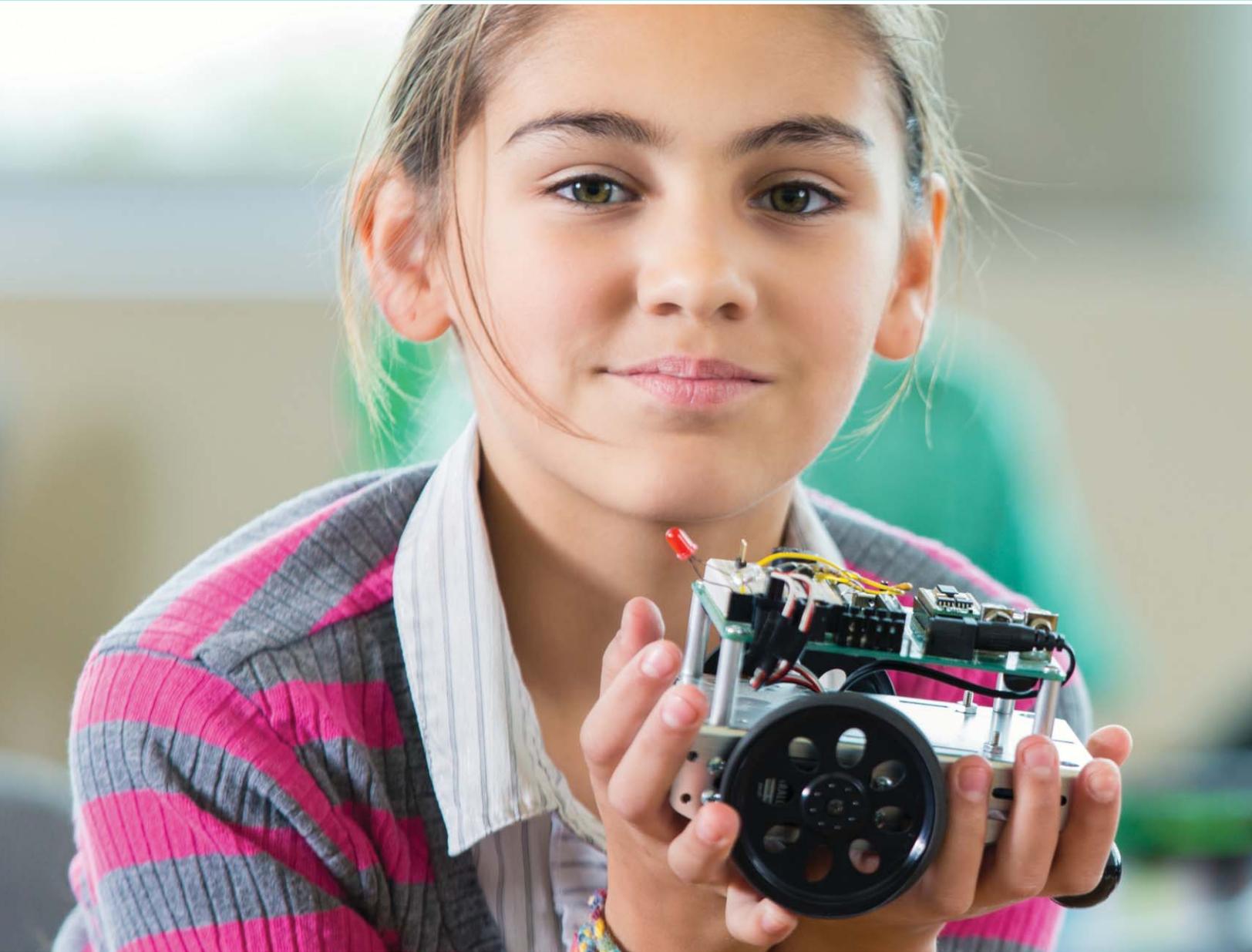


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**My Life in  
2 Minutes**



# My Life in Two Minutes:

## What Would I have Done?

By: Sharon Geuther

Miami Shores Elementary School

School Code: 3341

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## Introduction

The following lessons were created by Sharon Geuther. Sharon Geuther is a teacher of identified fourth grade gifted students at Miami Shores Elementary School in Miami, Florida. She has been in the teaching profession for the past twelve years. She holds a Master of Science in Education (M.S.Ed) and a Master of Education in Educational Leadership (M.Ed). In 2010 Sharon Geuther had the opportunity to travel to Warsaw, Poland, where she visited Auschwitz-Birkenau. It was this trip that led her on a journey to ensure all students understand the atrocities that occurred during the Holocaust.

## Rationale

Holocaust education is not an easy task for many teachers. It can be challenging for many, but teachers should not be afraid to teach their students about this historical event. They should want to teach Holocaust lessons, because of how the lessons can easily relate to the world around us today.

All educators know that it is crucial for a teacher to know the content that they are teaching. Teachers are professionals and therefore are the experts when it comes to understanding math concepts, science labs, and history lessons. Many teachers do not feel comfortable teaching history, because they themselves are sometimes not well versed enough in the details. That is why it is a necessity for teachers to familiarize themselves with Holocaust events. A brief summary of the Holocaust is enclosed.

## Background Information

What does the word Holocaust mean? The Holocaust was an event that led to the mass murders of over six million people. 1918 marked the conclusion of World War I. Germany was defeated and they were left angry and confused as to how and why they lost a war that they were convinced that they would win. Over the next few years, a man by the name of Adolf Hitler, began to give Germans a group of people to blame for their loss. On January 20<sup>th</sup>, 1933 Adolf Hitler was named the chancellor. Then in 1934, after the death of the president, Adolf Hitler self-appointed himself the ruler of Germany. Once Hitler had the power, it was simple for him to begin to control most German people into believing and agreeing with his way of thinking. He began to implement his plan of mass genocide against those he deemed “unfit” to represent the strong and powerful Germany. Led by Adolf Hitler, the National Socialist German Worker’s Party, known to many as the Nazi’s, began to gain more and more power. The first step that the Nazi’s took in order to create the perfect Germany was to open the first German concentration camp. This camp was located outside of Munich, Germany and was named Dachau. The first prisoners to be sent to Dachau were individuals involved in the Communist Party. During the six years between 1933 and 1939, the Nuremberg Laws were created. These laws made Jewish persecution legal and many Jewish owned businesses were forced to close. These six years also bore witness to the “night of broken glass” in 1938. It was this night that Jewish synagogues were burned to the ground and Jewish businesses were vandalized. This was the beginning of the inhumane treatment of Jewish individuals.

The Nuremberg Laws and the destruction of Jewish businesses and synagogues was not enough for the Nazi troops. In 1939 they began to assemble all Jewish individuals and forced them to live in specific areas known as ghettos. The ghettos were confined behind walls and

were not nearly large enough or clean enough for all of the people forced to live there. All of their personal belongings and their dignity were stripped of them when they entered the confines of the ghetto.

Adolf Hitler and the Nazi party needed a “solution” to the problem that they believed Jewish people were causing. In 1941 Jewish individuals were forced to wear yellow stars in order to identify themselves as Jewish. From there, the oldest, the weakest, and the sickest members living in the ghettos were placed on trains and sent to various concentration camps. Many people that entered these trains were told that they were being sent to someplace cleaner, bigger, nicer. The reality was anything but. These concentration camps became death camps in which thousands upon thousands of innocent people were forced to endure unthinkable treatment. Their clothes, their hair, what few belongings they had were discarded as if they were nothing. Many were immediately sent to the gas chambers upon arrival and many others were forced to work within the walls of the camp. They worked long hours in the freezing cold temperatures and with very little food to nourish them.

The final days of World War II began to end the persecution and torture that Holocaust survivors were forced to endure. On May 8<sup>th</sup>, 1945 Germany officially surrendered and their role in World War II was over. That same year marked the liberation of the concentration camps that were still in existence. In the end over six millions European Jewish people and other innocent people lost their lives. We as humans will never and should never forget. That is why Holocaust education is a vital component to the academic curriculum. As the infamous quote by George Santayana says, “Those who cannot remember the past are condemned to repeat it.” Truer words were never spoken.

How is it that we can create a world where we do not repeat our mistakes? The first and most important component is creating a society where people understand empathy. Empathy. Miriam- Webster defines empathy as “the psychological identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.” A person understands what empathy means. A person understands that one must be empathetic to others, and yet we find ourselves become less and less attached to those around us. Heads are buried in smartphones and students are engrossed in video games and text messages. Students barely find the time to socialize with family and friends. This technology divide has created a society where more and more people no longer realize how to show empathy towards others. A person cannot be empathetic if they do not form relationships with others. As teachers, we often have the same reaction when teaching students history lessons. Students do not want to learn history, because they do not understand the purpose of learning about an event that has already happened. They want to look to the future. They want to learn about events that impact them. Over the years we have started to create an all about me society and teachers are finding it more and more challenging to implement lessons that students can relate to. Teachers know that it is important to build background knowledge when beginning a lesson, but how does one create a history lesson that students can feel a connection to? Create activities that students can relate to in modern day terms and the doors of wonder will open.

There are four separate lessons in order to teach students about the history of the Holocaust. The lessons are designed to be used with fourth grade students, however, the lessons can easily be extended and/or adapted to reach the needs of all students.

**Required Public School Instruction on the**

**History of the Holocaust**

**FLORIDA STATUTE 1003.42**

(2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:

(f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

## Goals

1. LAFS.4.W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2. LAFS.4.RI.1.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3. LAFS.4.RI.1.2-Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4. LAFS.4.RI.1.3-Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based upon specific information in the text.
5. LAFS.4.RL.3.7-Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
6. SS.5.A.1.1-Use primary and secondary sources to understand history
7. LAFS.4.RI.3.7-Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. LAFS.4.SL.1.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 *topics and texts*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

## Lesson 1: My Life in Two Minutes

**Goals and Objectives:** The student will be able to make real life connections between themselves and past historical events.

- LAFS.4.W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

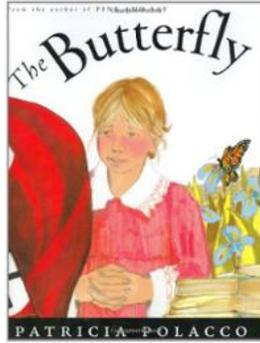
**Materials:** Paper, pencil, timer

### **Procedures:**

1. The teacher will distribute small pieces of paper to each student.
2. Each student will be asked to think of the following scenario: You were told that you had two minutes to pack all of your belongings. What would you take? The teacher will not answer any questions regarding the choices that the students want to make. The teacher will simply repeat the question. If you had two minutes to pack up your entire life, what would you take?
3. The students will begin to write each item down on their piece of paper and the teacher will start the timer.
4. At the end of the two minutes, the students are told to put their pencils down. They cannot continue to write, because their time is officially up.
5. The teacher will go around the room and ask each student what were the items that he/she took with them.
6. The teacher will be careful to listen to the items and refrain from making any comments. The student does not need to explain the reasoning behind the items that they chose, however, the teacher should be prepared because some students will naturally share.
7. After each student has shared his or her list, tell the students to take their paper and crumple it up. The teacher will then come around the room and have each student throw their paper in the trash. The teacher must be really clear with the way in which he or she approaches this part of the activity. It is important for the teacher to remind the students that they are throwing away more than just a piece of paper. The teacher will remind the students that some of them said that they would take their cat, dog, Bible, favorite stuffed animal, or family pictures. The teacher must reiterate that all of these items are now gone.
8. Once students have a feeling of loss, the teacher will then inform the students that what they are feeling in the moment was just the beginning of what people felt and experienced during the Holocaust. All of their possessions were taken from them. Much of it sold to other people. They too had very little time to decide what items were the most important for them to pack and take with them. In the end it did not matter, because every item that they possessed was lost.

### **Evaluation:**

The students will be able to write a reflection. What did you feel when your “belongings” were taken from you?



## Lesson 2: Who Were the Victims?

**Goals and Objectives:** The student will be able to listen to a story and comprehend the main idea. They will be able to make connections between the events in the story and the events in history.

- LAFS.4.RI.1.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text;
- LAFS.4.RI.1.2-Determine the main idea of a text and explain how it is supported by key details; summarize the text;
- LAFS.4.RI.1.3-Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based upon specific information in the text.

**Materials:** The book: *The Butterfly* by Patricia Polacco; Chart paper; pencils; reading and writing journals; Promethean Board

### **Procedures:**

1. The teacher will introduce vocabulary words in order to establish background knowledge.
2. The teacher will read *The Butterfly* by Patricia Polacco. Stop occasionally to synthesize the text.
3. After the teacher has finished reading the book, the students will be asked to compare and contrast the characters of Sevrine and Monique. How are they similar? How are they different? How do you compare to the characters within the book? How are the lives of Sevrine and Monique similar or different during the Nazi reign of power? The teacher will model a Venn Diagram and complete one example of the way in which the characters are similar and different. The students will have twenty minutes to think about their response and write their answer in their reading and writing notebook. Remind the students that they must write in complete sentences and that text evidence must be provided
4. The teacher will call upon three to five students to share their responses.

### **Evaluation:**

The student will be able to respond to a writing prompt. They will plan, write, and edit their response.

## **Key Vocabulary for Lesson 2:**

**Compare:** To examine two or more objects, ideas, people, etc. in order to note similarities and differences.

**Contrast:** To compare in order to show unlikeness or differences.

**Nazi:** A member of the National Socialist German Workers' Party, which controlled Germany from 1933 to 1945.

**Occupation:** The control of an area by military forces.



### Lesson 3: The Holocaust

**Goals and Objectives:** The students will be able to understand various events in history.

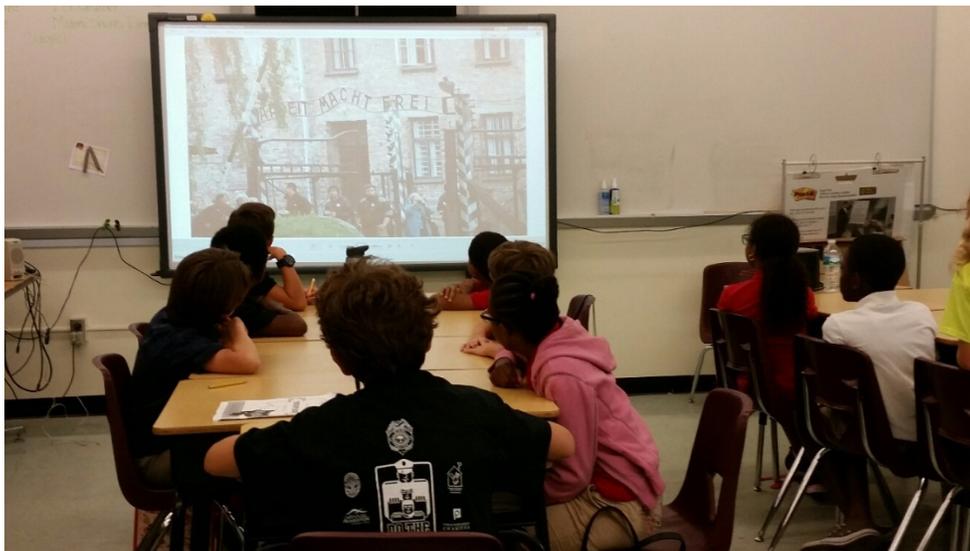
- LAFS.4.RL.3.7-Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text;
- SS.5.A.1.1-Use primary and secondary sources to understand history;
- LAFS.4.SL.1.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 *topics and texts*, building on others' ideas and expressing their own clearly.
  - e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - f. Follow agreed-upon rules for discussions and carry out assigned roles.
  - g. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - h. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**Materials:** *The Butterfly* by Patricia Polacco; vocabulary words; timeline of events; historical pictures; Promethean Board

**Procedures:**

1. The teacher will begin the discussion by having students summarize the events in the book *The Butterfly*.
2. The teacher will introduce the key vocabulary for this lesson.
3. The teacher will project the timeline of events on the Promethean Board and will also distribute the timeline to each student.
4. At the conclusion of the activity, various pictures will be displayed in order for the students to make a visual and personal connection

**Evaluation:** The students will be asked to research a survivor.



<b>Date</b>	<b>Event</b>
1933	<p><b>Adolph Hitler comes to power</b></p> <p>Adolph Hitler was named chancellor of Germany. He hated the Jews, and he quickly implemented anti-Jewish policies.</p>
1935	<p><b>Nuremberg Laws</b></p> <p>The Nuremberg Laws took away the rights of the Jews, including their right to schooling, marriage, and business.</p>
1939	<p><b>Polish Jews cast out</b></p> <p>The Germans occupied half of Poland. In 1939 they forced Polish Jews to leave their homes.</p>
1939	<p><b>The ghettos</b></p> <p>Huge Jewish ghettos were established to house the Jews taken from their homes. One famous ghetto was Warsaw.</p>
1940	<p><b>Hitler invades surrounding countries</b></p> <p>Once Hitler had his rule firmly in place, he began invading nearby countries and taking rule of them.</p>
1940	<p><b>The death of those with disabilities</b></p> <p>Hitler called for the death of those people considered to have a disability. The Nazis used poisonous gasses.</p>
September 1941	<p><b>The Jewish Star</b></p> <p>The German government called for all Jews in the German territories to wear a yellow star. This let everyone know they were Jews, and that they had no rights.</p>
1941	<p><b>The concentration camps</b></p> <p>In late 1941, Hitler ordered thousands of Jews to be transported to concentration camps. These were called "work camps".</p>
1941	<p><b>Into hiding</b></p> <p>Once the Jews realized their lives were in great danger, many of them left the country or went into hiding.</p>
1942	<p><b>Mass killings begin</b></p> <p>Once the Jews were in the work camps, the Nazi's began killing them in giant gas chambers.</p>

1944	<p><b>Work camps evacuated</b></p> <p>The Nazi's realized they were losing the war, so they began evacuating the death camps. They marched their prisoners to other locations in what later became known as the "death marches".</p>
April 1945	<p><b>Hitler's death</b></p> <p>When it became clear he would not win the war, Hitler killed himself.</p>
May 1945	<p><b>Germans surrender</b></p> <p>The German army surrendered just a week after Adolph Hitler's death.</p>
1945	<p><b>The Nuremberg Trials (1945-1946)</b></p> <p>The Nuremberg Trials were held to punish the people responsible for the Holocaust.</p>
1948	<p><b>Israel</b></p> <p>There was no place for the Jews to go when the war ended. With the help of the Allies, the country of Israel was established.</p>

\*Timeline retrieved from Softschools.com. An interactive timeline is also available.

*First they came for the Socialists, and I did not speak out—  
Because I was not a Socialist.*

*Then they came for the Trade Unionists, and I did not speak out—  
Because I was not a Trade Unionist.*

*Then they came for the Jews, and I did not speak out—  
Because I was not a Jew.*

*Then they came for me—and there was no one left to speak for me.  
-Martin Niemöller*

## **Lesson 4: Perpetrators, Bystanders, and Rescuers: Who am I?**

**Goals and Objectives:** The student will be able to understand the difference between perpetrators, bystanders, and rescuers. They will understand the individual roles that people played during the Holocaust. The student will be able to understand the connection of perpetrators, bystanders, and rescuers in today's schools.

- LAFS.4.RI.3.7-Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- LAFS.4.SL.1.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 *topics and texts*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**Materials:** Key Vocabulary; Alligator River story and chart; paper; *The Butterfly* by Patricia Polacco; chart paper; Promethean Board

### **Procedures:**

1. The teacher will begin the lesson by distributing a piece of paper to every student. The teacher will write five names on the board and the students will be asked to copy these names onto their piece of paper.
2. The teacher will inform the students that some of the characters might act in objectionable ways, but make sure to listen carefully to the story.

3. After the teacher concludes the reading of the story, the students will then rank, on a scale of one to five, the most offensive character (5) and the least reprehensible character (1). The students will indicate their rankings next to the name of the characters they wrote down on their piece of paper.
4. The teacher will then collect each paper and create a chart on the board.
5. After the results have been tallied, the teacher will begin an in-depth discussion as to why some students voted the way that they did? What key evidence made you determine that one character was more offensive than the other?
6. The teacher will then make the connection between the characters in this story, *The Butterfly*, and the individuals involved in the Holocaust. Which characters in Alligator River and *The Butterfly* were the perpetrators, the bystanders, and the rescuers? Can you have more than one perpetrator? Who were the perpetrators, bystanders, and rescuers during the Holocaust?
7. At the conclusion of this classroom discussion, the teacher will make a connection between the events that occurred during the Holocaust and how those events can relate to modern day bullying. Have you seen someone being victimized? Did you speak up for them or did you stand by and let the attack occur? Have you joined in, because you wanted to be like everyone else? What could you do in the future to help those in need of support?
8. Conclude the activity with the quote by Martin Niemöller. The student needs to understand that everyone wants someone to stand up for them, so each student must stand up for others.

**Evaluation:** The student will create a quilt patch that encompasses all that was learned over the four lessons. What images encapsulate the events? The student will draw the image(s) on a 7 inch by 7 inch piece of paper. The paper will then be placed inside a sandwich sized Ziploc bag and all of the squares will be taped together to form a quilt.



## **Key Vocabulary for Lesson 4:**

**Bigotry:** Intolerance for the belief of others, especially those of minority groups.

**Bystander:** One who is present at some event without participating in it.

**Discrimination:** An act of exclusion prompted by prejudice.

**Perpetrator:** One who deliberately carries out a harmful act against an individual or group.

**Persecution:** The oppression or harassment of people based upon their race, religion, color, national origin or other distinguishing characteristics.

**Prejudice:** A judgment or opinion formed before the facts are known. A preconceived idea usually unfavorable to describe unfounded tolerance or hatred of others races, creeds, religions, etc.

**Stereotype:** A generalized image of a person or group which is often prejudicial to that person or group.

**Holocaust:** The attempt to completely destroy the Jewish people during World War II; The purpose was also expanded to include all those considered “unfit” according to the Nazi ideal.

**Victim:** One who is subjected to oppression, hardship, or mistreatment.

## Alligator River

Have students write the names of these 5 characters:

Abigail \_\_\_\_\_

Gregory \_\_\_\_\_

Sinbad \_\_\_\_\_

Ivan \_\_\_\_\_

Slug \_\_\_\_\_

The story:

Once upon a time there was a girl named Abigail who was in love with a boy named Gregory. Gregory had an unfortunate mishap and broke his glasses. Gregory could not see a thing without his glasses and he asked Abigail to take them to be repaired. The repair shop, however was across the river, and during a flash flood the bridge had been washed away. Poor Gregory could see nothing without his glasses, so Abigail was desperate to get across the river to the repair shop. While she was standing forlornly on the bank of the river, clutching the broken glasses in her hands, a boy named Sinbad glided by in a rowboat.

Abigail asked Sinbad if he could take her across the river. He agreed on one condition: that while she was having the glasses repaired, she would go to a nearby store and steal a tablet that he had been wanting. Abigail refused to do this and went to see a friend named Ivan who had a boat.

When Abigail told Ivan her problem, he said he was too busy to help and didn't want to get involved anyway. Abigail, feeling that she had no other choice, returned to Sinbad and agreed to his plan.

When Abigail returned the repaired glasses to Gregory, she told him what she had to do. Gregory was appalled at what she had done and told her he never wanted to see her again.

Abigail was so upset, she turned to her friend Slug with her tale of woe. Slug felt so sorry for Abigail that he promised her he would get even with Gregory. They went to the school playground where Gregory was playing ball and Abigail watched happily while Slug beat Gregory up and broke his glasses again.

Without speaking to each other, students complete their rankings. The teacher collects their rankings and creates a chart that reflects what they put.

	1	2	3	4	5
Abigail					
Gregory					
Sinbad					
Ivan					
Slug					

After tallying choices discuss. Discussion can take place in small groups first and then as a whole class – or – simply as a whole class. By examining their reactions to the characters students become more aware of their own attitudes.

Relate these characters to other crimes:

Are there any victims in the story?

Perpetrators?

Bystanders?

Some characters have several of these characteristics.

This activity can then be used as a springboard for a discussion about the Holocaust.

Who were the victims? The bystanders? The perpetrators?

## Important Resources from the United States Holocaust Museum

### Videos

- [Why We Remember the Holocaust](#) (08:54)
- [The Path to Nazi Genocide](#) (38:32)
- [Confronting the Holocaust: American Responses](#) (16:44)
- [Never Again: Heeding the Warning Signs](#) (11:09)
- [Voices of Rescue from the Holocaust](#) (12:28)
- [Justice and Accountability after the Holocaust](#) (10:14)
- [Witnesses to the Holocaust: Liberation 1945](#) (14:32)
- [A Good Man in Hell: General Roméo Dallaire and the Rwanda Genocide](#) (12:39)
- [Defying Genocide](#) (18:59)
- [World War II and the Holocaust animated map](#) (06:34)
- [Browse videos of past Days of Remembrance ceremonies](#)

### Resources DVD

- [Request a free DVD of presentation-quality videos for use in your commemoration](#)

### Musical Selections

- [Musical Selections \(PDF\)](#)

### Names List of Victims of the Holocaust

- [Names List of Victims of the Holocaust \(PDF\)](#)

### Selected Readings by Theme

- [American Responses \(PDF\)](#)
- [Early Warning Signs \(PDF\)](#)
- [Justice and Accountability \(PDF\)](#)
- [Rescue \(PDF\)](#)
- [Liberation 1945 \(PDF\)](#)

### Historical Essays by Theme

- [American Responses \(PDF\)](#)
- [Early Warning Signs \(PDF\)](#)
- [Justice and Accountability \(PDF\)](#)

[Rescue \(PDF\)](#)  
[Liberation 1945 \(PDF\)](#)

## Poster sets by Theme

[American Responses \(PDF\)](#)  
[Early Warning Signs \(PDF\)](#)  
[Justice and Accountability \(PDF\)](#)  
[Rescue \(PDF\)](#)  
[Liberation 1945 \(PDF\)](#)

## PowerPoint Presentations by Theme

[American Responses \(PPT, 13.2MB\)](#)  
[Early Warning Signs \(PPT, 9.1MB\)](#)  
[Justice and Accountability \(PPT, 14.5MB\)](#)  
[Rescue \(PPT, 1.7MB\)](#)  
[Liberation 1945 \(PPT, 3.3MB\)](#)

## Personal Stories

[Personal Histories of Survivors and Victims of the Holocaust \(PDF\)](#)  
[Guidelines for Arranging a Survivor Presentation](#)  
[Sample Questions for Interviewing Holocaust Survivors \(PDF\)](#)  
[Contact local survivors through the Association of Holocaust Organizations \(external link\)](#)  
[Listen to survivor podcasts](#)

## Historical Overview

[Holocaust History \(PDF Poster Set\)](#)  
[Holocaust History \(PPT, 6.1MB\)](#)  
[Introduction to the Holocaust](#)  
[1938: Key Dates](#)  
[World War II in Europe](#)  
[Mosaic of Victims](#)  
[Third Reich](#)  
[Jewish Resistance](#)  
[German Jewish Refugees, 1933–1939](#)  
[Refugees](#)  
[Refuge in Latin America](#)  
[Emigration and the Evian Conference](#)  
[The United States and the Holocaust](#)  
[Rescue](#)

[Liberation of Nazi Camps](#)  
[The Aftermath of the Holocaust](#)  
[War Crimes Trials](#)  
[What Is Genocide?](#)  
[Read more articles in the Holocaust Encyclopedia](#)

## **Books and Films**

[Related Books](#)  
[Related Films](#)

## **Event Promotion**

[View a sample press release](#)  
[Post your event to our national Days of Remembrance Event Map](#)  
[Sample Proclamation for Governors \(PDF\)](#)  
[Sample Proclamation for Mayors \(PDF\)](#)  
[Facebook cover photo \(JPEG\)](#)

## **Planning Tools**

[Getting Started Videos](#)  
[Program Template: General Audiences \(PDF\)](#)  
[Ceremony Template: Faith Communities \(PDF\)](#)  
[Observance Template: Military Audiences \(PDF\)](#)  
[FAQs about Days of Remembrance](#)

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