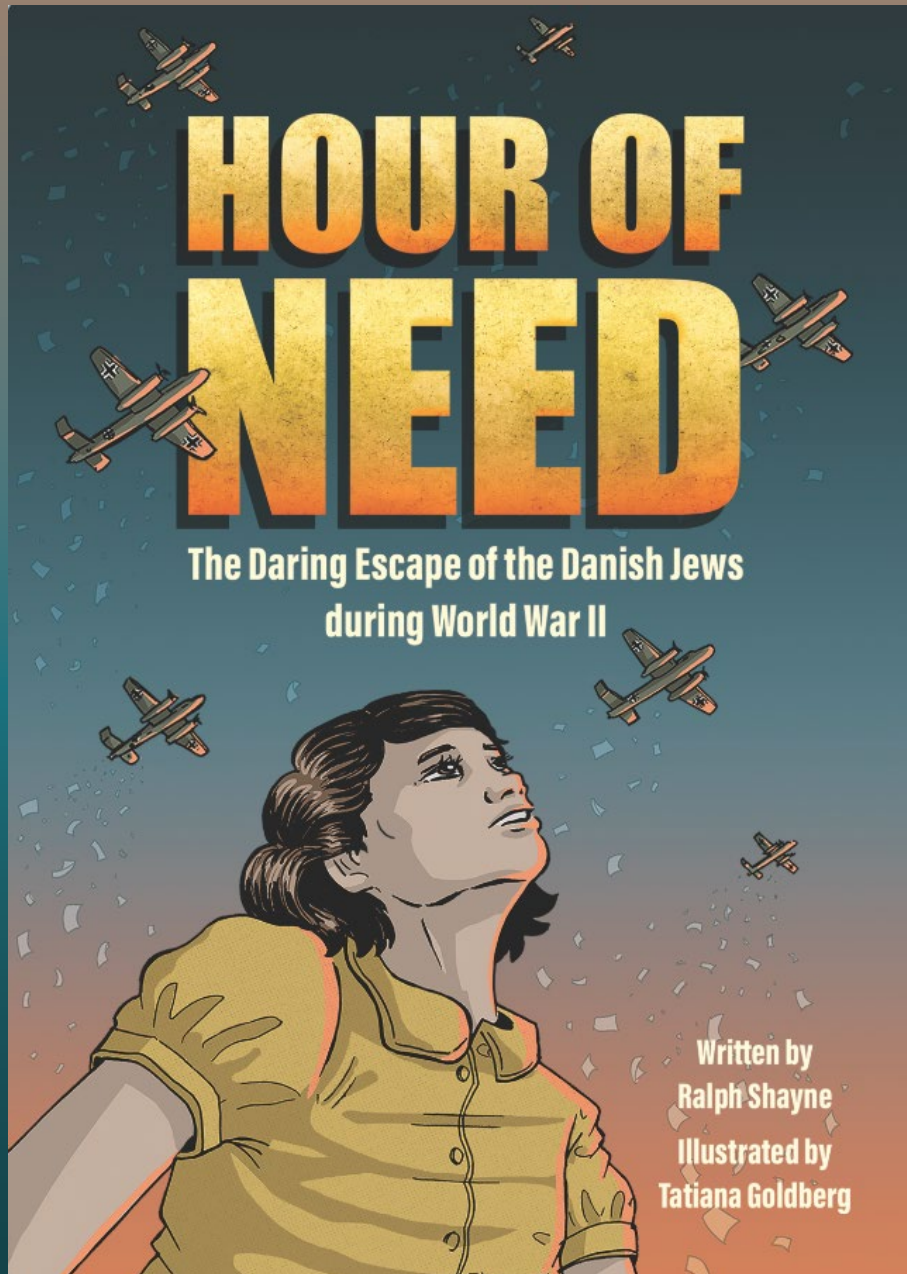




ILLINOIS HOLOCAUST MUSEUM
& EDUCATION CENTER

EDUCATOR'S GUIDE AND RESOURCES



Created by Illinois Holocaust Museum & Education Center in collaboration with Humanus Network

Supported by the Abe and Ida Cooper Foundation

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The mission of Illinois Holocaust Museum is best conveyed in its founding principle: Remember the Past. Transform the Future. Through exhibitions, programs, and innovative approaches to storytelling, the Museum preserves and promotes the stories of Holocaust survivors, eyewitnesses, and those who, against daunting obstacles, chose to be upstanders rather than bystanders. We honor the memories of those who were lost and provide opportunities to learn from the rare few who used their voices and choices to help others to survive. Illinois Holocaust Museum is proud to share the harrowing and inspiring story of Mette Shayne, “John,” Holger Dansk, and the Danish people during the dark days of World War II.

Hour of Need is a rigorously researched and deeply engaging resource to use with 6th-12th grade students in your Holocaust unit. But the true story of Mette, her family, and the people of Denmark is not typical of the overall events of WWII and the Holocaust. Teaching and learning about the people of Denmark’s organization and implementation of one of the largest and most successful acts of resistance and rescue in the Holocaust should not stand alone, nor should it serve as the only Holocaust history introduced to the classroom. Mette’s story is an important contribution to the larger history of this time period, and thinking critically about the resistance of so many Danes – both Jewish and non-Jewish – serves as a fascinating discussion point when considering the choices people faced about how to respond to Nazi tyranny.

Hour of Need and the accompanying teaching guide would not have been possible without the generous support of the Abe and Ida Cooper Foundation or the partnership of author Ralph Shayne and illustrator Tatiana Goldberg. We hope this important book and related materials will generate important discussions in your classroom and ultimately inspire both you and your students to take a stand today for those who face discrimination, persecution, and violations of human rights in the world today.

Leah Rauch
DIRECTOR OF EDUCATION

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RESOURCE OBJECTIVES

Students will engage in historical thinking and inquiry by examining primary sources that complement the graphic novel and enhance one's understanding of Holocaust history and its lessons for today, including one's responsibility as an active and engaged citizen.

NOTE: Educator's Guide and Resources will incorporate numerous primary sources with citations to model methods of historical inquiry and responsible research methodologies.

Students will examine the story of Holocaust Survivor Mette Shayne and her family's experience as Jews in Denmark during WWII and the Holocaust. Students will place the experiences of Danish Jews into the larger context of the Holocaust. Students will also use this case study as a framework and historical context to then examine a sampling of additional experiences of Jews in Denmark during this time period to personalize the statistics and bring awareness to the fact that there were many different Jewish experiences during the Holocaust, even within one country. Every person has a story. These case studies also illuminate the fact that people had choices, even during the Holocaust; choices to intervene and stand up for others. By examining these historical examples, they provide a framework to examine ways in which we, too, can make choices today to stand up for others in their hour of need.

TARGET AUDIENCE

Teachers: History / Social Studies; English Language Arts

Students: Grades 5/6-12

Note: The graphic novel is suitable for younger readers; educational resources may be modified by teachers to best fit the needs of one's particular students and/or age-level.

Note that for younger students especially, it is essential for teachers to create a safe space for learning about this difficult history; guiding students "safely in and safely out" of the content.

For teachers who are new to this topic, or as a refresher, you may wish to visit the [United States Holocaust Memorial Museum's Guidelines for Teaching about the Holocaust](#).

"Graphic material should be used judiciously and only to the extent necessary to achieve the lesson objective. Try to select images and texts that do not exploit the students' emotional vulnerability or that might be construed as disrespectful to the victims themselves. Instead of avoiding important topics because the visual images are graphic, use other approaches to address the material." – USHMM Guidelines for Teaching about the Holocaust; Make Responsible Methodological Choices Discussions of experiences of deportation, killing centers, and mass murder are not appropriate with students younger than 7th grade.

RESOURCE COMPONENTS

Educator's Guide and Resources Include:

- **K-W-L Chart**
- **Glossary**
- **Timeline**
- **Maps**
- **Primary Sources that complement the graphic novel's storyline and Shayne family's experience**
- **Additional case studies with primary sources regarding Jews in Denmark during WWII**
- **Discussion Guide / Worksheets**

DEFINITION AND OVERVIEW OF THE HOLOCAUST

DEFINITION OF THE HOLOCAUST:

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately 6- million Jews by the Nazi regime and its collaborators. The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": Romani people, disabled people, and some of the Slavic peoples (including Poles and Russians). Other groups were persecuted on political, ideological, behavioral, or perceived behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, and LGBTQ+ people. — Adapted from United States Holocaust Memorial Museum, Washington, D.C.

OVERVIEW OF THE HOLOCAUST:

What was the Holocaust?

In 1933, the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during World War II. By the end of the war in 1945, the Germans and their allies and collaborators killed nearly two out of every three European Jews as part of the "Final Solution."

The Nazis considered Jews to be the inferior race that posed the deadliest menace to the German Volk. Soon after they came to power, the Nazis adopted measures to exclude Jews from German economic, social and cultural life and to pressure them to emigrate. World War II provided Nazi officials with the opportunity to pursue a comprehensive, "final solution to the Jewish question": the murder of all the Jews in Europe.

While Jews were the priority target of Nazi racism, other groups within Germany were persecuted for racial reasons, including Roma, Black Germans, and people with mental or physical disabilities. By the end of the war, the Germans and their Axis partners murdered up to 250,000 Roma. And between 1939 and 1945, they murdered at least 250,000 mentally or physically disabled people, mainly German and living in institutions, in the so-called Euthanasia Program.

As Nazi tyranny spread across Europe, the Germans and their collaborators persecuted and murdered millions of other people seen as biologically inferior or dangerous. Between two and three million Soviet prisoners of

war, viewed by the Nazis as the biological “carriers” of Bolshevism, were murdered or died of starvation, disease, neglect, or brutal treatment. The Germans shot tens of thousands of non-Jewish members of the Polish intelligentsia, murdered the inhabitants of hundreds of villages in “pacification” raids in Poland and the Soviet Union, and deported millions of Polish and Soviet civilians to perform forced labor under conditions that caused many to die.

From the earliest years of the Nazi regime, German authorities persecuted LGBTQ+ people & other Germans whose behavior did not conform to prescribed social norms (such as unhoused people, those with alcoholism or addictions, and sex workers), incarcerating thousands in prisons & concentration camps. German police officials similarly persecuted thousands of Germans viewed as political opponents (including Communists, Socialists, Freemasons, & trade unionists) and religious dissidents (such as Jehovah’s Witnesses). Many of these individuals died as a result of maltreatment and murder.

Implementation of “The Final Solution”

World War II provided Nazi officials the opportunity to adopt more radical measures against the Jews under the pretext that they posed a threat to Germany. After occupying Poland, German authorities confined the Jewish population to ghettos, to which they also later deported thousands of Jews from German territory. Hundreds of thousands of Jews died from the horrendous conditions in the ghettos in Poland and other parts of Eastern Europe.

Following the invasion of the Soviet Union in June 1941, Einsatzgruppen and Waffen SS units, with support from the Wehrmacht, moved behind German lines to murder Jews, Roma, and Soviet state and Communist Party officials in mass shootings as well as in specially equipped gas vans. Mass shootings of Jews continued throughout the war, many conducted by militarized battalions of the German Order Police. These shooting operations are estimated to have claimed the lives of more than 1.5 million Jews.

In late 1941, Nazi officials opted to employ an additional method to kill Jews, one originally developed for the “Euthanasia” Program: stationary gas chambers. Between 1941 and 1944, Nazi Germany and its Allies deported nearly three million Jews from areas under their control to Nazi-occupied Poland. The vast majority were sent to killing centers, often called death camps, at Belzec, Chelmno, Sobibor, Treblinka, Majdanek, and Auschwitz-Birkenau, where they were murdered primarily by means of poison gas. Some able-bodied Jewish deportees were temporarily spared to perform forced labor in ghettos, forced labor camps, or concentration camps in Nazi-occupied territory. Most of these workers died from starvation and disease or were killed when they became too weak to work.

The End of the War

In the final months of the war, SS guards moved camp inmates by train or on forced marches, often called “death marches,” in an attempt to prevent the Allied liberation of large numbers of prisoners. As Allied forces moved across Europe in a series of offensives against Germany, they began to encounter and liberate concentration camp prisoners, as well as prisoners en route by forced march from one camp to another. The marches continued until May 7, 1945, the day the German armed forces surrendered unconditionally to the Allies. For the Western Allies, World War II officially ended in Europe on the next day, May 8 (V-E Day), while Soviet forces announced their “Victory Day” on May 9, 1945.

In the aftermath of the Holocaust, more than 250,000 survivors found shelter in displaced persons camps run by the Allied powers and the United Nations Refugee and Rehabilitation Administration in Germany, Austria, and Italy. Between 1948 and 1951, 136,000 Jewish displaced persons immigrated to Israel, while others resettled in the United States and other nations outside Europe. Other Jewish displaced persons emigrated to the United States and other nations. The last camp for Jewish displaced persons closed in 1957.

The crimes committed during the Holocaust devastated most European Jewish communities and eliminated hundreds of Jewish communities in occupied eastern Europe entirely. --United States Holocaust Memorial Museum, Washington, DC, Holocaust Encyclopedia; “Introduction to The Holocaust”

VOCABULARY (WITHIN OVERVIEW OF THE HOLOCAUST):

German Volk: There is no direct translation for this German word; the closest translation refers to people, both uncountable in the sense of people as in a crowd, and countable in the sense of a people as in an ethnic group or nation.

Einsatzgruppen (Task forces, special action groups): Units of the Security Police and SD (the SS intelligence service) that followed the German army as it invaded and occupied countries in Europe. Often referred to as “mobile killing squads,” they are best known for their role in the systematic murder of Jews in mass shooting operations on Soviet territory. (USHMM)

Waffen SS: Military branch of the SS. Units of the Waffen-SS took part in most of the major military campaigns of World War II. They were heavily involved in the commission of the Holocaust through their participation in mass shootings, anti-partisan warfare, and in supplying guards for Nazi concentration camps. They were also responsible for many other war crimes. (USHMM)

Wehrmacht: Defense force; The unified armed forces of Nazi Germany from 1935 to 1945. It consisted of the army, navy and air force. The designation “Wehrmacht” replaced the previously used term Reichswehr and was the manifestation of the Nazi regime’s efforts to rearm Germany to a greater extent than the Treaty of Versailles permitted.

HOOR OF NEED: THE DARING ESCAPE OF THE DANISH JEWS DURING WWII

LESSON WARM-UP:

Depending upon student’s prior knowledge (and age/grade level), you may wish to go over the Definition of the Holocaust and the Overview of the Holocaust as preparation in advance of reading the graphic novel.

Prior to students reading the graphic novel, have students fill out the K-W-L Chart.

- **K-W-L Chart**

Then, go over the following together as a class (prior to starting the graphic novel):

(Note that students should also reference / review these as needed while reading the graphic novel.)

- **Glossary**
- **Timeline**
- **Maps**

K-W-L CHART

DIRECTIONS:

Have students fill out the K-W-L Chart independently before reading the graphic novel.

Have students fill out the “**K**” section of the chart regarding what they already **K**now about the Holocaust in general, the Jewish experience during the Holocaust, as well as anything they may know already that specifically pertains to Denmark during the Holocaust.

Have students also fill out the “**W**” section of the chart regarding what they **W**ant to Know More About.

Either while reading the graphic novel or at the completion of reading, have students fill out the “L” section of the chart regarding what they Learned specifically about Denmark, the Jewish experience, and the resistance movement during the Holocaust and WWII.

At the completion of reading the graphic novel, have students revisit their “K” section to see how the graphic novel may have changed earlier understanding(s) or assumptions. Also have them revisit their “W” section to see if the graphic novel helped them to learn more about the things the items they identified in this section.

GLOSSARY

Definitions of terms referenced in the graphic novel (definitions taken from Merriam-Webster Dictionary):

Amnesty: An official pardon for people who have been convicted of political offenses.

Assimilated: Integrated into the community; absorbed into the tradition of a population or group.

Capitulation: The act of surrendering or yielding to an opponent; the terms of surrender.

Dictator: A person who uses power or authority in a cruel, unjust, or harmful way.

Exile: To banish or expel from one’s own country or home.

Farmor: Danish word for one’s paternal grandmother (their father’s mother)

Propaganda: Ideas or statements that are often false or exaggerated and that are spread in order to help a cause, a political leader, a government, etc.

Reparations: The payment of damages; compensation in money or materials payable by a defeated nation for damages to or expenditures sustained by another nation as a result of hostilities with the defeated nation.

Resistance: A secret organization in a conquered country fighting against enemy forces.

Sabotage: Destructive or obstructive action carried on by a civilian or enemy agent to hinder a nation’s war effort; deliberate subversion.

ASSIGNMENT:

Students should write one sentence per glossary term in which they use the term correctly.

Additional terms found throughout the remainder of this guide may be found in the glossary on pages 32-47 [here](#).

TIMELINE ASSIGNMENT: DENMARK AND WWII

DIRECTIONS:

Students should use the corresponding Timeline (either with Denmark’s events in **blue font** or the whole timeline in black font) as it pertains to the assignment option(s) below:

TEACHER PREP:

Teacher will have timeline years made onto large pieces of paper and placed in chronological order around the room (on the wall with enough space under each year to add events to the timeline; note that some years will have several events to add.)

Years: 1912, 1933 – 1945

*Note that there is nothing included for 1936-37; you could choose to add events from the war and Holocaust or ask students to research additional events to add to these years.

Decide how students will add events to the wall under the correct year (there are several options):

1. Add events to the wall under correct year as you read sections of the graphic novel that correspond with that timeframe / those events.
2. Do all of the Timeline in advance of reading the graphic novel to set the historical context for students prior to reading (but this may give away parts of the story for students based on actual events in Denmark during WWII and the Holocaust).
3. Do only the black font timeline events in advance to set the historical context and then add the blue font layers that pertain specifically to Denmark as you read the graphic novel and get to those events.
4. Split students into groups and divide up timeline events into stations around the room; have students present key facts of events (or look up further details of events & then do so); students can also present key facts to whole class before placing them on the wall under the corresponding year.
5. Teacher (or students) can look for instances of **cause and effect** and point those out; students could also do a gallery walk of Timeline once completed to look for these connections.

Decide which Timeline to use (all black font or Denmark's events in blue font)

If using Timeline all in black font:

Students could denote in a special way which events pertain directly to the graphic novel (Example: place them on a specific color of paper for all events directly related to Denmark / graphic novel storyline so they stand out on wall from the rest of the Timeline).

There's also a timeline provided with those events in **blue font** if you'd rather save time and just have those already done for students.

Students could also select the page from the graphic novel that corresponds with those events that happened in Denmark / relate directly to the graphic novel storyline and they could cut out the colored section / page and add the graphic to the Timeline to aid those who are more visual learners and to make the Timeline more interesting. (Students could do this with either version of the Timeline; **all black font** or **Denmark's events in blue font**).

Another option: You could also have a large map of Europe (or world) on the wall and place the events on the map where they happened. Events could also be numbered in chronological order so students can visually see how/ where/when events progressed throughout Europe.

TIMELINE: DENMARK AND WWII

****NOTE:** Events within the timeline that pertain directly to Denmark are in **blue font**. (The Teacher Resources include a copy in **all black font**.)

1912: King Christian X, at age 41, assumes the throne of Denmark upon the death of his father, Frederik VIII. He will serve as King until his death in 1947. His long reign is framed by the two world wars.

January 30, 1933: Adolf Hitler is appointed Chancellor of Germany by President Paul von Hindenburg

February 27-28, 1933: The *Reichstag* (German parliament) building burns in Berlin. The origins of the fire are unclear, but in a propaganda maneuver, Communists are blamed for the fire and individual rights and due process are suspended, claiming the government must have more authority in order to “protect the people”. This is a key step in establishing the Nazi dictatorship; Germany becomes a police state.

March 22, 1933: Dachau concentration camp is established; it will serve as the model upon which other camps are built and SS guards trained. Its first prisoners are political opponents.

April 1, 1933: Nazi leadership stages an economic boycott, targeting Jewish-owned businesses and offices of Jewish professionals.

1933-: Laws limiting the rights of Jewish citizens are passed incrementally; these laws will continue to strip away the rights of Jewish citizens over the next several years. The slow, incremental nature of stripping away rights is designed to prepare German citizens to accept this as “normal”.

August 2, 1934: Germany’s President, Paul von Hindenburg, dies.

August 19, 1934: Hitler abolishes the office of the President and declares himself *Führer* of the German Reich and People, in addition to his position as Chancellor. In this capacity, Hitler’s decisions are not bound by the laws of the state. Hitler now becomes the absolute dictator of Germany; there are no legal or constitutional limits to his authority.

Sept. 1935: Nuremberg Race Laws go into effect (determining through pseudo-science who is considered part of the Nazi “Aryan” (superior) race and who is considered a Jew and other “less desirable” races); this provided the legal framework for the systematic persecution of Jews in Germany. The Nuremberg Race Laws did not identify a “Jew” by religion but instead as someone with three or four Jewish grandparents.

March 1938: Germany annexes Austria; German troops invade Austria and incorporate Austria into the German Reich in what is known as the *Anschluss*.

November 9, 1938: *Kristallnacht* (“Night of Broken Glass”); this is the first example of state-sponsored violence against Jews in Germany; hundreds of synagogues are destroyed, Jewish homes and businesses are looted, and Jewish cemeteries are desecrated. This event is named for the shattered glass from store windows that littered the streets after the violence. Almost 100 Jewish residents in Germany lost their lives in the violence. This was an important turning point for Germany’s Jews, leading many Jews to conclude that there was no future for them in Nazi Germany.

Sept. 1, 1939: Germany invades Poland, initiating World War II in Europe.

Sept. 3, 1941: Britain and France declare war on Germany.

April 9, 1940: Germany invades Denmark.

Denmark’s Jewish population is approx. 7,500 (0.2% of total population); about 6,000 of these Jews were Danish citizens. The rest were German and eastern European refugees. Most Jews lived in the country’s capital and largest city, Copenhagen.

Until 1943, the German occupation regime took a relatively benign approach to Denmark. The Germans were eager to cultivate good relations with a population they perceived as “fellow Aryans.” Although Germany dominated Danish foreign policy, the Germans permitted the Danish government complete autonomy in running domestic affairs, including maintaining control over the legal system and police forces.

Unlike in other western European countries, the Danish government did not require Jews to register their property and assets, identify themselves, wear the yellow star of David, or give up apartments, homes, and businesses. Two attempts were made to set fire to the Copenhagen synagogue in 1941 and 1942, but local police intervened both times to prevent the arson and arrest the perpetrators.

The refusal of the Danish authorities to discriminate against Danish Jews and King Christian's outspoken support of the Jewish community have given rise to the myth that the king himself wore a yellow star. Though untrue, the story reflects the king's opposition to persecuting Denmark's Jewish citizens and residents and the popular perception of Denmark as a country which protected Jews.

April 9, 1940: On the same day that Germany invades Denmark, Germany also invades Norway. Norway's King Hakkon VII, brother to Denmark's King Christian X, flees to Britain, where he remains in exile during the remainder of WWII.

May 1940: Germany invades Belgium, Netherlands, Luxembourg, and France.

April 1941: Germany invades Yugoslavia and Greece.

June 22, 1941: Germany invades the Soviet Union.

Nov. 24, 1941: Theresienstadt camp-ghetto is established in the town of Terezin (located today in the Czech Republic); neither a ghetto as such nor strictly a concentration camp, Theresienstadt served as a "settlement," an assembly camp, and a concentration camp, and had recognizable features of both ghettos and concentration camps. In its function as a tool of deception, Theresienstadt was a unique facility and served an important propaganda function for the Germans.

Dec. 7, 1941: Japan launches a surprise attack on the U.S. Pacific fleet at Pearl Harbor, Hawaii, severely damaging the fleet.

Dec. 8, 1941: The United States declares war on Japan and following Germany's declaration of war on the United States, the United States also declares war on Germany.

Jan. 20, 1942: Wannsee Conference convenes; plans are presented to coordinate a European-wide "Final Solution of the Jewish Question". The "Final Solution" was the code name for the systematic, deliberate, physical annihilation of the European Jews. At some still undetermined time in 1941, Hitler authorized this European-wide scheme for mass murder.

Autumn 1942: Denmark's resistance movement gains support.

Summer 1943: With Allied military advances, resistance activity in Denmark increases in the form of sabotage and strikes. These actions cause tension between the occupying German forces and the Danish government.

Aug. 28, 1943: SS General Werner Best, the German civilian administrator in Denmark, informs the Danish Government that it is declaring a "state of emergency." Public gatherings of more than five persons are prohibited, as are strikes and financial support for strikers. An 8:30 p.m. curfew is imposed. Firearms and explosives are confiscated, press censorship is imposed, and Danish special tribunals for dealing with infringements of these prohibitions and regulations are to be established. Sabotage is to be punished by death.

Aug. 29, 1943: The Danish government refuses to meet the new demands and resigns. The Germans take over the administration of Denmark and attempt to implement the "Final Solution" by arresting and deporting Jews.

Sept. 8, 1943: SS General Werner Best sends a telegram to Adolf Hitler to propose that the Germans make use of the martial law provisions to deport the Danish Jews.

Sept. 17, 1943: Hitler approves the measure proposed by SS Gen. Werner Best. As preparations proceeded, Best, who has second thoughts about the political consequences of the deportations, informs Georg Ferdinand Duckwitz, a German naval attaché, of the impending deportation operation.

Sept. 28, 1943: Before the final order for deportation comes to Copenhagen, Duckwitz, along with other German officials, warn non-Jewish Danes of the plan. In turn, these Danes alert the local Jewish community.

Sept. 29, 1943: On the eve of Rosh Hashanah (the Jewish New Year), Wednesday, September 29, 1943, Rabbi Marcus Melchior tells his congregation that the Germans plan a mass roundup of Jews the next day, when the Nazis know families will be gathered in their homes for the holiday.

Oct. 1, 1943: German deportation of Danish Jews is to begin. Approximately 7,200 Danish Jews escape to Sweden over the next month with the help of the Danish resistance movement and many individual Danish citizens. Resistance workers and sympathizers initially help Jews move into hiding places throughout the country and from there to the coast; fishermen then ferry them to neutral Sweden, who accept the Danish refugees. The rescue operation expands to include participation by the Danish police and the government.

October 6, 1943: While almost the entire rescue operation of Danish Jews is successful, there are exceptions to this. One example is the group of approx. 80 Jews hiding in the attic of the Gilleleje Church, located in a fishing village north of Copenhagen, who are betrayed, arrested, and deported.

Autumn 1943: Despite the rescue efforts, the Germans seize about 470 Jews in Denmark and deport them to the Theresienstadt ghetto in occupied Czechoslovakia. Danish authorities and the Danish Red Cross vocally and insistently demand information on their whereabouts and living conditions. The vigor of Danish protests likely deters the Germans from transporting these Jews to killing centers in German-occupied Poland. The SS authorities at Theresienstadt even allow Danish prisoners to receive letters and some care packages.

March 1944: Germany occupies Hungary and deports Hungarian Jews.

May 15, 1944: Mass deportations of Jews from Theresienstadt to Auschwitz-Birkenau.

June 23, 1944: A Danish delegation joins representatives of the International Red Cross on a visit to the Theresienstadt ghetto in occupied Czechoslovakia. To deceive both these visitors and world opinion about Nazi treatment of the Jews, the SS beautifies the ghetto and creates the impression that Theresienstadt is a self-governing Jewish settlement. The Danish Red Cross was a driving force behind the International Red Cross's request to visit and inspect the Theresienstadt ghetto.

June 6, 1944: D-Day; under the overall command of US General Dwight D. Eisenhower and using the code name Operation "Overlord," US, British, and Canadian troops land on the beaches of Normandy, France.

Jan. 27, 1945: Soviet troops liberate Auschwitz.

April 4, 1945: The Ohrdruf camp, a subcamp of the Buchenwald concentration camp, is the first Nazi camp liberated by US troops. After visiting Ohrdruf a week later, General Dwight D. Eisenhower orders careful documentation of the atrocities perpetrated in the Nazi concentration camps, so that no one in the future can deny that they had committed these atrocities. The discovery of the Ohrdruf camp opens the eyes of many US soldiers to the horrors perpetrated by the Nazis during the Holocaust.

April 15, 1945: German authorities hand the Danish prisoners over to the custody of the Swedish Red Cross. This is a result of negotiations between Swedish government representatives and Nazi officials in which Scandinavian prisoners in camps, including Jews, are transferred to a holding camp in northern Germany. These prisoners are eventually sent to Sweden, where they stay until the end of the war.

Of approximately 500 Danish Jews deported, about 450 survive and return to Denmark in 1945. Although a housing shortage requires some of them to live in shelters for a few months, most find their homes and businesses as they had left them, since local authorities had refused to permit the Germans or their collaborators in Denmark to seize or plunder Jewish homes.

In total, some 120 Danish Jews die during the Holocaust, either in Theresienstadt or during the flight from Denmark. The country has one of the highest Jewish survival rates for any German-occupied European country.

April 29, 1945: U.S. troops liberate Dachau concentration camp.

April 30, 1945: Adolf Hitler dies by suicide in his bunker in Berlin.

May 7, 1945: German army surrenders unconditionally to Allied forces in the west.

May 8, 1945: V-E Day (Victory in Europe Day), marking the end of the war in Europe; worldwide celebrations.

June 7, 1945: King Haakon VII of Norway returns from exile in England to Norway.

Sept. 2, 1945: Japan surrenders; WWII officially ends.

Nov. 20, 1945: The International Military Tribunal begins in Nuremberg, Germany with the trial of 21 major Nazi leaders.

MAPS

MAP I: APRIL 9, 1940: GERMANY INVADES DENMARK AND NORWAY

MAP II: 1940 - 1945: MAJOR NAZI CAMPS ESTABLISHED IN OCCUPIED NORWAY AND DENMARK



[USHMM Holocaust Encyclopedia](#)



[USHMM Holocaust Encyclopedia](#)

MAP III: FALL OF 1943: RESCUE OF DANISH JEWS



[USHMM Holocaust Encyclopedia](#)

Germany occupied Denmark in 1940. When the Germans decided to deport Jews from Denmark in August 1943, Danes spontaneously organized a rescue operation and helped Jews reach the coast; fishermen then ferried them to neutral Sweden. The rescue operation expanded to include participation by the Danish resistance, the police, and the government. In little more than three weeks, the Danes ferried more than 7,000 Jews and close to 700 of their non-Jewish relatives to Sweden, who accepted the Danish refugees. The Germans seized about 500 Jews in Denmark and deported them to the Theresienstadt ghetto. The Danes demanded information on their whereabouts. The vigor of Danish protests perhaps prevented their deportation to the killing centers in occupied Poland.

PRIMARY SOURCES & CASE STUDIES OF DANISH EXPERIENCES DURING THE HOLOCAUST

Primary Source: A primary source is a first-hand or contemporary account of an event or topic. Primary sources are original materials, regardless of format. Examples include: Letters, diaries, minutes, documents, photographs, artifacts, interviews, sound or video recordings, film. These are examples of primary sources as long as they are created at the time that the event is occurring.

Historical Inquiry: The process in which multiple sources and various forms of historical evidence are analyzed to draw conclusions about how / why things happened in the past.

The Primary Sources included in this lesson complement the graphic novel content and provide a deeper historical context while engaging students in historical inquiry skills.

ASSIGNMENT / LESSON: DECIDE:

- If you will have students use National Archives and Records Administration (NARA) Primary Source Analysis sheets or simply examine the primary sources and case studies to summarize each and share with the class.
- o **If using NARA analysis sheets (See full DIRECTIONS below):**
 - Set up stations within the classroom with one case study at each station;
 - Working in small groups, have students analyze the primary sources according to the NARA analysis sheets;
 - Small groups will also summarize main points of the case study at their station.
 - Students will then “Jigsaw:” each group will share their information with the class-at- large so that all case studies are presented and known.
- o **If simply having students summarize case studies and examine primary sources:**
 - Set up classroom with various stations to examine one case study and its accompanying primary sources at each station.
 - In small groups (or with a partner), students will examine, analyze, and summarize the case study / primary sources at their station.
 - Students can share out loud about their case study or write up information to be posted on the walls of the classroom; students can do a gallery walk to complete their worksheets for each case study.
 - Students should complete the Case Study Assignment worksheet.

DIRECTIONS (For Stations and NARA Primary Source Analysis Sheets): Set up the classroom with various stations for students to examine one case study and its accompanying primary sources at each station.

In small groups (or with a partner), have students examine and analyze the primary sources / case studies at their station by completing the corresponding analysis worksheet (based on the primary sources at their stations).

- Photo Analysis
- Written Document Analysis
- Artifact Analysis
- Artwork Analysis
- Map Analysis

When all analysis work is completed, have each group share their findings with the class. (Teachers could also opt to have students “Jigsaw” in order to share all of the information with the whole class.) As groups share their analysis, students should independently complete the Case Study and Primary Source worksheet, based on the findings shared by the class.

TEACHER PREP:

Read the Graphic Novel in advance to familiarize yourself with the content and modify journal prompts / discussion questions (if necessary) to most appropriately align with your students’ needs and skill level(s).

Make copies of the following in advance of the lesson:

- Primary Sources / Case Studies

NOTE: It’s best to use color copies so students can see the primary sources in their richness and fullness; details are important when examining primary sources and some details may be lost or altered if copies are black and white, rather than in color; or if copies are blurry.

- Primary Sources Guided Questions Handout
- Primary Source Analysis worksheets
 - Photo Analysis
 - Written Document Analysis
 - Artifact Analysis
 - Artwork Analysis
 - Map Analysis

DECIDE:

- How you will divide students (how many students in each working group or partner group; teacher assigned or students self-select?)
- Where the stations will be in your classroom
- Which case studies / primary sources will be at each station
 - Will questions at the end be assigned as Journal Prompts, Class Discussion Questions, or Graded Essays

E-Learning Adaption: Each classroom station can be equipped with electronic tablets on which students can view electronic versions of the primary sources / case studies; or if distance learning, simply provide students with the electronic version of this assignment so they can view all electronically on their own device(s).

PRIMARY SOURCES

CORRESPOND WITH HOUR OF NEED GRAPHIC NOVEL



1.

King Christian X of Denmark. *United States Holocaust Memorial Museum Photo Archives #90094. Copyright United States Holocaust Memorial Museum, Courtesy of Leo Goldberger. Date: 1931-39. Locale: Denmark.*

From the United States Holocaust Memorial Museum Encyclopedia:

According to popular legend, King Christian X chose to wear a yellow star in support of the Danish Jews during the Nazi occupation of Denmark. In another version, the Danish people decided to wear a yellow star for the same reason. Both of these stories are fictional. However, the legend conveys an important historical truth: both the King and the Danish people stood by their Jewish citizens and were instrumental in saving the overwhelming majority of them from Nazi persecution and death.



2.

Portrait of **Georg Duckwitz**, German naval attaché in Denmark who leaked the Nazi plan to deport Danish Jews. Place and date uncertain. *United States Holocaust Memorial Museum, Holocaust Encyclopedia.*

Georg Ferdinand Duckwitz (29 September 1904, Bremen-16 February 1973) was a German diplomat. During World War II he served as an attaché for Nazi Germany in occupied Denmark. He tipped off the Danes about the German's intended deportation of the Jewish population in 1943 and arranged for their reception in Sweden. It is estimated that he prevented the German deportation of 95% of Denmark's Jews in the resulting rescue of the Danish Jews. On March 29, 1971 Yad Vashem recognized Georg Ferdinand Duckwitz as Righteous Among the Nations.

3.

FILM

Link to archival film footage:

<https://encyclopedia.ushmm.org/asset/27de8573-2474-480b-ad87-dca181d0356e.mp4>



ABOUT THE FILM FOOTAGE: Denmark signed a nonaggression pact with Germany in 1939, hoping to maintain neutrality as it had in World War I. Germany, however, broke the agreement on April 9, 1940, when it invaded and occupied Denmark. King Christian X remained on the throne, and the Danish police and government reluctantly accepted the German occupation. This footage shows the German presence in the occupied Danish capital, Copenhagen. In 1943, as German policies towards Denmark toughened, the Danes would form one of the most active and successful resistance campaigns against the German occupation.

National Archives – Film



4.

Rabbi Marcus Melchior, Danish Chief Rabbi, who warned his congregants that the Germans intended to round up Denmark's Jews. Melchior himself went into hiding and escaped to Sweden. *United States Holocaust Memorial Museum. Date: Before 1943. Locale: Copenhagen, Denmark. USHMM Holocaust Encyclopedia.*

CASE STUDY I: HERBERT PUNDIK – DANISH JEW



*Jørgen Gersfelt in the uniform of the Danish brigade.
Danish Institute for International Studies.*



Danish fishermen used this boat to carry Jews to safety in Sweden during the German occupation. Denmark, 1943 or 1944. United States Holocaust Memorial Museum. Date: 1943 or 1944. Locale: Denmark. USHMM Holocaust Encyclopedia.

“My childhood ended when I was sixteen, on the afternoon of **Wednesday, September 29, 1943**. It happened in my classroom at Metropolitan School, in the middle of a French lesson. The principal entered the room, interrupted the teacher, pointed at me and to two of my friends, and said, “Please step out to the hall.”

The courteous tone of his voice made it clear that we were not about to be punished. Then he added, “If there are other students of Jewish origin in the class, would they please step out, too.” The homeroom teacher slipped a few books into his briefcase and joined us. “We have been warned that a manhunt for Jews is about to begin,” the principal said. “You’d better rush home. The Germans may come at any moment.”

I rushed to my desk and packed my schoolbag. My classmates sat there silently. We were old enough to understand what was happening. We knew that at best we would not see each other again for quite some time. Before I left the classroom, my bench mate pressed a Scouts compass into my hand as a going-away present.

I had to get home with the speed of lightning. We lived on Osterbro Street, across from the bridge of the port of Langelinie. I leaped aboard the streetcar, got off at Fridtjof Nansen Square, and ran to a kiosk to buy some newspapers—a stupid thing to do at such a moment.

My parents and brothers were already standing there, dressed and ready to escape, with warm winter clothing and several handbags with essentials. Father said that a friend who attended morning services at the synagogue on Krystalgade Street had phoned his office to tell him **that the rabbi had interrupted the service and warned [the congregation]** about the danger facing the Jews of Denmark. About a hundred people were there. The rabbi asked them to warn acquaintances and relatives. People were cautioned not to spend the next few nights at home and were urged to find shelter with Christian friends and acquaintances. Within a few hours, almost all the Jews of Copenhagen knew about the German aktion plan. Many details were still unknown to us at the time I came back from school—among other things, that two German cargo vessels, the Donau and the Wartheland, were steaming toward the port of Copenhagen at that very time to take all the Jews of Denmark to a transit camp somewhere in the south...

...Friends and acquaintances of **Dr. Jørgen Gersfelt** had asked him to keep an eye on their summer homes during the winter and had left their keys with him. Many Jews came by train and were received by volunteers who quickly concealed them in these summer houses. The Gersfelt home became a main artery in this operation. Many Jews found shelter there, and when the time came for them to sail to Sweden, Jørgen drove them to the departure point in the car that, as a doctor, he was allowed to drive at night and even during curfew. The fishermen would tell him how many people they could take each night and how much it would cost. Gersfelt manipulated the passenger lists so that affluent refugees would pay for those who couldn’t. He made young children drink an anesthetic so they would

not cry and alert the Germans, and he injected adults with a tranquilizer. In most cases, Gersfelt later related, it was the adults, of all people, who displayed the most fear. Indeed, they had reason to fear. The voyage was fraught with danger—especially at the beginning, when they set out in rowboats.

In the best case, it took four to five hours to make the crossing, depending on the currents and the weather conditions. At first, the fishermen did the rowing, but volunteers took over when they grew tired. Some of the boats were extremely heavy because of the number of refugees, making it a nearly superhuman task to row. Gersfelt told of an example of the goodwill shown by the Danes in aiding their unfortunate compatriots. A retired mailman, a seventy-year-old gardener, and a barber volunteered to help one of the fishermen row his boat. The voyage took an entire night, and only the fisherman was an experienced oarsman.

From: Herbert Pundik, "Bedenmark Ze Lo Yachol Likroth" ("De Kan Ikke Ske I Danmark: Jodernes Flugt Til Sverige I 1943"), Zmora-Bitan, 1996, pp. 16-22. Yad Vashem.

CASE STUDY II: HENRY AND ELLEN THOMSEN - DANISH RESISTANCE MEMBERS



clockwise from top left:
Henry Christen Thomsen and his wife, Ellen Margarethe Thomsen.
Yad Vashem.

The Thomsen inn in Snekkersten.
Courtesy of Yad Vashem.

The Thomsen's Boat. Courtesy of
Yad Vashem.

Henry Christen Thomsen.
Courtesy of Yad Vashem.

Henry Christen Thomsen and his wife Ellen Margrethe were innkeepers in the village of Snekkersten near Elsinore. An estimated 1,000 people left for Sweden through this point. The Thomsens were active members in the resistance and their inn became the hub of the clandestine route to Sweden. It was the meeting point for the fishermen who transferred Jews in their boats and for the fleeing Jews who were sheltered at the inn or directed by the Thomsen's to other lodging.

The community supported the rescue operation, and many contributed to its success. However, there were also exceptions. During the first days, a pro-German resident of Snekkersten informed the Danish police in Elsinore that he had seen a group of Jewish refugees getting into a boat. The police came and arrested the refugees, but after driving a short distance, and once they were out of sight of the collaborator, the policemen stopped their car and told the Jews to go back to the Snekkersten Inn where they would be helped.

Thomsen was assisted by many other residents of the village and surrounding area, among them **Dr. Jørgen Gersfelt**, who acted as chauffeur, driving the Jews to overnight shelters and to the boats. He also provided sedatives to children so they'd sleep and be quiet during the dangerous transport. Many Jewish refugees stayed at the doctor's house until they could board a boat. When the number of Jews increased, Thomsen got a boat and made several runs to Sweden himself.

Thomsen was interrogated by the Gestapo, who suspected him of being involved in the smuggling of Jews, but no evidence was found against him. He continued to be very active in the underground. He was arrested again in August 1944 and sent to Neuengamme Concentration Camp in Germany, where he died four months later. He was 38 years old.

On August 29, 1968, Yad Vashem recognized Henry and Ellen Thomsen as Righteous Among the Nations.

CASE STUDY III: LEIF DONDE – DANISH JEW

Born: May 30, 1937, Copenhagen, Denmark



Left: USHMM Holocaust Encyclopedia; ID Cards

Right: Knud Dyby papers. United States Holocaust Memorial Museum Collection, Accession Number: 1989.297.341. Series 4, File 1: Dyby, Knud and Boats Used by the Danish-Swedish Refugee Service, approx. 1945. Copyright United States Holocaust Memorial Museum, Gift of Knud Dyby. Date: Before 1940-1992. Locale: Copenhagen, Denmark.

Leif was born to a Jewish family in the Danish capital of Copenhagen. Both of his parents were active in the Jewish community there, and his father owned a small garment factory. The majority of Denmark's 6,000 Jews lived in Copenhagen before the war. Despite its size, the city's Jewish population supported many Jewish organizations, often aiding Jewish refugees from all over Europe.

1933-39: Leif went to a Jewish nursery school, which was next to a girls' school in Copenhagen. He didn't like his school because they made him take a nap in the afternoon. He played with all kinds of children--some of them were Jewish and some of them were not. Leif didn't really care; they were all his friends.

1940-44: The Germans occupied Denmark in April 1940. On August 28, 1943, the same day they took over the government, Leif's parents took the family to **Tivoli Gardens**, a huge amusement park in the center of Copenhagen. Leaving the park, they saw people gathered in the street as a convoy of German tanks passed by. Later, his father told them to prepare to leave the city. His parents were scared but it seemed like an adventure to Leif. They collected warm clothes and took a train south.

The Donde family boarded the train south with a group of 12 other Jews and were taken under cover of darkness to a beach on the Danish coast. "As a child, I felt an element of excitement about the train ride, the hiding, the boat trip," he recalled. "But I also knew it was a very dangerous time, and that I had to behave as responsibly as possible.

"I clearly remember that I was told, 'Be silent, be silent, be silent.' So I tried to remain quiet, lying with my sister on a blanket underneath which guns were hidden. The only thing you could hear was the noise of a diesel engine from the fishing boat that was approaching.

"My father was a chain smoker of cigars. I said to him, 'Dad, don't do it, because the airplanes can see us.' It was pitch dark when we boarded the fishing vessel – there were 17 of us onboard – it was run by three young men (the one in charge was 19-years old) who had never sailed a boat but had been given instructions how to. It was an old, old boat – not meant to transport people. We had several engine stops. "Then a German patrol boat caught sight of us and started firing and chasing us. Since the boat had a very shallow draft, the young men decided to run through the minefields in the water, which meant the German patrol couldn't follow us. Fortunately, we didn't hit any of the mines. The crossing took 11 hours to Sweden, also because of rough waters. Normally, it takes half an hour. Two hours after we arrived at the small Swedish town of Trelleborg, the boat sank in the port."

After German troops in Scandinavia surrendered on May 4, 1945, Leif and his family returned to Denmark. Today, Leif Donde is the Danish Consul General in the United States.

CASE STUDY IV: PREBEN MUNCH-NIELSEN – DANISH RESISTANCE MEMBER



Photo: 1944

Born: June 13, 1926 Snekkersten, Denmark

Preben was born to a Protestant family in the small Danish fishing village of Snekkersten. He was raised by his grandmother, who was also responsible for raising five other grandchildren. Every day, Preben commuted to school in the Danish capital of Copenhagen, about 25 miles south of Snekkersten.

1933-39: There were very few Jews in Preben's elementary school, but he didn't think of them as Jews; they were just his classmates and pals. In Denmark they didn't distinguish between Jews and non-Jews, they were all just Danes. By fifth grade, Preben and his classmates heard rumors of a German military build-up. But later, in 1939, his parents said that Hitler had promised not to invade Denmark, which made them feel relatively safe.

1940-42: Occupation. In April 1940, Preben saw planes overhead and German officers in the streets of Copenhagen. He joined the resistance movement as a courier but became more involved in October 1943 when the Gestapo began hunting down Danish Jews.

A Danish policeman came to Preben's door and asked him to pick up several Jews at a nearby train station and escort them through the woods to the shore. They would be smuggled by boat across the Øresund, the narrow body of water between Denmark and Sweden. Preben completed this mission and joined the "Friends of the Sound," a group of Danes based in Snekkersten that coordinated the secret crossings to Sweden. The "Friends of the Sound" used the Snekkersten Inn as their headquarters. Each time, they hid the escaping Jews in houses near the shore and brought them to waiting boats at an appointed time. Under cover of darkness, they took up to 12 Jews at a time across the straits to Sweden. The four-mile trip took about 50 minutes. In less than a month, they had ferried some 1,400 Jews from Denmark to Sweden.

Wanted by the Gestapo, Preben fled to Sweden himself in November 1943. He returned to Denmark when the war ended in May 1945.

Years later, when asked in an interview with Steven Spielberg's USC Shoah Foundation, Institute for Visual History and Education, about why Danes helped their Jewish fellow citizens, he responded, "You couldn't let people in...in need

down. You can't turn the back to people who need your help. There's...there must be some sort of decency in a man's life, and that wouldn't have been decent to turn the back to people in need. So, there's no question, uh, of why or

why not. You just did. That's the way you're brought up. That's the way of the tradition in...in my country. You help, of course. And therefore I don't think it's...I...could you have remained your self-respect if you knew that these people would suffer and [you had] said, "No. Not at my table"? No. No way. So that's not a problem of...of--you just have to do it. And nothing else."
USHMM Holocaust Encyclopedia

One of the rescue boats used by "Friends of the Sound", and actually piloted by Preben, was located and donated to the United States Holocaust Memorial Museum in Washington, D.C., where it is part of the Museum's Permanent Exhibition.



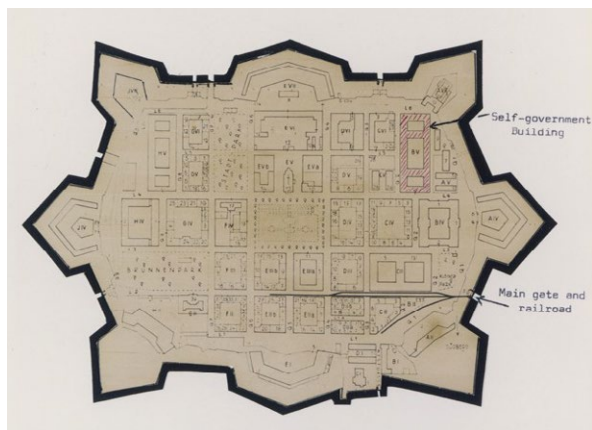
Detail of the Danish fishing boat displayed on the second floor of the permanent exhibition at the U.S. Holocaust Memorial Museum. United States Holocaust Memorial Museum Photograph Number N02474. Photographer Edward Owen. Date: 1993-1995. Locale: Washington, D.C.



Motorboat used to take Jewish people in Denmark to safety in Sweden. United States Holocaust Memorial Museum Collection, Accession Number: 1989.222.1. Gift of Mr. Preben Munch-Nielsen. Date: Manufactured approx. 1930. Used 1943 October-1944 May. Locale: manufacture: Svendborg (Denmark) use: Helsingør (Denmark) use: Helsingborg (Sweden).

ABOUT THIS ARTIFACT: Motorboat named Lurifax (later Filuren and Solskin), used by members of the Helsingør Syklub (Elsinore Sewing Club), a Danish resistance group, to transport Danish Jews from German-occupied Denmark to neutral Sweden across the Øresund Strait in October 1943. The boat was one of several the group used to rescue the Jewish refugees and their non-Jewish relatives facing deportation to concentration camps. Later, it ferried weapons and supplies, as well as resistance members, back and forth to Sweden. Between October 1943 and May 1944, the Club transported approximately 1,400 people across the strait, including more than 700 of the 8,000 Jewish people in Denmark at the time. The escape route from Helsingør, Denmark, to Helsingborg, Sweden, was called the "Kiær linjen" (Kiær Line), "Police line," or "H-H line." Erling Kiær, a member of the Club's inner circle, used money from a wealthy Jewish passenger to buy the sturdy, wooden boat. It had space for roughly 12 to 14 passengers, and could cross open water at 3 knots. Helsingør, situated at the narrowest point along the strait, was well suited for the task because it lay only three miles from Helsingborg, just opposite in Sweden. In good weather, the round-trip crossing could be made in a couple of hours, and several crossings could be made each night. The Club was one of many groups of Danes organized spontaneously in October 1943 to rescue Jewish refugees. These groups were only able to operate because they had the support and aide of many locals on both sides of the strait, including local police officers, doctors, and those willing to provide temporary shelter. All of these individuals faced arrest, deportation to concentration camps, or death for helping the refugees and resistance members.

CASE STUDY V: STEEN METZ – DANISH JEWISH BOY SENT TO THERESIENSTADT



Clockwise from top left:

1942: Photo of Steen Metz (8-yrs-old) on summer vacation in Denmark; one year before arrest and deportation to Theresienstadt. Courtesy of Steen Metz.

Right: A photograph of Jewish children in the Theresienstadt ghetto taken during an inspection by the International Red Cross. Prior to this visit, the ghetto was "beautified" in order to deceive the visitors. Czechoslovakia, June 23, 1944. United States Holocaust Memorial Museum, Holocaust Encyclopedia.

Map of Theresienstadt from an original document (1942-1945) and mounted in an album assembled by a survivor. Czechoslovakia, 1942-45. United States Holocaust Memorial Museum, courtesy of Henry Kahn. USHMM Holocaust Encyclopedia.

"Heavy pounding on the front door of our apartment in Odense, Denmark! It was Rosh Hashana, Jewish New Year. I was eight years old. Denmark had been occupied by the Germans since April 9, 1940. Until then, conditions in Denmark had been "relatively normal".

My father opened the door. Two Gestapo officers appeared. Why did they come to our apartment? I did not know that I was Jewish. Both my parents were Jewish but only my father was brought up in the Jewish faith. We had about one hour to get everything ready. My mother and I were allowed to visit the bakery on the ground floor; we knew the baker and he gave us a huge bag of bread, rolls, and Danish pastry.

We were transported in a truck into the center of Odense where we were assembled in a school yard with a total of sixty Jews. Most of them were young men who had fled Germany and Austria and were not Danish citizens. They were learning agriculture on Danish farms in preparation for a later settlement in Palestine. We reboarded the truck after a while and were driven to the Western part of Denmark.

We were then herded into cramped cattle cars where we spent the next three days and nights. I was frightened. The car was completely dark without any windows or lights. We were given no food or drinks other than what we had brought from home. The atmosphere was intense, and the smell got worse and worse since we did not have any bathroom facilities – we used buckets in the corner of the cattle car. We made one stop where we got some fresh air and something to drink.

The cattle cars finally stopped on October 5, 1943 after a trip of 550 miles from Denmark. We ended up in Theresienstadt (Terezin) in what was then called Czechoslovakia. The concentration camp was located about forty miles North of Prague.

It should be pointed out that we were among 472 or 5% of the total Danish Jewish population of 7,500 who ended up in Theresienstadt. Most of us originated from towns outside Copenhagen, the Danish capital. The majority of the Jews in the Copenhagen area had been warned. They managed to go into hiding prior to their escape to Sweden with tremendous assistance from the Danish people. Those of us outside of Copenhagen, and in rural areas, received no warning.

The Nazi guards immediately confiscated our money and valuables after having encouraged everyone during the arrest to bring both. We were separated into barracks for women, men, children, and elderly. Somehow my mother was able to convince them that I, at the age of eight, should stay with her. This arrangement was quite unusual. We spent the next eighteen months in Theresienstadt.

My father was forced to do slave labor – heavy road work, including digging ditches. He was an attorney and was not used to this kind of labor. Witnesses later told us he was also beaten. He became sick and was transferred to an infirmary where he spent several weeks. Died at the young age of forty after spending less than six months in camp. The Nazis stated that my father died from pneumonia; they were not going to admit that he died from starvation.

I passed a kitchen and found some big sacks of raw potatoes in the back. I took two potatoes and placed one in each of my pockets after making absolutely sure that nobody was watching me. My mother and I would eat the raw potatoes. I did it a number of times; while technically it was stealing it was our way of surviving another day. We needed all the help we could get with food. We received very meager portions: substitute coffee for breakfast with brown bread, the so called “potato soup” – it was boiled water with potato peels – sometimes with bread for lunch. Dinner was basically the same. How were we able to survive on those portions? Very difficult – 40,000 Jewish inmates out of 140,000 passed away from hunger and illnesses such as typhus.

We started receiving packages with food, vitamins and clothing from Denmark and Sweden after six months; unfortunately, a few weeks too late to save my father. All Jewish inmates in Theresienstadt were entitled to receive packages. The Danes received more food than any other nation due to the tremendous support system and interest in the health of the Danish Jews in Theresienstadt. One day my mother opened a package and could not understand why it was so heavy. The Nazi guards had replaced the food with three bricks!

According to my mother the worst part was the uncertainty. Would we get enough food to live another day? Would we become seriously ill? Would we be deported to an extermination camp? What was going on in the outside world?

The 548 days in camp went extremely slowly. We were finally liberated on April 15, 1945 by the “White Buses” from the Red Cross in neutral Sweden. The surviving Danish Jews entered a convoy of about twenty buses in Theresienstadt. The war was still going on, so we had to stop when we encountered heavy bombardment on our way through Germany. We received another warm welcome in Denmark on our way to Sweden where we spent one week in quarantine so we would not bring illnesses into the country.

The Nazis finally surrendered in Denmark on May 5, 1945 after five years of occupation. Ever since, the Danes have celebrated the day each year with the Danish flag displayed everywhere. This also happened to be my birthday so I would always tell my friends and anybody else who would listen that the whole country was celebrating my birthday!

My mother and I finally returned to our hometown Odense in Denmark a few weeks later after meeting our relatives in Sweden. It was very difficult to resume normal life without my father. My mother and I had very limited conversations about our time in Theresienstadt.

I managed to return to my old school and class. I graduated from high school some years later and then from a business college in Copenhagen. I have lived in the U.S. since 1962.” – Excerpts from *Steen Metz, A Danish Boy in Theresienstadt: Reflections of a Holocaust Survivor, 2011.*

CASE STUDY VI: RUTH SALM PERLMAN – GERMAN JEW SENT TO DENMARK FOR SAFETY

Born: January 22, 1924

Bruhl, Germany – sent to Denmark for safety after Kristallnacht



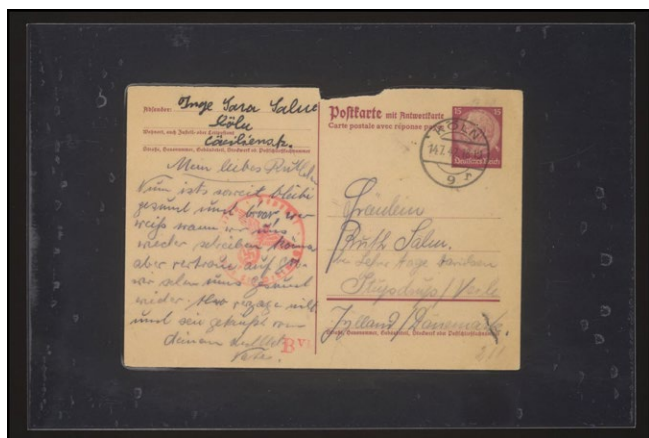
Studio Portrait of Salm Family; Ruth (center) with her younger twin siblings, Inge and Erwin, and her father, Julius. Ruth Salm Perlman collection. United States Holocaust Memorial Museum Collections, Accession Number: 2014.314.1. File 2: Photographs 1929-1953. United States Holocaust Memorial Museum, Gift of Dana Perlman and Jeani Adams. Date: 1929-2009. Locale: Copenhagen (Denmark).

Ruth Salm was born on January 22, 1924, in Bruhl, Germany, to Julius and Jeanette Salm. Julius worked as a cantor while Jenny cared for Ruth and her younger twin siblings, Erwin and Inge. The family lived with Julius's mother, Theresa Salm.

The family was arrested on Kristallnacht and imprisoned for hours, but because Julius hid himself, he was neither arrested nor imprisoned, though the family's home was ransacked. After Kristallnacht, Julius and Jeanette arranged for Ruth to leave the country. She said goodbye to her parents and siblings and moved to Denmark, where she lived with family of Aage and Signe Davidsen.

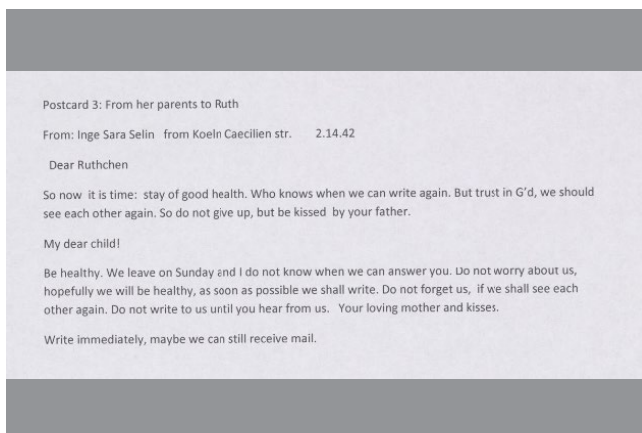
In 1942, Ruth was given a spot in a nursing program in Copenhagen and moved into a dormitory. She kept in close contact with the Davidsen family, who warned her about rumored arrests and attempted to hide her when German police came to arrest her. Their efforts were unsuccessful, and on October 1, 1943, Ruth was arrested and sent in a cattle car to Theresienstadt (Terezin).

The Davidsens found a way to send her packages. In April 1945, Ruth was taken from Theresienstadt to Sweden as part of an arrangement made by Count Folke Bernadotte. After she recovered, Ruth reunited with the Davidsens. Eventually, she contacted her paternal uncle Max, who lived in New York. In 1946, she immigrated to the United States. Ruth was the only survivor of her immediate family.



Left: 1942 postcard sent to Ruth from her family in Germany, while she was living in Denmark. Ruth Salm Perlman collection. United States Holocaust Memorial Museum Collections, Accession Number: 2014.314.1. File 3: Postcards, 1942. United States Holocaust Memorial Museum, Gift of Dana Perlman and Jeani Adams. Date: 1929-2009. Locale: Copenhagen (Denmark).

Right: Translation of 1942 postcard sent to Ruth from her family in Germany, while she was living in Denmark.



CASE STUDY VII: BJORN AND TOVE SIBBERN – DANISH RESISTANCE MEMBERS

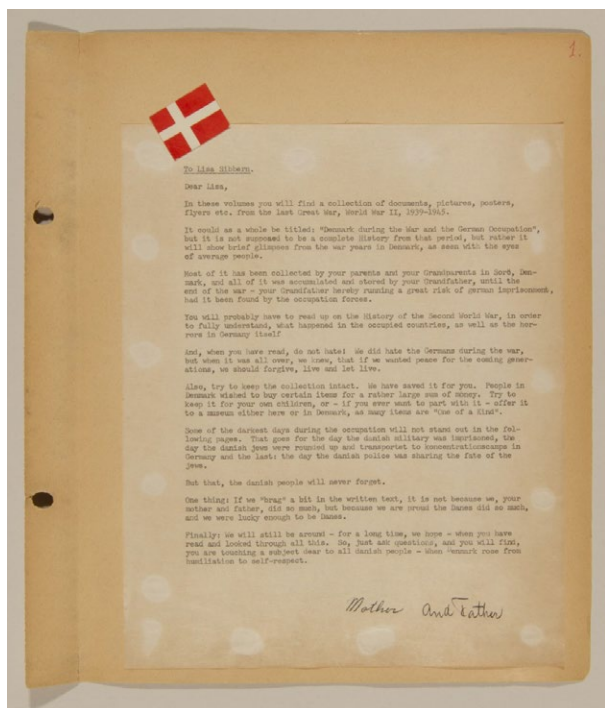
Bjorn Sibbern was born May 18, 1916 in Soro, Denmark and his wife Tove Gertrud Sibbern was born October 27, 1920. Sibbern was trained as a book-binder, but during the war, he worked as a police inspector; Tove, his wife worked as police clerk. Both became active in the Danish resistance, and Bjorn used his skills as a bookbinder to manufacture false papers for the underground. He also used his police credentials to investigate being suspected of being Nazi informers. After the war the Sibberns moved to Canada and later settled in California where Bjorn Sibbern compiled five scrapbooks documenting the German occupation of Denmark.

ABOUT THE ARTIFACT:

Bjorn Sibbern compiled five scrapbooks documenting the German occupation of Denmark. The books contain photographs, documents and three-dimensional artifacts documenting all aspects of the German occupation of Denmark. Shortly before his death, Mr. Sibbern entrusted the albums to Ruth and Dell Scott who he met through their work in the charitable group, “Thanks to Scandinavia.” The organization raises money for Scandinavian students to study in California in gratitude for the Danish rescue of its Jewish population. The scrapbooks are dedicated to the Sibbern’s daughter, Lisa, and she agreed with the Scotts that the US Holocaust Memorial Museum was the most appropriate home for the albums.

The Danish police played a major role in support of the Danish resistance movement, and some documents relate directly to Mr. Sibbern’s work in the underground. He was in charge of the printing and issuance of false identification cards. There are several examples in the scrapbooks. The albums contain both real and forged cards as well as his forgery stamps. The scrapbooks also contain leaflets dropped over Denmark of Nazi propaganda, anti-Nazi cartoons and photographs of German officials, Danish collaborators, sabotage and demonstrations. Every page is fully annotated in English.

Below are a sampling of just a few of the documents within the scrapbooks.



Left:

Dedication to a set of scrapbooks compiled by Bjorn Sibbern, a Danish policeman and resistance member, documenting the German occupation of Denmark. Bjorn’s wife Tove was also active in the Danish resistance. After World War II, Bjorn and Tove moved to Canada and later settled in California, where Bjorn compiled five scrapbooks dedicated to the Sibbern’s daughter, Lisa. The books are fully annotated in English and contain photographs, documents and three-dimensional artifacts documenting all aspects of the German occupation of Denmark. United States Holocaust Memorial Museum, courtesy of Ruth Scott.

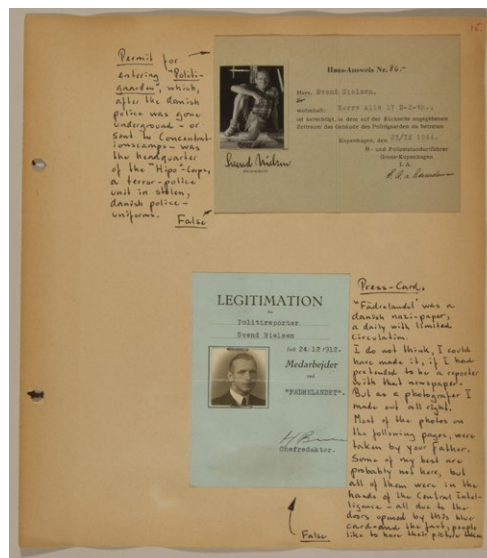
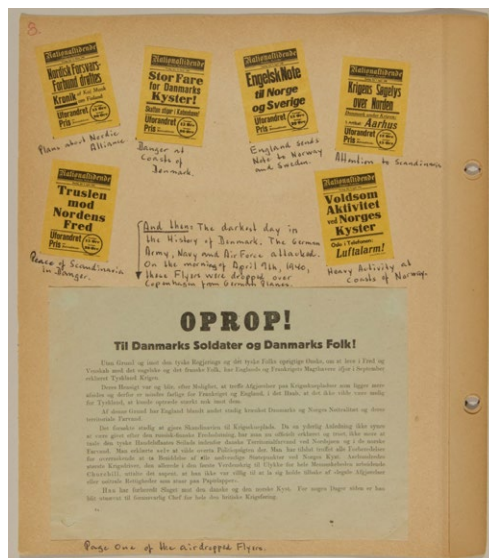
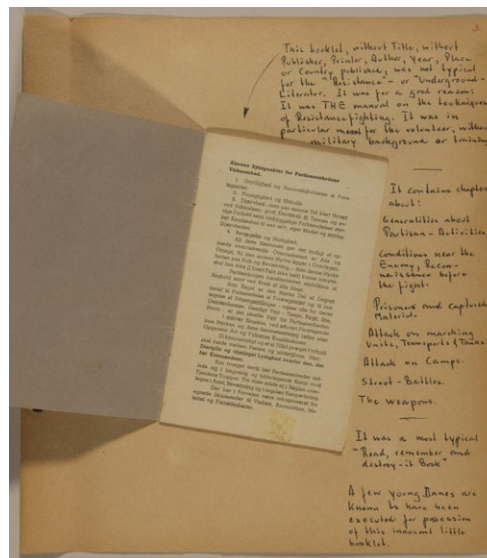
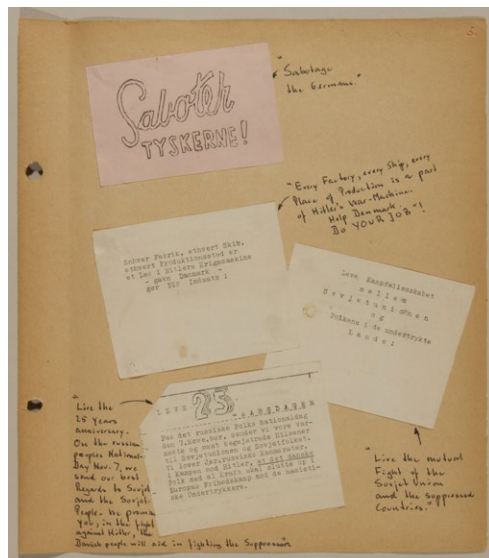
Next page, Clockwise from top left:

Page from volume five of a set of scrapbooks compiled by Bjorn Sibbern, a Danish policeman and resistance member, documenting the German occupation of Denmark. This page contains anti-Nazi leaflets. United States Holocaust Memorial Museum Photo N16485.04. USHMM, Courtesy of Ruth Scott.

Page from volume five of a set of scrapbooks compiled by Bjorn Sibbern, a Danish policeman and resistance member, documenting the German occupation of Denmark. This page contains the resistance fighting manual published without any identifying marks on the cover. United States Holocaust Memorial Museum Photo N16485.02. USHMM, Courtesy of Ruth Scott.

Page from volume three of a set of scrapbooks compiled by Bjorn Sibbern, a Danish policeman and resistance member, documenting the German occupation of Denmark. This page contains photographs of King Christian X riding through the streets of Copenhagen as well as newspaper headlines. United States Holocaust Memorial Museum Photo N16483.30. USHMM, Courtesy of Ruth Scott.

Page from volume three of a set of scrapbooks compiled by Bjorn Sibbern, a Danish policeman and resistance member, documenting the German occupation of Denmark. This page contains Bjorn Sibbern’s (aka Svend Nieslsen’s) false press card and permit to enter the headquarters of the secret police. United States Holocaust Memorial Museum Photo N16483.17. USHMM, Courtesy of Ruth Scott.



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APPENDIX /
STUDENT WORKSHEETS /
CASE STUDIES

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DEFINITION AND OVERVIEW OF THE HOLOCAUST

DEFINITION OF THE HOLOCAUST:

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately 6- million Jews by the Nazi regime and its collaborators. The Nazis, who came to power in Germany in January 1933, believed that Germans were “racially superior” and that the Jews, deemed “inferior,” were an alien threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Romani people, disabled people, and some of the Slavic peoples (including Poles and Russians). Other groups were persecuted on political, ideological, behavioral, or perceived behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and LGBTQ+ people. — Adapted from United States Holocaust Memorial Museum, Washington, D.C.

OVERVIEW OF THE HOLOCAUST:

What was the Holocaust?

In 1933, the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during World War II. By the end of the war in 1945, the Germans and their allies and collaborators killed nearly two out of every three European Jews as part of the “Final Solution.”

The Nazis considered Jews to be the inferior race that posed the deadliest menace to the German Volk. Soon after they came to power, the Nazis adopted measures to exclude Jews from German economic, social and cultural life and to pressure them to emigrate. World War II provided Nazi officials with the opportunity to pursue a comprehensive, “final solution to the Jewish question”: the murder of all the Jews in Europe.

While Jews were the priority target of Nazi racism, other groups within Germany were persecuted for racial reasons, including Roma, Black Germans, and people with mental or physical disabilities. By the end of the war, the Germans and their Axis partners murdered up to 250,000 Roma. And between 1939 and 1945, they murdered at least 250,000 mentally or physically disabled people, mainly German and living in institutions, in the so-called Euthanasia Program.

As Nazi tyranny spread across Europe, the Germans and their collaborators persecuted and murdered millions of other people seen as biologically inferior or dangerous. Between two and three million Soviet prisoners of war, viewed by the Nazis as the biological “carriers” of Bolshevism, were murdered or died of starvation, disease, neglect, or brutal treatment. The Germans shot tens of thousands of non-Jewish members of the Polish intelligentsia, murdered the inhabitants of hundreds of villages in “pacification” raids in Poland and the Soviet Union, and deported millions of Polish and Soviet civilians to perform forced labor under conditions that caused many to die.

From the earliest years of the Nazi regime, German authorities persecuted LGBTQ+ people & other Germans whose behavior did not conform to prescribed social norms (such as unhoused people, those with alcoholism or addictions, and sex workers), incarcerating thousands in prisons & concentration camps. German police officials similarly persecuted thousands of Germans viewed as political opponents (including Communists, Socialists, Freemasons, & trade unionists) and religious dissidents (such as Jehovah’s Witnesses). Many of these individuals died as a result of maltreatment and murder.

Implementation of “The Final Solution”

World War II provided Nazi officials the opportunity to adopt more radical measures against the Jews under the pretext that they posed a threat to Germany. After occupying Poland, German authorities confined the Jewish population to ghettos, to which they also later deported thousands of Jews from German territory. Hundreds of thousands of Jews died from the horrendous conditions in the ghettos in Poland and other parts of Eastern Europe.

Following the invasion of the Soviet Union in June 1941, Einsatzgruppen and Waffen SS units, with support from the Wehrmacht, moved behind German lines to murder Jews, Roma, and Soviet state and Communist Party officials in mass shootings as well as in specially equipped gas vans. Mass shootings of Jews continued throughout the war, many conducted by militarized battalions of the German Order Police. These shooting operations are estimated to have claimed the lives of more than 1.5 million Jews.

In late 1941, Nazi officials opted to employ an additional method to kill Jews, one originally developed for the “Euthanasia” Program: stationary gas chambers. Between 1941 and 1944, Nazi Germany and its Allies deported nearly three million Jews from areas under their control to Nazi-occupied Poland. The vast majority were sent to killing centers, often called death camps, at Belzec, Chelmno, Sobibor, Treblinka, Majdanek, and Auschwitz-Birkenau, where they were murdered primarily by means of poison gas. Some able-bodied Jewish deportees were temporarily spared to perform forced labor in ghettos, forced labor camps, or concentration camps in Nazi-occupied territory. Most of these workers died from starvation and disease or were killed when they became too weak to work.

The End of the War

In the final months of the war, SS guards moved camp inmates by train or on forced marches, often called “death marches,” in an attempt to prevent the Allied liberation of large numbers of prisoners. As Allied forces moved across Europe in a series of offensives against Germany, they began to encounter and liberate concentration camp prisoners, as well as prisoners en route by forced march from one camp to another. The marches continued until May 7, 1945, the day the German armed forces surrendered unconditionally to the Allies. For the Western Allies, World War II officially ended in Europe on the next day, May 8 (V-E Day), while Soviet forces announced their “Victory Day” on May 9, 1945.

In the aftermath of the Holocaust, more than 250,000 survivors found shelter in displaced persons camps run by the Allied powers and the United Nations Refugee and Rehabilitation Administration in Germany, Austria, and Italy. Between 1948 and 1951, 136,000 Jewish displaced persons immigrated to Israel, while others resettled in the United States and other nations outside Europe. Other Jewish displaced persons emigrated to the United States and other nations. The last camp for Jewish displaced persons closed in 1957.

The crimes committed during the Holocaust devastated most European Jewish communities and eliminated hundreds of Jewish communities in occupied eastern Europe entirely. --United States Holocaust Memorial Museum, Washington, DC, Holocaust Encyclopedia; “Introduction to The Holocaust”

VOCABULARY (WITHIN OVERVIEW OF THE HOLOCAUST):

German Volk: There is no direct translation for this German word; the closest translation refers to people, both uncountable in the sense of people as in a crowd, and countable in the sense of a people as in an ethnic group or nation.

Einsatzgruppen (Task forces, special action groups): Units of the Security Police and SD (the SS intelligence service) that followed the German army as it invaded and occupied countries in Europe. Often referred to as “mobile killing squads,” they are best known for their role in the systematic murder of Jews in mass shooting operations on Soviet territory. (USHMM)

Waffen SS: Military branch of the SS. Units of the Waffen-SS took part in most of the major military campaigns of World War II. They were heavily involved in the commission of the Holocaust through their participation in mass shootings, anti-partisan warfare, and in supplying guards for Nazi concentration camps. They were also responsible for many other war crimes. (USHMM)

Wehrmacht: Defense force; The unified armed forces of Nazi Germany from 1935 to 1945. It consisted of the army, navy and air force. The designation “Wehrmacht” replaced the previously used term Reichswehr and was the manifestation of the Nazi regime’s efforts to rearm Germany to a greater extent than the Treaty of Versailles permitted.

GLOSSARY

Definitions of terms referenced in the graphic novel (definitions taken from Merriam-Webster Dictionary):

Amnesty: An official pardon for people who have been convicted of political offenses.

Assimilated: Integrated into the community; absorbed into the tradition of a population or group.

Capitulation: The act of surrendering or yielding to an opponent; the terms of surrender.

Dictator: A person who uses power or authority in a cruel, unjust, or harmful way.

Exile: To banish or expel from one's own country or home.

Farmor: Danish word for one's paternal grandmother (their father's mother)

Propaganda: Ideas or statements that are often false or exaggerated and that are spread in order to help a cause, a political leader, a government, etc.

Reparations: The payment of damages; compensation in money or materials payable by a defeated nation for damages to or expenditures sustained by another nation as a result of hostilities with the defeated nation.

Resistance: A secret organization in a conquered country fighting against enemy forces.

Sabotage: Destructive or obstructive action carried on by a civilian or enemy agent to hinder a nation's war effort; deliberate subversion.

ASSIGNMENT:

Students should write one sentence per glossary term in which they use the term correctly.

Additional terms found throughout the remainder of this guide may be found in the glossary on pages 32-47 [here](#).

TIMELINE

1912: King Christian X, at age 41, assumes the throne of Denmark upon the death of his father, Frederik VIII. He will serve as King until his death in 1947. His long reign is framed by the two world wars.

January 30, 1933: Adolf Hitler is appointed Chancellor of Germany by President Paul von Hindenburg

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Unlike in other western European countries, the Danish government did not require Jews to register their property and assets, identify themselves, wear the yellow star of David, or give up apartments, homes, and businesses. Two attempts were made to set fire to the Copenhagen synagogue in 1941 and 1942, but local police intervened both times to prevent the arson and arrest the perpetrators.

The refusal of the Danish authorities to discriminate against Danish Jews and King Christian's outspoken support of the Jewish community have given rise to the myth that the king himself wore a yellow star. Though untrue, the story reflects the king's opposition to persecuting Denmark's Jewish citizens and residents and the popular perception of Denmark as a country which protected Jews.

April 9, 1940: On the same day that Germany invades Denmark, Germany also invades Norway. Norway's King Hakkon VII, [brother to Denmark's King Christian X](#), flees to Britain, where he remains in exile during the remainder of WWII.

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Sept. 17, 1943: Hitler approves the measure proposed by SS Gen. Werner Best. As preparations proceeded, Best, who has second thoughts about the political consequences of the deportations, informs Georg Ferdinand Duckwitz, a German naval attaché, of the impending deportation operation.

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MAP I:

APRIL 9, 1940: GERMANY INVADES DENMARK AND NORWAY



USHMM Holocaust Encyclopedia

MAP II:

1940 - 1945: MAJOR NAZI CAMPS ESTABLISHED IN OCCUPIED NORWAY AND DENMARK



USHMM Holocaust Encyclopedia

MAP III:

FALL OF 1943: RESCUE OF DANISH JEWS



USHMM Holocaust Encyclopedia

PRIMARY SOURCES & CASE STUDIES OF DANISH EXPERIENCES DURING THE HOLOCAUST

Primary Source: A primary source is a first-hand or contemporary account of an event or topic. Primary sources are original materials, regardless of format. Examples include: Letters, diaries, minutes, documents, photographs, artifacts, interviews, sound or video recordings, film. These are examples of primary sources as long as they are created at the time that the event is occurring.

Historical Inquiry: The process in which multiple sources and various forms of historical evidence are analyzed to draw conclusions about how / why things happened in the past.

The Primary Sources included in this lesson complement the graphic novel content and provide a deeper historical context while engaging students in historical inquiry skills.

ASSIGNMENT / LESSON:

DIRECTIONS (For Stations and National Archives and Records Administration (NARA) Primary Source Analysis Sheets): The classroom will be set up with various stations to examine one case study and its accompanying primary sources at each station.

In small groups (or with a partner), examine and analyze the case study / primary sources at your station by completing the corresponding analysis worksheet (based on the primary source(s) at your station).

- Photo Analysis
- Written Document Analysis
- Artifact Analysis
- Artwork Analysis
- Map Analysis

When all analysis work is completed, each group will share their findings with the class. As groups share their analysis, independently complete the “Primary Source Guided Questions” worksheet, based on the findings shared by the class.

DIRECTIONS (For Simply Summarizing Each Case Study and Sharing with Class):

The classroom will be set up with various stations to examine one case study and its accompanying primary sources at each station.

In small groups (or with a partner), examine and analyze the case study / primary sources at your station. Summarize the case study and information found within the primary sources to share with your class.

Students can share out loud about their case study or write up information to be posted on the walls of the classroom and students can do a gallery walk to complete their worksheets for each case study.

1 KING CHRISTIAN X OF DENMARK



King Christian X of Denmark. *United States Holocaust Memorial Museum Photo Archives #90094. Copyright United States Holocaust Memorial Museum, Courtesy of Leo Goldberger. Date: 1931-39. Locale: Denmark.*

From the United States Holocaust Memorial Museum Encyclopedia:

According to popular legend, King Christian X chose to wear a yellow star in support of the Danish Jews during the Nazi occupation of Denmark. In another version, the Danish people decided to wear a yellow star for the same reason. Both of these stories are fictional. However, the legend conveys an important historical truth: both the King and the Danish people stood by their Jewish citizens and were instrumental in saving the overwhelming majority of them from Nazi persecution and death.

2 GEORG DUCKWITZ



Portrait of **Georg Duckwitz**, German naval attache in Denmark who leaked the Nazi plan to deport Danish Jews. Place and date uncertain. United States Holocaust Memorial Museum, Holocaust Encyclopedia.

Georg Ferdinand Duckwitz (29 September 1904, Bremen-16 February 1973) was a German diplomat. During World War II he served as an attaché for Nazi Germany in occupied Denmark. He tipped off the Danes about the German's intended deportation of the Jewish population in 1943 and arranged for their reception in Sweden. It is estimated that he prevented the German deportation of 95% of Denmark's Jews in the resulting rescue of the Danish Jews. On March 29, 1971 Yad Vashem recognized Georg Ferdinand Duckwitz as Righteous Among the Nations.

3 FILM



FILM

Link to archival film footage:

<https://encyclopedia.ushmm.org/asset/27de8573-2474-480b-ad87-dca181d0356e.mp4>

ABOUT THE FILM FOOTAGE: Denmark signed a nonaggression pact with Germany in 1939, hoping to maintain neutrality as it had in World War I. Germany, however, broke the agreement on April 9, 1940, when it invaded and occupied Denmark. King Christian X remained on the throne, and the Danish police and government reluctantly accepted the German occupation. This footage shows the German presence in the occupied Danish capital, Copenhagen. In 1943, as German policies towards Denmark toughened, the Danes would form one of the most active and successful resistance campaigns against the German occupation.

National Archives – Film

4 RABBI MARCUS MELCHIOR



Rabbi Marcus Melchior, Danish Chief Rabbi, who warned his congregants that the Germans intended to round up Denmark's Jews. Melchior himself went into hiding and escaped to Sweden. United States Holocaust Memorial Museum. Date: Before 1943. Locale: Copenhagen, Denmark. USHMM Holocaust Encyclopedia.

CASE STUDY I: HERBERT PUNDIK – DANISH JEW



Jørgen Gersfelt in the uniform of the Danish brigade. Danish Institute for International Studies.

"My childhood ended when I was sixteen, on the afternoon of **Wednesday, September 29, 1943**. It happened in my classroom at Metropolitan School, in the middle of a French lesson. The principal entered the room, interrupted the teacher, pointed at me and to two of my friends, and said, "Please step out to the hall."

The courteous tone of his voice made it clear that we were not about to be punished. Then he added, "If there are other students of Jewish origin in the class, would they please step out, too." The homeroom teacher slipped a few books into his briefcase and joined us. "We have been warned that a manhunt for Jews is about to begin," the principal said. "You'd better rush home. The Germans may come at any moment."

I rushed to my desk and packed my schoolbag. My classmates sat there silently. We were old enough to understand what was happening. We knew that at best we would not see each other again for quite some

time. Before I left the classroom, my bench mate pressed a Scouts compass into my hand as a going-away present.

I had to get home with the speed of lightning. We lived on Osterbro Street, across from the bridge of the port of Langelinie. I leaped aboard the streetcar, got off at Fridtjof Nansen Square, and ran to a kiosk to buy some newspapers—a stupid thing to do at such a moment.

My parents and brothers were already standing there, dressed and ready to escape, with warm winter clothing and several handbags with essentials. Father said that a friend who attended morning services at the synagogue on Krystalgade Street had phoned his office to tell him **that the rabbi had interrupted the service and warned [the congregation]** about the danger facing the Jews of Denmark. About a hundred people were there. The rabbi asked them to warn acquaintances and relatives. People were cautioned not to spend the next few nights at home and were urged to find shelter with Christian friends and acquaintances. Within a few hours, almost all the Jews of Copenhagen knew about the German aktion plan. Many details were still unknown to us at the time I came back from school—among other things, that two German cargo vessels, the Donau and the Wartheland, were steaming toward the port of Copenhagen at that very time to take all the Jews of Denmark to a transit camp somewhere in the south...

...Friends and acquaintances of **Dr. Jørgen Gersfelt** had asked him to keep an eye on their summer homes during the winter and had left their keys with him. Many Jews came by train and were received by volunteers who quickly concealed them in these summer houses. The Gersfelt home became a main artery in this operation. Many Jews found shelter there, and when the time came for them to sail to Sweden, Jørgen drove them to the departure point in the car that, as a doctor, he was allowed to drive at night and even during curfew. The fishermen would tell him how many people they could take each night and how much it would cost. Gersfelt manipulated the passenger lists so that affluent refugees would pay for those who couldn't. He made young children drink an anesthetic so they would not cry and alert the Germans, and he injected adults with a tranquilizer. In most cases, Gersfelt later related, it was the adults, of all people, who displayed the most fear. Indeed, they had reason to fear. The voyage was fraught with danger—especially at the beginning, when they set out in rowboats.

In the best case, it took four to five hours to make the crossing, depending on the currents and the weather conditions. At first, the fishermen did the rowing, but volunteers took over when they grew tired. Some of the boats were extremely heavy because of the number of refugees, making it a nearly superhuman task to row. Gersfelt told of an example of the goodwill shown by the Danes in aiding their unfortunate compatriots. A retired mailman, a seventy-year-old gardener, and a barber volunteered to help one of the fishermen row his boat. The voyage took an entire night, and only the fisherman was an experienced oarsman.

From: Herbert Pundik, "Bedenmark Ze Lo Yachol Likroth" ("De Kan Ikke Ske I Danmark: Jodernes Flugt Til Sverige I 1943"), Zmora-Bitan, 1996, pp. 16-22. Yad Vashem.



Danish fishermen used this boat to carry Jews to safety in Sweden during the German occupation. Denmark, 1943 or 1944. United States Holocaust Memorial Museum. Date: 1943 or 1944. Locale: Denmark. USHMM Holocaust Encyclopedia.

CASE STUDY II: HENRY AND ELLEN THOMSEN - DANISH RESISTANCE MEMBER



Henry Christen Thomsen and his wife, Ellen Margarethe Thomsen. Yad Vashem.



The Thomsen inn in Snekkersten. Courtesy of Yad Vashem.

Henry Christen Thomsen and his wife Ellen Margrethe were innkeepers in the village of Snekkersten near Elsinore. An estimated 1,000 people left for Sweden through this point. The Thomsens were active members in the resistance and their inn became the hub of the clandestine route to Sweden. It was the meeting point for the fishermen who transferred Jews in their boats and for the fleeing Jews who were sheltered at the inn or directed by the Thomsen's to other lodging.

The community supported the rescue operation, and many contributed to its success. However, there were also exceptions. During the first days, a pro-German resident of Snekkersten informed the Danish police in Elsinore that he had seen a group of Jewish refugees getting into a boat. The police came and arrested the refugees, but after driving a short distance, and once they were out of sight of the collaborator, the policemen stopped their car and told the Jews to go back to the Snekkersten Inn where they would be helped.



Henry Christen Thomsen.
Courtesy of Yad Vashem.

Thomsen was assisted by many other residents of the village and surrounding area, among them **Dr. Jørgen Gersfelt**, who acted as chauffeur, driving the Jews to overnight shelters and to the boats. He also provided sedatives to children so they'd sleep and be quiet during the dangerous transport. Many Jewish refugees stayed at the doctor's house until they could board a boat. When the number of Jews increased, Thomsen got a boat and made several runs to Sweden himself.

Thomsen was interrogated by the Gestapo, who suspected him of being involved in the smuggling of Jews, but no evidence was found against him. He continued to be very active in the underground. He was arrested again in August 1944 and sent to Neuengamme Concentration Camp in Germany, where he died four months later. He was 38 years old.

On August 29, 1968, Yad Vashem recognized Henry and Ellen Thomsen as Righteous Among the Nations.



The Thomsen's Boat. Courtesy of Yad Vashem.

CASE STUDY III: LEIF DONDE – DANISH JEW



USHMM Holocaust Encyclopedia; ID Cards

Born: May 30, 1937, Copenhagen, Denmark

Leif was born to a Jewish family in the Danish capital of Copenhagen. Both of his parents were active in the Jewish community there, and his father owned a small garment factory. The majority of Denmark's 6,000 Jews lived in Copenhagen before the war. Despite its size, the city's Jewish population supported many Jewish organizations, often aiding Jewish refugees from all over Europe.

1933-39: Leif went to a Jewish nursery school, which was next to a girls' school in Copenhagen. He didn't like his school because they made him take a nap in the afternoon. He played with all kinds of children--some of them were Jewish and some of them were not. Leif didn't really care; they were all his friends.

1940-44: The Germans occupied Denmark in April 1940. On August 28, 1943, the same day they took over the government, Leif's parents took the family to

Tivoli Gardens, a huge amusement park in the center of Copenhagen. Leaving the park, they saw people gathered in the street as a convoy of German tanks passed by. Later, his father told them to prepare to leave the city. His parents were scared but it seemed like an adventure to Leif. They collected warm clothes and took a train south.

The Donde family boarded the train south with a group of 12 other Jews and were taken under cover of darkness to a beach on the Danish coast. "As a child, I felt an element of excitement about the train ride, the hiding, the boat trip," he recalled. "But I also knew it was a very dangerous time, and that I had to behave as responsibly as possible. 'I clearly remember that I was told, 'Be silent, be silent, be silent.' So I tried to remain quiet, lying with my sister on a blanket underneath which guns were hidden. The only thing you could hear was the noise of a diesel engine from the fishing boat that was approaching.

"My father was a chain smoker of cigars. I said to him, 'Dad, don't do it, because the airplanes can see us.' It was pitch dark when we boarded the fishing vessel – there were 17 of us onboard – it was run by three young men (the one in charge was 19-years old) who had never sailed a boat but had been given instructions how to. It was an old, old boat – not meant to transport people. We had several engine stops. "Then a German patrol boat caught sight of us and started firing and chasing us. Since the boat had a very shallow draft, the young men decided to run through the minefields in the water, which meant the German patrol couldn't follow us. Fortunately, we didn't hit any of the mines. The crossing took 11 hours to Sweden, also because of rough waters. Normally, it takes half an hour. Two hours after we arrived at the small Swedish town of Trelleborg, the boat sank in the port."

After German troops in Scandinavia surrendered on May 4, 1945, Leif and his family returned to Denmark. Today, Leif Donde is the Danish Consul General in the United States.



Knud Dyby papers. United States Holocaust Memorial Museum Collection, Accession Number: 1989.297.341. Series 4, File 1: Dyby, Knud and Boats Used by the Danish-Swedish Refugee Service, approx. 1945. Copyright United States Holocaust Memorial Museum, Gift of Knud Dyby. Date: Before 1940-1992. Locale: Copenhagen, Denmark.

CASE STUDY IV: PREBEN MUNCH-NIELSEN – DANISH RESISTANCE MEMBER



Photo: 1944



Detail of the Danish fishing boat displayed on the second floor of the permanent exhibition at the U.S. Holocaust Memorial Museum. United States Holocaust Memorial Museum Photograph Number N02474. Photographer Edward Owen. Date: 1993-1995. Locale: Washington, D.C.

Born: June 13, 1926 Snekkersten, Denmark

Preben was born to a Protestant family in the small Danish fishing village of Snekkersten. He was raised by his grandmother, who was also responsible for raising five other grandchildren. Every day, Preben commuted to school in the Danish capital of Copenhagen, about 25 miles south of Snekkersten.

1933-39: There were very few Jews in Preben's elementary school, but he didn't think of them as Jews; they were just his classmates and pals. In Denmark they didn't distinguish between Jews and non-Jews, they were all just Danes. By fifth grade, Preben and his classmates heard rumors of a German military build-up. But later, in 1939, his parents said that Hitler had promised not to invade Denmark, which made them feel relatively safe.

1940-42: Occupation. In April 1940, Preben saw planes overhead and German officers in the streets of Copenhagen. He joined the resistance movement as a courier but became more involved in October 1943 when the Gestapo began hunting down Danish Jews.

A Danish policeman came to Preben's door and asked him to pick up several Jews at a nearby train station and escort them through the woods to the shore. They would be smuggled by boat across the Øresund, the narrow body of water between Denmark and Sweden. Preben completed this mission and joined the "Friends of the Sound," a group of Danes based in Snekkersten that coordinated the secret crossings to Sweden. The "Friends of the Sound" used the Snekkersten Inn as their headquarters. Each time, they hid the escaping Jews in houses near the shore and brought them to waiting boats at an appointed time. Under cover of darkness, they took up to 12 Jews at a time across the straits to Sweden. The four-mile trip took about 50 minutes. In less than a month, they had ferried some 1,400 Jews from Denmark to Sweden.

Wanted by the Gestapo, Preben fled to Sweden himself in November 1943. He returned to Denmark when the war ended in May 1945.

Years later, when asked in an interview with Steven Spielberg's USC Shoah Foundation, Institute for Visual History and Education, about why Danes helped their Jewish fellow citizens, he responded, "You couldn't let people in...in need down. You can't turn the back to people who need your help. There's...there must be some sort of decency in a man's life, and that wouldn't have been decent to turn the back to people in need. So, there's no question, uh, of why or why not. You just did. That's the way you're brought up. That's the way of the tradition in...in my country. You help, of course. And therefore I

don't think it's...I...could you have remained your self-respect if you knew that these people would suffer and [you had] said, "No. Not at my table"? No. No way. So that's not a problem of...of--you just have to do it. And nothing else." USHMM Holocaust Encyclopedia

One of the rescue boats used by "Friends of the Sound", and actually piloted by Preben, was located and donated to the United States Holocaust Memorial Museum in Washington, D.C., where it is part of the Museum's Permanent Exhibition.



Motorboat used to take Jewish people in Denmark to safety in Sweden. United States Holocaust Memorial Museum Collection, Accession Number: 1989.222.1. Gift of Mr. Preben Munch-Nielsen. Date: Manufactured approx. 1930. Used 1943 October-1944 May. Locale: manufacture: Svendborg (Denmark) use: Helsingør (Denmark) use: Helsingborg (Sweden).

ABOUT THIS ARTIFACT: Motorboat named Lurifax (later Filuren and Solskin), used by members of the Helsingør Syklub (Elsinore Sewing Club), a Danish resistance group, to transport Danish Jews from German-occupied Denmark to neutral Sweden across the Øresund Strait in October 1943. The boat was one of several the group used to rescue the Jewish refugees and their non-Jewish relatives facing deportation to concentration camps. Later, it ferried weapons and supplies, as well as resistance members, back and forth to Sweden. Between October 1943 and May 1944, the Club transported approximately 1,400 people across the strait, including more than 700 of the 8,000 Jewish people in Denmark at the time. The escape route from Helsingør, Denmark, to Helsingborg, Sweden, was called the "Kiær linjen" (Kiær Line), "Police line," or "H-H line." Erling Kiær, a member of the Club's inner circle, used money from a wealthy Jewish passenger to buy the sturdy, wooden boat. It had space for roughly 12 to 14 passengers, and could cross open water at 3 knots. Helsingør, situated at the narrowest point along the strait, was well suited for the task because it lay only three miles from Helsingborg, just opposite in Sweden. In good weather, the round-trip crossing could be made in a couple of hours, and several crossings could be made each night. The Club was one of many groups of Danes organized spontaneously in October 1943 to rescue Jewish refugees. These groups were only able to operate because they had the support and aide of many locals on both sides of the strait, including local police officers, doctors, and those willing to provide temporary shelter. All of these individuals faced arrest, deportation to concentration camps, or death for helping the refugees and resistance members.

CASE STUDY V: STEEN METZ – DANISH JEWISH BOY SENT TO THERESIENSTADT



1942: Photo of Steen Metz (8-yrs-old) on summer vacation in Denmark; one year before arrest and deportation to Theresienstadt. Courtesy of Steen Metz.

“Heavy pounding on the front door of our apartment in Odense, Denmark! It was Rosh Hashana, Jewish New Year. I was eight years old. Denmark had been occupied by the Germans since April 9, 1940. Until then, conditions in Denmark had been “relatively normal”.

My father opened the door. Two Gestapo officers appeared. Why did they come to our apartment? I did not know that I was Jewish. Both my parents were Jewish but only my father was brought up in the Jewish faith. We had about one hour to get everything ready. My mother and I were allowed to visit the bakery on the ground floor; we knew the baker and he gave us a huge bag of bread, rolls, and Danish pastry.

We were transported in a truck into the center of Odense where we were assembled in a school yard with a total of sixty Jews. Most of them were young men who had fled Germany and Austria and were not Danish citizens. They were learning agriculture on Danish farms in preparation for a later settlement in Palestine. We reboarded the truck after a while and were driven to the Western part of Denmark.

We were then herded into cramped cattle cars where we spent the next three days and nights. I was frightened. The car was completely dark without any windows or lights.

We were given no food or drinks other than what we had brought from home. The atmosphere was intense, and the smell got worse and worse since we did not have any

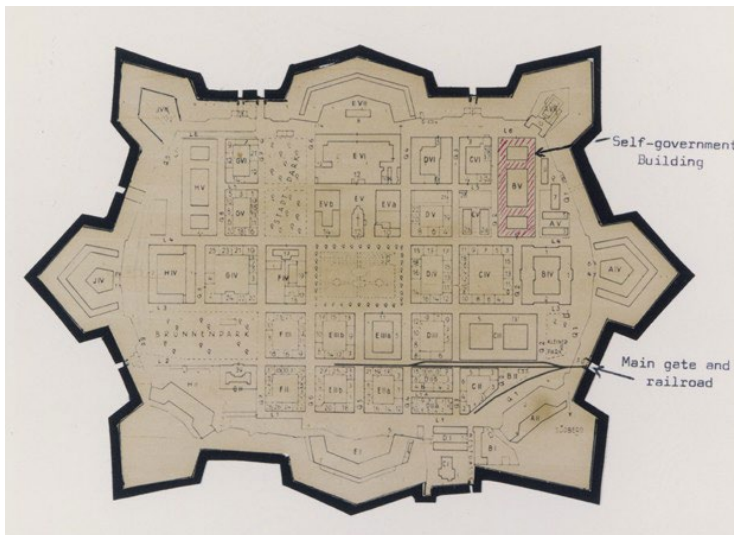
bathroom facilities – we used buckets in the corner of the cattle car. We made one stop where we got some fresh air and something to drink.

The cattle cars finally stopped on October 5, 1943 after a trip of 550 miles from Denmark. We ended up in Theresienstadt (Terezin) in what was then called Czechoslovakia. The concentration camp was located about forty miles North of Prague.

It should be pointed out that we were among 472 or 5% of the total Danish Jewish population of 7,500 who ended up in Theresienstadt. Most of us originated from towns outside Copenhagen, the Danish capital. The majority of the Jews in the Copenhagen area had been warned. They managed to go into hiding prior to their escape to Sweden with tremendous assistance from the Danish people. Those of us outside of Copenhagen, and in rural areas, received no warning.

The Nazi guards immediately confiscated our money and valuables after having encouraged everyone during the arrest to bring both. We were separated into barracks for women, men, children, and elderly. Somehow my mother was able to convince them that I, at the age of eight, should stay with her. This arrangement was quite unusual. We spent the next eighteen months in Theresienstadt.

My father was forced to do slave labor – heavy road work, including digging ditches. He was an attorney and was not used to this kind of labor. Witnesses later told us he was also beaten. He became sick and was transferred to an infirmary where he spent several weeks. Died at the young age of forty after spending less than six months in camp.



Map of Theresienstadt from an original document (1942-1945) and mounted in an album assembled by a survivor. Czechoslovakia, 1942-45. United States Holocaust Memorial Museum, courtesy of Henry Kahn. USHMM Holocaust Encyclopedia.



A photograph of Jewish children in the Theresienstadt ghetto taken during an inspection by the International Red Cross. Prior to this visit, the ghetto was "beautified" in order to deceive the visitors. Czechoslovakia, June 23, 1944. United States Holocaust Memorial Museum, Holocaust Encyclopedia.

The Nazis stated that my father died from pneumonia; they were not going to admit that he died from starvation.

I passed a kitchen and found some big sacks of raw potatoes in the back. I took two potatoes and placed one in each of my pockets after making absolutely sure that nobody was watching me. My mother and I would eat the raw potatoes. I did it a number of times; while technically it was stealing it was our way of surviving another day. We needed all the help we could get with food. We received very meager portions: substitute coffee for breakfast with brown bread, the so called "potato soup" – it was boiled water with potato peels – sometimes with bread for lunch. Dinner was basically the same. How were we able to survive on those portions? Very difficult – 40,000 Jewish inmates out of 140,000 passed away from hunger and illnesses such as typhus.

We started receiving packages with food, vitamins and clothing from Denmark and Sweden after six months; unfortunately, a few weeks too late to save my father. All Jewish inmates in Theresienstadt were entitled to receive packages. The Danes received more food than any other nation due to the tremendous support system and interest in the health of the Danish Jews in Theresienstadt. One day my mother opened a package and could not understand why it was so heavy. The Nazi guards had replaced the food with three bricks!

According to my mother the worst part was the uncertainty. Would we get enough food to live another day? Would we become seriously ill? Would we be deported to an extermination camp? What was going on in the outside world?

The 548 days in camp went extremely slowly. We were finally liberated on April 15, 1945 by the "White Buses" from the Red Cross in neutral Sweden. The surviving Danish Jews entered a convoy of about twenty buses in Theresienstadt. The war was still going on, so we had to stop when we encountered heavy bombardment on our way through Germany. We received another warm welcome in Denmark on our way to Sweden where we spent one week in quarantine so we would not bring illnesses into the country.

The Nazis finally surrendered in Denmark on May 5, 1945 after five years of occupation. Ever since, the Danes have celebrated the day each year with the Danish flag displayed everywhere. This also happened to be my birthday so I would always tell my friends and anybody else who would listen that the whole country was celebrating my birthday!

My mother and I finally returned to our hometown Odense in Denmark a few weeks later after meeting our relatives in Sweden. It was very difficult to resume normal life without my father. My mother and I had very limited conversations about our time in Theresienstadt.

I managed to return to my old school and class. I graduated from high school some years later and then from a business college in Copenhagen. I have lived in the U.S. since 1962." – Excerpts from *Steen Metz, A Danish Boy in Theresienstadt: Reflections of a Holocaust Survivor*, 2011.

CASE STUDY VI: RUTH SALM PERLMAN – GERMAN JEW SENT TO DENMARK FOR SAFETY



Studio Portrait of Salm Family; Ruth (center) with her younger twin siblings, Inge and Erwin, and her father, Julius. Ruth Salm Perlman collection. United States Holocaust Memorial Museum Collections, Accession Number: 2014.314.1. File 2: Photographs 1929-1953. United States Holocaust Memorial Museum, Gift of Dana Perlman and Jeani Adams. Date: 1929-2009. Locale: Copenhagen (Denmark).

Born: January 22, 1924

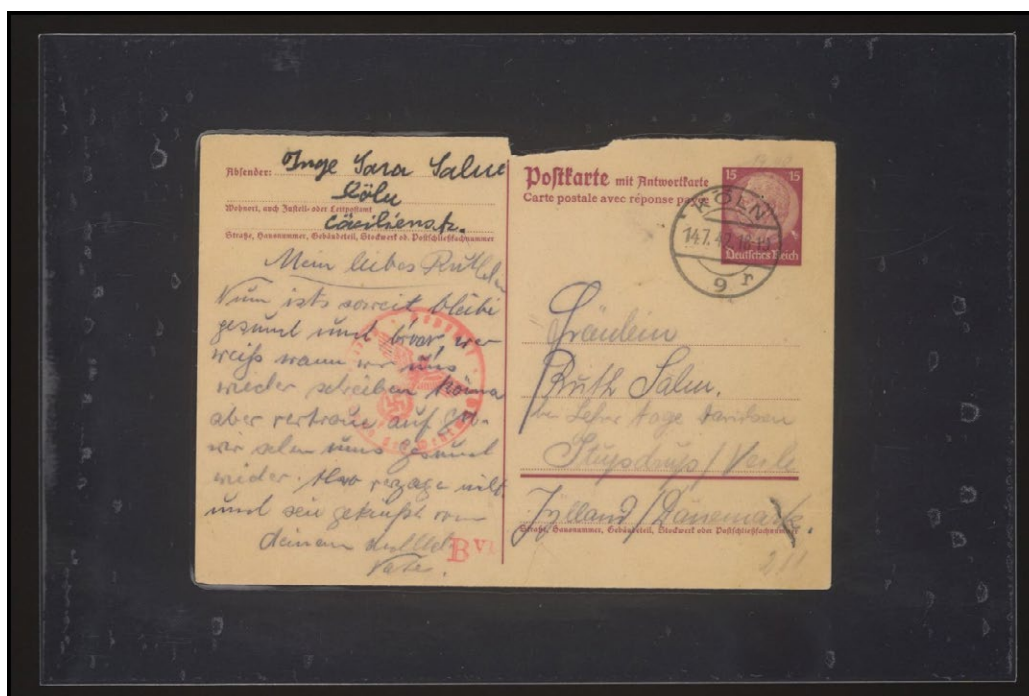
Bruhl, Germany – sent to Denmark for safety after Kristallnacht

Ruth Salm was born on January 22, 1924, in Bruhl, Germany, to Julius and Jeanette Salm. Julius worked as a cantor while Jenny cared for Ruth and her younger twin siblings, Erwin and Inge. The family lived with Julius's mother, Theresa Salm.

The family was arrested on Kristallnacht and imprisoned for hours, but because Julius hid himself, he was neither arrested nor imprisoned, though the family's home was ransacked. After Kristallnacht, Julius and Jeanette arranged for Ruth to leave the country. She said goodbye to her parents and siblings and moved to Denmark, where she lived with family of Aage and Signe Davidsen.

In 1942, Ruth was given a spot in a nursing program in Copenhagen and moved into a dormitory. She kept in close contact with the Davidsen family, who warned her about rumored arrests and attempted to hide her when German police came to arrest her. Their efforts were unsuccessful, and on October 1, 1943, Ruth was arrested and sent in a cattle car to Theresienstadt (Terezin).

The Davidsens found a way to send her packages. In April 1945, Ruth was taken from Theresienstadt to Sweden as part of an arrangement made by Count Folke Bernadotte. After she recovered, Ruth reunited with the Davidsens. Eventually, she contacted her paternal uncle Max, who lived in New York. In 1946, she immigrated to the United States. Ruth was the only survivor of her immediate family.



Postcard 3: From her parents to Ruth

From: Inge Sara Selin from Koeln Caecilien str. 2.14.42

Dear Ruthchen

So now it is time: stay of good health. Who knows when we can write again. But trust in G'd, we should see each other again. So do not give up, but be kissed by your father.

My dear child!

Be healthy. We leave on Sunday and I do not know when we can answer you. Do not worry about us, hopefully we will be healthy, as soon as possible we shall write. Do not forget us, if we shall see each other again. Do not write to us until you hear from us. Your loving mother and kisses.

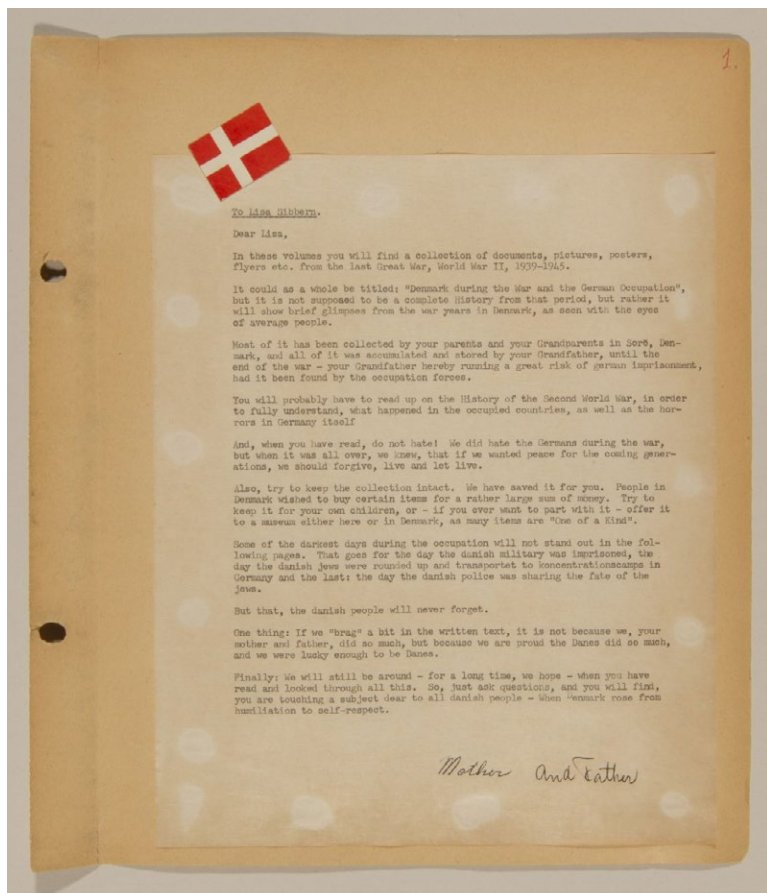
Write immediately, maybe we can still receive mail.

Top: 1942 postcard sent to Ruth from her family in Germany, while she was living in Denmark. Ruth Salm Perlman collection. United States Holocaust Memorial Museum Collections, Accession Number: 2014.314.1. File 3: Postcards, 1942. United States Holocaust Memorial Museum, Gift of Dana Perlman and Jeani Adams. Date: 1929- 2009. Locale: Copenhagen (Denmark).

Bottom: Translation of 1942 postcard sent to Ruth from her family in Germany, while she was living in Denmark.

CASE STUDY VII: BJORN AND TOVE SIBBERN – DANISH RESISTANCE MEMBERS

Bjorn Sibbern was born May 18, 1916 in Soro, Denmark and his wife Tove Gertrud Sibbern was born October 27, 1920. Sibbern was trained as a book-binder, but during the war, he worked as a police inspector; Tove, his wife worked as police clerk. Both became active in the Danish resistance, and Bjorn used his skills as a bookbinder to manufacture false papers for the underground. He also used his police credentials to investigate being suspected of being Nazi informers. After the war the Sibberns moved to Canada and later settled in California where Bjorn Sibbern compiled five scrapbooks documenting the German occupation of Denmark.



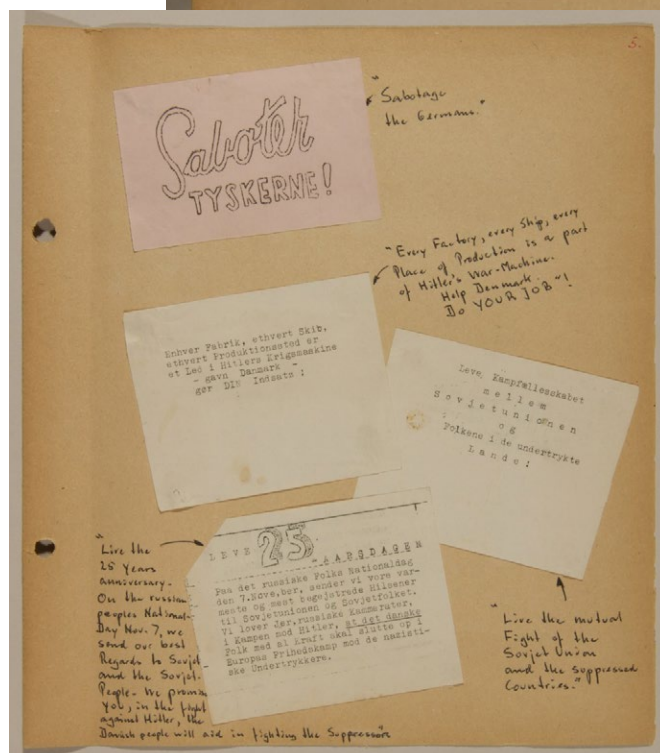
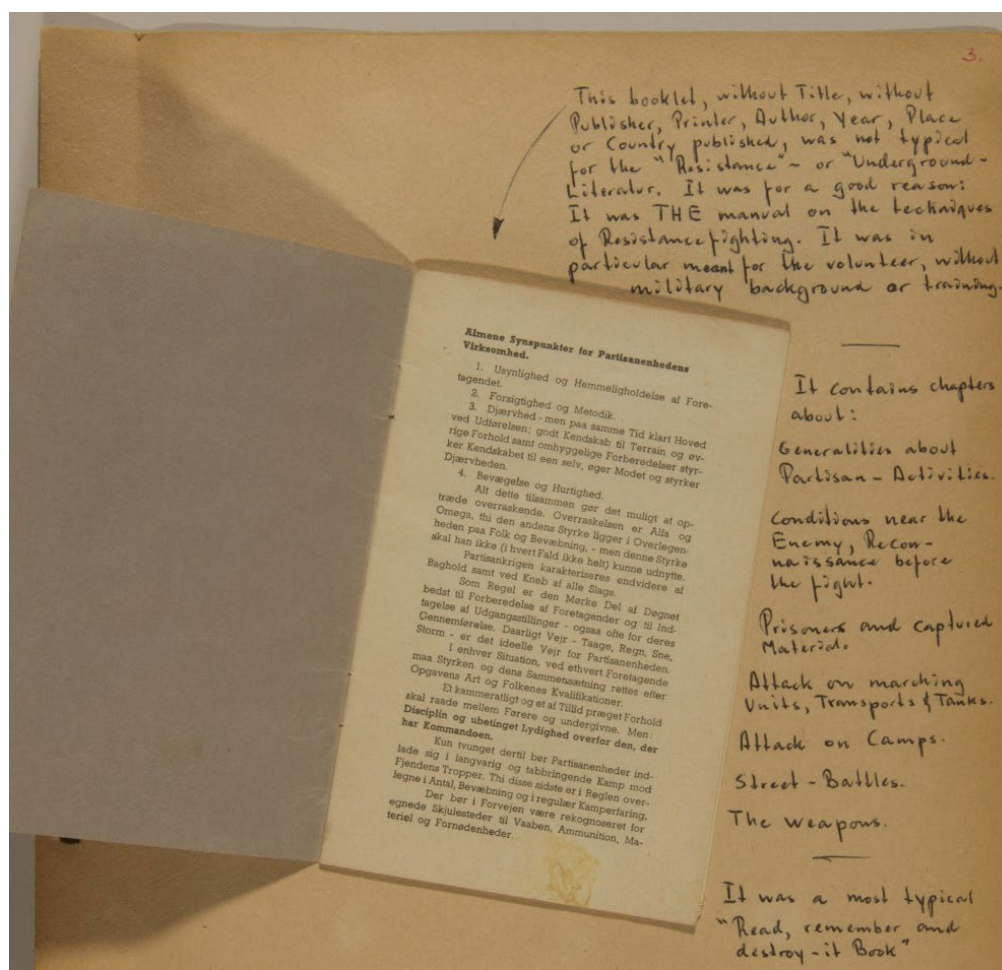
Dedication to a set of scrapbooks compiled by Bjorn Sibbern, a Danish policeman and resistance member, documenting the German occupation of Denmark. Bjorn's wife Tove was also active in the Danish resistance. After World War II, Bjorn and Tove moved to Canada and later settled in California, where Bjorn compiled five scrapbooks dedicated to the Sibbern's daughter, Lisa. The books are fully annotated in English and contain photographs, documents and three-dimensional artifacts documenting all aspects of the German occupation of Denmark. United States Holocaust Memorial Museum, courtesy of Ruth Scott.

ABOUT THE ARTIFACT:

Bjorn Sibbern compiled five scrapbooks documenting the German occupation of Denmark. The books contain photographs, documents and three-dimensional artifacts documenting all aspects of the German occupation of Denmark. Shortly before his death, Mr. Sibbern entrusted the albums to Ruth and Dell Scott who he met through their work in the charitable group, "Thanks to Scandinavia." The organization raises money for Scandinavian students to study in California in gratitude for the Danish rescue of its Jewish population. The scrapbooks are dedicated to the Sibbern's daughter, Lisa, and she agreed with the Scotts that the US Holocaust Memorial Museum was the most appropriate home for the albums.

The Danish police played a major role in support of the Danish resistance movement, and some documents relate directly to Mr. Sibbern's work in the underground. He was in charge of the printing and issuance of false identification cards. There are several examples in the scrapbooks. The albums contain both real and forged cards as well as his forgery stamps. The scrapbooks also contain leaflets dropped over Denmark of Nazi propaganda, anti-Nazi cartoons and photographs of German officials, Danish collaborators, sabotage and demonstrations. Every page is fully annotated in English.

Below are a sampling of just a few of the documents within the scrapbooks.

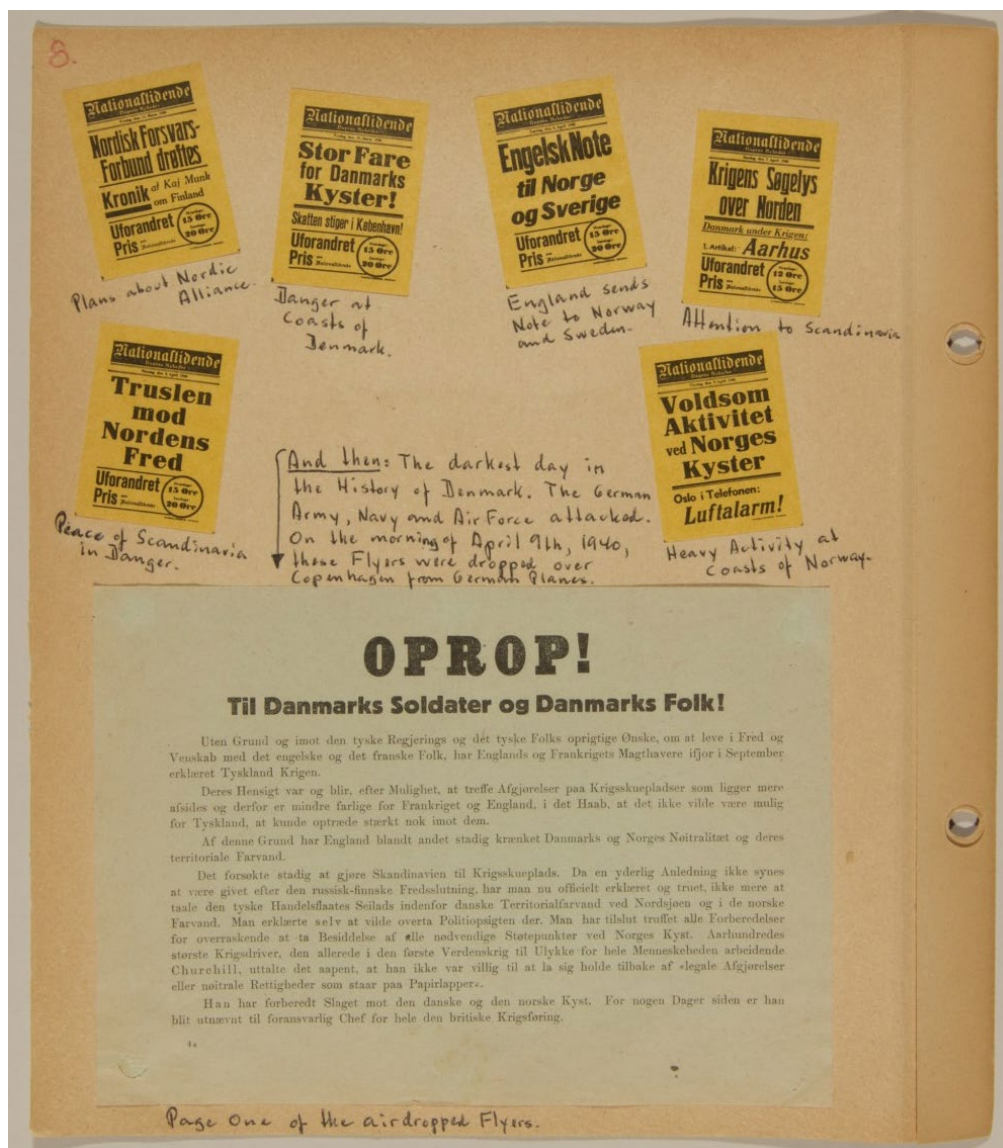


Left:

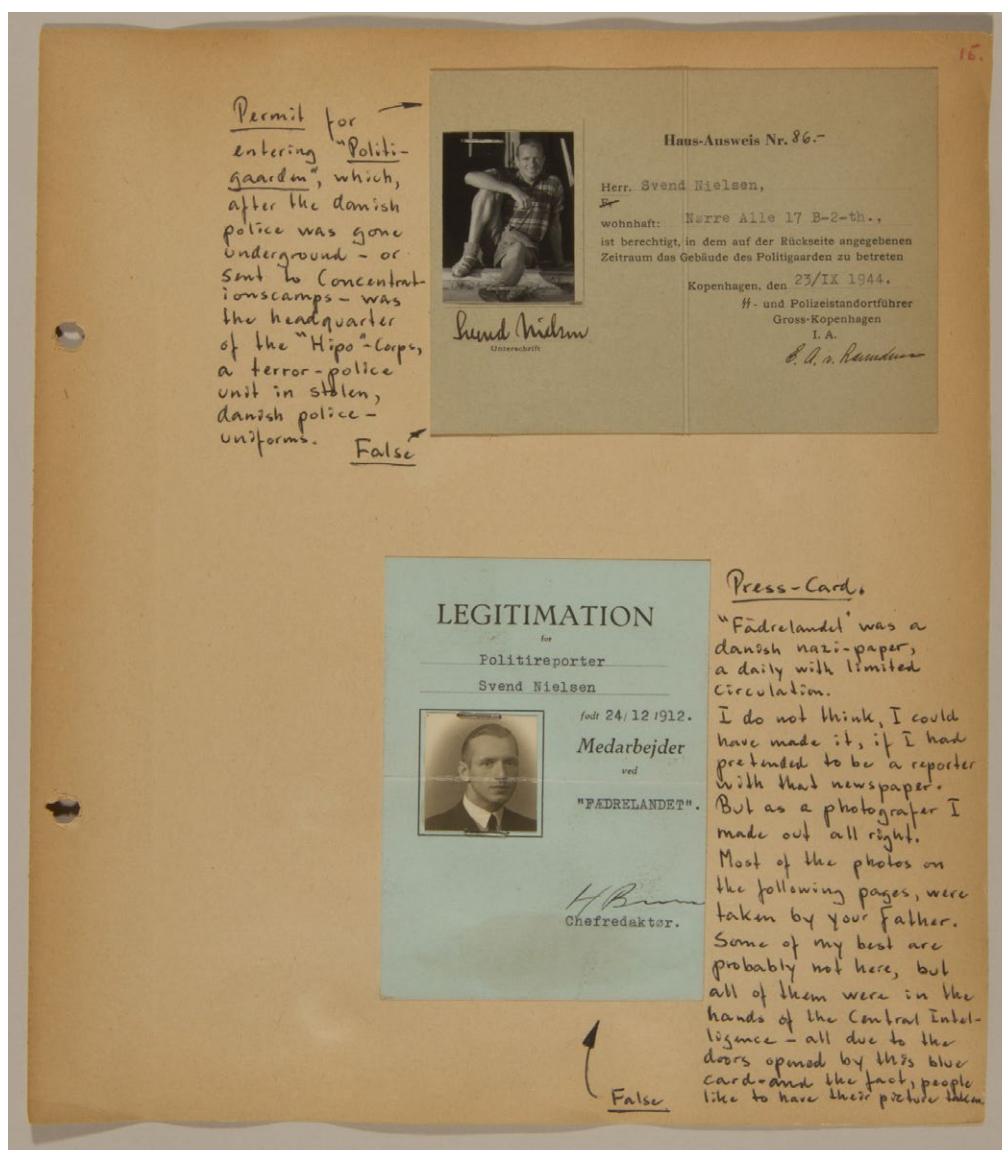
Page from volume five of a set of scrapbooks compiled by Bjorn Sibbern, a Danish policeman and resistance member, documenting the German occupation of Denmark. This page contains anti-Nazi leaflets. United States Holocaust Memorial Museum Photo N16485.04. USHMM, Courtesy of Ruth Scott.

Above:

Page from volume five of a set of scrapbooks compiled by Bjorn Sibbern, a Danish policeman and resistance member, documenting the German occupation of Denmark. This page contains the resistance fighting manual published without any identifying marks on the cover. United States Holocaust Memorial Museum Photo N16485.02. USHMM, Courtesy of Ruth Scott.



Page from volume three of a set of scrapbooks compiled by Bjorn Sibbern, a Danish policeman and resistance member, documenting the German occupation of Denmark. This page contains photographs of King Christian X riding through the streets of Copenhagen as well as newspaper headlines. United States Holocaust Memorial Museum Photo N16483.30. USHMM, Courtesy of Ruth Scott.



Page from volume three of a set of scrapbooks compiled by Bjorn Sibbern, a Danish policeman and resistance member, documenting the German occupation of Denmark. This page contains Bjorn Sibbern's (aka Svend Nielsen's) false press card and permit to enter the headquarters of the secret police. United States Holocaust Memorial Museum Photo N16483.17. USHMM, Courtesy of Ruth Scott.

Analyze a Map

Meet the map.

What is the title?

Is there a scale and compass?

What is in the legend?

Type (check all that apply):

- | | | | |
|--------------------------------------|---|---|--|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographic/Physical | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Relief (Shaded or Raised) |
| <input type="checkbox"/> Exploration | <input type="checkbox"/> Survey | <input type="checkbox"/> Natural Resource | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Land Use | <input type="checkbox"/> Transportation | <input type="checkbox"/> Military | <input type="checkbox"/> Population/Settlement |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | | |

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- | | | | | |
|--------------------------------------|------------------------------------|---|---------------------------------|--|
| <input type="checkbox"/> Portrait | <input type="checkbox"/> Landscape | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Action | <input type="checkbox"/> Architectural |
| <input type="checkbox"/> Event | <input type="checkbox"/> Family | <input type="checkbox"/> Panoramic | <input type="checkbox"/> Posed | <input type="checkbox"/> Candid |
| <input type="checkbox"/> Documentary | <input type="checkbox"/> Selfie | <input type="checkbox"/> Other | | |

Is there a caption? ☐ yes ☐ no

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter | <input type="checkbox"/> Speech | <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Court document |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Email | <input type="checkbox"/> Identification document | | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | | <input type="checkbox"/> Other | | |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Analyze an Artifact

Meet the artifact.

Material (check all that apply):

- | | | | | |
|----------------------------------|----------------------------------|--------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Bone | <input type="checkbox"/> Pottery | <input type="checkbox"/> Metal | <input type="checkbox"/> Wood | <input type="checkbox"/> Stone |
| <input type="checkbox"/> Leather | <input type="checkbox"/> Glass | <input type="checkbox"/> Paper | <input type="checkbox"/> Cardboard | <input type="checkbox"/> Fabric |
| <input type="checkbox"/> Plastic | <input type="checkbox"/> Other | | | |

Observe its parts.

Describe it as if you were explaining it to someone who can't see it.

Think about: shape, color, texture, size, weight, age, condition, movable parts, or anything written on it.

Try to make sense of it.

Answer as best you can.

Where is it from?

When is it from?

Who used it? List reasons you think so.

What was it used for? List reasons you think so.

What does this tell you about the people who made and used it?

What does it tell you about technology at the time it was made?

What is a similar item from today?

Use it as historical evidence.

What did you find out from this artifact that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand the event or time in which this artifact was used?



Analyze a Video

Anticipate.

What is the title?

What do you think you will see?

Meet the video.

Type (check all that apply):

- | | | | | |
|-------------------------------------|--------------------------------------|--|--|--|
| <input type="checkbox"/> Animation | <input type="checkbox"/> Propaganda | <input type="checkbox"/> Promotional | <input type="checkbox"/> Training film | <input type="checkbox"/> Combat film |
| <input type="checkbox"/> Newsreel | <input type="checkbox"/> News report | <input type="checkbox"/> Informational | <input type="checkbox"/> Documentary | <input type="checkbox"/> Entertainment |
| <input type="checkbox"/> Commercial | <input type="checkbox"/> Other | | | |

Elements (check all that apply):

- | | | | | |
|--------------------------------|--|------------------------------------|--|---|
| <input type="checkbox"/> Music | <input type="checkbox"/> Live action | <input type="checkbox"/> Narration | <input type="checkbox"/> Special effects | <input type="checkbox"/> Background noise |
| <input type="checkbox"/> Color | <input type="checkbox"/> Black and White | <input type="checkbox"/> Animation | <input type="checkbox"/> Dramatizations | |

What is the mood or tone?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	PLACES	ACTIVITIES

Write one sentence summarizing this video.

Try to make sense of it.

When is this video from?

What was happening at the time in history it was created?

Who made it?

Who do you think is the intended audience?

How do you think the creator wanted the audience to respond? List evidence from the video or your knowledge about who made it that led you to your conclusion.

Use it as historical evidence.

What did you find out from this video that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



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