

The Holocaust

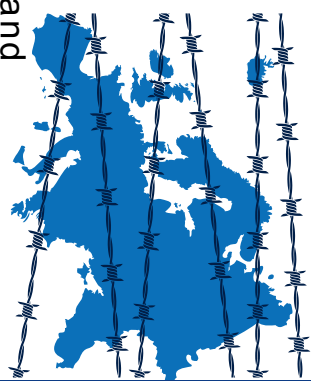
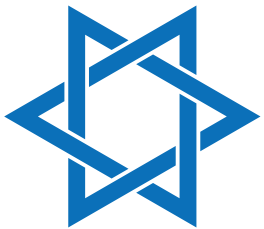
3.10 EXPLORE the significance of genocide, including the causes, course and consequences of the Holocaust



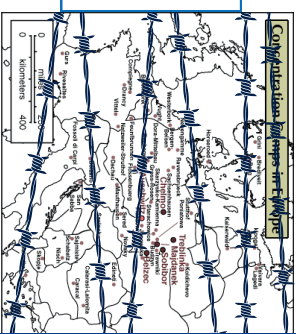
- 26.1 Timeline
- 26.2 Cornell Notes
- 26.3 Keywords
- 26.4 Knowledge Organiser
- 26.5 Questions

This chapter will examine the Nazi genocide of Jews and other groups during World War II, including the impact on Jewish communities and the lessons learned from the Holocaust.

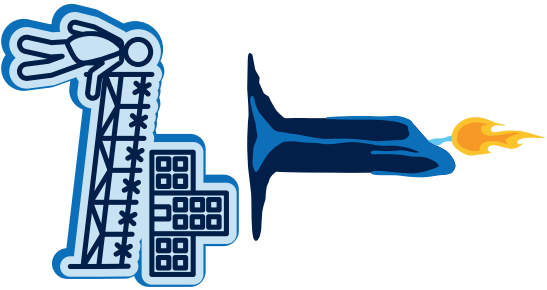
The Holocaust



3.10 EXPLORE the significance of genocide, including the causes, course and consequences of the Holocaust



The first Concentration Camp is opened at Dachau.



Kristallnacht (The Night of the Broken Glass): hundreds of Jewish properties and business are destroyed.



The Final Solution is discussed, and actions are taken to implement the plan.



Adolf Hitler becomes the Chancellor of Germany.



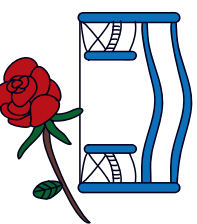
The Nuremberg Laws are put in place, stripping Jews of numerous rights.



Establishment of Auschwitz II (Birkenau) for the extermination of "undesirables"



Auschwitz is liberated by the Soviet Red Army



The Holocaust

Headings	Notes
ANTI-SEMITISM	<ul style="list-style-type: none"> • be German citizens • hold many types of jobs (such as teachers, civil servants, soldiers or doctors) • Jews had to wear the Star of David on their clothing. • In November 1938, Kristallnacht (<i>the Night of the Broken Glass</i>) was an organised attack by Nazis on Jewish synagogues, homes and businesses throughout Germany and Austria. At least 100 Jews were killed while another 30,000 were arrested and sent to concentration camps.
JEWISH GHETTOS	<ul style="list-style-type: none"> • During World War II, the Nazis established more than 400 ghettos. A ghetto is a part of a city where a minority group lives due to social, legal or economic pressure. Jewish people were forced to relocate to the ghetto while their homes and belongings were taken. • The first ghetto was set up in Łódź, Poland on the 8th February 1940. • The ghettos had high walls and their gates were guarded. Mortality rates were high as disease spread in the overcrowded and unsanitary conditions. • These ghettos made it easier to control the Jewish population – and later, to put them on trains to the concentration camps.
THE EINSATZGRUPPEN AND THE FINAL SOLUTION	<ul style="list-style-type: none"> • From 1941, the German army was followed east by Einsatzgruppen, special mobile killing squads. Mass executions of 'anti-German elements' took place in forest or other isolated areas. About 1.3 million Jews were killed in this way. • In 1942, the Nazis formulated their official plan to exterminate the Jewish population of Europe, (approximately 11 million Jews lived in wider Europe at this time) called "The Final Solution" with Heinrich Himmler in charge. • The Nazis began to empty the ghettos and deport the Jews to concentration camps. <ul style="list-style-type: none"> • One such ghetto was the Warsaw ghetto where over 450,000 Jews lived. By the summer of • 1943, it is estimated that 395,000 had either died or had been transported to the camps.
Keywords	Summary
<p>Nuremberg Laws</p> <p>Star of David Concentration Camps</p> <p>Kristallnacht</p> <p>Ghetto</p> <p>Łódź, Poland</p> <p>Disease</p> <p>Einsatzgruppen</p> <p>The Final Solution</p> <p>Heinrich Himmler</p>	

The Holocaust

Headings	Notes
<p>CONCENTRATION CAMPS</p>	<ul style="list-style-type: none"> • Concentration camps had been in use since 1933 as labour camps with the first in Dachau. • 22 labour camps were set up in Germany, Poland, Austria, Latvia, the Soviet Union, France, Czechoslovakia and the Netherlands. • From 1942, 6 special extermination camps were built – all of which were outside Germany. These extermination camps were Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor and Treblinka.  <div data-bbox="1133 537 1406 659" style="text-align: right;"> <p>Key</p> <p>Extermination camps</p> <p>Labour camps</p> </div>
<p>LIFE AND DEATH IN THE CONCENTRATION CAMPS</p>	<ul style="list-style-type: none"> • Jews were deported to the camps on trains and told that they would be put to work. Several camps had signs reading 'Arbeit macht frei' ('<i>work makes one free</i>'). • Women, men and children were separated while their belongings were taken. Anyone unwell or unable to work was killed on arrival. Each prisoner's head was shaved while some camps would have a number was tattooed on their arm. • Prisoners lived in crowded barracks and worked until they died of disease, starved or were murdered. Some prisoners, particularly twins, were used for medical experiments without their consent. • Most prisoners were killed in large fake shower units which were actually gas chambers. Zyklon B (a cyanide poison) or carbon monoxide gases were used. • Towards the end of the war, deportations and murders accelerated as Hitler wanted to kill as many Jews as possible while he could.
<p>Keywords</p> <p>Dachau</p> <p>22 labour camps</p> <p>6 extermination camps</p> <p>Auschwitz</p> <p>Belzec</p> <p>Arbeit Macht Frei</p> <p>Gas chambers</p> <p>Zyklon B</p>	<p>Summary</p>

The Holocaust

Headings	Notes
LIFE AND DEATH IN THE CONCENTRATION CAMPS	<ul style="list-style-type: none"> As Allied forces closed in, the SS forced prisoners from the camps on death marches. Many died due to starvation, harsh weather or were executed.
THE LIBERATION OF THE CAMPS	<ul style="list-style-type: none"> Soviet soldiers were the first Allies to encounter the concentration camps. They entered the Madjanek camp in eastern Poland on the 23rd July 1944. Crematorium ovens, mass graves or unburied piles of corpses were found in many camps. On the 27th January 1945, the Soviets entered Auschwitz to find thousands of sick and dying prisoners. Despite attempts, half of the prisoners discovered alive in Auschwitz died within a few days. British, Canadian, American and French troops also liberated concentration camps. By May 1945, all camps had been liberated.
THE AFTERMATH AND LEGACY OF THE HOLOCAUST	<ul style="list-style-type: none"> Six million Jews were murdered in the Holocaust, over 1 million in Auschwitz alone. Millions of others were also killed including; 2.5 million Soviet prisoners of war, 2 million Poles, 500,000 Roma people, LGBT+ people, communists, and other groups. Many Jewish survivors of the camps left mainland Europe for good after the war, mostly for the US, Canada and South Africa. In 1948, the new Jewish state of Israel was founded in Palestine, its population today reaching 6.5 million. For many, their sense of a shared Jewish identity became stronger after this collective trauma. The 27th January is the International Holocaust Remembrance Day to commemorate the 6 million Jews and the other 11 million victims of the Nazi regime and its collaborators.
FAMOUS JEWS FROM THE HOLOCAUST	<ul style="list-style-type: none"> Anne Frank – died in 1945 Viktor Frankl – died in 1997 Elie Wiesel – died in 2016 Tomi Reichental – moved in Ireland in 1959
Keywords	Summary
The SS Anne Frank Death Marches Viktor Frankl Soviet soldiers Elie Wiesel Madjanek Tomi Auschwitz Reichental 6 million Jews Survivors Israel Holocaust Remembrance Day	

The Holocaust

<i>Keywords</i>	<i>Definition</i>
Anti-Semitism	<ul style="list-style-type: none">• Hatred of or prejudice against Jewish people.
Aryan Race	<ul style="list-style-type: none">• White non-Jewish people, especially those with a northern European appearance (tall, blonde hair, blue eyes) whom the Nazis considered to be the superior or master racial group.
Concentration Camps	<ul style="list-style-type: none">• Twenty-Two Camps set up by the Nazis to imprison political prisoners and members of persecuted minorities in poor conditions and were often forced to provide labour.
Death Marches	<ul style="list-style-type: none">• Prisoners were forced to march out of Nazi concentration camps and away from the advancing Allied soldiers. Many died along the way.
Dehumanisation	<ul style="list-style-type: none">• Treating people as though they were somehow less than others.
Discrimination	<ul style="list-style-type: none">• Unjust treatment of different people, usually based on race, religion, sexual orientation or gender.
Einsatzgruppen	<ul style="list-style-type: none">• Mobile killing squads that murdered thousands of Jews, mostly by shooting.
Extermination Camps	<ul style="list-style-type: none">• Six camps organised by the Nazis in Poland to imprison political prisoners and members of persecuted minorities in poor conditions where they awaited mass execution.
Gas Chamber	<ul style="list-style-type: none">• A room built for the purpose of filling it with a poisonous gas that will kill any people inside.
Genocide	<ul style="list-style-type: none">• The deliberate destruction of a particular national, ethnic, religious or racial group.
Ghetto	<ul style="list-style-type: none">• Segregated and crowded area of a city where Jewish people were forced to live.
Holocaust	<ul style="list-style-type: none">• The systematic genocide of European Jews by Nazi Germany
Holocaust denial	<ul style="list-style-type: none">• An attempt to reject historical facts of the genocide of the Jews; often an expression of anti-Semitism.
Nuremberg Laws	<ul style="list-style-type: none">• Anti-Semitic laws passed in 1935 that stripped Jews of their citizenship rights.
Nuremberg Trials	<ul style="list-style-type: none">• The trials of Nazi officials and collaborators that took place at Nuremberg after World War II.
Pogrom	<ul style="list-style-type: none">• An organised massacre and persecution of an ethnic or religious group.
Racism	<ul style="list-style-type: none">• Belief that race decides a person's character and that some races are superior to others; prejudice against someone of a different race based on their skin
The Final Solution	<ul style="list-style-type: none">• The plan to exterminate the Jews of Europe using gas chambers in death camps.



The Holocaust



3.10 EXPLORE the significance of genocide, including the causes, course and consequences of the Holocaust

Term	Definition
Anti-Semitism	Hatred of or prejudice against Jewish people.
Aryan Race	White non-Jewish people, especially those with a northern European appearance (tall, blonde hair, blue eyes) whom the Nazis considered to be the superior or master racial group.
Concentration Camps	Twenty-Two camps set up by the Nazis to imprison political prisoners and members of persecuted minorities in poor conditions and were often forced to provide labour.
Death Marches	Prisoners were forced to march out of Nazi concentration camps and away from the advancing Allied soldiers. Many died along the way.
Dehumanisation	Treating people as though they were somehow less than others.
Discrimination	Unjust treatment of different people, usually based on race, religion, sexual orientation or gender.
Einsatzgruppen	Mobile killing squads that murdered thousands of Jews, mostly by shooting.
Extermination Camps	Six camps organised by the Nazis in Poland to imprison political prisoners and members of persecuted minorities in poor conditions where they awaited mass execution.
Gas Chamber	A room built for the purpose of filling it with a poisonous gas that will kill any people inside.
Genocide	The deliberate destruction of a particular national, ethnic, religious or racial group.
Ghetto	Segregated and crowded area of a city where Jewish people were forced to live.
Holocaust	The systematic genocide of European Jews by Nazi Germany
Holocaust denial	An attempt to reject historical facts of the genocide of the Jews; often an expression of anti-Semitism.
Nuremberg Laws	Anti-Semitic laws passed in 1935 that stripped Jews of their citizenship rights.
Nuremberg Trials	The trials of Nazi officials and collaborators that took place at Nuremberg after World War II.
Pogrom	An organised massacre and persecution of an ethnic or religious group.
Racism	Belief that race decides a person's character and that some races are superior to others; prejudice against someone of a different race based on their skin
The Final Solution	The plan to exterminate the Jews of Europe using gas chambers in death camps.



Causes

Genocide, coined in 1944 by Raphael Lemkin, is defined as "the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group." The process of committing genocide is deliberate, dehumanising and systematic. Throughout history, tens of millions of men, women and children have lost their lives to genocide such as the Holocaust.

Antisemitism: Anti-Semitism had been present in Europe for centuries before the Holocaust, but it reached its peak in the 20th century. Adolf Hitler and the Nazi Party were openly anti-Semitic and used propaganda to spread their ideology. This created an atmosphere of hatred and fear towards Jews, leading to discrimination, persecution, and ultimately, the Holocaust.

Economic Crisis: Germany was suffering from a severe economic crisis after World War I. The country was in debt and struggling to pay reparations. Hitler and the Nazi Party promised to restore the economy and provide jobs for Germans. To achieve this, they scapegoated Jews as the reason for the economic crisis, and this narrative helped them to gain popularity and power.

Totalitarianism: The Nazi regime was a totalitarian state in which the government used propaganda, censorship, and fear to maintain its power. The Jews were seen as a threat to the regime's control, as they were not loyal to the Nazi Party. This led to the implementation of increasingly harsh laws against Jews, culminating in their deportation and murder.

Racism: The Nazi regime believed in the superiority of the Aryan race, considering Jews to be a subhuman race. This racist ideology was used to justify the persecution and extermination of Jews, and other minority groups such as LGBT+, Roma and disabled people.

World War II: The start of World War II in 1939 provided the Nazi regime with the opportunity to implement their plans for the "Final Solution". The war allowed the Nazis to gain control of much of Europe, and they used this control to carry out the mass deportation and murder of Jews and other minority groups. The war also allowed the Nazis to hide their atrocities from the rest of the world, as they operated in secrecy and often destroyed evidence of their crimes.

Course and Consequences

The Beginning of the Holocaust: The Holocaust began in 1933 when Adolf Hitler and the Nazi Party came to power in Germany. They immediately began implementing policies that discriminated against Jewish people, such as the Nuremberg Laws that stripped them of their rights and citizenship. Over time, the discrimination escalated into violence and brutality, such as Kristallnacht, the Night of Broken Glass, in 1938, which saw the destruction of Jewish homes, businesses, and synagogues. This marked the beginning of the Holocaust, which ultimately resulted in the systematic murder of six million Jewish people and millions of others.

The Ghettos: To isolate and control Jewish people, the Nazis established ghettos in Eastern Europe. Ghettos were typically overcrowded, unsanitary, and lacked food and basic necessities. Disease and starvation were rampant, and many people died as a result. The ghettos were also used as a staging ground for the deportation of Jewish people to concentration and extermination camps. By 1942, the majority of ghettos had been liquidated, with their inhabitants either killed or sent to camps.

The Einsatzgruppen: The Einsatzgruppen were mobile killing units made up of SS and police personnel. They were responsible for carrying out mass shootings of Jewish people, Roma, and other groups deemed "enemies of the state" in occupied territories. Einsatzgruppen killed an estimated 1.5 million people during the Holocaust, often shooting their victims in pits and mass graves. This method was deemed too slow and inefficient, leading to the development of the gas chambers used in extermination camps.

The Final Solution: The Final Solution was the Nazi plan to exterminate all Jewish people in Europe. It was decided upon at the Wannsee Conference in 1942 and involved the construction of extermination camps equipped with gas chambers to kill large numbers of people quickly and efficiently. The Final Solution also involved the deportation of Jews to camps for forced labour, where they were subjected to inhumane conditions and many died from exhaustion, disease, and abuse. By the end of the war, six million Jews had been murdered as part of the Final Solution.

The Concentration Camps: The Nazis established a vast network of concentration camps across Europe, including labour camps and extermination camps. Labour camps were designed to exploit the labour of prisoners for the Nazi war effort, while extermination camps were designed for the systematic murder of Jewish people, Roma, and other groups deemed "enemies of the state". Extermination camps, such as Auschwitz-Birkenau, were equipped with gas chambers and crematoria and were responsible for the murder of millions of people. By the end of the war, it is estimated that over 11 million people had been killed in concentration camps.

Liberation: The liberation of concentration camps began in 1944 with the arrival of Allied forces. The first camp to be liberated was Majdanek in Poland. As the Allies advanced, they discovered the horrors of the camps, with thousands of emaciated and sick prisoners still alive and others dead from starvation, disease, or execution. The liberation of the camps marked the end of the Holocaust, but many survivors faced a difficult road to recovery, as they had suffered physical and emotional trauma that would last a lifetime. The 27th January is the International Holocaust Remembrance Day to commemorate the 6 million Jews and the other millions of victims of the Nazi regime and its collaborators.

Legacy

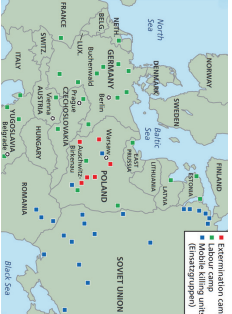
Genocide: The Holocaust resulted in the systematic murder of millions of people, primarily Jews but also including Romani people, disabled people, LGBTQ+ people, and political dissidents. This atrocity has been recognised as one of the worst genocides in history.

Displacement: The survivors of the Holocaust were forced to flee their homes and seek refuge elsewhere, resulting in the loss of homes, communities, and family members, and many survivors faced significant challenges in finding safety and rebuilding their lives.

Trauma and Inter-generational Impact: The Holocaust inflicted deep and lasting trauma on survivors, with many experiencing physical and emotional scars that lasted a lifetime. This trauma was also passed down to future generations, with the children and grandchildren of survivors often experiencing the impact of their family's experiences.

Founding of Israel: The Holocaust played a significant role in the establishment of Israel as a Jewish homeland. The horrors of the Holocaust highlighted the need for a place where Jewish people could live free from persecution and discrimination, and the creation of Israel in 1948 was a direct response to this need.

Legal Recognition: The Holocaust led to the establishment of international laws against genocide, including the United Nations Convention on the Prevention and Punishment of the Crime of Genocide in 1948. This convention has been ratified by numerous countries and provides a framework for prosecuting those responsible for genocidal acts. The recognition of the Holocaust as a genocide has helped to ensure that such atrocities are never forgotten and creates a framework for preventing similar acts.



The Holocaust

Doodle Revision Page or Sketch Notes
Include heading(s), short notes, keywords, timelines,
images (maps, drawings, diagrams) as needed

WHAT IS GENOCIDE?

- **Genocide:** The **deliberate killing** of a large number of people from a particular nation or ethnic group with the aim of destroying that group.
 - Genocide begins with **dehumanisation**, where certain groups are treated as though they are less than human.
 - Historical examples include genocides of **Native Americans**, **Armenians** (1915-1923), **Cambodians** (1975-1979), and **Rwandans** (1994).

ANTI-SEMITISM AND THE RISE OF THE NAZIS

- **Anti-Semitism:** Hatred of Jews existed for centuries, exacerbated by Nazi beliefs in **Aryan racial purity**.
 - **Nuremberg Laws (1935):** Stripped Jews of citizenship and rights, preventing them from owning property or marrying non-Jews.
 - **Kristallnacht (1938):** The Night of Broken Glass, where Jewish businesses and synagogues were destroyed, and Jews were sent to concentration camps.

JEWISH GHETTOS

- **Ghettos:** More than 400 ghettos were established to isolate Jews. They were overcrowded, unsanitary, and had high death rates from disease and starvation.
 - Example: The **Warsaw Ghetto** housed over **450,000 Jews**, most of whom were later sent to concentration camps.

THE FINAL SOLUTION

- **Einsatzgruppen:** Mobile killing squads that executed Jews and other "undesirables" in occupied territories.
- **The Wannsee Conference (1942):** Senior Nazi leaders formalised the **Final Solution**, the plan to exterminate Europe's Jews.
 - Jews were deported to **concentration camps** and **extermination camps** like **Auschwitz-Birkenau**, where millions were murdered in gas chambers.

LIFE AND DEATH IN CONCENTRATION CAMPS

- **Auschwitz-Birkenau:** The largest of the Nazi camps, it became a centre for mass extermination.
 - **Conditions:** Upon arrival, prisoners were often separated by ability to work. Those unable to work were sent to gas chambers. Prisoners faced starvation, disease, and brutal living conditions.
 - **Medical Experiments:** Some, especially twins, were used for medical experiments by Nazi doctors like **Josef Mengele**.

LIBERATION AND AFTERMATH

- **Liberation of the Camps:** Allied troops began liberating the camps in 1944, revealing the horrors of Nazi crimes.
 - **Auschwitz** was liberated by the **Soviet Red Army** on **January 27, 1945**, now commemorated as **International Holocaust Remembrance Day**.
- **Impact of the Holocaust:** Approximately **6 million Jews** were murdered, along with millions of others, including Roma, disabled people, and political prisoners.
 - Many survivors emigrated to the **US**, **Canada**, and **Israel**.

OTHER GENOCIDES AFTER THE HOLOCAUST

- **Cambodia (1975-1979):** The **Khmer Rouge**, led by **Pol Pot**, killed up to **3 million** people through forced labour, starvation, and execution.
- **Rwanda (1994):** Hutu extremists killed around **800,000 Tutsis** in just 100 days. The **Rwandan Genocide** remains one of the worst atrocities of the 20th century.

Ch. 26 - The Holocaust

Read the following account by Susan Warsinger, who as a child was smuggled out of Germany without her parents, then answer the questions that follow.

After the night of broken glass, when the Nazis organized and carried out a pogrom of anti-Jewish violence, my parents - like most Jews in Germany - wanted to leave. There was no more waiting to find out if events such as Kristallnacht would cease, or if life would ever be normal again for all of us... Uppermost in our parents' minds was the safety of their children and when they heard of a lady (I do not know if we ever knew her real name) who was smuggling children across the border into France, they immediately explored the possibility. The lady was French and married, with children who lived in France. Her scheme was to take Jewish children across the German-French border pretending that they were her own. She did this for a large fee. My father had taken all his life's savings out of the bank and it remained safe with me during Kristallnacht. Now he was willing to give the lady a major portion of it so that my brother and I could get out of Germany.

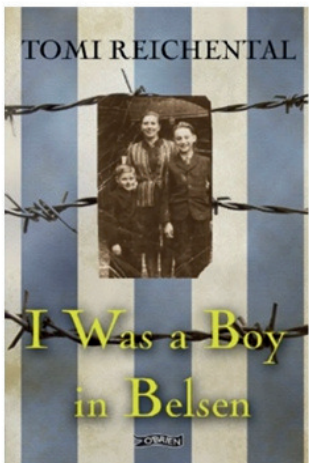
The problem became what would become of us once we were safely smuggled into France. Where were we going to go and with whom were we going to stay? We did have a bachelor cousin thrice-removed who was living in a very small apartment in Paris near the Place de la République. He agreed to keep my brother and me for a while. All arrangements were made, and we were very excited about our trip... Since Joseph and I did not speak any French, it was of utmost importance not to give the plot away. My brother remembers rehearsing how to pronounce his forged name and address just in case the police woke us up while we were crossing the border. We were also to pretend that the lady was our mother.

When I was nine, this seemed to me like a very exciting adventure; now I realise how difficult this must have been for our parents. It must have been devastating for them not knowing whether they were ever going to see their children again.

- (a) According to Susan Warsinger, why did her parents want to leave Germany?
- (b) What was her father willing to do with his life's savings?
- (c) What did Susan Warsinger's brother remember rehearsing?
- (d) Where were the children to go once they were safely smuggled into France?
- (e) From your study, explain what happened on Kristallnacht in 1938.
- (f) Describe one example of how Hitler made life even more difficult for the Jews after Kristallnacht.
- (g) Aside from evidence provided by survivors such as Susan Warsinger, name another way that we can learn about the Holocaust.

Question 6

Tomi Reichental was born in Slovakia in 1935. He came to live in Ireland in 1959. In his autobiography, *I Was a Boy in Belsen*, he describes how his family was transported to the Bergen-Belsen concentration camp in 1944. Read the extract below and answer the questions which follow.



It was a box on wheels, the cattle carriage that we were in along with up to fifty others. There was straw on the floor and a large barrel in the centre, along with a couple of buckets. This was our toilet.

It was impossible to move, we were so tightly packed in together. The closing of the door behind us signified the end of our civilised life. We were no longer citizens, no longer human beings.

We were in that carriage for seven days. The train stopped on the evening of the 9th November. The doors were flung open. German voices began to scream at us, all at the same time, over and over again: 'HERAUS! HERAUS! SCHNELL! SCHNELL!' (OUT! OUT! HURRY! HURRY!)

There was a relentless barking that just wouldn't stop. Bright light flooded the carriage. Desperately frightened, I grabbed my mother's hand as everyone moved towards the entrance.

- (a) What age was Tomi Reichental when he was transported to Bergen-Belsen in 1944?

- (b) What hardships did the Reichental family endure on their way to Bergen-Belsen?

(c) What frightened Tomi Reichental when the train stopped?

(d) *I was a Boy in Belsen* by Tomi Reichental is an autobiography.
What is the difference between a biography and an autobiography?

(e) Towards the end of his book Tomi Reichental writes that as one of the last Holocaust survivors he has a 'moral duty' to tell his story.
Suggest **two** reasons why it is important that his story should be told.

(f) What is meant by the term, 'the Holocaust'?

(g) Apart from Jewish people in Europe, name **two** other groups of people who were targeted for persecution by the Nazis and explain why the Nazis persecuted them.

First group:
Why they were persecuted:
Second group:
Why they were persecuted:

Question 7

Here are ten statements about the Holocaust.

- (a) One term from the box has been matched with a statement from the table below. Match **six** other terms from the box with statements from the table below.

Kristallnacht	Final Solution	propaganda	ghetto	Mein Kampf
Wannsee	anti-Semitism	genocide	pogrom	Nuremberg

1.	Hostility to or prejudice against Jewish people:	
2.	Hitler wrote about his hatred of Jewish people in a book:	
3.	The organised spreading of information to persuade people to believe a particular point-of-view:	
4.	In 1935, the Nazis introduced laws which said German Jews were no longer German citizens and which banned Jewish people from marrying non-Jews. These laws were called after the city of:	
5.	An organised attack or riot against a religious group:	
6.	In November 1938, the Nazis organised an attack on Jewish synagogues, homes and businesses throughout Germany and Austria. Nearly 100 Jewish people were killed and 30,000 Jews were arrested. This attack is often called:	
7.	An over-crowded, closely-guarded area of a city where Jewish people were forced to live apart from non-Jewish people:	
8.	The crime of trying to completely destroy a group of people based on their religious, national, racial or ethnic background:	
9.	At a conference in January 1942, Nazi leaders decided to kill all Jewish people in Europe, including 4,000 Irish Jews. This conference was held in:	Wannsee
10.	The Nazi plan to kill all Jewish people in Europe:	

(b) From your study of the Holocaust, explain why Kristallnacht was a turning point in Nazi persecution of Jewish people.

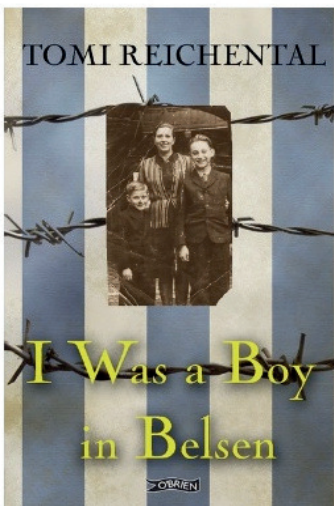
(c) What evidence about the Holocaust is provided by **three** different types of sources?

Source 1:
Evidence:
Source 2:
Evidence:
Source 3:
Evidence:

(d) What were **two** consequences of the Holocaust?

Question 7

Tomi Reichental was born in Slovakia in 1935. He is one of two Holocaust survivors living in Ireland. In his autobiography, *I Was a Boy in Belsen*, he describes how his life changed when anti-Semitic laws were introduced in Slovakia in 1941. Read the extract below and answer the questions that follow.



[One day, returning home from school] I saw three boys about my age standing in front of the corner shop. There was something about them that made me nervous. I felt my chest tighten as the three of them, in silence, watched me approach. Then, as I passed them by, they muttered at me, 'Žid! Žid! Žid!' (Jew! Jew! Jew!).

Confused and suddenly very scared, I took off down the street. Even as I ran, I instantly knew what had made me nervous about the boys: they weren't wearing yellow stars. That was probably the first time I really felt different.

It seems like every day after that I had to face being shouted at by more and more children whose coats weren't branded by the yellow Star of David. Cries of 'Dirty Jew', 'Smelly Jew', 'Pig' followed me as I sprinted home, always frightened.

When they started spitting at me I was obliged to run across the road, and sometimes stones were fired after me as I ran. I was hated by those children and I'm not sure that I understood why.

- (a) Using information from the introduction above, what age was Tomi Reichental when this incident took place?

- (b) Why did Tomi suddenly feel different from the other boys?

- (c) What did Tomi not understand, as mentioned at the end of the extract?

(d) Explain why the behaviour of the other boys towards Tomi Reichental is an example of anti-Semitism.

(e) How did the Nuremberg Laws, 1935, change life for Jewish people in Germany?

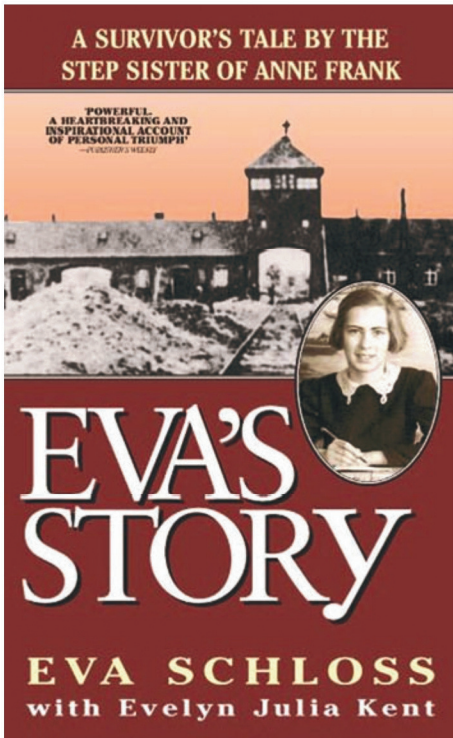
(f) Apart from Jewish people, name two other groups of people targeted for persecution by the Nazis, 1933-1945.

1.
2.

(g) Apart from evidence provided by survivors such as Tomi Reichental, what is one other way that we can learn about the Holocaust?

Question 8

Study this extract from *Eva's Story*, by Holocaust survivor Eva Schloss. Eva was the stepsister of Anne Frank. Her mother, Fritzi, married Otto Frank in 1953.



We suffered daily from hunger pains. There was always just enough food to keep us alive but no more. We were being torn apart by the need for more nourishment. We became so obsessed by food that we could have committed any crime to obtain extra rations. We were often issued with such revolting, mouldy gruel that, although I was slowly starving to death, I could not bring myself to eat more than a mouthful of the stuff.

Some days I would volunteer to help fetch the heavy soup vats from the kitchen barracks. These were huge wooden containers, larger than dustbins. It took four of us to haul it back to the hut. Occasionally we were lucky to find them filled with milk. For a minute or two we would manage to set the vat on the ground, out of sight of the barrack, and then drink our fill of the nourishing liquid and thank God for it. We had to be extremely careful not to leave any sign of the theft on our faces or clothes or we would have suffered a cruel beating from the Kappos.

- (a) What is the main image on the cover of the book *Eva's Story* and why do you think this image was chosen?

- (b) What did Eva think of the food rations issued to the prisoners in the camp?

- (c) From the extract, how do you know that it was highly risky for Eva and her companions to drink milk from the soup vats?

