Teacher's Guide

Museum of History & Holocaust Education

Remembering Ravensbrück: Women and the Holocaust

GRADES 5 - 12

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Museum of History and Holocaust Education

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About this Teacher's Guide

This Teacher's Guide accompanies the Museum of History and Holocaust Education's traveling exhibit *Remembering Ravensbrück: Women and the Holocaust*, which explores the history of the Ravensbrück concentration camp. This exhibit offers a glimpse into the women who participated in and were affected by the Holocaust at the all-women's concentration camp, situated fifty miles north of Berlin, Germany. This exhibit features panels that chronicle the history of the camp and individual stories from women who suffered in and survived the camp and the female guards who willingly implemented the Nazi Final Solution. *Remembering Ravensbrück* encourages students to remember the women affected by the Holocaust.

Remembering Ravensbrück is accompanied by a traveling exhibition that brings the content and personal stories to your classroom. To enquire about availability, please email us at **mhheeducation@kennesaw.edu**.

This curriculum guide for **fifth to twelfth grade** teachers will help educate students about the atrocities of the Holocaust and the individuals impacted by this event. Although many of the lessons in this guide focus on **Social Studies and World History** standards, the activities are designed to be cross-curricular and can also be used for English Language Arts and Advanced Placement classes.

This guide is organized by individual lessons that are intended to take between one and two class periods to complete. We recognize, however, that not all teachers will be able to dedicate this amount of time to the topic of the Ravensbrück concentration camp; the activities, therefore, can be pulled out of the lessons and stand alone as individual parts.

In designing this guide, we also sought to place a heavy emphasis on primary and secondary sources to teach this topic. All primary sources and worksheets that are needed for each lesson are included in the guide. Sources include artwork and poetry produced and preserved in the Ravensbrück concentration camp. Much of the primary source material in this guide is reproduced with the kind permission of the Ravensbrück Memorial Site.

Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.

Credits: *The descriptions, activities, and graphics in this guide were developed by Dr. Richard Harker, Dr. Catherine Lewis, Zoila Torres, and Caitlin O'Grady of Kennesaw State University's Museum of History and Holocaust Education. Thank you to the following faculty, Dr. Jennifer Dickey and Dr. Sabine Smith, and the Kennesaw State University Public History students who contributed to this guide: Jennifer Arrowood, Joseph Beacham, Miriam Bransom, Carson Braswell, Scott Collins, Samuel Cosper, Terry Epperson, Payton Godfrey, Teresa Guest-Brettschneider, Steven Carter Ivey, Rachel Lanning, Rickie Majesky, Rebecca Mattox, Jonathan Maxfield, Gregory Chase McHan, Eric Naugle, Travis Newman, Cherlee Rohling, Amanda Rucker, Lenka Senkyrova, Melissa Stanley, Ivana Starcevic, Maria Sullivan, Mary Thompson, Dara Vekasy, and Nancy York.*

Overview:

The Holocaust was the systematic and government sanctioned murder of six million Jews and five million others by the Nazi regime and its collaborators. Following the election of Adolf Hitler in January 1933, the Nazi party implemented anti-Jewish laws that lasted until 1945. The Nazis believed in the "racial superiority" of the German people, and viewed the Jewish community as an "inferior race" that posed a threat to German purity.

Though not selected because of their gender, women's experiences during the Holocaust differed from their male counterparts. Women were the subjects of forced sterilization and inhumane medical experiments; they suffered in forced labor camps, and were vulnerable to sexual assault by Nazi and German soldiers.

Jewish women, and other women targeted by the Nazis, sometimes found ways to improve their life in the camps and ghettos. Through "mutual assistance" groups, in which women provided each other with food, care, and clothing, and through camp work in laundry or food detail, some women resisted the Nazi plan of total destruction of those considered racially "inferior."

During World War II, Ravensbrück was the largest concentration camp for women under the Nazi regime. By 1942, the female inmate population was nearly 10,000, but by the time of liberation in 1945, the camp population was over 50,000. The women imprisoned at the camp came from over 30 countries, the largest majority from the eastern European countries of Poland and the Soviet Union.

Jewish women were not the only prisoners interned at the camp. SS authorities targeted Gypsies (the Roma and Sinti people), political prisoners, and Jehovah's Witnesses. About twenty percent of the women imprisoned at Ravensbrück died as a result of experimentation and harsh conditions. Women were also the perpetrators of these crimes, playing significant roles in operating the camp as guards. Ravensbrück became one of the main training camps for female SS guards. Today, Ravensbrück is a memorial site that honors the women who suffered and died at the camp.

Georgia Standards of Excellence correlated with *Remembering Ravensbrück: Women and the Holocaust* activities:

FIFTH GRADE

These lessons meet the criteria for the following 5th Grade Georgia Standards of Excellence:

SOCIAL STUDIES

SS5H4: Explain America's involvement in World War II.

b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the **Holocaust**.

SIXTH GRADE

These lessons meet the criteria for the following 6th Grade Georgia Standards of Excellence:

SOCIAL STUDIES

SS6H3: Explain conflict and change in Europe.

b. Explain the rise of **Nazism** including preexisting prejudices, the use of propaganda, and events which resulted in the **Holocaust**.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: CRAFT AND STRUCTURE

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

INTEGRATION OF KNOWLEDGE AND IDEAS

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.

SEVENTH GRADE
These lessons meet the criteria for the following 7th Grade Georgia Standards of Excellence:
SOCIAL STUDIES
SS7H2: Analyze continuity and change in Southwest Asia (Middle East).
a. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.
READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: CRAFT AND STRUCTURE
L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
INTEGRATION OF KNOWLEDGE AND IDEAS
L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.
WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: PRODUCTION AND DISTRIBUTION OF WRITING
L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.
EIGHTH GRADE
These lessons meet the criteria for the following 8th Grade Georgia Standards of Excellence:
SOCIAL STUDIES
READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS
L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CRAFT AND STRUCTURE
L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. L6-8RHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
INTEGRATION OF KNOWLEDGE AND IDEAS
L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES
L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.
HIGH SCHOOL WORLD HISTORY
These lessons meet the criteria for the following High School World History Georgia Standards of Excellence:
SOCIAL STUDIES
SSWH18: Examine the major political and economic factors that shaped world societies between World War I and World War II.
b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, **Adolf Hitler** in Germany, and Hirohito in Japan. c. Describe the nature of totalitarianism and the police state that existed in the Soviet Union, **Germany**, and Italy and how they differ from authoritarian governments.
SSWH19: Demonstrate an understanding of the global political, economic, and social impact of World War II.
b. Identify **Nazi ideology** and policies that led to the **Holocaust** and its consequences.

NINTH & TENTH GRADE
These lessons meet the criteria for the following 9th and 10th Grade Georgia Standards of Excellence:
READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CRAFT AND STRUCTURE
L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
INTEGRATION OF KNOWLEDGE AND IDEAS
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES
L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
PRODUCTION AND DISTRIBUTION OF WRITING
L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CRAFT AND STRUCTURE

L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

INTEGRATION OF KNOWLEDGE AND IDEAS

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

ELEVENTH & TWELFTH GRADE

These lessons meet the criteria for the following 11th and 12th Grade Georgia Standards of Excellence:

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS

PRODUCTION AND DISTRIBUTION OF WRITING

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Guidelines for Teaching the Holocaust

Source: United States Holocaust Memorial Museum
www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines

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 provides insight 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.

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 is 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.

Strive for Prevision 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.

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.

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.

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.

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.

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.

One

5th Grade

Targeted Groups in the Holocaust

Objectives:

- Analyze the impact of the Holocaust on different groups of people.
- Understand the diversity of experience for different groups of people during the Holocaust.

Materials needed:
White board, projector, computer with Internet access, pens/pencils, paper, copies of the attached handouts

Instructions:

1. Ask the students if they know what the Holocaust was. Brainstorm ideas as a class. Use the United States Holocaust Memorial Museum's definition for discussion:

   "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." [United States Holocaust Memorial Museum]
2. Divide the students in to small groups and distribute one of the attached source sheets (Source Sheet A – C) to each group. Ask the students to read the information about the group of people on their sheet as a group and discuss their answers to the following questions as a group:
   - What groups of people are in your handout?
   - Why did the Nazi Party target these people?
   - During the Holocaust what happened to this group?
3. Discuss the groups' answers to these questions as a class and discuss the similarities and differences between the answers for the different groups.

Source Sheet A: European Jews

Of the many groups singled out for persecution and extermination by the Nazis from 1933 to 1945, the Jews were targeted in particular. As part of the Nazi "Final Solution," European Jews were systematically hunted down, deported, and most were murdered. The Nazis felt that members of the Jewish community were "inferior" to their distorted idea of a "racially superior" Germany, and would undermine their quest for a "master race." Through the widespread use of anti-Semitic propaganda, ghettoization, and ultimately the implementation of concentration and death camps, the Nazis were able to extinguish two-thirds of European Jewry (6 million Jews) by the end the war in 1945, while displacing and forever affecting the lives of millions more.

Images and Content Courtesy of: United States Holocaust Memorial Museum

Source Sheet B: The Roma

The Roma, commonly known as Gypsies, lived in Eastern European countries such as Romania, Hungary, Bulgaria, and Yugoslavia. They were typically a nomadic people who travelled throughout Eastern Europe practicing simple trades, selling hand made goods and performing music. Many European societies viewed the Roma as an inferior race because of their nomadic lifestyle. As World War II in Europe began, the German authority under the Nazi regime subjected thousands of Roma people to forced labor and mass murder in Nazi-occupied areas. As the Holocaust continued, the Roma people were sent to killing centers such as Auschwitz- Birkenau and Chelmno. They were also incarcerated in Dachau, Ravensbrück, and several other concentration camps to perform hard force labor. Not only did thousands of Roma people lose their life in Nazi camps but many were murdered in their home countries. The result of this led to the death of up to the murder of 220,000 Roma people between 1939 and 1945.

Images and Content Courtesy of: United States Holocaust Memorial Museum

Source Sheet C: Asocials

One group targeted by the Nazis were people deemed "asocial." Asocials were defined as anyone that did not support the Nazi state or could not work. This group was mostly full of the mentally or physically disabled, homeless, or alcoholics. Anyone that the Nazis felt did not fit their idea of an ideal person, yet was not able to fit under any other category (Jews, Gypsies, etc.) was placed in this group. Others who were targeted were people against the Reich. These people included communists, social or liberal democrats, and other political associations that defied the Reich. Yet another group that was under the definition of asocial was homosexuals. Many of the groups targeted, like the Romas and even Jews, were placed under a subcategory of asocial.

Images and Content Courtesy of: United States Holocaust Memorial Museum

Two

5th – 12th Grade

The Geography of the Holocaust

Objectives:

- Understand the geographical diversity of the Holocaust.
- Identify the different types of camps that existed in Nazi Germany and the countries occupied by Nazi rule.
- Develop a broader understanding of the Ravensbrück in the wider context of the camp system.

Materials needed:
White board, projector, computer with Internet access, pens/pencils, paper, copies of the attached handouts

Instructions:

1. Divide the class into small groups and distribute the two attached maps (Source Sheet D and E) to each group in the class, explaining that the students will compare and contrast each of the maps by watching the following animated map of camp liberation **(https://www.ushmm.org/wlc/en/media_nm.php?MediaId=7826&ModuleId=10005131)** and by answering these questions:
   (Some images in the film may not be suitable for younger students.)
   - What different types of camps are shown on the maps and in the videos? In which countries were they built?
   - Describe the general movements in the Eastern and Western fronts of the war within Europe?
   - How does this help explain the vast network of concentration camps and German territorial expansion?
   - List some of the countries that were liberated and their liberators.
   - How does this help inform your understanding of the role of Allied forces in liberating camps and exposing Nazi atrocities?

2. Once the students have finished assign each group to work on one camp and ask them to research and answer the following questions about that camp.
   - Where is the location of the concentration camp?
   - What was the survival rate?
   - What was the death rate?
   - What were some of the factors within the camps that were responsible for such rates?

Source Sheet D – Major Nazi Camps

http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005144&MediaId=354

Source Sheet E – Allied troop movement 1942-1945

http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005131&MediaId=364

Three

5th – 8th Grade

Drawing and Defining Vocabulary

Objective:

- Define and interpret vocabulary words related to the Holocaust and Ravensbrück concentration camp.

Materials Needed:

Dictionaries, paper, pens/pencils, crayons/markers, white board

Instructions:

1. Write the following words on the white board:

Holocaust	Identity	Resistance
Concentration Camp	Survival	Suffering
Courage	Victim	antisemitism

2. As a class, guess the definitions of each word.
3. Instruct the students to use a dictionary to look up the correct definition for each word, and compare the official definition to the one discussed by the class. Then formulate some real-life situations that provide examples of what the word means.
4. Discuss as a class how some of these words make the students feel. What have you heard them before? Are they happy or sad words? What image or emotions do they invoke?
5. Ask each student to choose one word and draw a picture of that word. The picture could depict the definition, or portray how the word feels, or show a situation related to the word.
6. Ask students to share their pictures and explain the drawings they made.

Four

8th – 12th Grade

Daily Life in the Camps

Objectives:

- Develop a deep understanding of the daily life of women in Ravensbrück.
- Analyze primary sources to understand the differences and similarities that existed between different parts of the camp and work details.
- Understand the atrocities that prisoners faced by studying first-hand accounts.

Materials Needed:

White board, projector, computer with Internet access, pens/pencils, paper, copies of the attached handouts

Instructions:

1. Distribute copies of the attached transcribed testimonies (Source Sheet F) describing an aspect of the daily life in Ravensbrück concentration camp. Break the students into small groups and distribute one story to each group.
2. Instruct each group to read their testimony aloud to the rest of the group and to answer as a group the following questions about their testimony:
   - What does your first-hand account tell you about daily life/conditions at Ravensbrück?
   - How do you think women were able to cope with the treatment they received at Ravensbrück?
   - Based on what you have previously heard about concentration camps, does this testimony change your perspective? If so, what aspect of the story changed your impression?
   - How did this story make you feel? Why?
   - Did you get a well-rounded view of a particular aspect of life in a concentration camp from this testimony? Why or why not?
3. Once students have finished their stories, they should go up to the white board, write the category in which their story fell under (Jail, Infirmary, Roll-Call, etc), and give a brief synopsis of what their story told them about life in a concentration camp. Students should be prepared to clarify their synopsis if necessary.
4. Should time permit, students should write a short paragraph based on what they've read from their story and what they learned from their fellow classmates' stories. The paragraph should focus on what prisoners faced on a daily basis at a concentration camp. Could they have changed their situation in small ways or were they doing the best they could in the situation?

Source Sheet F– Testimonies of Survivors

Workshop Yard

"Margarete (Buber-Neumann—ed.) took me to the SS sewing room, where they sewed SS uniforms…There were women sitting on an assembly line who had to make 29 pairs of trousers in one shift. All I really had to do was sew up the seams. But my machine did what it wanted and not what I wanted…Try as I did, I could not get it to work. The other inmates were very fair during the first couple of days. They helped me do my work, explained this or that, but then no more from the third day. Why? Because we were given half a slice of bread and half a slice of sausage more if we reached our quota. This was vital if you wanted to survive…So we didn't reach our quota, and Opitz tried to find out why—and decided that I was the one who'd wrecked the entire program. Then, a really ugly thing happened. My head wasn't shaven. He took me so strongly by the hair and threw my head against the machine, against the prong on top—the machine has one or two prongs on top. I now have a silver plate in my chin and a cannula running through my nose…I was not allowed to go to the infirmary. My fellow inmates helped me. For a long time, I could only eat soup taking extreme care through one side of my mouth. I couldn't manage the chunks. My fellow inmates squashed them up for me and inserted them into the one side of my mouth—everything was wrecked, everything."

Lieselotte Thumser-Weil, *Through the Eyes of the Survivors, 33*

Road Of Nations

Story 1: "'Available' for road construction—that was my first labor assignment, and also the toughest. My squad comprised around 20 prisoners. I am unable to recall whether it included foreign women, because we were not allowed to talk to each other. We were guarded by two female guards with dogs. There were a number of gangs there forced to dig sand, cart around rocks and pull the road roller. And the whole time being screamed at by the guards and forced to work faster. My whole body ached so much that I could only just about drag myself back to the camp after hours of work…It carried on like this for three or four months. The work wasn't even the worst part. What was really terrible was having to see fellow inmates next to me unable to carry on and left lying wounded until we marched back to the camp. Once, I witnessed a woman left behind on the ground and being run over by the roller. I saw her blood. We could do nothing to help her."

Elisabeth Kunesch, *Through the Eyes of the Survivors, 7*

Story 2: "The Jewish inmates have it worst; they work on road construction. Barefoot, wearing just a striped dress, they pull the heavy road roller over sharp stones. Their feet are bleeding, and the wire running tightly over their shoulders to pull the roller cuts deep into their shoulders. The injuries are never-ending and the SS knows no mercy. There are beatings. When a woman falls down, the roller is ruthlessly pulled over her. Nobody is allowed to help her, nobody is allowed to turn around. The roller has to be pulled across the road until it sets."

Hanna Sturm, *Through the Eyes of the Survivors, 7*

Washrooms

"It wasn't my turn until twelve o'clock the next day, and right when it was, the sirens started wailing—it was time to eat. They told me I was to wait and while I waited, my two friends Françoise and Antoinette walked past me, and because their hair had been cut off, I didn't recognize them. When I realized this, I was overcome with pity, a feeling of horror and—why shouldn't I say it—a feeling of vanity. I thought: 'Do I have to look like that at the age of 23? That's just terrible, it's like a compete negation of us.' I withdrew into myself, into my negation so much that I was more afraid of having my hair cut off than of the physical and mental misery awaiting me."

Monica Jene, *Through the Eyes of the Survivors, 13*

Roll-Call Areas

"The Senior guard at Ravensbrück was called Binz. Although she was very slight, she was an extremely brutal woman. At roll-call, especially, she would let her sadistic nature take control. When an inmate dared to try to escape, all inmates had to stand to attention for up to twelve hours, even during freezing winter conditions. It was during one of these ordeals that I contracted a kidney infection. But it was only after my condition became even worse that I was admitted to hospital and given medication. Although still quite shaky, I had to go right back and stand in line. This time the roll-call area had to be cleared especially quickly, but I was too slow. Suddenly, I felt a hard knock on my head. All I remember is that I collapsed. The inmates from my block told me later that Binz had whacked me on the head hysterically with the heavy roll-call book. I lost consciousness immediately. I still suffer from occasional acute headaches today."

Esther Bejarano, *Through the Eyes of the Survivors, 16*

Punishment Block

"The punishment block is separated from the rest of the camp by a fence. The camp police is on guard day and night. When we, a transport destined for Mauthausen, are in the punishment block (March 1/2, 1945—ed.), there are no toilets or washing facilities. The place is so overcrowded that we climb onto the cupboards so that we are at least able to sit down at night. Bloody brawls break out. Everybody is on edge, the screaming is deafening. Punishment block almost always means death. Almost everybody who has to go on a transport (always with a destination unknown to them) spends their last night on the punishment block. For us and all the other inmates, the fact that our shipment consists of Sinti and Roma women, Jews and NN's, is a definite sign that we are to be exterminated."

Mimi Lanz, *Through the Eyes of the Survivors, 29*

Jail

"When our squad had something to do in the prison, we would sometimes look into the beating room. In the middle was the rack. On the right wall there was a rail with a hook, a whip and towels…There were buckets by the sink on the other side. The buckets were

used to throw water on inmates after they had been beaten unconscious. Martha told me later what happened to her in this room:

'One Tuesday morning during roll-call I was told that I had to appear in front of the cell block. My block senior took me there. There were already 22 women standing there from different blocks. After the senior guard Binz arrived and opened up, we had to line up in twos in the basement corridor. Nobody said a word, everybody was worried about themselves and all of us were afraid. After a while, camp commandant Suhren, the camp doctor (he always had to be present), an SS man and the beater, a green-triangle wearer (i.e. a common criminal—ed.), arrived…I was almost the last to be called in…Binz read out my arrest warrant and sentence: 25 strokes twice over! Suhren then ordered me to climb onto the rack. My feet were fastened to a wooden clamp and the green-triangle wearer strapped me in. My skirt was pulled over my head, leaving my behind exposed—we'd already had to take off our trousers on the block. Then, my head was wrapped in covers, probably to muffle my screaming. I breathed in a lot of air so that I wasn't strapped in too tightly. When Suhren noticed this, he kneeled down on me and pulled the belt so tight that I groaned with pain. I was ordered to count the strokes out loud, but I only made it to eleven."

Charlotte Müller, *Through the Eyes of the Survivors, 54*

Infirmary

"I was admitted to the seriously ill in the infirmary, that's how sick I still was. Suddenly, a doctor comes and asks: how are you? She had a Czech accent, she was from Prague.—Please, Doctor, help me, I want to live. I just want to live and get home. – I have to steal the medicine you need from the SS pharmacy, she says. She brought it to me. I lay there for four or five weeks. I couldn't even close the window when it opened in the wind—that's how weak I was. The way I lay on a straw mattress, you would think it were flour and not straw. So many of them died there."

Maria Bures, *Through the Eyes of the Survivors, 23*

Shooting Lane

"The word 'executions' cannot, of course, be interpreted as referring to the carrying out of death sentences that had been imposed by a court of law, although there was a certain formal character to these killings ; the victims would be picked up from their blocks in the morning and called out by name. We never discovered a way of finding out who decided to kill this or that inmate. Were there written instructions from Himmler's office? Or was it the political section (i.e. the Gestapo—ed.) in Ravensbrück itself that adopted the criteria employed at the men's concentration camps for executions among relevant inmate categories?...Initially, the majority of executed inmates at Ravensbrück comprised Polish students and, later, female members of the Red Army."

Germaine Tillion, *Through the Eyes of the Survivors, 51*

Siemens Factory

"I worked in Hall II. It was a coil winding room…Your hands always had to be healthy for my work. There was hot metal everywhere in the hall. One day I picked up the hot steel with a wooden stick and burned my own hand. I got a big, red and black blister and was unable to work. It was sabotage—not because I was lazy but because I didn't want to work for the fascists. I thought of it as a small help for my home country (Poland—ed.). Once I was given a box full of wire coils, 36 of them—I broke all of them. I was young back then and an idiot. After a month or so the box was returned to me. The guard took me to see our boss, Mr. Lombacher. He asked me: 'Do you want to work for Germany?' The guard was beating me on the back the whole time with a rubber baton. I said instinctively—in German: 'Whether I want to work or not, I have to! I'm a prisoner.' All the women in the office stood up and applauded. This infuriated the guard. She beat me in the face and on my head with the baton and with her fists. I shielded my face with my hands. Then she beat me with the baton on the arm—it's still swollen today. "

Nora Idsikowskaja, *Through the Eyes of the Survivors, 43*

Camp Road

"Within the monotony and hardship of day-to-day life, the need to find intellectual activity was especially strong among the political prisoners. Some comrades felt a need to communicate with fellow inmates from other countries, systematically learning the other's language. This was difficult without any books. The inmates were assigned to the blocks according to their nationality, so they could only communicate during meetings on the camp road."

Charlotte Müller, *Through the Eyes of the Survivors, 31*

Bibliography:

Ursula Krause-Schmitt (ed.) *Through the Eyes of Survivors: A Guide to Ravensbrück Memorial Museum,* 2003.

Five

8th – 12th Grade

Positions of Power

Objectives:

- Identify key participants in the everyday operation and activities of Ravensbrück through reading and analysis.
- Understand the camp hierarchy, or positions of power, in the concentration camp system.

Materials needed:
Pens/Pencils, paper, projector, computer with Internet access

Instructions:

1. Break the class into small groups. Have students visualize and describe what they thought the Nazi leaders in the concentration camps were like. What kind of people were they? What role did they play in the war? Why do you think they were able to follow through with orders they were given? After ten minutes, have groups share their perceptions with the entire class. Write common characteristics and themes on the board.
2. Hand one of the attached biographies (Source Sheets G - J) to every student in the class. Some students will have the same person. Have them read their biography and answer the questions at the bottom.
3. Regroup students according to the person they answered questions on. Have students discuss the major points and answers to the biography questions. Each group will then share with the whole class their findings. Write important facts for each biography on the board.
4. Compare and contrast the actual facts of the Nazi leaders and matrons with their visualizations and opinions of what there people were like. Where were they from? How did they really feel about the prisoners? What happened to them at the end of the war? Engage the whole class in a discussion about what shocked and surprised them.

Source Sheet G

MARGARETE BUBER-NEUMANN

Born: October 21, 1901
Birth Place: Potsdam, Germany

Born Margarete Thüring, Neumann was a youth participated in socialist organizations. Eventually, she joined the German Communist Party. In 1922, Thüring married and later divorced communist Rafael Buber. Thereafter, Buber-Neumann entered into a relationship with powerful German communist Heinz Neumann. With the rise of Nazism in Germany, the Neumann's entered exile in the Soviet Union. Once her husband was arrested during Stalin's Great Purge, Neumann was sent to a labor camp and later turned over to the Nazi's. It was then that Neumann was sent to Ravensbrück. At Ravensbrück, Neumann found herself liked and respected by her fellow prisoners. Reluctant at first, Neumann would accept a post as Hut Senior in the "asocial" block and later a Block Senior in the Jehovah's Witness block. Neumann would later refuse transfer to the Jewish prisoner block as Senior, knowing that many there were being sent to the gas chambers. Due to her refusal, Neumann was put to work outside. After time on work detail, Neumann found herself working as secretary to Senior Supervisor Johanna Langefeld. Neumann would survive the camp and be released in 1945. She would spend the remainder of her life as an accomplished author and vigilant anti-communist. Margaret Buber-Neumann passed away in 1989 at the age of 88.

1. Why did the Neumann's need to enter exile with the rise of Nazi Germany?

2. Why would Neumann be reluctant to accept a post as Hut Senior?

3. Why do you think Neumann would become anti-communist after her release from prison?

4. What advantages and disadvantages are there to being a Block Senior?

Source Sheet H

IRMA GRESE

Born: October 22, 1923
Birth Place: Germany

Irma Grese was born into a family loyal to the Nazi Party and left home at the early age of 15 to support the German war effort. She was unsuccessful at securing an apprenticeship as a nurse, and the SS placed her as a female guard at the Auschwitz concentration camp in 1943 where she quickly raised to the rank of Senior Supervisor in just one year. She became the second highest ranking woman at the camp and was in charge of 30,000 female prisoners. She also worked at Ravensbrück and Bergen-Belsen and was later captured by the British on April 17, 1945. Irma was accused of war crimes against humanity during the Belsen Trials including: releasing highly trained vicious dogs to attack prisoners, and sadistic beatings with a braided whip. The testimony at the trail showed Grese as especially cruel to women with her arbitrarily shooting, torturing, beating, and selecting prisoners for the gas chamber. Grese emotionally tortured the prisoners by carrying a whip and gun, and she was reported to enjoy shooting prisoners in cold blood. The defiant Grese was sentenced to death by hanging. At the age of 22, Grese was the youngest women to die judicially under English law in the twentieth century.

1. How did Grese's upbringing influence her to join the SS?

2. Why do you think she was so vicious?

3. What characteristics did she have that helped her to be promoted?

4. Why was Grese so defiant even up until her death?

5. What ways did she emotionally torture the prisoners?

7. Read the definitions for the terms "perpetrator" and "bystander." Which description(s) best fits Irma?

Source Sheet I

JOHANNA LANGEFELD

Born: March 5, 1900
Birth Place: Essen, Germany

Langefeld was born in Essen, Germany, on March 5, 1900. Unemployed for most of her early life, Langefeld joined the Nazi party in 1937 and applied for a position as a guard at Lichtenburg, the first concentration camp for women. By the time the camp population was transferred to Ravensbrück, Langefeld had risen to the position of superintendent. Langefeld was selected in 1942 to oversee the construction of a new female camp at Auschwitz. On her own request, Langefeld was transferred back to Ravensbrück to serve as Senior Supervisor after being unable to cope with the conditions of Auschwitz. Langefeld developed a reputation for conflict with her SS supervisors, and seemed to wrestle with the morality of her assigned duties. Langefeld would be dismissed for showing sympathy towards Polish prisoners. After the war, Langefeld was arrested and brought before Polish authorities for trial. Trial would be avoided, however, as the Polish prison staff aided Langefeld's escape due to her previous sympathy shown toward the Polish internees at Ravensbrück.
Langefeld died in Germany in 1974 at the age of 73.

1. Do you think others experiencing tough times found stability in joining the Nazi party? Why?

2. If what Langefeld saw at Auschwitz disturbed her, why would she continue working as a camp supervisor?

3. What led Langefeld to be at odds with her SS supervisors?

4. Do you think you would have helped Langefeld escape?

Source Sheet J

FRITZ SUHREN

Born: June 10, 1908
Birth Place: Saxony, Germany

Suhren was born in 1908 and joined the Nazi Party in 1928. Suhren became a member of the SS in 1931. Suhren rose through the ranks quickly and lived up to the cruel expectations of his SS supervisors. In 1942, Suhren became Deputy Commandant at Sachsenhausen Concentration Camp. It was here that Suhren's reputation for unkind methods towards prisoners grew. One instance involved forcing a prisoner to hang another prisoner. By the end of 1942, Suhren would earn the post of Camp Commandant at Ravensbrück. At Ravensbrück, Suhren displayed contradictory traits as Commandant. His first enacted policy was exterminating prisoners through hard work and starvation. However, when asked to provide inmates for experimentation, Suhren refused on the grounds that his inmates were mostly political prisoners. His superiors overruled Suhren. As the Allies approached the camp in 1945, Suhren took inmate Odette Sansom hostage, falsely believing her to be Winston Churchill's niece. Suhren hoped that he could bargain for his safety, but the plan failed and he was arrested and tried. Fritz Suhren was hanged in 1950 at the age of 42.

1. Do you think there were any underlying motives to Suhren's objectives to medical experimentations on prisoners?

2. What role do you think propaganda played in convincing young men like Suhren to join the Nazi party? Do you think anyone joining the Nazi's did so out of fear?

3. Why would the SS supervisors have "cruel expectations"?

4. Do you believe that Camp Commandants were fully responsible for their actions or is part of the blame on the need to follow orders?

Six

5th – 12th Grade

Poems from the Camp

Objective:

- Critically evaluate and analyze poetry written by prisoners of Ravensbrück to better understand life and conditions in a concentration

Materials Needed:

Computer with Internet access, projector, copies of the poem

Instructions:

1. Break the class into small groups and distribute one of the attached poems to each group (Source Sheet K – M).
2. As the students to read their poems. Project the following questions on to the screen and instruct each group to discuss and answer the questions:
   - What images does this poem evoke?
   - Why do you think this poem was written?
   - What do you think is the poem's theme?
   - Was the poem written to a specific person or was it written to a general audience?
   - How do you think poem was shared with other women?
   - What is the most striking image or phrase from the poem?
   - How do you think the women who wrote this was feeling when she wrote the poem?
3. After the students have completed this task, ask each group to summarize their poem and explain it to the entire class.

Source Sheet K – Poetry Analysis

UNTITLED

I want to tell of a fireplace,
Not the kind that pleasantly warms the feet
In the parlors of the bourgeoisie
Where the flames dance loudly.
I want to tell of a different fireplace that
Was built
In the chastely concentration camp.
Here, they call it a crematorium.
And the ill and the weak are burned in it.
This fireplace-crematorium burns day and night
Its red flame rises into the sky
Here, the last mothers or daughters
Are burned,
Their lives fly away with the black smoke!
This is a path that hundreds of thousands have gone,
They were led into the gas chambers…
Mothers, fathers, even infants too.
They were killed in their hundreds,
Their bodies were used
To fuel the fire again and again.
The hot flames mixed with the smoke…
Innocent human blood boiled
But from that same flame, revenge was born.

Soviet prisoner-of-war Alexandra Sokova was deported to Ravensbrück in 1943. The poems she wrote at the camp were learned off by heart by the other women and then passed on.

Source: Christa Schultz, "Der Wind weht weinend über die Ehene", Ravensbrück Geschichte, Ravensbrück Memorial Museum (ed.), Fürstenberg 1991, p. 46.

Source Sheet L – Poetry Analysis

THREE DIMENSIONAL

For the women of Ravensbrück,
The world of Euclidean geometry
Sleeps in diagrams on paper.
But it has absented itself from life.

Our rulers do not believe
That bodies are three-dimensional.
In a strange balance, one and another
Are to live – in the same space.

Hospitably, the punishment cell block
Stretches its walls
Lengthwise and widthwise, in vain.
Human beings simply are three-dimensional.
It is a body! Do what you will.

Teresa Bromowicz, a graduate in philosophy, fought in the Polish Home Army. She was deported to Ravensbrück in 1944 and put in the jail in March 1945.

Source: Christa Schultz, "Der Wind weht weinend über die Ehene", Ravensbrück Geschichte, Ravensbrück Memorial Museum (ed.), Fürstenberg 1991, 501.

Source Sheet M– Poetry Analysis

UNTITLED

Onward my beauty, to work! Get moving! Quick!
The woman thus addressed cowers
And throws an anxious glance
For such words are often followed by a slap or a fist.

Who is she? She is still young and has fine features,
But the hard camp life has seen her beauty dwindle
And caused her youth to wilt

I Imagine her before: a young woman, elegant, loved.
Today, she is nothing but a number
And the star on her sleeve
Exposes her to the dumb hate of the guard.
Barefoot in the dust, her stomach empty,
She has been working since daybreak,
And she thinks of how she will soon
Go with the work gang into the block,
The revolting, overfilled block
Full of swearing and beatings
Where there is no pity and everyone suffers.

Oh sure, she will be able to sleep,
To sleep and forget.
Yes, but tomorrow the merciless siren
Will wake her with a start
And with the new day, the misery too
Begins all over again.

Will she die in this accursed camp,
Without seeing her loved ones again?
This thought sets her heart overflowing,
And unending sadness!
My comrade! My sister!
Give me your hand, lift up your head – look,
There, where the sun is rising,
Do you not see the red glow of the morning light?

A great people is fighting there, and some are dying
So that others may be set free!
Bend down to the earth, listen,
Can you not hear the dull rumble?
The people was a child:
The pain, the suffering has made it a man.

Soon, like these waves in the ground
That sweep aside everything in their path,
The people will rise up and sweep away the hate,
Then with its strong healthy arms
It will build the new society
Where everyone can live in peace.
My sister! My comrade!
Don't abandon hope!

Felicie Mertens, Ravensbrück, October 1942, Block 3. Written for Fanny Jaquemotte, Rachelle and Regina, who were taken in a shipment to Auschwitz.

Source: Christa Schultz, "Der Wind weht weinend über die Ehene", Ravensbrück Geschichte, Ravensbrück Memorial Museum (ed.), Fürstenberg 1991, 15.

Seven

5th – 12th Grade

Artwork from the Camp

Objective:

- Critically evaluate artwork created by Ravensbrück concentration camp prisoners

Materials Needed:

Computer with Internet access, projector

Instructions:

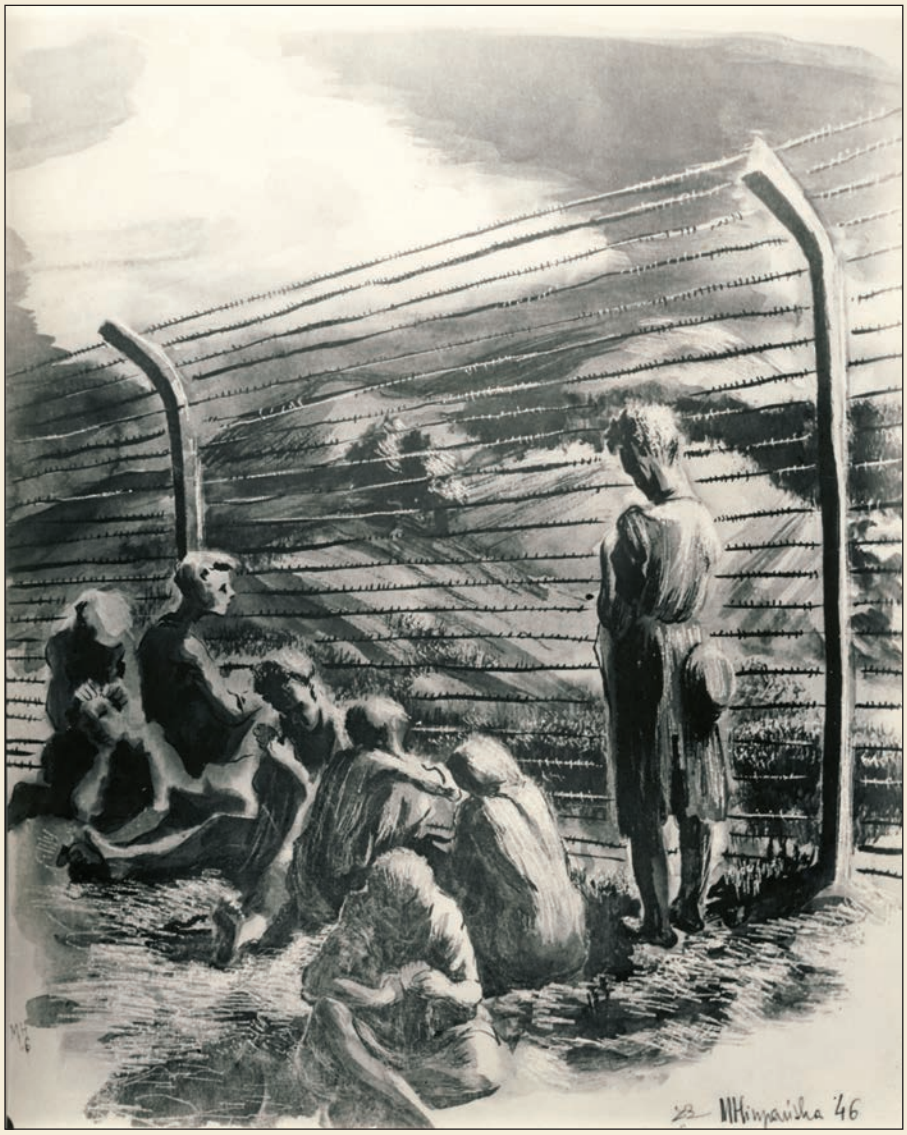
1. Display the attached pieces of artwork (Source Sheet N and O) on the screen and as a class discuss the following questions about each piece:
   - Describe what you see. What do you notice first?
   - What people and objects are shown? How are they arranged?
   - What is the physical setting?
   - What other details can you see?
   - Why do you think this image was made?
   - What's happening in the image?
   - When do you think it was made?
   - Who do you think was the audience for this image?
   - What's missing or not shown in this image?
2. Conclude with comparing the two pieces of art. Have students describe the differences and similarities between the two pictures and the reasons they think for this.

Source Sheet N – Artwork Analysis

Roll-Call by unknown artist.

Source: Ravensbrück Memorial Site

Source Sheet O – Artwork Analysis



Scene Inside the Camp by Maria Hiszpariska.

Source: Ravensbrück Memorial Site

Eight

9th - 12th Grade

Reflections of Survivors

Objective:

- Understand and analyze the experience of prisoners of Ravensbrück through the study of video testimonies.

Materials Needed:

Computer with Internet access, projector

Instructions:

1. View the video interviews of Ravensbrück survivors, Blanka Rothschild, Doris Greenberg and Ruth Meyerowitz, found on the United States Holocaust Memorial Museum's website.

   Blanka Rothschild
   Born: 1922, Lodz, Poland
   [approx. 2 min.]
   https://www.ushmm.org/wlc/en/media_oi.php?ModuleId=10005199&MediaId=2481

   Doris Greenberg
   Born: 1930, Warsaw, Poland
   [approx. 1 min.]
   https://www.ushmm.org/wlc/en/media_oi.php?ModuleId=10005199&MediaId=2482

   Ruth Meyerowitz
   Born: 1929, Frankfurt, Germany
   [approx. 1 min.]
   https://www.ushmm.org/wlc/en/media_oi.php?ModuleId=10005199&MediaId=2490

2. Discuss the differences and similarities in each testimony and what the reasons for this are. What can you learn about life in Ravensbrück from these testimonies? Discuss how the students think that the experience of being imprisoned in this camp has affected the female prisoners in their lives after being liberated.

Nine

9th - 12th Grade

Ravensbrück after Liberation

Objective:

- Interpret primary sources to understand what life was like for survivors of Ravensbrück after the camp was liberated in 1945.

Materials Needed:

Copies of the oral history transcript, paper, pens/pencils

Instructions:

1. Instruct students to visit **http://ravensbruck.kulturen.com/English/r1b.htm** and read and research about the prisoners of experience of Ravensbrück including transcripts of prisoner experiences of Ravensbrück and their liberation from the camp in the White Buses.
2. Ask the students to write a one-page newspaper article about this person, highlighting the most important parts of his/her story and explaining why they think that these parts are the most significant.
3. Students may like to look at current newspaper articles online to help them construct their articles.

Ten

9th - 12th Grade

Creating Oral History

Objectives:

- Understand the importance of oral histories for historians.
- Learn the skills to conduct an oral history with a family member of friend.

Materials Needed:

Computer with Internet access, pens/pencils, paper

Instructions:

1. Explain to the students that oral histories are an important method for historians to learn about the past, and much of what we know today about Ravensbrück and the Holocaust comes from the oral testimonies of Holocaust survivors.
2. Ask each student to research one oral history online and to write down the four most important pieces of information that they learned from the interview. Good resources for this include: The Veteran's History Project, the United States Holocaust Memorial Museum and the American Folklife Center.
3. Ask the students to watch the oral history for a second time, paying special attention to the questions asked by the interviewer.
4. Instruct the students to conduct an oral history of a family member or family friend to uncover family history or local folklore. Begin by asking students to construct 15 questions that they would like to ask the interviewee. Discuss these questions as a class, with an emphasis on ensuring that the students asked open-ended questions.
5. Students can use guidelines published on the Library of Congress website:

   https://www.loc.gov/folklife/familyfolklife/oralhistory.html
6. Ask the students to record their oral histories and write a one- to two-page report outlining the person they interviewed, how their interview partner was part of the larger movements in history, and what the students have learned from their experience.

Resources for Teachers: K-12 Educational Programs

The mission of the Museum of History and Holocaust Education is to support K-12 students and teachers in the study of World War II and the Holocaust. Our programs are free and flexible, and you can customize a program to fit your school's specific needs. We offer:

- Field Trips to the museum
- In-School Programs
- Traveling Trunks
- Traveling Exhibitions
- Online Teacher's Guides
- Summer Workshop for High School Students
- No Place for Hate Art and Writing Contest
- Professional Development Workshops
- On-Site Events

To reserve a program, or for more information, contact us at **470-578-2083** or by email at **mhheeducation@kennesaw.edu**.

The Legacy Series

The Museum of History and Holocaust Education's *Legacy Series* oral history program uses filmed interviews to preserve the experiences of Holocaust survivors, World War II veterans, and home front workers living in Georgia. Through our website, you can find short video clips excerpted from these filmed interviews, in which the individuals share their World War II and Holocaust experiences. We encourage you to use these in your classroom to support your teaching about World War II and the Holocaust, and to help your students meet history face to face.

historymuseum.kennesaw.edu/educators/legacy_series.php

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