

Inside Sana's Suitcase Study Guide



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Inside Hana's Suitcase

Menemsha Films

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National Standards for Learning covered in this study guide:

National Arts –

NA.5-8.9 UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE

Achievement Standard:

- *Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures*
- *Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary*
- *Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed*

Visual Arts –

NA-VA.9-12.3 CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

Achievement Standard:

- *Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture*
- *Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life*

Geography –

NSS-G.K-12.2 PLACES AND REGIONS

- *Understand the physical and human characteristics of places.*
- *Understand that people create regions to interpret Earth's complexity.*
- *Understand how culture and experience influence people's perceptions of places and regions.*

NSS-G.K-12.3 PHYSICAL SYSTEMS

As a result of their activities in grades K-12, all students should

- *Understand the physical processes that shape the patterns of Earth's surface.*
- *Understand the characteristics and spatial distribution of ecosystems on Earth's surface.*

NSS-G.K-12.4 HUMAN SYSTEMS

As a result of their activities in grades K-12, all students should

- *Understand the characteristics, distribution, and migration of human populations on Earth's surface.*
- *Understand the characteristics, distribution, and complexity of Earth's cultural mosaics.*
- *Understand the patterns and networks of economic interdependence on Earth's surface.*
- *Understand the processes, patterns, and functions of human settlement.*
- *Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.*

NSS-G.K-12.5 ENVIRONMENT AND SOCIETY

As a result of activities in grades K-12, all students should

- *Understand how human actions modify the physical environment.*
- *Understand how physical systems affect human systems.*

- *Understand the changes that occur in the meaning, use, distribution, and importance of resources.*

English –

NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- *Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.*

NL-ENG.K-12.9 MULTICULTURAL UNDERSTANDING

- *Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.*

World History –

NSS-WH.5-12.8 ERA 8: A HALF-CENTURY OF CRISIS AND ACHIEVEMENT, 1900-1945

The student in grades 5-12 should understand

- *the causes and global consequences of World War II.*
- *major global trends from 1900 to the end of World War II.*

NSS-WH.5-12.9 ERA 9: THE 20TH CENTURY SINCE 1945: PROMISES AND PARADOXES

The student in grades 5-12 should understand

- *how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.*
- *the search for community, stability, and peace in an interdependent world.*
- *major global trends since World War II.*

Synopsis of the Film

In March 2000 a child's suitcase arrived from the Auschwitz museum for an exhibit at the Children's Holocaust Education Resource Centre in Tokyo, Japan. The suitcase had Hana Brady's name roughly painted on it. Fumiko Ishioka, curator and teacher at the Tokyo museum, began to search for more information about the life of Hana Brady. Larry Weinstein's film follows Fumiko's relentless search across Europe and North America to uncover the details of Hana's life and her discovery that Hana's brother George survived the Holocaust and lives in Toronto, Canada.

Dramatic re-enactments, as well as the voices of young students from Japan, Canada and the Czech Republic, tell Hana's story. The narrative is interwoven with George's memories and Fumikos's quest, creating a film of power and hope.

BACKGROUND

Guidelines for Teaching about the Holocaust – before beginning to teach any unit on the Holocaust, it is advised that the teacher consider the information and suggestions available from the United States Holocaust Memorial Museum (www.ushmm.org).

[Why Teach about the Holocaust?](#)

[Methodological Considerations](#)

[Five Guidelines for Teaching about a Genocide](#)

Historical Context

History of the Holocaust — An Introduction



The [Holocaust](#) (also called *Shoah* in Hebrew) refers to the period from January 30, [1933](#), when [Adolf Hitler](#) became chancellor of Germany, to May 8, [1945](#) (VE Day), when the war in Europe ended. During this time, [Jews](#) in Europe were subjected to progressively harsh persecution that ultimately led to the murder of 6,000,000 [Jews](#) (1.5 million of these being children) and the destruction of 5,000 Jewish communities. These deaths represented two-thirds of European Jewry and one-third of world Jewry. The [Jews](#) who died were not casualties of the fighting that ravaged Europe during [World War II](#). Rather, they were the victims of Germany's deliberate and systematic attempt to annihilate the entire Jewish population of Europe, a plan [Hitler](#) called the "[Final Solution](#)" (*Endlösung*).

After its defeat in World War I, Germany was humiliated by the Versailles Treaty, which reduced its prewar territory, drastically reduced its armed forces, demanded the recognition of its guilt for the war, and stipulated it pay reparations to the allied powers. The German Empire destroyed, a new parliamentary government called the Weimar Republic was formed. The republic suffered from economic instability, which grew worse during the worldwide depression after the New York stock market crash in 1929. Massive inflation followed by very high unemployment heightened existing class and political differences and began to undermine the government.

On January 30, [1933](#), [Adolf Hitler](#), leader of the [National Socialist German Workers \(Nazi\) Party](#), was named chancellor by president Paul von Hindenburg after the Nazi party won a significant percentage of the vote in the elections of 1932. The Nazi Party had taken advantage of the political unrest in Germany to gain an electoral foothold. The Nazis incited clashes with the communists, who many feared, disrupted the government with demonstrations, and conducted a vicious propaganda campaign against its political opponents—the weak Weimar government, and the [Jews](#), whom the Nazis blamed for Germany's ills.

Propaganda: “The [Jews](#) Are Our Misfortune”

A major tool of the Nazis' propaganda assault was the weekly Nazi newspaper [Der Stürmer](#) (The Attacker). At the bottom of the front page of each issue, in bold letters, the paper proclaimed, "The [Jews](#) are our misfortune!" *Der Stürmer* also regularly featured cartoons of [Jews](#) in which they were caricatured as hooked-nosed and apelike. The influence of the newspaper was far-reaching: by 1938 about a half million copies were distributed weekly.

Soon after he became chancellor, [Hitler](#) called for new elections in an effort to get full control of the Reichstag, the German parliament, for the Nazis. The Nazis used the government apparatus to terrorize the other parties. They arrested their leaders and banned their political meetings. Then, in the midst of the election campaign, on February 27, [1933](#), the Reichstag building burned. A Dutchman named Marinus van der Lubbe was arrested for the crime, and he swore he had acted alone. Although many suspected the Nazis were ultimately responsible for the act, the Nazis managed to blame the Communists, thus turning more votes their way.

The fire signaled the demise of German democracy. On the next day, the government, under the pretense of controlling the Communists, abolished individual rights and protections: freedom of the press, assembly, and expression were nullified, as well as the right to privacy. When the elections were held on March 5, the Nazis received nearly 44 percent of the vote, and with 8 percent offered by the Conservatives, won a majority in the government.

The Nazis moved swiftly to consolidate their power into a dictatorship. On March 23, the Enabling Act was passed. It sanctioned [Hitler's](#) dictatorial efforts and legally enabled him to pursue them further. The Nazis marshaled their formidable propaganda machine to silence their critics. They also developed a sophisticated police and military force.

The *Sturmabteilung* (S.A., Storm Troopers), a grassroots organization, helped [Hitler](#) undermine the German democracy. The [Gestapo](#) (*Geheime Staatspolizei*, Secret State Police), a force recruited from professional police officers, was given complete freedom to arrest anyone after February 28. The [Schutzstaffel](#) (SS, Protection Squad) served as [Hitler's](#) personal bodyguard and eventually controlled the [concentration camps](#) and the [Gestapo](#). The [Sicherheitsdienst des ReichsführersSS](#) (S.D., Security Service of the SS) functioned as the Nazis' intelligence service, uncovering enemies and keeping them under surveillance.

With this police infrastructure in place, opponents of the Nazis were terrorized, beaten, or sent to one of the [concentration camps](#) the Germans built to incarcerate them. [Dachau](#), just outside of Munich, was the first such camp built for political prisoners. Dachau's purpose changed over time and eventually became another brutal concentration camp for [Jews](#).

By the end of [1934](#) [Hitler](#) was in absolute control of Germany, and his campaign against the [Jews](#) in full swing. The Nazis claimed the [Jews](#) corrupted pure German culture with their "foreign" and "mongrel" influence. They portrayed the [Jews](#) as evil and cowardly, and Germans as hardworking, courageous, and honest. The [Jews](#), the Nazis claimed, who were heavily represented in finance, commerce, the press, literature, theater, and the arts, had weakened Germany's economy and culture. The massive government-supported propaganda machine created a racial [anti-Semitism](#), which was different from the longstanding anti-Semitic tradition of the Christian churches.

The superior race was the "Aryans," the Germans. The word Aryan, "derived from the study of linguistics, which started in the eighteenth century and at some point determined that the Indo-Germanic (also known as Aryan) languages were superior in their structures, variety, and vocabulary to the Semitic languages that had evolved in the Near East. This judgment led to a certain conjecture about the character of the peoples who spoke these languages; the conclusion was that the 'Aryan' peoples were likewise superior to the 'Semitic' ones" (Leni Yahil, *The Holocaust: The Fate of European Jewry*, New York: Oxford University Press, 1990, p. 36).

The [Jews](#) Are Isolated from Society

The Nazis then combined their racial theories with the evolutionary theories of Charles Darwin to justify their treatment of the [Jews](#). The Germans, as the strongest and fittest, were destined to rule, while the weak and racially adulterated [Jews](#) were doomed to extinction. [Hitler](#) began to restrict the [Jews](#) with legislation and terror, which entailed burning books written by [Jews](#), removing [Jews](#) from their professions and public schools, confiscating their businesses and property and excluding them from public events. The most infamous of the anti-Jewish legislation were the [Nuremberg Laws](#), enacted on September 15, [1935](#). They formed the legal basis for the Jews' exclusion from German society and the progressively restrictive Jewish policies of the Germans.

Many [Jews](#) attempted to flee Germany, and thousands succeeded by immigrating to such countries as [Belgium](#), Czechoslovakia, [England](#), [France](#) and [Holland](#). It was much more difficult to get out of Europe. [Jews](#) encountered stiff immigration quotas in most of the world's countries. Even if they obtained the necessary documents, they often had to wait months or years before leaving. Many families out of desperation sent their children first.

In July [1938](#), representatives of 32 countries met in the French town of [Evian](#) to discuss the refugee and immigration problems created by the Nazis in Germany. Nothing substantial was done or decided at the Evian Conference, and it became apparent to [Hitler](#) that no one wanted

the [Jews](#) and that he would not meet resistance in instituting his Jewish policies. By the autumn of 1941, Europe was in effect sealed to most legal emigration. The [Jews](#) were trapped.

On November 9-10, [1938](#), the attacks on the [Jews](#) became violent. Hershel Grynszpan, a 17-year-old Jewish boy distraught at the deportation of his family, shot Ernst vom Rath, the third secretary in the German Embassy in Paris, who died on November 9. Nazi hooligans used this assassination as the pretext for instigating a night of destruction that is now known as [Kristallnacht](#) (the night of broken glass). They looted and destroyed Jewish homes and businesses and burned synagogues. Many [Jews](#) were beaten and killed; 30,000 [Jews](#) were arrested and sent to concentration camps.

The Jews Are Confined to Ghettos

Germany invaded [Poland](#) in September [1939](#), beginning [World War II](#). Soon after, in [1940](#), the Nazis began establishing [ghettos](#) for the [Jews of Poland](#). More than 10 percent of the Polish population was Jewish, numbering about three million. [Jews](#) were forcibly deported from their homes to live in crowded ghettos, isolated from the rest of society. This concentration of the Jewish population later aided the Nazis in their deportation of the [Jews](#) to the death camps. The ghettos lacked the necessary food, water, space, and sanitary facilities required by so many people living within their constricted boundaries. Many died of deprivation and starvation.

The “Final Solution”

In June [1941](#) Germany attacked the Soviet Union and began the "[Final Solution](#)." Four mobile killing groups were formed called [Einsatzgruppen](#) A, B, C and D. Each group contained several commando units. The [Einsatzgruppen](#) gathered [Jews](#) town by town, marched them to huge pits dug earlier, stripped them, lined them up, and shot them with automatic weapons. The dead and dying would fall into the pits to be buried in mass graves. In the infamous [Babi Yar](#) massacre, near [Kiev](#), 30,000-35,000 [Jews](#) were killed in two days. In addition to their operations in the Soviet Union, the [Einsatzgruppen](#) conducted mass murder in eastern Poland, Estonia, Lithuania and Latvia. It is estimated that by the end of [1942](#), the [Einsatzgruppen](#) had murdered more than 1.3 million [Jews](#).

On January 20, [1942](#), several top officials of the German government met to officially coordinate the military and civilian administrative branches of the Nazi system to organize a system of mass murder of the [Jews](#). This meeting, called the [Wannsee Conference](#), "marked the beginning of the full-scale, comprehensive extermination operation [of the [Jews](#)] and laid the foundations for its organization, which started immediately after the conference ended" (Yahil, *The Holocaust*, p. 318).

While the Nazis murdered other national and ethnic groups, such as a number of Soviet prisoners of war, Polish intellectuals, and gypsies, only the [Jews](#) were marked for systematic and total annihilation. [Jews](#) were singled out for "Special Treatment" (*Sonderbehandlung*), which meant that Jewish men, women and children were to be methodically killed with

poisonous gas. In the exacting records kept at the [Auschwitz](#) death camp, the cause of death of [Jews](#) who had been gassed was indicated by "SB," the first letters of the two words that form the German term for "Special Treatment."

By the spring of 1942, the Nazis had established six [killing centers](#) (death camps) in Poland: [Chelmno \(Kulmhof\)](#), [Belzec](#), [Sobibor](#), Treblinka, [Maidanek](#) and [Auschwitz](#). All were located near railway lines so that [Jews](#) could be easily transported daily. A vast system of camps (called *Lagersystem*) supported the death camps. The purpose of these camps varied: some were slave labor camps, some transit camps, others concentration camps and their subcamps, and still others the notorious death camps. Some camps combined all of these functions or a few of them. All the camps were intolerably brutal.

The major concentration camps were Ravensbruck, Neuengamme, Bergen-Belsen, [Sachsenhausen](#), Gross-Rosen, [Buchenwald](#), [Theresienstadt](#), Flossenburg, Natzweiler-Struthof, [Dachau](#), [Mauthausen](#), Stutthof, and [Dora/Nordhausen](#).

In nearly every country overrun by the Nazis, the [Jews](#) were forced to wear badges marking them as [Jews](#), they were rounded up into ghettos or concentration camps and then gradually transported to the killing centers. The death camps were essentially factories for murdering [Jews](#). The Germans shipped thousands of [Jews](#) to them each day. Within a few hours of their arrival, the [Jews](#) had been stripped of their possessions and valuables, gassed to death, and their bodies burned in specially designed crematoriums. Approximately 3.5 million [Jews](#) were murdered in these death camps.

Many healthy, young strong [Jews](#) were not killed immediately. The Germans' war effort and the "[Final Solution](#)" required a great deal of manpower, so the Germans reserved large pools of [Jews](#) for slave labor. These people, imprisoned in concentration and labor camps, were forced to work in German munitions and other factories, such as I.G. Farben and Krupps, and wherever the Nazis needed laborers. They were worked from dawn until dark without adequate food and shelter. Thousands perished, literally worked to death by the Germans and their collaborators.

In the last months of [Hitler's](#) Reich, as the German armies retreated, the Nazis began marching the prisoners still alive in the concentration camps to the territory they still controlled. The Germans forced the starving and sick [Jews](#) to walk hundreds of miles. Most died or were shot along the way. About a quarter of a million [Jews](#) died on the death marches.

Jewish Resistance

The Germans' overwhelming repression and the presence of many collaborators in the various local populations severely limited the ability of the [Jews](#) to resist. Jewish [resistance](#) did occur, however, in several forms. Staying alive, clean, and observing Jewish religious traditions constituted resistance under the dehumanizing conditions imposed by the Nazis. Other forms of resistance involved escape attempts from the ghettos and camps. Many who succeeded in escaping the ghettos lived in the forests and mountains in family camps and in fighting partisan

units. Once free, though, the [Jews](#) had to contend with local residents and partisan groups who were often openly hostile. [Jews](#) also staged armed revolts in the [ghettos](#) of Vilna, [Bialystok](#), Bedzin-Sosnowiec, Cracow, and [Warsaw](#).

The [Warsaw Ghetto Uprising](#) was the largest ghetto revolt. Massive deportations (or *Aktions*) had been held in the ghetto from July to September 1942, emptying the ghetto of the majority of [Jews](#) imprisoned there. When the Germans entered the ghetto again in January 1943 to remove several thousand more, small unorganized groups of [Jews](#) attacked them. After four days, the Germans withdrew from the ghetto, having deported far fewer people than they had intended. The Nazis reentered the ghetto on April 19, 1943, the eve of [Passover](#), to evacuate the remaining [Jews](#) and close the ghetto. The [Jews](#), using homemade bombs and stolen or bartered weapons, resisted and withstood the Germans for 27 days. They fought from bunkers and sewers and evaded capture until the Germans burned the ghetto building by building. By May 16 the ghetto was in ruins and the uprising crushed.

[Jews](#) also revolted in the death camps of [Sobibor](#), Treblinka and [Auschwitz](#). All of these acts of [resistance](#) were largely unsuccessful in the face of the superior German forces, but they were very important spiritually, giving the [Jews](#) hope that one day the Nazis would be defeated.

Liberation and the End of War

The camps were [liberated](#) gradually, as the Allies advanced on the German army. For example, [Maidanek](#) (near Lublin, Poland) was liberated by Soviet forces in July 1944, [Auschwitz](#) in January 1945 by the Soviets, [Bergen-Belsen](#) (near Hanover, Germany) by the British in April 1945, and [Dachau](#) by the Americans in April 1945.

At the end of the war, between 50,000 and 100,000 Jewish survivors were living in three zones of occupation: American, British and Soviet. Within a year, that figure grew to about 200,000. The American zone of occupation contained more than 90 percent of the Jewish [displaced persons \(DPs\)](#). The Jewish DPs would not and could not return to their homes, which brought back such horrible memories and still held the threat of danger from anti-Semitic neighbors. Thus, they languished in DP camps until emigration could be arranged to Palestine, and later Israel, the United States, South America and other countries. The last DP camp closed in 1957 (David S. Wyman, "The United States," in David S. Wyman, ed., *The World Reacts to the Holocaust*, Baltimore, MD: Johns Hopkins University Press, 1996, pp. 70710).

Below are figures for the number of [Jews](#) murdered in each country that came under German domination. They are estimates, as are all figures relating to [Holocaust](#) victims. The numbers given here for Czechoslovakia, [Hungary](#) and [Romania](#) are based on their territorial borders before the 1938 Munich agreement. The total number of six million [Jews](#) murdered during the [Holocaust](#), which emerged from the [Nuremberg trials](#), is also an estimate. Numbers have ranged between five and seven million killed.

Source: Holocaust Memorial Center: <http://www.holocaustcenter.org> 6602 West Maple Road
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Czechoslovakia and the Protectorate of Bohemia and Moravia during World War II

In the period leading up to 1938, Czechoslovakia was an independent democracy. The Munich Pact in September 1938 changed that. Hitler began to threaten a European war if the Sudetenland, which was a region of Czechoslovakia, was not ceded to Germany. This border region adjacent to Germany had a high population of ethnic German individuals. With the signing of the Munich Pact, it was annexed to Germany, largely as a result of the appeasement of Hitler by Britain and France. Refugees began pouring into Czechoslovakia from the Sudetenland. On March 15, 1939, German troops marched in and declared the central region of Czechoslovakia the Protectorate of Bohemia and Moravia. The eastern region, Slovakia, became an independent territory cooperative with the German state. The Nazis immediately began to impose restrictions on Jews, and Germany's Nuremberg Laws of 1935 were implemented there on June 21, 1939. At this time, 90,000 Jews lived in Bohemia and Moravia. By the end of WWII, 88,000 Jews had been placed in ghettos, most of them in Theresienstadt. Almost all of these people later perished in Auschwitz-Birkenau in Poland.

Theresienstadt – History

In October 1941 the tranquil Czech town of Terezin was transformed by the occupying Germans into Theresienstadt, a ghetto for Jews. Throughout eastern Europe, the Germans generally segregated and isolated the Jews by forcing them to leave their homes and live in walled-off sections of towns and cities, effectively making them prisoners. Theresienstadt was an isolated 18th century fortress town near Prague and was different from other ghettos. Along with less harsh living conditions, there was also a degree of self-government for prisoners, though they were still absolutely dependent on the Nazis' arbitrary decisions.

At Theresienstadt, the Nazis went to great lengths to hide the general horror of ghettos. Theresienstadt was created as a "model ghetto" by the Germans to fool the world. The Nazis were aware that news of the extermination and labor camps was beginning to leak to the outside world. They set up art studios and had prisoners design posters that showed images of the ghetto as a productive Jewish community. The Nazis carefully prepared a great staging for the arrival of the International Red Cross investigation committee on July 23, 1944. Mock stores were constructed, as well as gardens, a school, and a café; a large quota of prisoners were deported to their deaths at Auschwitz-Birkenau so the ghetto would look less congested.

Many prominent Jewish artists, authors, composers and intellectuals were sent to Theresienstadt. To keep up the charade for the Red Cross, the Germans permitted a certain amount of cultural activity there; even more was conducted in secret. In the midst of suffering,

ghetto residents held poetry readings, recitals, concerts, lectures and plays. The children even staged an opera, *Brundibar*, which had 55 performances. The Nazis filmed and photographed some of these cultural events to show the world that the Jews were “thriving” in Theresienstadt.

After the filming, most of the cast was deported to the gas chambers. Of the approximately 140,000 Jews interred in Theresienstadt, over 34,000 died in the ghetto and 87,000 were transported to death camps. Of 15,000 children deported from Theresienstadt to Auschwitz, only 240 survived – none under the age of fifteen. George Brady was one of those 240.

The Soviet Army liberated Theresienstadt on May 8 1945.

Theresienstadt – Daily Life, Food and Hunger

General conditions were appalling. Overcrowding, insufficient rations, insufficient toilets, limited access to water, lice, bedbugs and rampant disease were a part of daily life. Approximately 25% of prisoners died from malnutrition and disease while in Theresienstadt. Conditions in the Children’s Homes, or *Kinderheim*, were significantly better. This was due to the deliberate efforts of the Jewish Council, or *Judenrat*, to provide the best conditions that they could for the children. Unfortunately, this was at the expense of the elderly in the camp who received the worst rations and lodgings.

Theresienstadt was the ghetto that George and Hana Brady were sent to after being separated from their parents. For family units entering the ghetto, boys and girls were segregated and sent to live in dirty, overcrowded dormitories. Children received $\frac{3}{4}$ of a loaf of bread twice a week, and no milk, fruit or vegetables. Adults received $\frac{1}{2}$ loaf. Once every ten days, prisoners received sugar (2 teaspoons per day), a small piece of margarine and occasionally a spoonful of something to spread on the bread.

There were no fruits, vegetables or milk. At lunchtime, prisoners would receive their one meal of the day, either a bowl of soup made from lentil powder or potato and gravy. Rarely would they receive a small piece of meat. For breakfast, they received a mug of imitation “coffee” made from toasted wheat, with no milk or sugar.

Prisoners lived under the constant threat of Nazi punishment. Rules changed frequently, deliberately calculated to keep prisoners in a state of fear. A prisoner who was caught smoking, sending a letter home to family, or teaching a child a lesson could be sent out on the next transport to Auschwitz.

Theresienstadt – Cultural Life

At the beginning of the war, all cultural activities by Jews were forbidden, and even punishable by death. In spite of these risks, artists secretly rehearsed and performed in attics and back

rooms. In 1942, the Nazis eased the restrictions on performances, as it served their propaganda requirements.

Theresienstadt had an astonishing cultural life. Plays, musical concerts, puppet shows, operas, poetry readings and lectures were performed in the most unlikely places. The camp maintained a lending library of 60,000 volumes.

Many famous people from cultural, scientific and political walks of life were concentrated in Theresienstadt. Composers Victor Ullman, Gideon Klein, Hans Krasa and Pavel were all interred there. At Theresienstadt there were performances of the operas *The Bartered Bride*, *The Kiss*, *The Marriage of Figaro*, *Tosca*, *Carmen*, *Rigoletto* and Verdi's *Requiem*, in addition to the children's opera *Brundibar*.

Visual artists were employed in the drawing office of the SS Kommandantur (the commander of the "defense" squadron). This gave them access to materials to continue to create clandestine works of art depicting the conditions of the camp. Artists Bedrich Fritta, Leo Haas, Otto Ungar, Karel Fleischmann and Peter Kein created haunting testimonials. Only Leo Haas survived.

The children were also very active in cultural life. They performed in concerts and operas, wrote poems, journals and magazines. The most famous, *Vedem*, was created by the boys of Heim L417 where both George Brady and Kurt Kotouc lived. The children also created the pictures. The artwork captured the loss of home and families, the world around them in the ghetto and the wish for happier times. Nearly 4,500 pieces of children's art survived the war. All of the art that survived to today is the result of lessons given by Friedl Dicker-Brandeis, who hid it in two suitcases before leaving for Auschwitz.

Theresienstadt – Children's Homes (*Kinderheim*)

Most of the children lived in special homes, or *Kinderheim*. These homes were set up by the Jewish Council to try to shield the children from some of the terrible conditions of the camp. The elders hoped to prepare the children for a better life after the war. They had better food and living conditions than many of the adults. Girls and boys were in separate buildings and each *Kinderheim* had a teacher assigned to them.

Children under the age of 14 attended a secret school. They had lessons in the morning and physical activity or games in the afternoon. This was very difficult as all parks were fenced off and children were forbidden to use them. At age 14, children had to work during the day. In all of German-occupied Europe, this was the only place where Jewish children went to school.

All teaching activities were forbidden. Eventually, the Nazis allowed the children to draw and paint, but subjects such as history, mathematics and literature remained strictly forbidden. During classes, a student would be placed near the door as a lookout. If a guard approached, a student would give a signal and the other students would immediately abandon their lessons and pretend to be doing a neutral activity.

JAPAN IN WORLD WAR II

It is particularly significant that Japanese children are so eager to learn the story of Hana and other Jewish children who suffered a tragic demise at the hands of the Nazis. Japan was allied with Germany in World War II and has its own history of war crimes through the annihilation of thousands of Korean and Chinese people. For decades, Japan did not encourage education about the Holocaust. The story of the extermination of six million Jews during World War II was not always taught to Japanese school children.

The Tokyo Holocaust Education Resource Center, founded in 1999, contributes to a new understanding of the Holocaust. "It is a slow and complicated process," Fumiko Ishioka says. "Hana's story is a gift for us and we were able to make one step ahead to encourage children to open up their eyes to see the world and also to help them realize it's important to learn from the past."

BIOGRAPHIES

Friedl Dicker-Brandeis

For Hana Brady, one small ray of sunshine existed in the darkness of ghetto life: her extraordinary art teacher, Friedl Dicker-Brandeis. Dicker-Brandeis was an established and respected artist when she was ordered to report to Theresienstadt, with her training from the Bauhaus school. Instead of taking cherished personal belongings with her, she stuffed her suitcases full of art materials, knowing that the children in the ghetto would need a creative outlet as they suffered unbearable hardships. She went from room to room in the children's dorms, offering art lessons to any child who wanted them. While many skilled artists traded lessons for food in the ghetto, Dicker-Brandeis refused to accept a crumb. Dicker-Brandeis perished in Auschwitz, but the drawings and paintings created by her students in the ghetto were recovered, and have been exhibited around the world.

George Brady

George is Hana's brother and the only member of the Brady family to survive the Holocaust. He miraculously survived Auschwitz and the death marches near the end of the war; George later emigrated to Canada in 1951. He now lives in Toronto and is retired after owning a successful plumbing business. While in Theresienstadt he, along with Kurt Kotouc, was responsible for the publication of *Vedem, We Are Children Just the Same*. He has four children, three sons and a daughter, Lara Hana.

Fumiko Ishioka

Fumiko is the Executive Director of the Holocaust Education Center in Tokyo, Japan. In 1999, she was hired to run the center and to create children's programs about the Holocaust. It was her idea to contact Holocaust museums around the world in search of a child's suitcase, along with other children's artifacts for her exhibit. It was her perseverance that brought together the threads of Hana's life story.

The Small Wings

Maiko, Akira and a group of about a dozen children were participants in the club, Small Wings. They have now graduated, but at the time they met regularly to work on activities to promote peace and tolerance. They became fascinated with Hana's suitcase after its arrival at the museum in 2000. They wrote a newsletter together about their activities.

GLOSSARY

<i>Buchta</i>	The Czech word for donut.
<i>Ghetto</i>	An area of a town or city where people are crowded into conditions of poverty.
<i>Juden</i>	The German word for Jew.
<i>Juden Eintreit Verboten</i>	The German phrase for "Jews are forbidden entrance".
<i>The Holocaust</i>	The mass extermination of as many as six million Jews and six million non-Jews before and during WWII by the Germans and their collaborators.
<i>Kinderheim</i>	The German word for the homes where the children lived and attended school.
<i>Kristallnacht</i>	The German phrase for "The Night of Broken Glass", a terrible night in Germany on November 9-10 1938 when Jews were terrorized. Jewish businesses and synagogues had windows smashed and were set ablaze; many Jewish men were deported to concentration camps.
<i>Kumbal</i>	The Czech word for an attic hideaway that some prisoners were able to build for privacy.
<i>Refugees</i>	People fleeing a country for political reasons
<i>Vedem</i>	The magazine written by the boys of L417, where George Brady and Kurt Kotouc lived.

<i>Verboten</i>	The German word for forbidden.
<i>Waisenkind</i>	The German word for orphan.
<i>Zyklon B</i>	The cyanide-based gas used to kill Jews at Auschwitz.

LOCATIONS

Auschwitz	The death camp in southwestern Poland where most Theresienstadt Jews died; as many as 1.4 million people were murdered there. NOTE: For a comprehensive look at the Auschwitz camp system and its history, please visit the Jewish Virtual Library article, available at http://www.jewishvirtuallibrary.org/jsource/judaica/ejud_0002_0002_001609.html
Czech Republic	Formerly a part of Czechoslovakia, where Hana lived. During WWII it was named The Protectorate of Bohemia and Moravia.
Nove Mesto	The town in Moravia where the Brady family lived.
Prague	The largest city in the Protectorate during WWII. Also, the location of the Jewish Museum where Theresienstadt Children’s art collection is now kept.
Theresienstadt	The Czech town, Terezin, that was a ghetto.
Tokyo	The location of the Tokyo Holocaust Education Resource Center.
Toronto	The Canadian city where George Brady lives.

SUGGESTED ACTIVITIES (Note: national learning standards are provided where appropriate)

There are many elements of the film that lend themselves to exploration by young viewers. Below are several pre-viewing, viewing, and post-viewing activities of varying lengths of time. Each activity has been aligned with national standards for English and Social Studies.

Pre-viewing

The Suitcase:

1. If you were to draw a picture of a suitcase, what would it look like? Would it be colorful? Would it have pockets on the outside? Would it have pockets on the inside?

Would it have metal clasps, or zippers to keep its compartments closed? Would it have a lock? Would it look like a trunk, a bag, or a box on wheels?

NA-VA.9-12.3 CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

Achievement Standard:

- *Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture*
 - *Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life*
2. If you were going to pack a suitcase to travel to a friend's or relative's to spend the night (one night only), what would you pack? If you were leaving to go on a week's vacation, what would you pack?
 3. If you were limited to one carrying case that was about a cubic foot (12"x12"x12"), what would you take for an overnight trip?
 4. If you thought you would never again see your bedroom, as it is right now, what would you wish to take out of it?
 5. If you were sitting in an airport watching the travelers pass by, what judgments of people would you make based on the type of luggage they carried? Do suitcases say something about us?

Travel:

1. What is the farthest distance from home you've ever been? What was the length in time of the longest trip you've ever taken? What is the longest time you've ever been away from your home?

NSS-G.K-12.2 PLACES AND REGIONS

- *Understand the physical and human characteristics of places.*
 - *Understand that people create regions to interpret Earth's complexity.*
 - *Understand how culture and experience influence people's perceptions of places and regions.*
2. If you were going to leave next month on a journey to another continent (you may imagine which continent you will visit), what are some things you would need to consider or want to know before you leave?

NSS-G.K-12.2 PLACES AND REGIONS

As a result of their activities in grades K-12, all students should

- *Understand the physical and human characteristics of places.*
- *Understand that people create regions to interpret Earth's complexity.*
- *Understand how culture and experience influence people's perceptions of places and regions.*

[\[SOURCE\]](#)

NSS-G.K-12.3 PHYSICAL SYSTEMS

As a result of their activities in grades K-12, all students should

- *Understand the physical processes that shape the patterns of Earth's surface.*
- *Understand the characteristics and spatial distribution of ecosystems on Earth's surface.*

[\[SOURCE\]](#)

NSS-G.K-12.4 HUMAN SYSTEMS

As a result of their activities in grades K-12, all students should

- *Understand the characteristics, distribution, and migration of human populations on Earth's surface.*
- *Understand the characteristics, distribution, and complexity of Earth's cultural mosaics.*
- *Understand the patterns and networks of economic interdependence on Earth's surface.*
- *Understand the processes, patterns, and functions of human settlement.*
- *Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.*

[\[SOURCE\]](#)

NSS-G.K-12.5 ENVIRONMENT AND SOCIETY

As a result of activities in grades K-12, all students should

- *Understand how human actions modify the physical environment.*
- *Understand how physical systems affect human systems.*
- *Understand the changes that occur in the meaning, use, distribution, and importance of resources.*

3. Are you a person who gets homesick? If so, about how long does it take for those uneasy feelings to set in?

Memories:

1. Concerning your family, what is the earliest memory you have?
2. What is your favorite family memory?

3. Twenty years from now, do you think you will most remember:
 - a. Family vacations
 - b. Friends
 - c. Favorite television shows
 - d. Your bedroom and the things in it
 - e. Something else
4. How do we preserve our memories?

Conflict:

1. Some have said that conflict or stress makes us stronger as people. Do you agree or disagree?
2. Have you ever had a trial in your life that you feel you came out of a different person? A better person?

Viewing

Discriminatory behavior—ranging from slights to hate crimes—often begins with name-calling, negative stereotypes and prejudices. As young people view the film *Inside Hana’s Suitcase*, ask them to make a list of how discrimination against Hana’s family progresses, from exclusion from certain public places, to the forced separation of the family and removal from their home, and, ultimately, to Hana’s death in Auschwitz. Have them attempt to be as specific as possible, with details from the film.

1. Does the fact that much of the story is told from the perspective of children of different countries, faiths, and ethnic backgrounds tell us something about the message of the film?

NSS-G.K-12.4 HUMAN SYSTEMS

As a result of their activities in grades K-12, all students should

- *Understand the characteristics, distribution, and migration of human populations on Earth's surface.*
- *Understand the characteristics, distribution, and complexity of Earth's cultural mosaics.*

NL-ENG.K-12.9 MULTICULTURAL UNDERSTANDING

- *Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.*
2. Why do you think Fumiko is driven to find out more about Hana and to tell her story?

NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

NL-ENG.K-12.9 MULTICULTURAL UNDERSTANDING

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Some people say that the Holocaust never happened. How do we know that it did?

The Holocaust is one of the most thoroughly documented events in human history. The Germans left massive documentation, including film and photographs. In trials that occurred on five continents, the Nazis never denied their crimes. Steven Spielberg's Shoah Foundation has documented some 50,000 interviews with Holocaust survivors. Thousands of survivors have written eyewitness accounts of their experiences. Holocaust denial is not a sound academic or historical theory, and simply should not be entertained in the classroom, or anywhere.

1. As students view the film, ask them to make a list of all of the things that happened to Hana, George, and their family that are factual and could be proven in a court.

NSS-WH.5-12.8 ERA 8: A HALF-CENTURY OF CRISIS AND ACHIEVEMENT, 1900-1945

The student in grades 5-12 should understand

- *the causes and global consequences of World War II.*
- *major global trends from 1900 to the end of World War II.*

[\[SOURCE\]](#)

NSS-WH.5-12.9 ERA 9: THE 20TH CENTURY SINCE 1945: PROMISES AND PARADOXES

The student in grades 5-12 should understand

- *how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.*
- *the search for community, stability, and peace in an interdependent world.*
- *major global trends since World War II.*

NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- *Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.*

2. What is the evidence shown in the film that would support some of the events or things on your list?

George Brady said: “When I go to Auschwitz and Hitler and the Nazis are not here, and I am here they didn’t manage to put me away. Somehow, I managed to escape the fate and that I am here to tell the story makes me feel I am the victor.”

1. Why do you think it was so important for George to go back to Auschwitz?

NSS-WH.5-12.8 ERA 8: A HALF-CENTURY OF CRISIS AND ACHIEVEMENT, 1900-1945

The student in grades 5-12 should understand

- *the causes and global consequences of World War II.*
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- *the search for community, stability, and peace in an interdependent world.*
- *major global trends since World War II.*

NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- *Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.*
2. Would you want to do the same thing in his situation?
 3. How did Lara Hana Brady feel while on the journey with her dad?

NL-ENG.K-12.9 MULTICULTURAL UNDERSTANDING

4. *Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.*

Stonozka, The Centipede Song

In the secret classes held late at night in Hana's dorm in Theresienstadt, the girls learned new songs during their music classes. The girls would have to sing very quietly, so they wouldn't be heard by the Nazi guards. At the end of each class, one girl was chosen to teach one of her favorite songs from home to the rest of the students. When Hana was chosen to lead the song, she always sang a song called Stonozka—The Centipede Song.

Her life is **not** a piece of cake.

Imagine how she suffers when

She walks until her tootsies ache.

She's **got** good reason to complain.

So when I want to cry the blues

I just recall the centipede.

Consider walking in her shoes

And then life **seems** sweet indeed.

1. Why might Hana have liked this song?
2. What can we say about Hana's day-to-day outlook on her life, by the fact that she liked this song? Do you think Hana liked her life?

NA.5-8.9 UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE

Achievement Standard:

- *Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures*
- *Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary*
- *Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed*

NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- *Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.*

3. Do you have a favorite song? If so, what is it about that song that makes you feel good, or why is it pleasing to you?

Near the end of the film, the viewer is told that Lara Hana Brady discovered that the suitcase was a replica of the original suitcase. Hana's original suitcase was destroyed in a 1984 fire caused by arson, likely a result of neo-Nazism (modern day followers of the Nazis that had existed during WWII). Fortunately, the Auschwitz Museum recreated the suitcase which led to Fumiko's discovery and the subsequent story.

1. Ask the students if it matters to them that the suitcase on display is not the original or "real" one. Why does it or does it not matter to them?
2. The viewer is told that the fire was set at a warehouse containing Holocaust artifacts. Why would neo-Nazis want to destroy these things (the instructor should tie this discussion in to the previous discussion on Holocaust denial)?

NSS-WH.5-12.8 ERA 8: A HALF-CENTURY OF CRISIS AND ACHIEVEMENT, 1900-1945

The student in grades 5-12 should understand

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- *major global trends from 1900 to the end of World War II.*

[\[SOURCE\]](#)

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The student in grades 5-12 should understand

- *how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.*
- *the search for community, stability, and peace in an interdependent world.*
- *major global trends since World War II.*

"Hana wanted to become a teacher in the small town where she lived, but now she is being a teacher for so many children all over the world."

1. What are the "lessons" Hana taught to you during the viewing of this film?
2. Are you surprised that something like a suitcase could end up telling this story?
3. What do you have in your home that could tell a story about you or your family?

Post-viewing

Ekphrastic Writing:

The teacher should capture still images from the film, or perhaps find images from the Internet (such as an old suitcase, a small girl, a crowded bunk room, a pen and paper, an envelope or package, a train, the main gate at Auschwitz-Birkenau, a chimney, an airplane, a message in a bottle, etc. – see Appendix below) that evoke memories of events told in the film. Once on display, students should be asked to perform one of the following writing prompts. They may choose prose, poetry, or perhaps even a more scattershot note format. The result should show a more intimate understanding of the image.

- Write About It: maybe a description of what you see, how it makes you feel, or what you know about the image.
- Write To It: you may want to address the people or objects in the image.
- Write From It: you may feel inspired to assume the voice of a person or an object in the image.

NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Children's ID cards:

Using the United States Holocaust Memorial Museum's website as a resource, offer students a short biography on a child in the Holocaust. Please access the following link for more information:

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007086>

Choose an element from the biography and write as if you were that young person. What are your fears or hopes or dreams based on the circumstances surrounding that person's life? What could he/she have done to make the situation better? What could they have done that would have made it worse? Who could they count on for aid? What choices faced them on a daily basis?

After each student has had time to reflect on their biography, have them work with a partner to compare situations that might have existed at approximately the same time, but in different parts of Europe. How did the student and his/her partner assess their biographical subject's circumstances? Were there similarities or differences?

NL-ENG.K-12.9 MULTICULTURAL UNDERSTANDING

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Resistance:

WHY DIDN'T THE GERMAN PEOPLE RESIST THE NAZIS AND FIGHT FOR DEMOCRACY?

No evidence exists that there were any mass demonstrations or protests against the Nazis as they came to power. The Nazis were masters of propaganda (the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person) and convinced many Germans that after years of economic depression and humiliation in WWI, only the Nazi party could restore German national pride. The Nazis brutally murdered or arrested leaders of opposition political parties. Those who didn't agree with Nazi ideology feared for their lives if they spoke out.

1. Could a child resist?

NSS-C.5-8.1 CIVIC LIFE, POLITICS AND GOVERNMENT

What are Civic Life, Politics, and Government?

- *What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?*
- *What are the essential characteristics of limited and unlimited government?*
- *What are the nature and purposes of constitutions?*
- *What are alternative ways of organizing constitutional governments?*

NSS-C.5-8.4 OTHER NATIONS AND WORLD AFFAIRS

What is the Relationship of the United States to Other Nations and to World Affairs?

- *How is the world organized politically?*
- *How has the United States influenced other nations and how have other nations influenced American politics and society?*

[\[SOURCE\]](#)

NSS-C.5-8.5 ROLES OF THE CITIZEN

What are the Roles of the Citizen in American Democracy?

- *What is citizenship?*
- *What are the rights of citizens?*
- *What are the responsibilities of citizens?*
- *What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?*
- *How can citizens take part in civic life?*

2. If you answered “yes” to the question above, in what way(s) do you think children could resist?
3. Is resistance always physical, like fighting? Or are there other forms resistance can take?
 - a. Make a list of things (real things or ideas/emotions) you would need if you were going to resist?
 - b. Make a list of all of the ways Jews and other victims could resist the Nazis. Try to give some examples in each category.

Emigration:

WHY DIDN'T JEWS JUST LEAVE EUROPE TO ESCAPE THE NAZIS?

Many Jews did leave. However, stringent immigration policies prevented many from seeking refuge in other countries. Many countries, including the United States, placed strict quotas on the number of Jews who could enter, or simply closed their doors completely. The complicated paperwork and money required to emigrate also made it prohibitive for most. Ultimately, many Jews simply could not bear to leave their families and their homelands and stayed, hoping the Nazis would soon be defeated.

Many people falsely believe that it would have been easy for the Jews of Europe to emigrate from Germany or German-held lands to Palestine, the United States, or some other country. Below is a list of requirements to meet before being granted permission to leave Germany:

UNITED STATES HOLOCAUST MEMORIAL MUSEUM

<http://www.ushmm.org/education/foreducators/workshop/pdf/emigration.pdf>

After 1937, Jews needed the following documents from German authorities to leave the country.

- Passport
- Certificate from the local police noting the formal dissolution of residence in Germany
- Certificate from the Reich Ministry of Finance approving emigration, which required:
 - Payment of an emigration tax of 25 percent on total assets valued at more than 50,000 R M. This tax came due upon the dissolution of German residence.
 - Submission of an itemized list of all gifts made to third parties since January 1, 1931.
 - If their value exceeded 10,000 R M, they were included in the calculation of the emigration tax.
 - Payment of a capital transfer tax of 25 percent (levied only on Jews) of assets in addition to the emigration tax.
 - Certification from the local tax office that there were no outstanding taxes due.
 - Certification from a currency exchange office that all currency regulations had been followed. An emigrant was permitted to take 2,000 R M or less in currency

out of the country. Any remaining assets would be transferred into blocked bank accounts with restricted access.

- Customs declaration, dated no earlier than three days before departure, permitting the export of itemized personal and household goods. This declaration required:
 - Submission of a list, in triplicate, of all personal and household goods accompanying the emigrant stating their value. The list had to note items acquired before January 1, 1933, those acquired since January 1, 1933, and those acquired to facilitate emigration.
 - Documents attesting to the value of personal and household goods, and written explanations for the necessity of taking them out of the country.
 - Certification from a currency exchange office permitting the export of itemized personal and household goods, dated no earlier than 14 days before departure.

With the preceding documents, emigrants could leave Germany, if and only if they had valid travel arrangements and entrance visas for another country. After the union of Germany and Austria in March 1938, emigrants from Austria holding an Austrian passport had to apply for a German exit visa before they were permitted to leave the country.

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Most nations around the world, however, were not willing to accept immigrants or refugees, with strict quotas barring such movement in place. Let's suppose that a Jewish family could meet all of the requirements to leave Germany. Below is a resource from the United States Holocaust Memorial Museum that explains the difficulty one might have had gaining entry to the United States of America:

UNITED STATES HOLOCAUST MEMORIAL MUSEUM

<http://www.ushmm.org/education/foreducators/workshop/pdf/immigrationvisas.pdf>

In the years immediately preceding U.S. entry into World War II, potential immigrants were required to file the following documents to obtain a U.S. visa.

- Visa application (Form BC)—Five copies
- Birth certificate—Two copies (country of birth determined applicable quotas)
- Quota number, which established the person's place on the waiting list to enter the United States
- Two sponsors (close relatives of prospective immigrant were preferred). The sponsors had to be American citizens or have permanent resident status, and they had to fill out and provide the following:
 - Affidavit of Support and Sponsorship (Form C)—Six copies, notarized
 - Certified copy of most recent federal tax return
 - Affidavit from a bank about accounts
 - Affidavit from any other responsible person regarding other assets (affidavit from the sponsor's employer or statement of commercial rating)
- Certificate of Good Conduct from German police authorities, including two copies of each of the following:
 - Police dossier prison record
 - Military record
 - Other government records about the individual
- Affidavits of Good Conduct (after September 1940)
- Evidence of passing a physical examination at a U.S. consulate
- Proof of permission to leave Germany (imposed September 30, 1939)
- Proof the prospective immigrant had booked passage to the Western hemisphere (imposed September 1939).

NSS-C.5-8.1 CIVIC LIFE, POLITICS AND GOVERNMENT

What are Civic Life, Politics, and Government?

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[SOURCE]

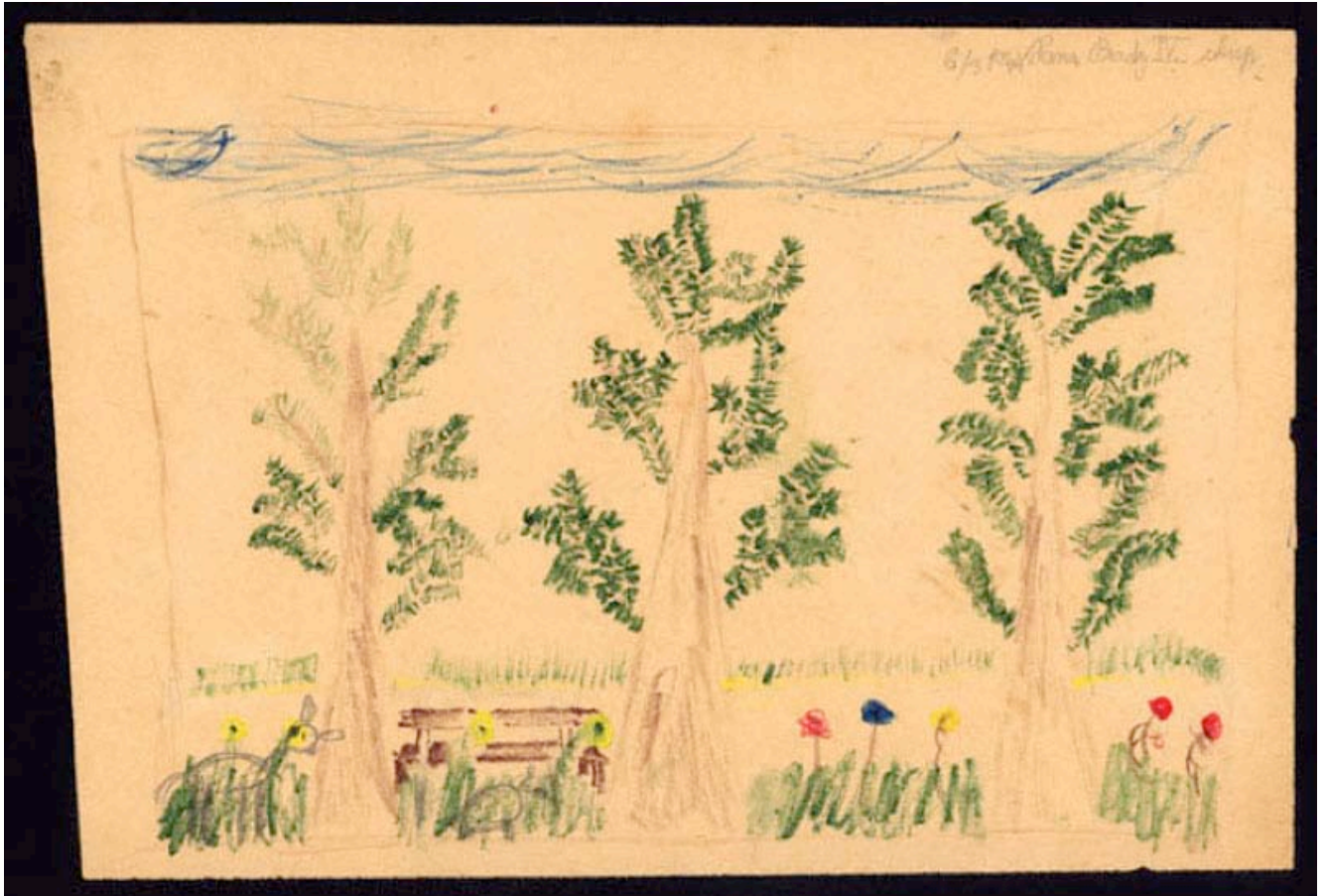
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APPENDIX

Photos and artifacts for writing and discussion



Drawing of a park, by Hana Brady
<http://www.hanassuitcase.ca/blog/?p=174>



The gate to Auschwitz-Birkenau

http://upload.wikimedia.org/wikipedia/commons/f/f9/Auschwitz-birkenau-main_track.jpg



Theresienstadt ghetto
"Work Makes You Free"

http://image46.webshots.com/46/2/66/40/346026640OSTkNc_ph.jpg



Gas chamber/crematorium at Auschwitz I
Photo by Douglas Wadley



A teenage girl carries two small pots along a street in Theresienstadt.
[Photograph #20259]

Date: Jan 20, 1944

Locale: Theresienstadt, [Bohemia] Czechoslovakia; Czech Republic

Photographer: Ivan Vojtech Fric

Credit: United States Holocaust Memorial Museum, courtesy of Ivan Vojtech Fric

Copyright: United States Holocaust Memorial Museum

http://resources.ushmm.org/inquiry/uia_doc.php/photos/4310?hr=null



Hana Brady's suitcase

http://clinton.hpcdsb.edu.on.ca/Library/images/hanna_suitcase.jpg



A message in a bottle, symbolizing George and Hana writing their thoughts, placing them in a bottle, and burying them in the ground.

http://www.fags.org/photo-dict/photofiles/list/4655/6152message_in_a_bottle.jpg



Departure of a train of German Jews being deported to Theresienstadt.

Hanau, Germany, May 30, 1942

United States Holocaust Memorial Museum

<http://www.ushmm.org/lcmedia/viewer/wlc/photo.php?RefId=5140>