



And Then They Came for Me:

Remembering the World
of Anne Frank

By James Still

A Study Guide for Teachers of Students in Grades 4-12
Developed by Alana Ghent
For classroom use only
Cincinnatiovation.com

CONVERGYS
Outthinking Outdoing

FineArtsFund

Season Sponsors:

And Then They Came for Me

Remembering the World of Anne Frank

By James Still

Dear Teachers,

Thank you for choosing to enrich your student's learning experience by sharing Ovation Theatre Company's *And Then They Came for Me*, with your class. We're excited about the power of this show and look forward to exploring its message with your students. This study guide will provide you and your students with some general information and background to help make your students experience of *And Then They Came for Me* holistic and dynamic. Included in this guide are timelines and historical information focused around the lives of the teenagers in the play. You'll also find discussion topics, research projects, and hands on theatrical activities that connect to the Ohio and Kentucky Educational Standards. At the very end of this guide are suggestions of additional research sources, including websites and videos. Again, thank you for inviting Ovation Theatre Company to be a part of your students' education.

Alana Ghent
Artistic Director
Ovation Theatre Company

Table of Contents:

About the Play	Page 3
Pre-Performance Discussion and Activities	Page 4
Post-Performance Discussion and Activities	Page 5
A Brief History of the Holocaust	Page 6
Timeline of Important Dates	Page 9
And Then They Came for Me—Poem and Discussion	Page 10
Genocide in Context	Page 11
Additional Quotations for Discussion	Page 12
Geography/Social Studies Curriculum	Page 13
Additional Resources	Page 13



And Then They Came For Me

About the Play

And Then They Came for Me: Remembering the World of Anne Frank is about real people. It tells the stories of the lives of three Jewish teenagers: Anne Frank, Ed Silverberg, and Eva Geiringer (Schloss) during the Holocaust in Nazi Germany. Ed was Anne Frank's first boyfriend, and she wrote about him in her famous diary. Eva Schloss was the same age as Anne Frank and lived in the same building as the Frank family in Amsterdam.

Characters:

Ed – Born in Germany 1926. Full name Ed Silverberg. Moved to Holland to escape the Nazi.
Nickname "Hello."

Ed's Father – Sends Ed to his Grandfather in Amsterdam, Holland. He went to Belgium.

Ed's Mother – Moved to Belgium with Ed's father.

Eva – Eva Geiringer Scholss. Born in Austria in 1929, her family moves to Amsterdam in 1940.

Heinz Geiringer – Eva's brother.

Mutti Geiringer – Eva's mother.

Pappy Geiringer – Eva's Father. Separates himself and Heinz from the rest of the family because it is easier to hide 2 persons than 4.

Anne Frank – Born in 1929 in Frankfurt, Germany. Her father moves his family to Amsterdam in 1934 after Hitler comes to power.

SS Border Guards

Hitler Youth

About the Author: James Still is the author of the play. To create the play, Eva and Ed were interviewed and videotaped about their experiences as teenagers. The videotaped interviews, as well as live performances by actors will be part of the performance. This type of performance is known as "Multimedia."

James Still writes of his play: "This is a play about questions. Some of the questions seem unspeakable. Admittedly, many of the questions are unanswerable. Even so, that doesn't diminish the importance of asking the questions....The only way that we will remember the Holocaust is if we hear from the people who were actually there. Then, I'm convinced, we'll never be able to forget."

He has also said about the play: "I wanted to create a theatrical event that could be approached as oral history, as multimedia, as educational. But most of all I wanted the opportunity (and challenge) of creating a work of art that invited young people to have an empathetic experience with stories from the Holocaust."

And Then They Came for Me

Pre-Performance Discussion and Activities:



Research:

- ❏ Nazi Germany—Visit the United States Holocaust Memorial Museum web site at: www.ushmm.org. Learn about Nazi Germany. Create your own timeline of Nazi Germany. How was the country punished after WWI? How might the economic and social conditions in Germany after WWI have led to the rise of Nazism?
- ❏ Who were the Hitler Youth? Who were the White Rose?
- ❏ Newspaper Research: Have students do library research on victims of intolerance in very recent history. Students can be directed to specific dates, or geographical regions, or social problems in our nation or globally.
- ❏ What is the Universal Declaration of Human Rights? What is its history?

Written Response or Guided Discussion:

- ❏ Are there groups of people you do not like or do not wish to have around you?
- ❏ Have you ever witnessed an act of hatred or prejudice against someone who was “different” because of their religion, sexual orientation, gender, race, ability or other reason? How did that make you feel? Did you do anything in response?
- ❏ Read the section of the study guide on Genocide. Has anyone in your class or school actually experienced a genocidal situation or needed to take refuge from an oppressive regime?
- ❏ Have you ever felt like an outsider? Describe the experience.
- ❏ What do you know about the holocaust? What would you like to know?
- ❏ Write a letter to Anne Frank. What would you like to know about her experience?

Activities:

- ❏ **The Outsider:** Experience what its like to be completely cast out. Wear something similar to the yellow star around school. Have a classroom discussion about how it felt to be stared at and singled out. Discuss less obvious “yellow stars” people wear around school and what we can do to avoid creating “outsiders.”
- ❏ **Quiet!:** While Eva, Anne and Ed hid, they had to be very quiet for two years. Choose a game such as Chess, card toss, hide and seek, and notice whether you can be completely quiet. How does this make you feel?
- ❏ **Draw a Map:** Draw a map of Europe at the time of WWII. Research the names and locations of the concentration camps and draw them on the map.
- ❏ **Dramatize:** Read a story from *The Diary of Anne Frank*. Use creative dramatics to role-play and recreate the story.
- ❏ **Oral History:** The play is based around the true stories of Eva Scholls and Ed Silverberg. They were interviewed to tell their stories. Conduct Oral History research by asking a parent, grandparent, or other person to tell a story from their life. Retell the story to your class. Tell a classmate a part of your history.



And Then They Came for Me

Post-Performance Discussion and Activities:

Comprehension and Connection:

- ❑ At the beginning of the play, actors posed the following questions to Eva and Ed:
 - What was it like to live through that?
 - How did you survive?
 - What made the Nazis so cruel?
 - That could never happen again...could it?
 How does the play answer those questions? What other questions would you like to ask Ed and Eva if you had the chance?
- ❑ Compare events in your life so far, to events in Anne, Eva and Ed's. What was happening in their lives at age 9, 11, 12, and 13 compared to your life? Can you imagine how national circumstances such as war would affect your life at these ages?
- ❑ What incredible thing did Eva do? Why do you think she did this? Was she justified? Would you have done as she did? Why or why not?
- ❑ Eva Schloss has said: "After the war people said it would never happen again, and people didn't want to talk about it—it was something that happened, let's forget about it, now we live a different life. What's happening now in Bosnia, and many other places—we're still doing the same thing again—the world just looks on." Do you agree? If so, why does the world just look on? Have you ever seen injustice and "just looked on"? Why?
- ❑ How did the play affect your understanding of stereotyping? Prejudice? Bullying? Blind obedience to authority? Is there any connection between teasing, or name calling and the actions that lead up to the Holocaust? Why or why not?
- ❑ After seeing this show, do you think that another Holocaust could happen in this country or another? Why? What might you be able to do to prevent another Holocaust?

Activities:

- ❑ **The Outsider:** Experience what its like to be completely cast out. Wear something similar to the yellow star around school. Have a classroom discussion about how it felt to be stared at and singled out. Discuss less obvious "yellow stars" people wear around school and what we can do to avoid creating "outsiders."
- ❑ **Oral History:** The play is based around the true stories of Eva Scholls and Ed Silverberg. They were interviewed to tell their stories. Interview someone from amount your family or friends (or ask from help from the Holocaust Museum) who was alive during the second World War. Record their story.
- ❑ **Dramatize:** Use creative dramatics to role-play and recreate the story you recorded.
- ❑ **Role Play:** Describe a situation in which you have experienced or witnessed an injustice. Record the story in writing or orally. Use creative dramatics to role play ways in which you could respond to promote tolerance and understanding.
- ❑ **Improvise:** In groups of two or three, improvise a discussion between Anne, Ed, and Eva.

Theatre Curriculum

- ❑ Write a review of the show. What did you think about the video, the acting, the directing, the set, the costumes, the props and the script?
- ❑ What was your emotional response to this play?
- ❑ This production made specific choices to help make the play relevant to today's audience. How did the theatrical elements of set, costume, and casting reflect this?
 - What was the most striking moment of the play for you, personally? Describe this moment in detail.
- ❑ Discuss how this production addresses particular styles, cultures, times, and places.
- ❑ Discuss how different perspectives result in different interpretations of historical events.

And Then They Came for Me A Brief History of the Holocaust



Historical Summary

The Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi collaborators between 1933 and 1945. Jews were the primary victims—six million were murdered; Gypsies, the handicapped, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi tyranny.

The events of the Holocaust occurred in two main phases: 1933-1939 and 1939-1945.

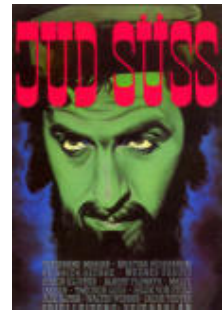
I. 1933-1939

On January 30, 1933, Adolf Hitler was named Chancellor, the most powerful position in the German government. Hitler was the leader of the right-wing National Social German Workers Party.

Once in power, Hitler moved quickly to end German democracy. He convinced his cabinet to invoke emergency clauses of the Constitution that permitted the suspension of individual freedoms of press, speech, and assembly. Special security forces—the Special State Police (Gestapo), the Storm Troopers (SA), and the Security Policy (SS), murdered or arrested leaders of opposition political parties (Communists, Socialists, and Liberals). The Enabling Act of March 23, 1933, forced through a Reichstag already purged of many political opponents, gave dictatorial powers to Hitler.

In 1933, new German laws forced Jews to quit their civil service jobs, university and law court positions, and other areas of public life. In April 1933, a boycott of Jewish businesses was instituted. In 1935, laws proclaimed at Nuremberg made Jews second-class citizens. Between 1937 and 1939, new anti-Jewish regulations segregated Jews further: Jews could not attend public schools, go to theaters, cinemas, or vacation resorts, or reside, or even walk, in certain sections of German cities.

Also in 1933, the Nazis began to put into practice their racial ideology. Echoing ideas popular in Germany as well as most other western nations well before the 1930s, the Nazis believed that the Germans were "racially superior" and that there was a struggle for survival between them and "inferior races." They saw Jews, Roma (Gypsies), and the handicapped as a serious biological threat to the purity of the "German (Aryan) Race," what they called the "master race." Jews, who numbered nearly 600,000 in Germany (less than one percent of the total population in 1933), were the principal target of Nazi hatred



Also between 1937 and 1939, Jews were forced from Germany's economic life: the Nazis either seized Jewish businesses and properties outright or forced Jews to sell them at bargain prices. In November 1938, this economic attack against German and Austrian Jews changed into the physical destruction of synagogues and Jewish-owned stores, the arrest of Jewish men, the destruction of homes, and the murder of individuals. This centrally organized riot (pogrom) became known as Kristallnacht (the "Night of Broken Glass").



Although Jews were the main target of Nazi hatred, the Nazis persecuted other groups they viewed as racially or genetically "inferior." Laws passed between 1933 and 1935 aimed to reduce the future number of genetic "inferiors" through involuntary sterilization programs: about 500 children of mixed (African-German) racial backgrounds and 320,000 to 350,000 individuals judged physically or mentally handicapped were subjected to surgical or radiation procedures so they could not have children. Supporters of sterilization also argued that the

handicapped burdened the community with the costs of their care. Many of Germany's 30,000 Gypsies were also eventually sterilized and prohibited, along with Blacks, from intermarrying with Germans.

Another consequence of Hitler's dictatorship in the 1930s was the arrest of political opponents and trade unionists and others the Nazis labeled "undesirables" and "enemies of the state." Some five to fifteen thousand homosexuals were imprisoned in concentration camps; under the 1935 Nazi-revised criminal code, the mere denunciation of a man as "homosexual" could result in arrest, trial, and conviction.

The first systematic round-ups of German and Austrian Jews occurred after Kristallnacht, when approximately 30,000 Jewish men were deported to Dachau and other concentration camps, and several hundred Jewish women were sent to local jails. At the end of 1938, the waves of arrests also included several thousand German and Austrian Gypsies



Between 1933 and 1939, about half the German Jewish population and more than two-thirds of Austrian Jews (1938-39) fled Nazi persecution. They emigrated mainly to Palestine, the United States, Latin America, Shanghai (which required no visa entry), and eastern and western Europe (where many would be caught again in the Nazi net during the war).

II. 1939-1945

On September 1, 1939, Germany invaded Poland and World War II began. Within days, the Polish army was defeated, and the Nazis began their campaign to destroy Polish culture and enslave the Polish people whom they viewed as "subhuman." Killing Polish leaders was the first step: German soldiers carried out massacres of university professors, artists, writers, politicians, and many Catholic priests.

In 1940, German forces continued their conquest of much of Europe, easily defeating Denmark, Norway, the Netherlands, Belgium, Luxembourg, and France. On June 22, 1941, the German army invaded the Soviet Union, and by September was approaching Moscow. In the meantime, Italy, Romania, and Hungary had joined the Axis powers led by Germany and opposed by the Allied Powers (British Commonwealth, Free France, the United States, and the Soviet Union).

In the months following Germany's invasion of the Soviet Union, Jews, political leaders, Communists, and many Gypsies were killed in mass executions. The overwhelming majority of those killed were Jews. These murders were carried out at improvised sites throughout the Soviet Union by members of special mobile killing squads (Einsatzgruppen) who followed in the wake of the invading German army. The most famous of these sites was Babi Yar, near Kiev, where an estimated 33,000 persons, mostly Jews, were murdered. German terror extended to institutionalized handicapped and psychiatric patients in the Soviet Union; it also resulted in the mass murder of more than three million Soviet prisoners of war.



During the war, ghettos, transit camps, and forced labor camps, in addition to the concentration camps, were created by the Germans and their collaborators to imprison Jews, Gypsies, and other victims of racial and ethnic hatred as well as political opponents and resistance fighters. Following the invasion of Poland, three million Polish Jews were forced into approximately 400 newly established ghettos, where they were segregated from the rest of the population. Large numbers of Jews were also deported from other cities and countries, including Germany, to ghettos in Poland and German-occupied territories further east.

In Polish cities under Nazi occupation, like Warsaw and Lodz, Jews were confined in sealed ghettos where starvation, overcrowding, exposure to cold, and contagious diseases killed tens of thousands of people.



In Warsaw and elsewhere, ghettoized Jews made every effort, often at great risk, to maintain their cultural, communal, and religious lives. The ghettos also provided a forced labor pool for the Germans, and many forced laborers (who worked on road gangs, in construction, or other hard labor related to the German war effort) died from exhaustion or maltreatment. Between 1942 and

1944, the Germans moved to eliminate the ghettos in occupied Poland and elsewhere, deporting ghetto residents to "extermination camps"—killing centers equipped with gassing facilities—located in Poland. After the meeting of senior German government officials in late January 1942 at a villa in the Berlin suburb of Wannsee, the decision to implement "the final solution of the Jewish question" became formal state policy, and Jews from western Europe were also sent to killing centers in the East.

600,000 persons were killed between May 1942 and August 1943. Sobibor opened in May 1942 and closed one day after a rebellion of the prisoners on October 14, 1943; up to 200,000 persons were killed by gassing. Treblinka opened in July 1942 and closed in November 1943; a revolt by the prisoners in early August 1943 destroyed much of the facility. At least 750,000 persons were killed at Treblinka, physically the largest of the killing centers. Almost all of the victims at Chelmno, Belzec, Sobibor, and Treblinka were Jews; a few were Gypsies. Very few individuals survived these four killing centers, where most victims were murdered immediately after arrival.

Auschwitz-Birkenau, which also served as a concentration camp and slave labor camp, became the killing center where the largest numbers of European Jews and Gypsies were killed. After an experimental gassing there in September 1941 of 250 malnourished and ill Polish prisoners and 600 Russian POWs, mass murder became a daily routine; more than 1.25 million people were killed at Auschwitz-Birkenau, 9 out of 10 of them Jews. In addition, Gypsies, Soviet POWs, and ill prisoners of all nationalities died in the gas chambers. Between May 14 and July 8, 1944, 437,402 Hungarian Jews were deported to Auschwitz in 48 trains.

The Germans carried out their systematic murderous activities with the active help of local collaborators in many countries and the acquiescence or indifference of millions of bystanders. However, there were instances of organized resistance. For example, in the fall of 1943, the Danish resistance, with the support of the local population, rescued nearly the entire Jewish community in Denmark from the threat of deportation to the east by smuggling them via a dramatic boat lift to safety in neutral Sweden. Individuals in many other countries also risked their lives to save Jews and other individuals subject to Nazi persecution.



Resistance movements existed in almost every concentration camp and ghetto of Europe. In addition to the armed revolts in Sobibor and Treblinka, Jewish resistance in the Warsaw ghetto led to a courageous uprising in April-May 1943, despite a predictable doomed outcome because of superior German force. In general, rescue or aid to the Holocaust victims was not a priority of resistance organizations whose principal goal was to fight the war against the Germans. Nonetheless, such groups and Jewish partisans (resistance fighters) sometimes cooperated with each other to save Jews. On April 19, 1943, for instance, members of the National Committee for the Defense of Jews, in cooperation with Christian railroad workers and the general underground in Belgium, attacked a train leaving the Belgian transit camp of Malines headed for Auschwitz and succeeded in assisting several hundred Jewish deportees to escape.

After the war turned against Germany and the Allied armies approached German soil in late 1944, the SS decided to evacuate outlying concentration camps. The Germans tried to cover up the evidence of genocide and deported prisoners to camps inside Germany to prevent their liberation. Many inmates died during the long journeys on foot known as "death marches." During the final days, in the spring of 1945, conditions in the remaining concentration camps exacted a terrible toll in human lives. Even concentration camps never intended for extermination, such as Bergen-Belsen, became death traps for thousands, including Anne Frank, who died there of typhus in March 1945.

In May 1945, Nazi Germany collapsed, the SS guards fled, and the camps ceased to exist as extermination, forced labor, or concentration camps.

The Nazi legacy was a vast empire of murder, pillage, and exploitation that had affected every country of occupied Europe. The toll in lives was enormous. The full magnitude, and the moral and ethical implications, of this tragic era are only now beginning to be understood more fully.

(Adapted and used with permission from the Florida Holocaust Museum. Intended for classroom use only.)

And Then They Came for Me

Timeline of Important Dates



- 1933** The Nazi party takes power in Germany. Adolf Hitler becomes chancellor, of Germany. Nazis 'temporarily' suspend civil liberties. The Nazis set up the first concentration camp at Dachau. The first inmates are 200 Communists. Books with ideas considered dangerous to Nazi beliefs are burned.
- 1935** Jews are deprived of their citizenship and other basic rights. The Nazis intensify the persecution of political people that don't agree with his philosophy.
- 1936** Nazis boycott Jewish-owned business. The Olympic Games are held in Germany; signs barring Jews are removed until the event is over. Jews no longer have the right to vote.
- 1938** German troops annexed Austria. On Kristallnacht, the 'Night of Broken Glass,' Nazis terrorized Jews throughout Germany and Austria. 30,000 Jews are arrested. Jews must carry ID cards; their passports are marked with a "J." Jews no longer head businesses, attend plays, concerts, etc.; Jewish children are moved to Jewish schools. Jewish businesses are shut down; they must sell businesses and hand over their wealth. Jews must hand over driver's licenses and car registrations. Jews must be in certain places at certain times.
- 1939** Germany takes over Czechoslovakia and invades Poland. World War II begins as Britain and France declare war on Germany. Hitler orders that Jews must follow curfews; Jews must turn in radios to the police; Jews must wear yellow stars of David.
- 1940** Nazis begin deporting German Jews to Poland. Jews are forced into ghettos. Nazis begin the first mass murder of Jews in Poland. Jews are put into concentration camps.
- 1941** Germany attacks the Soviet Union. Jews throughout Western Europe are forced into ghettos. Jews may not leave their houses without permission from the police. Jews may no longer use public telephones.
- 1942** Nazi officials discuss the 'Final Solution'—their plan to kill all European Jews—to the government officials. Jews are forbidden to: subscribe to newspapers; keep dogs, cats, birds, etc; keep electrical equipment including typewriters; own bicycles; buy meat, eggs, or milk; use public transportation; attend school.
- 1943** February: About 80 to 85 percent of the Jews who would die in the Holocaust have already been murdered.
- 1944** Hitler takes over Hungary and begins deporting 12,000 Hungarian Jews each day to Auschwitz where they are murdered.
- 1945** Hitler is defeated and World War II ends in Europe. The Holocaust is over and the death camps are emptied. Many survivors are placed in displaced persons facilities.
- 1946** An International Military Tribunal (Judicial assembly) is created by Britain, France, the United States, and the Soviet Union. At Nuremberg, Nazi leaders are tried for war crimes by the above Judicial assembly.
- 1947** The United Nations establishes a Jewish homeland in British-controlled Palestine, which becomes the State of Israel in 1948.

Discussion: What did you learn from this Timeline? What did you already know?

For more information and curriculum on the formation of the Jewish State and the Arab-Israeli conflict visit: www.umich.edu/~iinet/worldreach/assets/docs/israeli-palestinian_conflict/overview.html

Source: <http://www.remember.org/educate/mtimeline.html>



And Then They Came For Me

The Poem

*They came first for the Communists,
and I didn't speak up because I wasn't a Communist.*

*Then they came for the Jews,
and I didn't speak up because I wasn't a Jew.*

*Then they came for the trade unionists,
and I didn't speak up because I wasn't a trade unionist.*

*Then they came for the Catholics,
and I didn't speak up because I was a Protestant.*

*Then they came for me,
and by that time no one was left to speak up.*

The title of the play is taken from a poem about the Holocaust which is thought to have been written by a German clergyman named Martin Niemöller. Niemöller originally supported Hitler and the Nazi party. However, after Hitler became the chancellor in 1933, Niemöller protested against the goals of the Nazi party. Niemöller was imprisoned in Auschwitz for seven years. His wife told a story about a student once asking Niemöller “How could this have happened?” She tells that the poem “And Then They Came for Me” is a response to this question.

Read the poem “And Then They Came for Me” and discuss the following questions.

Why do you think the title of this poem was chosen for the production that you saw?

Can you remember a time you witnessed some kind of oppression? What, if anything, did you do? What were the conditions that made you feel able to do something positive to interrupt the oppression? What were the conditions that made it hard to stand up to the oppression?

Students can share stories verbally, write in a journal, or use creative dramatics as a way of exploring strategies for standing up to, and interrupting oppression.



And Then They Came for Me Genocide

The term "genocide" did not exist before 1944. It is a very specific term, referring to violent crimes committed against groups with the intent to destroy the existence of the group. Human rights, as laid out in the **U.S. Bill of Rights** or the **1948 United Nations Universal Declaration of Human Rights**, concern the rights of individuals.

The holocaust is not the only tragedy in which people were persecuted for their nationality or ethnicity. Prejudice and scapegoating of groups who appear to be "different" has been a key force in igniting genocides throughout the world. In recent years policies of "ethnic cleansing" in Bosnia and Rwanda resulted in the decimation of populations. Since early 2003, Sudanese government soldiers and their proxy ethnic militia, known as the Janjaweed, have fought rebel groups in the western region of Darfur. In 2004, the United States declared that genocide was being perpetrated in Darfur. In January 2005, the UN Commission of Inquiry concluded that "crimes against humanity and war crimes have been committed in Darfur and may be no less serious and heinous than genocide." The death toll in Darfur now exceeds 300,000, and the lives of hundreds of thousands more hang in the balance today.

Below is a partial list of ethnically based atrocities throughout the world:

Perpetrator	Approximate Date	Approximate # of Victims
Turkey	1915-1917	1.5 Million
Nazi Europe	1933-1945	11 Million
Guatemala	1960-1981	100,000
Uganda	1971-1979	300,000
Cambodia	1975-1979	1 Million
Rwanda	1993-1995	800,000
Bosnia/Herzegovina	1994-1995	250,000
Sudan	2003-	300,000

For more information on Genocide and current Genocide watch areas visit the United States Holocaust Memorial Museum web site at: www.ushmm.org

Making Connections:

What is the connection between the play "And Then They Came For Me" and the issues of prejudice, ethnic discrimination, and genocide outside of Nazi Germany?

Aesthetic Judgements:

How did the Theatrical Elements (staging, casting, costuming) of the play reinforce this connection?



And Then They Came for Me

Quotes for further discussion:

**No human race is superior;
no religious faith is inferior.
All collective judgments are wrong.
Only racists make them.**

— **ELIE WIESEL, Holocaust survivor & Nobel Peace Prize winner,**
(quote from **PARADE** magazine article, Nov. 14, 1996,
The Sunday Seattle Times and Post-Intelligencer)

**Fundamentalism means the thinker is
absolutely sure he is right.
You don't want to learn new facts,
because they might disturb your previous opinions.
You become convinced that your truths have come from God
and anyone who disagrees with you is wrong,
and the next step is that they're inferior,
and the ultimate case is, they're subhuman.
That leads to a lot of the persecution in the world.**

— **former President Jimmy Carter**
(quoted in *Book magazine article*)

**Forgiveness is a personal matter. You have the right to forgive what has been done to you
personally. You do not have the right to forgive what has been done to others.**

— **Simon Wiesenthal**

History has a way of becoming history.

— **Ed Silverberg**

And Then They Came for Me

Additional Curricular Tie-in
Social Studies/History/Geography Grades 8-12



Visit the United States Museum of the Holocaust online at: <http://www.ushmm.org> Can you find answers to some of the following questions:

THE AFTERMATH OF WORLD WAR I

What role did the Versailles Treaty play in the restructuring of European and world politics? How did the reconfiguration of Europe following World War I influence German national politics in the period 1919–1933?

THE GREAT DEPRESSION

What were the immediate consequences of the worldwide Depression on the European economic and political system established by the Versailles Treaty of 1919? What was the impact of the Depression upon the electoral strength of the Nazi party in Germany? Was the Depression a contributing factor to the Nazis' rise to power?

WORLD WAR II, ITS PRELUDE AND AFTERMATH

What was the relationship between the United States and Nazi Germany from 1933 to 1939? How did the actions of Nazi Germany influence American foreign policy? What was the response of the United States government and nongovernmental organizations to the unfolding events of the Holocaust? What was the role of the United States in the war crimes trials?

THE COLD WAR

How did the rivalries between the United States and its former World War II ally, the Soviet Union, influence American attitudes toward former Nazis? What was the position of America's European allies toward members of the former Nazi regime?

THE CONSEQUENCES OF WAR

What was the connection between World War II and the formation of the State of Israel? Was a new internationally recognized standard of legal accountability introduced with the convening of the Nuremberg Tribunals? How did the Cold War affect the fate of former Nazis?

Reprinted with Permission from: ushmm.org

Additional Resources for further Studies:

Internet:

The United States Holocaust Memorial Museum: www.ushmm.org Includes active learning modules
Israel-Palestinian Conflict Curriculum

http://www.umich.edu/~iinet/worldreach/assets/docs/israeli-palestinian_conflict/overview.html

The Anne Frank Center, New York: <http://www.annefrank.com>

Books:

Berenbaum, Michael. *The World Must Know*. Little, Brown: Boston 1993

Filipovic, Zlata. *Zlata's Diary: A Child's Life in Wartime Sarajevo*. Penguin Group, 2006

Frank, Anne. *The Diary of a Young Girl, 1947*

Freedom Writers, Erin Gruwell. *Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World around Them.*, Broadway Books, 1999

Hartman, Evert. *War Without Friends.*, Random House, 1982

Films:

Au Revoir les Enfants (103 Minutes) the story of a Catholic schoolboy and his Jewish friend hiding at the school

Europa, Europa (115 Minutes) Based on true story of a German-Jewish teenager who survives by passing as Aryan

Promises Interviews with Israeli and Palestinian children about their lives and view on the war

