimonies with Holocaust survivors over the last several years. Photo by: David J. Phillip/AP Photo

**DALLAS, Texas —** Max Glauben was 17 and had already lost his mother, father and brother at the hands of the Nazis when U.S. troops rescued him while he was on a death march from one German concentration camp to another.

The recollections of the Dallas resident who as a Jew in Poland survived the Warsaw Ghetto and Nazi concentration camps are now being preserved in a way that will allow generations to come to ask his image questions. Glauben, who turns 91 on Monday, is the latest Holocaust survivor recorded in such a way by the University of Southern California Shoah Foundation. The foundation, which is based in Los Angeles, California, has recorded 18 interactive testimonies with Holocaust survivors over the last several years, and executive director Stephen Smith says they're in a "race against time" as they work to add more, seeking both a diversity in experiences and testimonies in a variety of languages.

"I thought that my knowledge could cure the hatred and the bigotry and the killings in this world if somebody can listen to my story, my testimony, and be educated even after I'm gone," Glauben said.

Smith says that while the foundation founded in 1994 by film director Steven Spielberg has about 55,000 audiovisual testimonies about genocides in dozens of languages — the majority from the Holocaust — the interactive technology stands out for allowing museumgoers to have a dialogue with survivors.

"It's your questions that are being answered," Smith said, adding that the replies, especially on weighty issues like forgiveness, can be especially poignant. He says, "You actually see sometimes them struggling to know what to answer."

So far, the foundation has Holocaust survivors speaking in English, Hebrew and Spanish, and the group hopes to get people speaking in even more languages.

"It's so powerful when it's in your mother tongue and you're looking the person in the eye and you are hearing nuanced language coming back that's your own language," Smith said.

For more than a year now, the Illinois Holocaust Museum and Education Center has featured the survivors' images in a special theater. Museum CEO Susan Abrams says that when visitors interact with the images, the impact is often obvious: "People get teary; people laugh."

"Our audience comes to feel that they know these survivors somewhat intimately because they're having a small group conversation, and in that moment, pretty much everything else fades away," Abrams said.

The Illinois museum is one of four currently featuring the images. Other museums are in Houston, Indiana and New York. Dallas Holocaust Museum will start showing them starting in September, after it opens in a new location and with a new name — the Dallas Holocaust and Human Rights Museum.

The Dallas museum currently brings in survivors to talk to students and has found that's often the most meaningful part of their visit, according to President and CEO Mary Pat Higgins. This technology ensures that can continue, she said.

"Our survivors are aging, and so in 20 years we won't have any survivors who are still able to do that themselves," she said.

Smith said the images can appear on a flat screen or be projected in a way that appears to be three-dimensional. Like Illinois, Dallas is building a special theater so the image will appear three-dimensional on a stage.

Smith said the technology involved is simpler than many people think.

"It's actually video that responds to human voice commands," he said. "And all that's happening is rather than you watching a linear testimony, all the bits of the testimony are broken up, and then when you ask it a question it finds that piece of video and plays it for you."

JT Buzanga, assistant curator at the Holocaust Museum Houston, said the uniqueness of the interactive testimonies gives visitors a reason to return.

"It's something that makes the connection that people want to remember and want to come back," Buzanga said.

Glauben, who has made it his mission to tell people about the Holocaust, helped found the Dallas museum. He says that after he lost his family, he told himself he would "do anything possible to educate the people and let them know what kind of tragedy this was."

## Quiz

- 1 Which of the following claims does the author support the LEAST?
- (A) The Holocaust was an incredibly devastating genocide.
  - (B) Learning about the Holocaust in your native language is important.
  - (C) Survivors' stories are one of the most effective ways to learn about the Holocaust.
  - (D) Interactive technology develops a close connection between visitors and Holocaust survivors' stories.

- 2 Read the following sentence from the article.

*"I thought that my knowledge could cure the hatred and the bigotry and the killings in this world if somebody can listen to my story, my testimony, and be educated even after I'm gone," Glauben said.*

Which sentence from the article BEST supports this idea?

- (A) The recollections of the Dallas resident who as a Jew in Poland survived the Warsaw Ghetto and Nazi concentration camps are now being preserved in a way that will allow generations to come to ask his image questions.
- (B) "It's so powerful when it's in your mother tongue and you're looking the person in the eye and you are hearing nuanced language coming back that's your own language," Smith said.
- (C) "Our audience comes to feel that they know these survivors somewhat intimately because they're having a small group conversation, and in that moment, pretty much everything else fades away," Abrams said.
- (D) "And all that's happening is rather than you watching a linear testimony, all the bits of the testimony are broken up, and then when you ask it a question it finds that piece of video and plays it for you."

- 3 What role does time play in the need to preserve Holocaust survivors' stories?

- (A) Holocaust survivors are aging and soon they will not be able to tell their stories in person.
- (B) Younger generations are less likely to know about the Holocaust and need to interact directly with survivors.
- (C) Holocaust survivors are limited by their language proficiencies and new technology will help them to spread their messages.
- (D) New institutions are being established to help Holocaust survivors raise awareness of genocide.

- 4 How does the author describe Max Glauben over the course of the article?

- (A) The author first describes Glauben's efforts to speak out against genocide and then shows the impact of his advocacy on museum visitors.
- (B) The author first shows how Glauben's experience during the Holocaust influenced his family and then describes why he works at the Dallas Holocaust and Human Rights Museum.
- (C) The author first explains where Glauben lived during the Holocaust and then shows why he chose to found the interactive storytelling program.
- (D) The author first provides Glauben's experience during Holocaust and then explains why he seeks to share his story with others.

# Historic Nuremberg trial recordings are available for the public to hear

By Associated Press, adapted by Newsela staff on 10.18.19

Word Count 576

Level 1060L



Audio recordings from the historic Nuremberg trials of Nazi leaders (pictured) after World War II will be made available to the public for the first time in digital form after a nearly two-year digitization process conducted in secret. Photo: AP

**PARIS, France** — The Nazis killed millions of Jewish people during the Holocaust. The Nuremberg trials were the first trials of top Nazi leaders after World War II ended. Now, digital audio of the trials will be available to the public for the first time. The recordings were converted from discs to digital form during two years of secret work.

The Memorial of the Shoah is a Holocaust museum in Paris, France. On October 10, the museum officially accepted the recordings at a ceremony.

The recordings cover several hundred hours of the first, high-profile trial of top Nazi leaders in Nuremberg, Germany, after World War II. Since 1950, the audio recordings have existed only on 2,000 large discs. They were kept in wooden boxes in the International Court of Justice library in the Hague, Netherlands.

Curious listeners will now be able to hear the entirety of the trials in reading rooms at the Hague, the Shoah Memorial and the United States Holocaust Memorial Museum in Washington, D.C.

## **Powerful, Emotional Clips Of History**

Shoah Memorial head archivist Karen Taieb is in charge of the museum's collections. She said she hopes the newly digitized audio files will allow researchers and students to better understand a powerful and emotional moment in history. Researchers previously had access only to written transcripts of the trials.

"You can read the trial, but when you hear the trial, it's different," Taieb said. "For the victims, for example, it's different to hear their voices. The voices are very important, and the hesitation in them."

The trials took place from 1945 to 1949 and marked a turning point in international law. During the trials, the extent of Nazi war crimes during the Holocaust was revealed. New international procedures for defining and prosecuting war crimes were also established.

The Nuremberg trials were the first and most famous trials and took place between November 1945 and October 1946. An international panel of judges found 18 high-ranking Nazi leaders guilty on at least one count and sentenced 12 of them to death. Only 28 hours of the proceedings were recorded.

## **Recordings Will Help To Educate Future Generations**

Fabien Theofilakis is a professor at the Sorbonne University in Paris who researches the Holocaust. He said the recordings will prove to be extremely valuable to historians.

"Now we would need these archives to have a real existence not only for researchers but also for a broader public," he said.

On October 9, a gunman attacked a synagogue in Halle, Germany, on Yom Kippur, Judaism's holiest day. A day after, Theofilakis stressed that digital access to the trials will help to ensure that the memory of the Holocaust is maintained from one generation to the next.

"We did a lot in Europe, in Germany, in France, to fight against antisemitism, to educate," Theofilakis said. "Yet antisemitism increased in recent years." Antisemitism is hostility to or discrimination against Jewish people.

## **Historic Discs Were Well Guarded**

The French sound restoration company Gecko was hired to digitize the audio discs. The head of the project, Emiliano Flores, said they kept the project secret to protect the fragile Nuremberg discs from neo-Nazis or overeager collectors.

"We are extremely proud but also a bit relieved it is finished," Flores said.

Film clips, 250,000 pages of documents and some photos will also be available at the Shoah Memorial, Taieb said. The film clips were presented as evidence of Nazi war crimes during the trial.

## Quiz

1 Which section from the article BEST explains the significance of the Nuremberg trials?

- (A) introduction [paragraphs 1-4]
- (B) "Powerful, Emotional Clips Of History"
- (C) "Recordings Will Help To Educate Future Generations"
- (D) "Historic Discs Were Well Guarded"

2 Read the following statement.

*Having access to written transcripts of the trials is not the same as having access to audio transcripts of the trials.*

Which sentence from the article provides the BEST support for the above statement?

- (A) Now, digital audio of the trials will be available to the public for the first time.
- (B) Curious listeners will now be able to hear the entirety of the trials in reading rooms at the Hague, the Shoah Memorial and the United States Holocaust Memorial Museum in Washington, D.C.
- (C) She said she hopes the newly digitized audio files will allow researchers and students to better understand a powerful and emotional moment in history.
- (D) "You can read the trial, but when you hear the trial, it's different," Taieb said.

3 Read the paragraph from the section "Recordings Will Help To Educate Future Generations."

*On October 9, a gunman attacked a synagogue in Halle, Germany, on Yom Kippur, Judaism's holiest day. A day after, Theofilakis stressed that digital access to the trials will help to ensure that the memory of the Holocaust is maintained from one generation to the next.*

Which option is the BEST definition of the word "stressed" as used in the paragraph?

- (A) emphasized
- (B) put pressure on
- (C) experienced anxiety
- (D) declared in a loud voice

4 Read the paragraph from the section "Recordings Will Help To Educate Future Generations."

*"We did a lot in Europe, in Germany, in France, to fight against antisemitism, to educate," Theofilakis said. "Yet antisemitism increased in recent years." Antisemitism is hostility to or discrimination against Jewish people.*

Why did the author use the word "fight" in the paragraph?

- (A) to show that weapons have often been used
- (B) to convey that the struggle has been a difficult one
- (C) to convey that the disagreement between the two sides is minor
- (D) to suggest that the goal has been to physically harm the opposition

# Why are rats always the bad guys?

By Cara Giaimo, Atlas Obscura on 10.01.19

Word Count 1,164

Level MAX



While Beatrix Potter's "Two Bad Mice" (left) were not really so bad, Gustave Doré's engraved rats (right) were menacing. Illustrations from the public domain Beatrix Potter/Gustave Dore/Public Domain

The graphic novelist Art Spiegelman was asked to draw something for an animal-themed comic book in 1972. As he brainstormed his submission, he recalled in a 2011 interview, he searched for a way to zoomorphize a seminal horror: "Nazis chasing Jews, as they had in my childhood nightmares."

He dove into all the available archives, looking for inspiration. "As I began to do more detailed and more finely grained research," he said, "I found how regularly Jews were represented literally as rats ... posters of killing the vermin and making them flee were part of the overarching metaphor."

In Nazi propaganda, Jewish people were rats. In Spiegelman's artwork — which eventually became the enduring Holocaust epic "Maus" — they would be mice.

Throughout literary history, when asked to choose a rodent hero, humans have made their preferences clear: mice swing swords, rescue princesses, and save the world. Rats torture dissidents, kidnap cuter animals, and "bite the babies in their cradles." With some notable



exceptions, the mouse's history and physiology have put him ahead of his larger cousins. And some experts say it's about time for a change.

According to Lorna Owen, author of "Mouse Muse: The Mouse in Art," mice crept into the popular literary consciousness early on. Aesop, the mysterious fabulist whose work is thought to date back to around 620 B.C., used the lowly mouse to teach all kinds of lessons about human behavior — how to take down stronger opponents, how to befriend important acquaintances, when to avoid petty fights.

This Everymouse proved popular: "Aesop's fables traveled the world [from Greece] and were reinterpreted by different cultures," Owen says. Soon, mice were rescuing elephants in India's "Panchatantra" and befriending crows in the Middle East's "Kalilah wa Dimnah."

Although they didn't show up much in Aesop, ancient rats alternated between wreaking havoc and teaching life lessons. "From a cultural point of view, the rat is a highly charged figure that can warn and threaten, yet also bring salvation and good fortune," writes Jonathan Burt in "Rat." In the Old Testament, rats are unclean, unfit for touching or eating. But in Ancient Greece and Rome, a group of rats was a portent, signifying joy and plenty. In India, they were considered helpful, and mythological rats would gnaw people or other animals out of tricky situations.

Rats and mice on their own are one thing, but when the two appear together, they invite comparison. "I think often, certainly in the past, these two animals lived right around each other," says Matthew Combs, a doctoral student at Fordham University who focuses on the brown rat. "One house would have to deal with both problems. You have your mice some nights and your rats some nights... it makes sense to compare them, and to turn them into characters."

In such a scenario, says Combs, mice are going to win the public opinion poll. Your average mouse eats two or three grams of food per day — a crumb-sized amount — while a rat needs 30 to 50 grams, a human portion. They also brook opposite strategies for getting this food. "I almost think about mice as these little borrowers, sort of benign," Combs says. "Rats will disassemble the container that you built to keep them out, and rip food apart." Where a mouse makes a demure mess, perhaps a neat hole in a box of crackers, a rat will leave you with an anarchic one — a ripped-up box with the crackers all gone, and a smattering of droppings.

If you happen to catch a glimpse of either perpetrator, it won't help the rat's cause. "Looking at rats makes people uncomfortable," Combs says. Where mice have proportionately large ears and heads — both of which, to humans, code for "cute" — rats have small heads, small ears, and large bodies. Combs and Owen agree that the tail is the worst part. "It doesn't really match with the body you look at," Combs says. "It almost looks like human skin, but it's much more gross."

Rats, especially city rats, are also more likely to get scabby and lose their fur. "That beat-up look shows up in stories and characters," Combs says. For instance, Ratigan, the villain of "The Great Mouse Detective," grows increasingly mangy as his evil plots advance.

When fictional mice evolve, it is often in the other direction. As Stephen Jay Gould pointed out in "A Biological Homage to Mickey Mouse," Mickey's eyes, ears and snout got larger and more rounded as the Disney brand became more overtly family friendly.

These physical characteristics affect how we interpret rat and mouse behavior. If you corner a rat, it might leap at you, and take a chunk out of you with its impressive teeth. If you corner a mouse, it

will scamper off and hide — objectively cowardly, but courageous in context. "There are little things they do that are actually quite brave when you consider their environment, and how low they are on the food chain," Owen points out. "They have so many predators, but they still run around." Small creatures who take risks make great role models for human children, which likely explains everything from C.S. Lewis's warrior mouse Reepicheep to E.B. White's adventurous "Stuart Little."

Of course, these hero-mice require human authors, who can amp up some of their natural characteristics while downplaying others. And rats, too, have attributes that deserve a more positive spin, says Combs. Despite loner literary rats like Templeton of "Charlotte's Web," real rats are very social, he says. "They'll do lots of play-fighting and grooming and touching, and a lot of affectionate behaviors. You could cast them that way, but often that's not what we're given."

Their intelligence, evidenced by their skill at breaking into food stores and out of traps, is often spun as a sort of sinister cleverness, rather than admirable smarts. In Brian Jacques's "Redwall" series, for instance, Methuselah the old mouse is wise and learned, while Cluny the Scourge, an evil rat, is conniving, even insane.

But even the oldest tropes get nibbled through eventually. Combs and Owen see rodent reputations slowly changing, both in quantity and quality. Contemporary mouse storytelling is becoming, to Owens's trained eye, "a bit repetitive," while rats are swarming in to fill the void: "In 20th-century literature, you have rats more than mice," she says, citing Orwell's "1984" and Camus' "The Plague."

As the 21st century scampers on, rat heroes are moving into the spotlight. "Recently, people are a little more accepting of rats as having some good qualities," Combs says. "There's movies like 'Ratatouille.' And there's all this research where they're using rats as models for human physiology and human medicine."

A recent study shows that, when tickled, rats giggle and jump around. Although scientists could have cast this response as a malevolent cackle, they didn't — and public response was swift and positive, Combs says. Maybe there is room for the rat in the hero's seat after all.

## Quiz

1 Which of these statements would be MOST important to include in an objective summary of the article?

- (A) Rats torture dissidents, kidnap cuter animals and "bite the babies in their cradles."
- (B) And some experts say it's about time for a change.
- (C) "Looking at rats makes people uncomfortable," Combs says.
- (D) When fictional mice evolve, it is often in the other direction.

2 Read the following selection from the article.

*If you happen to catch a glimpse of either perpetrator, it won't help the rat's cause. "Looking at rats makes people uncomfortable," Combs says. Where mice have proportionately large ears and heads — both of which, to humans, code for "cute" — rats have small heads, small ears, and large bodies. Combs and Owen agree that the tail is the worst part. "It doesn't really match with the body you look at," Combs says. "It almost looks like human skin, but it's much more gross."*

Which central idea of the article is MOST supported by the selection above?

- (A) Though rats' intelligence is often acknowledged, it is often depicted as a mechanism for evil.
- (B) Recently, rats are gaining more public acceptance due to their contributions to human medical research.
- (C) There is a negative bias toward rats based on their appearance when compared to mice.
- (D) Historically, rats have been depicted as evil villains next to valiant mice in children's literature.

3 Which of the following people or groups quoted in the article would be MOST LIKELY to agree with the idea that mice should be portrayed as villains more often?

- (A) Art Spiegelman
- (B) Lorna Owen
- (C) Jonathan Burt
- (D) Matthew Combs

4 Which characterization accurately describes BOTH rats and mice?

- (A) Both use their intelligence for survival by escaping predators and scavenging for food.
- (B) Both participate in mock fighting, grooming and other affectionate behaviors with their peers.
- (C) Both would likely leap at an approaching predator and bite with their razor-sharp teeth.
- (D) Both have small heads and ears with larger bodies and long, gross tails.

# New law outlaws linking Poland with the Holocaust during World War II

By Associated Press, adapted by Newsela staff on 03.09.18

Word Count 691

Level 1090L



Participants of the yearly March of the Living walk through the "Arbeit Macht Frei" (work sets you free) entrance gate in the former German Nazi Death Camp Auschwitz-Birkenau, in Oswiecim, Poland, Monday, April 24, 2017. Jews from around the world marched the 3km route from Auschwitz to Birkenau commemorating the Holocaust victims. Photo by: AP Photo/Alik Keplicz

**WARSAW, Poland —** During World War II, Nazi Germany invaded and occupied Poland. The Nazis set up some of their most infamous death camps throughout Poland, in which Jews were killed in huge numbers. The Nazis' extermination of millions of Jews is known as the Holocaust.

Many people debate the precise role that Poles played in the Holocaust. Some accuse Poland of helping the Germans. Others say Poles were victims too, and many tried to help save their Jewish neighbors.

One of those two views now has Polish government on its side. It is now against the law to accuse Poland of crimes committed by Nazi Germany. The new law took effect March 1. It is part of a wider government effort to defend the country's honor and pride.

**Poland Seeks To Distance Itself From "Death Camps"**

For years Polish officials have struggled to fight phrases like "Polish death camps." Such phrases are sometimes used abroad to refer to Auschwitz and other death camps that Nazi Germany set up in Poland.

Some Poles fear that as the war grows more distant, history may be rewritten. They say new generations may mistakenly believe that Poles were responsible for the Holocaust.

The law, however, has sparked tension with Israel, a Jewish state in the Middle East that is home to many Holocaust survivors and their descendants. Holocaust survivors and officials there fear the law's true aim is to halt research and debate about Poles who killed Jews during World War II.

### **Israeli, Polish Officials Discuss New Law**

Polish and Israeli representatives met March 1 in Jerusalem to resolve a standoff over the law. The Israeli group was led by Yuval Rotem, director general of the Israeli Foreign Ministry.

"We must make sure that historical truths are preserved," Rotem told reporters. There must be "no restriction on the freedom of research and speech," he said.

Rotem also expressed concerns about a sharp rise in anti-Semitism — or hatred of Jews — in Poland. Anti-Semitic hate speech has become much more common during the ongoing dispute with Israel.

### **Polish Official Vows To "Defend And Promote Truth"**

Poland's team at the Jerusalem meeting was led by Bartosz Cichocki, a deputy foreign minister. Cichocki said his side was committed to fighting anti-Semitism in Poland. Regarding the new law, he vowed that he and his team would "defend and promote truth, freedom of research, artistic performance and public debate."

Cichocki said he and his team were "open and ready" to answer all questions about the new law.

Poland's president signed the law last month but also sent it to the constitutional court for review. Polish officials have said no criminal charges will be brought until the court has made its ruling. The ruling is expected to come in several weeks.

However, prosecutors are already looking for people to charge.

Critics of the law argue it is so broad and vaguely worded that it could be misused.

### **Jewish Writer Claims Some Poles Killed Jewish Neighbors**

On March 1, a prominent Polish Jewish journalist, Konstanty Gebert, challenged prosecutors in an article for the *Gazeta Wyborcza* newspaper. The article itself, he said, could be considered a crime under the new law.

Gebert wrote that "many members of the Polish nation bear co-responsibility for some Nazi crimes committed by" the Germans. As an example, Gebert pointed to the wartime killings of Jews by their Polish neighbors in villages like Jedwabne.

### **U.S. Also Critical Of Poland's Holocaust Speech Law**

The law has also been criticized by the United States, which fears it could stifle free expression and scholarly research. Officials have warned Poland it could hurt Poland's relationships with both the U.S. and Israel.

In response, the Polish government dispatched Undersecretary of State Marek Magierowski to Washington this week. He will meet with officials, lawmakers and Jewish groups to try to reduce their fears.

Magierowski said last week that Poland would never try to deny that some Poles did commit terrible acts during World War II. But, he said the law gives the government a way to fight back when the country is unfairly blamed for the Holocaust.

## Quiz

1 Read the selection from the first paragraph of the article.

*The Nazis set up some of their most infamous death camps throughout Poland, in which Jews were killed in huge numbers. The Nazis' extermination of millions of Jews is known as the Holocaust.*

HOW does using the word "infamous" affect the tone of the selection?

- (A) It conveys a sense of deep and well-known shame.
- (B) It conveys a sense of ignorant interest and curiosity.
- (C) It conveys a sense of corrupt and sneaky officials.
- (D) It conveys a sense of intense and ongoing sadness.

2 Read the sentence from the section "U.S. Also Critical Of Poland's Holocaust Speech Law."

*The law has also been criticized by the United States, which fears it could stifle free expression and scholarly research.*

Which option is the BEST definition of the word "stifle" as it is used in this sentence?

- (A) check
- (B) suppress
- (C) frustrate
- (D) imprison

3 HOW do government officials in Poland justify the new law?

- (A) They have not found any evidence that Polish citizens helped the Germans during the Holocaust.
- (B) They do not want younger generations to have mistaken ideas about Poland's role in the Holocaust.
- (C) They have discovered many people who are lying about the role that Poland played in the Holocaust.
- (D) They did many things to make sure that Israel agreed with their new law regarding Poland and the Holocaust.

4 Read the following claim.

*Holocaust survivors and Israeli officials say the law's true aim is to halt research and debate about Poles who killed Jews during World War II.*

Which piece of evidence from the article is MOST relevant to this argument?

- (A) "We must make sure that historical truths are preserved," Rotem told reporters. There must be "no restriction on the freedom of research and speech," he said.
- (B) Rotem also expressed concerns about a sharp rise in anti-Semitism — or hatred of Jews — in Poland. Anti-Semitic hate speech has become much more common during the ongoing dispute with Israel.
- (C) Poland's president signed the law last month but also sent it to the constitutional court for review. Polish officials have said no criminal charges will be brought until the court has made its ruling.
- (D) On March 1, a prominent Polish Jewish journalist, Konstanty Gebert, challenged prosecutors in an article for the *Gazeta Wyborcza* newspaper. The article itself, he said, could be considered a crime under the new law.

# Rabbi wounded in synagogue attack becomes global messenger of faith

By Doug Smith, Los Angeles Times, adapted by Newsela staff on 05.03.19

Word Count 802

Level MAX



Rabbi Yisroel Goldstein (left) arrives at Chabad of Poway for a memorial service for Lori Gilbert-Kaye on April 29, 2019, in Poway, California. Gilbert-Kaye was killed and the rabbi and two others were wounded on April 27 when a gunman opened fire inside the synagogue. Photo by: Sam Hodgson/The San Diego Union-Tribune/TNS

**He had faced a rifle-wielding assassin and witnessed the death of a beloved member of his congregation.**

Hours after leaving the hospital, his own wounded hands wrapped in blue bandages, Rabbi Yisroel Goldstein steeled himself to face the national media, delivering an emotional recitation of the tragedy.

Then he was home at last, in the circle of his family. Taking a moment to himself, he ate a quick meal. Then he returned to the rabbi's duty. There was a sit-down television interview to do, and as soon as it was finished, Goldstein took a long call from a national official of Chabad-Lubavitch, the international Jewish movement that had brought him to Poway more than three decades ago.

Yehuda Krinsky had called to tell him that his news conference had carried Chabad's words of hope and peace across the world.



"The message from Poway is reaching millions," Goldstein repeated excitedly to his younger brother Zalman and son-in-law Schneur Polter.

Spreading the message of light prevailing over darkness was more than a small solace for Goldstein, who has dedicated his life to a leader who "professed and taught us the idea of unconditional love." To spread that message further, Goldstein consented to one more interview, fighting sleep and pain to tell his story to The Times.

Goldstein said he grew up listening to the teachings of Menachem Mendel Schneerson, the leader who elevated a movement started in a Russian village called Lubavitch into one of the most influential Jewish outreach organizations of the 20th century.

The Rebbe, as he was widely known, himself a Holocaust survivor, addressed "a generation of Holocaust survivors and their families who had abandoned their faith due to their suffering, who saw no future in Judaism," Goldstein said.

"He embarked on a journey to revive the faith, vitality and the observance of Judaism."

He did it, Goldstein said, by dispatching his students to "far-flung corners of the world and United States, to cities that didn't have strong centers of Judaism."

They were spreading a message described by the Jewish Journal in a tribute to Goldstein as "a joyful, positive vibe that seems to be wired into every Chabad rabbi and rebbitzin."

As a boy growing up amid the Jewish ferment of the Brooklyn, New York, neighborhood of Crown Heights, Goldstein was inspired by the challenge.

"I said, 'I want to join,'" he said. "'I want to go to a city and establish a Jewish presence and attract an assimilated generation and give them a chance to get back to their roots.'"

That city would become Poway, a San Diego suburb that had a growing Jewish population and no synagogue.

Goldstein's introduction to the West Coast came in 1981, when he worked as a summer camp counselor in San Diego.

"I really enjoyed it," he said. He came back the following two years.

His path to Poway was blazed by a Kaiser emergency room doctor who had moved there and lobbied Chabad's San Diego rabbi, Yonah Fradkin, to set up a Chabad center in his community.

Rabbi Fradkin recruited Goldstein for the job. As a 22-year-old, Goldstein jumped at the offer. They sought permission from the Rebbe, who gave his blessing.

Goldstein and the doctor became fast friends and collaborators.

"Together we built the community," Goldstein said. "We started in a little storefront, and then we found this piece of property. We put trailers there first. We put modular homes."

In 1996, the permanent synagogue went up. The financing was arranged by a congregation member who was a banker at Wells Fargo.

That congregation member was Lori Gilbert-Kaye, who was gunned down in the temple Saturday, April 27.

Over the years she had grown close to the Goldstein family, and when Goldstein's daughter Baila was married in Brooklyn in April, she attended.

With bandaged hands, Goldstein fumbled unsuccessfully on his cellphone searching for a photo. His brother found it for him.

It was a photo of Gilbert-Kaye at the wedding dancing with his daughter in her wedding dress.

"She's just incredible," he said, using the present tense.

Struggling to explain his message of hope arising from such a loss, Goldstein repeatedly used images of light and dark.

He talked about astronomers' recently revealed photo of a black hole, a place in the cosmos so dark that it sucks in light.

But around it, he said, was a ring of light.

"Our job is to find that light," he said.

His message from the shooting, intimately bound as it is to the message of Chabad-Lubavitch, is that heroism is needed to find the light.

"The heroism is standing up to evil, standing up to darkness," he said. "We can't just be a bystander; we need to be an activist and get out there and be a hero. And light pushes away darkness."

## Quiz

1 Read the paragraph from the article.

*Hours after leaving the hospital, his own wounded hands wrapped in blue bandages, Rabbi Yisroel Goldstein steeled himself to face the national media, delivering an emotional recitation of the tragedy.*

Which idea is BEST supported by this paragraph?

- (A) Though it was difficult, Goldstein felt it was more important to share his message than to take time for himself in private.
- (B) Prior to this, Goldstein has always thought it was best to avoid interviews or discussions with the national media.
- (C) Goldstein wanted to give interviews while he was still in the hospital, but his doctors would not allow him to do it.
- (D) Goldstein was only in the hospital a short time, and the injuries to his hands were not bothering him very much.

2 Which option would Goldstein MOST likely agree with? Which line from the article supports your answer?

- (A) Talking about what happened has made the emotional pain worse. "To spread that message further, Goldstein consented to one more interview, fighting sleep and pain to tell his story to The Times."
- (B) It was easy for rabbis to find jobs on the West Coast early on. "Rabbi Fradkin recruited Goldstein for the job. As a 22-year-old, Goldstein jumped at the offer. They sought permission from the Rebbe, who gave his blessing."
- (C) Building the community in Poway was a painfully difficult task. "We started in a little storefront, and then we found this piece of property. We put trailers there first. We put modular homes."
- (D) Losing Lori Gilbert-Kaye meant losing a good friend. "Over the years she had grown close to the Goldstein family, and when Goldstein's daughter Baila was married in Brooklyn in April, she attended."

3 Which of the following statements BEST represents Menachem Mendel Schneerson's approach toward teaching Judaism in the article?

- (A) Schneerson argued about the basic tenets of his faith with the younger generation in order to get them to think about hope and to inspire greater belief.
- (B) Schneerson moved to the Brooklyn neighborhood of Crown Heights so he could share his experience with other Holocaust survivors and their children.
- (C) Schneerson embarked on a personal journey to cities around the world to understand why people were losing faith, gathering students to bring along as he went.
- (D) Schneerson sent his students to places around the world that lacked strong centers of Judaism, hoping to restore joy and faith in the religion to many who had lost theirs.

4 Why did the author MOST likely conclude the article by quoting Goldstein's reference to astronomers' photo of a black hole?

- (A) to reiterate Goldstein's struggle to overcome the darkness of the suffering he feels since the shooting
- (B) to express Goldstein's message that surrounding every dark time is a circle of light and hope to hold on to
- (C) to applaud Goldstein's efforts to connect his message to other events that are happening in the world
- (D) to elaborate on Goldstein's interest in the power of the cosmos to inspire young people in his community

# America's Response to the Holocaust is the Subject of Great Debate

By History.com, adapted by Newsela staff on 05.18.17

Word Count 884

Level 1030L



Four years after the end of World War II, in 1949, Jewish war veterans protested a scheduled concert by a German pianist at Carnegie Hall in New York City. AP Photo

The persecution of German Jews began with Adolf Hitler's rise to power in 1933. Facing danger, thousands of German Jews wanted to flee Germany. However, they found few countries willing to accept them. Eventually, under Hitler's leadership, some 6 million Jews were murdered during World War II.

## American restrictions on immigration

By the early 1920s, America's traditional policy of open immigration had ended. Congress passed restrictive immigration "quotas," which let in only a certain number of people. Then the stock market crashed in 1929, which led to the Great Depression — a time when many people lost jobs. Now, few jobs could be found and Americans thought that immigrants might take them. President Herbert Hoover restricted immigration even more.

Government officials continued their restrictive measures after Franklin D. Roosevelt became president in 1933. Some Americans believed that the country couldn't afford to support

newcomers. Others were driven by hatred of foreigners. There was growing anti-Semitism, which is hatred of Jews.

American anti-Semitism never got to the level of Jew-hatred in Nazi Germany. Still, many Americans looked upon Jews unfavorably. There were anti-Semitic leaders and politicians, including a charismatic radio priest named Father Charles E. Coughlin who spread anti-Semitism through his radio show.

Some Americans took steps to help the suffering of German Jews. American Jewish leaders organized a boycott, refusing to buy German goods. They hoped that economic pressure might force Hitler to end his anti-Semitic policies. American Jewish leaders spoke with the Roosevelt administration on the refugees' behalf. In response, the Roosevelt administration agreed to ease visa regulations, to let more Jews into the U.S. Still, Roosevelt did not get rid of all immigration restrictions.

Responding to the increasingly difficult situation of German Jews, Roosevelt organized the international Evian Conference on the refugee crisis in 1938. Thirty-two countries attended, but very little was accomplished. No country was willing to accept a large number of Jewish refugees, and the conference failed to come up with any solutions.

### **First news of the Holocaust**

The extermination of European Jews began when the German army invaded the Soviet Union (now Russia) in June 1941. The Nazis attempted to keep the Holocaust a secret. However, in August 1942, Dr. Gerhart Riegner, the representative of the World Jewish Congress in Geneva, Switzerland, learned what was going on from a German source. Riegner asked American diplomats to inform Rabbi Stephen S. Wise, one of America's most prominent Jewish leaders. But the State Department, was insensitive and influenced by anti-Semitism, and decided not to inform Wise.

The rabbi nevertheless learned of Riegner's terrible message from Jewish leaders in Great Britain. But the State Department asked Wise to keep the information secret until the government had time to check it. It was not until November 1942 that Welles authorized the release of Riegner's message.

Wise held a press conference on November 24, 1942. The next day, The New York Times reported his news on its 10th page. Throughout the war, the Times and most other newspapers failed to give prominent coverage to the Holocaust. Journalists were cautious because during World War I, they had published reports of German atrocities that turned out to be false.

### **American Jewish community responds**

Most Americans remained unaware of the terrible situation of European Jews. However, the American Jewish community knew more and responded with alarm to Wise's news. American and British Jewish organizations pressured their governments to take action. Great Britain and the United States announced that they would hold an emergency conference in Bermuda.

The Bermuda conference was not productive. Rather than discussing how to help, American and British delegates worried about what to do with any Jews they rescued. Britain refused to consider admitting more Jews into Palestine in the Middle East, which Britain had control of at the time

and Jews wanted to move to. The United States was also determined not to let in more immigrants.

A group called the Emergency Committee to Save the Jewish People of Europe was created to help publicize the Holocaust. They held rallies and put advertisements in newspapers to push Roosevelt to find a way to rescue European Jews.

### **War Refugee Board**

President Roosevelt also found himself under pressure from another source. Treasury Department officials discovered that the State Department was undermining rescue efforts. They brought their concerns to Secretary of the Treasury Henry Morgenthau, Jr., who was Jewish and a long-time supporter of Roosevelt. Morgenthau had Treasury officials prepare a report for Roosevelt requesting that he establish a rescue agency. Finally, on January 22, 1944, the president created the War Refugee Board (WRB).

The establishment of the board did not resolve all the problems blocking American rescue efforts. For example, the War Department repeatedly refused to bomb Nazi concentration camps or the railroads leading to them. But the WRB did successfully develop a number of rescue projects. Estimates indicate that the WRB may have saved as many as 200,000 Jews. Historians only speculate how many more might have been saved had the WRB been established earlier.

Americans only discovered the full extent of the Holocaust when the Allied armies liberated the concentration camps at the end of World War II. And as historians struggled to understand what had happened, attention focused on the inadequate American response and the reasons behind it.

## Quiz

- 1 Read the first paragraph of the article.  
What purpose does this paragraph serve in developing the MAIN idea?
- (A) It explains solutions to the problem in the article.
  - (B) It summarizes the situation explained in the article.
  - (C) It compares different leaders described in the article.
  - (D) It details what caused the events described in the article.
- 2 WHY does the author include the section "American restrictions on immigration"?
- (A) to explore solutions for anti-Semitism in Europe and the U.S.
  - (B) to contrast immigration in the U.S. before and after 1929
  - (C) to explain what caused America to reject many Jewish refugees
  - (D) to compare America's immigration policies with other nations' policies
- 3 How did the press conference that Rabbi Stephen S. Wise held affect Americans' awareness about the atrocities against Jews?
- (A) The press conference did not increase people's awareness about the Holocaust.
  - (B) The press conference caused people to wonder about what to do if the Jews were rescued and brought to America.
  - (C) The press conference helped publicize about the terrible events and made people want to take action.
  - (D) The press conference caused President Roosevelt to enter World War II.
- 4 According to the article, why did President Roosevelt establish the War Refugee Board?
- (A) because Americans learned the full details about the Holocaust
  - (B) because the State Department said it was a good idea
  - (C) because he was horrified by the Holocaust
  - (D) because Morgenthau asked him to

# Holocaust story on Instagram hopes to attract a younger audience

By Associated Press, adapted by Newsela staff on 05.06.19

Word Count 869

Level 1050L



The advertisement for a new Holocaust memorial project in Israel is hanging on a wall. The digital poster says in Hebrew: "Eva's Story. If a girl had had Instagram during the Holocaust." "Eva's Story" is based on the diary of a 13-year-old Jewish girl from Hungary who was murdered in 1944 in the German Auschwitz extermination camp. Her fate is recounted in Instagram stories in English. Photo by: Robert Messer/picture alliance via Getty Images

**JERUSALEM, Israel** — The testimony of survivors has been the centerpiece of Holocaust commemoration for seven decades.

However, the world's community of aging survivors is shrinking. Global understanding of the genocide that killed 6 million Jews is declining. Genocide is the planned killing of a large group of people primarily because of their race or ethnicity. Those who promote Holocaust remembrance are seeking new ways to share witnesses' stories with younger generations. The Holocaust was the imprisonment and mass killing of Jews in Europe during World War II by Nazi Germany.

"The Diary of a Young Girl" by Anne Frank gripped older generations. The book describes her Jewish family's experiences in hiding from Nazis during the war. Now an Instagram account based on a true 13-year-old Jewish victim's journal is generating buzz among youth. It is called Eva.Stories.



"If we want to bring the memory of the Holocaust to the young generation, we have to bring it to where they are," said the project co-producer, Mati Kochavi. He is an Israeli high-tech billionaire who comes from a family of Holocaust victims, survivors and educators. "And they're on Instagram."

Kochavi and his daughter, Maya, have created a series of 70 Instagram stories of Eva Heyman's life. They follow the downward spiral of her world in the spring of 1944 when the Nazis conquered Hungary. Hungary is a country in Central Europe.

### **Eva's Story Shown On Remembrance Day**

Eva was one of approximately 430,000 Hungarian Jews who were deported to Nazi concentration camps between May 15 and July 9, 1944. Of the estimated 6 million Jews killed in the Holocaust, around 568,000 were Hungarian. That number comes from Israel's Yad Vashem Holocaust memorial.

Eva's tale was produced as a Hollywood-style movie with a cast of foreign actors and a multimillion-dollar budget. It was shown throughout Israel's Holocaust Remembrance Day, which began at sundown on May 1. The updates appear as if Eva had owned a smartphone during World War II and was using Instagram to share her story.

The story went live on the afternoon of May 1, opening with Eva's happier teen experiences and then darkening as night falls. The Nazis tighten their hold on Hungary's Jews, taking her family's business, belongings and home. Eva is sent to the ghetto, where Jews were separated from other people and forced to stay. Later she is sent to the Auschwitz death camp in Poland.

The story's climactic event was timed to follow Israel's two-minute siren that wailed nationwide on May 2. It brings the country to a standstill at 10 a.m. in a yearly commemoration of Jewish Holocaust victims.

Even days before the series' release, the account had gained over 180,000 followers.

One of them was Israeli Prime Minister Benjamin Netanyahu. He posted a video to Instagram on April 29 urging Israelis to follow the account and spread stories of survivors via social media.

### **A Modern Take On A Holocaust Story**

"What if a girl in the Holocaust had Instagram?" asked an ad, released on April 28. The brief film shows simulated cell phone footage of Eva's imagined life. It shows her dancing with friends, a birthday with her grandparents and Nazi troops marching through the streets.

Dozens of Holocaust victims kept diaries of their experiences. The best-known one was written by Frank.

The Kochavis read dozens of the diaries before deciding on Eva. Maya Kochavi said she is the kind of girl "a modern kid in 2019 could connect to." She had a middle-school crush, family drama and grand ambitions to become a news photographer.

They hope Eva's account will engage otherwise disinterested or uninformed youth.

Yet the concept is not without controversy. While most of the feedback appears to be positive, some critics fear the story, with its Internet lingo, hashtags and emojis, risks making light of

Holocaust horrors.

### **An Attempt To Capture Young People's Attention**

"A cheapening of the Holocaust," one Instagram user, Dor Levi, wrote in Hebrew in response to the ad. He said commemorating the Holocaust should not be "on Instagram, between the butt of a random model and a video of a chocolate cake."

Maya Kochavi said she anticipated backlash. However, she defended Instagram as a place where "very powerful movements are happening," with potential to show history's relevance at a time when anti-Semitism is surging in parts of the world. Anti-Semitism is hostility toward or prejudice against Jews.

"It is frightening but quite clear to me. We might be the last generation that really remembers and cares about the Holocaust," said her father.

The Kochavis said that as part of their work, they found that a tiny fraction of social media conversations about the Holocaust in the U.S. and Europe are young people. Their research resonates with recent studies by the Conference on Jewish Material Claims Against Germany. Those reveal significant gaps in Holocaust knowledge among American youth.

Human memories are fading. However, Eva's Instagram story contributes to a push by Holocaust museums and memorials to capture young people's attention. They're using interactive technology, such as video testimonies, apps and holograms.

The efforts aim, Maya said, "to make monumental historical events tangible and relatable." They want to preserve stories of witnesses forever.

## Quiz

- 1 Which two of the following sentences from the article include CENTRAL ideas of the article?
1. *Now an Instagram account based on a true 13-year-old Jewish victim's journal is generating buzz among youth.*
  2. *Eva was one of approximately 430,000 Hungarian Jews who were deported to Nazi concentration camps between May 15 and July 9, 1944.*
  3. *He posted a video to Instagram on April 29 urging Israelis to follow the account and spread stories of survivors via social media.*
  4. *However, Eva's Instagram story contributes to a push by Holocaust museums and memorials to capture young people's attention.*
- (A) 1 and 3
- (B) 1 and 4
- (C) 2 and 3
- (D) 2 and 4
- 2 Which statement would be MOST important to include in a summary of the article?
- (A) Eva.Stories has received some backlash from people who believe that it takes away from the seriousness of the Holocaust.
- (B) Eva.Stories was made to look like a movie from Hollywood and it cost several million dollars to get produced.
- (C) The Kochavis are billionaires who are descended from people who experienced the Holocaust and teach people about it.
- (D) The Kochavis are a father and daughter team who have gained 180,000 followers on Instagram because of their project.
- 3 Which of the following MOST influenced the Kochavis to choose Eva Heyman for their project?
- (A) the fact that it was almost impossible to find other diaries from the Holocaust
- (B) the opinion they have that kids today would relate easily to Eva and her stories
- (C) the fact that Eva's diary provided more information about the Holocaust than other diaries
- (D) the opinion they have that Eva could become as popular as Anne Frank was
- 4 How did criticism affect Maya Kochavi's opinion about the Eva.Stories?
- (A) She was surprised by the criticism and began to question the decision to put Eva's story on Instagram.
- (B) She was surprised by the criticism and felt the need to retaliate against the people who made it.
- (C) She expected that there would be criticism but did not think the criticism would be that harsh.
- (D) She expected that there would be criticism but justified the decision to put Eva's story on Instagram.

# Teaching about the Holocaust

## *Assessing and Defining Responsibility*

If you were a judge, how would you assess the "responsibility" of these people for what happened in the world between 1933 and 1945? Indicate one of the following:

1. Not responsible
2. Minimally responsible
3. Responsible
4. Very responsible

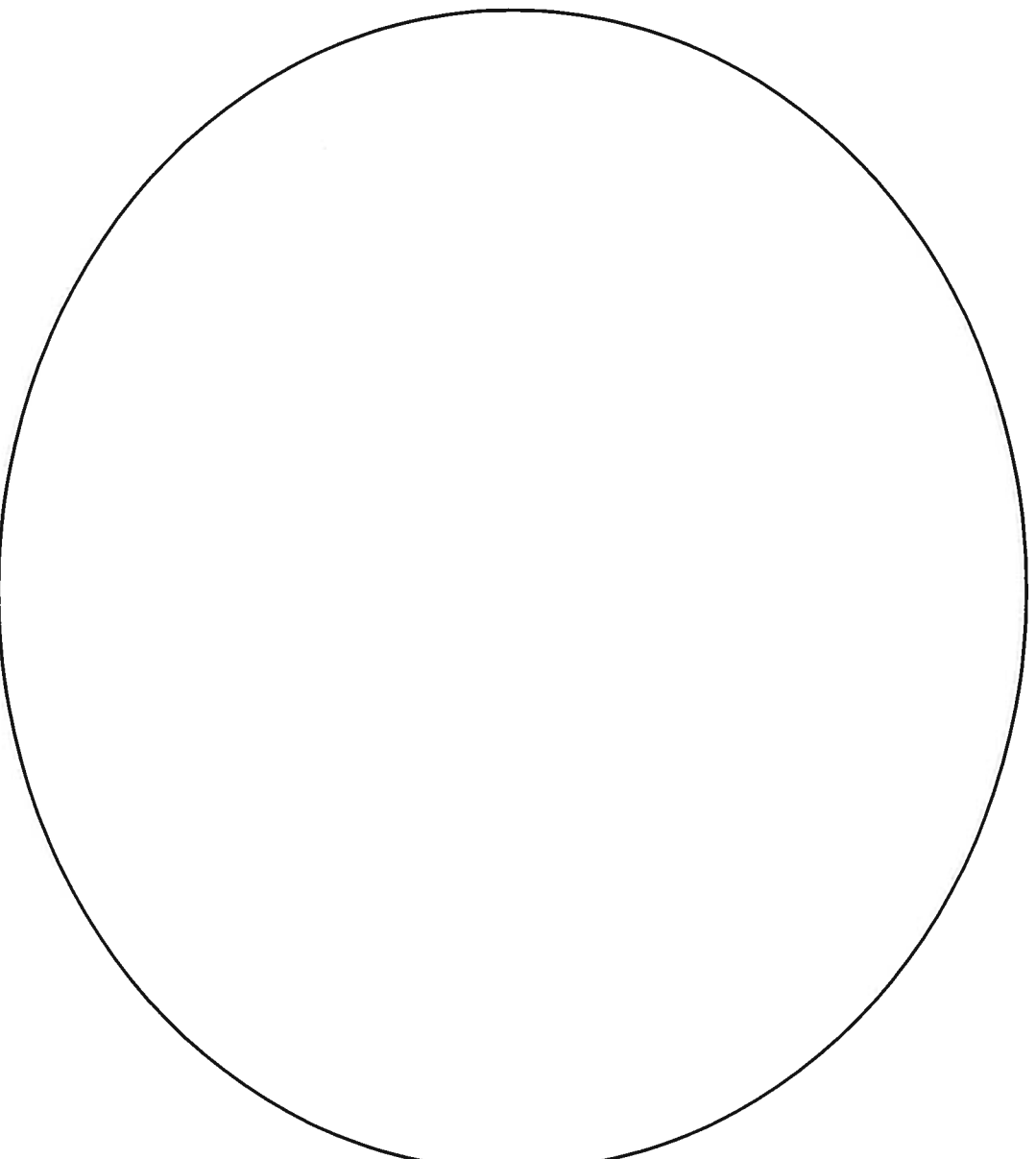
- \_\_\_\_\_ 1. One of Hitler's direct subordinates, such as Heinrich Himmler or Joseph Goebbels
- \_\_\_\_\_ 2. A German who voluntarily joined Hitler's special elite, the SS
- \_\_\_\_\_ 3. A German industrialist who financially supported Hitler's rise to power and continued to support him verbally
- \_\_\_\_\_ 4. A judge who carried out Hitler's decrees for sterilization of the "mentally incompetent" and internment of "traitors"
- \_\_\_\_\_ 5. A doctor who participated in sterilization of Jews
- \_\_\_\_\_ 6. A worker in a plant making Zyklon B gas
- \_\_\_\_\_ 7. The Pope, who made no public statement against Nazi policy
- \_\_\_\_\_ 8. An industrialist who made enormous profits by producing Zyklon B gas
- \_\_\_\_\_ 9. A manufacturer who used concentration camp inmates as slave labor in his plants
- \_\_\_\_\_ 10. An American industrialist who helped arm Hitler in the 1930s
- \_\_\_\_\_ 11. A person who voluntarily joined the Nazis in the 1930s
- \_\_\_\_\_ 12. A person who agreed to publicly take the Civil Servant Loyalty Oath (swearing eternal allegiance to Adolf Hitler in 1934)

- \_\_\_\_\_ 13. A person who complied with the law excluding Jews from economic and social life
- \_\_\_\_\_ 14. A person who regularly, enthusiastically attended Hitler rallies
- \_\_\_\_\_ 15. A person who always respectfully gave the "Heil Hitler" salute
- \_\_\_\_\_ 16. A person who served as a concentration camp guard
- \_\_\_\_\_ 17. A person who turned the lever to allow the gas into the chambers
- \_\_\_\_\_ 18. A driver of the trains that went to the concentration camps
- \_\_\_\_\_ 19. A diplomat for the Nazi government
- \_\_\_\_\_ 20. The American Government, which limited emigration of Jews to the U.S. in the 1930s
- \_\_\_\_\_ 21. The "little guy" who claimed "he doesn't get involved in politics" and thus went about his business as quietly as he could in the Hitler regime
- \_\_\_\_\_ 22. The soldier who carried out orders to roust Jews from their homes for "evacuation and resettlement"
- \_\_\_\_\_ 23. The German couple who took up residence in a home evacuated by Jews
- \_\_\_\_\_ 24. The non-Jews who took over a store just abandoned by Jews
- \_\_\_\_\_ 25. The German who refused all pleas to participate in hiding and smuggling of Jews
- \_\_\_\_\_ 26. The policeman who helped round up escaping Jews
- \_\_\_\_\_ 27. A teacher who taught Nazi propaganda
- \_\_\_\_\_ 28. Children who joined the Hitler Youth
- \_\_\_\_\_ 29. Parents who sent or allowed their children to attend Hitler Youth meetings
- \_\_\_\_\_ 30. The Protestant clergyman who gave to the Nazis lists of members of his congregation who were "non-Aryan."

## WHO WAS RESPONSIBLE FOR THE HOLOCAUST?

Determine who was responsible for the Holocaust and to what extent they are guilty of crimes against humanity.

Create a circle graph in which you assign the person(s) listed the percentage of responsibility you believe they should bear for the Holocaust. You do not have to use every category listed; however, all percentages must add up to 100%.



**RED:** Residents of Auschwitz and other towns near concentration camps who knew about the camps but did nothing to stop them.

**BLUE:** Minor Nazi soldiers who carried out the mass extermination orders without questioning their superiors.

**GREEN:** Hitler, the leader of the German nation who hated Jewish people and other "undesirables" and wanted them destroyed.

**YELLOW:** German citizens who voted for Hitler and the Nazi Party to revitalize their morale and their economically depressed country.

**ORANGE:** The countries (including the United States) who refused to take the Jewish people who attempted to seek safety by leaving their own country.

**PURPLE:** Top SS officers who designed and executed the "final solution" for Hitler.

**BROWN:** Non-Jewish Europeans who turned against their fellow citizens for fear that they, too, would be imprisoned as Jewish sympathizers.

**BLACK:** Leaders of the Allied countries who saw evidence of the Holocaust, but initially refused to get involved or voice opposition to Hitler.

**PINK:** Churches of all denominations who remained silent and refused to intervene when confronted with evidence of the Holocaust.

**GRAY:** God (Yahweh) who to many seemed absent and silent during this massive genocide.