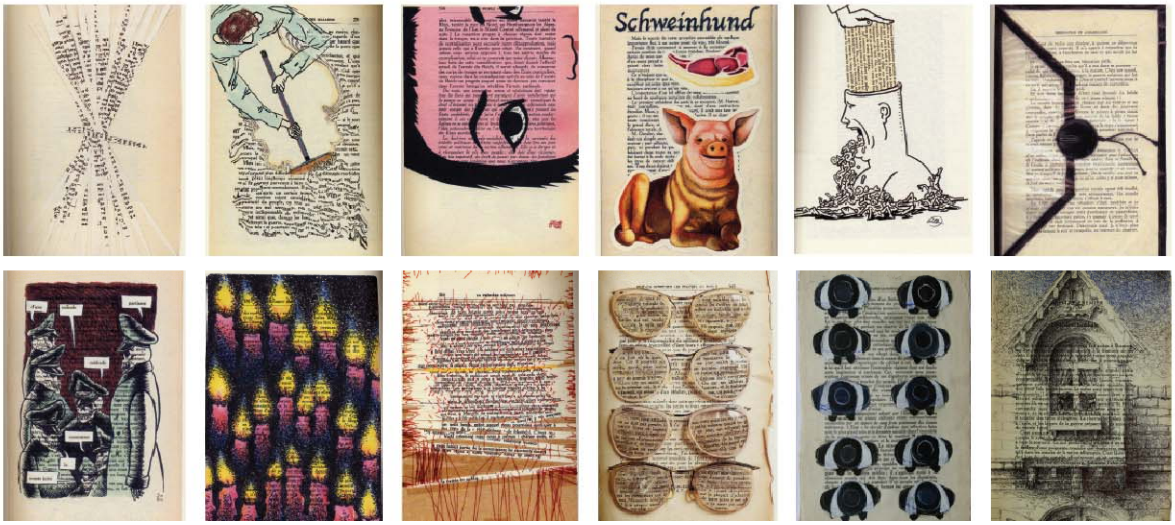
Curriculum Resource GUIDE

CONTEMPORARY JEWISH MUSEUM



OUR STRUGGLE

RESPONDING TO MEIN KAMPF

Artistic Responses to the Holocaust and Genocide

CONTEMPORARY JEWISH MUSEUM thecjm.org

HOLOCAUST CENTER OF NORTHERN CALIFORNIA hcnc.org

CREATING ARTISTIC RESPONSES TO THE HOLOCAUST AND GENOCIDE

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CONTEMPORARY JEWISH MUSEUM

HOLOCAUST CENTER OF NORTHERN CALIFORNIA

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PREFACE

About this Curriculum:
This curriculum is designed to enhance your visit to *Our Struggle: Responding to Mein Kampf*. It contains information about the exhibition, resources and lessons related to the Holocaust and Mein Kampf, as well as several lessons that can be used to as pre- or post-visit activities. A CD of images from the exhibition is included for your classroom use. While ideally this curriculum is a three-part lesson (pre-visit, tour, and post-visit), we hope you will adapt the materials to meet the needs of your class. These lessons are written for the teacher with handouts for students at the end of this document.

This curriculum explores the origins and effects of *Mein Kampf* on pre-war Germany and beyond. It lays groundwork for students to consider the impact of the book and theories of eugenics on the Holocaust. It then introduces *Our Struggle* as an example of a communal, artistic response to the ideas and consequences of this book. Finally, the curriculum asks students to consider parallels between the Holocaust and other genocides, with a focus on the situation in Darfur. The curriculum examines the Holocaust as it relates to *Mein Kampf*, eugenics, and the *Our Struggle* exhibition, but is not a comprehensive history of the Holocaust curriculum.

Suggestions for Using this Curriculum in conjunction with a Museum Visit:
Prior to a visit to the Contemporary Jewish Museum, familiarize your students with the exhibition using the Introduction. Then, teach Lesson 1: *Mein Kamp*f in Context. If your students are new to looking at art, you may want to teach all or part of Lesson 2 as well. Following your visit, present Lesson 2: Art as a Form of Civic Engagement and Social Protest (if you haven't already), followed by Lesson 3. For a hands-on experience, have your students participate in the Activity 3: A Class Response in Lesson 3.

To book a tour of *Our Struggle: Responding to Mein Kampf*, email tours@thecjm.org or call 415.655.7856.

If you are not able visit Our Struggle with your class, you may use the images provided to discuss the works on view in the exhibition.

About the Contemporary Jewish Museum:
With the opening of its new building on June 8, 2008, the Contemporary Jewish Museum (CJM) ushered in a new chapter in its twenty-plus year history of engaging audiences and artists in exploring contemporary perspectives on Jewish culture, history, art, and ideas. The new facility, designed by internationally renowned architect Daniel Libeskind, is a lively center where people of all ages and backgrounds can gather to experience art, share diverse perspectives, and engage in hands-on activities. Inspired by the Hebrew phrase "L'Chaim" (To Life), the building is a physical embodiment of the CJM's mission to bring together tradition and innovation in an exploration of the Jewish experience in the 21st century. To learn more about the CJM visit thecjm.org

About the Holocaust Center of Northern California:
The Holocaust Center of Northern California is dedicated to the remembrance of the Holocaust through its commitment to education, documentation, research, and the recording of oral testimonies of eyewitnesses to the Holocaust. By showing the link between the Holocaust and contemporary issues, the Holocaust Center is a leader in the effort to increase awareness among the general public about the causes and consequences of racism, anti-Semitism, intolerance, and indifference during the Holocaust and today. To learn more about HCNC visit hcnc.org.

Introduction to the Exhibition *Our Struggle: Responding to Mein Kampf*

"I felt together we could recreate the book and experience a new reading of the pages. It would become Our Struggle."

--Linda Ellia, Artist

In 2005, French painter and photographer Linda Ellia's daughter showed her a book she had come across at the home of a family friend – a French translation of Hitler's notorious memoir and manifesto *Mein Kampf* (*My Struggle*). Ellia, who is Jewish, was stunned as she held the thick tome. It was as if she was holding Hitler in her hands, and the book's weight was the heaviness of the Holocaust. She felt immediately compelled to respond. She awoke one night with an idea – what if she detached one of the pages to express her anger and resist the book's horror? Grabbing a large red marker, she drew the head of a woman screaming on the loose page and named her Aile (the French word for 'wing').

"I felt such pleasure, that I continued on about 30 pages," says Ellia. "I covered them with my words, with my drawings, with my paintings. I cut them up. It's then that I thought about the others. Why not share the experience that I was in the process of living?"

Over the next three years, Ellia distributed the pages of *Mein Kampf* one by one to individuals from all walks of life – professional artists, youth and ordinary citizens each invited to paint, draw, sculpt, collage and blacken the page how they wished as a reaction to the text and its themes. Six hundred pages came back to her and she gathered the results into a collective artwork and book titled *Notre Combat* (*Our Struggle*) published in 2007 by Seuil Editions, a leading publisher of art books in France.

Our Struggle: Responding to Mein Kampf is the first North American showing of the hundreds of pages returned to Ellia. In addition to the work on view, the exhibition contains a documentary about Ellia and the project, provides a resource room about Mein Kampf developed in collaboration with the Holocaust Center of Northern California, and creates opportunities for visitors to leave their own responses on a collective chalkboard 'canvas.'

LESSON 1: *Mein Kampf* in Context

"What should we do with such a book? Ban it? . . . . Forget it? . . . Burn it?. . . ."[1]

Eugenics, anti-Semitism, and German expansionism are theories Adolf Hitler espoused in *Mein Kampf* (My Struggle). These ideas were not new—an understanding of their roots is key to understanding *Mein Kampf* and the philosophies of the Nazi Party. The exhibition *Our Struggle* was sparked by Linda Ellia's experience encountering Hitler's manifesto *Mein Kampf*. This section of the curriculum provides background information on Hitler, eugenics, and the rise of the Nazi Party.

Note to the teacher: Use the provided definition and background to give your students a brief introduction to eugenics, and how it was applied in Nazi Germany.

> ***Eugenics:*** The study of hereditary improvement of the human race by controlled selective breeding; a science that deals with the improvement (as by control of human mating) of hereditary qualities of a race or breed.[2]

A background of eugenics in Nazi Germany:

The German obsession with racial purity began centuries before the rise of Nazism but reached its peak in the 20th century. However, eugenics and euthanasia were continually discussed after the turn of the twentieth century, as the Germans researched ways to "improve" the German race. Following in the direction of Charles Darwin's theories, German eugenicists looked for a policy to promote so-called "racial hygiene".[3] The Nazi government established policies of tax credits and bonuses in order to foster large "valuable" families and promote positive breeding amongst racially "superior" couples.

Sterilization and euthanasia for the "unfit" were also administered as a means of limiting, and eventually eradicating, the genetically "inferior" elements of the German population.[4] In 1935, the Law for the Prevention of Hereditarily Ill Offspring was passed, authorizing the sterilization or castration of an estimated 400,000 "mentally handicapped … hereditary epileptics, and the blind, deaf, or alcoholic."[5]

As the Nazis continued to triumph in military combat, they began to occupy more land. *Ostraumlösung* was Germany's plan to "move eastward" in an imperial expansion that would take land from Jews and Slavs in the east and replace them with new German settlements.[6] The land or *Lebensraum* (living space) was to be taken from the "inferior" and redistributed to those Germans deemed the racially "élite". This movement became one factor in the motivation to increase the Aryan population.

A background of eugenics beyond Germany:

Eugenics originated in England in the late 19th century. Sir Francis Galton, the founder of eugenics, which he called "the cultivation of race," was a cousin of Charles Darwin. In his publication *Hereditary Genius* (1869) Galton presented evidence that talent is an inherited characteristic.[7]

By the early 20th century eugenics was being studied and applied throughout the world, reaching its peak in the inter-war period (1920-1940). During this period the first cases of the acceptance and application of eugenics appeared in the United States. American eugenics-based programs included

selective immigration and enforced sterilization of those defined as intellectually and mentally handicapped."[8] Other countries, including England and Australia, implemented governmental policies based on theories of eugenics.

Who was Hitler and what influenced him?

Note to the teacher: Before examining Hitler's theories and the horrific events he orchestrated, have your students become familiar with him as a person. This piece is important in understanding that perpetrators should be seen as members of society.

Adolf Hitler (1889-1945)
Hitler was born in Braunau, Austria. His parents were modest landowners and his father, who died young (1903) was a customs official. While attending secondary school in Linz, Austria young Hitler was influenced by a history teacher promoting the pan-German ideals. His teacher taught Hitler that all those of German descent (including Austrians) would again one day belong to one mighty Teutonic nation.[9]

In 1907 Hitler attempted to join the Vienna Academy of Art's School of Painting, but failed twice. It was that same year that Hitler's mother died of breast cancer (her doctor had been Jewish). In 1908 Hitler moved to Vienna and while living in very meager conditions he struggled to continue his art career by selling postcards he painted. It was during this time that anti-Semitism in Vienna was very prominent and advocated by the city's mayor, Karl Lueger.

In 1913 Hitler moved to Munich, Germany and, in the following year when World War I broke out, joined the German army. Hitler thrived in the authoritative structure of the army and advanced from a message runner to lance corporal. Germany lost the war and a bitter Hitler returned to Munich to begin his political career. He joined the small anti-Semitic war veterans party that, in 1920, became the National Socialist German Workers' Party (Nazi party). By 1923 the party had a following of 56,000 members and Hitler as their chairman. It was during the Beer Hall Putsch of November 1923 when Hitler attempted to take over the Bavarian Government that sentenced him to jail for five years.

Hitler and *Mein Kampf*
After only nine months in jail, Hitler was released and had written the first part of is book, *Mein Kampf* (My Struggle). Originally called *Four and a Half Years of Struggle Against Lies, Stupidity, and Cowardice*, his manifesto was first written in two parts: A Reckoning (1925) and The National Socialist Movement (1926). *Mein Kampf* contained autobiographical information, became a platform to express Hitler's foreign policy goals of conquering Eastern Europe and Soviet Russia as the extended *Lebensraum* (living space) for the German people, and served as a forum for outlining his anti-Jewish program. While Hitler accused the Jews of aspiring to dominate the world and wrote of the need to implement anti-Semitic policies to ensure German supremacy, contrary to popular belief, *Mein Kampf* did not explicitly outline the murder of European Jewry.

The Nazi party was reestablished in 1925 and by 1932, the party had won 230 out of 599 seats in Parliament, giving them 38.4% of the vote (making them the largest party). By 1933 Hitler was named Chancellor of Germany, and by August 1934 with the death of President Von Hidenberg he assumed that office as well.

Hitler viewed the Jews as his ideological enemies and a danger to the "Aryan" race, Germany, and the world in general. He also saw them as the major proprietors of democracy, liberalism, and Socialism—ideological trends directly opposed to his beliefs. Thus, as *Fuehrer* (Leader) of Germany, Hitler focused on destroying the Jews through Nazi racial principles and establishing German dominance in Europe, and later the world.[10]

Hitler orchestrated the events of the Holocaust and Germany occupation of Europe. On April 30, 1945, Hitler committed suicide in his Berlin bunker, with his wife Eva Braun.

More about *Mein Kampf*

Though it is widely believed that *Mein Kampf* was not well-written, it was incredibly successful. By 1939, over 5 million copies had been sold, and it had been translated into 11 languages[11]. During Hitler's rule, between 1933 and 1945, *Mein Kampf* was available in several common editions. Copies were distributed to soldiers, and the *Hochzeitsausgabe*, or Wedding Edition, was distributed free to marrying couples.

In 1939, the first unabridged annotated English version was published in the United States by Reynal & Hitchcock. It published a special edition of *Mein Kampf* for the 300,000 members of the Book of the Month Club. Due to its popularity, the book was listed as a premium for all members. The book still remains popular today, despite bans on its sale and publication in many countries.

Instructions for Activity 1, Part 1: Copy Quote 1 onto a piece of paper and had out to each student. Have them read over and reflect in their journals.

- Which stereotypes are displayed?
- Do you think the German people and others around the world took him seriously? Why or why not?

Following their time journaling, have the class discuss as one large group their thoughts and ideas.

The following quotes are taken from a version of *Mein Kampf* translated into English:

Quote 1:

With satanic joy in his face, the black-haired Jewish youth lurks in wait for the unsuspecting girl whom he defiles with his blood, thus stealing her from her people. With every means he tries to destroy the racial foundations of the people he has set out to subjugate … It was and it is Jews who bring the Negroes into the Rhineland, always with the same secret thought and clear aim of ruining the hated white race … For a racially pure people which is conscious of its blood can never be enslaved by the Jew.[12]

***Instructions for Activity 1, Part 2*:** Put Quote 2 on the board and have a student read aloud, and then ask the students what the line "greatest lie, that the Jews are not a race but a religion" means?

- Do they agree … Are Jews a race and not a religion? Consider people from other faiths (Christian, Catholic, Islamic, Buddhist).
  - Are these races and/ or religions?
- What is the difference between a race and religion?

Have them create their own definitions and then share the following definitions with them:

Quote 2:
"On this first and greatest lie, that the Jews are not a race but a religion, more and more lies are based in necessary consequence. Among them is the lie with regard to the language of the Jew. For him it is not a means for expressing his thoughts, but a means for concealing them. When he speaks French, he thinks Jewish …"[13]

Race: A group of persons, animals, or plants, connected by common descent or origin

Religion: A particular system of faith and worship[14]

Discussion questions:

1. Can two people be of the same race, but not the same religion? Why?
2. Can two people be of the same nationality, but not the same race and or religion? Why?
3. How are these labels different now than they were in the Holocaust era? (1935-1945)
4. How does the quote you read relate to what you just learned about theories of eugenics?

***Instructions for Activity 2*:**
This section examines two primary sources: an interview with Hitler in 1922 and quotes from the text of *Mein Kampf*. Distribute these quotes to your students either as handouts or write them on the board for the group to read out loud.

Prior to the writing of Mein Kampf Hitler expressed his political and social views primarily in rallies and interviews. Hitler articulated his anti- Semitic theories and violent ideas as early as 1922 in an interview with Joseph Hell:

> Hell asked Hitler, "What do you want to do to the Jews once you have full discretionary powers?" Hitler, who until then had spoken calmly and with measured words, underwent a total transformation:

> "His eyes no longer saw me but instead bore past me and off into empty space; his explanation grew increasingly voluble until he fell into a kind of paroxysm that ended with his shouting, as if to a whole public gathering:
> 'Once I really am in power, my first and foremost task will be the annihilation of the Jews. As soon as I have the power to do so, I will have gallows built in rows - at the Marienplatz in Munich, for example - as many as traffic allows. Then the Jews will be hanged indiscriminately, and they will remain hanging until they stink; they will hang there as long as the principles of hygiene permit. As soon as they have been untied, the next batch will be strung up, and so on down the line, until the last Jew in Munich has been exterminated. Other cities will follow suit, precisely in this fashion, until all Germany has been completely cleansed of Jews.' "[15]

Discussion Questions:

1. Scholars and humanitarians look at the patterns of history to help detect the early warning signs of genocide. Was Hitler's interview with Hell an early warning sign for genocide? Support your answer with examples.

2. Hitler did not express his anti-Semitism in such an explicit way over a decade later in *Mein Kampf*. Why do you think he chose not to do so?

3. How do people express themselves differently when writing versus speaking?

Background on Anti-Jewish Legislation

Hitler explicitly stated many of his philosophies of anti-Semitism in his writings and public addresses. However, it was in 1933 when the first official anti-Jewish legislation was established in Germany and his theories were put into action.

On April 7, 1933 the Law for the Restoration of the Professional Civil Service was created. The passing of this law defined the term "non-Aryan"

> "A non-Aryan is a person who is the descendent of non-Aryans, particularly Jewish parents or grandparents, even if only one parent or grandparent is non-Aryan. This is presumed especially if one parent or grandparent is of the Jewish faith … If 'Aryan' descent is doubtful, an opinion must be obtained from the 'expert on racial research.'"[16]

This classification provided for the expulsion of "non-Aryans" from German civil life.

For example:

1. "The admission of "non-Aryan" lawyers to practice law may be revoked as of September 30, 1933, and no new "non-Aryan" lawyers may be admitted.[17]

2. "This law restricts the number of "non-Aryan" students in proportion to the percentage of "non-Aryans" in the German population"[18]

However there was an exception made for: "'non-Aryans' who were soldiers or whose fathers fought for Germany or her allies in the war or 1914-18. Also to "non-Aryans' whose parents were married before the proclamation of this law, if one parents or two grandparents are of 'Aryan' descent."

In an appendix to this clause the following terms were defined:

> *i.* **Jews**: Persons with two Jewish grandparents, if they belonged to the Jewish religion or were married to a Jewish person on September 15, 1935, and persons with three or four Jewish granparents.
>
> *ii.* **Non-Aryans:** Mischlinge "halfbreeds" of the second degree: Persons with one Jewish grandparent.
>
> *iii.* **Mischlinge of the first degree:** Persons with two Jewish grandparents who did not belong to the Jewish religion and were not married ot a Jewish person on September 15, 1935.

From a direct order by Hitler in September 1935, the Law for the Protection of German Blood and Honor was included in what is now known as the Nuremberg Laws.[19]

> "to conserve the purity of German blood …Marriages as well as extra-marital relations between Jews and persons of German or cognate are forbidden. Jews may not employ in their homes female persons of German or cognate blood under 45 years of age. Jews are not allowed to display the colors of the Reich or to hoist the national flag. Severe penalties will be imposed for violation of this law."[20]

Throughout the following years anti-Jewish supplements were added to the Nuremberg Laws. For example:

> 1. Jews who are German subjects have to apply for identification cards … All Jews over 15 years of age must carry this card at all times … Heavy punishment is provided for violation of these provisions. (July 23, 1938)[21]
>
> 2. Jews are allowed certain first names only … Jewish persons with first names different from those listed must register and use the first names "Israel" (for men) and "Sara" (for women), in addition to their own names. (August 17, 1938)[22]

Instructions for Activity 3: Discuss with your students: What events and theories influenced *Mein Kampf* and what events and theories did *Mein Kampf* influence?

Suggested talking points:

- Eugenics and Social Darwinism were popular movements in the United States, England, Australia and Western European countries in the inter-war period

- Anti- semitism has been prominent throughout history since the birth of Christianity (ie: Middle Ages, Russian pogroms, blood libel, immigration quotas)
- In the decade following the publication of *Mein Kampf*: Several European and Middle Eastern countries collaborated with the Germans, including military collaborations and implementing anti- Jewish legislation.
- German society did not resist, but followed Hitler's movements for the occupation of Eastern Europe, the propaganda of racial hierarchy, and the destruction of European Jewry.

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[1] Simone Veil (born 1927) Survivor of Auschwitz-Birkenau, 16th President of the European Parliament and Former Minister of Health, France.
[2] www.dictionary.com
[3] United States Holocaust Memorial Museum, An Exhibit, Deadly Medicine: Creating the Master Race (2004).
[4] Ibid.
[5] Deborah Dwork and R. J. van Pelt, Auschwitz, 1270 to the Present, 1st ed. (New York: Norton, 1996) 96.
[6] Götz Aly, 'Final Solution': Nazi Population Policy and the Murder of the European Jews, trans. Allison Brown and Belinda Cooper (London; New York: Arnold; Oxford University Press, 1999) 274-75.
[7] www.encylopedia.com
[8] Encyclopedia of Genocide, vol 1 15
[9] Hendrik Willem van Loon, Out Battle (New York: Simon and Schuester, 1938) 78.
[10] www.yadvashem.org.il
[11] www.yadvashem.org.il
[12] Adolf Hitler and Ralph Manheim, Mein Kampf (Boston: Houghton Mifflin Company, 1971) 325.
[13] Ibid 307.
[14] Oxford English Dictionary
[15] Josef Hell, "Aufzeichnung," 1922, ZS 640, p. 5, Institut für Zeitgeschichte. The retired Major Josef Hell was a journalist in the twenties and in the beginning of the thirties, during which time he also collaborated with Dr. Fritz Gerlich, the editor of the weekly newspaper Der Gerade Weg.

[16] Reichsegsetzblatt, 471 (HCNC archives)
[17] Reichsegsetzblatt, Law Regarding the Admission to the Legal Profession, 472 (HCNC archives)
[18] Reichsegsetzblatt, Law Against the Overcrowding of German Schools and Universities (April 25, 1933) 474 (HCNC archives)
[19] Yehuda Bauer, A History of the Holocaust (Danbury, CT: Franklin Watts, 1982) 102.
[20] Gesetz zum Schutz des Deutschen Blutes und der Deutschen Ehre

[21] Reichsegsetzblatt, Third Notice regarding Identification Cards, 491 (HCNC Archives)
[22] Reichsegsetzblatt, Second Decree Supplementing the Lw Regarding the Change of Family Names, 492 (HCNC Archives).

Images and Interpretation

Instructions for Activity 1: Share the following background information with your students, then use the discussion questions provided to analyze the artwork and its response to a particular political issue or event. You may even want to divide students into four groups, asking each group to analyze one of the images. Images can be found on the Student Handout pages at the conclusion of this packet, or on the CD provided.

Background Information

Throughout time, artists and ordinary citizens have created art to protest, critique, or resist the dominant culture. This art has taken many forms—often painting and sculpture, but also graffiti art, murals, performances, and music. Protest art also marked a shift in who created art--from the domain of artist to also include social activists and ordinary citizens with a message to convey. Activist art seeks to reach a wide audience, and for this reason generally is created and displayed outside of a museum or gallery setting.

One of the best-known early examples of protest art is Pablo Picasso's painting *Guernica*. Often called modern art's "most powerful anti-war statement,"[1] *Guernica* was created for the Spanish Pavilion at the 1937 World's Fair, and was Picasso's response to the bombing of Guernica, a small town in the Basque region of Spain, by Germany at the request of the Spanish nationalist government. During this attack, sixteen hundred civilians were killed or wounded. The mural (originally displayed near a monument to Nazi Germany) depicts the suffering of humans and animals, but Picasso refused to interpret the symbols for his viewers, stating, "It isn't up to the painter to define the symbols. Otherwise it would be better if he wrote them out in so many words! The public who look at the picture must interpret the symbols as they understand them."[2]

In the past forty years, particularly in the United States, causes like women's rights, the AIDS crisis, and economic inequality have provided subject matter for artists seeking to affect change through art. In the late 1980s and early 1990s, the AIDS activist group ACT UP collaborated with artists' collectives to create and display messages of outrage at the government's lack of action against the AIDS crisis. Gran Fury, one of the collectives, worked to create street art that merged art, advertising, and education. Many of these artworks contained shocking statistics, controversial images, and powerful slogans. Keith Haring was an artist who used graffiti and cartoon-like figures to convey social messages. His works were created on canvas and paper, but also the walls of subways and buildings.

In San Francisco, murals, particularly in the Mission District, are public works of art designed to convey messages to a broad segment of society. According to *Street Art San Francisco*, the Mission boasts the highest concentration of murals in the United States. "The artists who paint new life onto drab surfaces do more than choose a surface to mark. Muralismo is a political/community aesthetic that changes the way everything looks and everyone sees.[3] " Many of the murals in the Mission address critical and current themes, from immigration to workers' rights to violence in local communities.

Activity 1: Have your students look carefully at *Guernica*, *Silence = Death*, and the two images of Mission murals. Use the corresponding questions below to interpret the artworks. (Student Handouts 1-4)

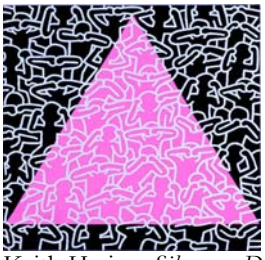
Pablo Picasso, *Guernica,* 1937,
oil on canvas , 349 cm × 776 cm (137.4 in × 305.5 in)
Museo Reina Sofia, Madrid

What do you notice about this painting?

What familiar images or symbols does the artist use?

What emotions does this evoke for you?

What message do you think the Picasso is trying to convey? How does he do it?



Keith Haring, *Silence = Death*, 1989,
acrylic on canvas
40 x 40 inches,
Courtesy of the Keith Haring Foundation

What do you notice?

What familiar images or symbols does the artist use?

Take a look at the title of this work. How might this work be different if you didn't know the title?

What message do you think Haring is trying to convey? How does he do it?

How might seeing this work on a billboard be different than seeing it in a museum or art gallery?

Juana Alicia, *Las Lechugueras/The Lettuce Pickers*, 1983

What is going on here? Take a careful look at all of the details of the mural.

What familiar images or symbols does the artist use?

Take a look at the title of this work. (Translate it into English if necessary) How might this work be different if you didn't know the title?

What message do you think the artist is trying to convey? How does she do it? Is her message effective? Why or why not?

How might seeing this work on outdoor wall be different from seeing it in a museum or gallery? Why might the artist have selected to create this mural in San Francisco's Mission District?

Sirron Norris, *Victorion: El defensor del La Mision*

What is going on here? Take a careful look at all of the details of the mural.

What familiar images or symbols does the artist use?

How does the artist borrow from popular culture? What is the impact of using these techniques?

Take a look at the title of this work. (Translate it into English if necessary) How might this work be different if you didn't know the title?

What contemporary issues might this mural be addressing?

How might seeing this work on outdoor wall be different from seeing it in a museum or gallery? Why might the artist have selected to create this mural in San Francisco's Mission District?

Protest art in *Our Struggle*

Artist Linda Ellia sees the works featured in *Our Struggle* as a collective act of protest against Hitler's text and the horrors of the Holocaust, as well as against contemporary racism, hatred, and genocide. Much like protest art, the artwork of *Our Struggle* began not in an art school or a museum but in a distribution of the pages of Mein Kampf to ordinary citizens on the streets of Paris. Ultimately, Linda received responses from around the world, including from California.

Instructions for Activity 2: Have your students take a look at the images from *Our Struggle* below (Student Handouts 5-13 or on the CD ROM provided). Analyze one or more of the images using the questions below as your guide, as well as the quotes or translations when appropriate.

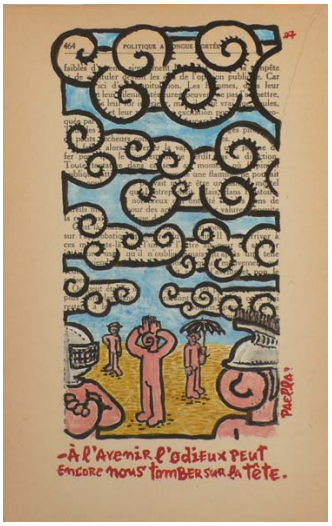
> What do you notice about this response to *Mein Kampf*?
>
> What message do you think the creator is trying to convey? How does he/she do it?
>
> How does the artist incorporate the text in his/her work?
>
> What familiar images or symbols does the artist use?
>
> What emotions does this evoke for you?
>
> Do you think this is a good example of protest art? Why or why not? What might this piece inspire you to do or think about?
>
> How do these artworks compare to the other works of protest art you have viewed? What makes them more or less effective?

The following text was included by the creator of the image of a boy holding a Torah, and may be used to supplement the questions above.

….I long had a nauseous feeling that kept me from responding to the offer being made. A haunting mystery paralyzed me: how could a people at the height of its civilization be lead down the path of barbaric devastation simply by reading these terrible, yes, but mostly pathetic words?

At my son Nathan's bar mitzvah, I finally saw the light and no longer felt paralyzed when I saw his beaming, joyful face. A face that would have purely been that of an angel had it not been for the fact that his grandfather survived Nazi hell. It is by measuring out my emotion as a father witnessing his son's coming of age, an emotion I had felt from my own father, who must have also felt it from his father, that I figured that the best way to send these foul lines back to hell was to cover them with these sublime Hebrew texts and with the smile of a little Jew radiating life.

What a wonderful idea you've had to turn this message of hate into a message of love! Yves El Bèze



CURRICULUM CREATED BY: MORGAN N. BLUM & JANINE OKMIN
FEBRUARY 2010

From the project *Notre Combat* by Linda Ellia; nine of 600 works on paper; 8 ¾ x 5 ½ inches; Paris, France; 2007. Courtesy of the Contemporary Jewish Museum.

Follow-up Discussion:

Below are several suggested discussion questions. Select those appropriate for your class.

- What other artworks have you experienced that address a social issue or concern? (Keep in mind that protest art doesn't have to be visual--protest art can take the form of film, music, writing, etc.)
- Where did you experience these artworks? How do these artworks reach their intended audiences?
- Why do you think artists create this type of artwork?
- What impact have these artworks had on you?
- Do you think art can be an effective form of social protest or a vehicle for civic engagement? Why or why not?
- During the Nazi era, the voices of artist and writers were squelched by the dictatorial rule—Nazis banned certain art and artists, banned and burned books, and controlled school curricula. Therefore, there were very few artistic protests against Hitler's rule. How might outcomes differed if artists had been given more opportunity to express themselves? What kind of responses might we have seen?

[1] http://www.pbs.org/treasuresoftheworld/guernica/gmain.html
[2] http://www.pbs.org/treasuresoftheworld/guernica/gmain.html
[3] Jacob, Annice ed. Street Art San Francisco: Mission Muralismo. Harry N. Abrams Inc, New York: 2009. p. 29.

"Today's tyrants are not called Hitler and the victims are not inevitably Jews. *Our Struggle*. . . is a message of hope for all those dealing with racism, persecution and violence. . . ."

-- Linda Ellia, Artist

One of the goals of Linda Ellia's project was to connect the events of the Holocaust (seventy years ago) to the events of today. The current genocide in Dafur has been ongoing since 2003, but has only been brought to public attention in the past few years. The section below illuminates the patterns of genocide throughout history.

Many cases of genocide in history have occurred against the backdrop of war. Examples include World War I and the Armenian Genocide; World War II and the Holocaust; and the Cambodian Genocide in the aftermath of the Vietnam War, as well as the genocide in Darfur.

Darfur, Sudan (2003-present)

Activity 1:
Note to the teacher: Refer to the summary below as well as the glossary and timeline at the end of the lesson for more detail on the history of the conflict in the Sudan. Share selected information with your students.

1. Display on the board or overheard the following definitions and choose a student to read them aloud.
2. Discuss: Is the situation in Darfur is genocide, ethnic cleansing, both, or neither one? *Revisit this question again at the end of the lesson.*

As Defined by the United Nations Convention on the Prevention and Punishment of the Crime of Genocide (UNCG):

Genocide is any of the following acts committed with intent to destroy, in whole or in part, any national, ethnical, racial or religious group as such:

(a) Killing members of the group;
(b) Causing serious bodily or mental harm to members of the group;
(c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
(d) Imposing measures intended to prevent births within the group;
(e) Forcibly transferring children of the group to another group.

Ethnic Cleansing: to systematically eliminate another group from a given territory on the basis of religious, ethnic or national origin. This act can be carried out through the mass expulsion and killing of one ethnic or religious group in an area by another ethnic or religious group in that area.

Darfur: Country of the Fur tribe refers to the Western region of Sudan, an area divided into three administrative regions. Sudan is the largest country in Africa, and 700 miles of single track railway and dirt road link Darfur to Khartoum, the capital of Sudan.

Note to the teacher: the following is a very detailed breakdown of the genocide in Darfur. Use this as a reference, but recognize this situation is current and constantly changing.

What?

Since February 2003, the Sudanese government in Khartoum and the government-sponsored Janjaweed militia have used rape, displacement, organized starvation, threats against aid workers and mass murder to kill more than 400,000 and displace almost 2.5 million people. Violence, disease, and displacement continue to kill thousands of innocent Darfurians every month.[1]

The ethnic and perceived racial basis of the violence has been documented by the U.S. Department of State, the United Nations, independent human rights organizations, and international journalists. The Sudanese government primarily has targeted the civilian population of the Fur, Zaghawa, and Masaalit ethnic groups, sometimes referred to as "Africans".

Who?

The terms "African" and "Arab" have been used to describe the groups involved in the current situation in Darfur yet fail to capture the ethnically diverse society of Darfur and the nuanced relationships among ethnic groups. Especially since the beginning of the conflict in 2003, members of the Zaghawa, Fur, and Masalit communities have used these terms to describe the growing racial and ethnic polarization in Darfur, perceived to result from discrimination and bias emanating from the central government.

This lesson uses the term "African" mainly to describe the Zaghawa, Fur, and Masalit, the principal victims in Darfur in 2003-2006. The term "Arab" is used to describe the Arabized, Arabic-speaking groups of nomadic and semi-nomadic people who have been recruited and deployed as Janjaweed militia. The use of these terms is not intended to gloss over the complexity of the ethnic picture in Darfur. Many of the smaller "African" and "Arab" ethnic groups are not direct participants in the conflict.[2]

Where?

The Darfur region of Sudan consists of 75,890 miles, about three-quarters of the size of Texas or slightly smaller than France. It is largely an arid plateau with the Marrah Mountains, a range of volcanic peaks rising up to 10,100 feet in the center of the region. Darfur literally means "Land of the Fur," so the Fur is the main ethnic group, along with the Zaghawa, Masalit, and various "Arab" tribes. There are multiple "African" languages, but Arabic is the main language. Islam is the prominent religion in Darfur.[3]

Why?

White supremacy and racial hierarchy have been elements leading to genocide for centuries. In Sudan, the patterns arise again. Propaganda from the Khartoum government instills in the Janjaweed and "Arab" community that their fellow "African" countrymen are inferior, and do not deserve to dwell in Darfur, procreate and survive because of their ethnicity and the color of their skin.

The Khartoum government for decades has politically and economically marginalized the "African" population of Darfur. This growing infringement and the Khartoum government's increasing support of the "Arab" militia attacks on "African" villages led to armed conflict by the Fur and Masalit ("African" minority groups) defending themselves in 2003. The Khartoum government was caught by surprise by the militants' attacks and had very few troops in the region. In response, the Khartoum government mounted a campaign of aerial bombardment supported by ground attacks by the Janjaweed on the Fur and Massalit villages in the Darfur region of Sudan.

How?

1. The Khartoum government is responsible for recruiting, arming, and participating in joint attacks with the Janjaweed militia forces that have become the main instrument for attacks on the "African" tribes from Darfur.
2. One common method of attack is a combination of aerial support in bombing and reconnaissance by the Sudanese air force followed by ground attacks by government forces and Janjaweed on horseback surround the village as they flee the aerial attack.
3. Men are the primary targets for initial mass killings, and women become victims of rape as the surviving members of the village attempt to flee by foot to a refugee camp.
4. The Janjaweed have been given explicit and implicit authority over areas vacated by those they have forced out.[4]
5. The attacks on "African" villages follow clear patterns and are carried out with intent, coordination and planned operations. Villages are not attacked at random, but are emptied across wide areas in operations that have lasted for several days or were repeated several times until the population was either killed or driven away.

> **One example:** While Human Rights Watch was in Darfur, fourteen villages south-west of Geneina were attacked and burned in a single day, March 27, 2004. The same month, government forces and Janjaweed cleared and burned dozens of villages in the Millebeeda area, close to the Chad border, burning eight villages in a single day in early March. Human Rights Watch surveyed an area of approximately sixty square kilometers or twenty-five square miles, and found the area, once well-populated and intensely farmed, to be completely deserted.

Since the genocide began in early 2003, more than two million people have become internally displaced (IDPs) in Darfur. The number of Sudanese refugees in Eastern Chad is 250,000. Since February 2003, there have been an estimated 400,000 deaths, including men, women, and children.[5]

Media Coverage

Activity 2:

From 2003- through late 2005 newspaper articles, radio, and especially TV coverage of Darfur was very limited. New York Time editorialist Nicholas Kristof was the consistent exception. From 2006-2008 there was a peak in the coverage of Darfur in the Media.

Note to the teacher:

1. Have your students either read one of the articles included in the student handout section (as the situation is constantly developing the teacher might choose to update this section with current articles).

2. Assign your students the task to answer the following questions as they read the articles:

   Who, What, Where and How? (Share with the class the information provided in the previous background section, if necessary.)

Further Discussion Questions:

1. Why do you think the media recently (2009-2010) decreased its coverage of Darfur?

2. Does the media accurately portray the reality of the situation?

3. How is the word genocide used in the media coverage? Is it used properly and appropriately?

4. Is what is happening in Darfur a genocide? Why?

5. What acts of genocide are being committed? Use the glossary definition of genocide as a reference.

Activity 3: A Class Response

Note to the teacher: The following activity is a suggested way to follow-up a visit to *Our Struggle* or a viewing of the art in your classroom. Depending on your time frame for this curriculum you may or may not have time for this activity.

Goal: Students will use art to respond to a current event or political issue.

Process: Select a timely and relevant piece of writing: a newspaper or magazine headline or article, advertisement, transcript of a speech, song, etc. You may want to use one of the Nicholas Kristof articles on Darfur in the Student Handouts section of the curriculum. Consider the following:

- What is the intended message of the text?
- What is your reaction to it?
- What message would you like to send to others about this document?
- What words, images, symbols, or other manipulations might help you convey this message?
- Using the art materials of your choice (collage, paint, markers, digital/computer-generated effects, etc.) alter the original document to create a response to the original document.

Assessment: Ask students to share their images with their classmates. Ask students to analyze the image using questions similar to those you used to analyze the works from *Our Struggle*.

Concluding Discussion Questions:

Note to the teacher: Below are several suggested discussion questions. Select those appropriate for your class.

Why is it important to look at primary sources?

Can the pages of Mein Kampf included in *Our Struggle* be considered primary source documents after they have been altered? Do you think they are art or history? Why?

Why are many lessons of the Holocaust often taught through art (film, music, theater, photography)? Share some examples. Are they effective? Why or why not?

Mein Kampf was considered one of the "early warning signs" of the Holocaust. What are the warning signs of a genocide one can notice today? What might you be able to do to help prevent the escalation or perpetuation of racism, hate crimes, or genocide?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LIBYA
NORTH
Northern
Libyan
Desert
SUDAN
Khartoum
Area of Detail
Hajjar Bayda
Eshborra
Sarafaya
Adré
Geneina
Millebeeda
Terchana
Mulli
Kreinik
Hashaba
Garadaya
Gundo
Hashaba
Misterei
Jabun
Tirti
Turju
Ardeiba
Bayda
Murnei
Birtabit
Tukul Tukul
Arara
Habila
Dureysa
Mororo
CHAD
SUDAN
Northern Darfur
Northern Kordofan
Tine
Karnoi
Zaghawa
'Aish Barra
Kutum
Zeeyadiya
Kawahla
For Dar Masalit, see inset map
Abéché
Mazroub
Bani Husein
Korma
Masa
Heglig
Hashaba
Kabkabiya
El Fasher
Adré
Geneina
Burunga
Tina
Nuba
Masalit
Langya
Nouri
Jebel Marra
Berti
Bani Fadl
Hamar
Zalingei
Deleig
Kas
Zawiyah
Arwalla
Garsila
Shattay
Buranga
Mugjir
Nyala
Haskanit
Bergid
Western Kordofan
Traditional Areas of Sudanese Ethnic Groups
African: Fur
Arab: Rizeigat
Sudan Survey Dept. 1955
Bani Halba
Hashabah
Western Darfur
Duraysah
Haraza
Southern Darfur
Angata
Tullus
Rizeigat
Humr
Taaisha
Habbaniya
Haraza
Baggara
CENTRAL AFRICAN REPUBLIC
Fertit
Western Bahr el-Ghazal
Dinka
Northern Bahr el-Ghazal
0 km 150
0 miles 150

6

Sudan as of September 2003

A Timeline of Modern Sudan: A History of Conflict

1820: Sudan is conquered by Turkey and Egypt.

1881: Rebellion against the Turkish-Egyptian administration.

1882: The British invade Sudan.

1885: An Islamic state is founded in Sudan.

1899: Sudan is governed by joint British-Egyptian rule.

1899-1955: Sudan is under joint British-Egyptian rule.

1955: Revolt and start of the civil war.

1956: Sudan becomes independent.

1958: General Abbud leads military coup against the civilian government elected earlier in the year

1962: The civil war breaks out in the southern (mainly Christian/African) parts of Sudan, led by the Anya Nya movement.

1964: The "October Revolution" overthrows Abbud and a national government is established

1969: Jafar Numayri leads the "May Revolution" military coup.

1971: Sudanese Communist Party leaders executed after short-lived coup against Numayri

1978: Large findings of oil are made in Bentiu, southern Sudan. The oil becomes an important factor in the strife between North and South.

pre 1980: Intermittent small scale conflict between farmers and nomads. Farmer's crops would often be destroyed by camels and cattle belonging to nomads migrating south in search of water and grazing land. Traditional leaders on both sides would normally resolve disagreements.

1983: Numieri introduces the Islamic Sharia law to Sudan leading to a new breakout of the civil war in the Christian south. In the south the forces are led by the Sudan People's Liberation Movement (SPLM) under command by John Garang.

Islamic law imposed

1983: President Numayri declares the introduction of Sharia (Islamic law).

1985: After widespread popular unrest Numayri is deposed by a group of officers and a Transitional Military Council is set up to rule the country.

1986: Coalition government formed after general elections, with Sadiq al-Mahdi as prime minister.

1988: Coalition partner the Democratic Unionist Party drafts cease-fire agreement with the SPLM, but it is not implemented.

1989: National Salvation Revolution takes over in military coup.

1993: Revolution Command Council dissolved after Omar al-Bashir is appointed president.

US strike

1995: Egyptian President Mubarak accuses Sudan of being involved in attempt to assassinate him in Addis Ababa.

1998: USA launches a missile attack on a chemical plant in Khartoum assumed to develop chemical weapons possibly in corporation with the Al'Qaeeda terror network. Civilians are killed in the attack. The Sudanese government denies any link to terror and chemical weapons.

1999: Sudan start an export of oil assisted by China, Canada, Sweden and other countries

September 2000: Governor of Khartoum issues decree barring women from working in public places.

April 2001: SPLA rebels threaten to attack international oil workers brought in to help exploit vast new oil reserves. Government troops accused of trying to drive civilians and rebels from oilfields.

Peace plan

October 2001: US President Bush names Senator John Danforth as special envoy to tackle Sudanese conflict.

January 2002: SPLA joins forces with rival militia group, Sudan People's Defense Force, to pool resources in campaign against government in Khartoum.

July 2002: After talks in Kenya, government and SPLA sign Machakos Protocol on ending 19-year civil war. Government accepts right of south to seek self-determination after six-year interim period. Southern rebels accept application of Shariah law in north.

February 2003: Rebels in western region of Darfur rise up against government, claiming the region is being neglected by Khartoum.

Darfur crisis

January 2004: Government army strikes down on uprising in Darfur region in the Western Sudan. More than 100,000 people seeks refuge in Chad.

March 2004: UN officers reports that systematic killings on villagers are taking place in Darfur. UN official says pro-government "Arab" "Janjaweed" militias are carrying out systematic killings of "African" villagers in Darfur. UN names Darfur as the worst humanitarian currently, but nothing happens. UN fails to take action as Western countries and media has close to no focus on the problems in Sudan. But even the "African" leaders refuse to take action on the problem.

September 2004: UN says Sudan has not met targets for disarming pro-government Darfur militias and must accept outside help to protect civilians. US Secretary of State Colin Powell describes Darfur killings as genocide.

Final peace in Southern Sudan

January 2005: Government and southern rebels sign a peace deal. The agreement includes a permanent ceasefire and accords on wealth and power sharing. UN report accuses the government and militias of systematic abuses in Darfur, but stops short of calling the violence genocide.

March 2005: UN Security Council authorizes sanctions against those who violate ceasefire in Darfur. Council also votes to refer those accused of war crimes in Darfur to International Criminal Court. United Nations Security Council agrees to send 10,000 peace keeping soldiers to Southern Sudan. Again the decision does not cover the Darfur region.

April 2006: Over a hundred thousand people united across America on Sunday, April 30th. Washington DC hosted the largest group along with almost 20 smaller rallies held around the country on the same day. A strong silent vigil took place as well in San Francisco with a human chain across the Golden Gate Bridge. The rally registered as the largest public action to date to draw attention to the mass violence and genocide in Darfur

May 2006: Khartoum government and the main rebel faction in Darfur sign a peace accord. Two smaller rebel groups reject the deal.

1 Genocide Intervention Network (www.ginet.org)

2 Human Rights Watch (www.hrw.org/)

3 United States Holocaust Memorial Museum, Committee on Conscience (ushmm.org)

4 Human Rights Watch and The United States Holocaust Memorial Museum

5 American Jewish World Service (www.ajws.org)

6 Map courtesy of Human Rights Watch

A Glossary of the Holocaust

Aktion (**action**): Operation involving the mass assembly, deportation and murder of Jews by the Nazis during the Holocaust.

Aktion Reinhard: Code name for the German plan to murder the Polish Jewish population. Initiated in the autumn of 1941, the Aktion was named after SS General Reinhard Heydrich, who was assassinated in June 1942. Three camps were specifically built for this operation: Belzec, Sobibor and Treblinka.

Allies: A military alliance of twenty-six nations that opposed the Axis during World War II. The Allies were led by Great Britain and the United States and included the Soviet Union and China.

Annihilation: Total destruction.

Anschluss (**connection**): Annexation of Austria by Germany on March 13, 1938.

Anti-Semitism: Prejudice or discrimination against Jews. Anti-Semitism can be based on hatred against Jews because of their religious beliefs or their group membership (ethnicity), but also on the erroneous belief that Jews are a race. Nazi anti-Semitism was racial in nature; Jews were viewed as ethnically inferior to "Aryans" and destructive of the world order.

Appell (**roll call**): Roll call of concentration camp prisoners, during which inmates were forced to stand at attention for hours being counted.

Arbeit Macht Frei ("work makes you free"): The motto inscribed on the main gates of numerous concentration camps.

Aryan: A label originally applied to people who spoke any Indo-European language. The Nazis, however, primarily applied the term to people of northern European racial background.

Ashkenazi: Refers to Jews of central and eastern European descent.

Auschwitz-Birkenau: A complex consisting of concentration, extermination, and labor camps in Poland. Auschwitz I was established in 1940 as a concentration camp. Auschwitz-Birkenau (Auschwitz II), the extermination camp, began operation in 1942.

Axis: A military alliance of Germany, Japan, Italy, Hungary, and others who opposed the Allies during World War II.

Badge: A distinctive sign that targeted individuals were required to wear in Nazi Germany and in Nazi-occupied countries. It often took the form of a yellow Star of David. Badges were also used to identify categories of prisoners in the concentration camps.

Belzec: The second Nazi camp to operate solely as a killing center and the first to have permanent gas chambers. Between its establishment in March 1942 and November 1942 when its operations ceased, approximately 600,000 Jews were murdered there.

Bergen-Belsen: A concentration camp in Germany that originally opened in 1940 to house prisoners of war. It was closed in February 1944.

Buecherverbrennung (the burning of the books): In an effort to promote Nazi ideology, on May 10, 1933 the Nazis had a countrywide burning of books they considered to be "undeutsch" (non-German).

Buchenwald: Concentration camp in north central Germany, established in July 1937. It was one of the largest concentration camps on German soil, with more than 130 satellite labor camps. It held many political prisoners. More than 65,000 of the approximately 250,000 prisoners perished at **Buchenwald**.

The Bund: A Jewish socialist party founded in Russia, 1897. The group was devoted to Yiddish language and culture, and secular Jewish nationalism. During the Nazi occupation of Poland, Bund members were influential opponents of the rampant anti-Semitic Polish government. The Bund promoted Jewish world nationality and was strongly opposed to Zionism.

Bund Deutscher Mädel (The League of German Girls): The female branch of the Hitler Youth and only female youth organization in Nazi Germany. It offered many activities with the goal to educate girls within the Nazi belief system, and to train them for their roles in German society.

Canada: The camp name given to the area of Auschwitz-Birkenau where prisoners' confiscated belongings were stored. It was so named after the vastness and wealth of the country of Canada.

Chelmno: Built in 1941 near Łódź, Poland, it was the first camp whose sole purpose was mass murder. An estimated 300,000 people were killed there, mostly Jews from Łódź and the surrounding areas, but also including "Gypsies", Poles, and Soviet POWs. The Nazis destroyed the camp in late 1944.

Collaborator: A political term with moral implications; one who cooperates with the enemy. During World War II, both individuals and governments (e.g. Vichy France) collaborated with the Nazis.

Concentration Camp: Camps established by the Nazi regime, which eventually became a major instrument of terror, control, punishment, and killing performed through deliberate means as well as attrition by hunger and/or disease.

Crematorium: A place with a furnace for burning bodies of prisoners who had been killed. Cremation became the method of choice for Nazis to dispose of their victims.

Adam Czerniakow: Appointed by the Germans to be the head of the Judenrat in the Warsaw Ghetto. He was ordered to deliver 6,000 to 7,000 Jews daily for transfer to the camps in the east. When Czerniakow learned that even the children and elderly would not be spared, he decided to take his own life.

D-Day: June 6, 1944, when the Allies landed at Normandy on the northern coast of France to open a second front in Western Europe.

Dachau: First Nazi concentration camp. Established near Munich in 1933, Dachau operated continuously until April 1945. The camp generally housed enemies of the Nazi state: political prisoners, “Gypsies”, homosexuals, Jehovah’s Witnesses, and Jews. Inmates were forced to work in war production.

Death marches: In the winter of 1944-1945, when Allies were closing in on concentration camps, prisoners were marched hundreds of miles into the German interior without food, shelter, sanitation, or rest to keep them from falling into Allied hands.

Denial: Alleging something is not true, refusal of truth.

Deportation: Forced relocation. During World War II groups of Jews were deported from their homes, first to ghettos and later from ghettos to concentration, slave labor, and extermination camps.

***Der Stürmer* (The Stormer):** A propaganda newspaper published from 1923 to 1945, by Julius Streicher, an avid supporter of Hitler and the Nazi party.

Disease: A pathological condition of a body part, an organ, or system resulting from various causes, such as infection, genetic defect, or environmental stress.

Karl Adolf Eichmann: SS-Obersturmbannführer (1906-1962) was head of the Department for Jewish Affairs in the Gestapo from 1941-1945 and was chief of operations for the deportation of three million Jews to extermination camps. In 1962 Eichmann was brought to trial in Israel under the Nazi Collaborators Law of 1950. After being found guilty on fifteen counts, including crimes against humanity and war crimes, he was executed in 1962.

Einsatzgruppen: Battalion-sized mobile killing units of the Security Police and SS Security Service that followed the German army into the Soviet Union in June 1941. Their victims, primarily Jews, were shot to death and buried in mass graves from which they were later exhumed and burned. At least one million Jews were killed in this manner.

Ethnic Germans: Germans who lived as minorities outside the German Reich, mostly in Eastern Europe.

Euthanasia Program: Beginning in 1939 the deliberate extermination of people institutionalized with physical, mental, and emotional disabilities, carried out as a measure to prevent contamination of the Nazi-defined “Aryan” race.

Evian Conference: A conference on the question of Jewish immigration and refugee problems held at Evian-les-Bains, France July 1938. Representatives of 32 countries met. The only agreement reached was that existing immigration quota systems in effect in the various countries would be upheld.

Extermination Camp (also called Death Camp): A Nazi facility where victims were killed on a mass industrialized scale and their bodied burned or buried in mass graves. The Nazis operated six extermination camps: Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka.

"Final Solution to the Jewish Question": A Nazi code referring to their systematic plan to murder every Jewish man, woman, and child in Europe.

Führer (leader): Hitler was the Reichsführer, or leader of the state.

Galicia: Geographic area consisting of Germany, Poland, and central Europe.

Gas Chamber: A closed room in either a fixed or mobile space in which people are killed by means of poisonous gas that is piped in. The Nazis originally used carbon monoxide, but later found Zyklon B to be more efficient. Typically, fixed gas chambers were disguised as showers, and victims disrobed before entering, having been told they would be given a shower.

Genocide: (The United Nations Genocide Convention: Article II) Any of the following acts committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group as such: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; forcibly transferring children of the group to another group.

Gentile: Someone who is not of the Jewish faith; most often referring to a Christian.

Gestapo: An acronym for Geheime Staatspolizei, meaning Secret State Police. Prior to the outbreak of war, the Gestapo used brutal methods to investigate and suppress resistance to Nazi rule within Germany. After 1939, it was expanded into Nazi-occupied Europe.

Ghetto: A quarter in a city, especially a thickly populated slum area, inhabited by a minority group or groups, as a result of economic or social pressures; an area occupied by an isolated group; an isolated or segregated group, community or area.

Joseph Goebbels (**1897-1945**): Head of the Nazi Party's Propaganda Ministry who manipulated newspapers and radio broadcasts to solidify support for Hitler.

Herman Göring (1893-1946): The military and economic chief of the Third Reich.

"Gypsies": The Roma and Sinti, nomadic people believed to have come originally from northwest India. Prejudice toward "Gypsies", who first appeared in Europe in the 1400s, was and is widespread. It is estimated that the Nazis killed more than 100,000 and as many as 500,000 "Gypsies" during World War II. The term "Gypsy" is now considered derogatory.

Heimatland (homeland): The country where you, your parents and grandparents were born.

Heinrich Himmler (1900-1945): Known as the Reichsführer-SS, head of the Gestapo and the Waffen-SS, Minister of the Interior from 1943-1945, and organizer of the mass murder of the Jews in Nazi-occupied Europe.

Adolf Hitler (**1889-1945**)**:** Also referred to as Der Führer (leader) and Chancellor of the Third Reich, from 1933 until his death, by suicide, in 1945.

Hitler Youth (**hitlerjugend**)**:** A youth movement under the Nazi party for boys, which emphasized physical training, Nazi ideology and obedience to Hitler. Propaganda and material incentives were used to gain popularity. After 1939, "Aryan" boys of all ages were required to participate.

IG Farben: A major German chemical conglomerate made up of eight companies. It exploited over 350,000 slave laborers during the war to profit from the war effort. An IG Farben company also produced Zyklon B, which was used in the gas chambers of the extermination camps. After World War II, IG Farben was broken up into six separate companies.

Jehovah's Witnesses: A religious sect whose beliefs forbid them to swear allegiance to any worldly power. They thus were considered enemies of the Third Reich. About half of the 20,000 Jehovah's Witnesses in Germany during World War II were put in concentration camps. About 2,500 died there.

JOINT: American Jewish Joint Distribution Committee; an organization founded in 1914 to provide emergency aid for European Jewish war victims.

Juden verboten (Jews forbidden)**:** A phrase often displayed in store windows, on part benches or other public places that Jews were forbidden in Nazi occupied Europe.

Judenbann: A phrase indicating a ban on Jews and Jewish items.

Judenrat: Council of Jewish "elders" appointed and held responsible for carrying out "the exact and prompt implementation of directives" as issued by the Nazis.

Kapos: Camp prisoners who worked for the SS to supervise prisoner work crews. Nazi camps operated in part through a hierarchy in which prisoners had differing levels of authority. Using prisoners to help administer the camps allowed the Nazis to use fewer guards. Kapos were sometimes hardened German criminals and sometimes members of other prison populations. They received various benefits for cooperating with the Nazis. Some were vicious in their treatment of other prisoners.

Kehillah (community): An organization that had traditionally maintained Jewish religious institutions supported their functionaries and cared for the communities' needs.

Kiddush: The prayer in Hebrew recited over a cup of wine to consecrate the Sabbath or festival.

Kindertransport (child transport): The popular name of an exodus of unaccompanied children from Nazi-occupied Europe to England between 1938 and 1939.

Kishinev Pogrom: This pogrom in Russia began on the eve of Easter in 1903, when an accusation spread that Jews had murdered a Christian girl. An anti-Jewish riot ensued and by its end, forty-seven Jews and been killed and hundreds of Jewish homes and shops had been looted and destroyed.

Kol Nidre: The opening prayer on the eve of Yom Kippur (Jewish Day of Atonement).

Kommandant (commander): The top overseer of concentration camps who had complete authority over the treatment of prisoners.

Kristallnacht (The Night of Broken Glass): On November 9-10, 1938, the Nazis unleashed a wave of violence against German Jews, destroying hundreds of Jewish businesses, synagogues, and private homes, and arresting tens of thousands of Jews.

Labor camps: Locations where prisoners were made slave laborers working for the war effort.

Liquidated: A Nazi euphemism for eliminating a ghetto and its inhabitants by conducting massive deportations to concentration and extermination camps, or by murdering Jews on the outskirts of towns.

Łódź Ghetto (Polish) Litzmannstadt Ghetto (German): The second-largest ghetto (after the Warsaw Ghetto). The ghetto managed to survive until August 1944, when the remaining population was transported to Auschwitz. It was the last ghetto in Poland to be liquidated.

Majdanek: A concentration and mass extermination camp in Lublin, eastern Poland. First established as a labor camp for Poles and Russian POWs. It was later turned into an extermination camp for Jews. The Red Army liberated Majdanek in July 1944, but not before 250,000 men, women, and children had been killed.

Mauthausen: A camp for men, opened in August 1938, near Linz in northern Austria. Mauthausen, was classified by the SS as a camp of utmost severity as conditions were brutal, even by concentration camp standards. Nearly 100,000 prisoners of various nationalities were either worked or tortured to death at the camp before liberating American troops arrived in May 1945.

Mein Kampf (**My Struggle**): Hitler's memoir written while he was imprisoned in the Landsberg fortress in 1923. Published in 1925, the book outlines Hitler's ideas, beliefs, and plans for the future of Germany based on an ideology of "Aryan" racial superiority.

Dr. Josef Mengele: The infamous Auschwitz doctor, also known as the Angel of Death.

Mischlinge (**half breed**): Nazi term for persons having one Jewish parent or grandparent. Many Germans of mixed ancestry faced anti-Semitic discriminations.

Musselmann: Concentration camp slang word for a prisoner who had given up fighting for life.

Molotov cocktails: A homemade petrol bomb consisting of a glass bottle partially filled with flammable liquid and a cloth rag fixed securely around the mouth. The bottle shatters on impact, spilling the flammable liquid over the target, which is then ignited by the burning rag. A common weapon used in the Warsaw Ghetto uprising.

Molotov-Ribbentrop Non-Aggression Pact: An agreement between Germany and the Soviet Union signed August 23, 1939 in Moscow. Each signatory promised not to join any grouping of powers that was "directly or indirectly aimed at the other party". It remained in effect until Nazi Germany invaded the Soviet Union on June 22, 1941 in Operation Barbarossa.

Nazi: Acronym for Nationalsozialistische Deutsche Arbeiter-Partei (N.S.D.A.P.), the political party that emerged in Munich after World War I. The party was taken over by Adolf Hitler in the early 1920s. The swastika was the party symbol.

Nuremberg Laws: Denaturalization laws passed in Nazi Germany (1935). They used a pseudoscientific basis for racial discrimination against Jewish people. The laws described the classification of people as German, Jewish or "Mischlinge."

Pale of Settlement: A western border region of Imperial Russia (established in 1791) in which permanent residence of Jews was allowed, extending from the Pale or demarcation line, to live near the border with Central Europe.

Partisan: A member of an organized body of fighters who attack or harass an enemy, especially within occupied territory; a guerrilla fighter.

Passover: The Jewish holiday that commemorates their liberation from slavery in Egypt. The holiday, which lasts for eight days, requires Jews to place themselves spiritually in the shoes of their ancestors and remember the era of bondage in order to never allow such oppression to happen again. Traditionally Jews do not eat bread or related items for the eight days.

Pearl Harbor: Japan attacked the United States by bombing Pearl Harbor, Hawaii, on December 7, 1941. This was the catalyst that brought the United States into World War II against Japan, Germany, and Italy.

Perpetrator: An individual responsible for, acting, or directing abuse against a person or selected group.

Peyes: Curly side burns worn by men. It is the Chassidic (observant Jewish group) custom never to cut them.

Pogrom: A Russian word meaning destruction; specifically now, destruction of Jewish life and property.

Propaganda: False or misleading information used to manipulate public opinion.

Protocols of the Elders of Zion: A major piece of anti-Semitic propaganda, first published in 1903 in a Russian newspaper. The Protocols stated that Jews were plotting world dominion. It gained great popularity after World War I and was translated into many languages, encouraging anti-Semitism in France, Germany, Great Britain, and the United States. Long repudiated as an absurd and hateful lie, the book currently has been reprinted and is widely distributed by Neo-Nazis and others who are committed to the destruction of the State of Israel.

Rassenschande (race dishonor): A term of the Third Reich that referred to marriage or sexual relations between persons considered "Aryan" and Jewish. This act was considered a severe crime.

Ravensbrück: Concentration camp for women opened in May 1939, fifty-six miles north of Berlin. An estimated 120,000 prisoners were inmates there, including many political prisoners, Jews, "Gypsies", and Jehovah's Witnesses.

Reich (empire): The Third Reich was the term used by the Nazis to describe Germany under their rule. The first Reich was the Holy Roman Empire, which ended in 1806. The Second Reich was the German Empire of 1871-1918.

Reichsführer (state leader): The title Hitler gave himself in 1934 when he took on the role of president and chancellor of Germany.

Rosenstraße Protest (Rose Street, Berlin): The remaining Jews in Berlin were rounded up on February 27, 1943 and interned at the Rosenstraße Jewish community center. The non-Jewish German wives of those imprisoned, arrived at Rosenstraße, and through protest demanded their men b released. Nazi officials, fearful of domestic unrest, released the men.

Righteous Among the Nations: A term applied to those non-Jews who, at the risk of their own lives, saved Jews from their Nazi persecutors. Formerly known as *Righteous Gentiles.*

Mordechai Chaim Rumkoski: Born in 1877 in Byelorussia. He was first involved in the factory business in Łódź, and then communal work. After the German occupation of Łódź, he was ordered to become the chairman of the Judenrat. On August 20, 1944, he and his family were deported to Auschwitz where he perished.

Munich Pact: Signed on September 29, 1938, between Germany, Italy, France, and Great Britain. The Munich Pact outlined Hitler's demands for the secession of Sudetenland in Czechoslovakia to Germany.

SA (sturmabteilung, storm troopers): The brown-shirted militia that was the private army of the Nazi movement.

SD: Head of the security apparatus of the SS.

SS (schutzstaffel): Originally organized as Hitler's personal bodyguard, the SS, or secret police, was transformed into a giant organization under Heinrich Himmler. Although various SS units were assigned to the battlefield, the organization is best known for carrying out the destruction of European Jewry.

Sachsenhausen: A concentration camp north of Berlin, Germany, which opened in 1936. The camp held Soviet prisoners of war, Poles, Jews, "Gypsies", and others, who worked in a brickyard and armaments plants. Many were executed.

Selection: Euphemism for the process carried out by German physicians to chose victims for extermination or forced labor.

Shtetl: The Yiddish word for a small town or village, usually used to refer to a Jewish community.

Slavic: Relating to speakers of the Slavic languages of Eastern Europe, including Russian, Serbo-Croatian, and Polish.

Sobibor: Nazi extermination camp in eastern Poland. During its operation from May 1942 until October 1943, the camp executed 150,000 to 250,000 Jews. In October 1943 about 300 prisoners escaped from the camp, although most were eventually caught or killed. Soon thereafter, the camp was closed.

Sonderkommando (special commandos): Jewish death camp prisoners, whose job of a Sonderkommando was to remove bodies from gas chambers, burn them in camp crematoria, and dispose of the remains in order to hide the evidence.

St. Louis: A refugee ship that left Hamburg in the spring of 1939, bound for Cuba. When the ship arrived, due to visa difficulties, only twenty-two of the 1128 refugees were allowed to disembark. Initially, no country, including the United States, was willing to accept the others. The ship returned to Europe where most of the refugees were granted entry into England, Holland, France and Belgium.

Starvation: To become weak, suffer and die from lack of food.

Stereotype: An oversimplified generalization about a person or a group of people without regard for individual differences.

Sudetenland: Mainly German-speaking region that was part of Czechoslovakia between the two world wars. Annexed by Germany in October 1938.

Survivor: Within the context of the Holocaust, a survivor is someone who escaped death at the hands of the Nazis and their collaborators.

Swastika: An ancient Eastern symbol appropriated by the Nazis and their collaborators.

Synagogue: A meeting place for worship and religious study in the Jewish faith.

Terezín (Czech), **Theresienstadt** (German): Established early in 1942 outside Prague as a "model" ghetto, Terezín was not a sealed section of town, but rather an eighteenth-century Austrian garrison. It became a Jewish town, governed and guarded by the SS. The Nazis used Terezín show the International Red Cross how "well" Jews were being treated. For many thousands, however, Terezín, was only a station on the road to the extermination camps; others died of starvation and disease while interned. The Soviet Army liberated Terezín on May 8, 1945.

Torah: A sacred symbol of Judaism, kept in a synagogue. Contains the first five books of the Bible.

Transit camp: A place where enemies of the Nazi state were held, pending their deportation to concentration and/or death camps.

Treblinka: A concentration camp opened in 1942 as a part of Aktion Reinhard. Treblinka operated as an extermination camp for only about 16 months but killed more than 800,000 Jews and several thousand "Gypsies." The camp targeted primarily Jews from ghettos in central Poland.

Umschlagplatz (Collection point): The square in the Warsaw Ghetto used as a collection point for the Jews to be loaded onto cattle cars for deportation to the camps.

Untermensch (sub-human): A term used by the Nazi's to describe those considered "inferior". Especially "the masses from the East," that is Jews, Gypsies, Slavs, Soviet Bolsheviks, and anyone else who was not an ""Aryan"".

Underground: Organized group acting in secrecy to oppose the government or, during war, to resist occupying enemy forces.

Raoul Wallenberg (1912-?): Swedish diplomat who, in 1944, went to Hungary on a mission to save Jews by administering Swedish papers, passports and visas. He is credited with saving the lives of at least 30,000 people. After the liberation of Budapest, the Russians took him into custody and his fate remains unknown.

Wannsee Conference: On January 20, 1942, at a meeting in Wannsee (suburb of Berlin), SS leaders informed leaders of the German bureaucracy of the role they would play in implementing the Final Solution. Various ministries were assigned responsibilities for the deportation, forced labor, and mass extermination of European Jews.

Warsaw Ghetto: Established in November 1940, the ghetto, surrounded by a wall, confined nearly 500,000 Jews. The Ghetto held about 38% of the population of Warsaw. However, the size of the Ghetto was only about 4.5% of the size of Warsaw. Almost 45,000 Jews perished in 1941, due to overcrowding, forced labor, starvation and disease.

Warsaw Ghetto Uprising (April 19 - May 16 1943): A twenty-eight day uprising to resist the deportation of the ghetto inhabitants to Treblinka. Lead by Mordecai Anielewicz (1919 – May 8, 1943), 750 members of the ZOB participated in the battle against 2,054 German soldiers.

Wehrmacht: German armed forces during World War II.

Weimar Republic: Parliamentary democracy established after the First World War in Germany that ruled from 1919 to 1933.

Westerbork: Transit camp in northeastern Holland for almost 100,000 Jews who were deported between 1942 and 1944 to Auschwitz-Birkenau, Sobibor, Terezín and Bergen-Belsen.

Winterhilfe (winter help): When Jewish families were deported to ghettos and camps, their homes were looted. Train loads of their finest articles, furniture, art, silver and porcelain was shipped to Germany for distribution.

Norbert Wollheim: The man who initiated the organization of the Kindertransport from Berlin. Wollheim escorted the children to England, and returned to Germany to continue his work.

Yeshiva: An institute of learning where students study sacred texts, primarily the Talmud.

Yiddish: A High German language with a mixture of vocabulary from Hebrew and the Slavic languages, written in Hebrew letters, and spoken mainly by Jews in eastern and central Europe and by Jewish emigrants from these regions and their descendants.

ZOB: The Jewish fighting organization of the Warsaw Ghetto, which worked with the Polish underground. Together they collected weapons for resistance, and traveled in and out of the Ghetto through the Warsaw sewer system.

ZZW: A Jewish military organization that emerged from the ZZW Polish Jewish youth group. They were part of the underground that contributed to the Warsaw Ghetto uprising against the Nazis. Their headquarters were in a shop above a tunnel, which led them from the Ghetto to the outside.

Zionism: An international political movement that originally supported the reestablishment of a homeland for the Jewish people in Palestine and continues primarily as support for the modern state of Israel.

A Chronology of the Holocaust

1914-1918: WORLD WAR I (WWI)
Conflict between 1914 and 1918 fought mainly in Europe. On one side were the Allies (mainly France, Britain, Russia, and the United States). On the other side were the Central Powers (Germany, Austria-Hungary, and Turkey). Both Hungarian nationalism and German imperialism were among the causes. The Central Powers were defeated. The Treaty of Versailles that ended the war changed the face of Europe and the Middle East, toppling empires and replacing them with a variety of forms of government.

1933

January:
» Hitler appointed Chancellor.
February:
» Hitler convinces President von Hindenburg to invoke an emergency clause in the Weimar Constitution that suspended the civil rights provision in the existing German constitution.
March:
» Nazis open Dachau near Munich, to be followed by Buchenwald near Weimar in central Germany, Sachsenhausen near Berlin in northern Germany, and Ravensbrück for women.
» The German parliament passes the Enabling Act, which empowered Hitler to establish a dictatorship in Germany.
April:
» Nazis boycott Jewish shops.
» Jews and political opponents excluded from University and governmental positions.
May:
» Nazi party members and others burn books written by Jews, political opponents of Nazis, and the intellectual avant-garde during the public rallies across Germany.
July:
» The Law on the Revocation of Naturalization strip Jewish immigrants from Poland to Germany of citizenship.
» The Law for Prevention of Offspring with Hereditary Diseases passes mandating forced sterilization of people with certain genetic defects.
September:
» Jews prohibited from owning land.
October:
» Jews prohibited as newspaper editors.
November:
» Laws against habitual/dangerous criminals pass, imprisonment in concentration camps follow.

1934

January:
» Jews banned from German Labor Front (Nazi labor organization)
May:
» About a year after it was published, the book *The Forty Days of Musa Dagh* (about the Armenian Genocide) is banned in Nazi Germany.

June/July:
» "The Nights of the Long Knives," (June 30 – July 1, 1934) during which members of the Nazi party and police murder members of the Nazi leadership, army and others. Hitler declares the killings legal and necessary.
August:
» German President von Hindenburg dies. Hitler became Führer in addition to Reich chancellor with no legal limit to power.
October:
» Jehovah's Witness congregations from all over Germany declare their political neutrality but also affirm defiance of Nazi restrictions on the practice of their religion.

1935

April:
» The Nazis ban the Jehovah's Witness organization and persecutes Jehovah's Witnesses because of their religious refusal to swear allegiance to the state.
May:
» Jews banned from the German military.
June:
» Forced abortions used to prevent passing on certain genetic defects.
» Nazi Party criminalizes male homosexual acts.
August:
» Jewish performers/ artists forced to join Jewish-only Cultural Unions.
September:
» Nuremberg Race Laws decreed.

1936

February:
» German Gestapo (secret police) operates above the law.
March:
» Germany invades the Rhineland in violation of the Treaty of Versailles. (March 7, 1936)
July:
» Prisoners and civilian workers begin construction of the concentration camp Sachsenhausen at Oranienburg near Berlin. By September, 1,000 prisoners are imprisoned there.
August:
» Olympic Games held in Berlin.
» Office established to combat homosexuality and discourage healthy women from having abortions.
October:
» Hitler and Mussolini form the Rome-Berlin Axis.

1937

January:
» Jews banned from many professions, including accountancy and dentistry; Jews forbidden to teach non-Jewish Germans.
July/August:
» Buchenwald concentration camp opens.

1938

March:

» The Anschluss (March 12-13, 1938): After invading Austria, the Third Reich declares it a province of Germany.

» Mauthausen opens.

April:

» ”Aryan” “front-ownership” of Jewish businesses prohibited.

» Jews required to register wealth and property.

July:

» Jews prohibited from trading and other commercial enterprises.

» Jews over the age of 15 were required to apply for identity cards.

» Delegates from thirty-two countries and refugee aid organizations attend the Evian Conference, in France from July 6-15, to discuss immigration quotas for refugees fleeing Nazi Germany. The United States, among most other countries, is unwilling to ease immigration restrictions.

August:

» Nazis destroy synagogue in Nuremberg.

» The names Sarah (for Jewish women) and Israel (for Jewish men) required on all legal documents.

» Adolf Eichmann established the Office of Jewish Emigration in Vienna to increase the pace of forced Jewish emigration.

September:

» Jews prohibited from practice of law.

» Britain, France, Italy, and Germany sign the Munich Pact, forcing Czechoslovakia to cede its border areas to Germany.

October:

» Red “J” required on passports of Jews.

» Germany occupies Sudetenland (part of Czech lands with significant German speaking population) under the stipulations of the Munich Pact. (October 1-10, 1938)

November:

» Jewish students banned from schools.

» Kristallnacht, the night of broken glass (November 9-10, 1938): Jewish synagogues and property were destroyed.

1939-1945: WORLD WAR II

An international conflict between 1939 and 1945 involving nearly every major power in the world. World War II was fought between the Axis nations (Germany, Italy, and Japan) and Allied nations (Great Britain, Russia, the United States, and others). War was officially declared in September 1939 when Germany invaded Poland, but in the years preceding 1939, Axis countries encroached on their neighboring countries numerous times. Initially, the primary combatants were Germany and Italy on one side and Great Britain and France on the other. France had earlier pledged to aid Poland, if invaded. Russia, which had previously signed a nonaggression pact with the Nazis, joined the war in 1940 when Germany invaded it despite the pact. The United States entered the war after the Japanese attacked Pearl Harbor in late 1941. Initially, the Axis forces won many battles. U.S. and Soviet armaments production was relatively safe from attack because it was far away from the front lines (unlike Axis industries, which were frequently bombed). The war ended in Europe in May 1945, when the Allies defeated Germany. Japan surrendered in September 1945, after the United States dropped two atomic bombs on Japanese cities.

1939

January:

» Hitler declares in Reichstag speech, “If war erupts it will mean the extermination of European Jews.” (January 30, 1939)

March:

» Germany seizes remaining unoccupied areas Czechoslovakia.

» Slovakia declares itself an independent state under protection of Nazi Germany.

April:

» Jews lose rights as tenants; relocated to Jewish households.

May/June:

» Cuba and the United States refused to accept more than 900 refugees (almost all Jewish) aboard the *St. Louis,* forcing its return to Europe.

August:

» The Soviet and German governments sign the Molotov-Ribbentrop Non-Aggression Pact in which they agree to divide up eastern Europe.

September:

» Germany invades Poland. (September 1, 1939)

» England and France declare war.

» Germany and Soviet Union divide Poland.

» Jews forbidden outdoors after 8pm in the winter and 9pm in the summer.

» Jews forbidden wireless radios.

October:

» Euthanasia of sick and disabled in Germany begins.

» Jews in Poland over age 10 required to wear yellow star.

November:

» German authorities begin the forced deportation of Jews from West Prussia and Poland to locations in the General Government.

1940

February:

» First deportation of German Jews to occupied Poland.

April:

» German authorities order the first major Jewish ghetto, in Łódź, Poland, to be sealed off.

» Germany invades Denmark and Norway.

May:

» Germany invades France, Belgium, Holland and Luxembourg.

» SS authorities establish the Auschwitz concentration camp (Auschwitz I).

July and August:

» Anti-Jewish measures implemented in Vichy (France) and Romania.

October:

» Germany invades Romania.

November:

» Krakow and Warsaw (Poland) ghettos sealed.

1941

March:

» Germany invades Bulgaria.

April-June:
» Germany invades Yugoslavia, Greece and Soviet Union.
» German mobile killing squads called *Einsatzgruppen* are assigned to identify, concentrate, and kill Jews behind the front lines.
July-September:
» Ghettos established throughout the Soviet Union, including Kovno, Lvov and Vilna.
July:
» German authorities establish a ghetto in Minsk in the German occupied Soviet territories.
» Majdanek opens.
August:
» Kovno ghetto sealed off.
September:
» First tests of Zyklon B gas begin at Auschwitz.
» German Jews required to wear yellow star; deportations begin.
» Mass murder of over 33,000 Jews at Babi-Yar (near Kiev, Soviet Union.)
» German authorities establish two ghettos in Vilna.
September and October:
» Mass murders at Kamenets- Podolsk and Odessa, Soviet Union.
October:
» German Jews forbidden to emigrate.
» German authorities begin the deportation of Jews from the German Reich to the ghettos of Łódź, Riga, and Minsk.
» After requiring all Kovno ghetto inhabitants to assemble at Demokratu Square, 9,200 people are shot in an event called the "Great Action."
November:
» Terezín in Czechoslovakia opens.
» SS authorities establish a second camp at Auschwitz, called Auschwitz-Birkenau or Auschwitz II.
December:
» Chelmno opens. Gassing operations begin here and at five other camps.
» Pearl Harbor (December 7, 1941): The United States declares war on Japan. As a result, Germany and Italy declare war on the United States soon after.

1942

January:
» Mass killings begin at Auschwitz.
» Jews deported from Łódź to Chelmno.

» Wannsee Conference (January 20, 1942): Delegates of the Nazi party coordinate the "Final Solution to Jewish Question".

March:
» Deportations to newly opened Belzec begin.
» Deportation of Slovak and French Jews to Auschwitz.
April:
» Deportations to Majdanek begin.
» German Jews forbidden on public transport.
May:
» Sobibor opens.

» SS officials perform the first selection of victims for gassing at the Auschwitz- Birkenau killing center.

June:
» Jews in France, Holland, Belgium, Croatia, Slovakia and Romania required to wear yellow star.
» Extermination by mobile gas vans begins.
» Lidice (village in Czechoslovakia) liquidated in retaliation for assassination of SS leader Heydrich.
July:
» Deportation of Jews from Holland, Belgium, Croatia, Norway, Germany, and Terezín to Auschwitz begins.
» Treblinka opens.
» Deportation of Jews from Warsaw Ghetto to Treblinka begins.
» Himmler gives permission to start sterilization experiments at Auschwitz.
October:
» Jews in concentration camps in Germany sent to Auschwitz and Majdanek extermination camps.
December:
» Belzec dismantled (600,000 killed.)
» Sterilization experiments on women at Birkenau begin.

1943

» Einsatzgruppen (mobile extermination squads) have killed over 1,000,000 Jews
January:
» SS and police units deported Jews from the Warsaw ghetto to the Treblinka killing center.
» Warsaw Ghetto Uprising: Members of the Jewish Fighting Organization (ZOB) fought against the deportation in armed revolt.
February:
» Germans surrender at Stalingrad. (February 2, 1943)
» Greek Jews ordered into ghettos.
March- November:
» Ghettos of Krakow, Bialystock, Vilna, Minsk, Riga liquidated.
March- December:
» Jews from Greece, Rome and Vienna deported to Auschwitz.
April:
» Warsaw Ghetto Uprising; survivors deported to Treblinka and Majdanek or to forced labor camps.
» Exterminations at Chelmno end (300,000 killed.)
June:
» Heinrich Himmler, orders the liquidation of all ghettos and deportation of Jews to concentration and extermination camps.
August:
» Jewish prisoners revolt at Treblinka; 200 who escape are hunted down. Exterminations end at Treblinka (870,000 killed.)
September:
» Family transports from Terezín to Auschwitz begin.
» SS authorities convert Kovno ghetto into a concentration camp, Concentration Camp Kauen.
» SS authorities order the final deportation of Jews from the Vilna ghetto.

October:
» 300 prisoners escape from Sobibor (50 survive) and exterminations cease (250,000 killed.)
» German authorities declare Minsk ghetto officially liquidated.
November:
» German SS and police units implement Operation Harvest Festival where several labor camps are liquidated and over 42,000 Jews are killed.

1944

March:
» Nazis occupy Hungary.
April-July:
» Greek and Hungarian Jews deported to Auschwitz.
June:
» D-Day (June 6, 1941)
» Massive Soviet offensive destroys the German front in Belorussia.
» SS authorities liquidate Kauen concentration camp in response to the Soviet offensive.
July:
» Soviet troops liberate Majdanek.
August:
» Łódź ghetto liquidated and its remaining occupants sent to Auschwitz.
» Members of the Slovak resistance revolt.
October:
» Auschwitz Sonderkommando revolt.
» Last transport from Terezín to Auschwitz.
» Last use of gas at Auschwitz occurs.
November:
» Nazis dismantle gas chambers at Auschwitz.

1945

January:
» In advance of Soviet troops, SS units force remaining prisoners at Auschwitz on the "Death March" toward Germany
» Soviets liberate Budapest, Warsaw and Auschwitz
April- May:
» Allies liberate Ohrdruf, Buchenwald, Bergen-Belsen, Dachau and Mauthausen.
» Hitler committed suicide in the Berlin bunker. (April 30, 1945)
» German units in Berlin surrender to Soviet forces. (May 2, 1945)
» Germany surrenders unconditionally on the West and East fronts. (May 7-8, 1945)
November:
» Nuremberg trials (November 14, 1945): An international tribune prosecutes twenty-one major Nazi leaders for war crimes.

A Chronology of *Mein Kampf*

1924 While in prison, Hitler writes *Mein Kampf*, dictating it to fellow prisoner Rudolf Hess, who acts as Hitler's private secretary. The book combines elements of autobiography with an exposition of Hitler's political ideology. It is originally titled *Four and a Half Years of Struggle Against Lies, Stupidity, and Cowardice.*

1925 Volume I of *Mein Kampf*, entitled *Die Abrechnung* (*The Settlement of Accounts*, or *Revenge*), is first published in Germany.

1926 Volume 2 of *Mein Kampf*, entitled *Die Nationalsozialistische Bewegung* (*The National Socialist Movement*), is published.

1928 Adolf Hitler writes a sequel to *Mein Kampf*, which will remain unpublished in his lifetime.

1933 The official Nazi publishing house, Eher Verlag, claims to have printed one million copies of *Mein Kampf.*

While Hitler is in power, between 1933 and 1945, *Mein Kampf* will become available in several common editions. The *Volksausgabe,* or People's Edition, bears a dust jacket over a navy blue cover embossed with a gold swastika eagle. The *Hochzeitsausgabe*, or Wedding Edition, in a slipcase with the seal of the province embossed in gold on a parchment-like cover, is distributed free to marrying couples.

The first English-language edition of *Mein Kampf* is published, in an abridged translation by E. T. S. Dugdale. The U.K. version of the book, published by Hurst & Blackett, is titled *My Struggle*; in the United States, it is published under the title *My Battle*. Houghton Mifflin Company of Boston contracts with Eher Verlag to "manufacture, publish, and offer said work for sale in book form."

1939 The *Jubiläumsausgabe,* or Anniversary Edition, of *Mein Kampf* is published in honor of Hitler's fiftieth birthday.

The first unabridged, annotated English-language version of *Mein Kampf* is published by Hurst & Blackett in London. The translation by James Murphy is the only English translation approved by the Nazi Party. In the United States, the first unabridged annotated English version is published by Reynal & Hitchcock.

Reynal & Hitchcock publishes a special edition of *Mein Kampf* available for three dollars to the 300,000 members of the Book of the Month Club. Due to its popularity, it is listed as a premium for all members.

By the beginning of World War II, *Mein Kampf* has been translated into sixteen languages and over 5.2 million copies have been sold. Hitler has earned an estimated $3.12 million in royalties for the sale of the book.

1940 The *Tornister-Ausgabe* (Knapsack Edition) of *Mein Kampf* is released. This is a compact, but unabridged, version in a red cover, available at German post offices to be sent to loved ones fighting at the front.

1941 A special version of *Mein Kampf* is published for Gauleiters, Nazi leaders of regions of the Third Reich. One of these limited-edition presentation copies, printed on gold leaf–adorned vellum and bound in leather, is on view in *Our Struggle: Responding to Mein Kampf* at the Contemporary Jewish Museum.

1945 The publication of *Mein Kampf* is outlawed in Germany. By the end of the war, about ten million copies of the book had been distributed.

Mein Kampf Today

At the time of his death, Hitler's official place of residence was in Munich, which led to his entire estate, including all rights to *Mein Kampf*, becoming the property of the state of Bavaria. Under German copyright law, the entire text is scheduled to enter the public domain on December 31, 2015, just over seventy years after the author's death.

The government of Bavaria, in agreement with the German federal government, refuses to allow any copying or printing of the book in Germany, and opposes its publication in other countries, but with less success. Owning and buying the book is legal in Germany. Trading in old copies is legal as well, unless it is done in such a fashion as to "promote hatred or war," which is generally illegal under anti-revisionist laws.

Legal restrictions on the publication, sale, and possession of *Mein Kampf* exist in various other countries today.

STUDENT HANDOUT 1

Pablo Picasso, *Guernica,* 1937,
oil on canvas , 349 cm × 776 cm (137.4 in × 305.5 in)
Museo Reina Sofia, Madrid

What do you notice about this painting?

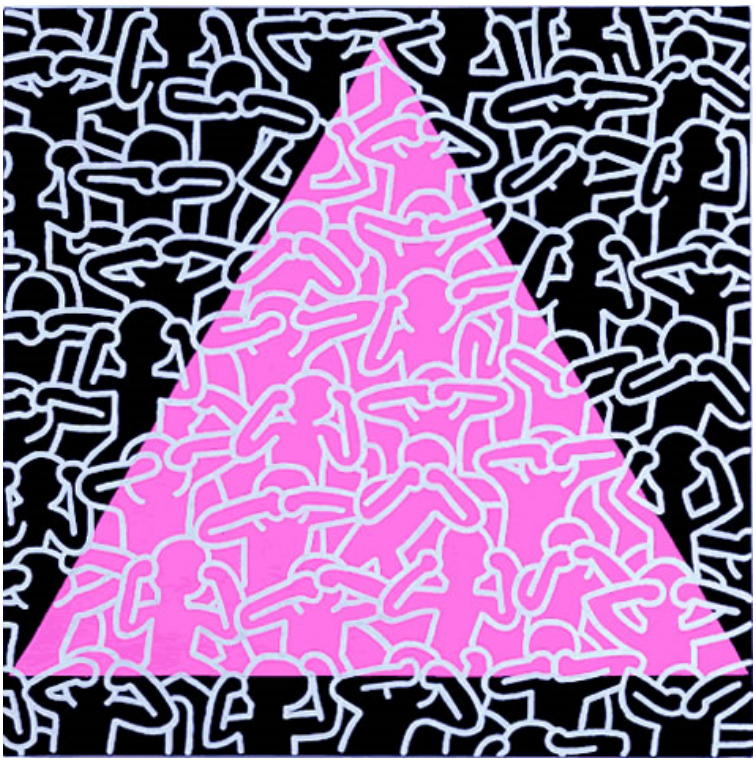
What familiar images or symbols does the artist use?

What emotions does this evoke for you?

What message do you think the Picasso is trying to convey? How does he do it?

CURRICULUM CREATED BY: MORGAN N. BLUM & JANINE OKMIN
FEBRAURY 2010

STUDENT HANDOUT 2



Keith Haring, *Silence = Death*, 1989,
acrylic on canvas
40 x 40 inches,
Courtesy of the Keith Haring Foundation

What do you notice?

What familiar images or symbols does the artist use?

Take a look at the title of this work. How might this work be different if you didn't know the title?

What message do you think Haring is trying to convey? How does he do it?

How might seeing this work on a billboard be different than seeing it in a museum or art gallery?

Juana Alicia, *Las Lechugueras/The Lettuce Pickers*, 1983

What is going on here? Take a careful look at all of the details of the mural.

What familiar images or symbols does the artist use?

Take a look at the title of this work. How might this work be different if you didn't know the title?

What message do you think the artist is trying to convey? How does she do it? Is her message effective? Why or why not?

How might seeing this work on outdoor wall be different from seeing it in a museum or gallery? Why might the artist have selected to create this mural in San Francisco's Mission District?

STUDENT HANDOUT 4

Sirron Norris, *Victorion: El defensor de la Mision*

What is going on here? Take a careful look at all of the details of the mural.

What familiar images or symbols does the artist use?

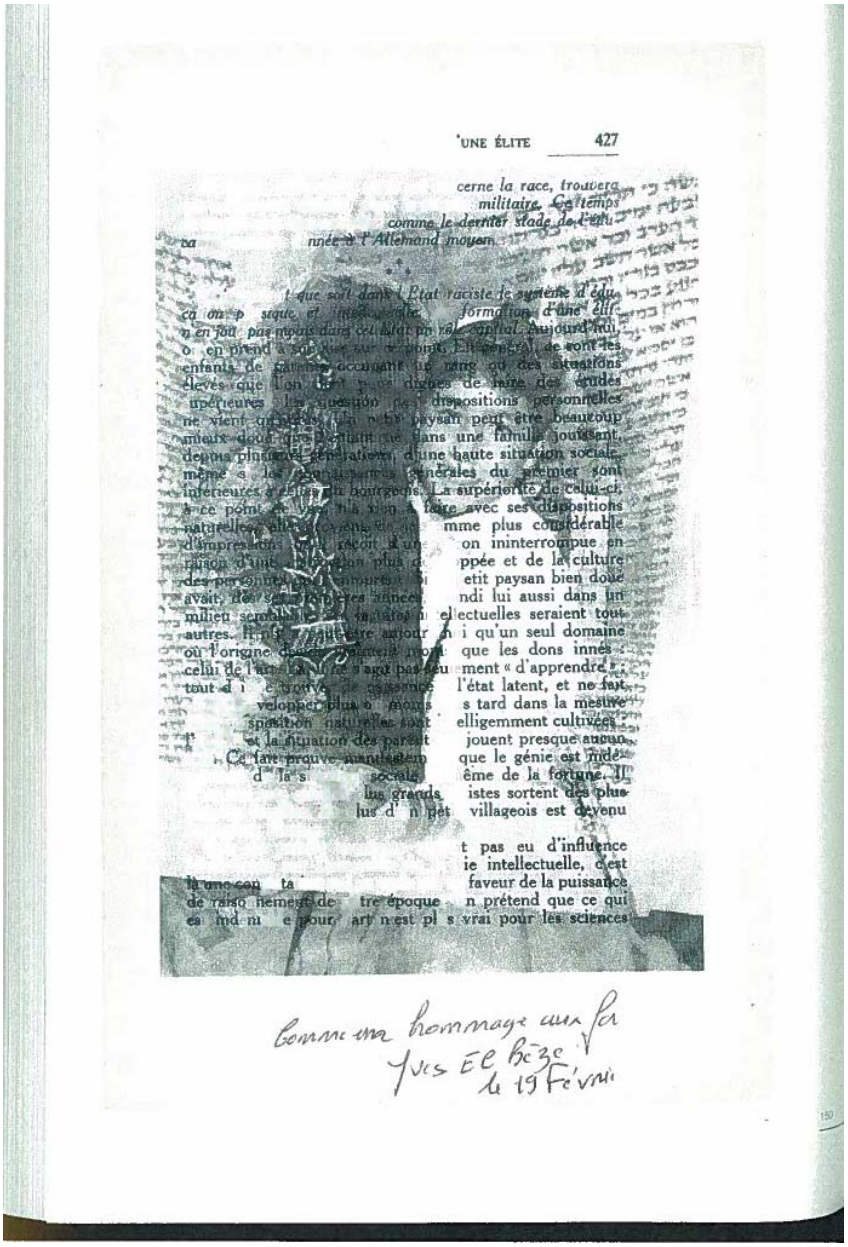
How does the artist borrow from popular culture? What is the impact of using these techniques?

Take a look at the title of this work. How might this work be different if you didn't know the title?

What contemporary issues might this mural be addressing?

How might seeing this work on outdoor wall be different from seeing it in a museum or gallery? Why might the artist have selected to create this mural in San Francisco's Mission District?

STUDENT HANDOUT 5

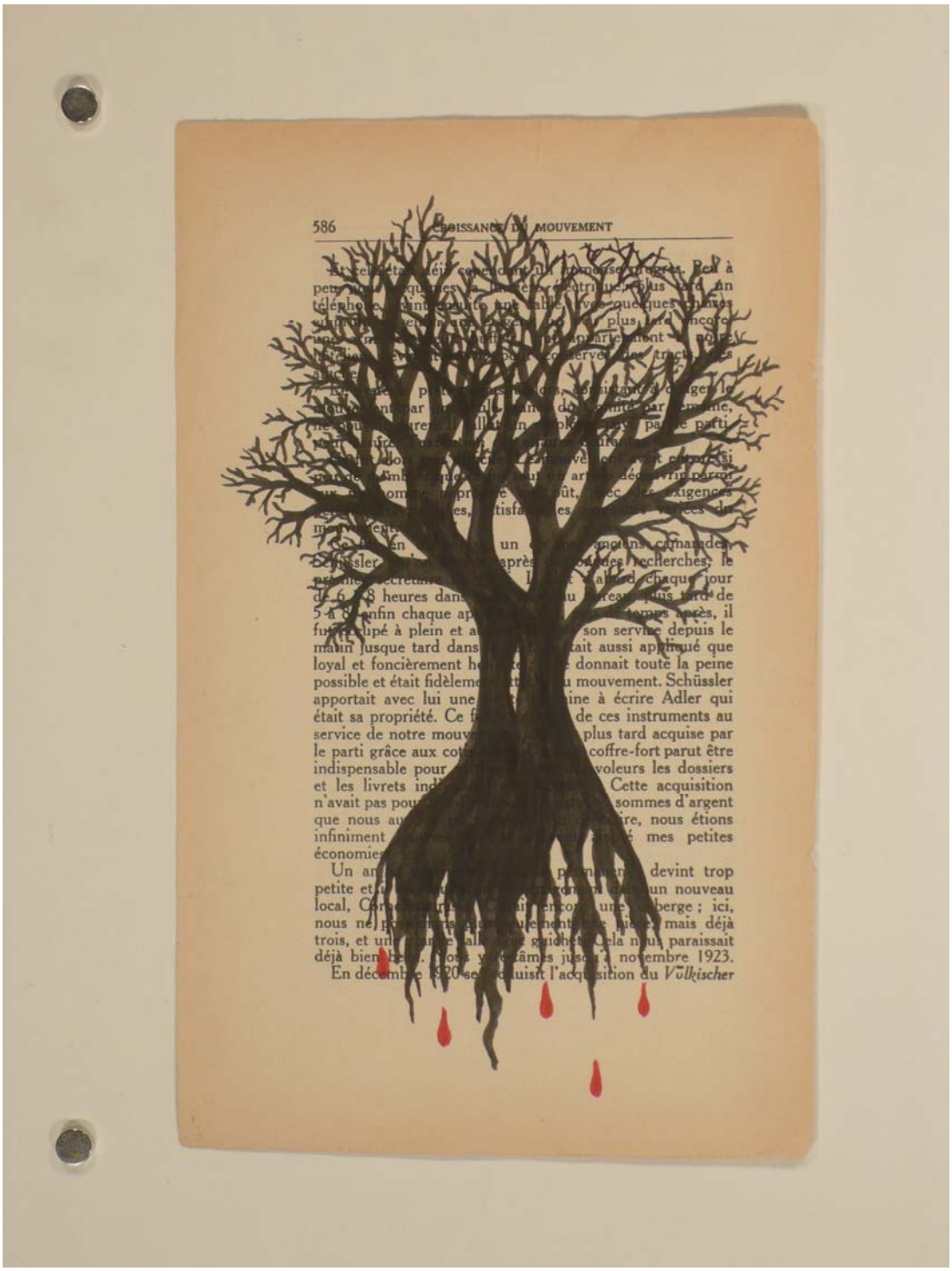


From the project *Notre Combat* by Linda Ellia; one of 600 works on paper;
artist: Yves El Bèze ; 8 ¾ x 5 ½ inches; Paris, France; 2007. Courtesy of the Contemporary Jewish Museum.

….I long had a nauseous feeling that kept me from responding to the offer being made. A haunting mystery paralyzed me: how could a people at the height of its civilization be lead down the path of barbaric devastation simply by reading these terrible, yes, but mostly pathetic words?

At my son Nathan's bar mitzvah, I finally saw the light and no longer felt paralyzed when I saw his beaming, joyful face. A face that would have purely been that of an angel had it not been for the fact that his grandfather survived Nazi hell. It is by measuring out my emotion as a father witnessing his son's coming of age, an emotion I had felt from my own father, who must have also felt it from his father, that I figured that the best way to send these foul lines back to hell was to cover them with these sublime Hebrew texts and with the smile of a little Jew radiating life. What a wonderful idea you've had to turn this message of hate into a message of love!

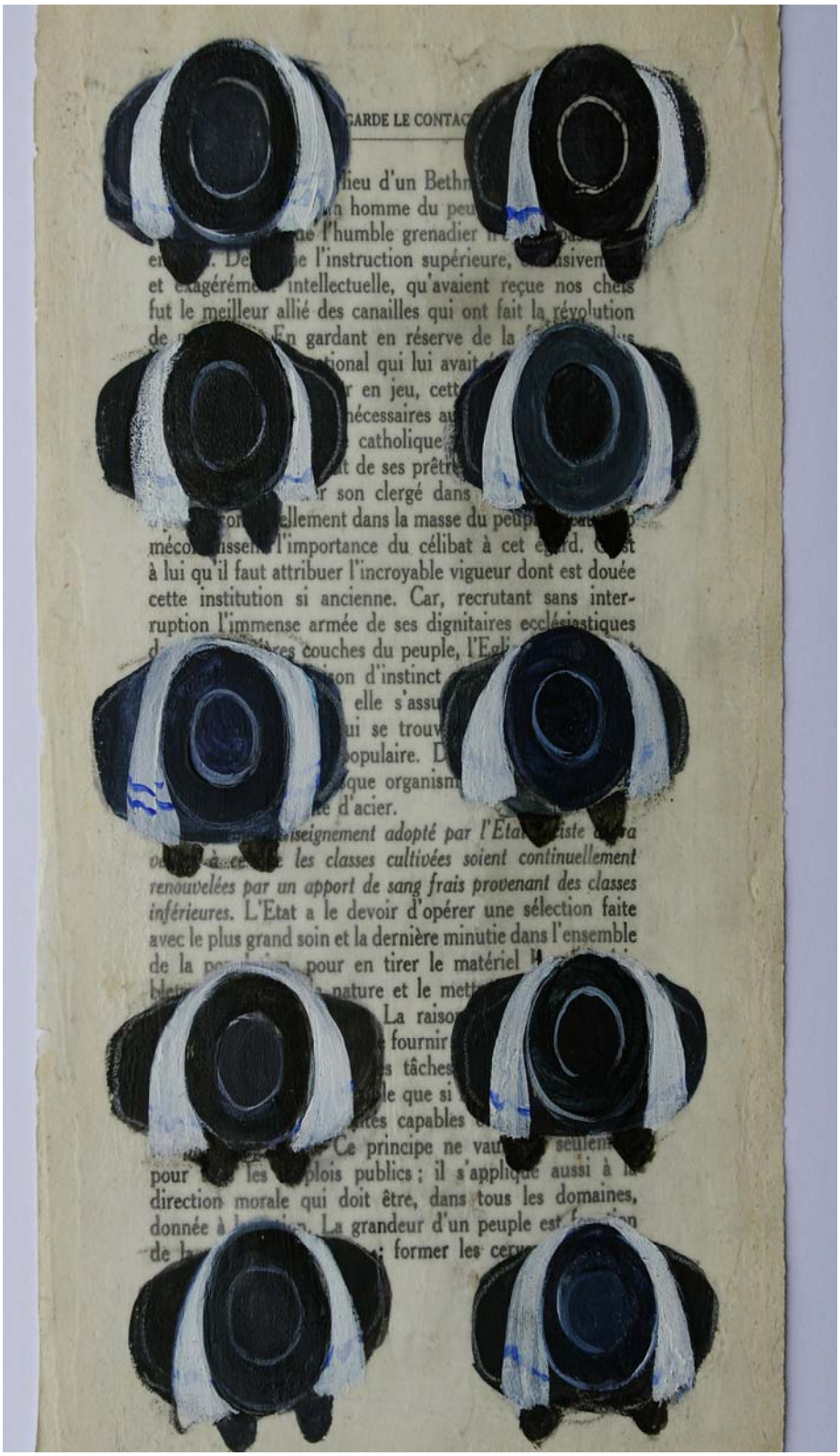
STUDENT HANDOUT 6



From the project *Notre Combat* by Linda Ellia; one of 600 works on paper;
8 ¾ x 5 ½ inches; Paris, France; 2007. Courtesy of the Contemporary Jewish Museum.

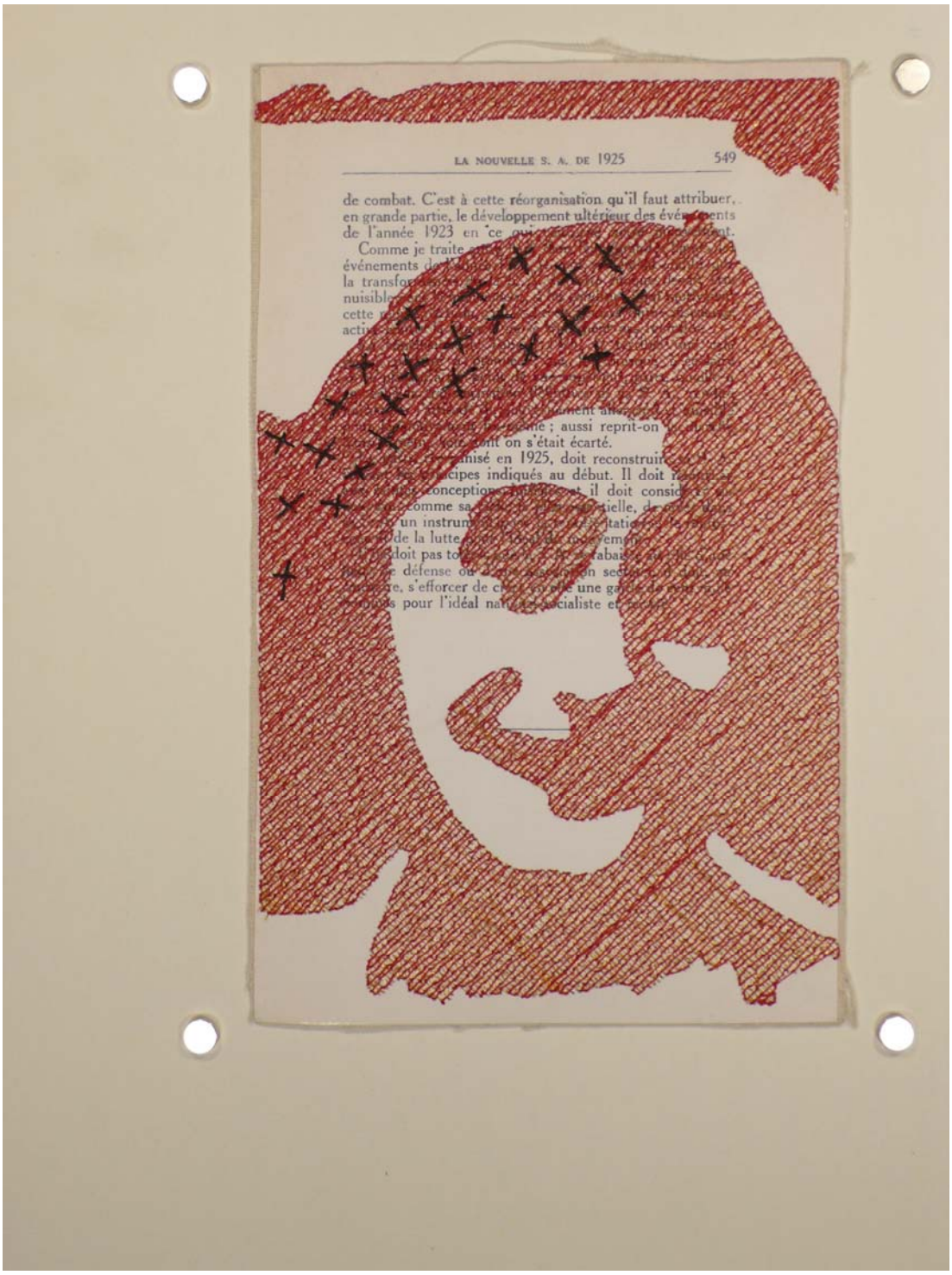
From the project *Notre Combat* by Linda Ellia; one of 600 works on paper;
8 ¾ x 5 ½ inches; Paris, France; 2007. Courtesy of the Contemporary Jewish Museum.

STUDENT HANDOUT 8



From the project *Notre Combat* by Linda Ellia; one of 600 works on paper; artist: Susan Thacker; 8 ¾ x 5 ½ inches; Paris, France; 2007. Courtesy of the Contemporary Jewish Museum.

STUDENT HANDOUT 9



From the project *Notre Combat* by Linda Ellia; one of 600 works on paper;
8 ¾ x 5 ½ inches; Paris, France; 2007. Courtesy of the Contemporary Jewish Museum.

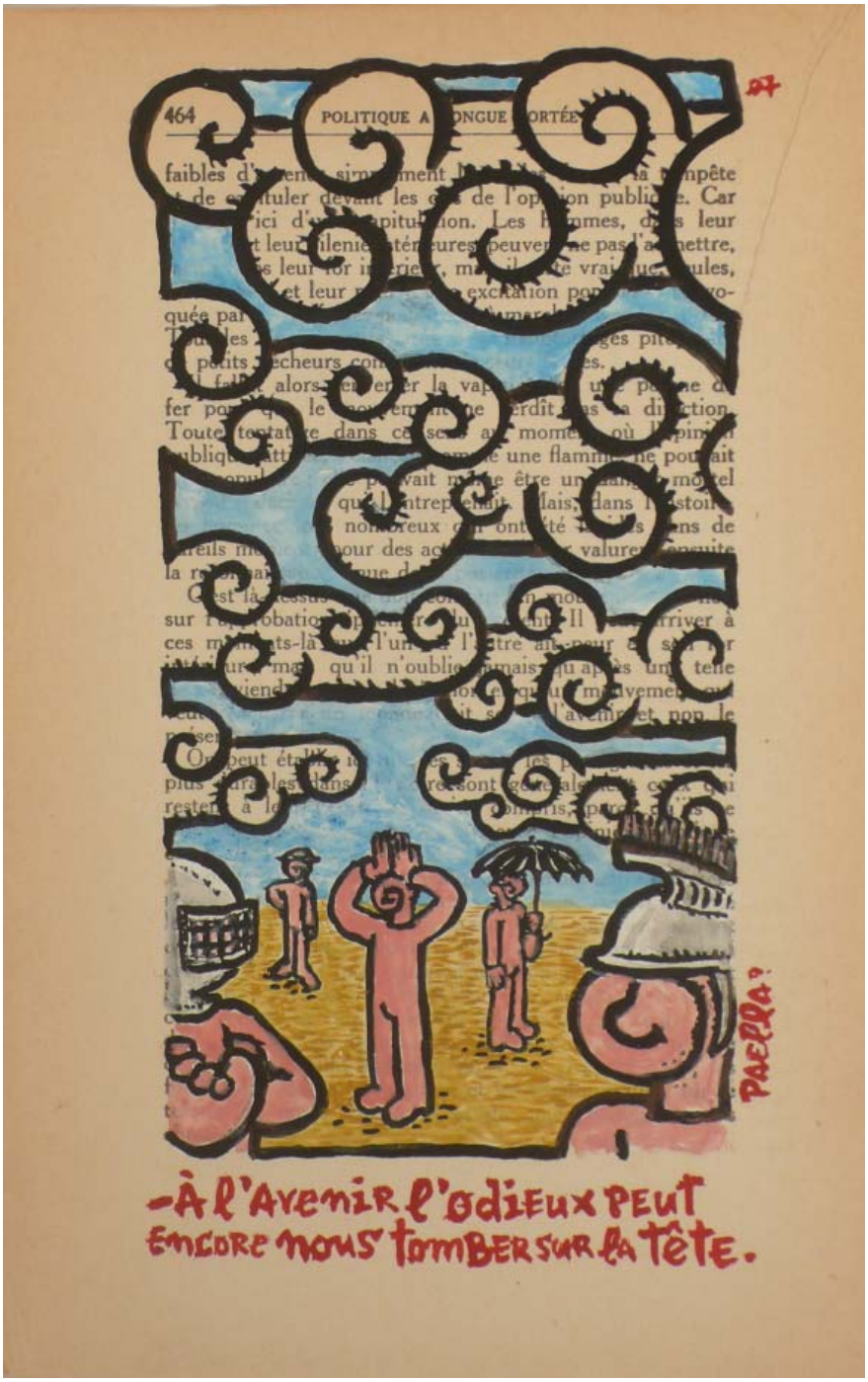
CURRICULUM CREATED BY: MORGAN N. BLUM & JANINE OKMIN
FEBRAURY 2010

STUDENT HANDOUT 10

From the project *Notre Combat* by Linda Ellia; one of 600 works on paper;
8 ¾ x 5 ½ inches; Paris, France; 2007. Courtesy of the Contemporary Jewish Museum.

CURRICULUM CREATED BY: MORGAN N. BLUM & JANINE OKMIN
FEBRAURY 2010

STUDENT HANDOUT 11



Text in red: "Despicable things can still come pouring down anytime soon."

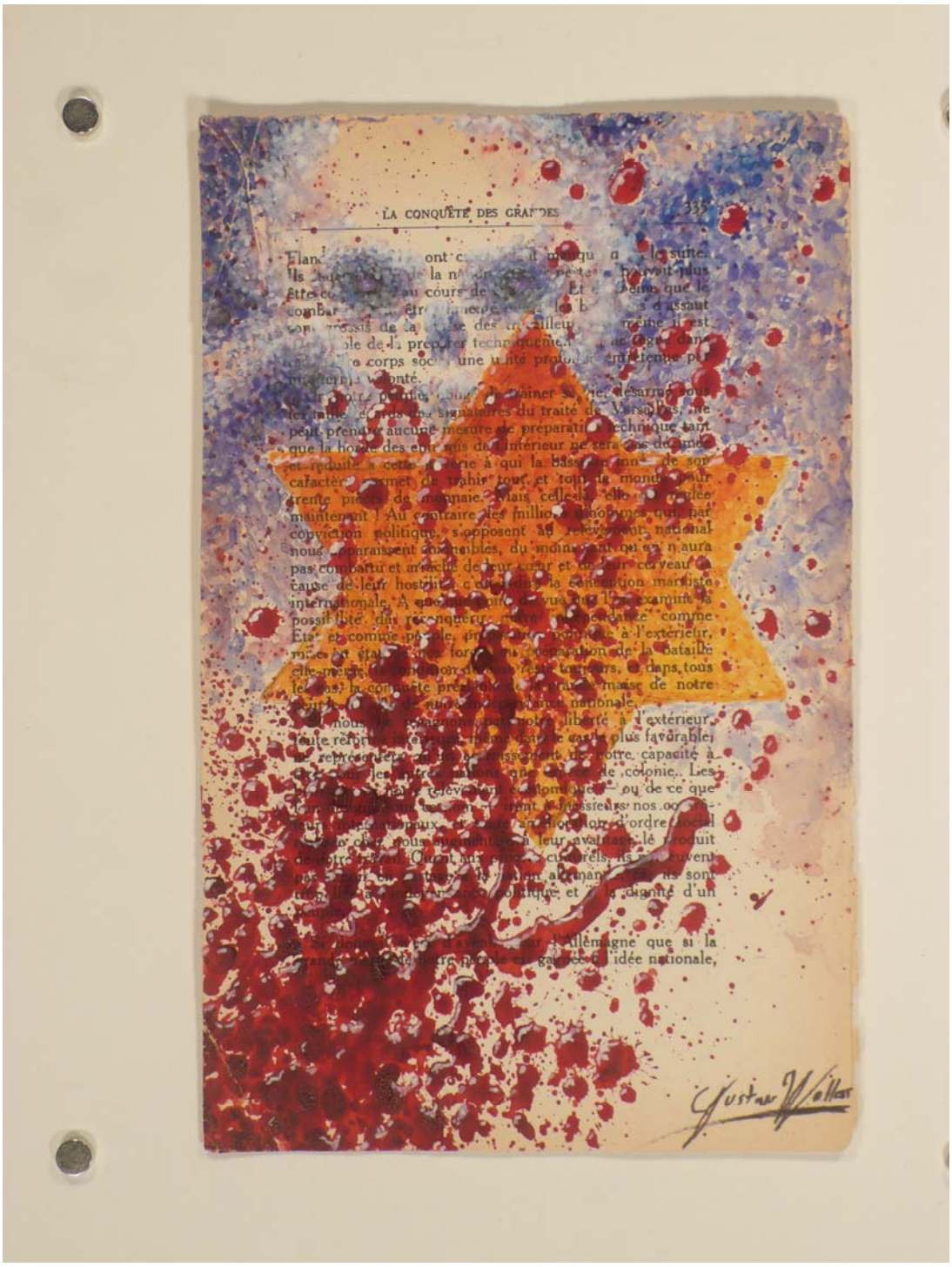
From the project *Notre Combat* by Linda Ellia; one of 600 works on paper;
8 ¾ x 5 ½ inches; Paris, France; 2007. Courtesy of the Contemporary Jewish Museum.

CURRICULUM CREATED BY: MORGAN N. BLUM & JANINE OKMIN
FEBRAURY 2010

STUDENT HANDOUT 12

From the project *Notre Combat* by Linda Ellia; one of 600 works on paper; artist: Philippe Marchand; 8 ¾ x 5 ½ inches; Paris, France; 2007. Courtesy of the Contemporary Jewish Museum.

CURRICULUM CREATED BY: MORGAN N. BLUM & JANINE OKMIN
FEBRAURY 2010



From the project *Notre Combat* by Linda Ellia; one of 600 works on paper; artist: Wallas Gustave; 8 ¾ x 5 ½ inches; Paris, France; 2007. Courtesy of the Contemporary Jewish Museum.

Conflict in Darfur

Nicholas Kristof

for

The New York Times

Nicholas D. Kristof

Nicholas Donabet Kristof (born April 27, 1959 in Chicago, Illinois) is an American journalist, author, op-ed columnist, and a winner of two Pulitzer Prizes. He has written an op-ed column for The New York Times since November 2001 and is widely known for bringing to light human rights abuses in Asia and Africa, such as human trafficking and the Darfur conflict. He has lived on four continents, reported on six, and traveled to 140 countries and all 50 states. According to his blog, during his travels he has had "unpleasant experiences with malaria, wars, an Indonesian mob carrying heads on pikes, and an African airplane crash". Jeffrey Toobin of CNN and The New Yorker, a Harvard classmate, has said: "I'm not surprised to see him emerge as the moral conscience of our generation of journalists. I am surprised to see him as the Indiana Jones of our generation of journalists."

Genocide in Slow Motion

February 9, 2006

During the Holocaust, the world looked the other way. Allied leaders turned down repeated pleas to bomb the Nazi extermination camps or the rail lines leading to them, and the slaughter attracted little attention. My newspaper, *The New York Times*, provided meticulous coverage of World War II, but of 24,000 front-page stories published in that period only six referred on page one directly to the Nazi assault on the Jewish population of Europe. Only afterward did many people mourn the death of Anne Frank, construct Holocaust museums, and vow: Never Again.

The same paralysis occurred as Rwandans were being slaughtered in 1994. Officials from Europe to the US to the UN headquarters all responded by temporizing and then, at most, by holding meetings. The only thing President Clinton did for Rwandan genocide victims was issue a magnificent apology after they were dead.

Much the same has been true of the Western response to the Armenian genocide of 1915, the Cambodian genocide of the 1970s, and the Bosnian massacres of the 1990s. In each case, we have wrung our hands afterward and offered the lame excuse that it all happened too fast, or that we didn't fully comprehend the carnage when it was still under way.

And now the same tragedy is unfolding in Darfur, but this time we don't even have any sort of excuse. In Darfur genocide is taking place in slow motion, and there is vast documentary proof of the atrocities. Some of the evidence can be seen in the photo reproduced with this essay, which was leaked from an African Union archive containing thousands of other such photos. And now, the latest proof comes in the form of two new books that tell the sorry tale of Darfur: it's appalling that the publishing industry manages to respond more quickly to genocide than the UN and world leaders do.

Africa's Brutal Lebensraum

March 14, 2006

The villagers in this hamlet of thatch-roof mud huts told me that they had shot dead a member of the brutal janjaweed militia and pointed to his body. I walked over to look at the corpse — and his eyes opened.

He was a teenager, perhaps 16, shot down as he and four other raiders attacked this village along the Chad-Sudan border. Most of these villages near the town of Adé are unarmed, and it is easy for members of the Arab janjaweed to kill, rape and pillage with impunity, while yelling racial epithets against the black African tribes they attack. But someone in this village had an AK-47 and used it to fend off the attack.

The boy on the ground was slight and wearing old and filthy clothes. He followed me with his eyes for 10 seconds and then closed them, moaning softly. He had been shot in the waist and could not move.

The janjaweed are the brutes, armed and paid by the Sudanese government, who have engaged in a genocidal campaign to destroy villages of African tribes in the Darfur region of Sudan. Now Sudan, encouraged by the feebleness of the international community's response, is expanding the genocide by sending the raiders to attack the same tribes in neighboring Chad.

The villagers vowed not to kill the boy (they were indignant that I thought they might), and promised to turn him over to the government. And then they showed me someone still more interesting: another captured janjaweed youth who was able to tell his story.

This young man was tied up, not particularly harshly, in a hut. He had a bloody gash on his forehead where he had been hit with a machete, and it seemed he might lose his eye, but he was easily able to answer questions.

"My name is Isak Muhammad," he began. "I am 21 years old."

Mr. Isak was not driven by racist abhorrence for the Wadai tribe of this village, for he is a Wadai himself. He said a militia leader had simply promised the raiders $250 if they succeeded in killing the sheik, as a way to terrorize villagers and drive them away.

Where did the militia leader get his money? Almost certainly from the Sudanese government.

The Sudanese authorities may not have the money to feed their people, but they are spending lavishly on arming proxy forces to invade Chad, in hopes of destabilizing tribes and installing a pro-Sudanese pawn as the leader of Chad.

So the genocide is not just driven by hatred, but also by opportunistic mercenaries. Consider the founder of the janjaweed, Sheik Musa Hilal, a ferocious Arab nationalist who has shown particular vigor in slaughtering members of the Zaghawa tribe. According to a longtime acquaintance of Mr. Musa, the sheik's own mother is Zaghawa.

As in Rwanda or even during the Holocaust, racist ideologies sometimes disguise greed, insecurity and other pathologies. Indeed, one of the genocide's aims is to drive away African tribes to achieve what Hitler called Lebensraum: "living space" for nomadic Arabs and their camels.

So this village is simply a window into an entire region drenched in fear. Men walk about carrying homemade spears and machetes, and parents tie amulets around their children's necks.

As we left the village, I met a search party looking for six men who had disappeared after an attack by other raiders. "We heard gunshots over there a couple of minutes ago," said one man pointing to a nearby hill. "We'll wait two hours and then go over and see who was shot."

As the local county leader, Saudi Hassan, puts it, "The janjaweed are using humans as targets — they kill a person as if he were a chicken." Whether the offenders are Nazis or Hutu extremists or Sudan's janjaweed, that is a crime not only against the victims but also against all humanity. You can get ideas about what you can do at www.savedarfur.org, the Web site of the Save Darfur Coalition, which is planning a major rally on the Washington Mall on April 30.

It is brutally demoralizing for people in these villages to be hunted down as if they were wild beasts, to have their children pulled from their arms and thrown into burning huts. But we should be just as demoralized by our own indifference. The shame belongs not to the good people of Darfur and Chad, but to ourselves.

Darfur camp attacked

October 29, 2008

Sudanese President Omar al-Bashir tends to be at his worst when the world is distracted. These days the U.S. is absorbed by the presidential election, Darfur fatigue has set in, and so he evidently feels a little freedom. So we're seeing attacks on camps of displaced people, where Darfuris have sought protection and assistance after fleeing their villages.

Today I received this message from a Westerner active on Darfur issues:

As I write this, Kassab camp (North Darfur) home to 25,000 unarmed civilians and the location of DPDO's women's center is under attack by Janjaweed forces. I spent time in the camp and know many people there. What do we do? Rebel forces are too distant and under-equipped to defend Kassab. UNAMID has only a small presence there. Who will be dead tomorrow?

People often ask me if I find it impossibly depressing to go to Darfur and talk to the victims there. Yes, sometimes. But I find it just as depressing that five years into a genocide, the international community mumbles homilies about human rights and "never again" — even as camps like this are attacked without the world even noticing.