




A MUSEUM LESSON

Remember ~ Educate ~ Empower

Museum Guide for Educators

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THE
**FLORIDA**
HOLOCAUST
MUSEUM



Edie Loebenberg (née Lowengard), age 4, during Passover in front of a bakery owned by her grandparents. Biblis, Germany, April 1930. Edie's family left Germany for the United States in 1938 in order to escape Nazi persecution. Edie Loebenberg cofounded The Florida Holocaust Museum with her husband Walter.

Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Edie Loebenberg

THE FLORIDA HOLOCAUST MUSEUM'S MISSION

“The Florida Holocaust Museum honors the memory of millions of innocent men, women and children who suffered or died in the Holocaust. The Museum is dedicated to teaching the members of all races and cultures the inherent worth and dignity of human life in order to prevent future genocides.”

INTRODUCTION

This Museum Guide is designed to help educators prepare their students for a meaningful experience during a visit at The Florida Holocaust Museum. We planned your visit as a Museum Lesson built around 3 concepts: Remember, Educate, Empower. The pre- and post-visit activities in the guide correspond with all 3 concepts and enable teachers to better incorporate a field trip to the Museum into their lesson plans.

The subject matter taught at the Museum is complex and requires a multifaceted approach to ensure students are able to process the information they receive prior to, during, and after their visit to the Museum. To assist educators with this task, we have prepared materials that can be used throughout this educational journey. The activities built around the Museum Lesson will help teachers apply Florida Standards into their curriculum and strengthen their students' reading, writing, speaking, and listening skills. Students will have an opportunity to enhance their critical thinking and work with challenging content in diverse media format. They will work with questions that may not have answers. Educators will be able to incorporate the Museum Lesson into their curriculum and build their own lessons around it.

In The FHM's approach to education we focus on the accuracy of historical information and teaching through primary sources. Throughout their Museum experience, students will work with factual information and authentic stories of those who experienced the Holocaust first hand. By learning about individual human beings who were murdered during the Holocaust and those who survived and shared their testimonies, students will become witnesses to a witness and ensure that the memory of the Holocaust will not be forgotten. It is our goal that, together with teachers, we will inspire students to translate those lessons into their lives today and to help us build a safer world for the generations to come. We want students to understand the importance of remembrance, educate them about the history of the Holocaust as well as other genocides and human rights violations, and empower them to make positive changes in their lives and in their communities.



Ellen Bernstein and Rolf Salomon in Bonn, Germany, in 1937 or 1938. Rolf perished during the Holocaust.

Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Ellen Bernstein



Left: Walter Loebenberg on his first day of school. Waechtersbach, Germany, around 1930. Walter Loebenberg and his parents left Germany for the United States in 1939 in order to escape Nazi persecution. He later cofounded The Florida Holocaust Museum with his wife Edie. Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Walter Loebenberg



Right: Lotte Rothschild Moch photographed in Stuttgart, Germany. Lotte came with her family to the U.S. in 1938 after Kristallnacht. Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Barbara Moch

HOW WE TEACH ABOUT THE HOLOCAUST

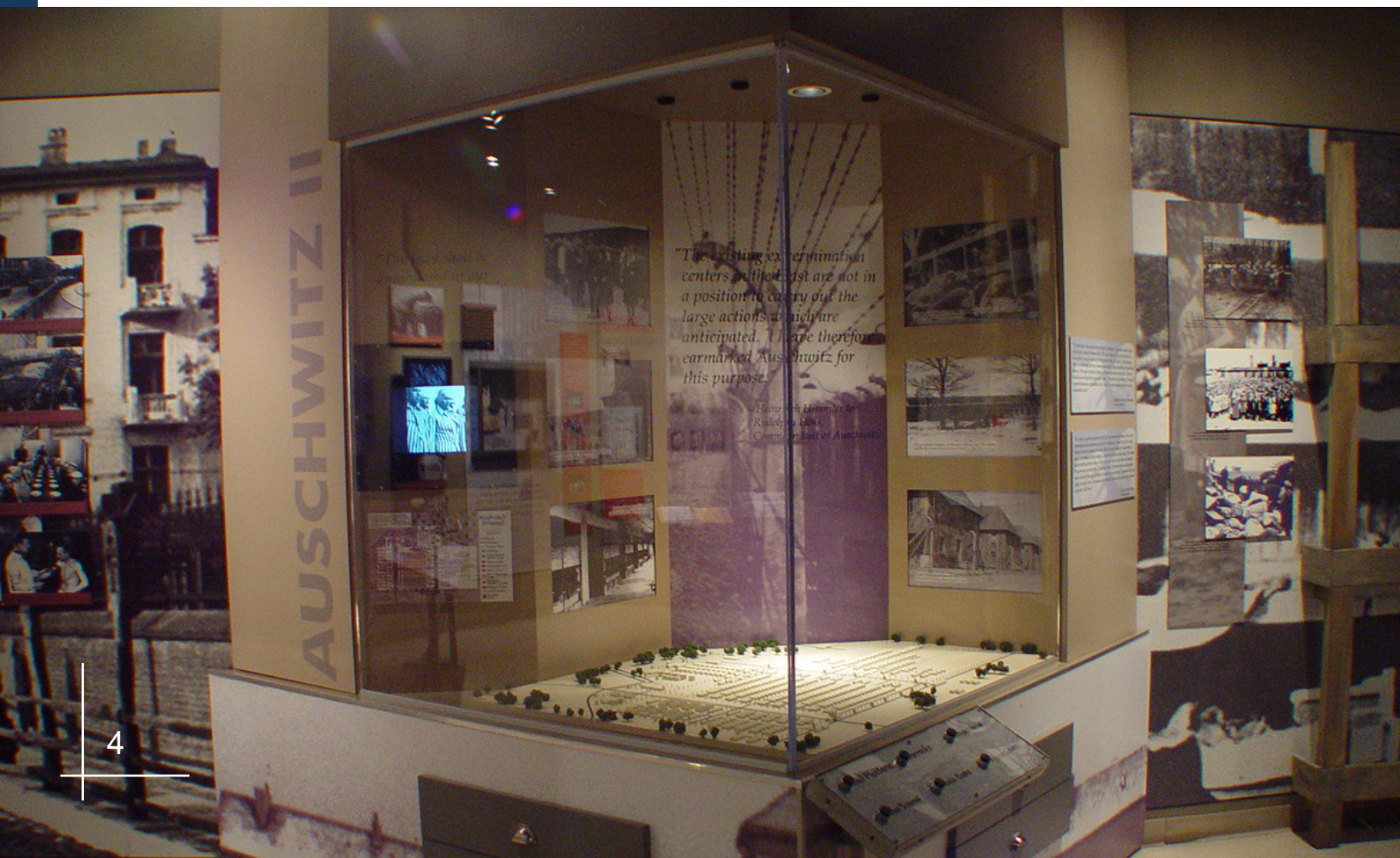
At The Florida Holocaust Museum we work with the definition of the Holocaust created by the United States Holocaust Memorial Museum:

“The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators. [...] The Nazis, who came to power in Germany in January 1933, believed that Germans were ‘racially superior’ and that the Jews, deemed ‘inferior,’ were an alien threat to the so-called German racial community.”

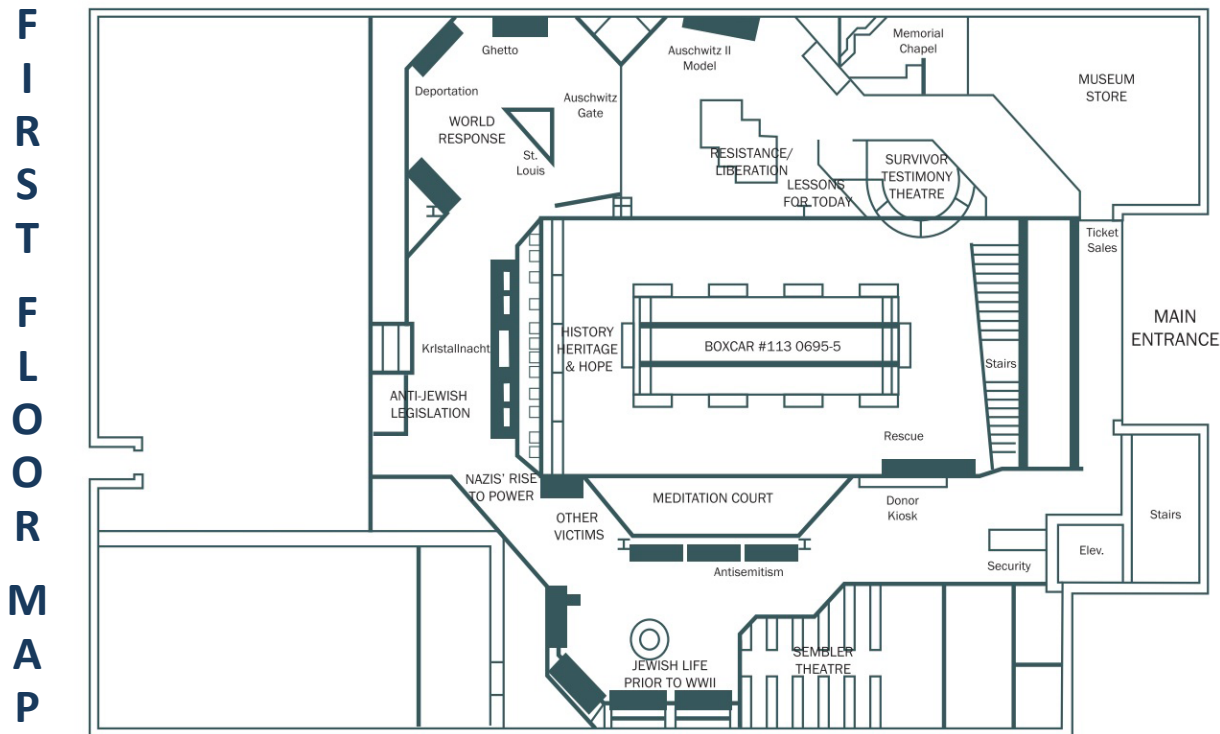
While we focus on the history of persecution of Jews during the Holocaust, we also teach about the persecution of other victim groups by the Nazi regime: Roma and Sinti, Slavs, the disabled, homosexuals, Jehovah’s Witnesses, political opponents, and others.

Our core exhibition has didactic panels that are periodically updated to reflect the most current research. Various sections of the exhibition also contain archival images and authentic artifacts that help us translate statistics into people’s lives – we believe in the importance of every life destroyed during the Holocaust and want to give a voice to the victims and survivors. Many of the artifacts on display come from the Holocaust survivors who speak to school groups at our Museum. Teaching through historical facts combined with authentic individual stories helps us build an awareness about one of the darkest chapters in human history and draw lessons to create a more peaceful today and tomorrow. It is also a powerful tool in fighting Holocaust denial.

Part of the core exhibition at The Florida Holocaust Museum



MUSEUM LAYOUT



First Floor

The Museum's core exhibition, History, Heritage and Hope, spans the first floor. Featuring original artifacts, video, and photos, it presents the history of the Holocaust. It begins with the history of antisemitism and life before WWII, followed by the rise of the Nazis and anti-Jewish legislation. The history of other victim groups, ghettos and rescue are shown. The exhibition culminates with sections about concentration camps and killing centers and a boxcar used during the Holocaust. The final area presented is Lessons for Today where visitors learn about other genocides and acts of hatred occurring today.

Second Floor

The Larry Wasser, Janet Kohn and Center Galleries located on the second floor are home to temporary exhibitions, which change several times per year. Past exhibitions have included artwork by Samuel Bak, Judy Chicago, and William Pachner, and notable history exhibitions such as "Anne Frank: A History for Today," "Nazi Persecution of Homosexuals," and "Courage & Compassion: The Legacy of the Bielski Brothers."

Third Floor

Kane's Furniture Hall is located on the third floor and features the permanent exhibition, "Kaddish in Wood," in the Herbert and Isabel Savel Teaching Gallery. Other changing exhibitions are shown on the third floor and have included: "Jehovah's Witnesses: Faith Under Fire," "The Greatest Crime of the War: The Armenian Genocide During WWI," and The FHM's new exhibition "Beaches, Benches and Boycotts" about the civil rights movement in the Tampa Bay area. Also located on the third floor is the Ray & Nancy Murray Tolerance Learning Center/Library, administrative offices, and event space for teacher trainings, commemorative events, and exhibition openings.

Restrooms are located on the second and third floors.

For current and future exhibitions presented on the second and third floors [click here](#).



Germans pass by the broken shop window of a Jewish-owned business that was destroyed during Kristallnacht. Berlin, Germany, November 10, 1938
Photo credit: U.S. Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park

GUIDELINES FOR TEACHING ABOUT THE HOLOCAUST

Before preparing a unit on Holocaust history, educators are encouraged to familiarize themselves with the Guidelines for Teaching about the Holocaust developed by the United States Holocaust Memorial Museum.

Permission to include the guidelines in the Museum guide granted by the U.S. Holocaust Memorial Museum

GUIDELINES FOR TEACHING ABOUT THE HOLOCAUST

Define the term “Holocaust”

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.

Do not teach or imply that the Holocaust was inevitable

Just because a historical event took place, and it is documented in textbooks and on film, does not mean that it had to happen. This seemingly obvious concept is often overlooked by students and teachers alike. The Holocaust took place because individuals, groups, and nations made decisions to act or not to act. Focusing on those decisions leads to insights into history and human nature and can help your students to become better critical thinkers.

Avoid simple answers to complex questions

The history of the Holocaust raises difficult questions about human behavior and the context within which individual decisions are made. Be wary of simplification. Seek instead to convey the nuances of this history. Allow students to think about the many factors and events that contributed to the Holocaust and that often made decision making difficult and uncertain.

Strive for precision of language

Any study of the Holocaust touches upon nuances of human behavior. Because of the complexity of the history, there is a temptation to generalize and, thus, to distort the facts (e.g., “all concentration camps were killing centers” or “all Germans were collaborators”). Avoid this by helping your students clarify the information presented and encourage them to distinguish, for example, the differences between prejudice and discrimination, collaborators and bystanders, armed and spiritual resistance, direct and assumed orders, concentration camps and killing centers, and guilt and responsibility. Words that describe human behavior often have multiple meanings. Resistance, for example, usually refers to a physical act of armed revolt. During the Holocaust, it also encompassed partisan activity; the smuggling of messages, food, and weapons; sabotage; and actual military engagement. Resistance may also be thought of as willful disobedience, such as continuing to practice religious and cultural traditions in defiance of the rules or creating fine art, music, and poetry inside ghettos and concentration camps. For many, simply maintaining the will to live in the face of abject brutality was an act of spiritual resistance.

Try to avoid stereotypical descriptions. Though all Jews were targeted for destruction by the Nazis, the experiences of all Jews were not the same. Remind your students that, although members of a group may share common experiences and beliefs, generalizations about them without benefit of modifying or qualifying terms (e.g., “sometimes,” “usually,” “in many cases but not all”) tend to stereotype group behavior and distort historical reality. Thus, all Germans cannot be characterized as Nazis, nor should any nationality be reduced to a singular or one-dimensional description.

GUIDELINES FOR TEACHING ABOUT THE HOLOCAUST

Strive for balance in establishing whose perspective informs your study of the Holocaust

Most students express empathy for victims of mass murder. However, it is not uncommon for students to assume that the victims may have done something to justify the actions against them and for students to thus place inappropriate blame on the victims themselves. One helpful technique for engaging students in a discussion of the Holocaust is to think of the participants as belonging to one of four categories: victims, perpetrators, rescuers, or bystanders. Examine the actions, motives, and decisions of each group. Portray all individuals, including victims and perpetrators, as human beings who are capable of moral judgment and independent decision making.

As with any topic, students should make careful distinctions about sources of information. Students should be encouraged to consider why a particular text was written, who wrote it, who the intended audience was, whether any biases were inherent in the information, whether any gaps occurred in discussion, whether omissions in certain passages were inadvertent or not, and how the information has been used to interpret various events. Because scholars often base their research on different bodies of information, varying interpretations of history can emerge. Consequently, all interpretations are subject to analytical evaluation. Strongly encourage your students to investigate carefully the origin and authorship of all material, particularly anything found on the Internet.

Avoid comparisons of pain

A study of the Holocaust should always highlight the different policies carried out by the Nazi regime toward various groups of people; however, these distinctions should not be presented as a basis for comparison of the level of suffering between those groups during the Holocaust. One cannot presume that the horror of an individual, family, or community destroyed by the Nazis was any greater than that experienced by victims of other genocides. Avoid generalizations that suggest exclusivity such as “The victims of the Holocaust suffered the most cruelty ever faced by a people in the history of humanity.”

Do not romanticize history

People who risked their lives to rescue victims of Nazi oppression provide useful, important, and compelling role models for students. But given that only a small fraction of non-Jews under Nazi occupation helped rescue Jews, an overemphasis on heroic actions in a unit on the Holocaust can result in an inaccurate and unbalanced account of the history. Similarly, in exposing students to the worst aspects of human nature as revealed in the history of the Holocaust, you run the risk of fostering cynicism in your students. Accuracy of fact, together with a balanced perspective on the history, must be a priority.

Translate statistics into people

In any study of the Holocaust, the sheer number of victims challenges easy comprehension. Show that individual people – grandparents, parents, and children – are behind the statistics and emphasize the diversity of personal experiences within the larger historical narrative. Precisely because they portray people in the fullness of their lives and not just as victims, first-person accounts and memoir literature add individual voices to a collective experience and help students make meaning out of the statistics.

GUIDELINES FOR TEACHING ABOUT THE HOLOCAUST

Contextualize the history

Events of the Holocaust, and particularly how individuals and organizations behaved at that time, should be placed in historical context. The Holocaust must be studied in the context of European history as a whole to give students a perspective on the precedents and circumstances that may have contributed to it.

Similarly, the Holocaust should be studied within its contemporaneous context so students can begin to comprehend the circumstances that encouraged or discouraged particular actions or events. For example, when thinking about resistance, consider when and where an act took place; the immediate consequences of one's actions to self and family; the degree of control the Nazis had on a country or local population; the cultural attitudes of particular native populations toward different victim groups historically; and the availability and risk of potential hiding places.

Encourage your students not to categorize groups of people only on the basis of their experiences during the Holocaust; contextualization is critical so that victims are not perceived only as victims. By exposing students to some of the cultural contributions and achievements of 2,000 years of European Jewish life, for example, you help them to balance their perception of Jews as victims and to appreciate more fully the traumatic disruption in Jewish history caused by the Holocaust.

Make responsible methodological choices

One of the primary concerns of educators teaching the history of the Holocaust is how to present horrific, historical images in a sensitive and appropriate manner. Graphic material should be used judiciously and only to the extent necessary to achieve the lesson objective. Try to select images and texts that do not exploit the students' emotional vulnerability or that might be construed as disrespectful to the victims themselves. Do not skip any of the suggested topics because the visual images are too graphic; instead, use other approaches to address the material.

In studying complex human behavior, many teachers rely upon simulation exercises meant to help students “experience” unfamiliar situations. Even when great care is taken to prepare a class for such an activity, simulating experiences from the Holocaust remains pedagogically unsound. The activity may engage students, but they often forget the purpose of the lesson and, even worse, they are left with the impression that they now know what it was like to suffer or even to participate during the Holocaust. It is best to draw upon numerous primary sources, provide survivor testimony, and refrain from simulation games that lead to a trivialization of the subject matter.

Furthermore, word scrambles, crossword puzzles, counting objects, model building, and other gimmicky exercises tend not to encourage critical analysis but lead instead to low-level types of thinking and, in the case of Holocaust curricula, trivialization of the history. If the effects of a particular activity, even when popular with you and your students, run counter to the rationale for studying the history, then that activity should not be used.



Concentration camp jacket.

Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Milton Kohn



Members of the Bielski partisan unit which accepted men, women and children. Belarus, c. 1942-1943.
Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Jack Kagan

PRE-VISIT ACTIVITIES

Some activities have 2 parts which can be done before or after visiting the Museum (or, if necessary, combined together). Educators are advised to use these activities in a way that is best suited for their curriculum and grade level of their students.

Discussion or writing assignment themes

1. How do students understand the concept of human rights? Together, investigate and discuss the history of the Universal Declaration of Human Rights and of the Convention on the Prevention and Punishment of the Crime of Genocide, as well as their content. You can find it on the website of the United Nations and The Office of the United Nations High Commissioner for Human Rights at:

<http://www.un.org/en/documents/udhr/>

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CrimeOfGenocide.aspx>

Can the students give examples of genocides or human rights violations? What were their responses when they first found out about it? How did the people around them respond to the news about genocide or human rights violations?

2. With students, analyze the mission statement of The Florida Holocaust Museum. What are the key words and concepts? Can the students explain these concepts in their own words?

“The Florida Holocaust Museum honors the memory of millions of innocent men, women and children who suffered or died in the Holocaust. The Museum is dedicated to teaching the members of all races and cultures the inherent worth and dignity of human life in order to prevent future genocides.”

3. Have your students read any first-hand accounts pertaining to the Holocaust or other genocides, e.g., diaries, memoirs, letters? What facts about the authors’ lives do they remember and would like to share with the rest of the class? Has reading those accounts affected the way they perceive themselves and others around them? Discuss those responses with students.

4. How do students understand the concept of resistance? Have they heard about armed (e.g., uprisings; sabotage operations; partisan units) and unarmed resistance (e.g., clandestine schooling; medical assistance; soup kitchens; cultural life; religious life) during the Holocaust or other genocides? Can they give examples?

5. If you know who your survivor speaker will be, work with your students on preparing questions. Is there something in particular they would like to know? Spontaneous questions after the survivor’s presentation are also welcome.



Jewish refugees aboard the MS St. Louis attempt to communicate with friends and relatives in Cuba, who were permitted to approach the docked vessel in small boats. The refugees were refused entry into Cuba and the United States. The ship was forced to return to Europe. June 1939

Photo credit: U.S. Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park

PRE-VISIT ACTIVITIES

Research-based activities

R1. Exploring Individual Life Stories, part 1

[Click here for Holocaust survivors' bios and pictures](#)

Distribute among your students (individually or in groups) the short bios of some of the Holocaust survivors who have worked with our Museum. You can contact the Museum ahead of time to ask who will be your group's speaker (keep in mind that this is subject to change due to unforeseen circumstances) or work with the biographies of your choice. It is important that your students work with more than one story. We have survivors of various backgrounds and with diverse experiences. Studying their life stories will enable students to understand that the Holocaust affected millions of innocent individual human beings, each of whom had a unique experience.

Ask students to familiarize themselves with the story you chose for them (one story per group/pair/individual). Help them locate the country of origin of that survivor on the map and follow up with research. You can have students focus on the following questions:

- What country is the survivor from?
- How many Jews lived in the survivor's town or village before the war?
- What other information can the students gather about that Jewish community? (e.g., types of schools; one or more synagogues?; any well-known events pertaining to the community members; relationships between local Jews and non-Jews; language used; cultural life)
- When was the survivor's country of origin invaded during WWII? Armed forces of which country invaded it?
- Was a ghetto established? What type of ghetto (open, closed, surrounded by a wall or a fence, who guarded it)?
- What happened to the survivor and his/her family members?
- What happened to the majority of Jews in that town or village?



Part of The FHM's traveling exhibition
Fragments: Portraits of Survivors



Part of The FHM's traveling exhibition
Fragments: Portraits of Survivors

To help with this research project you can use the following online resources: The Florida Holocaust Museum's video testimonies of survivors at: <https://www.flholocaustmuseum.org/explore-2/testimonies/>; the USHMM's Holocaust Encyclopedia articles (<http://www.ushmm.org/learn/holocaust-encyclopedia/>); JewishGen Yizkor (Memorial) Book Project <http://www.jewishgen.org/Yizkor/translations.html>; Yad Vashem's resources: www.yadvashem.org; Yahad – In Unum's online database and map of execution sites at: <http://www.yahadmap.org/#map/>; other websites from the suggested webography. These links will provide access to articles, memorial books about various Jewish communities, and photographs. Some content is graphic – please choose content that is appropriate for your students' age and maturity level.

Please note that the borders of some countries have changed and a location you are researching may be in a different country than before the Holocaust.

Remember that Holocaust survivors are not historians – they share their own, personal perspectives and individual experiences. Support your lesson by directing students to resources with background information about events described in testimonies (like the USHMM's Holocaust Encyclopedia). Additional website and book recommendations can be found at the end of this guide.

Research-based activities

R2. Working with Archival Images, part 1

[Click here for archival images.](#)

R2a. Write the image captions on the board and divide the images from The FHM's core exhibition among your students. Help students match the images with the correct captions. Discuss with students what they see, e.g., the approximate age of the individuals in the photograph (adults, babies, children, teenagers, the elderly), their gender, the way they are dressed, any form of marking (yellow star or an armband with the Star of David), facial expressions, physical condition, gestures, belongings, condition of buildings or structures. Write this feedback on the board or chart paper so it is visible to everyone. Then, ask students what emotions and thoughts these images evoke. Add these remarks on the board or chart paper.

Discuss what lessons can be learned from an archival image (e.g., we get a glimpse into a world that is no more; we see real people in real situations; we learn about human behavior and choices: somebody chose to be a perpetrator and victimized other human beings, somebody chose to offer help, somebody stood by; conditions in ghettos and camps; various forms of resistance). Why is it important to preserve and use such photographs as teaching tools? As a follow-up, have students reflect on the image of their choice in writing.



Eva Gerson (née Kaiser) in kindergarten before the war. Eva was sent to Theresienstadt and survived several camps, including Auschwitz-Birkenau. Liberec, Czechoslovakia, 1934
Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Eva Gerson

February 28, 1941 – Dutch Jews wearing prisoner uniforms marked with a yellow star and the letter “N,” for Netherlands, stand at attention during a roll call at the Buchenwald concentration camp in Germany. In the second row, second from left, is Hermann Schrijver, born May 21, 1914. Hermann was then sent to the Mauthausen concentration camp in Austria where he died on September 20, 1941 at the age of 27.

Photo credit: U.S. Holocaust Memorial Museum, courtesy of Gedenkstaette Buchenwald. Photograph printed with permission by Sam Schryver (Hermann's cousin)



PRE-VISIT ACTIVITIES

Research-based activities

R2b. Based on your students' age group, encourage them to do research about the content of these images (make sure students work with materials that are age and grade appropriate – it is best if prior to this activity you choose specific sections of reliable websites you would like your students to use). Ask students to focus on:

- Where was the photo taken?
- Who is in the photograph (victims; perpetrators; bystanders; a survivor they know)?
- Does the photograph show a particular situation (it will be identified in the caption)? If so, have students gather more information about it (e.g., deportations of Jews from Hungary to Auschwitz-Birkenau in 1944).
- Do we know who the photographer was (when available, this information would be in the caption)? Ask students to seek information about photographers during the Holocaust. Helpful links:

<https://www.yadvashem.org/articles/general/critical-analysis-of-photographs.html>

<https://www.yadvashem.org/articles/general/the-jewish-photographer-henryk-ross.html>

https://www.yadvashem.org/yv/en/exhibitions/warsaw_ghetto/index.asp

<https://collections.ushmm.org/search/catalog/pa2956>

<https://collections.ushmm.org/search/catalog/pa1699>

http://www.yadvashem.org/yv/en/exhibitions/warsaw_ghetto/german_soldier.asp

Ask students to find up to 3 facts about a particular location/event in the image they worked on that they would like to share with the rest of the class.

Have students prepare brief presentations summarizing their research.

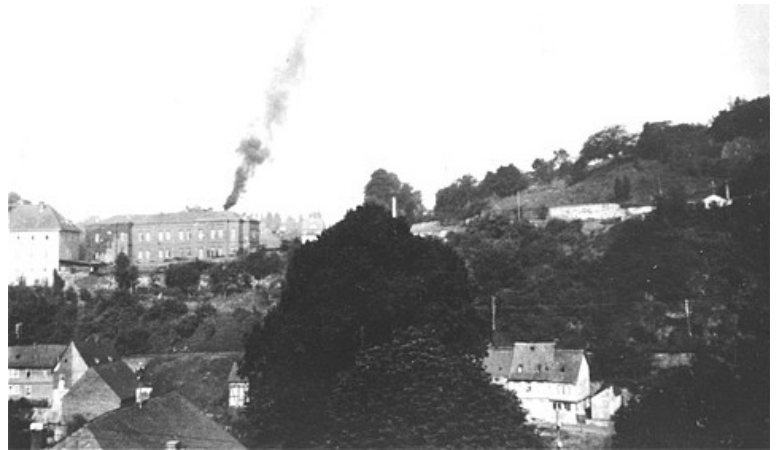
R3. Building your own reflection platform, part 1

Dividing this activity into two parts: before and after a Museum Lesson, will help students express what they already know about the Holocaust, their expectations before the Museum visit, and reflections after their Museum experience. While the activity can be done in one part after the Museum visit, dividing it into two parts will enable students to see if and how their perspectives were affected by the Museum experience.

Depending on your students' experience with Holocaust studies, assign them to build a reflection project: e.g., an exhibition, a reflection wall, a newsletter, a video project. Start with creating word clouds made up of specific vocabulary your students have studied as well as their own connotations. Use the glossary at the end of the guide to help with this part of activity. It is important that students use words they know or have heard before.

Ask students to focus just on what they know from their studies, readings (diaries, memoirs, news reports, interviews with survivors), and on their own responses to that information. If your students are beginners, build the activity around their expectations and what they have heard about the Holocaust from the media, family or community members or books and films they may have seen. As in all activities, focus on authentic stories, not fiction.

This activity will also provide an opportunity to educate students about copyright for using archival photographs and other materials available online.



View of the smoking chimney of the Hadamar Institute where almost 15,000 men, women, and children were murdered between 1941 and March 1945 as part of the Nazi "euthanasia" program.

Photo credit: Archive of the Diocese of Limburg, collection of Father H. Becker

Research-based activities

R4. Commemorating Individual Human Beings, part 1

At The Florida Holocaust Museum, students will hear numerous examples of experiences of those who suffered during the Holocaust. With students, read the poem by Hannah Szenes “There are stars,” and discuss the importance of remembering individual victims of the Holocaust, other genocides and human rights violations. Have students review the biographies of survivors discussed in research-based activity #1. What do we learn about each of these individual human beings who suffered during the Holocaust? What would your students want to share about an individual whose biography they examined? Write down students’ reflections on easel pad paper to be used later.

There are stars up above,
So far away we only see their light
Long, long after the star itself is gone.
And so it is with the people that we loved –
Their memories keep shining brightly
Though their time with us is done.
But the stars that light up the darkest night,
These are the lights that guide us,
As we live our days,
These are the ways we remember.

You can find information about Hannah Szenes here:

https://www.yadvashem.org/odot_pdf/Microsoft Word - 6064.pdf



Left: Salomon Schrijver b. May 25, 1917 and his wife Flora (née Mendels) b. Oct 15, 1919 on their wedding day in Amsterdam, Holland. Both were deported from Holland to Sobibor in German-occupied Poland on July 9, 1943, and murdered at the death camp. Salomon was 26 years old, Flora was 24.

Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Sam Schryver

Right: Emilia Szasz with her mother Magda Rosenberg Szasz. Both perished at Auschwitz-Birkenau in 1944. Emilia was 6 years old and Magda was 38.

Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Judith Szentivanyi



SA pickets distribute boycott pamphlets to German pedestrians. The sign held by one of them reads: 'Attention Germans. These Jewish owners of [five and dime] stores are the parasites and gravediggers of German craftsmen. They pay starvation wages to German workers. The chief owner is the Jew, Nathan Schmidt.' Berlin, Germany April 1, 1933

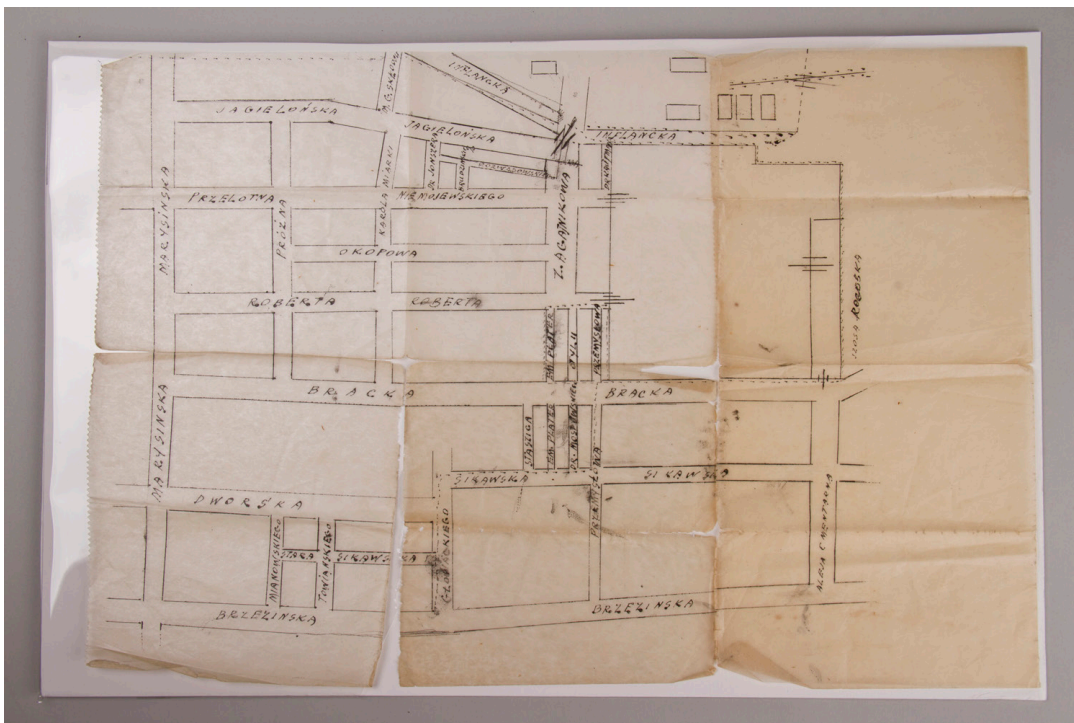
Photo credit: U.S. Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park

POST-VISIT ACTIVITIES

students and help them process the information they learned. The following concepts can be excellent discussion themes or ideas for writing and research activities.

Discussion or writing assignment themes

1. The Florida Holocaust Museum displays pre-Holocaust photographs of individuals who were later persecuted by the Nazis. Why do you think these photographs are on display?
2. Which artifacts did you see at The Florida Holocaust Museum? Why do you think they are on display? Which of the artifacts do you remember the most and why?
3. Can you define the terms “upstander,” “bystander,” “perpetrator,” “victim,” “witness”? What have you learned at the Museum about each of these words in reference to human behavior and about the choices individual people made during the Holocaust? Do you know any upstanders? What makes them an upstander?
4. What part of the survivor’s story will you remember the most and why?
5. Which element of the art exhibitions currently on display (on the second and third floor of The Florida Holocaust Museum) did you find most interesting and why?
6. Have students write a short essay about up to 3 most meaningful things they have learned during their Museum experience (e.g., a message from the survivor; an image that particularly impacted them; the concept of hope; overcoming obstacles; choices; family; memory; the role of Holocaust education).
7. Encourage students to write their own letters to the speaker with whom they met at the Museum (a Holocaust survivor or a child of Holocaust survivors). What impact did this experience have on them? Have they been able to apply what they have learned to their own lives?
8. Discuss with students (the discussion can be followed up by a writing assignment) what they are proud of and what they would like to change in their communities. Have they witnessed injustice or discrimination? Did the community work together for a cause, e.g., to help one of its members? Did the lessons learned at the Museum inspire students to make any changes in their community?



Map of the Lodz ghetto
Benjamin Frankel, father of Solomon Frankel, sketched this map of the Lodz ghetto from memory shortly after liberation. Both were confined to the Lodz ghetto after the Germans occupied Poland and were deported on the same transport to Auschwitz.
Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Solomon Frankel

POST-VISIT ACTIVITIES

Research-based activities

R1. Exploring Individual Life Stories, part 2

[Click here for Holocaust survivors' bios and pictures](#)

Have students work in the same research groups as before. Review what they established about the person whose life story they explored. Acquaint them with the Central Database of Shoah Victims' Names compiled by Yad Vashem at <https://yvng.yadvashem.org/>. The database is part of the Shoah Victims' Names Recovery Project whose goal is to memorialize individual Jews murdered during the Holocaust, by recording their biographical details on special forms called Pages of Testimony. The Florida Holocaust Museum is partnering with Yad Vashem on this special project and our Museum has so far collected over 700 Pages. These submissions are stored in Yad Vashem's Hall of Names but are searchable online through the Database. The Central Database of Shoah Victims' Names currently contains 4.3 million names, approximately 2.6 million of which came from the Pages of Testimony (the remaining names were retrieved from archives and other sources).

Have students look for Pages of Testimony submitted by Holocaust survivors or their children connected with The Florida Holocaust Museum: Jackie Albin, Ellen Bernstein, Steven Bloom, Halina Herman, Monique Keppler, Rosa Miller, Sylvia Richman, Edith Rothschild, Sam Schryver, Marie Silverman, Gary Silvers, Judith Szentivanyi, Charlene Wygodski, Mary Wygodski.

You can find samples of the Pages and photographs on our website at: <https://www.thefhm.org/explore-2/shoah-directory/>, or all our submissions through the Database on Yad Vashem's website. Students can also research other Pages of Testimony from the survivor's home town by typing in the name of the town.

Far Left: Moishe Bercovic, deported from Czechoslovakia to Auschwitz-Birkenau and murdered in approx. 1942. He was married and had 4 children. Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Marie Silverman (Moishe's granddaughter)

Center Left: Katia Tabachowicz with her daughter Golda. They were both deported from the Vilna ghetto and murdered in 1943. Golda was 10 years old at the time.

Photo credit: Permanent collection of The Florida Holocaust Museum, on loan from Mary Wygodski (Katia's niece)



Center Right: Faiwel Tabachowicz, 1897-1944. He was deported from the Vilna ghetto to the Klooga camp in Estonia where he perished. Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Mary Wygodski (Faiwel's daughter)

Far Right: David Wajnberg from Warsaw, Poland. Perished during the Holocaust. Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Halina Kramarz-Herman (David's granddaughter)



Left: This yellow Star of David printed with “Jood” (the Dutch word for Jew) was worn by Sam Schryver. As of April 29, 1942, all Jews living in the Netherlands were required to wear the star at all times.

Photo credit: The Florida Holocaust Museum, on loan from Sam Schryver

Right: Warsaw, Poland. A woman selling armbands in the ghetto, 09-19-1941. Picture taken by a German soldier, Heinz Joest.

Photo credit: Photo Archive, Yad Vashem, Jerusalem

Research-based activities

R2. Working with Archival Images, part 2

[Click here for archival images](#)

R2a. Help students match these photographs with the themes discussed at the Museum (history of antisemitism; life before WWII; Nazis coming to power; different victim groups; pre-WWII persecution of Jews, anti-Jewish legislation; Einsatzgruppen; ghettos; camps; resistance; rescue; world response; liberation; DP camps; other genocides; themes related to art and temporary exhibitions. What do students remember about that particular section of the exhibition? Use the glossary and Holocaust Encyclopedia articles to assist with this activity.

R2b. Do any of the photographs correspond with the story shared by a survivor? Ask students to write a short composition about the image and the survivor’s story. They can research historical facts pertaining to the story through the online and print resources recommended at the end of the Museum guide.



Josef and Alfred Lamzek with a name card intended to help any of their surviving family members locate them at the Kloster Indersdorf DP camp. This photograph was published in newspapers to facilitate reuniting the family. Both twins eventually died of illnesses at the DP camp.

Photo credit: U.S. Holocaust Memorial Museum

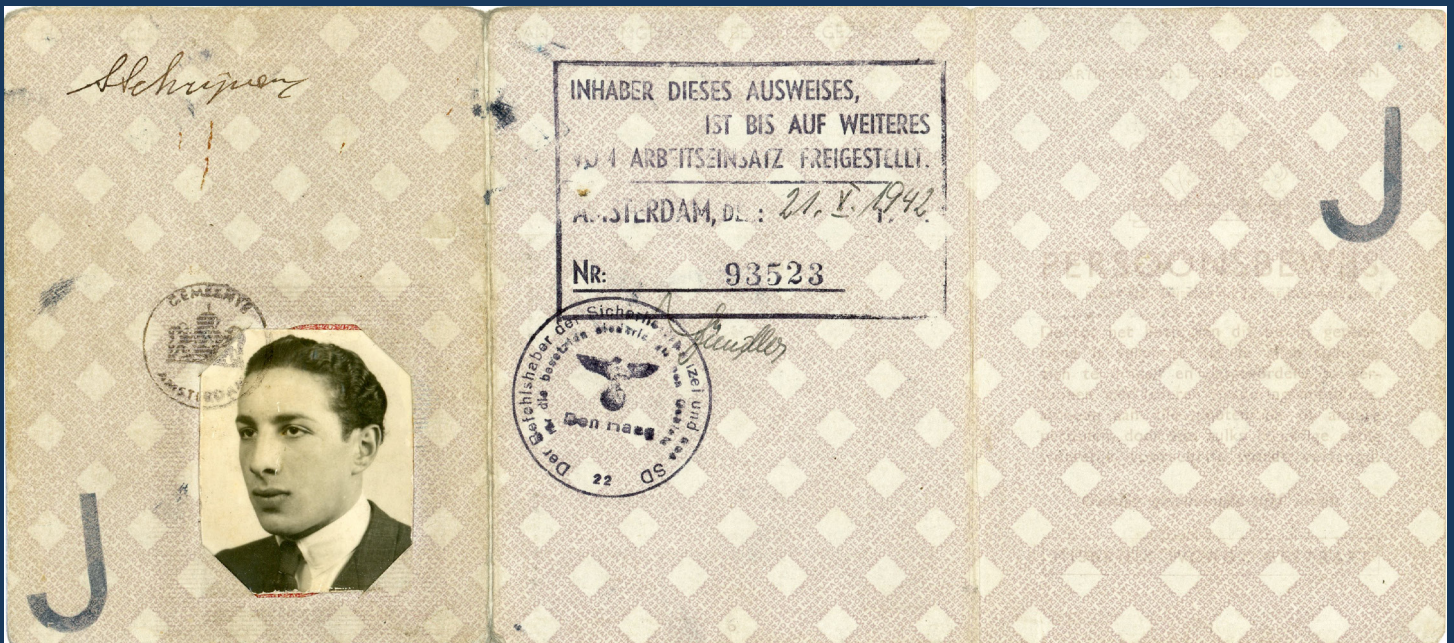


Above: The men's line (left) is advancing towards a SS soldier while in the background the women's line is going through a selection, 05-27-1944. Part of an album known as "The Auschwitz Album" of photos taken by SS photographers in Auschwitz-Birkenau during the arrival of a transport of Hungarian Jews, 1944.

Photo credit: Photo Archive, Yad Vashem, Jerusalem

Below: This identification card was issued to Samuel Schryver during World War II. Schryver was born in Amsterdam in 1922. After the Nazi occupation of Holland, he became involved in the Dutch underground and smuggled ration coupons and forged documents to Jews in hiding. Later he was captured and deported to Westerbork in February 1944. A few days before liberation of the camp, Schryver escaped in order to alert the allies about the camp and the one thousand prisoners being held there. He returned to Westerbork on April 12, 1945 with the Canadian forces to liberate the camp. Jews had their ID stamped with a "J".

Photo credit: Permanent collection of The Florida Holocaust Museum, on loan from Samuel Schryver



POST-VISIT ACTIVITIES

Research-based activities

R5. Investigating case studies of the Holocaust by Bullets

(Please note: Activity for advanced students from higher grades of high school. Some content is graphic).

R5a. Visit The Florida Holocaust Museum's website and explore a study guide designed for a special exhibition created by Yahad – In Unum and based on the testimonies of the last witnesses to mass killings of Jews carried out by the German Einsatzgruppen and local collaborators during WWII. The guide is free to download from our website. It can also be used directly online at: <https://www.thefhm.org/learn/the-fhm-and-yahad-in-unum/>



A German policeman aims a rifle at a woman and a child. Ivangorod, Ukraine, 1942
Photo credit: Photo Archive, Yad Vashem, Jerusalem

Divide students into groups and either assign case studies provided in “The Holocaust by Bullets” study guide (guide activity #4 on p. 43, activity #6 on p. 50, activity #29 on p. 127, activity #23 on p. 108) or investigate sites pertaining to the stories and locations from the Museum Lesson. You can investigate these sites through Yahad – In Unum's interactive map and database at: <http://www.yahadmap.org/>. Students will be able to read excerpts from archival records, view historical and contemporary photographs, and watch a clip from a video testimony of one of the witnesses.

Discuss with students the 5 steps of the Holocaust by bullets as identified by Yahad – In Unum: The Arrestation (gathering), The Road, The Undressing, The Shooting, The Looting. What do we learn from the testimonies and archival records about human behavior during the Holocaust? Who participated in the 5 steps of the crime? What were the relationships between Jews and non-Jews at those locations prior to and during the Holocaust? During the discussion, you can use some of the questions from “The Holocaust by Bullets” study guide from activity #6 on pp. 51-52.

R5b. Father Desbois, founder of Yahad – In Unum, said about the Holocaust by Bullets: “It happened in 1941, 1942, 1943, and 1944, in the very heart of Europe, one of the oldest civilizations in the world that had been shaped by centuries of Christian religious thinking and by the Enlightenment – yet human beings had stopped recognizing their own fellows! Human beings had not seen that by killing others, they were killing themselves.”¹ Ask students to write down their reflections on how they understand this quote with regard to the Holocaust and other past and present genocides and human rights violations. Follow up with a group discussion on why it is crucial not to lose sight of the humanness in ourselves and in other people.



Ed Herman with his dog before the war. Ed was in the Warsaw ghetto where his mother arranged to smuggle him to the “Aryan” side to pass as a gentile among non-Jews. Eventually she sent him to Hungary, where he was saved in an orphanage. His parents also survived.

Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Ed Herman

1. Patrick Desbois, *The Holocaust by Bullets: A Priest's Journey to Uncover the Truth Behind the Murder of 1.5 Million Jews* (New York: Palgrave Macmillan, 2008), p. 67.



Left: John and Irene Rinde from Przemysl, Poland. Picture taken in Poland. John, Irene, and their parents left the Lvov ghetto under assumed gentile identities (John and Irene's mother first purchased original documents from their chauffeur's sister, and later had new documents prepared by a forger in Lvov). They moved to Lublin, Poland and survived as gentiles. After the war, the family moved to France and then to the United States.
Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of John Rinde

Center: Jacqueline Albin (née Ach) with her parents and grandparents – Therese Ach, Joseph Ach, Flore Dreyfus Ach, Salomon Ach – in front of the grandparents' apartment in Gex, France, in July 1938. Jacqueline's grandparents were arrested by the French police in March 1944 and sent to Drancy from where they were deported on Convoy #69 to Auschwitz-Birkenau. They were gassed upon arrival on March 10, 1944. Salomon was 70 years old, Flore was 66.
Photo credit: The Florida Holocaust Museum, courtesy of Jacqueline Albin

Right: Jeannette (Bornstein) and Marie (Silverman) Bercovic on an outing with their parents in Belgium. The family escaped to France where they were caught and placed in an internment camp. Eventually Marie and Jeannette were smuggled out of the camp and survived by passing as "Aryans" with the help of French resistance.
Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Marie Silverman

Left: Page of Testimony submitted to Yad Vashem for Sophia Glasbeek by Monique Keppler.

Center: Sophia and Joseph Glasbeek, on their wedding day in Amsterdam, Holland. Sophia, b. March 7, 1924, and Joseph, b. April 21, 1923, had a baby girl, Marianne, born in the Westerbork transit camp on June 5, 1943. Sophia was deported with Marianne to Auschwitz-Birkenau on September 3 of that year. Joseph's deportation came on March 31, 1944. The whole family perished.
Photo credit: courtesy of Monique Keppler (Sophia and Joseph's niece)

Right: Page of Testimony submitted to Yad Vashem for Joseph Glasbeek by Monique Keppler.

YAD VASHEM
The Holocaust Martyrs' and Heroes' Remembrance Authority
www.yadvashem.org
Hall of Names, P.O.B. 3477, Jerusalem 91034

Page of Testimony 72-97
Pages of Testimony commemorate the Jews who were murdered during the Holocaust – Shoah. Please submit a separate form for each victim, in block capitals. Fields outlined in bold are mandatory.

Victim's photo
Please write victim's name on back.
Do not glue.

The Martyr's and Heroes' Remembrance Law 5713-1953 determines in section 2 that: "The task of Yad Vashem is to gather and the historical material regarding all those members of the Jewish people who hid during their lives, who fought and resisted against the Nazi enemy organizations and institutions which were destroyed because they were Jewish."

Victim's family name: GLASBECK
Victim's first name (or nickname): SOPHIA
Maiden name: SARLUI
Previous / other family name:

Title: MRS.
Gender: Male / Female
Date of birth: 7 MAR 1924
Approx. age at death: 19
Place of birth (town, region, country): AMSTERDAM, NETHERLANDS
Citizenship: DUTCH
First name of victim's father: LEVIE
Family name of victim's father: SARLUI
First name of victim's mother: CLARA
Maiden name of victim's mother: LEK
Victim's family status and no. of children: 1
First name of victim's spouse: JOSEPH
Maiden name of victim's spouse: RIKER-FLIES
Permanent residence (town, region, country): AMSTERDAM, NETHERLANDS
Street:
Victim's profession: SEAMSTRESS
Place of work:
Member of organization or movement:
Places and activities during the war – arrest / deportation / ghetto / camp / death march / hiding / escape / resistance / combat (circle relevant): WESTERBORK
Residence during the war (town, region, country):
Street:
Circumstances of death: prison / deportation / ghetto / camp / mass murder / death march / hiding / escape / resistance / combat or unknown – Shoah:
Place of death (town, region, country): AUSCHWITZ, POLAND
Date of death: 3 SEP 1943
If the undersigned, hereby declares that the testimony is correct to the best of my knowledge, I understand that this Page of Testimony and all the information on it will be publicly accessible.
Submitter's first name: MONIQUE
Family name: KEPPLER
Previous / maiden name: KENTHAL
Street, house no. (if any): 1003
City (zip code): CLEVELAND, OH 44103
Country: USA
I am a Shoah survivor: Yes / No
My relationship to the victim (family member): NIECE
During the war I was in a camp / ghetto / forest / in hiding / had false papers / the resistance (circle relevant):
Date: 20 OCT 2014
Place: USA
Signature: [Signature]



YAD VASHEM
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Page of Testimony 72-97
Pages of Testimony commemorate the Jews who were murdered during the Holocaust – Shoah. Please submit a separate form for each victim, in block capitals. Fields outlined in bold are mandatory.

Victim's photo
Please write victim's name on back.
Do not glue.

The Martyr's and Heroes' Remembrance Law 5713-1953 determines in section 2 that: "The task of Yad Vashem is to gather and the historical material regarding all those members of the Jewish people who hid during their lives, who fought and resisted against the Nazi enemy organizations and institutions which were destroyed because they were Jewish."

Victim's family name: GLASBECK
Victim's first name (or nickname): JOSEPH
Maiden name:
Previous / other family name:

Title: MR.
Gender: Male / Female
Date of birth: 21 APR 1923
Approx. age at death: 21
Place of birth (town, region, country): AMSTERDAM, NETHERLANDS
Citizenship: DUTCH
First name of victim's father: NATHAN
Family name of victim's father: GLASBECK
First name of victim's mother: MARIANNA
Maiden name of victim's mother: RIKER-FLIES
Victim's family status and no. of children: 1
First name of victim's spouse: SOPHIA
Maiden name of victim's spouse: SARLUI
Permanent residence (town, region, country): AMSTERDAM, NETHERLANDS
Street:
Victim's profession: CUTTER
Place of work:
Member of organization or movement:
Places and activities during the war – arrest / deportation / ghetto / camp / death march / hiding / escape / resistance / combat (circle relevant):
Residence during the war (town, region, country):
Street:
Circumstances of death: prison / deportation / ghetto / camp / mass murder / death march / hiding / escape / resistance / combat or unknown – Shoah:
Place of death (town, region, country): AUSCHWITZ, POLAND
Date of death: 31 MAR 1944
If the undersigned, hereby declares that the testimony is correct to the best of my knowledge, I understand that this Page of Testimony and all the information on it will be publicly accessible.
Submitter's first name: MONIQUE
Family name: KEPPLER
Previous / maiden name: KENTHAL
Street, house no. (if any): 1003
City (zip code): CLEVELAND, OH 44103
Country: USA
I am a Shoah survivor: Yes / No
My relationship to the victim (family member): NIECE
During the war I was in a camp / ghetto / forest / in hiding / had false papers / the resistance (circle relevant):
Date: 20 OCT 2014
Place: USA
Signature: [Signature]

SUGGESTED WEBOGRAPHY

The Florida Holocaust Museum - www.thefhm.org
Yahad – In Unum - www.yahadinunum.org
United States Holocaust Memorial Museum - www.ushmm.org
United States Holocaust Memorial Museum Holocaust Encyclopedia - <http://www.ushmm.org/learn/holocaust-encyclopedia>
Committee on Conscience and Simon-Skjoldt Center for the Prevention of Genocide (USHMM) - www.ushmm.org/conscience
Yad Vashem - www.yadvashem.org
The Jewish Foundation for the Righteous - www.jfr.org
USC Shoah Foundation - <http://sfi.usc.edu/>
Auschwitz-Birkenau Memorial and Museum - www.auschwitz.org.pl
State Museum at Majdanek - www.majdanek.eu
Ghetto Fighters' House Museum - www.gfh.org.il
House of the Wannsee Conference - www.ghwk.de
Jewish Historical Institute - www.jhi.pl
International Tracing Service - www.its-arolsen.org
Facing History and Ourselves - www.facinghistory.org
Imperial War Museum - www.iwm.org.uk
JewishGen - www.jewishgen.org
Holocaust Atlas of Lithuania - www.holocaustatlas.lt
Dachau Concentration Camp Memorial Site - www.kz-gedenkstaette-dachau.de
The Buchenwald and Mittelbau-Dora Memorials Foundation - www.buchenwald.de
Memorial and Museum Sachsenhausen - www.stiftung-bg.de
The Kindertransport Association - www.kindertransport.org
Anne Frank House - www.annefrank.org
Museum of Jewish Heritage - www.mjhnyc.org
Holocaust Museum Houston - www.hmh.org
United Nations - www.un.org



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Developed by the U.S. Holocaust Memorial Museum

Permission to include the glossary granted by the U.S. Holocaust Memorial Museum

Entries in blue are hyperlinks to the USHMM's Holocaust Encyclopedia

Antisemitism: hostility toward or hatred of Jews as a religious or ethnic group, often accompanied by social, economic, or political discrimination.

Appellplatz: German word for roll call square where prisoners were forced to assemble.

Aryan: Term used in Nazi Germany to refer to non-Jewish and non-Gypsy Caucasians. Northern Europeans with especially "Nordic" features such as blonde hair and blue eyes were considered by so-called race scientists to be the most superior of Aryans, members of a "master race."

Auschwitz: the largest Nazi concentration camp complex, located 37 miles west of Krakow, Poland. The Auschwitz main camp (Auschwitz I) was established in 1940. In 1942, a killing center was established at Auschwitz-Birkenau (Auschwitz II). In 1941, Auschwitz-Monowitz (Auschwitz III) was established as a forced-labor camp. More than 100 subcamps and labor detachments were administratively connected to Auschwitz III.

Birkenau: Nazi camp also known as Auschwitz II (see Auschwitz above), Birkenau contained systematic mass killing operations. It also housed thousands of concentration camp prisoners deployed at forced labor.

Buchenwald: a large [concentration camp](#) established in 1937 by the Nazis. It was located in north-central Germany, near the city of Weimar.

Buna: Industrial plant established by the I.G. Farben company on the site of Auschwitz III (Monowitz) in German-occupied Poland. I.G. Farben executives aimed to produce synthetic rubber and synthetic fuel (gasoline), using forced labor. Thousands of prisoners died there.

Concentration camp: Throughout German-occupied Europe, the Nazis established camps to detain and, if necessary, kill so-called enemies of the state, including Jews, Gypsies, political and religious opponents, members of national resistance movements, homosexuals, and others. Imprisonment in a concentration camp was of unlimited duration, was not linked to a specific act, and was not subject to any judicial review. In addition to concentration camps, the Nazi regime ran several other kinds of camps including labor camps, transit camps, prisoner-of-war camps, and [killing centers](#).

Crematorium: a facility containing a furnace for reducing dead bodies to ashes by burning.

Criminal Police (Kripo): German police detective force responsible for investigating non-political crimes.

Einsatzgruppen (mobile killing units): mobile units of the German Security Police and SD augmented by Order Police and Waffen-SS personnel. These units followed the German army as it invaded the nations of central and eastern Europe. Their duties included the arrest or murder of political opponents and potential resistance. In Poland in 1939, these units were assigned to shoot Polish intellectuals and to concentrate the Jewish population into large cities. After the German invasion of the Soviet Union in 1941, Einsatzgruppen personnel killed Jews, Soviet political commissars, Gypsies (Roma), mentally disabled persons, and other perceived "racial" and ideological enemies, usually by mass shootings.

Euthanasia: "euthanasia" (literally, "good death") usually refers to the inducement of a painless death for a chronically or terminally ill individual. In Nazi usage, however, "euthanasia" was a euphemistic term for a clandestine program which targeted for systematic killing institutionalized mentally and physically disabled patients, without the consent of themselves or their families.

GLOSSARY

Fascism: a political movement that exalts the collective nation, and often race, above the individual and that advocates: a centralized totalitarian state headed by a charismatic leader; expansion of the nation, preferably by military force; forcible suppression and sometimes physical annihilation of opponents both real and perceived.

“Final Solution”: the Nazi plan to annihilate the European Jews.

Generalgouvernement (General Government): that part of German-occupied Poland not directly annexed to Germany, attached to German East Prussia, or incorporated into the German-occupied Soviet Union.

Gestapo: the German Secret State Police, which was under SS control. It was responsible for investigating political crimes and opposition activities.

Ghetto: a confined area of a city in which members of a minority group are compelled to live. The first use of the term “ghetto” for a section of a city in which Jews lived was in Venice, Italy, in 1516.

Gypsy: a traditional term, sometimes perceived as pejorative, for Roma, a nomadic people whose ancestors migrated to Europe from India. Nazi Germany and its Axis partners persecuted and killed large numbers of Roma during the era of the Holocaust.

Heydrich, Reinhard: (1904–1942) SS General and chief of the Security Police and SD. Sometime in December 1940, Heydrich was tasked with developing a “Final Solution” of the Jewish question in Europe.

Himmler, Heinrich: (1900–1945) Reichsführer-SS (Reich Leader of the SS) and Chief of German Police, a position which included supreme command over the Gestapo, the concentration camps, and the Waffen-SS. After 1943, Himmler was Minister of the Interior of Nazi Germany, principal planner for the aim of Nazi Germany to kill all European Jews.

Hitler, Adolf: (1889–1945) Führer (leader) of the National Socialist (Nazi) movement (1921–1945); Reich Chancellor of Germany 1933–1945; Führer of the German Nation (1934–1945).

Holocaust: The Holocaust was the state-sponsored systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims. Six million were murdered.

Kapo: a concentration camp prisoner selected to oversee other prisoners on labor details. The term is often used generically for any concentration camp prisoner to whom the SS gave authority over other prisoners.

Killing centers: The Nazis established killing centers for efficient mass murder. Unlike [concentration camps](#), which served primarily as detention and labor centers, killing centers (also referred to as “extermination camps” or “death camps”) were almost exclusively “death factories.” German SS and police murdered nearly 2,700,000 Jews in the killing centers either by asphyxiation with poison gas or by shooting.

Kommando: German word for detachment, such as a detachment of concentration camp prisoners at forced labor.

Kristallnacht: usually referred to as the “Night of Broken Glass.” It is the name given to the violent anti-Jewish [pogrom](#) of November 9 and 10, 1938. Instigated primarily by Nazi party officials and the SA (Nazi Storm Troopers), the pogrom occurred throughout Germany, annexed Austria, and the Sudetenland region of Czechoslovakia.

Mengele, Dr. Josef: (1911–1979) SS physician assigned to Auschwitz; notorious for conducting so-called medical experiments on inmates, especially twins and dwarfs.

Ordnungspolizei (Order Police; Orpo): regular uniformed German police force. Central Headquarters were in Berlin. Municipal Police (Schutzpolizei) served as the urban police forces. Gendarmerie, or rural police, served in the countryside. There were also larger units of Order Police called Police Battalions.

Preventive Arrest (Vorbeugungshaft): Instrument of detention that permitted criminal police detectives to take persons suspected of engaging in criminal activities into custody without warrant or judicial review of any kind. Preventive arrest usually meant indefinite internment in a concentration camp.

Protective Detention (Schutzhaft): Instrument of detention that permitted secret state police detectives to take persons suspected of pursuing activities hostile to state interests into custody without warrant or judicial review of any kind. Protective custody most often meant indefinite internment in a concentration camp.

Red Army: the army of the Soviet Union.

Reich Security Main Office (Reichssicherheitshauptamt; RSHA): Headquarters of the Commander of the Security Police and SD. Included the central offices of the Gestapo, the Kripo, and the SD. Commanded by Reinhard Heydrich and, later, Ernst Kaltenbrunner.

“Resettlement”: a Nazi euphemism for [deportation](#) and murder.

Reich Commissariat Ostland: a German civilian occupation region that included the Baltic States and most of Belarus.

SS: German abbreviation for Schutzstaffel (literally, protection squads). A paramilitary formation of the Nazi party initially created to serve as bodyguards to Hitler and other Nazi leaders. It later took charge of political intelligence gathering, the German police and the central security apparatus, the concentration camps, and the systematic mass murder of Jews and other victims.

[Sachsenhausen](#): the principal Nazi concentration camp for the Berlin area.

Security Service (Sicherheitsdienst; SD): an SS agency which served as the political intelligence service of the Nazi party and, later, of the German Reich. The SD also claimed to be the repository of the intellectual elite of the Nazi SS. The SD played a central role in carrying out the Holocaust. All key departments of the Security Police were commanded by SD officers.

Sonderkommandos (special detachments): in killing centers, Sonderkommandos consisted of those prisoners selected to remain alive as forced laborers to facilitate the killing process, particularly the disposal of corpses.

Synagogue: in Judaism, a house of worship and learning.

Upper Silesia: an area that Nazi Germany annexed in 1939 after invading and conquering Poland.

[Weimar Republic](#): Name for the parliamentary democracy established in Germany from 1919–1933, following the collapse of Imperial Germany and preceding Nazi rule.

[Yellow star](#): a badge featuring the Star of David (a symbol of Judaism) used by the Nazi regime during the Holocaust as a method of visibly identifying Jews.

ABOUT THE FLORIDA HOLOCAUST MUSEUM



Magda Quittner, an American citizen, was living in Hungary with her aunt and uncle, when the Nazis arrived to take them to a ghetto. A Nazi soldier grabbed Magda's gloves and threw them on the ground, saying that she "wouldn't need them where [she was] going." After he turned away, she retrieved the gloves and put them in her pocket. This is an example of unarmed resistance: although a small action, Magda's gloves symbolize her refusal to give in.

Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Magda Quittner

One of the largest Holocaust museums in the country, The Florida Holocaust Museum is the result of St. Petersburg businessman and philanthropist Walter P. Loebenberg's remarkable journey and vision. Loebenberg escaped Nazi Germany in 1939 and served in the United States Army during World War II. Together with a group of local businessmen and community leaders, the concept of a living memorial to those who suffered and perished was conceived. Among the participating individuals were survivors of the Holocaust and individuals who lost relatives, as well as those who had no personal investment, other than wanting to ensure that such atrocities could never again happen to any group of people. The group enlisted the support of others in the community and were able to involve internationally renowned Holocaust scholars. Thomas Keneally, author of *Schindler's List*, joined the Board of Advisors and Elie Wiesel was named Honorary Chairman of this Holocaust Center.

In 1992, the Museum rented a space it could afford but would soon outgrow, on the grounds of the Jewish Community Center of Pinellas County in Madeira Beach, Florida, tucked away from

the mainstream of Tampa Bay life. Starting with only one staff member and a small group of dedicated volunteers, it quickly surpassed all expectations. Within the first month, over 24,000 visitors came to see *Anne Frank in the World*, the Center's inaugural exhibition. The Tampa Bay showing of this exhibition touched all visitors.

During the next five years, the new Holocaust Center greeted more than 125,000 visitors to view internationally acclaimed exhibitions. Thousands more participated in lectures, seminars and commemorative events at the Center, which now reached directly into schools in an eight county area surrounding Tampa Bay with study guides, teacher training programs and presentations by Center staff and Holocaust survivors.

The Center expanded to encompass a growing print and audio-visual library, a photographic archive, a repository for historic artifacts, and a research facility for educators and scholars. Undeterred by constraints of size or location, the Tampa Bay Holocaust Memorial Museum and Educational Center evolved into the preeminent source of Holocaust information in the Southeastern United States and one of the foremost Holocaust institutions in the country.

Camp inmates on a death march. Dachau, Germany, 1945
Photo credit: Photo Archive, Yad Vashem, Jerusalem





Left: This autograph book was given to Ellen Bernstein (née Herschmann) by a school friend before she emigrated to the United States with her family. It has photographs of most of the contributors which included school friends and extended family. Many of them perished in the Holocaust. Photo credit: Permanent collection of The Florida Holocaust Museum, on loan from Ellen Bernstein

Center: Lotte Treidel, born Feb 15, 1925 in Bonn, Germany. Deported on July 19, 1942 and murdered at an unknown location at the age of 17. The picture comes from Ellen Bernstein's autograph book.

Photo credit: Permanent collection of The Florida Holocaust Museum, on loan from Ellen Bernstein (Lotte's cousin)

Right: Page from autograph book, written by Lotte Treidel.

Photo credit: Permanent collection of The Florida Holocaust Museum, on loan from Ellen Bernstein

As a result of this growth, the Board of Directors approved the purchase of a 27,000 square foot building in downtown St. Petersburg, Florida, to be renovated and occupied by 1998. In one year, the doors of the new building opened on February 28, 1998, under budget and ahead of schedule. Over 65,000 visitors viewed the exhibitions of the Museum during its first year in its new location.

In January, 1999, the Museum officially changed its name to The Florida Holocaust Museum. The new name was better suited to the organization because of the criteria established in the mission statement of the Museum and reflected the utilization of the Museum as a statewide and national resource, and created greater awareness and impact beyond the Tampa Bay area.



Passport of Else Mayer with photographs of her two sons, Bernhard and Hans. Else and her sons emigrated to the United States from Speyer, Germany in 1938 (her husband left for the U.S. in 1937 and helped arrange their arrival) in order to escape Nazi persecution. Photo credit: Permanent collection of The Florida Holocaust Museum, courtesy of Jack (Hans) Mayer

The Museum played a critical role in shaping legislation that in 1994 made Florida one of the first states in the nation to mandate Holocaust education in the public schools from kindergarten through twelfth grade. As part of the Florida Department of Education Commissioner's Task Force on Holocaust Education, and in a collaboration effort between the Museum and the Pinellas County School System, guidelines were developed for K-12 teachers. The guidelines include grade-appropriate instructional goals and bibliography for teaching the Holocaust. These guidelines are used by teachers throughout the nation as well as in Florida.

In 2002 The FHM was accredited by the American Alliance of Museums. It is one of only 3 accredited Holocaust museums in the country.

The vision of The Florida Holocaust Museum is a future in which peace and harmony are a reality in our neighborhoods, in our nation and in our world. (Source: www.thefhm.org)



Thank you for visiting our Museum and using our resources.
We look forward to receiving your feedback!

You can contact us at education@thefhm.org

Graphic design by Aimee Alvarez Baruch

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