

This is a very general overview to help prepare to lead a group through the museum, or training teen docents. The guide is written in a shorthand format and it is expected that the docent also become familiar with the content of the museum exhibits first. In addition, there are many on-line sources for further information (e.g USHMM.org). Also please be sure to ask the questions in full sentences so that they can be understood by the students.

1. Introduction - Inspiration for Chaim

Vocabulary: Behavior, Mission, Motto, WAKE UP,

BRAINSTORM: Before you start the tour: What is good *behavior* , especially at a museum about a sad time in history?

EXPLAIN:

- Although it's a sad story, what's important is that we come away with a positive *mission* for the future. **MOTTO:** you will be hearing about many times that the mission of the trip is to **WAKE UP:** be a WITNESS, Act with TACT, KNOW the facts, EMPATHIZE with those less fortunate, UPSTAND - stands up for those being bullied, PREVENT - hate, hate leads to violence. Throughout the exhibit you'll see signs for one of these 6 facets of the mission. Though you may not understand all the words now, your mission on this tour is to gain an understanding of what these 6 messages mean by the time your finish.

SHOW: Story about why I decided to make the museum.

ASK: Consider the meaning of the Talmudic/Fischl quote: "The destruction of a single life is like the destruction of the entire world." In our personal world, one loss destroys the world we knew. In this tour we'll meet many people who lost their 'world', nevertheless the picked up the pieces after the war, started new lives and then went on teach about what happened.

2. Station 1 - Our Mission - Why we study the Holocaust

Lens, WWII, A Holocaust, The Holocaust, 6 million, Hitler, Nazi Party, Undesirables, Genocide, The Shoah, WAKE UP words: Acceptance, Compassion, Tolerance, Upstander.

Paperclip Borders: The exhibit has 18 stations about aspects of **WWII** which occurred about 75 years ago. We mention - 60, 11, 6 million people murdered - unimaginably big numbers. To help imagine note the paper clip borders on the signs. Each sheet represents 100 people. We will talk more at the end about that and as it relates to the book "6 million paperclips.

LENS: Of the 60 million people that were killed in WWII, the majority were either soldiers fighting in the war, or civilians killed randomly by bombs being thrown from one country to the other. But 11 million (1/6) of the 60 million were killed *on purpose* because of who they were. These people were called **Undesirables** (as opposed to those of **Aryan 'race'**):

Gypsies, Gay, Black, clergy, disabled, and Jews. 6 million out of the 11 million were murdered because they were Jewish. This is what “**The Holocaust**” refers to. The purposeful murder of a race/nation is called **GENOCIDE**. All these people were murdered because **Adolf Hitler** (and his **Nazi** party) with extreme views stemming from hatred was elected as leader of Germany. For the Jews, who only number 0.2% of world population, having 6 million (40% of all Jews) killed was an unimaginable **catastrophe** (Shoah), not only were millions of families lost or broken apart, entire Jewish towns were wiped out, and many of the great Jewish thinkers were murdered all because of hate.

WAKE UP - This is why preventing Hatred to begin with through WAKE UP is so important. If we all learn TACT, there would be no hate.

PIE CHART: Which group had most deaths? Least? But individual families lost ‘worlds’.

2. Station 2 -BEFORE THE WAR-

Vocabulary: Balkans, Eastern Europe, Shtetl, Pogrom, Western Europe, Assimilation

EXPLAIN: Before Hitler came to power Jews in **Western Europe** including Germany, Austria, Italy and France lived like everyone else. They had non -Jewish neighbors, co-workers. They went to public schools etc. They were fully ‘**assimilated**’. Jews in **Eastern Europe** - Poland, Romania, the Soviet Union (Russia, Ukraine) - usually lived in villages which were mostly Jewish called **Shtetls**. These Jews often were the target of **pogroms** - violence directed against them. Poland had more Jews than anywhere else in the world - 3 million. Ukraine had second highest at 2.5 million. **Balkan Jews** (Greece, Yugoslavia, Bulgaria) also had large populations of Jews.

SHOW: Look at pictures of Jews pre-war. What do the people look like? Like everyone else? This is called Assimilation.

ASK: Are we Jews assimilated today? Is it a good thing? Is there a happy medium?

3. Station 3 - RISE TO POWER

Vocabulary: Depression, Treaty of Versailles, Mein Kamph, Hitler’s Top Brass, Hitler Youth, SS/ Gestapo, Protocols of the Elders of Zion, Anti-Semitism, Zionism. Review Wake Up lines at the station.

EXPLAIN: After WWI, Germany had a democratic government called the Weimar Republic. It was weak, which left the country open for takeover by the Nazi party:

1. Germany’s economy was in a **depression** (so was the world), and unhappy with how things were left after WWI (treaty of Versailles).

For 7th plus: Reasons for WWII:

- Japan was growing and needed more resources so invaded Manchuria and China.
- Several countries had dictators come to power. Franco in Spain, Mussolini in Italy, Stalin in Russia, and Hitler in Germany.
- Treaty of Versailles forced Germany to pay for unreasonable damages for WWI and that left the country in bad economic shape. Hitler followed Japan and Mussolini’s example and started invading other countries.
- The Great Depression caused other countries to be unstable economically and so they didn’t want to go war. They tried to settle with these new dictators rather than stop them.

MASTER RACE: When Hitler ran for office, even though he already expressed extreme views in his book **Mein Kampf** years before, his charisma and call to make Germany great again, swept the people to vote for his 'NAZI party' and win the election. In his book he expressed the idea that Germans were the Master Race, and that everyone who is not "Aryan" is less than human and should be dealt with. Discuss: "The Aryan Race" - a made up term. It's really only after the election, that the Nazis develop a plan for how to deal with the 'undesirables'. Hitler surrounds himself with other Nazi leaders that believe in his cause (**his top brass/henchman, SS, Gestapo**), he also starts to train all the kids by forcing them to be part of the **Hitler Youth**, and pretty soon the country is ready to become a killing machine. **SHOW:** Look at photos of Nazi marches and everyone "Heil" ing. The Book *Mein Kampf*; photos of Hitler's Henchmen (do they look like 'monsters'?); Hitler Youth, Swastika arm band (used to be symbol of good luck, now a completely different idea is invoked). **SHOW: "Protocols"** was a fictional document published as truth and is still used to convince people Jews are trying to take over the world, which incites much hatred. **ZIONISM:** In the late 1800's Jews, led by Theodore Herzl realized that anti-Semitism would never let up and that Jews needed a safe country of their own. The movement called *Zionism* - the desire to legally re-create a Jewish state in the land of their origin, the land of Israel (then called Palestine) was born. **ASK** - Is the idea of a Master Race OK? Hitler had a particular hate of Jews, to him they were non- humans which made it easier for many people to murder them. Anti-Semitism is hatred of Jews specifically. Explain that religious **anti-Semitism** was born centuries ago, but this racial anti-Semitism was new. **ANTI-SEMITISM** Then and Now. Although there have always been pro-Nazi groups after WWII, they were fairly hidden until recently. Now the concepts of White Supremacy, and anti-Semitism and other forms of INTOLERANCE have come to the forefront again.

4. Station 4 - KRISTALLNACHT

Vocabulary: Pogrom, Kristallnacht, Scapegoat, Judenrein, Evian Conference; **Review Wake Up lines at the station.**

EXPLAIN: Hitler begins to capture other countries, starting with Austria which he easily captures, called the **Anschluss**, and starts putting in rules that made life very difficult for Jews. After **Kristallnacht**, also called the Night of Broken Glass, in 1938 the Jews really start getting worried. Government used the Jews as a **scapegoat** to start the violence (read story of *Ernst vom Rath & Herschel Grynszpan*). On this day the government and police allowed people to break Jewish shop windows and set synagogues on fire without responding. Since the people by now have been trained to hate Jews most do it. Not many, but some, try to protect Jews. Many Jews start trying to leave while they still can, but many others think things will get better and don't. Also many don't have money to leave because the Germans are making them pay for the damage of Kristallnacht.

SHOW: Photos of broken shops. Student art expressing their feelings about having windows broken in art form.

ASK - if you see everyone joining in an act you think is wrong, do you take part because everyone is doing it? Or just watch? Or do something about it?

EVIAN - Really Kristallnacht was Hitler's test of the world of whether he could get away with making Germany 'Judenrein'. At the Evian conference 32 countries met to discuss what to do about all the refugees leaving Germany, yet none opened their doors. Thus Hitler thinks well, if these countries can only criticize what I'm doing yet not do anything about it, I can do whatever I want. After Kristallnacht, Hitler did not let any more Jews escape.

5. Station 5 - PERSECUTION (Define as harassment, making things difficult).

Vocabulary: Persecution, Yellow Star, Propaganda, Nuremberg Laws, boycott. Review Wake Up lines at the station.

EXPLAIN: What are the ways Hitler persecuted the Jews? **Yellow star**, specifies that even if you only have one Jewish grandparent you're still considered Jewish. He puts special rules in place called the **Nuremberg Laws** which makes it so the Jews are no longer citizens. Once they are not citizens they can't work, they can't vote, and it's hard to get identification papers which allow you to get into other countries. This makes leaving very hard. Another thing is they start negative **propaganda** - call for boycott of Jewish shops so can't sell. Only Jews who left early succeeded in getting out, now it was too late.

SHOW: Yellow stars, The Nuremberg Laws diagram showing who is Jewish, propaganda posters including the Poison Mushroom, **Boycotts**.

ASK- today we hear things on the internet, 'false news' etc; how do you make sure you know the truth and not propaganda before forming an opinion on something? The modern State of Israel faces this today. The media are bent on only showing Israel's faults for the difficult situation the Palestinians find themselves in. This leads many to be anti-Israel. However, much of the negative propaganda is actually anti-Semitism at work and not really concern for the Palestinian people as Israel does do many good things for the world as well. There is also the BDS movement which aims to boycott only goods from Israel in the name of human rights, but does not boycott goods from any other human rights violators (e.g. China).

Bottom line, hate always leads to violence. TACT, PREVENT, UPSTAND, EMPATHIZE

6. Station 6 - DEPORTATION (Define as forcing one to leave their home)

Vocabulary: ID papers, White paper, Deportation, St. Louis, ghetto, Judenrat, dehumanize, diaries, Conc. Camp, Cattle Car, 'Deaf Ears', Review Wake Up lines at the station.

EXPLAIN: It was very hard to get identification papers to leave. And often even if you did, the papers showed you were Jewish and many countries didn't want to accept Jewish refugees. **White paper** prevents Jews from going to Palestine.

St. Louis Story: Many tried to get away by ship. One boat, the St. Louis, were promised visas to Cuba but when they got there, they wouldn't let them land, so they sailed really close to shores of the US and pleaded to land there, but Pres. Roosevelt wouldn't let them land; they returned to Europe and many ended up killed.

Atlantic Story: Some tried to get to Palestine (Israel before it became a state), but something called 'The White Paper', limited the number of Jews who could come. The Atlantic was an example of a boat that tried to get to Israel but was turned back. The Atlantic got a bit luckier in that instead of going back to Europe and death like many ships did, they sent it to an island called Mauritius (off the coast of Madagascar), and the people lived the 5 years of the war in a camp there (story of Iris' mother).

Ghettos: those who didn't manage to leave were forced into an area of the city which was designated for Jews called a Ghetto and locked up. People couldn't leave to buy food or work, so often kids went out to smuggle stuff in. The idea was to "dehumanize" them; it made it easier for the non-Jews to treat them like animals.

Ghetto Life: How do we know what life was like? From diaries that people wrote that were later found. **The Judenrat** was the Jewish council set up by the Nazi's to make sure they complied with their demands...often the Judenrat had to choose who was going to be deported (and killed).

Cattle Trains: Jews in Germany and Austria were not put in Ghettos, they were taken by cattle trains to **Concentration Camps**. They were told they are work camps. But really they are prison camps. Eventually also the Ghettos are emptied out by taking the Jews to the concentration camps. **Deaf Ears:** It took a long time until the United States took action. One of the things that helped people hear the truth was the Hollywood musical "We Shall Never Die".

SHOW: Nazi imprint on ID card (says "Israelite"). The St. Louis, ghetto photos, diaries - show RIVKA's DIARY , cattle car photo

ASK - Why do you think the US played deaf for so long?

7. Station 7 - FINAL Solution

Vocabulary: Wannsee, Genocide, Final Solution, Selection, Auschwitz, Arbeit Macht Frei, Babi Yar, Kapo, Einsatzgruppen, Review Wake Up lines at the station.

EXPLAIN - At the secret **Wannsee** conference, the Nazis came up with the plan for getting rid of all the undesirables. The final solution was to simply kill them all. This is called Genocide. They did this in 3 days: Working them to death in concentration camps, with killing squads called the **Einsatzgruppen** (**Babi Yar** was the worst of these massacres); or in gas chambers at the death camps. One of the worst camps was **Auschwitz** which also had an entry sign saying "*Arbeit Macht Frei*" - work makes you free. Eventually most people knew that was a lie. When people arrived at the camp, those that looked strong were put to work, the rest were killed off. This was called **selection**. One camp, called TEREZIN, was a model camp. There they made things look nice for propaganda films to the outside world. They had people playing in a 'band', to help relax people. And they could tell the world, see everyone is fine and happy. But really, by the end they had killed 11 million people.

SHOW - Auschwitz gates - most infamous of death Camps. Tattoo. Prisoner Uniform and patches. - they collected exact info on everyone, even tattooed their number on them. Prisoners wore a colored patch to identify what kind of prisoner they were. The only good

thing about their exact data collection is that it made it possible for many relatives to find out what happened to their loved ones. **Kapos** were prisoners who performed administrative tasks and in return got a few privileges (such as extra food), often they too became very mean.

8. Station 8 - RESISTANCE (define as 'fighting against')

Vocabulary: Resistance, Partisans, Kindertransport, Warsaw Ghetto Uprising, Righteous Gentiles, White Rose, Besa, Forbidden Caring. Review Wake Up lines at the station.

EXPLAIN - Sometimes in life you have to make a choice. During WWII many people had to decide do what is right or safe vs do what is dangerous.

Look at THE LINE - These 2 non-Jewish girls made different choices about how to deal the Nazi takeover. One became Hitler's secretary, and one became a member of the White Rose group who sent leaflets in German Universities urging the Germans not to follow Hitler.

Survival: In terms of Jews, many were unable resist the brutal Nazis because they would simply be shot, so simply trying to survive the torture was their form of resistance. If they could survive they could tell the story.

Forbidden Care: Prisoners helping other prisoners at risk to their own lives. For these people, losing their humanity was worse than dying.

OTHER: These are other examples where even though they knew they might die, for them it was better to die as a free person, then as a prisoner.

Partisans - lived in the forests and would do mischief, like putting explosives on Nazi cars and trains. Some Partisans were people who managed to escape the ghettos.

Ghetto Uprising - even in the ghetto they smuggled guns and stood up to the Nazis for a while. Warsaw ghetto uprising is the most famous, they lasted for a month.

Kindertransport - painful to separate families, but 10,000 kids were saved. (Free books of Children of Willesden lane).

Hiding - Anne Frank is an example where neighbors hid Jews even though it was dangerous.

Hannah Szenes, Hagana - Jewish fighters in Israel, came to Europe to try to save Jews.

Famous Righteous Gentiles - CBD examples in the parking lot - Wallenberg, Mendes, Sujihara. Schindler. Yad VaShem (Israel's Holocaust museum) has recognized almost 24,000 people who helped save Jews. It's a lot, but not enough to prevent this catastrophe

White Rose Group - German students who spread leaflets not to follow Nazis. But they were caught and hung.

By Code of Honor (BESA) - Albania, a mostly Muslim country, was the only country in Europe to gain Jewish population. They have a code of honor which prevents them from harming people in need.

SHOW: Picture of each type of resistance. Hopefully a video of one of the stories.

ASK - how do you decide which side or action is right/best?

9. Station 9 - LIBERATION (Define - becoming free)

Vocabulary: Liberation, Allies, Axis, Pearl Harbor, D-Day, Normandy, VE Day, Survivor, Review Wake Up lines at the station.

EXPLAIN - There were various battles that changed the direction of war which we don't discuss in this museum. **Pearl Harbor**, the Battle of Midway, the atomic bombs on Hiroshima and Nagasaki. For the Jews the beginning of liberation happened when the ALLIES (the countries fighting against Hitler) landed on the beaches of **Normandy** in France on June 6, 1944 and started recapturing the counties Hitler took over. This is called **D-day**. As they captured countries, they liberated prisoners in the concentration camps. The soldiers and generals were in shock with what they found. No one could really believe how terrible things were. General Eisenhower gave the command to photograph everything just in case no one believed them. The process of liberation took about a year. As the Nazis saw the end coming, they evacuated concentration camps and tried pushing all the Jews into Germany with death marches. **VE Day** - Victory in Europe 5/8/45.

Yet, there were **survivors** - meet some in station 14

SHOW: Photo of man cutting off star. Find Normandy on map. Allied vs Axis powers.

10. Station 10 - WHAT NOW?

Vocabulary: Refugee, DP Camp, Palestine, Yalta, Haganah, Review Wake Up lines at the station.

EXPLAIN: After the war people went from being prisoners to **refugees**. They had 4 choices.

- Go Home - often they were not wanted where they were from. Others had taken over their apt/possessions and wouldn't fess up. In some place anti-Semitism so strong that there were riots and pogroms. Clearly, most Jews could not go home.
- Go to the US - US still had tough quotas and was hard to get a visa. Other countries eventually opened their doors to some, but it took several years.
- Go to **Palestine** - until Israel became a state in 1948, there were limits on how many could come to this British Mandate area considered the Jewish homeland.
- Most went to a **DP camp**. Wasn't as bad as the prison camps but still caged, not free. Some in Germany itself - imagine having to mingle amicably with former Nazis.
- When Israel was created in 1948, was wonderful for the many who were still in camps, now there was at least one country where Jews could go to freely.

Also after the war, the leaders of the new world powers (Churchill, Roosevelt and Stalin) got together to decide how to reorganize Europe at the **Yalta Conference**. They came to some decisions on borders etc. but not everything worked out as planned.

SHOW: photos post-war pogrom, DP camp, **Haganah ship** trying to get Jews to Israel.

ASK - How many Jewish countries are there? Is it still important that there Jewish State?

What happens when world leaders decide on new borders for countries that don't quite fit with how tribes or ethnic groups live? In Europe some of those countries split apart (Yugoslavia, Czechoslovakia), and in Africa and the Middle East things are still a mess with tribal wars.

Ask - How should refugees be treated? Should doors be open to all based on this experience?.

11. Station 11 - JUSTICE (Define - Making things right).

Vocabulary: Nuremberg Trials, Ferencz (Einsatzgruppen) Trials, Reparations, Simon Wiesenthal, Review Wake Up lines at the station.

EXPLAIN - Things that were done to try to make things right

- a. Take Nazis to trial. The main trial were called the Nuremberg trials. Some went to prison. Some disappeared. Hitler committed suicide. Eichmann was found years later in S. America and tried in Israel. Mengele was found only after he died. Ferencz trials were for the Einsatzgruppen participants.
- b. Pay 'reparations' to survivors. Germany still does this.
- c. Lately - ty to recover stolen art and things that the Nazis stole from Jews.
- d. Simon Wiesenthal devoted his life to this, and set up a foundation which still works on Justice and prevention.

SHOW: Photos...

ASK - Is it possible after a murder to make things right? Is revenge a solution?

12. Station 12 - FIGHTING HATE AND GENODICE

Vocabulary: Never Again, Elie Wiesel, Holocaust Denial, Bystander, Perpetrator, Victim, Upstander, Don't stand idly by, racism, Review Wake Up lines at the station.

EXPLAIN: After this Genocide in WWII people coined the phrase "**Never Again**", that mankind would never allow another Genocide like this happen. Yet, several have happened or are still happening. In Rwanda and Darfur people were murdered because they belonged to one tribe and not another. In Syria people are being killed because they are one kind of Muslim and not another, or a type of Christian.

ASK - What do we do to learn from mistake in history??

- a. Learn what are the things that cause genocide -
 - A. Teaching hatred of one kind of person.
 - B. Disarming one kind of person in the name of safety.
 - C. Rise of a dictator who makes its own rules.

If these things happen in your country take it as a warning and do something. Example is racism in America. However, in fighting racism important not to become a racist.

DISCUSS (if you feel strong enough to enter this discussion): The angle of White's fighting racism of blacks? The angle of "Black Lives Matter", is it 'color-blind'? The angle of Jews demonizing Israel because of the Palestinian situation - can you support Israel yet fight the Palestinian situation at the same time?

- b. What can you do - write letters to representatives, belong to a social justice group, teach others about tolerance.

SHOW: Introduce **Elie Wiesel** and his work to teach tolerance.

EXPLAIN: Differences between a Bystander, Perpetrator, Victim and Upstander.

Elie Wiesel used the biblical phrase "**Never Again**" to apply it to promoting being an Upstander. Another quote is "**Don't stand idly by**".

ASK - How can you prevent prejudice, promote tolerance?

Look at the WAKE UP sign for this station - which has a genocide focus.

EXPLAIN: **Holocaust Denial** - hate groups are already spreading ideas that Holocaust was a hoax, or exaggerated. Another reason, cannot allow people to forget!

How do you make sure people don't rewrite history with their own slant? Know the facts.

EXPLAIN: Learning about the Holocaust helps with understanding how important knowing history is. **View video of 94 Maidens - Mandate.**

ASK: So what can we do to help people learn about holocaust? WAKE UP - Make part of school to study Holocaust Art, Photos, Videos, Memorials, Books, Middot-virtues.

13. Station 13 - Art as Witness

Vocabulary: Eisenhower, Photographs, Paintings, Film, Poetry, Terezin

EXPLAIN: Several aspects to Art as Witness

1. Nazis forced prisoner musicians to play for them and to keep the calm.
2. In the Ghettos and Concentration Camps, the Jews themselves tried to keep their humanity by forming choirs, putting on plays, whatever they could to keep their mind off their hunger and captivity.
3. In the Terezin camp which the nazi's used as a 'model' camp, the children painted, and even put on an opera for the purpose of propaganda. Nevertheless, it took their minds of their hunger.

4. Various art forms are used as witness to the horrors - see binder, books

Photographs - both from Allie photographers and Hitler's photographers.

Video/movies - **Eisenhower** commanded photographs be taken upon liberation. The film "**5 came back**" (citizens who went into the war to video), Leni. - a Reich film maker.

Paintings - both that were done during the Holocaust and afterwards.

Poems; Students poems.

ASK: How does art help survival, memory, understanding?

14: Station 14 - Meet a Survivor

Vocabulary: Post Survivor Era, Testimonial, Genealogy

EXPLAIN: What would it be like to be a survivor of the worst Genocide ever? One where perhaps most or even all your family had been murdered? Would you be angry and bitter? Or positive? Most survivors were not bitter, they just wanted to get on with their lives. Many did not want to talk about. Eventually thought, most realized it was important that people knew their stories so the Holocaust would not be forgotten. They started speaking at school and writing their biographies. They recorded **Testimonials** (for example the USC Shoah Center has 52,000 in their archive). We are now coming to the **post-survivor era**.

Those who are still alive were very young at the time of the war, soon none left to meet.

SHOW: Some of the various survivor stories on hand - books, interviews by teens. Highlight Alicia Appleman, who lived in Saratoga, CA and who devoted her life to the vow she made after her family was murdered.

ASK: Why do we need to continue to share survivor stories even after they've all died? How can we do it?

15. Station 15 - MEMORY and Memorials

Vocabulary - Memorial, USHMM, Yad Va'Shem, Paper Clips, March of the Living

EXPLAIN: Jews are very much interested in memory of the event. Both to honor all those who died, but also to remind people to never let it happen again. There are many **memorials** and museums. Here in the Bay Area we have 2 memorials but no museums. We have a holocaust library in SF and a new one opened in Sacramento. Maybe this exhibit can become 'the' museum. Biggest museums are **USHMM** in the US, and **Yad VaShem** in Israel. **SHOW:** Bay area memorials, other memorials. Talk about **6 million paper clips** and Daffodil project as way of comprehending the number 6 million. Look at the posters around the room, each one represents 100 people. How many would you need?

MOTL: Trip for teens Poland then Israel.

Baltzan vs. Sandler Family Tree (Iris' paternal grandmother vs maternal grandmother).

EXPLAIN - This is a story of Iris' paternal grandmother who had 7 siblings. You see the Baltzan family tree (or photo) from Kishinev in the former Soviet Union. Look for the stars to see who was killed. But in this case, many of the younger people left early around 1935, and so you they were saved and had large families.

On the hand, the Sandler Family lived in Germany and didn't manage to leave early. Only one daughter of the 7 kids in the Sandler family managed to get on to the ship - Atlantic - and eventually made it to Israel. Their one daughter had 3 children - Iris is one of them. But there are no cousins, no aunts, no uncles. Everyone else was killed. Its up to Iris and her siblings to tell their story (or at least what they know of it, which is not much). Setting up this museum is one way of honoring their lives. I found extended family I didn't no about from **Genealogy** searches but so far no one from the Sandler family.

ASK: If the purpose of a memorial or museum is to honor those who died, and remind people to never let the bad incidents happen again, what is the purpose of going to the memorial?? Just to honor and remember? Or, to take action in response?? ACT with TACT!

16. Station 16 - REBUILDING

Vocabulary: Poland, Hungary

REBUILDING After WWII the centers of Jewish life shifted from **Poland** and Ukraine to the United States and Israel. Some European countries have growing Jewish communities like Germany and France, Poland and **Hungary** are struggling to rebuild despite high anti-semitism, and Spain, which hasn't had big Jewish populations since the expulsion in 1492 is even offering citizenship to Jews who show they came from there.

Poland had pollution of 3 million Jews, 90% murdered. Despite much antisemitism, many people have Jewish ancestry they don't really know about.

ASK- should Jews/other groups rebuild and try to live where they were persecuted?

17. Station 14 - Children

Discuss ways children were killed/survived.

How do we tell children the story of the Holocaust? Start with the idea of Tolerance.

Compare the boy from the ghetto vs Hitler's boy. What's the difference? Should there be?

Children's books are a lovely way of telling the story so even young people can understand.

There are many teen novels because a lot of the survivors were teenagers when this happened to them and have written a book either as non-Fiction or historical fiction.

However, teens often enjoy reading children's stories to help assimilate the rather profound ideas of the Holocaust.

18: Debrief - Education

Vocabulary: Middot, Chai, Chaim, Education, WAKE UP, TACT, mission

EXPLAIN: There is symbolism in the 18 stations of this exhibit. 18 in Hebrew numerology are the letter Yud -Het, which spell out the word "Chai" which means Alive. After WWII and the establishment of the State of Israel, Jews began to paint a new picture of themselves. Not as meek sheep lining up for slaughter, vulnerable to the whims of the governments of the countries in which they lived, but rather strong, able bodied people who could defend themselves especially from their own country and live. The word "**Chai**" became a popular symbol on Jewelry etc. This museum used 18 steps to show you how the Jewish world came out of the darkness to renewed Life. Also the acronym of the name of the exhibit, **CHAIM**, means Life. For life to be good for all people of the world, hate must be banished. The way to do this is WAKE UP. Wherever you are, whatever you do, be a WITNESS, Act with TACT, Know the facts, Empathize, Upstand and Prevent - this is the way to make Never Again a reality.

SHOW: Look at virtues posters. Virtues are positive character traits, or **Middot** in Hebrew; it comes from the root to measure - measure up! See the people that tapped into these virtues to survive or help others; virtues are essential to be "human", and the modeling and teaching the virtues of treating others with Acceptance, Compassion and Tolerance has to become second nature to every human being.

ASK - So what is our **mission** - our assignment -our takeaway - from our tour today? In response to our new knowledge of how far human hatred can take humans, we must rid of hate. How? Model and teach TACT; and be an Upstander. Yes it takes courage. Doing what's right sometimes take courage.

TAKE - A Book Mark as a reminder to WAKE UP for a good CHAIM!