
REQUEST FORM: EDUCATIONAL RESOURCES

To receive an introductory packet of resources from the Education Resource Center, please complete the entire form.

The packet includes the following items:

- *Teaching about the Holocaust: A Resource Book for Educators*—Guidelines for teaching about the Holocaust, historical summary and chronology, an annotated bibliography, and a videography
- Photographs of six Jewish artifacts from the Permanent Exhibition of the United States Holocaust Memorial Museum
- *Victims of the Nazi Era 1933–1945*—A series of five brochures about non-Jewish victims describing the experiences of Jehovah’s Witnesses, Poles, Homosexuals, Sinti and Roma (Gypsies), and the Handicapped (physically and mentally disabled victims)
- *Resistance during the Holocaust*—Examples of armed and unarmed resistance by Jewish and non-Jewish Holocaust victims
- Set of 37 Identification Cards profiling the lives and experiences of individuals during the Holocaust, and printed on 8 1/2” x 11” paper for easy reproduction and distribution

MAILING ADDRESS

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- School
- Library
- Holocaust center
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Prisoners perform forced labor in the Plaszow concentration camp in Poland. (ca. 1943-44)

Leopold Page Photographic Collection, courtesy of USHMM

TEACHER PROFESSIONAL DEVELOPMENT

The Division of Education's outreach program provides workshops, institutes, conferences, teaching resources, and other services to middle and high school educators. The programs described below are conducted at the Museum or off-site around the nation. Programs are open to educators who already include the Holocaust in their curriculum or who are planning their first lessons. Most participants are teachers of history/social studies or English/language arts. Other participants have included teachers of art, foreign languages, and science, as well as media specialists.

CONFERENCES AND WORKSHOPS

The **Arthur and Rochelle Belfer National Conference for Educators** is offered twice annually in July. Up to 200 participants from around the nation are chosen to attend each of these three-day programs at the Museum. In small sessions tailored for specific grade levels and disciplines, Museum educators and scholars share rationales, strategies, and approaches for teaching Holocaust history. Large group sessions offer lectures on current scholarship and pedagogical issues. Participants are provided with extensive time to view the Museum's Permanent Exhibition and special exhibitions, and receive educational resources produced by the Museum. A voucher to purchase materials in the Museum Shop is provided through the generosity of the Belfer Foundation.

Teacher Workshops for between 25 and 50 educators are offered throughout the year. Programs are developed to meet specific learning needs of educators and are conducted over a one- to three-day period at the Museum. Participants are provided with extensive time to view the Museum's Permanent Exhibition and special exhibitions. Small group sessions allow for interactive activities designed for teaching and learning about the Holocaust. Educational materials and information about student visits to the Museum are provided. Specially funded workshops offer financial assistance for travel and resources. Off-site workshops can be arranged.

TEACHER FELLOWSHIP PROGRAM

With the generous support of the Mandel Associated Foundations, the **Mandel Teacher Fellowship Program** offers 20 to 25 educators a one-week summer institute and a two-day follow-up program at the Museum. This program, begun in 1996, is developing a national corps of skilled secondary school teachers who can serve as leaders in Holocaust education in their schools, communities, and professional organizations. All travel and lodging expenses are covered for both meetings, as are meals and other expenses, which are reimbursed at a federal per diem rate. Fellows receive educational materials and are eligible to apply for special project funding beyond the fellowship year. History/social studies, and English/language arts teachers as well as library/instructional media specialists are encouraged to apply.

For information about national outreach and professional development programs, consult the Museum's website at www.ushmm.org, or write to: Division of Education, Attn: Professional Development, United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126.



Members of the SS separate Hungarian Jewish men from women and children upon arrival at the Auschwitz-Birkenau killing center in Poland. After separating the victims by gender, the SS selected individuals for either forced labor or murder in gas chambers. (spring 1944)

Yad Vashem

ANNOTATED BIBLIOGRAPHY

The purpose of this annotated bibliography is to help teachers choose from the vast array of Holocaust publications that might be useful to them and to their students. This bibliography is not meant to indicate that these are the best examples of Holocaust literature, although they are all excellent books. The works cited here were chosen both because of individual merit and specifically because they address particular aspects of Holocaust experience.

We have tried, for the most part, to include books that are readily available and, where possible, available in paperback. A few books that were out of print at the time this bibliography was compiled have nevertheless been included simply because they are too important to be omitted. Books published under the United States Holocaust Memorial Museum's Holocaust Library imprint are available through the Museum Shop.

The difficulty in compiling a selective list of Holocaust literature is complicated not only by the great amount of material available but also by the subject matter itself. The Holocaust was a monumental event in history. It involved millions of people in dozens of nations, and its effects were felt in every aspect of their lives. There is, therefore, no simple answer to the questions, What's the best book for me to read about the Holocaust? or If I can only read one or two books, which ones should they be? Any one book can present only a partial perspective. Where a good general history of the period can provide historical background, a personal narrative will translate that history into human terms, and a more specialized history will examine a particular aspect of that history in greater depth.

Which book or books you should read will depend both on how much time you are able to commit and on the aspect of the Holocaust upon which you are focusing. No one can learn, or teach, everything about the Holocaust. First, determine your goals, and then select the most appropriate materials. A broad range of materials have been included on these lists to represent the scope of the Holocaust and to enable teachers to choose the materials best suited to their individual approaches to the subject.

The lists are presented in three sections organized by reading level: middle school, high school, and adult. Almost without exception, the titles on the middle school lists are books that were originally published by the children's book divisions of publishing houses, indicating that the intended audience was young people aged 14 or under. In many cases, however, that range can be expanded upward. Although a few of the books on the high school list were published with a "young adult" audience in mind, most of them are adult books that are particularly well suited to high school students. (At the end of this bibliography is an alphabetized index by author to all the volumes included in this list.)

In choosing books for student use, it is as important to determine when a book should be assigned as it is to decide which book to use. Most students have little prior knowledge of the history of this period and, therefore, need some historical background to be able to put the book they are reading into perspective. This is especially true of the fiction and personal narratives on the middle school

list. Many of these books were written from a child's perspective; the child in the book frequently does not really understand the events he or she is caught up in and neither will the reader without some historical background.

As new Holocaust literature is constantly appearing, it is also important to establish criteria for examining these materials. In addition to the usual standards of literary quality and historical accuracy, two phrases from Lawrence L. Langer's *The Age of Atrocity: Death in Modern Literature* set the parameters in this arena. At one end of the scale, the book should be one that actually confronts the horrors of the Holocaust; it should not "circumspectly [skirt] the horror implicit in the theme but [leave] the reader with the mournful if psychologically unburdened feeling that he has had a genuine encounter with inappropriate death." At the other extreme, too great a concentration on the horrors, especially if presented with graphic details, tends to overwhelm the reader and numb the senses; Langer refers to these works as "mere catalogues of atrocities." Between these two extremes, there is a wealth of material, only a fraction of which is listed here, that will enable students and teachers to confront the Holocaust and the issues that it raises.

MIDDLE SCHOOL

1. HISTORY, GENERAL

Adler, David A. *We Remember the Holocaust*. New York: Henry Holt and Company, 1989.

Adler uses first-person narratives and original photographs to chronicle the history of the Holocaust. The narratives describe Jewish life in Europe in the 1930s, Hitler's rise to power, and the Jews' fight for survival under Nazi rule.

Bachrach, Susan D. *Tell Them We Remember: The Story of the Holocaust*. Boston: Little, Brown, 1994.

Bachrach tells the story of the Holocaust as presented in the United States Holocaust Memorial Museum in brief, thematic segments illustrated by artifacts and historical photographs. Sidebars tell the personal stories of more than 20 young people of various social and religious backgrounds and nationalities who suffered or died during the Holocaust.

Chaikin, Miriam. *A Nightmare in History: The Holocaust, 1933–1945*. Boston: Houghton Mifflin, 1987.

The author effectively weaves personal narratives into this concise, readable history. She presents the facts clearly and succinctly but never allows the reader to forget the faces behind the facts.

Meltzer, Milton. *Never to Forget: The Jews of the Holocaust.* New York: Dell Publishing Company, 1977.

Meltzer's history focuses on the Jewish perspective on the Holocaust, including brief histories of antisemitism and of Jewish resistance. One of the first books on the Holocaust written for young people, this is still one of the most useful.

Rogasky, Barbara. *Smoke and Ashes: The Story of the Holocaust.* New York: Holiday House, 1988.

Blending a narrative of historical events with personal testimonies, Rogasky poses these questions: How did the Holocaust happen and why? Couldn't anyone stop it? How could the Jews let it happen? She also includes a chapter on non-Jewish victims.

2. HISTORY, SPECIALIZED

Bachrach, Susan D. *The Nazi Olympics: Berlin 1936.* Boston: Little, Brown, 2000.

Bachrach traces the troubled history of the 1936 Olympic Games in Berlin, examining the Nazi dictatorship, the escalating persecution of German Jews, and the abortive movement in the United States to boycott the games. She tells the complete story of the Games, focusing not only on the athletes who competed but also on those who were banned from competition.

Friedman, Ina R. *The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis.* Boston: Houghton Mifflin, 1990.

Friedman focuses on non-Jewish victims of the Holocaust. She interviews Roma (Gypsies), Jehovah's Witnesses and other religious figures, the disabled, and members of other victim groups. Information is included on blacks and homosexuals, although she was unable to provide interviews.

Landau, Elaine. *The Warsaw Ghetto Uprising.* New York: Macmillan, 1992.

After briefly describing the creation of the Warsaw ghetto, the author concentrates on the 28 days of the uprising. Both text and photographs are graphic at times but only to the extent necessary to describe the events accurately.

Meltzer, Milton. *Rescue: The Story of How Gentiles Saved Jews in the Holocaust.* New York: HarperCollins Children's Books, 1991.

This work focuses on the non-Jews who risked their lives to save Jews throughout Nazi-occupied Europe. The author uses material excerpted from diaries and letters, personal interviews, and eyewitness accounts.

Stadtler, Bea. *The Holocaust: A History of Courage and Resistance*. West Orange, N.J.: Behrman House, 1994.

One of the first Holocaust books written for young people, this work focuses on Jewish resistance. This is a good companion to Meltzer's *Rescue*; together the two books present an excellent picture of both Jewish and non-Jewish resistance.

Volavkova, Hana, ed. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942–1944*. New York: Schocken, 1993.

A poignant memorial to the children of Terezin, the collages, paintings, drawings, and poems published in this selection are impressive for their artistic merit and their value in documenting the feelings and lives of children in the camp. Some prior knowledge of what life in the camps was like will make these pieces more meaningful to students.

3. BIOGRAPHY

Atkinson, Linda. *In Kindling Flame: The Story of Hannah Senesh 1921–1944*. New York: William Morrow, 1992.

Atkinson combines history and biography in this story of the noted Jewish-Hungarian resistance fighter. Because the author includes an account of Senesh's capture and execution as well as the historical background essential for full understanding of her story, this book can either complement Senesh's diary or serve as an alternative for younger readers.

Friedman, Ina R. *Flying against the Wind: The Story of a Young Woman Who Defied the Nazis*. Brookline, Mass.: Lodgepole Press, 1995.

This biography tells the little-known but compelling story of Cato Bjontes van Beek, a non-Jewish German executed at the age of 22 for writing and circulating anti-Nazi flyers. Before her arrest, Cato also had aided Jews in hiding, smuggled refugees over the Alps, and helped starving French prisoners of war. This biography is one of the few books on German resistance for younger readers.

Marrin, Albert. *Hitler: A Portrait of a Tyrant*. New York: Viking, 1987.

Much more than a biography, Marrin provides a detailed look at both the man himself and the war he orchestrated. While he makes no effort to be objective in his portrayal of Hitler, the author gives the most detailed account of Hitler and Nazism available in books for young people.

Nicholson, Michael, and David Winner. *Raoul Wallenberg*. Ridgefield, Conn.: Morehouse, 1990.

This concise, well-illustrated biography contains considerable information about one of the best known of those individuals who helped rescue Jews during the Holocaust.

Pettit, Jane. *A Place to Hide: True Stories of Holocaust Rescues*. New York: Scholastic, 1993.

One of the most readable books for younger students, this collection includes the stories of Miep Gies, the Schindlers, and Denmark's rescue of its Jews.

Van der Rol, Ruud, and Rian Verhoeven. *Anne Frank beyond the Diary: A Photographic Remembrance*. New York: Viking Press, 1993.

Compelling photographs from the Anne Frank House in Amsterdam and private collections provide a moving portrait of Anne Frank. Facts about Anne's life before and after her stay in the annex and the larger historical context constitute the text.

4. FICTION

Kerr, Judith. *When Hitler Stole Pink Rabbit*. New York: Dell Yearling, 1987.

Nine-year-old Anna and her family are forced to flee Nazi Germany in 1933. Anna's father is a prominent German journalist who does not agree with the Nazi party or Hitler. For the next four years, Anna and her family move from Switzerland to France and finally to England, experiencing life as Jewish refugees, while her father tries to find work.

Laird, Christa. *Shadow of the Wall*. New York: Greenwillow, 1990.

Set in 1942 in the Warsaw ghetto, this novel features a boy living with his two younger sisters in an orphanage run by Janusz Korczak, a distinguished physician, writer, and educator. This work is short and much easier to read than Korczak's biography and could either complement it or serve as an alternative to it.

Lowry, Lois. *Number the Stars*. Boston: Houghton Mifflin, 1984.

Annemarie Johansen is ten years old in 1943 when the Nazis plan to round up all the Jews in Denmark. This is the story of the Danish resistance as seen through her eyes and of the Danish people who helped to rescue almost the entire Jewish population of Denmark.

Orgel, Doris. *The Devil in Vienna*. New York: Puffin, 1988.

Based partly on the author's own experiences, this story is set in Vienna in the months leading up to the Nazi annexation of Austria in March 1938. Through her diary entries, a 13-year-old Jewish girl recounts the difficulties of maintaining her close friendship with the daughter of a Nazi.

Orlev, Uri. *The Island on Bird Street.* Boston: Houghton Mifflin, 1984.

After his mother disappears and the German army takes his father, a young Jewish boy is forced to make his own way in the Warsaw ghetto. Alex takes refuge in an abandoned building to wait out the winter and hopes for his father's return.

Orlev, Uri. *The Man from the Other Side.* Boston: Houghton Mifflin, 1991.

This is the story of a non-Jewish boy living outside the Warsaw ghetto who joined his stepfather in smuggling goods into and people out of the ghetto. The author himself was a child in the ghetto and based his novel on the actual experiences of a childhood acquaintance.

Richter, Hans P. Friedrich. New York: Puffin Books, 1987.

Told in the first person, this autobiographical novel describes the friendship between two German boys, one Jewish and one not, and what happens to that relationship after the Nazis come to power and the non-Jewish boy's father joins the Nazi party. The story is simple and easy to read, but a dramatic and powerful account, told from a child's perspective.

5. MEMOIRS

Auerbacher, Inge. *I Am a Star: Child of the Holocaust.* New York: Prentice Hall, 1987.

History, poetry, and personal narrative accompanied by drawings and photographs combine in this slim volume to present a concise, child's eye view of the Holocaust. From 1942 to 1945, Auerbacher was incarcerated in the Terezin ghetto in Czechoslovakia. This is an excellent personalized introduction to the Holocaust for younger readers.

Ayer, Eleanor H. *Parallel Journeys.* New York: Atheneum, 1995.

Alternating chapters contrast the wartime experiences of two young Germans—Helen Waterford, who was interned in a Nazi concentration camp, and Alfons Heck, a member of the Hitler Youth. The volume is composed mainly of excerpts from their published autobiographies, connected by Ayer's overview of the era. Teachers may want to accompany this book with the film, *Heil Hitler: Confessions of a Hitler Youth* (p. 105).

Boas, Jacob. *We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust.* New York: Henry Holt, 1995.

Boas, a Holocaust survivor, recounts the stories of five young Jews, including Anne Frank, whose diaries describe their observations and feelings during the Holocaust. These are their stories, in their own words.

Drucker, Olga Levy. *Kindertransport*. New York: Holt, 1992.

Born in Germany in 1927, Olga Levy was one of the many Jewish children evacuated from Germany to England during 1938 and 1939. She was separated from her parents for six years, until they were reunited in the United States in 1945. She tells her story in a simple and moving way, adding historical facts of which she was unaware at the time, but that put her story into perspective. The book concludes with the reunion of former Kindertransport children in London in 1989.

Frank, Anne. *The Diary of a Young Girl*. New York: Bantam Books, 1993.

One of the most read works in Holocaust literature, this classic account presents an eloquent picture of adolescence for a Jewish girl growing up during the Holocaust years. The focus is more personal than historic, so accompanying background material is recommended to put it into historical perspective.

Grossman, Mendel. *My Secret Camera: Life in the Lodz Ghetto*. San Diego: Gulliver Books, 2000.

Mendel Grossman was a Jewish photographer who depicted life in the Lodz ghetto in 1941 and 1942. This is an excellent companion to the Lodz ghetto film and Adelson book. It can also supplement the book if the film is not available.

Holliday, Laurel. *Children in the Holocaust and World War II: Their Secret Diaries*. New York: Pocket Books, 1995.

Holliday provides an anthology of diaries written by children in Nazi-occupied Europe. She includes the writings of 23 boys and girls ages ten through 18. Their diaries illustrate the diverse experiences of children during World War II and the Holocaust.

Isaacman, Clara, and Joan A. Grossman. *Clara's Story*. Philadelphia: Jewish Publication Society, 1984.

Clara and her family fled antisemitism in Romania to Belgium in 1940. Like so many others, they were then threatened a second time by the Nazi invasion of Belgium. By constantly moving from one hiding place to another, everyone but Clara's father survived. Although her story parallels Anne Frank's in a number of ways, she adds more historical background to her personal narrative.

Koehn, Ilse. *Mischling, Second Degree: My Childhood in Nazi Germany*. New York: Puffin Books, 1990.

Unaware of her Jewish heritage, Ilse was six years old when the Nuremberg "racial laws" declared her a "Mischling, second degree," a person with one Jewish grandparent. Her story is that of a little girl whose comfortable world has been turned upside down for no apparent reason.

Leitner, Isabella. *Isabella: From Auschwitz to Freedom.* New York: Anchor Books, 1994.

Leitner, a survivor of Auschwitz, recounts the ordeal of holding her family together after her mother was killed. Leitner describes her deportation from Hungary in the summer of 1944, her experiences in Auschwitz, and her evacuation to Bergen-Belsen concentration camp near the end of the war.

Reiss, Johanna. *The Upstairs Room.* New York: HarperCollins, 1990.

Reiss, from a Dutch Jewish family, tells the story of the years she spent hiding with her sister in the farmhouse of a Dutch family who protected them. She relates her experiences after the war in a sequel, *The Journey Back*.

Sender, Ruth M. *The Cage.* New York: Macmillan, 1986.

Sender's account of her experiences is one of the most graphic and dramatic in young people's literature. Her story begins just before the Nazi invasion of Poland and continues through life in the Lodz ghetto and finally, at Auschwitz. A sequel, *To Life*, continues her narrative from liberation to her arrival in the United States in 1950.

Siegal, Aranka. *Upon the Head of the Goat: A Childhood in Hungary, 1939–1944.* London: Dent, 1982.

A nine-year-old girl named Piri describes the bewilderment of being a Jewish child during the German occupation of her hometown (then in Hungary and now in Ukraine) and relates the ordeal of trying to survive in the ghetto.

TenBoom, Corrie. *The Hiding Place.* New York: Bantam Books, 1971.

Written in the first person, this memoir reads like an adventure book as it tells the story of a Christian woman and her sister who were arrested for helping Jews and were subsequently sent to a concentration camp.

Toll, Nelly S. *Behind the Secret Window: A Memoir of a Hidden Childhood during World War II.* New York: Dial Books, 1993.

Toll recounts the details of her family life in Lwów (Lvov), Poland, before World War II and her experiences, told from a child's perspective, of her 18 months in hiding with her mother. The narrative is accompanied by 29 reproductions of watercolor paintings that Toll created during those difficult months.

Wiesel, Elie. *Night*. New York: Bantam, 1982.

Wiesel is one of the most eloquent writers of the Holocaust, and this book is his best-known work. The compelling narrative describes his experience in Auschwitz. This narrative is often considered required reading for students of the Holocaust.

Zar, Rose. *In the Mouth of the Wolf*. Philadelphia: Jewish Publication Society, 1983.

Zar's story is unusual because she is one of the few Polish Jews who survived the Holocaust years in Poland. She fled the Piotrkow ghetto and lived under false papers as a Christian Pole. She survived the war working in the household of a German officer and his wife.

HIGH SCHOOL

1. HISTORY, GENERAL

Bauer, Yehuda, and Nili Keren. *A History of the Holocaust*. New York: Franklin Watts, 1982.

Broader in scope than the title indicates, this work examines the origins of antisemitism and Nazism as well as the history of Jewish-German relationships. Bauer also arranges material on the Holocaust by individual country; this is useful for following events in each nation and for demonstrating the scope of the Holocaust. One of the most readable general histories for high school students.

Hilberg, Raul. *The Destruction of the European Jews* [student text]. New York: Holmes and Meier, 1985.

This edition of Hilberg's classic work is an abridgment of the original, three-volume edition. The focus here is on the Nazis and their destruction process, from the concentration of the Jews in ghettos to the killing operations of the mobile units and the death camps. This essential history is recommended for more advanced students.

Hilberg, Raul. *Perpetrators, Victims, Bystanders: The Jewish Catastrophe, 1933–1945*. New York: HarperCollins, 1992.

In his most recent work, Hilberg expands his focus from the study of the perpetrator alone to include, as the title indicates, victims and bystanders. He also includes rescuers and Jewish resisters, groups that he ignored in his earlier work; however, the attention he gives to these groups is minimal. His main focus continues to be on the destruction and those responsible for it. Hitler's role is more central here than in the earlier work. This is Hilberg's most accessible book.

2. HISTORY, SPECIALIZED

Abzug, Robert H. *Inside the Vicious Heart: Americans and the Liberation of Nazi Concentration Camps.* New York: Oxford University Press, 1985.

Using the diaries, letters, photographs, and oral testimonies of American GIs and journalists, Abzug analyzes the reactions of the first eyewitnesses who entered the concentration camps in Germany and Austria during the spring of 1945. This highly readable account is liberally illustrated with photographs.

Adelson, Alan, and Robert Lapides, eds. *Lodz Ghetto: Inside a Community under Siege.* New York: Viking Penguin, 1991.

As the source book for the film *Lodz Ghetto* (see p. 110), this work is an excellent supplement to the documentary, but it also stands on its own. It contains both German and ghetto documents as well as the personal expressions of ghetto residents in a variety of forms, including diaries, speeches, paintings, photographs, essays, and poems.

Allen, William S. *The Nazi Seizure of Power: The Experience of a Single German Town, 1922–1945.* Revised edition. New York: Franklin Watts, 1984.

Norheim, a small town of medieval origins in the center of prewar Germany, is the setting for this absorbing study of the impact of Nazism on a single community. As one of the few detailed local studies of Nazi Germany available in English, this book is an invaluable complement to histories of Nazism from the national perspective.

Arad, Yitzhak. *Ghetto in Flames.* New York: Holocaust Publications, 1982.

For centuries, its large number of rabbinic scholars ensured Vilna a central place in the cultural life of Lithuanian Jewry. Arad's scholarly and groundbreaking study focuses on the life, struggle, and annihilation of the Jews of Vilna in the period between 1941 and 1944.

Bachrach, Susan D. *The Nazi Olympics: Berlin 1936.* Boston: Little, Brown, 2000.

Bachrach traces the troubled history of the 1936 Olympic Games in Berlin, examining the Nazi dictatorship, the escalating persecution of German Jews, and the abortive movement in the United States to boycott the games. She tells the complete story of the Games, focusing not only on the athletes who competed but also on those who were banned from competition.

Berenbaum, Michael. *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum.* Boston: Little, Brown, 1993.

As indicated by the title, the book tells the story of the Holocaust as presented in the Museum. It includes more than 200 photos from the Museum's archives and artifact collection and many

eyewitness accounts from the Museum's oral and video history collections. The three parts of the book, which correspond to the three main exhibition floors, cover the rise of the Nazis to power; the ghettos and camps; and rescue, resistance, and the postwar period.

Block, Gay, and Malka Drucker. *Rescuers: Portraits of Moral Courage in the Holocaust.* New York: Holmes and Meier, 1992.

Interviews and full-size color portraits of 49 ordinary individuals from ten countries who risked their lives to help Jews by hiding them, sharing their food rations, forging passports and baptismal certificates, and raising Jewish children as their own. The rescuers' portraits are presented by country of origin, and a brief historical overview of rescue efforts in each country precedes their personal stories.

Cohn-Sherbok, Dan. *Atlas of Jewish History.* New York: Routledge, 1994.

Cohn-Sherbok traces the development of Jewish history from ancient times to the present day, placing the Holocaust within the larger context of almost 5,000 years of Jewish history. He includes more than 100 maps and 24 black-and-white illustrations.

Conot, Robert E. *Justice at Nuremberg.* New York: Carroll and Graf, 1984.

Conot provides a detailed history of the Nuremberg Trials. He covers the preparations for the trials, the interrogation and indictment of the major Nazi war criminals, the prosecution of the trial, strategies used by the defense, and the verdict and execution of the sentences handed down by the International Military Tribunal in 1946. Conot also includes a brief discussion of the difficulties involved in organizing the Nuremberg Trials, which involved representatives from the United States, Great Britain, France, and the Soviet Union.

Des Pres, Terrence. *The Survivor: An Anatomy of Life in the Death Camps.* New York: Oxford University Press, 1976.

Des Pres studies survivors of the death camps in an attempt to determine what enabled people to survive; his conclusions are controversial and are unlike those of Bettelheim (*The Informed Heart*), Frankl (*Man's Search for Meaning*), and other Holocaust survivors.

Flender, Harold. *Rescue in Denmark.* New York: Anti-Defamation League, 1963.

The exceptional, honorable character of the Danes' successful operation to rescue most of its Jewish residents has aroused profound admiration. Individual stories of rescue are cited here as well as more general historical background and a look at the reasons for the Nazis' failure to implement the "Final Solution" in Denmark.

Grossman, Mendel. *My Secret Camera: Life in the Lodz Ghetto*. San Diego: Gulliver Books, 2000.

Mendel Grossman was a Jewish photographer who depicted life in the Lodz ghetto in 1941 and 1942. This is an excellent companion to the *Lodz Ghetto* film (see p. 110) and the Adelson book. It can also supplement the book if the film is not available.

Hayes, Peter, ed. *Lessons and Legacies: The Meaning of the Holocaust in a Changing World*. Evanston, Ill.: Northwestern University Press, 1991.

In this useful collection, thoughtfully introduced by Hayes, various aspects of the Holocaust are examined by 16 leading scholars, including Raul Hilberg, Saul Friedländer, Yehuda Bauer, Michael Marrus, Christopher Browning, and Lawrence Langer. Also included is a critical essay by Alvin Rosenfeld on the popularization of Anne Frank.

Hayes, Peter, ed. *Lessons and Legacies, Volume III: Memory, Memorialization, and Denial*. Evanston, Ill.: Northwestern University Press, 1999.

A collection of essays by noted scholars (Christopher Browning, John Roth, Michael Marrus, and Debórah Dwork, among others). The essays deal with integrating the Holocaust into several disciplinary fields (history, Jewish studies, sociology, philosophy, and literary studies), the German context of the Holocaust, issues of memorialization, and combating Holocaust denial.

Marrus, Michael, and Robert O. Paxton. *Vichy France and the Jews*. New York: Basic Books, 1981.

Marrus and Paxton examine the fate of the Jews in Vichy, France. They outline the antisemitic policy of the Vichy regime and its collaboration with the Nazis.

Mayer, Milton. *They Thought They Were Free: The Germans, 1933–45*. Chicago: University of Chicago Press, 1966.

After the war, Mayer, an American journalist, interviewed ten men of different backgrounds but from the same German town in an effort to determine, through their eyes, what had happened in Germany and what had made it possible. This is an excellent companion to Allen's *Nazi Seizure of Power*.

Mendelsohn, Ezra. *The Jews of East Central Europe between the World Wars*. Bloomington: Indiana University Press, 1983.

Mendelsohn focuses on the Jewish communities of Poland, Hungary, Czechoslovakia, Romania, Lithuania, Latvia, and Estonia with particular attention to the relationship between Jews and Gentiles in the highly nationalist environment of the volatile period between the world wars, from 1918 to 1939.

Patterson, Charles. *Anti-Semitism: The Road to the Holocaust and Beyond*. New York: Walker and Company, 1988.

As the title implies, this history of antisemitism includes the years both before and after the Holocaust. Patterson begins with ancient and medieval times and concludes with a discussion of modern antisemitism in various parts of the world.

Plant, Richard. *The Pink Triangle: The Nazi War against Homosexuals*. New York: Henry Holt, 1986.

The Nazis condemned homosexuals as “socially aberrant.” Soon after Hitler came to power in 1933, Storm Troopers raided nightclubs and other places where homosexuals met. Plant argues that about 10,000 people were imprisoned as homosexuals and many of them perished in concentration camps. In this volume, the first comprehensive study available in English, Plant examines the ideological motivations for the Nazi persecution of homosexuals and the history of the implementation of Nazi policies.

Read, Anthony, and David Fisher. *Kristallnacht: The Tragedy of the Nazi Night of Terror*. New York: Random House, 1989.

Beginning with a brief background and ending with the Evian conference, the focus of this work is the events of *Kristallnacht* itself and its immediate aftermath, including the response of ordinary Germans, the Nazi follow-up, and the international response. Both the prologue and epilogue deal with Herschel Grynszpan, the young man who triggered *Kristallnacht* by shooting a German official in Paris.

Schilling, Donald G. *Lessons and Legacies II: Teaching the Holocaust in a Changing World*. Evanston, Ill.: Northwestern University Press, 1998.

This volume of *Lessons and Legacies* includes a collection of essays written by noted scholars on recent developments in Holocaust history, methodology for teaching the Holocaust, and strategies for integrating the study of the Holocaust into an interdisciplinary environment.

United States Holocaust Memorial Museum. *Historical Atlas of the Holocaust*. New York: Macmillan Publishing, 1995.

The atlas presents the story of the Holocaust in detail—country by country, ghetto by ghetto, and camp by camp. It includes more than 230 full-color maps and accompanying text, from the location of Jewish and Romani (Gypsy) communities in 1933 to the makeup of postwar Europe in 1949–1950.

Zuccotti, Susan. *The Italians and the Holocaust: Persecution, Rescue, and Survival*. Lincoln: University of Nebraska Press, 1996.

Zuccotti examines the Holocaust in Italy. She notes the generous acts toward Jews that characterized the behavior of many Italians during the Holocaust but also notes the fact that antisemitic legislation was passed in Italy almost without dissent. Some Italians collaborated with the Germans in the deportation of Jews from Italy.

Zuccotti, Susan. *The Holocaust, the French, and the Jews*. Lincoln: University of Nebraska Press, 1999.

Zuccotti examines the response to the Holocaust of ordinary French people. She draws on memoirs, government documents, and personal interviews with survivors to tell the story of French men and women, Jews and non-Jews, during the Holocaust.

3. BIOGRAPHY

Bierman, John. *Righteous Gentile: The Story of Raoul Wallenberg, Missing Hero of the Holocaust*. New York: Anti-Defamation League, 1981.

The first half of the book is a biography of the well-known figure who helped save at least 30,000 Jews in Hungary. The second part of the book describes the circumstances surrounding Wallenberg's disappearance and subsequent attempts to locate him or at least find out what happened to him.

Breitman, Richard, and Walter Laqueur. *Breaking the Silence: The Man Who Exposed the Final Solution*. Hanover, N.H.: University Press of New England, 1986.

Eduard Schulte was a major German industrialist who abhorred Hitler and Nazism. He is the man credited with passing on to the Allies news not only of troop movements and weapon programs but of the Nazi plans for genocide. This biography relates Schulte's story from his childhood to his postwar years. The authors also describe the responses of Allied governments to the information he passed on to them.

Lifton, Betty Jean. *The King of Children: A Portrait of Janusz Korczak*. New York: Schocken, 1989.

Much of the material in this biography is taken from Korczak's diaries, but Lifton also interviewed many of his former charges and people who worked with him. In addition to the personal portrait of Korczak, a distinguished physician, writer, and educator, she includes background material on the Warsaw ghetto based on Korczak's diary and diaries of other ghetto victims.

Scholl, Inge. *The White Rose: Munich, 1942–43*. Middletown, Conn.: Wesleyan, 1983.

Inge Scholl was the sister of Hans and Sophie Scholl, founders of the famous “White Rose” resistance movement in Germany. Originally written in 1952, this is the story of the Scholls and of the White Rose movement. It also includes original documents concerning their indictments and sentences. This book was previously published under the title *Students against Tyranny*.

Spiegelman, Art. *Maus* [vols. I–II]. New York: Pantheon, 1991.

Spiegelman presents his parents’ experiences during the Holocaust in a unique way; here cartoon characters represent people, with the Jews portrayed as mice and the Nazis as cats. In the first volume, the author relates the real-life trials of his parents at Auschwitz. The second volume continues their story from Auschwitz to America. The cartoon format will appeal to reluctant readers, and the satirical irony of these works make them appropriate for a wide audience.

4. FICTION

Appelfeld, Aharon. *To the Land of the Cattails*. New York: Weidenfeld and Nicolson, 1986.

A young man and his mother living in Austria travel eastward across the heart of Europe to the distant land of the mother’s childhood. The year is 1938, and the two arrive just as the Jews of the village are being shipped off on a mysterious train to an unspecified destination. Appelfeld is a master storyteller, and this haunting narrative of an ironic pilgrimage will not easily be forgotten.

Fink, Ida. *A Scrap of Time*. New York: Schocken, 1989.

The title story in this collection of short stories concerns the way time was measured by Holocaust victims. Other stories describe people in a variety of human situations distorted by the circumstances of the times. Many of these stories can be effectively used with students.

Friedlander, Albert. *Out of the Whirlwind*. New York: Schocken, 1989.

Not all of the entries included in this anthology are fiction. Excerpts are also included from historical works and personal narratives. The book is arranged thematically, making it especially helpful for a teacher looking for material to support specific aspects of a curriculum.

Glatstein, Jacob. *Anthology of Holocaust Literature*. New York: Macmillan, 1973.

Chapters in this collection cover life in the ghettos, children, the camps, resistance, and non-Jewish victims. Excerpts are included from both works of fiction and primary source materials such as diaries, memoirs, and ghetto documents. Many of these pieces can be especially useful if teachers provide additional background information on the authors and context of the writings.

Ozick, Cynthia. *The Shawl*. New York: Random House, 1990.

Originally published as two separate stories in *The New Yorker*, the title story tells of a mother witnessing her baby's death at the hands of camp guards. Another story, "Rose," describes that same mother 30 years later, still haunted by the event.

Uhlman, Fred. *Reunion*. New York: Farrar, Straus and Giroux, 1977.

More a novella than a novel, this brief but moving story told in retrospect by a Jewish German youth describes his friendship with a non-Jewish German youth during the 1930s. Its brevity and readability make it especially suitable for reluctant readers.

5. MEMOIRS

Ayer, Eleanor H. *Parallel Journeys*. New York: Atheneum, 1995.

Alternating chapters contrast the wartime experiences of two young Germans—Helen Waterford, who was interned in a Nazi concentration camp, and Alfons Heck, a member of the Hitler Youth. The volume is composed mainly of excerpts from their published autobiographies, connected by Ayer's overview of the era. Teachers may want to accompany this book with the film, *Heil Hitler: Confessions of a Hitler Youth* (see p. 105).

Boas, Jacob. *We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*. New York: Henry Holt, 1995.

Boas, a Holocaust survivor, recounts the stories of five young Jews, including Anne Frank, whose diaries describe their observations and feelings during the Holocaust. These are their stories, in their own words.

Conot, Robert E. *Justice at Nuremberg*. New York: Carroll and Graf, 1984.

Conot provides a detailed history of the Nuremberg Trials. He covers the preparations for the trials, the interrogation and indictment of the major Nazi war criminals, the prosecution of the trial, strategies used by the defense, and the verdict and execution of the sentences handed down by the International Military Tribunal in 1946. Conot also includes a brief discussion of the difficulties involved in organizing the Nuremberg Trials, which involved representatives from the United States, Great Britain, France, and the Soviet Union.

Eliach, Yaffa. *Hasidic Tales of the Holocaust*. New York: Vintage Books, 1988.

Through interviews and oral histories, Eliach garnered 89 tales, both true stories and fanciful legends. This compelling collection bears witness, in a traditional idiom, to the victims' suffering, dying, and surviving.

Fenelon, Fania. *Playing for Time*. Syracuse, N.Y.: Syracuse University Press, 1997.

Fenelon recounts her experiences in the Nazi concentration camps. The Nazis transported her from the Drancy camp in Paris to the Auschwitz killing center. Although her descriptions reveal the horrors of the camps, the book's primary focus is on her experiences in the Auschwitz-Birkenau women's orchestra.

Gies, Miep, and Alison L. Gold. *Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family*. New York: Simon and Schuster, 1988.

Miep Gies, along with her husband, was among the people who helped the Frank family while they were in hiding. Her story is an important supplement to Anne Frank's diary as it adds historical background and an outside perspective to Anne's story. Gies enables the reader to understand what was happening both inside and outside the annex.

Leitner, Isabella. *Isabella: From Auschwitz to Freedom*. New York: Anchor Books, 1994.

Leitner, a survivor of Auschwitz, recounts the ordeal of holding her family together after her mother was killed. Leitner describes her deportation from Hungary in the summer of 1944, her experiences in Auschwitz, and her evacuation to Bergen-Belsen concentration camp near the end of the war.

Levi, Primo. *Moments of Reprieve*. New York: Summit Books, 1986.

Levi was deported from Turin, Italy, to the Auschwitz camp in German-occupied Poland in 1943. He presents a collection of short stories that celebrate his survival of Auschwitz.

Levi, Primo. *Survival in Auschwitz*. New York: Macmillan, 1987.

Levi was an Italian Jew captured in 1943 who was still at Auschwitz at the time of the liberation. He not only chronicles the daily activities in the camp but also his inner reactions to it and the destruction of the inner as well as the outer self.

Meed, Vladka. *On Both Sides of the Wall*. Washington, D.C.: Holocaust Library, 1993.

This is an informative memoir of the Warsaw ghetto by one of the young smugglers who maintained contact between the ghetto and the "Aryan" side of the city. Working for the Jewish Fighting Organization (ZOB), Vladka Meed helped smuggle weapons and ammunition into the ghetto.

Nir, Yehuda. *The Lost Childhood.* San Diego: Harcourt Brace Jovanovich, 1991.

This compelling memoir chronicles six extraordinary years in the life of a Polish Jewish boy, his mother, and his sister, who all survived the Holocaust by obtaining false papers and posing as Catholics. Yehuda Nir lost almost everything, including his father, his possessions, his youth and innocence, and his identity, but he managed to live with the help of chance, personal resourcefulness, and the support of his family.

Sierakowiak, Dawid, Alan Adelson, and Kamil Turowski. *The Diary of Dawid Sierakowiak: Five Notebooks from the Lodz Ghetto.* New York: Oxford University Press, 1996.

Dawid Sierakowiak was a 15-year-old boy in the Lodz ghetto in German-occupied Poland when he began writing this diary. Edited and annotated by Alan Adelson and Kamil Turowski, Dawid provides a vivid account of daily life in the Lodz ghetto.

Tec, Nechama. *Dry Tears: The Story of a Lost Childhood.* New York: Oxford University Press, 1984.

The author and her family were Polish Jews who survived the Holocaust on the “Aryan” side of the ghetto. Although she escaped the worst horrors of the Holocaust, her story adds another dimension to Holocaust literature. She describes her childhood experiences as seen through the child’s eyes, but with the added perspective of her adult perception.

Wiesel, Elie. *Night.* New York: Bantam, 1982.

Wiesel is one of the most eloquent writers of the Holocaust, and this book is his best-known work. The compelling narrative describes his experience in Auschwitz. This narrative is often considered required reading for students of the Holocaust.

Yoors, Jan. *Crossing: A Journal of Survival and Resistance in World War II.* New York: Simon and Schuster, 1971.

Every summer during his teen years, Yoors left his comfortable, upper-middle-class family life in Belgium to travel around Europe with a Romani (Gypsy) family. This beautifully written journal focuses on the participation of Yoors and his fondly remembered Romani friends in resistance activities during World War II.

1. GENERAL HISTORY

Berenbaum, Michael. *The World Must Know: A History of the Holocaust as Told in the United States Holocaust Memorial Museum.* Boston: Little, Brown, 1993.

As indicated by the title, the book tells the story of the Holocaust as presented in the Museum. It includes more than 200 photos from the Museum's archives and artifact collection and many eyewitness accounts from the Museum's oral and video history collections. The three parts of the book, which correspond to the three main exhibition floors, cover the rise of the Nazis to power; the ghettos and camps; and rescue, resistance, and the postwar period.

Dawidowicz, Lucy S. *A Holocaust Reader.* West Orange, N.J.: Behrman House, 1976.

A companion to the historical work cited below, here Dawidowicz presents documentation to support the history. Both German and Jewish documents are provided, including reports, letters, and diaries. The general introduction to studying Holocaust documents and the introductions to each section of documents are extremely helpful.

Dawidowicz, Lucy S. *The War against the Jews, 1933–1945.* New York: Bantam, 1986.

Dawidowicz raises three questions: How was it possible for a modern state to carry out the systematic murder of a people for no reason other than that they were Jewish? How did European Jewry allow itself to be destroyed? How could the world stand by without halting this destruction? In Dawidowicz's view, World War II was the direct result of Hitler's antisemitism; she believes the war was waged to allow the Nazis to implement the "Final Solution."

Friedlander, Saul. *Nazi Germany and the Jews: The Years of Persecution 1933–1939.* New York: Harper Collins, 1997.

Friedlander recounts the step-by-step process by which the Nazi regime increased its repression against the Jews of Germany in the years between 1933 and 1939. His account includes a description of the responses of Jews at all levels of society.

Gilbert, Martin. *The Holocaust: A History of the Jews in Europe during the Second World War*. New York: Henry Holt and Company, 1986.

Gilbert effectively combines the results of historical research with personal narratives of survivors. Although the book is long, it is readable and extremely well-indexed, making it an invaluable tool for providing supplementary material on almost any aspect of the Holocaust.

Hilberg, Raul. *The Destruction of the European Jews* [3 vols.]. New York: Holmes and Meier, 1985.

This authoritative reconstruction of the Holocaust remains the standard text to which all others are compared. Hilberg's primary focus is on the methods of the Nazi murder process, including the organizational and bureaucratic machinery of destruction. Hilberg's explanation of the role of Jews themselves in their destruction and of the lack of resistance has been criticized.

Hilberg, Raul. *Perpetrators, Victims, Bystanders: The Jewish Catastrophe, 1933–1945*. New York: HarperCollins, 1992.

Hilberg expands his focus from the study of the perpetrator alone to include, as the title indicates, victims and bystanders. He also includes rescuers and Jewish resisters, groups that he ignored in his earlier work; however, the attention he gives to these groups is minimal. His main focus continues to be on the destruction and those responsible for it. Hitler's role is more central here than in his book *The Destruction of the European Jews*.

Levin, Nora. *The Holocaust: The Nazi Destruction of European Jewry, 1933–1945*. Melbourne, Fla.: Krieger Publishing Company, 1990.

Levin was one of the first writers to use the term *Holocaust* for the destruction of the Jews of Europe during World War II. The first part of this historical account, arranged chronologically, details the Nazi plan and implementation of the "Final Solution." The second half, arranged geographically, shows how the Nazi program was affected by individual governments and by degrees of anti-semitism. Levin emphasizes the resistance of the Jews and rejects the notion that they went to their deaths "like sheep to the slaughter."

Niewyk, Donald L., ed. *The Holocaust: Problems and Perspectives of Interpretation*. Lexington, Mass.: D.C. Heath and Company, 1992.

This series of essays by well-known historians offers distinct perspectives on five different themes of the Holocaust. The topics include the development of the Nazi plan to solve the "Jewish Question," experiences of victims, viewpoints on Jewish resistance, reactions of Christians to the "Final Solution," and finally, perspectives on rescue.

Schleunes, Karl A. *The Twisted Road to Auschwitz: Nazi Policy toward German Jews, 1933–1939*. Urbana: University of Illinois Press, 1990.

Schleunes's groundbreaking work examines the organization and operations of the Nazi government between 1933 and 1939, in order to understand how German antisemitism evolved into a program of mass murder. Through his interpretation of the public record, the author presents an image of Hitler as a leader who provided no cohesive set of objectives or plans for dealing with the "Jewish Question" during this period. In this power vacuum, Schleunes argues that a policy evolved in a series of "jumps and starts" as the party and government agencies acted on their own initiative to curry favor with Hitler. The work offers an interesting contrast to Dawidowicz's *The War against the Jews, 1933–1945* (see p. 73).

Yahil, Leni. *The Holocaust: The Fate of European Jewry, 1932–1945*. New York: Oxford University Press, 1991.

Yahil demonstrates how the Nazis used the anti-Jewish program from the beginning to reinforce their power. Before the war, their deliberate violence against the Jews of Germany helped to terrorize the rest of the country, and during the war, their anti-Jewish policies were used as an excuse for taking control of the governments of satellites and occupied countries.

2. HISTORY, SPECIALIZED

Allen, William S. *The Nazi Seizure of Power: The Experience of a Single German Town, 1922–1945*. Revised edition. New York: Franklin Watts, 1984.

Norheim, a small town of medieval origins in the center of prewar Germany, is the setting for this absorbing study of the impact of Nazism on a single community. As one of the only detailed local studies of Nazi Germany available in English, this book is an invaluable complement to histories of Nazism from the national perspective.

Aly, Götz. *"Final Solution": Nazi Population Policy and the Murder of the European Jews*. New York: Arnold, 1999.

Aly reconstructs the events and decisions leading to the Holocaust. He examines the failures of Nazi resettlement plans and the growing ideological imperative for the Nazis to find a solution to the so-called "Jewish Question" during the war.

Bartoszewski, Wladyslaw T. *The Warsaw Ghetto: A Christian's Testimony*. Boston: Beacon Press, 1988.

The author is a Polish historian and journalist, born in Warsaw in 1922, now a retired professor of Catholic University in Lublin. He returned to Warsaw in 1941 and was one of the founders of Zegota, the council for aid to Jews. He served as liaison between the Polish underground and Jewish ghetto leadership. In this work, he intermingles his personal story with primary source material from Nazi, resistance, and ghetto documents.

Bauer, Yehuda, and Nathan Rotenstreich, eds. *The Holocaust as Historical Experience*. New York: Holmes and Meier, 1981.

This is a collection of essays by noted scholars in the field (Saul Friedlander, Jacob Katz, Raul Hilberg, Henry Feingold, Isaiah Trunk, and Randolph Braham, among others). It is organized into three sections: the Holocaust as historical phenomenon (the possibility and predictability of the Holocaust); case studies (Vilna, Warsaw, Hungary, and Romania); and the contentious issue of Jewish leadership in Nazi-dominated Europe. Material for the book originated at a conference titled “The Holocaust: A Generation After” held in New York in March 1975.

Berenbaum, Michael, ed. *A Mosaic of Victims: Non-Jews Persecuted and Murdered by the Nazis*. New York: New York University Press, 1990.

This collection of essays includes entries by a number of noted Holocaust scholars, including Berenbaum himself. The subjects of the essays include non-Jewish victims such as homosexuals, Gypsies, Serbs, Slavs, and pacifists.

Berenbaum, Michael, and Abraham J. Peck, eds. *The Holocaust and History: The Known, the Unknown, the Disputed, and the Reexamined*. Bloomington: Indiana University Press, 1998.

Published in association with the United States Holocaust Memorial Museum, this book of essays by noted scholars in the field defines the state of knowledge about the Holocaust today. The book probes topics such as Nazi politics, racial ideology, stages of the Holocaust, Jewish leadership and resistance, the Allies and Axis powers, the rescuers, and the impact of the Holocaust on survivors.

Bridenthal, Renate, et al. *When Biology Became Destiny: Women in Weimar and Nazi Germany*. New York: Monthly Review Press, 1984.

Claudia Koonz and Sybil Milton are among the scholars included in this collection of essays dealing with issues relating to women and families in Germany in the 1920s, 1930s, and 1940s. Politics, feminism, and antisemitism are some of the subjects addressed.

Browning, Christopher R. *Fateful Months: Essays on the Emergence of the Final Solution*. New York: Holmes and Meier Publishers, Inc., 1991.

Browning renders a short review of the historiography of the Holocaust and offers an interpretation of the Nazi decision-making process that led to the “Final Solution.” The work focuses on the critical period between the summer of 1941 and the spring of 1942. The author presents evidence that growing persecution of minorities and target groups, brutal wartime reprisal measures, and the mass starvation and maltreatment of Soviet prisoners of war were components of a brutalization process that culminated in genocide. The work discusses the development of the gas van and explores how the German response to partisan warfare in Yugoslavia developed into a “Final Solution” for the local Jewish community in Serbia.

Browning, Christopher R. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York: HarperCollins, 1992.

In this compelling, pioneering social history, Browning attempts to explain how “ordinary,” middle-aged men became mass murderers, personally shooting thousands of men, women, and children in occupied Poland where the reservists served as members of the German Order Police. The author draws on the interrogations of 210 men who provided testimony in war crimes trials in the 1960s regarding their participation in the massacres and roundups of Jews in 1942 and 1943.

Browning, Christopher R. *Nazi Policy, Jewish Workers, German Killers*. New York: Cambridge University Press, 2000.

Browning focuses on the evolution of Nazi Jewish policy during the first years of the war—the movement from expulsion of Jews to systematic extermination—in an effort to illuminate the mindset and behavior of local perpetrators of the Holocaust.

Burleigh, Michael. *Death and Deliverance: “Euthanasia” in Germany, 1900–1945*. New York: Cambridge University Press, 1995.

This well-documented study moves beyond Burleigh’s earlier work, *The Racial State* (described below), and examines three principal themes: the origins and evolution of Germany’s “euthanasia” program, the involvement of personnel from various levels of the bureaucracy, and the advancements they received for participation.

Burleigh, Michael, and Wolfgang Wippermann. *The Racial State: Germany, 1933–1945*. New York: Cambridge University Press, 1991.

Between 1933 and 1945 the Nazi regime tried to restructure German society along racial lines. This study shows how the Nazis’ plan to annihilate European Jewry derived from racial and population policies that also targeted the Sinti and Roma (Gypsies), the mentally and physically handicapped, the “asocial,” and homosexuals.

Cohn-Sherbok, Dan. *Atlas of Jewish History*. New York: Routledge, 1994.

Cohn-Sherbok traces the development of Jewish history from ancient times to the present day, placing the Holocaust within the larger context of almost 5,000 years of Jewish history. He includes more than 100 maps and 24 black-and-white illustrations.

Conot, Robert E. *Justice at Nuremberg*. New York: Carroll and Graf, 1984.

Conot provides a detailed history of the Nuremberg Trials. He covers the preparations for the trials, the interrogation and indictment of the major Nazi war criminals, the prosecution of the trial, strategies used by the defense, and the verdict and execution of the sentences handed down by the International Military Tribunal in 1946. Conot also includes a brief discussion of the difficulties involved in organizing the Nuremberg Trials, which involved representatives from the United States, Great Britain, France, and the Soviet Union.

Delbo, Charlotte. *None of Us Will Return*. Boston: Beacon Press, 1968.

Delbo joined the resistance movement in France in 1940 and was arrested together with her husband by the Germans in March 1942. The Germans executed her husband but imprisoned and, later, deported Delbo to Auschwitz in occupied Poland. The book is a series of memories about the camp written in free verse and rhythmic prose in an attempt to symbolize time for prisoners in a death camp.

Des Pres, Terrence. *The Survivor: An Anatomy of Life in the Death Camps*. New York: Oxford University Press, 1976.

Des Pres studies survivors of the death camps in an attempt to determine what enabled people to survive. His conclusions are controversial and are unlike those of Bettelheim (*The Informed Heart*), Frankl (*Man's Search for Meaning*), and other Holocaust scholars.

Dobroszycki, Lucjan, ed. *The Chronicle of the Lodz Ghetto, 1941–1944*. New Haven, Conn.: Yale University Press, 1987.

Himself a survivor of the Lodz ghetto, Dobroszycki introduces and analyzes the detailed records kept by Lodz archivists. He includes material about the ghetto's controversial leader, Mordecai Chaim Rumkowski.

Dwork, Debórah. *Children with a Star: Jewish Youth in Nazi Europe*. New Haven, Conn.: Yale University Press, 1991.

This detailed study of Jewish children during the Holocaust is based on archival material and survivor interviews. The book focuses on the daily life of children in hiding and in transit camps, ghettos, forced labor camps, and killing centers.

Engelmann, Bernt. *In Hitler's Germany*. New York: Schocken, 1988.

Engelmann, a German raised in an anti-Nazi home, tells his own story here along with those of other Germans both for and against the Nazis. He also includes stories of those who actively resisted the Nazis and those who were indifferent to the events around them. This is a social history, focusing on everyday life.

Feingold, Henry. *The Politics of Rescue: The Roosevelt Administration and the Holocaust, 1938–1945*. New York: Schocken, 1980.

This study examines the reaction of the Roosevelt administration to the Holocaust. Feingold attempts to move beyond a moral condemnation of American inaction to examine the political context that shaped the American response. The main focus is on American and international refugee policy from the Evian Conference in 1938 to the creation of the War Refugee Board in 1944.

Friedlander, Henry. *The Origins of Nazi Genocide: From Euthanasia to the Final Solution*. Chapel Hill, N.C.: University of North Carolina Press, 1995.

Friedlander traces the Nazi “euthanasia” program in Germany from its development and inception in the 1930s until 1945. Beginning with the murder of children and expanding into a more inclusive operation, the author details the evolution of the Nazis’ eugenics policy designed to rid society of the “incurable,” institutionalized, mentally and physically handicapped, and others whom the Nazis termed “useless eaters.” One of the work’s important contributions in understanding the Holocaust is its study of the program’s bureaucratic structure and how it functioned as a precursor to the “Final Solution.”

Gallagher, Hugh Gregory. *By Trust Betrayed: Patients, Physicians, and the License to Kill in the Third Reich*. Arlington, Va.: Vandemeer Press, 1995.

A paraplegic, Gallagher provides a compelling account of Nazi Germany’s so-called “euthanasia” program that gave license to German physicians to kill mentally and physically handicapped people deemed “unworthy of life.”

Gellately, Robert. *The Gestapo and German Society: Enforcing Racial Policy*. New York: Oxford University Press, 1992.

In this study of the Nazi secret police, Gellately combines administrative and social history. He draws extensively on Gestapo case files to show that the key factor in the enforcement of Nazi racial policy designed to isolate Jews was the willingness of German citizens to provide the authorities with information about suspected “criminality.” The author includes a chapter on racial policy aimed at Polish foreign workers.

Gutman, Israel, and Shmuel Krakowski. *Unequal Victims: Poles and Jews during World War Two*. New York: Holocaust Library, 1986.

Gutman and Krakowski examine in-depth the story of Polish-Jewish relations during the Holocaust. They analyze Polish attitudes toward Jews by region and by social class, concluding that the majority of Poles were either indifferent or actively hostile toward Jews during the Holocaust.

Gutman, Israel, and Michael Berenbaum, eds. *Anatomy of the Auschwitz Death Camp*. Bloomington: Indiana University Press, 1994.

Twenty-nine essays by scholars on all aspects of Auschwitz, including its construction, operations, perpetrators, and victims, compose this comprehensive volume published in association with the United States Holocaust Memorial Museum.

Hayes, Peter, ed. *Lessons and Legacies: The Meaning of the Holocaust in a Changing World*. Evanston, Ill.: Northwestern University Press, 1991.

In this useful collection thoughtfully introduced by Hayes, various aspects of the Holocaust are examined by 16 leading scholars including Raul Hilberg, Saul Friedländer, Yehuda Bauer, Michael Marrus, Christopher Browning, and Lawrence Langer. Also included is a critical essay by Alvin Rosenfeld on the popularization of Anne Frank.

Hayes, Peter, ed. *Lessons and Legacies, Volume III: Memory, Memorialization, and Denial*. Evanston, Ill.: Northwestern University Press, 1999.

A collection of essays by noted scholars (Christopher Browning, John Roth, Michael Marrus, and Debórah Dwork, among others). The essays deal with integrating the Holocaust into several disciplinary fields (history, Jewish studies, sociology, philosophy, and literary studies), the German context of the Holocaust, issues of memorialization, and combating Holocaust denial.

Herzstein, Robert E. *The War that Hitler Won: Goebbels and the Nazi Media Campaign*. New York: Paragon House, 1978.

The author illustrates the power of propaganda and the effective manipulation of mass media by focusing on the work of Goebbels and the impact of Nazi propaganda on the German people.

Horwitz, Gordon. *In the Shadow of Death: Living Outside the Gates of Mauthausen*. New York: The Free Press, 1990.

How much did people living near the camps know about what was going on? How did they cope with this knowledge? How did they find out? These and similar questions are raised in this very readable book on the complicity of bystanders in the Holocaust.

Kaplan, Marion A. *Between Dignity and Despair: Jewish Life in Nazi Germany*. New York: Oxford University Press, 1998.

Kaplan draws on memoirs, diaries, interviews, and letters to paint a portrait of Jewish life in Nazi Germany. This is the story of the Holocaust told from the perspective of individuals living in an increasingly hostile world.

Klee, Ernst, et al., eds. *The Good Old Days: The Holocaust as Seen by Its Perpetrators and Bystanders*. New York: Free Press, 1991.

Originally published in Germany in 1988, this work is made up of letters, diaries, reports, photographs, and other documents, some of which were kept in scrapbooks and albums by concentration camp guards, SS officers, and other perpetrators and “sympathetic observers” of the Holocaust.

Koonz, Claudia. *Mothers in the Fatherland: Women, the Family, and Nazi Politics*. New York: St. Martin’s Press, 1988.

A history of the women’s movement in Germany from the Weimar Republic to the Nazi era, this work emphasizes the role of women in Nazi Germany and the impact of Nazism on the family unit. Koonz also includes material on the influence of the church in defining women’s roles, on female members of the resistance, and on Jewish women.

Lanzmann, Claude. *Shoah: An Oral History of the Holocaust*. New York: Pantheon, 1987.

This work consists of the text of Lanzmann’s nine-and-a-half-hour film of the same name (see p. 102). The film’s length makes the text extremely useful to the teacher, facilitating the process of selecting excerpts for classroom use. The text can also be used alone if the film is unavailable.

Laska, Vera. *Women in the Resistance and in the Holocaust: The Voices of Eyewitnesses*. Westport, Conn.: Greenwood Publishing Group, 1983.

Laska has collected more than two dozen accounts of women during the Holocaust, stressing women’s resistance activities. The material is divided into three sections: resistance, hiding, and the camps. These are all first-person accounts, many of them excerpts from diaries and memoirs, and they represent a number of different countries.

Lifton, Robert. *The Nazi Doctors: Medical Killings and the Psychology of Genocide*. New York: Basic Books, 1988.

Based on German records as well as on interviews with Nazi doctors, prison doctors, and survivors of the camps, Lifton’s book not only documents the role doctors played but also suggests ways they were able to rationalize their role.

Lipstadt, Deborah. *Beyond Belief: The American Press and the Coming of the Holocaust, 1933–1945*. New York: The Free Press, 1986.

Why did one of every three Americans polled in 1943 dismiss as propaganda the reports of atrocities against European Jews? Why were reports given by Auschwitz escapees in 1944 viewed with skepticism by major newspapers? Lipstadt raises these questions and others in this book on how the American news media reported (or ignored) the Nazi persecution and genocide of European Jewry.

Lipstadt, Deborah. *Denying the Holocaust: The Growing Assault on Truth and Memory*. New York: The Free Press, 1993.

Lipstadt does not refute the deniers of the Holocaust point by point (although she offers a useful appendix addressing some of their specific charges). Instead, she provides an overview of the main figures promoting denial in the United States and abroad, their motives, their methods, and an assessment of their impact on college campuses and wider public opinion.

Marrus, Michael. *The Holocaust in History*. New York: New American Library/Dutton, 1989.

In this succinct evaluation of historical accounts of the Holocaust, Marrus looks at a variety of issues: antisemitism, collaboration, resistance, and others. He presents the interpretations of leading historians in these areas and points out the strengths and weaknesses of their arguments.

Marrus, Michael, and Robert O. Paxton. *Vichy France and the Jews*. New York: Basic Books, 1981.

Marrus and Paxton examine the fate of the Jews in Vichy France. They outline the antisemitic policy of the Vichy regime and its collaboration with the Nazis.

Mendelsohn, Ezra. *The Jews of East Central Europe between the World Wars*. Bloomington: Indiana University Press, 1983.

Mendelsohn focuses on the Jewish communities of Poland, Hungary, Czechoslovakia, Romania, Lithuania, Latvia, and Estonia with particular attention to the relationship between Jews and Gentiles in the highly nationalist environment of the volatile period between the world wars, from 1918 to 1939.

Mosse, George. *Nazi Culture: A Documentary History*. New York: Schocken, 1981.

While primarily an anthology of original source material, Mosse includes a lengthy personal introduction as well as introductions to each section and selection. Selections include material taken from speeches, newspapers, contemporary literature, and diaries.

Noakes, Jeremy, and Geoffrey Pridham, eds. *Nazism, 1919–1945: A Documentary Reader* [2 vols.]. Exeter, United Kingdom: University of Exeter Press, 1998.

This comprehensive work includes a wide range of official, government, and party documents; newspapers; speeches; memoirs; letters; and diaries. The first volume covers the Nazis' rise to power and the domestic aspects of their regime from 1933 to 1939. Volume two examines foreign policy in the prewar and war periods, the occupation of Poland, the "euthanasia" program, and the implementation of the genocidal policies.

Phayer, Michael. *The Catholic Church and the Holocaust, 1930–1965*. Bloomington: Indiana University Press, 2000.

Phayer examines the response of the Catholic Church as a whole to the Holocaust. He shows that without effective church leadership under Pius XII, Catholics reacted in different ways to the Holocaust. Some Catholics saved Jews, others collaborated with the Nazis, while most became bystanders to genocide.

Plant, Richard. *The Pink Triangle: The Nazi War against Homosexuals*. New York: Henry Holt, 1986.

The Nazis condemned homosexuals as “socially aberrant.” Soon after Hitler came to power in 1933, Storm Troopers raided nightclubs and other places where homosexuals met. Plant argues that about 10,000 people were imprisoned as homosexuals, and many of them perished in concentration camps. In this volume, the first comprehensive study available in English, Plant examines the ideological motivations for the Nazi persecution of homosexuals and the history of the implementation of Nazi policies.

Rubenstein, Richard L. *The Cunning of History*. New York: HarperCollins, 1987.

This slim volume is less a history of the Holocaust than an extended essay that attempts to put the Holocaust into historical perspective. Rubenstein’s original but controversial tenet essentially describes the Holocaust as the culmination of twentieth-century technology and bureaucracy.

Rubenstein, Richard L., and John K. Roth. *Approaches to Auschwitz: The Holocaust and Its Legacy*. Atlanta: John Knox Press, 1987.

Rubenstein and Roth explore the historical development that led to the Holocaust from both a Christian and Jewish perspective. They develop an analysis of the historical roots of the Holocaust and explore the implications of the Holocaust for the future.

Schilling, Donald G. *Lessons and Legacies II: Teaching the Holocaust in a Changing World*. Evanston, Ill.: Northwestern University Press, 1998.

This volume of *Lessons and Legacies* includes a collection of essays written by noted scholars on recent developments in Holocaust history, methodology for teaching the Holocaust, and strategies for integrating the study of the Holocaust into an interdisciplinary environment.

Tec, Nechama. *When Light Pierced the Darkness: Christian Rescue of Jews in Nazi-Occupied Poland*. New York: Oxford University Press, 1987.

Tec studies those who risked their lives to save Jews in an attempt to find a sociological pattern, to determine what characteristics these people had in common, and whether they were related by class, religion, or other factors.

United States Holocaust Memorial Council. *In Pursuit of Justice: Examining the Evidence of the Holocaust.* Washington, D.C.: United States Holocaust Memorial Museum, 1997.

Published to mark the 50th anniversary of the verdict from the International Military Tribunal that passed judgment on some of the Holocaust's major perpetrators, this book commemorates postwar trials of Nazi war criminals and provides documentation of some of the worst crimes of the Nazi regime.

United States Holocaust Memorial Museum. *Historical Atlas of the Holocaust.* New York: MacMillan Publishing, 1995. (Out of print)

The atlas presents the story of the Holocaust in detail—country by country, ghetto by ghetto, and camp by camp. It includes more than 230 full-color maps and accompanying text, from the location of Jewish and Romani (Gypsy) communities in 1933 to the makeup of postwar Europe in 1949–1950.

Volavkova, Hana, ed. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942–1944.* New York: Schocken, 1993.

A poignant memorial to the children of Terezin, the collages, drawings, and poems published in this selection are impressive for their artistic merit and their value in documenting the feelings and lives of the children in the camp. Some prior knowledge of what life in the camp was like will make this book more meaningful to students.

Weinberg, Gerhard L. *Germany, Hitler, and World War II: Essays in Modern German and World History.* New York: Cambridge University Press, 1995.

This collection of essays from the prominent scholar Gerhard Weinberg examines the nature of the Nazi system and its impact on Germany and the course of World War II. Weinberg places the Holocaust within the larger context of World War II.

Wyman, David S. *The Abandonment of the Jews.* New York: Pantheon, 1986.

Wyman asks and answers the basic questions about how much was known in America about the "Final Solution." In addition to his criticism of the official response from the U.S. government in general and from President Roosevelt in particular, Wyman also indicts some of the American Zionist leaders.

Zuccotti, Susan. *The Holocaust, the French, and the Jews*. Lincoln: University of Nebraska Press, 1999.

Zuccotti examines the response to the Holocaust of ordinary French people. She draws on memoirs, government documents, and personal interviews with survivors to tell the story of French men and women, Jews and non-Jews, during the Holocaust.

Zuccotti, Susan. *The Italians and the Holocaust: Persecution, Rescue, and Survival*. Lincoln: University of Nebraska Press, 1996.

Zuccotti examines the Holocaust in Italy. She notes the generous acts toward Jews that characterized the behavior of many Italians during the Holocaust but also notes the fact that antisemitic legislation was passed in Italy almost without dissent. Some Italians collaborated with the Germans in the deportation of Jews from Italy.

3. BIOGRAPHY

Anger, Per. *With Raoul Wallenberg in Budapest: Memories of the War Years in Hungary*. Translated by David Mel Paul and Margareta Paul. Washington, D.C.: Holocaust Library, 1996.

While Raoul Wallenberg is the dominant figure in this biography, the central theme of the book is the fate of Hungarian Jews in the latter stages of World War II. The author combines his personal memories as a member of the Swedish legation with a historical narrative of the events. Anger also examines the history of antisemitism in Hungarian society and how it manifested itself in 1944.

Breitman, Richard. *The Architect of Genocide: Himmler and the Final Solution*. New York: Alfred A. Knopf, 1991.

This is not a biography of Himmler in the traditional sense that it chronicles the life of the man from birth to death. Rather, it focuses on his years as a Nazi, his relationship with Hitler, and his role in masterminding the “Final Solution.” Other Nazi leaders, like Goering and Goebbels, are discussed at length.

Breitman, Richard, and Walter Laqueur. *Breaking the Silence: The Man Who Exposed the Final Solution*. Hanover, N.H.: University Press of New England, 1986.

Eduard Schulte was a major German industrialist who abhorred Hitler and Nazism. He is the man credited with passing on to the Allies news not only of troop movements and weapon programs but also of the Nazi plans for genocide. This biography relates Schulte’s story from his childhood to his postwar years. The authors also describe the responses of Allied governments to the information he passed on to them.

Kershaw, Ian. *Hitler, 1889–1936: Hubris*. New York: W.W. Norton and Company, 1999.

Kershaw depicts the early years of Adolf Hitler from his birth in a small Austrian village in 1889 through the remilitarization of the Rhineland in 1936. He argues that the sources for Hitler's power are to be found not only in the dictator's actions but also in the social circumstances of Germany in the early twentieth century.

Kershaw, Ian. *Hitler, 1937–1945: Nemesis*. New York: W.W. Norton and Company, 2000.

In this second volume of his two-volume biography of the Nazi dictator, Kershaw depicts Hitler from his achievement of absolute power within Germany and early triumphs against other European powers to the destruction of Germany and his suicide in Berlin in 1945.

Sereny, Gitta. *Into that Darkness*. New York: Random House, 1983.

Franz Stangl, a convicted Nazi war criminal, was interviewed in prison by the author. These interviews were supplemented by testimony from witnesses. Stangl was commandant of the camps at both Sobibor and Treblinka. His testimony, as told to Sereny, is revealing and chilling.

4. FICTION

Appelfeld, Aharon. *Badenheim, 1939*. New York: Pocket Books, 1981.

The story revolves around a group of upper-class Jews in an Austrian resort town on the eve of war. The author, himself a Holocaust survivor, creates a haunting picture of impending tragedy, heightened by the reader's awareness of the events to come.

Begley, Louis. *Wartime Lies*. New York: David McKay, 1991.

Begley, himself a child caught up in the Holocaust, has written a first-person novel about a young Jewish boy and his aunt who survive only due to a pattern of denial and compromise that leaves its own scars.

Borowski, Tadeusz. *This Way for the Gas, Ladies and Gentlemen*. New York: Viking Penguin, 1992.

Through this collection of remarkable short stories, Borowski describes his experiences in Auschwitz and Dachau. His focus is on the atmosphere of the camps and its effect on the inner being. He probes the minds of both victims and perpetrators.

Fink, Ida. *A Scrap of Time*. New York: Schocken, 1989.

The title story in this collection of short stories concerns the way time was measured by Holocaust victims. Other stories describe people in a variety of human situations distorted by the circumstances of the times.

Friedlander, Albert. *Out of the Whirlwind*. New York: Schocken, 1989.

Not all of the entries in this anthology are fiction; excerpts also are included from historical works and personal narratives. The book is arranged thematically, making it especially helpful for a teacher looking for material to support specific aspects of a curriculum.

Keneally, Thomas. *Schindler's List*. New York: Simon and Schuster, 1992.

Oskar Schindler was an influential German industrialist with high-level connections in Nazi Germany. He used his position to protect many Jews. Keneally's absorbing biography is based on interviews with many of those helped by Schindler.

Kosinski, Jerzy. *The Painted Bird*. New York: Random House, 1983.

In this autobiographical novel, Kosinski chronicles the horrors visited upon a six-year-old boy wandering through Europe during the Holocaust.

Ozick, Cynthia. *The Shawl*. New York: Random House, 1990.

Originally published as two separate stories in *The New Yorker*, the first, very brief title story tells of a mother witnessing her baby's death at the hands of camp guards. The second story, "Rose," describes that same mother 30 years later, still haunted by the event.

Schwarz-Bart, André. *The Last of the Just*. Cambridge, Mass.: Robert Bentley, 1981.

Based on the Talmudic legend of 36 men of each generation upon whose virtue the existence of the world depends, this novel traces the history of the Levy family from medieval times to Ernie Levy, the last of the just, who died at Auschwitz.

5. MEMOIRS

Anatoli, A. *Babi Yar: A Document in the Form of a Novel*. Cambridge, Mass.: Robert Bentley, 1979.

As a Russian boy of 12, A. Anatoli used to play in the Babi Yar ravine near Kiev and was in earshot of the machine-gun fire that signaled the massacre by Nazi mobile killing units of about 33,000 Jews on September 29 and 30, 1941. *Babi Yar* is an unforgettable account of the years of German occupation.

Delbo, Charlotte. *None of Us Will Return*. Boston: Beacon Press, 1968.

Delbo joined the resistance movement in France in 1940 and was arrested together with her husband by the Germans in March 1942. The Germans executed her husband but imprisoned and, later, deported Delbo to Auschwitz in occupied Poland. The book is a series of memories about the camp written in free verse and rhythmic prose in an attempt to symbolize time for prisoners in a death camp.

Donat, Alexander. *The Holocaust Kingdom*. Washington, D.C.: Holocaust Library, 1999.

The author, a Polish Jew whose Holocaust experiences included the Warsaw ghetto, Majdanek, and Dachau, was separated from his wife and son at Majdanek but was reunited with them after the war. He tells his own story and the stories of others with whom he came in contact. His wife describes her own experiences in the final section of the book.

Eliach, Yaffa. *Hasidic Tales of the Holocaust*. New York: Vintage Books, 1988.

Through interviews and oral histories, Eliach garnered 89 tales, both true stories and fanciful legends. This compelling collection bears witness, in a traditional idiom, to the victims' suffering, dying, and surviving.

Fenelon, Fania. *Playing for Time*. Syracuse, N.Y.: Syracuse University Press, 1997.

Fenelon recounts her experiences in the Nazi concentration camps. The Nazis transported her from the Drancy camp in Paris to the Auschwitz killing center. While her descriptions reveal the horrors of the camps, the book's primary focus is on her experiences in the Auschwitz-Birkenau women's orchestra.

Frankl, Viktor. *Man's Search for Meaning: An Introduction to Logotherapy*. New York: Pocket Books, 1984.

A psychiatrist and a concentration camp survivor, Frankl's work is only secondarily a personal memoir. Primarily, it is an attempt to understand and explain the psychology of camp victims through Frankl's own experiences and observations.

Klemperer, Victor. *I Will Bear Witness: A Diary of the Nazi Years*. New York: Random House, 1998.

Klemperer was a professor at the University of Dresden when the Nazis came to power in 1933. Removed from his position, but protected from deportation by his non-Jewish wife, Klemperer details the countless humiliations suffered by Jews in Nazi Germany from 1933 until the systematic deportation of Jews began in 1941.

Leitner, Isabella. *Isabella: From Auschwitz to Freedom*. New York: Anchor Books, 1994.

Leitner, a survivor of Auschwitz, recounts the ordeal of holding her family together after her mother is killed. Leitner describes her deportation from Hungary in the summer of 1944, her experiences in Auschwitz, and her evacuation to Bergen-Belsen concentration camp near the end of the war.

Levi, Primo. *Survival in Auschwitz*. New York: Macmillan, 1987.

Levi was an Italian Jew captured in 1943 and was still at Auschwitz at the time of liberation. He not only chronicles the daily activities in the camp, but his inner reactions to it and the destruction of the inner as well as the outer self.

Meed, Vladka. *On Both Sides of the Wall*. Washington, D.C.: Holocaust Library, 1993.

This is an informative memoir of the Warsaw ghetto by one of the young smugglers who maintained contact between the ghetto and the "Aryan" side of the city. Working for the Jewish Combat Organization (ZOB), Vladka Meed helped smuggle weapons and ammunition into the ghetto.

Nir, Yehuda. *The Lost Childhood*. San Diego: Harcourt Brace Jovanovich, 1991.

This compelling memoir chronicles six extraordinary years in the life of a Polish Jewish boy, his mother, and his sister, who all survived the Holocaust by obtaining false papers and posing as Catholics. Yehuda Nir lost almost everything, including his father, his possessions, his youth and innocence, and his identity, but he managed to live with the help of chance, personal resourcefulness, and the support of his family.

Sierakowiak, Dawid, Alan Adelson, and Kamil Turowski. *The Diary of Dawid Sierakowiak: Five Notebooks from the Lodz Ghetto*. New York: Oxford University Press, 1996.

Dawid Sierakowiak was a 15-year-old boy in the Lodz ghetto in German-occupied Poland when he began writing this diary. Edited and annotated by Alan Adelson and Kamil Turowski, Dawid provides a vivid account of daily life in the Lodz ghetto.

Wiesel, Elie. *Night*. New York: Bantam, 1982.

Wiesel is one of the most eloquent writers of the Holocaust, and this book is his best-known work. The compelling narrative describes his experience in Auschwitz. This narrative is often considered required reading for students of the Holocaust.

6. DIARIES

Frank, Anne. *The Diary of Anne Frank: The Critical Edition*. New York: Doubleday and Company, 1989.

This edition of the internationally acclaimed diary includes three different versions: the portion that was originally found, the revisions made by Anne herself, and the version edited by her father. In addition, there is extensive commentary on each version.

Hilberg, Raul, et al., eds. *The Warsaw Diary of Adam Czerniakow*. Lanham, Md.: Madison Books, 1982.

Czerniakow was chairman of the Nazi-appointed Jewish Council in Warsaw from the German invasion in 1939 until his suicide in 1942. His diaries record the history of the period and his personal involvement with the Germans.

Ringelblum, Emmanuel. *Notes from the Warsaw Ghetto: The Journal of Emmanuel Ringelblum*. New York: Schocken, 1974.

The official archivist of the Warsaw ghetto, Ringelblum's training as a historian made him uniquely qualified to understand the importance of documenting events inside the ghetto. He carefully collected and hid documentary evidence and personal notes.

Tory, Avraham. *Surviving the Holocaust: The Kovno Ghetto Diary*. Cambridge, Mass.: Harvard University Press, 1990.

Tory, a ghetto inmate and secretary of the Jewish Council, wrote this account under conditions of extreme danger. This chronicle documents life and death in the Jewish ghetto of Kovno, Lithuania, from June 1941 to January 1944. Translated from the Yiddish, the book includes a collection of photos and sketches by artists in the ghetto.

7. LITERATURE AND THE ARTS

Adam, Peter. *Art of the Third Reich.* New York: Harry N. Abrams, 1992.

Adam presents hundreds of examples of artwork, officially sanctioned by the Third Reich. Many of the illustrations are taken from German publications of the period and demonstrate how the nation's fine arts—including painting, film, and architecture—were manipulated by the regime into propaganda tools. Adam's book is based on his film documentary of the same name.

Ezrahi, Sidra D. *By Words Alone: The Holocaust in Literature.* Chicago: University of Chicago Press, 1982.

This literary history of the Holocaust discusses a number of specific works, including works in American literature. The author also focuses on the language of the Holocaust and the ways in which different writers interpret the same facts.

Fuchs, Elinor, ed. *Plays of the Holocaust: An International Anthology.* New York: Theater Communications Group, 1987.

The author has selected plays from a variety of nations in a number of literary styles. In addition to the plays themselves, the book includes a bibliography of Holocaust drama.

Heinemann, Marlene E. *Gender and Destiny: Women Writers and the Holocaust.* Westport, Conn.: Greenwood Publishing Group, 1986.

Focusing on six books by women writers, including Charlotte Delbo's *None of Us Will Return*, Heinemann examines the areas in which Holocaust literature by female writers differs from that created by male writers.

Hochhuth, Rolf. *The Deputy.* Translated by Richard and Clara Winston. New York: Grove Press, 1964.

Hochhuth's play examines the relationship that the Catholic Church had with Nazi Germany. The work raises important issues about authority and the courage to confront evil. The author grapples with the church's failure to act when faced with the news of the mass murder of European Jews and Catholic priests in Poland. Hochhuth's work ignited a firestorm of debate when it premiered in Berlin in 1963.

Insdorf, Annette. *Indelible Shadows: Film and the Holocaust.* New York: Cambridge University Press, 1990.

Films from both Hollywood and Germany are examined here as well as films produced in other, mostly western, European countries. Both documentaries and fictional films are included as are short and feature-length films. Insdorf particularly looks at whether a film confronts or evades the real issues of the Holocaust.

Langer, Lawrence L. *The Holocaust and the Literary Imagination*. New Haven, Conn.: Yale University Press, 1975.

Examining specific literary works, Langer provides detailed analysis of a number of novels, including Schwarz-Bart's *The Last of the Just* and Kosinski's *The Painted Bird*. He also includes some poetry and Wiesel's *Night*, which, although nonfiction, qualifies as literature due to its "imaginative power and artful presentation."

Roskies, David. *Against the Apocalypse: Responses to Catastrophe in Modern Jewish Culture*. Cambridge, Mass.: Harvard University, 1984.

This scholarly study of Jewish literature includes both pre- and post-Holocaust literature in addition to Holocaust literature itself. It also includes monuments and other works of art. It focuses on the literary and artistic expression of modern Jewish experience in eastern Europe, beginning in the late nineteenth century and continuing through World War I and the Holocaust into the post-Holocaust world.

Schiff, Hilda. *Holocaust Poetry*. New York: St. Martin's Press, 1995.

This volume includes the work of 85 poets on subjects that are linked with the Holocaust. The contributors range from world-renowned writers to those who are relatively unknown.

Skloot, Robert, ed. *The Theater of the Holocaust: Four Plays*. Madison: University of Wisconsin Press, 1982.

The four plays by Shimon Wincelberg, Harold and Edith Lieberman, George Tabori, and Charlotte Delbo reflect a range of stylistic and artistic approaches. Together, they constitute an eloquent testimony to the possibility of survival during times of extreme oppression and human degradation.

INDEX OF BOOKS BY AUTHOR

- Abzug, Robert H. *Inside the Vicious Heart: Americans and the Liberation of Nazi Concentration Camps*, 64
- Adam, Peter. *Art of the Third Reich*, 91
- Adelson, Alan, and Robert Lapidés, eds. *Lodz Ghetto: Inside a Community under Siege*, 64
- Adler, David A. *We Remember the Holocaust*, 56
- Allen, William S. *The Nazi Seizure of Power: The Experience of a Single German Town, 1922–1945*, 64, 75
- Aly, Götz. “Final Solution”: *Nazi Population Policy and the Murder of the European Jews*, 75
- Anatoli, A. *Babi Yar: A Document in the Form of a Novel*, 88
- Anger, Per. *With Raoul Wallenberg in Budapest: Memories of the War Years in Hungary*, 85
- Appelfeld, Aharon. *Badenheim, 1939*, 86
- Appelfeld, Aharon. *To the Land of the Cattails*, 69
- Arad, Yitzhak. *Ghetto in Flames*, 64
- Atkinson, Linda. *In Kindling Flame: The Story of Hannah Senesh, 1921–1944*, 58
- Auerbacher, Inge. *I Am a Star: Child of the Holocaust*, 60
- Ayer, Eleanor H. *Parallel Journeys*, 60, 70
- Bachrach, Susan D. *The Nazi Olympics: Berlin 1936*, 57, 64
- Bachrach, Susan D. *Tell Them We Remember: The Story of the Holocaust*, 56
- Bartoszewski, Wladyslaw T. *The Warsaw Ghetto: A Christian’s Testimony*, 75
- Bauer, Yehuda, and Nili Keren. *A History of the Holocaust*, 63
- Bauer, Yehuda, and Nathan Rotenstreich, eds. *The Holocaust as Historical Experience*, 76
- Begley, Louis. *Wartime Lies*, 86
- Berenbaum, Michael, ed. *A Mosaic of Victims: Non-Jews Persecuted and Murdered by the Nazis*, 76
- Berenbaum, Michael. *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum*, 64, 73
- Berenbaum, Michael, and Abraham J. Peck, eds. *The Holocaust and History: The Known, the Unknown, the Disputed, and the Reexamined*, 76
- Bierman, John. *Righteous Gentile: The Story of Raoul Wallenberg, Missing Hero of the Holocaust*, 68
- Block, Gay, and Malka Drucker. *Rescuers: Portraits in Moral Courage in the Holocaust*, 65
- Boas, Jacob. *We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*, 60, 70
- Borowski, Tadeusz. *This Way for the Gas, Ladies and Gentlemen*, 86
- Breitman, Richard. *The Architect of Genocide: Himmler and the Final Solution*, 85
- Breitman, Richard, and Walter Laqueur. *Breaking the Silence: The Man Who Exposed the Final Solution*, 68, 85
- Bridenthal, Renate, et al. *When Biology Became Destiny: Women in Weimar and Nazi Germany*, 76
- Browning, Christopher R. *Fateful Months: Essays on the Emergence of the Final Solution*, 76
- Browning, Christopher R. *Nazi Policy, Jewish Workers, German Killers*, 77
- Browning, Christopher R. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, 77
- Burleigh, Michael. *Death and Deliverance: “Euthanasia” in Germany, 1900–1945*, 77
- Burleigh, Michael, and Wolfgang Wippermann. *The Racial State: Germany, 1933–1945*, 77
- Chaikin, Miriam. *A Nightmare in History: The Holocaust, 1933–1945*, 56
- Cohn-Sherbok, Dan. *Atlas of Jewish History*, 65, 77

- Conot, Robert E. *Justice at Nuremberg*, 65, 70, 78
- Dawidowicz, Lucy S. *A Holocaust Reader*, 73
- Dawidowicz, Lucy S. *The War against the Jews, 1933–1945*, 73
- Delbo, Charlotte. *None of Us Will Return*, 78, 88
- Des Pres, Terrence. *The Survivor: An Anatomy of Life in the Death Camps*, 65, 78
- Dobroszycki, Lucjan, ed. *The Chronicle of the Lodz Ghetto, 1941–1944*, 78
- Donat, Alexander. *The Holocaust Kingdom*, 88
- Drucker, Olga Levy. *Kindertransport*, 61
- Dwork, Debórah. *Children with a Star: Jewish Youth in Nazi Europe*, 78
- Eliach, Yaffa. *Hasidic Tales of the Holocaust*, 70, 88
- Engelmann, Bernt. *In Hitler's Germany*, 78
- Ezrahi, Sidra D. *By Words Alone: The Holocaust in Literature*, 91
- Feingold, Henry. *The Politics of Rescue: The Roosevelt Administration and the Holocaust, 1938–1945*, 79
- Fenelon, Fania. *Playing for Time*, 71, 88
- Fink, Ida. *A Scrap of Time*, 69, 87
- Flender, Harold. *Rescue in Denmark*, 65
- Frank, Anne. *The Diary of Anne Frank: The Critical Edition*, 90
- Frank, Anne. *The Diary of a Young Girl*, 61
- Frankl, Viktor. *Man's Search for Meaning: An Introduction to Logotherapy*, 89
- Friedlander, Albert. *Out of the Whirlwind*, 69, 87
- Friedlander, Henry. *The Origins of Nazi Genocide: From Euthanasia to the Final Solution*, 79
- Friedlander, Saul. *Nazi Germany and the Jews: The Years of Persecution 1933–1939*, 73
- Friedman, Ina R. *Flying against the Wind: The Story of a Young Woman Who Defied the Nazis*, 58
- Friedman, Ina R. *The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis*, 57
- Fuchs, Elinor, ed. *Plays of the Holocaust: An International Anthology*, 91
- Gallagher, Hugh Gregory. *By Trust Betrayed: Patients, Physicians, and the License to Kill in the Third Reich*, 79
- Gellately, Robert. *The Gestapo and German Society: Enforcing Racial Policy*, 79
- Gies, Miep, and Alison L. Gold. *Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family*, 71
- Gilbert, Martin. *The Holocaust: A History of the Jews of Europe during the Second World War*, 74
- Glatstein, Jacob. *Anthology of Holocaust Literature*, 69
- Grossman, Mendel. *My Secret Camera: Life in the Lodz Ghetto*, 61, 66
- Gutman, Israel, and Michael Berenbaum, eds. *Anatomy of the Auschwitz Death Camp*, 79
- Gutman, Israel, and Shmuel Krakowski. *Unequal Victims: Poles and Jews during World War Two*, 79
- Hayes, Peter, ed. *Lessons and Legacies: The Meaning of the Holocaust in a Changing World*, 66, 80
- Hayes, Peter, ed. *Lessons and Legacies, Volume III: Memory, Memorialization and Denial*, 66, 80
- Heinemann, Marlene E. *Gender and Destiny: Women Writers and the Holocaust*, 91
- Herzstein, Robert E. *The War that Hitler Won: Goebbels and the Nazi Media Campaign*, 80
- Hilberg, Raul. *The Destruction of the European Jews*, 63, 74
- Hilberg, Raul. *Perpetrators, Victims, Bystanders: The Jewish Catastrophe, 1933–1945*, 63, 74
- Hilberg, Raul, et al., eds. *The Warsaw Diary of Adam Czerniakow*, 90

- Hochhuth, Rolf. *The Deputy*, 91
- Holliday, Laurel. *Children in the Holocaust and World War II: Their Secret Diaries*, 61
- Horwitz, Gordon. *In the Shadow of Death: Living Outside the Gates of Mauthausen*, 80
- Insdorf, Annette. *Indelible Shadows: Film and the Holocaust*, 91
- Isaacman, Clara, and Joan A. Grossman. *Clara's Story*, 61
- Kaplan, Marion A. *Between Dignity and Despair: Jewish Life in Nazi Germany*, 80
- Keneally, Thomas. *Schindler's List*, 87
- Kerr, Judith. *When Hitler Stole Pink Rabbit*, 59
- Kershaw, Ian. *Hitler, 1889–1936: Hubris*, 86
- Kershaw, Ian. *Hitler, 1937–1945: Nemesis*, 86
- Klee, Ernst, et al., eds. *The Good Old Days: The Holocaust as Seen by Its Perpetrators and Bystanders*, 81
- Klemperer, Victor. *I Will Bear Witness: A Diary of the Nazi Years*, 89
- Koehn, Ilse. *Mischling, Second Degree: My Childhood in Nazi Germany*, 61
- Koonz, Claudia. *Mothers in the Fatherland: Women, the Family, and Nazi Politics*, 81
- Kosinski, Jerzy. *The Painted Bird*, 87
- Laird, Christa. *Shadow of the Wall*, 59
- Landau, Elaine. *The Warsaw Ghetto Uprising*, 57
- Langer, Lawrence L. *The Holocaust and the Literary Imagination*, 92
- Lanzmann, Claude. *Shoah: An Oral History of the Holocaust*, 81
- Laska, Vera. *Women in the Resistance and in the Holocaust: The Voices of Eyewitnesses*, 81
- Leitner, Isabella. *Isabella: From Auschwitz to Freedom*, 62, 71, 89
- Levi, Primo. *Moments of Reprieve*, 71
- Levi, Primo. *Survival in Auschwitz*, 71, 89
- Levin, Nora. *The Holocaust: The Nazi Destruction of European Jewry, 1933–1945*, 74
- Lifton, Betty Jean. *The King of Children: A Portrait of Janusz Korczak*, 68
- Lifton, Robert. *The Nazi Doctors: Medical Killings and the Psychology of Genocide*, 81
- Lipstadt, Deborah. *Beyond Belief: The American Press and the Coming of the Holocaust, 1933–1945*, 81
- Lipstadt, Deborah. *Denying the Holocaust: The Growing Assault on Truth and Memory*, 82
- Lowry, Lois. *Number the Stars*, 59
- Marrin, Albert. *Hitler: A Portrait of a Tyrant*, 58
- Marrus, Michael. *The Holocaust in History*, 82
- Marrus, Michael, and Robert O. Paxton. *Vichy France and the Jews*, 66, 82
- Mayer, Milton. *They Thought They Were Free: The Germans, 1933–45*, 66
- Meed, Vladka. *On Both Sides of the Wall*, 71, 89
- Meltzer, Milton. *Never to Forget: The Jews of the Holocaust*, 57
- Meltzer, Milton. *Rescue: The Story of How Gentiles Saved Jews in the Holocaust*, 57
- Mendelsohn, Ezra. *The Jews of East Central Europe between the World Wars*, 66, 82
- Mosse, George. *Nazi Culture: A Documentary History*, 82
- Nicholson, Michael, and David Winner. *Raoul Wallenberg*, 58
- Niewyk, Donald L., ed. *The Holocaust: Problems and Perspectives of Interpretation*, 74
- Nir, Yehuda. *The Lost Childhood*, 72, 89
- Noakes, Jeremy, and Geoffrey Pridham, eds. *Nazism, 1919–1945: A Documentary Reader*, 82

- Orgel, Doris. *The Devil in Vienna*, 59
- Orlev, Uri. *The Island on Bird Street*, 60
- Orlev, Uri. *The Man From the Other Side*, 60
- Ozick, Cynthia. *The Shawl*, 70, 87
- Patterson, Charles. *Anti-Semitism: The Road to the Holocaust and Beyond*, 67
- Pettit, Jane. *A Place to Hide: True Stories of Holocaust Rescues*, 59
- Phayer, Michael. *The Catholic Church and the Holocaust, 1930–1965*, 83
- Plant, Richard. *The Pink Triangle: The Nazi War against Homosexuals*, 67, 83
- Read, Anthony, and David Fisher. *Kristallnacht: The Tragedy of the Nazi Night of Terror*, 67
- Reiss, Johanna. *The Upstairs Room*, 62
- Richter, Hans P. *Friedrich*, 60
- Ringelblum, Emmanuel. *Notes from the Warsaw Ghetto: The Journal of Emmanuel Ringelblum*, 90
- Rogasky, Barbara. *Smoke and Ashes: The Story of the Holocaust*, 57
- Roskies, David. *Against the Apocalypse: Responses to Catastrophe in Modern Jewish Culture*, 92
- Rubenstein, Richard L., and John K. Roth. *Approaches to Auschwitz: The Holocaust and Its Legacy*, 83
- Rubenstein, Richard L. *The Cunning of History*, 83
- Schiff, Hilda. *Holocaust Poetry*, 92
- Schilling, Donald G. *Lessons and Legacies II: Teaching the Holocaust in a Changing World*, 67, 83
- Schleunes, Karl A. *The Twisted Road to Auschwitz: Nazi Policy toward German Jews, 1933–1939*, 75
- Scholl, Inge. *The White Rose: Munich, 1942–1943*, 69
- Schwarz-Bart, Andre. *The Last of the Just*, 87
- Sender, Ruth M. *The Cage*, 62
- Sereny, Gitta. *Into that Darkness*, 86
- Siegal, Aranka. *Upon the Head of the Goat: A Childhood in Hungary, 1939–1944*, 62
- Sierakowiak, Dawid, Alan Adelson, and Kamil Turowski. *The Diary of Dawid Sierakowiak: Five Notebooks from the Lodz Ghetto*, 72, 90
- Skloot, Robert, ed. *The Theater of the Holocaust: Four Plays*, 92
- Spiegelman, Art. *Maus*, 69
- Stadtler, Bea. *The Holocaust: A History of Courage and Resistance*, 58
- Tec, Nechama. *Dry Tears: The Story of a Lost Childhood*, 72
- Tec, Nechama. *When Light Pierced the Darkness: Christian Rescue of Jews in Nazi-Occupied Poland*, 83
- TenBoom, Corrie. *The Hiding Place*, 62
- Toll, Nelly S. *Behind the Secret Window: A Memoir of a Hidden Childhood during World War Two*, 62
- Tory, Avraham. *Surviving the Holocaust: The Kovno Ghetto Diary*, 90
- Uhlman, Fred. *Reunion*, 70
- United States Holocaust Memorial Council. *In Pursuit of Justice: Examining the Evidence of the Holocaust*, 84
- United States Holocaust Memorial Museum. *Historical Atlas of the Holocaust*, 67, 84
- Van der Rol, Ruud, and Rian Verhoeven. *Anne Frank beyond the Diary: A Photographic Remembrance*, 59
- Volavkova, Hana, ed. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942–1944*, 58, 84
- Weinberg, Gerhard L. *Germany, Hitler, and World War II: Essays in Modern German and World History*, 84

-
- Wiesel, Elie. *Night*, 63, 72, 90
Wyman, David S. *The Abandonment of the Jews*, 84
Yahil, Leni. *The Holocaust: The Fate of European Jewry, 1932–1945*, 75
Yoors, Jan. *Crossing: A Journal of Survival and Resistance in World War II*, 72
Zar, Rose. *In the Mouth of the Wolf*, 63
Zuccotti, Susan. *The Holocaust, the French, and the Jews*, 68, 85
Zuccotti, Susan. *The Italians and the Holocaust: Persecution, Rescue, and Survival*, 68, 85



Sinaida Grussman holds a name card intended to help surviving family members locate her at the Kloster Indersdorf displaced persons camp in Germany. (after May 7, 1945)

USHMM

ANNOTATED VIDEOGRAPHY

This annotated videography has been designed to identify videotapes addressing Holocaust history that have been used effectively in classrooms. The titles listed here have been chosen both because of their individual merit and because most of them are readily available. Many excellent videotapes are not on this list because they are too difficult to obtain. Most annotations suggest a distributor from whom educators can purchase their own tapes, although the availability and distribution can change. Many of the videos may be purchased by phone and mail order from the United States Holocaust Memorial Museum Shop (100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126; tel. 202-488-6144; www.holocaustbooks.com). Alternatively, educators can rent or borrow the videotapes from Holocaust resource centers, libraries, and schools.

A main concern of educators using audiovisual materials on the Holocaust is that graphic footage depicting people who were starved, tortured, or killed can be upsetting to viewers of all ages. Videotaped eyewitness testimonies often contain vivid descriptions of the horrors encountered by victims. When the horror is presented, it should be done in a sensitive manner, and only to the extent necessary to achieve the objective of the lesson.

In any study of the Holocaust, the sheer number of victims challenges easy comprehension. Video footage can remind students that individual people—families of grandparents, parents, and children—are behind the statistics. The first-person accounts and stories contained in many of the videotapes provide students with a context for studying collective numbers. Although students should be careful about overgeneralizing from first-person accounts such as those from survivors, journalists, relief workers, bystanders, and liberators, these individual stories help students get beyond statistics and make historical events of the Holocaust more immediate.

This videography includes recommendations for use at the middle school and high school levels. Many of the videos are appropriate for both levels whereas others have been recommended for high school students only. Videos recommended for older students usually present concepts or topics too complex for younger students, who often lack awareness of the relevant history needed to understand the information presented.

In choosing a videotape, teachers should consider the length of the videotape and the density of the information presented. Some videotapes on this list require a considerable commitment of time; the longest is the ten-hour documentary *Shoah*. Such videos contain a great deal of historical information and should be viewed in segments.

Educators indicate that most students are engaged by the videotapes listed in this pamphlet and that they want to discuss what they have viewed. Most students demonstrate a high level of interest in studying the Holocaust precisely because the subject raises questions of fairness, justice, individual identity, peer pressure, conformity, indifference, and obedience—issues that adolescents tend to confront in their daily lives. Students also are struck by the magnitude of the Holocaust and by the fact that so many people allowed this genocide to occur by acting as collaborators or perpetrators or by failing to protest or resist as bystanders.

The videotapes on this list have been classified as documentaries, survivor testimonies, animation, docudramas, or dramas. As a general rule, this videography does not recommend the use of “docudramas,” which use dramatic license to recreate historical events. Nevertheless, three docudramas, *The Wannsee Conference*, *Au Revoir les Enfants (Goodbye, Children)*, and *Schindler’s List*, have been selected on their merits. When showing any docudrama, educators should remind viewers that the film is a fictional account of historic events.

Although videos may capture and isolate an event or a memory for the historical record, viewers should be reminded that not even documentary footage is neutral. The subjective process of selection and editing is basic to filmmaking; the decision to record something can and does alter what we see or do not see. If students are aware of this bias of selection, it can help them to analyze events from various vantage points.

For example, a good deal of documentary footage was filmed by the Nazis, often for propaganda purposes. Students can gain more sophisticated insights into the history if they examine some of the motives behind recording and producing a particular film. They should be encouraged to ask why a particular scene was filmed or how people in the film responded to having their pictures taken. Many people filmed by the Nazis were obviously under duress.

Documentary footage also was taken by camp liberators at the end of World War II. Many of these soldiers had endured the hardships of war and had seen evidence of Nazi atrocities throughout Europe. Thus, these filmmakers brought their own perspectives to their work.

Condensed accounts of the Holocaust that continually show people only as victims can in themselves be dehumanizing. Showing a video that captures life before the Holocaust provides a useful balance. Students may better understand the dimensions of the tragedy when they see the richness and diversity of Jewish life in Europe before the Holocaust. By showing images of children and their families in the kinds of situations captured on home video today such as vacations, holidays, weddings, and school graduations, teachers can use these types of films to help students identify and empathize with the victims.

Where a teacher has been unable to arrange for a survivor to meet with students in person, an alternative is the use of videos that feature survivor testimony. Hearing someone speak about his or her own experiences during the Holocaust helps to personalize an event beyond the often numbing statistics and is another way to promote students’ identification with and empathy for the victims.

The videography that follows lists videotapes by topics, beginning with videos that provide a general overview of the Holocaust. The topics are generally arranged in chronological order, beginning with videos on life before the Holocaust and continuing through ghettos and camps to rescue, resistance, and liberation to post-Holocaust subjects, including the war crimes trials. The videography concludes with videos on subjects related to but not directly addressing the Holocaust. An index to all annotated videos by title and subject can be found after the annotations.

KEY

D	Documentary	DR	Drama
ST	Survivor testimony	B/W	Black and white
DD	Docudrama	C	Color
A	Animation	CC	Closed captioned

OVERVIEWS OF THE HOLOCAUST

GENOCIDE, 1941–1945 (THE WORLD AT WAR SERIES)

D, C, B/W 00:50:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802; 1-800-421-4246. #SV2.

Credits: Produced and directed by Michael Darlow, 1982.

Recommended for Middle School, High School, and Adult.

The story of the destruction of European Jewry is told using archival footage and testimonies of victims, perpetrators, and bystanders. This excellent overview has been used effectively by many teachers.

GENOCIDE (STORY OF MAN’S INHUMANITY TO MAN)

D, C 01:30:00

Source: Simon Wiesenthal Center, Media Department, 9760 West Pico Blvd., Los Angeles, CA 90035.

Credits: Produced by the Simon Wiesenthal Center and narrated by Orsen Welles and Elizabeth Taylor, 1981.

Recommended for High School and Adult.

The story of the Holocaust is told using documentary film and photographs. Provides a good overview of the topic for a general audience relatively unfamiliar with the Holocaust.

HOLOCAUST

D, B/W 00:24:00

Source: Ergo Media Inc., P.O. Box 2037, Teaneck, NJ 07666-1437; 1-800-695-3746.

Credits: Written and directed by Ben Kerner and produced by the Israeli Film Service, David Schuetz, and Yigal Efrati, 1988.

Recommended for Middle School, High School, and Adult.

This 1988 film uses German archival footage to provide a brief overview of Nazi Germany from 1933 until 1945. Some of the topics include the Nazi rise to power, the book burning, *Kristallnacht*, the Evian Conference, ghettos, camps, and Jewish resistance.

THE HOLOCAUST: IN MEMORY OF MILLIONS

C 01:30:00

Source: Social Studies School Service, 10010 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232; 1-800-421-4246.

Credits: Hosted by Walter Cronkite for the Discovery Channel, 1993.

Recommended for High School and Adult.

This film serves as an introduction to the Holocaust and traces the gradual escalation of the persecution of Jews under the Nazis. It includes interviews with survivors and soldiers who liberated concentration camps as well as archival film and personal photographs.

SHOAH

ST, C (Part 1) 02:00:00; (2) 02:00:00; (3) 01:50:00; (4) 02:00:00; (5) 01:56:00

Source: Available in most video stores and many libraries. Also may be purchased from the Simon Wiesenthal Center, Yeshiva University of Los Angeles, 9760 West Pico Blvd., Los Angeles, CA 90035; 310-553-9036.

Credits: Directed by Claude Lanzmann, 1985.

Recommended for High School and Adult.

This powerful film includes interviews with victims, perpetrators, and bystanders, and takes us to the locations of the Holocaust in camps, towns, and railways. The video may be segmented for classroom use. (See Lanzmann's book on p. 81 in the Bibliography for the text of the film.)

WITNESS TO THE HOLOCAUST

ST, B/W 02:10:00 (Two-video set)

Source: ADL, 823 United Nations Plaza, New York, NY 10017.

Credits: Production of the Holocaust Education Project for Zachor: National Jewish Resource Center. Produced and directed by C. J. Pressma, 1984.

Recommended for Middle School, High School, and Adult.

This video presents a series of seven documentaries that can easily be segmented for specific topical use in the classroom. Each segment is approximately 20 minutes in length. Survivor narration is combined with photos and historic film footage. The topics include Rise of the Nazis, Ghetto Life, Deportations, Resistance, "The Final Solution," Liberation, and Reflections.

LIFE BEFORE THE HOLOCAUST

IMAGE BEFORE MY EYES

D, C, B/W 01:30:00

Source: Simon Wiesenthal Center, 9760 West Pico Blvd., Yeshiva University of Los Angeles, Los Angeles, CA 90035; 310-553-9036.

Credits: YIVO Institute for Jewish Research. Produced by Josh Waletzky, Susan Lazarus, 1980.

Recommended for Middle School, High School, and Adult.

Using photographs, drawings, home movies, music, and interviews with survivors, this documentary re-creates Jewish life in Poland from the late nineteenth century up to the time of its destruction during the Holocaust. The diversity of the culture is examined as well as its achievements.

THE CAMERA OF MY FAMILY: FOUR GENERATIONS IN GERMANY, 1845–1945

D, C, B/W 00:20:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802; 1-800-421-4246. #ADL45V-J4.

Credits: Anti-Defamation League, 1991.

Recommended for Middle School and High School.

Catherine Hanf Noren left Nazi Germany with her Jewish parents shortly after her birth in 1938. This film describes her perseverance as an adult to use old family photographs to trace her family roots through several generations. A guide is included.

THE GARDEN OF THE FINZI-CONTINIS

DR, C 01:35:00

Source: Simon Wiesenthal Center, Media Department, 9760 West Pico Blvd., Los Angeles, CA 90035.

Credits: Directed by Vittorio De Sica and produced by Arthur Cohn, 1971.

Recommended for High School and Adult.

Adapted from Giorgio Bassani's 1962 semi-autobiographical novel, this film chronicles the gradual disintegration of the Jewish community living in Italy at the beginning of World War II. As Fascist persecution of the Jews escalates from the onset of Benito Mussolini's antisemitic edicts in 1938 to the mass arrests and deportations in German-occupied Italy in 1943, the wealthy Finzi-Contini family opens their lush gardens to the persecuted friends of their daughter, Micol, and their son, Alberto.

THE LAST CHAPTER

D, C 01:25:00

Source: No distributor currently available.

Credits: Narrated by Theodore Bikel; produced and directed by Benjamin and Lawrence Rothman.

Recommended for Middle School, High School, and Adult.

This documentary traces the history of the earliest Jewish communities in Poland through their destruction during World War II. It also examines the pogroms in the postwar period, which occurred as survivors tried to return to Poland and rebuild their lives.

PERPETRATORS

A NEW GERMANY, 1933–1939 (THE WORLD AT WAR SERIES)

D, C, B/W 00:52:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802; 1-800-421-4246. #SV251V-J5.

Credits: Written and directed by Michael Darlow, 1975.

Recommended for Middle School, High School, and Adult.

This video traces the rise of Hitler to power as well as Nazi racism and antisemitic policies before the war. Photo stills and film footage are complemented by the testimonies of survivors and German perpetrators. The development and role of the Nazis' elite SS corps is highlighted.

THE WANNSEE CONFERENCE

DD, C 01:26:49

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802; 1-800-421-4246. #SV443V.

Credits: Directed by Heinz Schirk. Coproduction of Infafilm GmbH Munich; Manfred Korytowski, Austrian Television ORF; and Bavarian Broadcasting Corporation, 1984.

Recommended for Middle School and High School.

The video dramatizes the famous conference where the leading Nazis discussed the implementation of the "Final Solution" by the German bureaucracy. In German with English subtitles.

HITLER: THE WHOLE STORY

D, C, B/W 02:30:00

Source: Social Studies School Service, 10010 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232; 1-800-421-4246.

Credits: Produced by Weiner Rieb and directed by Joachim C. Fest and Christian Herrendoerfer, 1989.

Recommended for High School and Adult.

This documentary about Adolf Hitler is divided into three 50-minute tapes. Part 1, The Early Years, focuses on Hitler's early career and his successful rise to power. Part 2, The Rise of the Reich, focuses on Hitler's consolidation of power in Germany and the establishment of the Nazi dictatorship. The last tape, The War Years, focuses on Hitler's leadership during World War II and the genocidal atrocities committed by the Nazis. Based on Joachim C. Fest's biography, *Hitler*.

HEIL HITLER: CONFESSIONS OF A HITLER YOUTH

D, C, B/W 00:30:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802; 1-800-421-4246. #TL338V-J4.

Credits: HBO, 1991.

Recommended for Middle School, High School, and Adult.

Alfons Heck, a former member of the Hitler Youth and now a U.S. citizen dedicated to Holocaust education, recounts the compelling story of how he became a fanatic supporter of Nazism. Documentary footage vividly demonstrates how songs, youth camps, speeches, and propaganda turned millions of young Germans like Heck into the most fervent and loyal proponents of Nazi racism and militarism. The short length of this highly recommended film makes it especially suitable for classroom use. Teachers may wish to use Eleanor Ayer's *Parallel Journeys* to accompany this film (see pp. 60, 70).

THE TRIAL OF ADOLF EICHMANN

D, C 02:00:00

Source: PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698; 1-800-344-3337.

Credits: Hosted by David Brinkley and produced by Daniel B. Polin, 1997.

Recommended for Middle School, High School, and Adult.

This film includes actual trial footage of the process in Jerusalem against SS colonel Adolf Eichmann, one of the principal organizers of the Holocaust. He was primarily responsible for the deportation of the Jews of Europe to extermination camps in occupied Poland. Eichmann's escape at the end of World War II sparked a 15-year manhunt to bring him to justice.

RACISM, ANTISEMITISM

THE LONGEST HATRED: THE HISTORY OF ANTI-SEMITISM

D, C, CC 02:30:00

Source: WGBH, P.O. Box 2284, South Burlington, VT 05407-2284; 1-800-255-9424.

Credits: Thames Television and WGBH Educational Foundation, 1993.

Recommended for High School and Adult.

Drawing on interviews with Jews and antisemites as well as prominent scholars in Europe, America, and the Middle East, this video traces antisemitism from its earliest manifestations to recent outbreaks in Germany and Eastern Europe. This film can be segmented for classroom use.

SHADOW ON THE CROSS

D, C 00:52:00

Source: Landmark Media, 3450 Slade Run Drive, Falls Church, VA 22042; 1-800-342-4336.

Credits: CTVC Production for Channel 4, England. Produced by Ray Bruce, 1990.

Recommended for High School and Adult.

This documentary film looks at the tragic story of Jewish-Christian relations over the past 2,000 years and explores the influences of historic Christian antisemitism on the Third Reich. The film is divided into two parts. Part 1 summarizes the history of religious antisemitism over the 2,000 years Jews lived in Europe as a religious minority. In Part 2, theologians discuss the implications of the Holocaust for Jewish-Christian relations today. This is useful for college or high school history, political science, religion, or philosophy classes.

OF PURE BLOOD

D, C, B/W 01:40:00

Source: No distributor currently available.

Credits: Produced by Maryse Addison and Peter Bate. A film by Clarissa Henry and Marc Hillel, 1972.

Recommended for High School and Adult.

Using historical film footage and interviews with some of Hitler's victims, this film chronicles the Nazis' attempts to create a "master race." This is an excellent film for examining the issue of eugenics and racism. It also helps answer the question, How was Hitler representative of the master race when he failed to match the ideal of the tall, blond-haired, blue-eyed German? One segment of this film portrays nudity.

MOSAIC OF VICTIMS

ANNE FRANK: A LEGACY FOR OUR TIME

D, B/W 00:38:30

Source: SVE and Churchill Media 6677 N. Northwest Highway, Chicago, IL 60631-1304; 1-800-829-1900.

Credits: Narrated by Beverly Feldt and written and produced by Danny Miller, 1985.

Recommended for Middle School, High School, and Adults

Developed in cooperation with the Anne Frank Center, this film consists of two parts: The Story of Anne Frank and The Lesson of Anne Frank. Using period photography and excerpts from the *Diary of Anne Frank*, the film briefly chronicles Anne Frank's life and death as well as her plea for tolerance in a hostile world. The film includes an accompanying teacher's guide.

CHILDREN REMEMBER THE HOLOCAUST

D, B/W 00:45:36

Source: SVE and Churchill Media, 6677 N. Northwest Highway, Chicago, IL 60631-1304; 1-800-829-1900.

Credits: Narrated by Keanu Reeves, produced by Mark Gordon, and directed by D. Shone Kirkpatrick, 1996.

Recommended for High School and Adult.

This documentary uses quotes from the diaries of Jewish children who were affected by the Holocaust, historical photographs, and documentary film footage to relate the history of the Holocaust.

MORE THAN BROKEN GLASS: MEMORIES OF KRISTALLNACHT

D, ST, C 00:57:00

Source: Ergo Media Inc., P.O. Box 2037, Teaneck, NJ 07666; 1-800-695-3746. #616.

Credits: Written, produced, and directed by Chris Pelzer, 1988.

Recommended for High School and Adult.

Using archival footage, photographs, and interviews with survivors, the film describes Jewish life in Germany prior to and during the Holocaust. This documentary is excellent for examining the persecution of German Jews.

ONE SURVIVOR REMEMBERS

D, C, B/W 00:36:00

Source: United States Holocaust Memorial Museum Shop, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126; 202-488-6144.

Credits: Home Box Office in association with the United States Holocaust Memorial Museum and Wentworth Films, Inc., 1995.

Recommended for High School and Adult.

Survivor Gerda Weissmann Klein eloquently recounts the personal story of her life before the war in Poland, her Holocaust experiences, including the painful loss of most of her family, and the suffering she endured on a final “death march” near the end of the war.

PERSECUTED AND FORGOTTEN

D, ST, C 00:54:00

Source: EBS Productions, 360 Ritch Street, San Francisco, CA 94107; 415-495-2327.

Credits: Medienwerkstatt Franken, 1989.

Recommended for High School and Adult.

This video follows a group of German Roma (Gypsies) as they return to Auschwitz after World War II. In personal accounts, Roma (Gypsies) recall the “Gypsy Police,” the Institute for Racial Hygiene, and the genealogical research that led to their imprisonment and murder during World War II. The Roma (Gypsies) who are interviewed also reveal the discrimination they continue to suffer.

PURPLE TRIANGLES

D, ST, C 00:25:00

Source: Watchtower Bible and Tract Society of New York, Inc., 25 Columbia Heights, Brooklyn, NY 11201.

Credits: Produced and directed by Martin Smith, 1991.

Recommended for Middle School, High School, and Adult.

During the Holocaust, Jehovah’s Witnesses were persecuted as a religious group. Their story is told by surviving members of the Kusserow family who describe their arrest and incarceration in concentration camps, where they were identified by purple triangles.

WE WERE MARKED WITH A BIG “A”

D, C, B/W 00:44:00

Source: United States Holocaust Memorial Museum Shop, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126; 202-488-6144.

Credits: Directed by Elke Jeanrond and Joseph Weishaupt, 1991.

Recommended for High School and Adult.

Little is known about the persecution of homosexuals by the Nazis. Three gay survivors tell the story of their arrests and incarceration in concentration camps. In German, with subtitles.

JEHOVAH’S WITNESSES STAND FIRM AGAINST NAZI ASSAULT

D, C, ST, CC 01:18:00

Source: Watchtower Bible and Tract Society of New York, Inc., 25 Columbia Heights, Brooklyn, NY 11201-2483; 718-625-3600.

Credits: Produced by the Watchtower Bible and Tract Society of Pennsylvania, 1996.

Recommended for Middle School, High School, and Adult.

This film documents the persecution of Witnesses by the Nazi regime. It includes commentary from noted historians and testimony from more than 20 Jehovah’s Witnesses who survived Nazi persecution.

ANNE FRANK REMEMBERED

D, C 01:57:00

Source: Social Studies School Service, 10010 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232; 1-800-421-4246.

Credits: Narrated by Kenneth Branagh and Glenn Close, 1995.

Recommended for Middle School, High School, and Adult.

This film uses archival film and photos, interviews with Anne’s family and friends, as well as documents to present the life of Anne Frank and her family from her years in Frankfurt, Germany, through her final years in Amsterdam, the Netherlands.

SURVIVORS OF THE HOLOCAUST

D, ST, C, B/W 01:10:00

Source: Social Studies School Service, 10010 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232; 1-800-421-4246.

Credits: Produced by June Beallor and James Molls for Stephen Spielberg and the Survivors of the Shoah Visual History Foundation and Turner Home Entertainment, 1996.

Recommended for Middle School, High School, and Adult.

This documentary examines the work of director Stephen Spielberg in compiling and documenting the testimony of Holocaust survivors. It includes survivor testimony on their life before, during, and after World War II.

GHETTOS

LODZ GHETTO

D, C, B/W 01:43:00

Source: Alan Adelson, Exec. Dir., Jewish Heritage Project, Inc., 150 Franklin Street, #1W, New York, NY 10003; 212-925-9067.

Credits: Produced by Alan Adelson and directed by Alan Adelson and Kathryn Taverna, 1989.

Recommended for Middle School, High School, and Adult.

This documentary recounts the history of one of the last ghettos to be liquidated. The film draws on written accounts by Jews in the Lodz ghetto and on photographs, slides, and rare film footage. The book *Lodz Ghetto: Inside a Community under Siege* may be effectively paired with the video (see p. 64).

THE WARSAW GHETTO

D, B/W 00:51:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802; 1-800-421-4246. #BV103V.

Credits: BBC Production, 1969.

Recommended for Middle School, High School, and Adult.

Narrated by a ghetto survivor, this documentary uses historic film footage made by the Nazis and shows the creation of the ghetto, early Nazi propaganda, scenes from everyday life, and the final weeks of resistance before the ghetto was liquidated.

THERESIENSTADT: GATEWAY TO AUSCHWITZ

ST, C, B/W 01:00:00

Source: American Film and Video Association, 1993.

Recommended for Middle School, High School, and Adult.

Survivors, who were children in the Theresienstadt ghetto during the war tell their stories. The film includes original artwork and photographs from the ghetto.

CAMPS

AUSCHWITZ: IF YOU CRIED, YOU DIED

D, C, B/W 00:28:00

Source: Impact America Foundation, Inc., c/o Martin J. Moore, 9100 Keystone at the Crossing Suite 390, Indianapolis, IN 46240-2158; 317-848-5134.

Credits: Impact America Foundation, 1991, 1993.

Recommended for Middle School, High School, and Adult.

Two survivors recount their experiences in Auschwitz after returning there with family members. Combined with historic footage, this is a moving commentary on prejudice. It also discusses Holocaust deniers. Teacher's guide available.

TRIUMPH OF MEMORY

D, ST, C 00:30:00

Source: PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698; 1-800-344-3337.

Credits: Produced and directed by Robert Gardner with Executive Producers, Sister Carol Rittner, R.S.M., and Sondra Myers, 1972.

Recommended for Middle School, High School, and Adult.

Non-Jewish resistance fighters sent to Nazi concentration camps bear witness to the atrocities that took place in Mauthausen, Buchenwald, and Auschwitz-Birkenau. This film is divided into three parts, which can be segmented for classroom use: initiation to the camps, daily life in the camps, and genocide. This is an excellent film for cultivating understanding of the Holocaust and life in the camps. It also includes a discussion of the victimization of Roma (Gypsies).

KITTY: RETURN TO AUSCHWITZ

D, ST, C 01:22:00

Source: Social Studies School Service, 10010 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232; 1-800-421-4246.

Credits: Directed and produced by Peter Marley, 1979.

Recommended for Middle School, High School, and Adult.

Kitty Felix Hart and her son revisit Auschwitz. She recalls how she and her mother survived their internment there. Kitty, who was in the camp between the ages of 16 and 18, tells her story and tries to comprehend what happened in Auschwitz.

LOST CHILDHOOD: THE STORY OF THE BIRKENAU BOYS

D, ST, CC, B/W, C 00:48:00

Source: SVE and Churchill Media, 6677 N. Northwest Highway, Chicago, IL 60631-1304; 1-800-829-1900.

Credits: Written by Rich Newberg; Edited by Mike Mobrea, and Produced by Rich Newberg and Mike Mobrea, 1995.

Recommended for High School and Adult.

This documentary tells the story of 89 Jewish boys whom the Nazis deported to Auschwitz-Birkenau and selected for forced labor. Their story is told through the testimony of some of the survivors as well as through artwork and wartime film footage. The film includes an accompanying teacher's guide.

MEMORY OF THE CAMPS

D, B/W 00:58:00

Source: PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698; 1-800-344-3337.

Credits: Frontline Television. Narrated by Trevor Howard, 1995.

Recommended for High School and Adult.

British and American film crews working for the Supreme Headquarters of the Allied Expeditionary Force in Europe entered Nazi concentration camps in 1945. Their film records what Allied armies found soon after the liberation of the camps.

RESISTANCE

FLAMES IN THE ASHES

D, ST, B/W 01:30:00

Source: Ergo Media, Inc., P.O. Box 2037, Teaneck, NJ 07666; 1-800-695-3746.

Credits: A Ghetto Fighters' House Release, produced by Monia Avrahami, 1986.

Recommended for High School and Adult.

Historic, seldom seen footage tells the story of the variety of ways that Jews resisted the Nazis. Both murderers and resistance fighters tell the story. In Hebrew, Yiddish, French, Italian, and Polish, with subtitles.

PARTISANS OF VILNA

D, C, B/W 02:10:00

Source: National Center for Jewish Film, Brandeis University, Lown 102, Waltham, MA 02254;
617-899-7044. #M5053.

E-mail: ncjf@logos.cc.brandeis.edu

Website: www.brandeis.edu/jewishfilm/index.html

Credits: Produced by Aviva Kempner and directed by Josh Waletzky, 1987.

Recommended for High School and Adult.

Featuring 40 interviews with survivors, this film tells the story of Jewish resistance in the Vilna ghetto. Music sung in the ghetto and resistance as well as archival film footage add to the production. The film documents the moral dilemmas and difficulties the resisters faced both inside the ghetto and later, in relations with non-Jews in partisan camps in the forests. It also shows the prominent role women played in the Vilna resistance. An important film best suited for more advanced students of the Holocaust. In Hebrew, Yiddish, and English, with subtitles.

ESCAPE FROM SOBIBOR

DR, C 02:29:00

Source: Social Studies School Service, 10010 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232;
1-800-421-4246.

Credits: Directed by Jack Gold and starring Alan Arkin and Rutger Hauer, 1987.

Recommended for Middle School, High School, and Adult.

This film is a recreation of the prisoner uprising at the Sobibor extermination camp in occupied Poland. In mid-October 1943, more than 300 Jewish prisoners escaped from the camp in the face of German machine-gun fire and by running across a minefield; more than 100 were recaptured and later shot.

DARING TO RESIST: THREE WOMEN FACE THE HOLOCAUST

D, C, B/W 00:57:18

Source: Women Make Movies, Inc., 462 Broadway Suite 500, New York, NY 10013;
212-925-0606.

Credits: Produced and directed by Barbara Attie and Martha Goell Lubell and narrated by Janeane Garofalo, 1999.

Recommended for Middle School, High School, and Adult.

This film tells the story of three Jewish teenage girls: Faye Schulman, a photographer and partisan fighter in the forests of eastern Poland; Barbara Rodbell, a ballerina in Amsterdam who delivered underground newspapers as well as secured food and other aid for Jews in hiding; and Schulamit Lack, who acquired false papers and a safe house for Jews attempting to flee Hungary.

RESCUE

ASSIGNMENT RESCUE: THE STORY OF VARIAN FRY AND THE EMERGENCY RESCUE COMMITTEE

D, C, B/W 00:26:00

Source: Social Studies School Service, 10010 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232; 1-800-421-4246.

Credits: Narrated by Meryl Streep; directed by Richard Kaplan, produced by Richard Kaplan and Christina Lazard; written by Christina Lazard, 1997.

Recommended for Middle School, High School, and Adult.

The film tells the story of Varian Fry, one American man who was able to enter Vichy France and help hundreds of men and women, including prominent artists such as Marc Chagall, Jacques Lipschitz, and Andre Breton, to escape the Nazis to safety in the United States in 1940.

THE COURAGE TO CARE

D, C, B/W 00:28:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802; 1-800-421-4246. #ADL150V.

Credits: Produced and directed by Robert Gardner with Executive Producers Sister Carol Rittner, R.S.M., and Sondra Meyers, 1986.

Recommended for Middle School, High School, and Adult.

The film, nominated in 1986 for an Academy Award for best short documentary film, encounters ordinary people who refused to succumb to Nazi tyranny and reached out to help victims of the Holocaust.

THE OTHER SIDE OF FAITH

D, ST, C 00:27:00

Source: Documentaries International Film and Video Foundation, 1800 K Street, NW, Suite 1120, Washington, DC 20006; 202-429-9320.

Credits: Produced by Sy Rotter, 1990.

Recommended for Middle School, High School, and Adult.

Filmed on location in Przemysl, Poland, this first-person narrative tells of a courageous sixteen-year-old Catholic girl who, for two-and-a-half years, hid thirteen Jewish men, women, and children in the attic of her home.

RAOUL WALLENBERG: BETWEEN THE LINES

D, ST, C, B/W 01:25:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802;
1-800-421-4246. #SV996V.

Credits: Written and directed by Karin Altmann, 1985.

Recommended for High School and Adult.

Raoul Wallenberg, a Swedish diplomat, was responsible for saving thousands of lives. Friends, family, and former members of his staff describe Wallenberg's efforts to stem the Nazi destruction of Hungarian Jewry. The video also examines the controversy surrounding his arrest and imprisonment in 1945 by the Soviets. Historic film footage is used.

AU REVOIR LES ENFANTS (GOODBYE, CHILDREN)

DD, C 01:03:00

Source: Orion Home Video, 1888 Century Park East, Los Angeles, CA 90067;
310-282-2576

Credits: Produced and directed by Louis Malle, 1987.

Recommended for High School and Adult.

Based on Malle's own experiences in a French boarding school during the German occupation, this moving film documents the friendship between a 12-year-old Catholic boy and a Jewish youngster being sheltered at the school by a priest. The movie ends with the betrayal of the hidden child's identity to the Gestapo and his arrest, along with the priest. In French, with subtitles.

SCHINDLER'S LIST

DD, B/W, C 03:17:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802;
1-800-421-4246. #MCA172V-J5.

Credits: Directed by Steven Spielberg, adapted from Thomas Keneally's fictionalized account of a true story, 1993.

Recommended for High School and Adult.

Shot on location in Poland in stark black-and-white, this compelling Oscar-winning film tells the story of German businessman Oskar Schindler who saved more than 1,000 Jews from deportation and death. The book *Schindler's List* by Thomas Keneally (see p. 87) chronicles the story more fully and with the greater nuance that a written account allows. Contains graphic violence, strong language, and nudity.

WEAPONS OF THE SPIRIT

D, C 00:38:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802;
1-800-421-4246. #ADL156V.

Credits: Written, produced, and directed by Pierre Sauvage, 1988.

Recommended for Middle School, High School, and Adult.

This is the story of Le Chambon-sur-Lignon, a small Protestant village in south-central France, and how its predominantly Protestant citizens responded to the Nazi threat against the Jews. Residents of the area hid and cared for 5,000 Jews, many of them children.

AMERICAN AND INTERNATIONAL RESPONSES

SAFE HAVEN

D, ST, C 00:57:40

Source: No distributor currently available.

Credits: WXXI-TV, Rochester, NY. Produced and directed by Paul Lewis, 1987.

Recommended for Middle School, High School, and Adult.

Safe Haven tells the story of America's only refugee camp for victims of Nazi terror. Nearly 1,000 refugees were brought to Oswego, New York, and held for 18 months in a camp known as Fort Ontario.

WHO SHALL LIVE AND WHO SHALL DIE?

D, B/W 01:30:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802;
1-800-421-4246. #KN103V-J4.

Credits: Produced by James R. Kurth and Laurence Jarvik and directed by Laurence Jarvik, 1982.

Recommended for High School and Adult.

This film examines American responses to the Holocaust with particular attention to the actions (or failures to act) of American Jewish leaders. It is a detailed, informative presentation of a complex topic, with oral testimony from a wide range of Jews and non-Jews involved with the issue of Jewish rescue. Graphic images.

AMERICA AND THE HOLOCAUST: DECEIT AND INDIFFERENCE

D, B/W, C 01:00:00

Source: PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698; 1-800-344-3337.

Credits: Produced by Marty Ostrow, 1994.

Recommended for High School and Adult.

This film focuses mostly on the responses of Roosevelt, the State Department, and other U.S. government leaders to the Nazis' persecution and mass murder of European Jews. Weaving together interviews, official photos and documents, home movies, and archival footage, the production is especially good at tracing the complex social and political factors that shaped American responses to the Holocaust. The history is interwoven with the moving personal story of Jewish refugee Kurt Klein, who failed in his efforts to obtain visas for his parents to follow him to the United States.

THE DOUBLE CROSSING: THE VOYAGE OF THE *ST. LOUIS*

D, B/W, C 00:29:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802;

1-800-421-4246. #ER110V-J4.

Credits: A production of the Holocaust Memorial Foundation of Illinois and Loyola University of Chicago. Produced by Elliot Lefkowitz and Nancy Partos, 1992.

Recommended for High School and Adult.

More than 900 Jewish refugees fleeing Nazi Germany in 1939 on the luxury cruise ship the *St. Louis* were denied entry to Cuba and the United States and forced to return to Europe. In interviews interwoven with archival footage and photos, surviving passengers relive their voyage. The general issues this highly recommended film addresses—racism, quota systems for refugees, and immigration policies—remain urgent ones today.

THE BOAT IS FULL

DR, B/W 01:44:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802;

1-800-421-4246. #FJ100V-J4.

Credits: Produced by George Reinhart, Limbo Films, Inc., in coproduction with SRG, ZDF, ORF and directed by Markus Imhoo, 1980.

Recommended for High School and Adult.

In 1942, the Swiss government, alarmed at the vast numbers of people fleeing Nazi Germany, established stringent immigration policies as they declared the country's "lifeboat" full. Nominated for an Academy Award for best foreign film, this suspenseful drama tells the story of a group of refugees forced back to the border by ordinary citizens too frightened or indifferent to take them in. In German, with English subtitles.

LIBERATION

HOLOCAUST: LIBERATION OF AUSCHWITZ

D, B/W, C 00:18:00

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802;
1-800-421-4246. #EBE 296 V.

Credits: Encyclopedia Britannica, 1990.

Recommended for High School and Adult.

The liberation of Auschwitz is filmed by Soviets, whose cameras linger on the faces of the inmates. Commentary describes the selection process, medical experiments, and daily life at Auschwitz. Soviet cameraman Alexander Vorontsov shares his impressions of the liberation. Highly graphic footage is included.

LIBERATION 1945: TESTIMONY

D, B/W, C 01:16:00

Source: United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place SW, Washington, DC 20024-2126; 202-488-6144.

Credits: Produced by Sandy Bradley, Wentworth Films, in association with the United States Holocaust Memorial Museum, 1995.

Recommended for High School and Adult.

This film includes expanded eyewitness testimony produced for the Museum's special exhibition, *Liberation 1945*. Jewish survivors and Allied liberators recall how they felt at liberation and describe conditions inside the camps, including difficulties faced by medical relief teams working in the liberated camps. Survivors interned in displaced persons camps describe the organization of those camps and their efforts both to find surviving family members and, by marrying, to establish new families.

OPENING THE GATES OF HELL

D, B/W, C 00:45:00

Source: Ergo Media Inc., P.O. Box 2037, Teaneck, NJ 07666; 1-800-695-3746.

Credits: Production of the Holocaust Memorial Foundation of Illinois and Loyola University of Chicago. Directed by Timothy Roberts, 1992.

Recommended for High School and Adult.

American liberators of the Nazi concentration camps share their memories of what they saw. Interviews are effectively combined with historic photos and footage showing the camps that were liberated by Americans: Buchenwald, Nordhausen, Dachau, Landsberg, and Mauthausen. The video includes graphic footage.

WAR CRIMES TRIALS

MURDERERS AMONG US: THE SIMON WIESENTHAL STORY

DR, C 02:57:55

Source: Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802;
1-800-421-4246. #WV117V.

Credits: HBO Pictures, Robert Cooper Production. Produced by John Kemeny and Robert Cooper, 1988.

Recommended for High School and Adult.

This is the true story of a Holocaust survivor who committed himself in the years after liberation to the task of hunting Nazis and bringing them to justice. It is also useful for examining the response to the Holocaust in the postwar period.

RELATED FILMS

THE FORGOTTEN GENOCIDE

D, ST, C, B/W, CC 00:28:00

Source: Atlantis Productions, 1252 La Granada Drive, Thousand Oaks, CA 91362;
805-495-2790.

Credits: Written, produced, and directed by J. Michael Hagopian, Ph.D., 1975.

Recommended for Middle School, High School, and Adult.

Nominated for an Emmy, this is a shortened version of *The Armenian Case*, which documents the Armenian genocide that took place during and after World War I. Personal narrative is included with historic photos and film footage.

FOR THE LIVING

D, C 01:00:00

Source: United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place SW,
Washington, DC 20024-2126; 202-488-6144.

Credits: Produced by WETA, Washington, D.C., 1993.

Recommended for High School and Adult.

This film documents the creation, design, and building of the United States Holocaust Memorial Museum in Washington, D.C. Combining archival film footage and photos with on-location scenes at former Nazi camps in Poland, the video shows how the Museum's Permanent Exhibition tells the story of both victims and survivors of the Holocaust. This film works best as an orientation for visitors to the Museum.

INDEX OF VIDEOTAPES BY TITLE

- America and the Holocaust: Deceit and Indifference*, 117
Anne Frank: A Legacy for Our Time, 107
Anne Frank Remembered, 109
Assignment Rescue: The Story of Varian Fry and the Emergency Rescue Committee, 114
Au Revoir Les Enfants (Goodbye, Children), 115
Auschwitz: If You Cried, You Died, 111
Boat is Full, The, 117
Camera of My Family, The: Four Generations in Germany 1845–1945, 103
Courage to Care, The, 114
Children Remember the Holocaust, 107
Daring to Resist: Three Women Face the Holocaust, 113
Double Crossing, The: The Voyage of the St. Louis, 117
Escape from Sobibor, 113
Flames in the Ashes, 112
For the Living, 119
Forgotten Genocide, The, 119
Garden of the Finzi-Continis, The, 103
Genocide (Story of Man's Inhumanity To Man), 101
Genocide, 1941–1945 (World At War Series), 101
Heil Hitler: Confessions of a Hitler Youth, 105
Hitler: The Whole Story, 105
Holocaust, 101
Holocaust, The: In Memory of Millions, 102
Holocaust: Liberation of Auschwitz, 118
Image Before My Eyes, 103
Jehovah's Witnesses Stand Firm Against Nazi Assault, 109
Kitty: Return to Auschwitz, 111
Last Chapter, The, 104
Liberation 1945: Testimony, 118
Lodz Ghetto, 110
Lost Childhood: The Story of the Birkenau Boys, 112
Longest Hatred, The: The History of Antisemitism, 106
Memory of the Camps, 112
More than Broken Glass: Memories of Kristallnacht, 107
Murderers among Us: The Simon Wiesenthal Story, 119
New Germany, A, 1933–1939, 104
Of Pure Blood, 106
One Survivor Remembers, 108
Opening the Gates of Hell, 118
Other Side of Faith, The, 114
Partisans of Vilna, 113

Persecuted and Forgotten, 108
Purple Triangles, 108
Raoul Wallenberg: Between the Lines, 115
Safe Haven, 116
Schindler's List, 115
Shadow on the Cross, 106
Shoah, 102
Survivors of the Holocaust, 109
Theresienstadt: Gateway to Auschwitz, 110
Trial of Adolf Eichmann, The, 105
Triumph of Memory, 111
Wannsee Conference, The, 104
Warsaw Ghetto, The, 110
We Were Marked with a Big "A," 109
Weapons of the Spirit, 116
Who Shall Live and Who Shall Die?, 116
Witness to the Holocaust, 102

INDEX OF VIDEOTAPES BY SUBJECT

American and International Responses, 116–117
Camps, 111–112
Ghettos, 110
Liberation, 118
Life before the Holocaust, 103–104
Mosaic of Victims, 107–109
Overviews of the Holocaust, 101–102
Perpetrators, 104–105
Racism, Antisemitism, 106
Related Films, 119
Rescue, 114–116
Resistance, 112–113
War Crimes Trials, 119



Lodz Ghetto, 1941



Mauthausen, 1942



Plaszow, 1943-44



Auschwitz, 1944

United States Holocaust Memorial Museum
100 Raoul Wallenberg Place, SW
Washington, D.C. 20024-2126
www.ushmm.org



DP Camp, 1945