



the Library

the Story of a
Jewish Girl in
Nazi Germany

Library:

The story of a Jewish girl in Nazi-Germany

Written by Nora Whittaker

Inspired by and including excerpts from the short story and play, The Library by
Inge Karo:

from: Joseph and His Daughter From 1890-1980

Joseph Heiman & Inge Karo

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And by the oral testimonies included in

The Persistence of Youth: Oral Testimonies of the Holocaust

Edited by Josey G. Fisher

Notes...

Developed under the guidance and direction of
Patty Carlis: Adjunct Professor of Theatre, Muhlenberg College

With gratitude to:

Inge Heiman Karo, who shared her experiences as a young Jewish girl growing up
in Nazi-occupied Germany and gave her permission to use material from:

Joseph and His Daughter From 1890- 1980

Joseph Heiman & Inge Heiman Karo

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Josey Fisher, Director of the Holocaust Oral History Archive, Gratz College Editor of
The Persistence of Youth: Oral Testimonies of the Holocaust

Greenwood Press, 1991

Inspired by the testimonies of Susan Neulaender Faulkner, Anne Dore Weidemann
Russell, and David

Eva Cutler, Holocaust survivor who shared her personal stories with us.

Edith Rosenbaum, guide, Museum of Jewish Heritage, NYC

Dr. Peter Pettit, Director of The Institute for Jewish-Christian Understanding of
Muhlenberg College

And the original cast of *The Library*

The Library Study Guide

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An Introduction...

THE LIBRARY

This play is not just a theatrical piece; rather, this play is a catalyst for lifetime learning experiences. Inspired by a true story and play (both entitled *The Library*) written by Inge Karo, our play traces the life of Rachel, an eleven-year-old Jewish girl growing up in Germany from 1933-1939. The play describes Rachel's life at school and at home as she experiences the systematic isolation, loss of rights and privileges, and ultimate dehumanization of the Jews under Nazi domination in Germany. When the play begins, Rachel's life appears to be quite normal, but slowly things begin to change. In 1935, with the passage of the Nuremberg Laws, Jewish professionals lose their jobs, Jewish businesses are taken away from them, and the rights and privileges of German citizenship are denied. Jews are treated as second-class citizens, genetically inferior to "Aryans." They are systematically ostracized in the community in which they have lived for centuries and from a society of which they have been an integral part. We see Rachel with her friends at school and watch them turn against her as a result of the anti-Jewish propaganda. Rachel's only refuge is the library, where she immerses herself in books.

The play explores what it is like to feel different, to be made to feel inferior, to be taunted by children you thought were your friends, and to live with fear and uncertainty about what the next day might bring. Who will be able to leave? Who will disappear?

Nora Whittaker, a graduate of Muhlenberg College, did extensive research on this dark period in history and beautifully crafted the script. Based on actual accounts from survivors in oral and written testimony, the story was developed by a remarkably gifted group of Muhlenberg students who served as the actors in the original production.

Based on their research, the students created a study guide that will help teachers prepare students for performance. It contains a summary of the story, information regarding the social, political, and economic conditions that existed prior to the Nazis' rise to power, and other thought-provoking information, questions, and activities.

Following each performance, the actors will be available for a question and answer session. Our hope is that the play will stimulate students to explore personal experiences that may parallel the events depicted in *The Library*.

TIMELINE

- January 30, 1933** Adolf Hitler is appointed chancellor of Germany
- April 1, 1933** Nazis proclaim a daylong boycott of Jewish-owned businesses
- May 1933** Bibliocaust: twenty thousand books burned to symbolize Nazi triumph over what they considered degenerate thought
- July 14, 1933** Nazis outlaw other political parties in Germany

***** Rachel's story begins around this time; she is 11 years old*****

- August 1, 1935** "No Jews" signs appeal in Germany forbidding Jews from stores, restaurants, theaters, etc.
- September 15, 1935** German parliament passes the NUREMBERG LAWS
- July 1938** Evian conference in which delegates from 32 countries met to address the Jewish refugee problem; most countries, including the U.S. and Britain, would not take any more Jewish refugees
- November 9, 1938** Kristallnacht in Germany and Austria: Jewish homes, businesses, and synagogues are vandalized, destroyed, etc.; 30,000 Jews are sent to Nazi concentration camps

*****Rachel leaves for the US as the war begins; she is 15 years old*****

- September 1, 1939** Germany invades Poland
- September 2, 1939** England and France declare war on Germany
- July 31, 1941** Reinhard Heydrich appointed by Hitler to carry out the "FINAL SOLUTION"
- December 7, 1941** Japan bombs Pearl Harbor, the U.S. enters WWII
- June 11, 1943** Nazis decide that all ghettos in Poland, Germany, and the Soviet Union (now Russia) are to be emptied and the occupants are to be deported to death camps
- June 6, 1944** D-Day: Allies invade Normandy
- May 8, 1945** Germany surrenders to the Allies; the war ends in Europe

GLOSSARY OF TERMS

Affidavit: sworn document confirming that European Jews had someone in America who would accept financial responsibility

Anti-Semitism: prejudice toward Jews or discrimination against them

Aryan: according to the Nazis, a person of Germanic background (typically seen as blond-haired, blue-eyed); a member of Hitler's "master race"

Concentration Camp: prison camp for Jews, Gypsies, political and religious opponents, and other Germans considered to be "enemies of the state"

Death Camp (also Extermination Camp): Nazi camp, equipped with gassing facilities, for mass murder of Jews, Gypsies, homosexuals and others

Emigrate: to leave your own country and go to another

Final Solution: term used by the Nazis for their systematic plan to exterminate the entire Jewish population of Europe

Gestapo: German secret police under Nazi rule

Ghetto: part of the city set aside by the Nazis where Jews were forced to live, creating conditions lacking food, water, heat, housing, and health care

Hitler Youth Movement: established by the Nazis to make all young "Aryan" German students believe in the superiority of their "race;" the Hitler Youth and the League of German Girls held after-school meetings to train children to be faithful to the Nazi party

Holocaust: a period (1939-1945) in which 11 million people perished under Nazi rule, including 6 million Jews

Immigrate: to move into another country

Kristallnacht (also "Night of Broken Glass"): Nazi-organized demonstration of violence against Jewish institutions or against Jewish synagogues, homes and businesses: November 9, 10, 1938

Nazi: a member of the Nationalist Socialist German Workers' Party that took control of Germany under Adolf Hitler in 1933

Nuremberg Laws: two laws issued in 1935 to exclude from German life people whom the Nazis considered alien. The first law removed German citizenship from "non-Aryans," and the second law prohibited them from marrying Germans

Ostracize: to exclude or banish

Propaganda: the intentional spreading of biased ideas to promote a cause (i.e. hatred of Jews)

Refuge: a place of safety; a place for a person to escape danger

Refugee: a person taking refuge in another country or place

S.S: Nazi special Police force

Synagogue: Jewish house of religious worship

Third (3rd) Reich: name of Hitler's reign of power

HISTORICAL BACKGROUND

Hitler Comes to Power

In the early 1930s, Germany experienced great economic trouble. As a result of this financial struggle and having lost WWI, Germany was at a very low point. Hitler used this to his advantage. He had a gift for speaking and promised the Germans that he and his Nazi party could change Germany for the better. Because the Germans were eager for improvement, they quickly accepted Hitler and viewed him as a "savior" to Germany. In little time, he became the head of the German government. (Bachrach 8)

The Nazi Terror Begins

The Nazis would beat up, arrest, and kill people who were against the Nazis. This made people afraid to speak up against the Nazis even if they did not agree with Hitler's ideas. Nazis would even go door to door trying to find Hitler's enemies. Officials could search people's houses when they felt like it, listen in on telephone conversations, and read people's mail. (Bachrach 10)

Nazi Racism

To Hitler, the ideal "Aryan" was tall with blond hair and blue eyes, which was strange because Hitler had dark hair and eyes. "Inferior" people, in addition to the Jews, included Gypsies, handicapped people, anyone with African blood, and others. Scientists thought that if people who were "inferior" stopped having children, the human race would improve. So, in 1933 German doctors even started doing operations so that "inferior" people physically could not have children. In schools, children were taught about racial superiority and inferiority. Teachers would measure children's skulls and noses and note their hair and eye color to identify if they were true "Aryans." (Bachrach 12)

Different Types of Anti-Semitism:

- * Religious: You may not live among us as Jews.
- * Secular: You may not live among us.
- * Racial: You may not live.

Life Unworthy of Life, Bolkosky, Elias, Harris

The Boycott of Jewish Businesses

Before Hitler rose to power in Germany, Jews had important jobs with the government and teaching at universities. Some Jewish writers and scientists in Germany had even won very special awards for their work. However, Jews were looked at differently once the Nazis took action. On April 1, 1933, the Nazis

organized a boycott of Jewish-owned businesses all throughout Germany. Nazis painted the yellow Star of David on the windows and doors of the stores and posted signs like "Don't Buy from Jews." The actual boycott only lasted a day, but it set the stage for further discrimination. One week later, Jewish government workers and teachers were fired. (Bachrach 14)

The Nuremberg Race Laws

The Nazis made a set of laws called the Nuremberg Laws in 1935 that kept the Jews from doing many normal things like **voting** or **marrying a non-Jew**. After these laws, the Jews faced even more restrictions. For example, Jewish doctors could only treat Jews. German Jewish athletes were not allowed to participate in the 1936 Olympics held in their own country. Everyone in Germany had to carry identity cards, but Jews had theirs marked with a red "J" and the middle name of "Israel" for males and "Sara" for females. This made it easy for the police to identify Jews. (Bachrach 18)

Because of The Nuremberg laws, Jews were FORBIDDEN to:

- * Own a pet
- * Use the radio
- * Go to the movies or theaters
- * Find protection in Air Raid shelters
- * Attend school in many cases
- * Buy jewelry
- * Become a writer, artist, actor, lawyer, doctor, or postman among most other occupations

THE EMIGRATION OF THE JEWS OUT OF GERMANY

(Written by Inge Heiman Karo, author of the original short story called "The Library" when she was about 10 or 11)

For various reasons the Jews are emigrating from Germany. They are all going, one after the other, unceasingly, every day, hundreds and thousands of them. Behind them stands sorrow. Unseen, it walks behind many of them, follows their every step into the new land and never leaves their side.

And yet, we still have a faithful friend, a father who cares for us and will always care for us, our G'd! We will trust in him and with his help we will even be able to create a new life for ourselves in a strange country among strangers.

Our fate is like a huge hurricane, it blows us some place, lets us rest, and then just when we want to put down roots it pulls us out and drives us into an other, unknown part of the world. It was always thus and will probably never change.

Our life is like a gigantic thick book in which fate always enters new words and rules that we have to learn. Theoretical knowledge is not enough, we have to show what we can do at once in Fate will show no mercy to whoever does not keep up and lags behind, and leave him stranded by the wayside. In this way we all step into a different country. Not all of us into the same one. No, fate directs us into all the countries of the world. It does not care where to.

Words that we did not know a few years ago have taken form and come to life, and pursue us even into our dreams. Wherever one goes one hears only: "Will you be called for a hearing soon?; My G'd, I have number 26000; Will your child be sent away?; What are your American relatives doing?; and Do you have an affidavit?" Words such as sponsorship, children's transport, U.S.A., municipal office, Aid Society, passport, steamship ticket, export duty, suitcase, furniture, clothing, climate, etc. are the order of the day. Uruguay, Paraguay, Brazil, Dominican Republic, Cincinnati, Cleveland, Ohio and many more have become well known and familiar to us. Daily, this one and that one receives letters bearing all kinds of foreign stamps. These are the inescapable consequences of emigration and we have to bear them. I believe that gradually we are getting used to them.

From Joseph And His Daughter by Joseph Heiman and Inge Heiman Karo © 1997

PRIMARY SOURCE DOCUMENTS

Jewish families needed to apply for VISA's in order to leave Germany.
This is a copy of the VISA application made by Joseph Heimann, Inge Karo's father.

AMERICAN CONSULATE
Stuttgart-N, Königstrasse 19 a

To: Mr. Joseph Heimann - Essen, Eduardstr. 15.

You have been entered on the waiting list for those applying for a visa under the number 5871 July 22, 1938, and should promptly notify us of each change of address.

When we have received satisfactory proof as to the guarantee of your financial support in America, and when it is your turn, you will be sent a summons to appear for a formal application. The summons will be sent you approximately 4 weeks before the date of the examination. Your waiting list number is to be listed on all correspondence.

Amerikanisches Konsulat
Stuttgart-N, Königstraße 19 a

An: Herrn Joeph Heimann
(Name)
E s s e n, Eduardstr.15.
(Adresse)

Sie sind unter der Nummer 5871 JUL 22 1938
in der Warteliste der Vlsumantragsteller eingetragen, und sollten jede Adresse-
änderung prompt mitteilen.

Wenn zufriedenstellende Beweise über die Sicherstellung Ihres Lebens-
unterhaltes in Amerika hier vorliegen, und wenn Sie an der Reihe sind, wird
Ihnen eine Vorladung zur formellen Antragstellung zugeschickt werden. Die
Vorladung wird ca. 4 Wochen vor dem Untersuchungstermin zugeschickt
werden.

Bei sämtlichen Zuschriften ist Ihre Wartenummer anzugeben.

Affidavit of Support

5871

UNITED STATES OF AMERICA
 State of Illinois } S. S.
 County of Cook }

Harry Gibbs, being duly sworn, deposes and says:

1. That he is the purchaser of Swedish American Line prepaid Ticket No. _____ from _____
2. That he is 47 years of age, that he was born at Chicago, Illinois and that he has resided continuously in the United States since his birth
3. That ^{his} present address is 6827 Cregier Avenue Street, City of Chicago, County of Cook, State of Illinois

That he was born a citizen of the United States on:	That he was naturalized a citizen of the United States on:	That he declared his/her intention of becoming a citizen of the United States on:
Date <u>October 27, 1891</u>	Date _____	Date _____
City <u>Chicago</u>	City _____ (County) _____	City _____ (County) _____
County <u>Cook</u>	(State) _____ number _____	(State) _____ number _____
State <u>Illinois</u>	of his certificate being issued by the Court of _____	of his certificate being issued by the Court of _____

5. That he is and always has been a law-abiding resident and has not at any time been threatened with arrest or arrested for any crime or misdemeanor. That he does not belong to nor is in anywise connected with any group or organization whose principles are contrary to organized government, nor do the undermentioned relatives belong to any such organization nor have they ever been convicted of any crime.
6. That the following relatives at present residing at 15 Nordstrasse Essen - Germany desire to come to the United States to _____ and that he will maintain them in the United States, if necessary, until such time as they may become self-supporting:

Name of Passenger	Sex	Age	Place of Birth	Relationship to Deponent
<u>Josef Heimann</u>	<u>male</u>	<u>40</u>	<u>III-21-97 Berne</u>	
<u>Helma Heimann born Marx</u>	<u>female</u>	<u>39</u>	<u>VI-24-96 Gestro</u>	
<u>Jungeborg Heimann</u>	<u>child</u>	<u>13</u>	<u>V-1-26 Essen</u>	
<u>Walter Heimann</u>	<u>child</u>	<u>7</u>	<u>1-2X-31 Essen</u>	

7. That the expected passenger/s is/are in good health, mentally, and physically.
8. That the deponent's present dependents consist of Wife and two children
9. That the deponent's regular occupation is (SEE STATEMENT ATTACHED) with average weekly earnings amounting to \$ _____
10. That he possesses property to the value of: Real Estate, \$ _____ Personal, \$ _____ and the incumbrance on said property, if any, amounts to \$ _____
11. That he is willing and able to receive, maintain and support the relatives mentioned hereon and hereby assumes such trust, guaranteeing, that none of them will at any time become a burden to the United States or to any state, county, city, village or township of the United States; and that any who are under sixteen years of age will be sent to school at least until they are sixteen years old and will not be put at work unsuited to their years.

DEPONENT further states that this affidavit is made by ^{him}her for the purpose of inducing the American Consul to ^{his}her relatives and the Immigration Authorities to admit said relatives into the United States.

Harry Gibbs
 (Signature of Deponent)
 Subscribed and sworn before me, a Notary Public in and for said county, this twenty-third

Notary Seal

GIBBS & COMPANY

The Beauty Shop Supply House of America

21 SOUTH WABASH AVENUE

TELEPHONE STATE 2125

Chicago

June 20, 1939

Hon. American Consul,
American Consulate,
Stuttgart, Germany.

In re: Heimann Family,
Eduardstr. 15
Essen, Germany.

Honorable Sir:

I am submitting the attached affidavit of support for the purpose of facilitating the immigration to the United States of Joseph and Selma Heimann, and their two children, Ingeborg and Walter Heimann.

This affidavit is an expression of my interest in them which originates out of contact with mutual friends. I feel confident, from my knowledge of their background, that they will readily Americanize themselves and I shall be glad to further their good citizenship.

It is my desire to be instrumental in assisting them to enter the United States for permanent residence. I feel a strong sense of moral obligation towards the Heimann Family and proof of my ability to receive and care for them is set forth in the attached affidavit of support, supplementing my previous affidavit. I wish to give my assurance that I will not allow them to become a public burden upon any community of the United States.

In view of my sincere interest, I hope that you will give favorable consideration to this petition.

Respectfully yours,



HG/hf

GIBBS & COMPANY

The Beauty Shop Supply House of America

21 SOUTH WABASH AVENUE

TELEPHONE STATE 2125

Chicago

June 20, 1939

Hon. American Consul,
American Consulate,
Stuttgart, Germany.

In re: Heimann, Josef
" , Selma
" , Ingeborg
" , Walter

Dear Sir:

In furtherance of the affidavit which I signed for the above mentioned family of Heimann, I want to submit herewith affidavit of support and a guarantee that these people will never become a burden to the Government of the United States.

I am willing and able to carry through all of the responsibilities in connection with the bringing of the said Heimann Family in to the United States for permanent residence, enable them to establish themselves here and become worthy citizens of America.

Upon their arrival in the United States, they will make their home with a mutual friend, Mr. Paul Newbeck, who resides at 102 - 152nd St., Calumet City, Illinois. He will willing and able to maintain them, furnish them with satisfactory living conditions, as well as all of their meals. I am willing and able to contribute a minimum of \$5.00 per week to each of the above mentioned individuals to take care of their incidental expenses until such time when they become self-sustaining.

Enclosed you will find a certified letter from Mr. and Mrs. Newbeck, confirming the above.

I want to assure you of my ability and responsibility in carrying through the aforementioned and to stress again that Joseph, Selma, Ingeborg and Walter Heimann will never become a burden to the United States Government.

Trusting this affidavit will enable the Heimann family to depart for the United States at the earliest possible time, I am

HG/hf

County of Cook
State of Illinois } ss

Subscribed and sworn to before me, A Notary Public,
this 20th day of June, A.D., 1939.

Francis J. Bennett

Very truly yours,

Harry Gibbs

HOME ADDRESS:
102 - 152ND ST.
CALUMET CITY, ILL.

PAUL H. NEWBECK
FURNITURE WHOLESALE AND FACTORY REPRESENTATIVE
CHICAGO, ILLINOIS

OFFICE:
722 AMERICAN FURNITURE MART
666 LAKE SHORE DRIVE

June-17-39

Hon. American Consul,
American Consulate,
Stuttgart, Germany.

Dear Sir:

This is to certify that Mr. and Mrs. Newbeck of
102-152 nd Str. Calumet City, Ill. do hereby affirm
that they will undertake to provide suitable living
quarters for the Josef Heimann family, formerly of
Essen Germany.

Mr. Josef Heimann his wife Selma Heimann and two
children Jnge and Walter Heimann will make their
home with Mr. and Mrs. Newbeck until such time they
are enabled to support themselves and become
selfsustaining.

Paul Newbeck

Hilda Newbeck

WITNESSED:

Hampshire

H. Foster

County of Cook (ss
State of Illinois) ss

Subscribed and sworn to before me, A Notary Public,
this 17th day of June, A.D., 1939.

Frances J. Bennett

NOTARY PUBLIC

My commission expires 3/11/43

The Yellow Star

Below are examples of Yellow Stars or armbands worn in other countries under Nazi occupation.



Jewish girl awaiting deportation from Theresienstadt to Auschwitz.
(Courtesy: Miriam Novitch)



This is a photo of an authentic Yellow Star. The size is authentic. This Star was from Germany.



Upper Silesia
(Poland)



Holland



Belgium



France



Bulgaria,
Hungary,
Parts of Poland,
Greece, Lithuania

TRUE EXPERIENCES OF CHILDREN WHO SURVIVED THE HOLOCAUST "I TOO HAD DREAMS OF A BRIGHT FUTURE"

A publication of the Center for Holocaust Studies, Documentation & Research, 1610 Ave. J, B'klyn, NY 11230 (718) 338-6194, Fax: (718) 692-2168

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Education-series editor: Professor Yaffa Eliach

ISBN: 0-9609970-5-0
Editor of this volume: Brana Gurewitsch

Library of Congress Catalog Card Number: 88-070082

MORE THOUGHTS

"Let it be said that what hurts the victim most is not the oppressor, but those who stand by in silence."

Elie Weisel

"The world seems to be divided Into two parts-those places where Jews cannot live, and those places where they may not enter."

Chaim Weizman, president of the World Zionist Movement in the 1940's

*"First they came for the Jews.
I was silent. I was not a Jew.
Then they came for the Communists.
I was silent I was not a Communist
Then they came for the trade unionists.
I was silent. I was not a trade unionist
Then they came for me.
There was no one left to speak for me.*

Pastor Martin Niemöller

Risks

To laugh is to risk appearing a fool.
To weep is to risk appearing sentimental.
To reach out for another is to risk involvement.
To express feeling is to risk expressing your true self.
To place your ideas, your dreams
Before the crowd is to risk their loss.
To love is to risk being loved in return.
To live is to risk dying.
To hope is to risk despair.
To try is to risk failure.
But risks must be taken, because the greatest hazard
In life is to risk nothing.
The person who risks nothing, does nothing,
Has nothing, and is nothing.
He may avoid suffering and sorrow, but he simply
Cannot learn, feel, change, love, grow, live.
Chained by his certitude, he is a slave;
He has forfeited freedom.
Only a person who risks is free.

Author Unknown

"How wonderful it is that no one need wait a single moment before starting to improve the world."

Anne Frank

"I tell you this story not to weaken you, but to strengthen you. Now it is up to you."

A Holocaust Survivor

"History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again."

Maya Angelou

"Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope."

Robert F. Kennedy

PRE-PERFORMANCE ACTIVITY

■ Pennsylvania State Standards Addressed:

- 1.4.8.A. Write short stories, poems, and plays
- 1.4.8.D. Write with an understanding of the stylistic aspects of convention
- 1.6.8.A. Listen to others
- 1.6.8.D. Contribute to discussions
- 1.6.8.E. Participate in small and large group discussions and presentations

PASS AROUND POEMS

Objectives:

- Students will express what it means to be different.
- Students will share original poems with their peers.

Introduction:

- Ask students if they have been made to feel different?
- Brainstorm as a class some ideas on what could make people different from one another- anything at all (everything from religion and ethnicity, to the kinds of clothes we wear, the types of foods we eat, etc.)
- Today, students will be writing free-verse poems to express what it means to feel different.

Activity:

Stage 1: Writing

- Divide students into small groups (5 or 6 students per group).
- Each student writes one of the following at the top of this page:
 - a. Being different is...
 - b. I feel different when...
 - c. Being made to feel different...
 - d. One you create
 - You can choose one for entire class if you like.
- Each student writes a sentence or phrase in response to the starting line.
- Each student then passes his paper to the person on the right and that student writes a response to the starting line or what the previous student has written.
- The students continue to pass the papers until each group member has responded to what the previous students have written. *Note:* Remind students to be patient and not to let the papers get out of order.

Stage 2: Sharing

- Each student reads the poem he started to his small group.
- Students select one poem from the group to share with the class.

Stage 3: Creating Drama (OPTIONAL)

- Students collaborate to create a dramatic presentation of the poem they have selected. They can create a skit, tableaux (students form a frozen picture), movement piece narrated by one group member, or whatever they decide.

Conclusion:

- Inform students that "being different" is one of the main themes in the play, *The Library: The story of a Jewish girl in Nazi Germany*, and that they should be on the lookout for the ideas we have talked about today during the show.

ROLES AND CHOICES

PERPETRATOR:

A person who directly participated in atrocities and other crimes against the Jews and other victims of the Nazis.

COLLABORATOR:

A person who indirectly participated in atrocities and other crimes against the Jews and other victims of the Nazis; also, anyone who assisted perpetrators in their crimes against the Jews and other victims of the Nazis.

BYSTANDER:

A person who is present at an event without participating in it.

VICTIM:

A person who is harmed by or made to suffer from an action or a circumstance.

RESCUER:

One who saves someone from danger or imprisonment.

POST-PLAY ACTIVITIES

Re-telling Rachel's Story

Objective: To have students recall the play.

- * Students should be seated in a circle.
- * The teacher/facilitator begins with the following:

"Rachel was only 11 years old in 1933 when Adolph Hitler came to power in Germany.
Then slowly life began to change."

- * This is the signal for the next student to tell a piece of Rachel's story as accurately as he remembers. He will then turn to the next student and say, "**Then slowly life began to change.**"
- * The story continues until it reaches the teacher/facilitator who concludes the story if necessary.

POST-PLAY DISCUSSION QUESTIONS

1) Now that you have had some historical background on this time period, and seen *The Library*, can you describe some of the circumstances and events that lead up to the Holocaust?

2) Using the terms: bystander, collaborator, perpetrator, victim, and rescuer, answer the following questions in relation to the characters in the play.

Why does each character fit into that specific category?

Did some characters fit into more than one category?

Explain. Ask questions like these:

When have you felt like a bystander?

Who are the perpetrators?

Who are the victims of prejudice and discrimination in your school?

What rewards are there in society for "collaborating" with prejudice?

What are the costs for trying to rescue?

3) How do these situations remind you of situations you and your friends have been in? Would you have taken the same risks as these characters if you were in a similar situation? Why or why not? What could motivate someone to stand up for another person, or to betray them?

4) How do you think a group of people (such as the Jews) become vulnerable to discrimination and prejudice? For example, who are the groups of people in your school/community that you see being discriminated against? Why do you think this is?

5) After thinking about these issues today, what will you do differently tomorrow? What actions will you take to prevent prejudice from occurring in your school and community?

FURTHER READING ON THE HOLOCAUST

Number the Stars by Lois Lowry

Set in Nazi-occupied Denmark in 1943, this 1990 Newbery winner tells of a 10-year-old girl who undertakes a dangerous mission to save her best friend. Ages 10-14

The Upstairs Room by Johanna Reiss

In this Newbery Honor book, Reiss writes a stirring, fictionalized account of her own experiences as a Jewish girl during World War II. Ages 12-up.

Journey to America: Aniela Kaminski 's Story: A Voyage from Poland during WWII by Claire Pastore

When Aniela's Jewish friends in Warsaw start disappearing, she flees to America with her father. But even though she loves her new homeland, Aniela longs for those she left behind.

David and Jonathan by Cynthia Voigt

Grade 9-12-- A complex novel, set in the 1950s, that explores what it was like to be Jewish in the years following World War II--the sorrow of losing one's family, the guilt of having survived when so many did not, and the religious doubt such tragedy evokes.

One Eye Laughing, the Other Weeping, the Diary of Julie Weiss, Vienna, Austria 1938

Grade 5-9--A story set in Vienna on the eve of World War II. Eleven-year-old Julie Weiss adores her rich and successful father, but is ambivalent toward her superficial mother. Step by step, the girl, her Jewish family, and their friends suffer from the violent persecution inflicted on them by the Nazis.

Anne Frank: The Diary of a Young Girl

A beloved classic since its initial publication in 1947, this vivid, insightful journal is a fitting memorial to the gifted Jewish teenager who died at Bergen-Belsen, Germany, in 1945. Born in 1929, Anne Frank received a blank diary on her 13th birthday, just weeks before she and her family went into hiding in Nazi-occupied Amsterdam.

Night by Elie Wiesel

In Nobel laureate Elie Wiesel's memoir *Night*, a scholarly, pious teenager is wracked with guilt at having survived the horror of the Holocaust and the genocidal campaign that consumed his family.

No Pretty Pictures: A Child of War by Anita Lobel

Nominated for a 1998 National Book Award for Young People's Literature, *No Pretty Pictures: A Child of War* is Anita Lobel's gripping memoir of surviving the Holocaust.

I Have Lived A Thousand Years: Growing Up in the Holocaust by Livia Bitton Jackson

Ages 12-up. this Holocaust memoir describes what happens to a Jewish girl who is 13 when the Nazis invade Hungary in 1944. She tells of a year of roundups, transports, selections, camps, torture, forced labor, and shootings, then of liberation and the return of a few.

The Cage by Ruth Minsky Sender

This reflective Holocaust memoir presents a series of brief scenes from 1939, when the author was 12 and Hitler invaded Poland, through the Russian liberation of the Mittelsteine labor camp in 1945.

The Devil's Arithmetic by Jane Yolen

Grade 4-8 In this novel, Yolen attempts to answer those who question why the Holocaust should be remembered. Hannah, 12, is tired of remembering, and is embarrassed by her grandfather, who rants and raves at the mention of the Nazis. Her mother's explanations of how her grandparents and great-aunt lost all family and friends during that time have little effect.

Tell No One Who You Are: The Hidden Life of Regine Miller by Walter Buchigani and Regine Miller

Ten years old when her brother was arrested by Nazis, Miller, a Jewish girl, survived the occupation of Belgium by living under a false identity. In a starred review, PW said that Buchignani recreates Miller's experiences with "aching clarity," conveying "both a human drama and a chilling moment in history." Ages 12-up.

ONLINE SITES FOR FURTHER RESEARCH

United States Holocaust Museum in Washington, D.C. – www.ushmm.org

Museum of Jewish Heritage in New York City – www.mjhnyc.org

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