

# Engage with History

## Focus Student Learning: Guide to the Karkomi Holocaust Exhibition

Throughout the Karkomi Holocaust Exhibition, students are able visualize personal history through artifacts, photographs, and testimonies of eyewitnesses. Students will come away with context of the history of the Holocaust, as well as historical themes and topics connecting the lessons of the Holocaust with the present. There are many ways you can utilize the exhibition space to enhance your students' visit.

Students can either think chronologically or thematically, analyzing the bigger questions leading to discussion during and post-field trip.

### Karkomi Holocaust Exhibition: Key Questions and Themes by Gallery.

#### Gallery 2: The World Before

Jewish life and community before the war were diverse and rich. Ideological, cultural, political, and regional differences ran deep, but most Jews shared a common heritage, set of values, and traditions. The right walls depict photos of typical family life, while the left walls reflect religious life.

*Discussion Question: Look at the photographs and artifacts on the walls. What can you find that tells us how the Jewish community lived before the Holocaust?*

#### Gallery 3: The Rise of Nazism

After losing World War I, Germany was forced under the Versailles Treaty to give up territory, pay reparations, and reduce its army. Germany suffered an economic and social depression in the late 1920's that set the stage for the rise of Nazism and Hitler's ascent. He promised to help Germany by eliminating its "enemies": Communists, liberals, and Jews.

*Discussion Questions: After watching the video and viewing the large photographs on the wall, what can you tell us about the environment in Germany following WWI? How were conditions ideal for someone like Hitler and the Nazi Party to rise to power?*

#### Gallery Highlight: Survivor Story

Adam and Pela Starkopf

- Adam was born in Warsaw, Poland on April 1, 1914 and lived in a Jewish neighborhood.
- Pela was born on November 18, 1914 and lived in Warsaw, Poland.
- Adam and Pela were childhood sweethearts. They married in 1936.
- Both had close-knit, well-to-do Zionist families.
- Neither family was very observant, but they celebrated Jewish holidays.

#### EXHIBITION OBJECTS



Adam and Pela walking  
in pre-war Warsaw,  
Poland



Adam and Pela's wedding  
photo

## Gallery 4: Life Under the Nazism

In the five years from 1933-1938, over 400 discriminatory laws and decrees against the Jews and other victims of Nazism were passed. On the jagged walls to your right are the first wave of Nazi anti-Jewish laws used laws to isolate Jews, make their lives increasingly unbearable, and convince them to “voluntarily” leave Germany. The curved wall on the left shows the Jewish response, bending but refusing to break, while many still believed that life would return “to normal.”

### Wall of Passports—October 5, 1938

Jewish passports were invalidated. Jews who needed a passport for emigration purposes were stamped with the red letter “J” (Jude; Jew). Additionally, Jews with first names of “non-Jewish” origin had to add “Israel” if male and “Sara” if female, so that they could be easily identified.

*Discussion Questions: Explore the artifacts and photos on the curved wall to the left. Find examples of how the Jews resisted and responded to what was happening during this time. On the jagged wall to the right, find examples of how Nazis excluded Jews from German society.*

*What are the types of choices Jews had to make during this time? Why did some Jews leave? Why did others choose to stay?*

## Gallery Highlight: Artifact

German passport/ "Deutsches Reich, Reisepass" for Martha 'Sara' Frankenstein issued on December 20, 1938 in Swinemunde, Germany. It has both a photograph and a red 'J' stamp.

### EXHIBITION OBJECT



## Gallery Highlight: Survivor Story

### The Frankenstein and Fleischer Family

- After Kristallnacht, the family sold their store below its value and was stripped of possessions.
- January 1939, Martha Frankenstein, her daughter Carla, and son-in-law Leopold Fleischer obtained ID cards and passports and immigrated to Shanghai.
- March 6, 1940, Judith “Daisy” Fleischer was born to Carla and Leopold.
- They lived in the Hongkew ghetto, where they tried to maintain a normal life. There was sufficient food but unsanitary conditions.
- An Allied bomb accidentally landed on the ghetto causing injuries and casualties.

### EXHIBITION OBJECTS



Judith's dress she wore in Shanghai, made by grandmother Martha



Carla holds Judith at the beach



Cantor Leopold, Carla, and Daisy pose in Shanghai



Martha's identification card to exit and enter the ghetto

## Gallery 5: *Kristallnacht*: The November Pogroms 1938

For two days, Nazis unleashed an unprecedented assault on the Jewish communities of Germany, Austria, and the Sudetenland. These attacks became known as *Kristallnacht*—the “Night of Broken Glass.” With cooperation from the local population, police, and fire brigades, Nazis smashed windows, vandalized storefronts, burned down over 1,000 synagogues, and arrested 30,000 Jewish men and sent them to concentration camps. Panic-stricken, Jews searched for countries of refuge, but many had already closed their borders. Step onto the cracked glass floor and watch the synagogue doors as projections of synagogue interiors and exteriors before and after *Kristallnacht* are shown.

**Discussion Questions:** *Kristallnacht* is often identified as a “turning point” in the history of the Holocaust. From what you read and observed in the gallery, what do you see that supports this idea?

Where do you find examples of changing attitudes and treatment toward Jews?

## Gallery Highlight: Featured Artifact Walter Hesse's Invoice

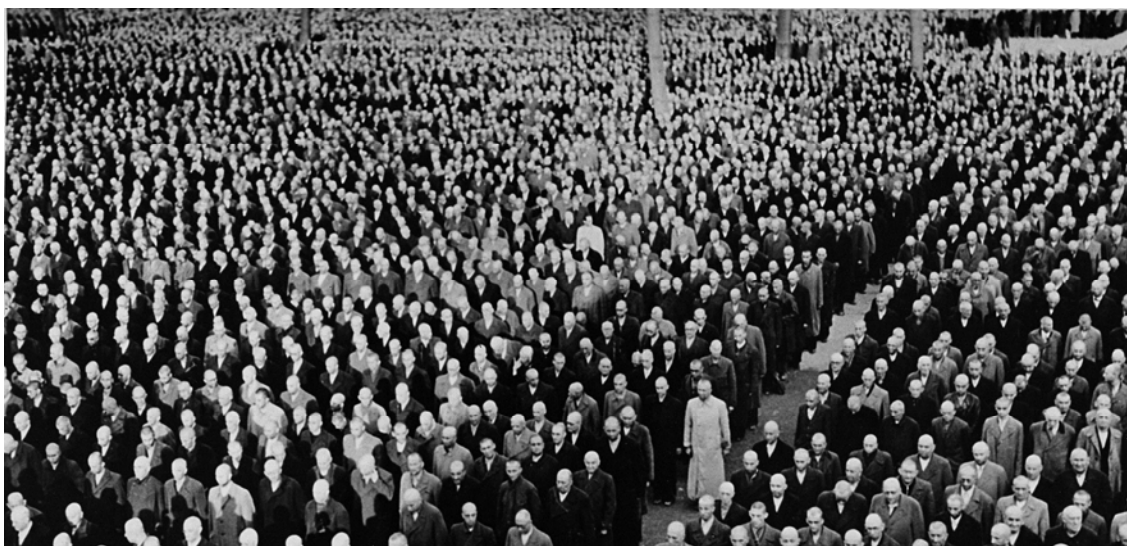
An schedule of quarterly assessment levied on Jews issued to Walter Hesse by the Nazi party, to pay for damages incurred on *Kristallnacht*, November 21, 1938, only 11 days after the program. Jews were not allowed to file insurance claims, and they were collectively fined 1 billion Reichsmarks for the damage of those programs, which was then assigned to individual Jews to pay.

### EXHIBITION OBJECT



## Gallery Highlight: Wall Mural

Digital image of arrests after *Kristallnacht*



## Gallery Highlight: Survivor Story

Hilda Pander Stern

- With help from his brother-in-law in the US, Hilda's father booked the family passage on the *St. Louis*.
- Hilda and her parents boarded the ship in Germany.
- The voyage to Cuba was luxurious and happy. There was dancing, good food, and respect.
- The Panders and other passengers were shocked by the Cuban deception and disheartened further when the US refused to admit refugees.
- The *St. Louis* turned back, and Hilda remembers there was no dancing on the return voyage.
- The Panders were granted entry to the Netherlands.

Many *St. Louis* refugees were transported to Westerbork camp in February 1940.

### EXHIBITION OBJECTS



Hilda and a friend on the deck of the *St. Louis*



Hilda in plaid on the left boarding the *St. Louis*



Passenger baggage/customs voucher of Hilda's father



Hilda's Cuban identification card

## Gallery 6: World's Response

Newspapers, headlines, and dates are displayed in this area highlighting international coverage of the Nazi violence. *Kristallnacht* convinced Jews of the need to emigrate, but immigration restrictions from many countries, financial roadblocks, and German bureaucracy created obstacles. In 1939, ninety-five percent of Americans disapproved of the German regime, but fewer than 5 percent supported changing the system to allow more refugees into the country.

*Discussion Questions: Explore the gallery and find evidence that the world knew about the environment in Germany.*

*What examples can you find of the obstacles to both emigration and immigration that Jews faced?*

## Gallery 7: The World at War

Germany invaded Poland. Two days later, France and Britain declared war on Germany. World War II began. The Nazis conquered neighboring countries with two objectives: *Lebensraum*—living space for the "superior" Aryan population, and racial domination of non-Aryans. The video on the wall shows how rapidly the Nazis advanced and occupied Europe. The lower right screen shows the number of Jews living in Nazi-controlled areas.

*Discussion Question: Watch the video map. What significant challenge does the occupation of Europe present for the Nazis?*



## Gallery 8: Mosaic of Victims

The Nazis targeted a number of diverse groups that they considered racial, biological, political, or social threats or burdens on society. Note the propaganda defining the Aryan race and "perfect" characteristics. The tile wall shows a photo of a "euthanasia" (mercy killing) facility at Hadamar where Nazis murdered their first victims, German people with physical, mental, and cognitive disabilities. This was the first time the Nazis used gas to murder civilians. Note that trained doctors were involved in the killing.

*Discussion Questions: What non-Jewish victims were targeted during the Holocaust?*

*How did the Nazis misuse science to justify the killing of people with disabilities?*

## Gallery 9: Nazi Racism Spreads 1939-1941

By occupying Western Europe, the Nazis used both military force and the cooperation of local populations to rapidly implement anti-Jewish laws that had taken years to establish within Germany. Jews throughout Nazi-occupied Europe were forced to wear identification badges in the form of a yellow star to humiliate and isolate them. The badges ultimately made it easier to identify Jews for deportation to camps. Note the yellow Stars of David and look behind the bookcase that replicates the entrance to the secret annex where Anne Frank's family and others hid.

*Discussion Questions: Find examples of the measures Nazis took to increase the isolation of the Jewish population in the West. Where do you see examples of resistance or response Jewish people took to defy Nazi policies?*

## Gallery Highlight: Survivor Story

### Simone Liebster

- Simone and her mother, devout Jehovah's Witnesses, smuggled bible texts to her father in a concentration camp.
- 1943-45, Simone lived in Konstanz Penitentiary House, a "re-education home," with about 40 other girls
- The home was run by strict Catholics, and the conditions were harsh. Simone had to do hard labor, often outside, as punishment.
- **Simone snuck a small bible into the home and read it as often as possible. Her faith sustained her and kept her connected to her parents.**
- Simone's father was subjected to medical experiments for malaria during his time in Dachau.

### EXHIBITION OBJECTS



Simone (left) with her aunt (middle) and her mother (right)



Pouch Simone's father sewed into his camp uniform to hide smuggled notes



An envelope addressed to Simone's father



A smuggled note to Simone's father containing scripture

## Gallery 10: Ghettos

With the conquest of new territories throughout Europe, millions of Jews and non-Jews came under Nazi control. The Nazis created ghettos to isolate and contain these populations, creating horrific conditions that killed many in these captive communities. This gallery is modeled after the ghettos of Warsaw, Lodz, and Krakow in occupied Poland and highlights the conditions and resistance within the ghettos. Notice the sloping cobblestone floor as you descend further into the exhibition.

*Discussion Questions: What do the artifacts and photographs tell you about the conditions in the ghettos? What measures did the Nazis take to isolate the Jewish community from the rest of the population? Explore the gallery. Can you find examples of resistance?*

### Gallery Highlight: Survivor Story

#### Cipora Katz

- Cipora's first memories are from life in the ghetto in Nazi occupied Poland, where she lived with twelve family members.
- November 22, 1942, her uncle learned the ghetto was to be liquidated.
- Before the family left, Cipora's mother wrapped her in a blanket and handed her to her father.
- Cipora kept the blanket throughout the war, and it always reminded her of her mother and family. She viewed the blanket as a protective shield.
- Cipora's mother, sister, grandfather, and two aunts remained in the ghetto. None survived.
- The Luchinski family hid Cipora, her father, uncle, aunt, and 4 cousins in a potato silo for 22 months. There was little food, poor sanitary conditions, and only Cipora could stand in the tiny space.
- Cipora's father died in the silo. She slept next to him for a week, thinking he was asleep.
- **When her uncle regained his strength, he buried her father deep in the woods and vowed to return for the body if he survived the war.**

#### EXHIBITION OBJECTS



Cipora's blanket



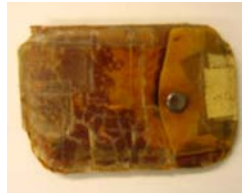
Cipora (right) with a friend  
shortly after liberation

## Gallery Highlight: Survivor Story

### Adam and Pela Starkopf

- October 16, 1940, the Warsaw ghetto was established. The Starkopf's home was already in the ghetto, so they could keep their belongings but had to put up extra people.
- January 1941, Janka (Johanna) was born. Her survival was paramount. Pela's father sold his gold teeth for milk. Adam "looked Polish" (blonde, blue eyes) and could sneak out of the ghetto for milk.
- Pela was allowed to leave the ghetto for a pretend funeral for Johanna. They drugged Johanna to sleep and placed her in a coffin. Pela carried the coffin and told a German guard she died of typhus, so he did not open the coffin. They met Adam in a cemetery outside the ghetto and escaped.
- Adam returned for the rest of the family, but it was too late; they were already taken to Treblinka.

#### EXHIBITION OBJECT



Adam's wallet in which he  
stored a lock of Johanna's  
hair

## Gallery 11: Movement East: Mass Murder

Germany's invasion of the territories of the Soviet Union added more than five million Jews under Nazi control. The Nazis were no longer satisfied with their policy of ghettoization and implemented a plan that called for the mass murder of all Jews, which became known as "The Final Solution." Three thousand members of the *Einsatzgruppen*, special killing units, often supplemented by local auxiliaries and even ordinary citizens, were sent from town to town to confiscate property, and then systematically murder Jews, Roma, and others in mass shootings.

*Discussion Questions: Look at the photographs in the gallery. Who do you think is the photographer of the photos on the wall? Why do you think these photos are being taken?*

*Who do you see in the photos? Look in the foreground. What don't you see? What is the significance of these photographs?*

## Gallery 12: Wannsee Conference: **January 20, 1942**

For 90 minutes, fifteen Nazi officials met to ensure the cooperation of various administrative departments in the implementation of the "Final Solution to the Jewish Question." In addition to sending mobile killers to stationary victims, the murders became industrialized, and Jews were brought by railroad cars to stationary killing centers. The chart on the wall shows the number of Jews (11 million total) who were targeted in conquered Nazi countries and in countries slated to be conquered. Folders show the education levels and pre-war professions of the Nazi officials present at this meeting.

*Discussion Question: Look at the diagram of the attendees, what were their professions before the war? Why is this important to note?*

## Gallery 13:

### Deception

The Nazis used deception to mask their intentions to the victims and to the public. Deception was a major tool which made it nearly impossible for the victims to imagine that a sophisticated and civilized nation had decided to murder all the Jews of occupied Europe. The glass wall features several different euphemisms used by the Nazis to mask their intentions.

*Discussion Question: How did the Nazis use language to hide their crimes?*

### Gallery Highlight: Survivor Story

Hilda Pander Stern

- January 1944, the Panders and Wolffs were sent to Terezin (Theresienstadt) in Czechoslovakia
- Hilda and Adolf married on June 25, 1944.
- **Adolf's 12-year-old brother traded his bread rations for weeks to give them a paper bag full of sugar as a wedding present. Hilda considers it the most valuable gift she has ever received.**
- Three months later, Adolf, his brothers, and Hilda's father were sent east.
- Hilda did her best to recreate a sense of their old life, even using tattered clothes as place mats.
- Hilda held an important job splitting mica, making her less likely to be transported. At Hilda's request, an officer agreed to add her mother to her work group, improving her mother's chances of survival.

#### EXHIBITION OBJECTS



Identification card for Hilda's husband, Adolf Wolff



Jewish Theresienstadt Health and Welfare



## Gallery 14 & 15: Deportation & Railcar

This circular area marks the transition between the two buildings of the Museum. Listen to Survivors' personal accounts of deportation and catch your first glimpse of the railcar. This is a typical rail car used during deportations, which might hold between 80 to 100 people for days. You may choose to go inside or walk around. We give our visitors a choice, but remember that the victims did not have one. Please be respectful and quiet while in the railcar.

*Discussion Question: Watch the videos and view the railcar. What were the conditions like during deportation to the camps?*

### Gallery Highlight: Survivor Story

Boris Kacel

- September 1943, Boris, his father, and his cousin were transferred Kaiserwald camp, first of 5 concentration camps.
- Their focus was to stay together and get extra food by doing extra work or trading supplies.
- In Buchenwald, Boris and his father were so desperate, they fought over a single cup of food.
- As Allies drew near, Boris gathered food in a backpack. Others thought the backpack was unlucky, but he escaped with it and hid in a barn.

#### EXHIBITION OBJECTS



**Boris after liberation, still in his camp uniform**



**Boris's "unlucky" backpack**

## Gallery 16: Death Camps

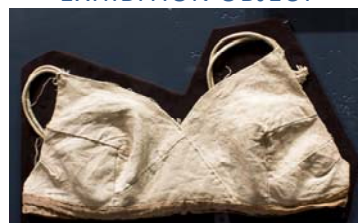
Between 1933 and 1945, more than 40,000 camps and internment sites were established in Nazi-occupied Europe. To facilitate "The Final Solution," six of the camps were developed with a goal of mass murder. Many of these killing centers used gas chambers and crematoriums, like the model in the middle of this room. Families were separated after arrival, and individuals were selected to work or to die. More than three million Jews and hundreds of thousands of non-Jews were murdered in these killing centers. Look at the display of shoes from the camps, a stark reminder of the millions of people killed during the Holocaust. The brief videos and artifacts here demonstrate how prisoners strived to maintain their humanity despite the desperate conditions.

*Discussion Questions: Explore the gallery and listen to the testimonies of survivors. Why do you think the Museum chose to display one of each item, e.g: shoe, bowl, spoon, rather than a large pile of objects?*

### Gallery Highlight: Artifact

Bra made by Hannah Messinger from fabric and thread which she clandestinely acquired in the labor camp in Marzdorf, Germany- 1944/1945.

#### EXHIBITION OBJECT



## Gallery 17: Resistance

There were many forms of resistance to Nazi oppression. Jews chose to stand up through spiritual, cultural, and armed resistance. They resisted by following religious traditions, clandestinely creating clothes, keeping objects that were important to them. Others chose armed resistance. Some Jews became partisans fighting against the Nazis. Many of the artifacts in the gallery represent the different choices they made to maintain their dignity.

### Discussion Questions:

*Explore the gallery looking at the different forms of resistance. What choices did Jews make to maintain their dignity? Why were these objects important to the survivors? What do they represent?*

## Gallery Highlight: Survivor Story

### Aaron and Lisa Derman

- Aron and Lisa joined the United Partisan Organization (FPO) in the forests of Belarus.
- The partisan underground was made up of many groups. Aron belonged to the Jewish unit.
- **Activities of the partisan Jewish unit: hiding Jews; destroying telephone wires, roads, and trains; anything preventing the German Army from advancing. Aron and Lisa were active in all of these activities.**
- Life with the partisans was comparatively good; it was well fed, comfortable, and liberating.

Antisemitism existed within the partisans. Jewish unit was dissolved and integrated into other groups. Guns were taken away from the Jewish partisans.

### EXHIBITION OBJECTS



**A diary Aron kept while fighting with Jewish Partisans**



**Aron while fighting with Jewish Partisans**

## Gallery 17: Getting the Word Out

Knowing did not mean believing – and believing did not translate into action. A significant psychological shift was required for the world to comprehend the unprecedented scope of the Holocaust. Some chose to take risks and try to inform governments and the public what was happening to the Jews across Europe. Jan Karski risked his life to enter ghettos and camps to see for himself. He traveled to England and the United States to tell of the atrocities committed against the Jews. The world still did not comprehend the severity of the situation and his words did not translate into action.

*Discussion Questions: Read the story of Jan Karski. What did he use to inform the public of the atrocities? Why did Karski choose not to stand by? Why did the Museum highlight this man?*

## Gallery 18 & 19: Rescue/Collaboration

Look at the wall on the right to see how the collaboration of individuals, governments, institutions, and industries supporting anti-Jewish policy were critical to the implementation of genocidal policies throughout occupied Europe. On the left wall, observe several rescuers, including a diplomat, a business person, and a young teenage girl—the exceptional few throughout occupied Europe who risked their lives to save Jews.

*Discussion Question: Listen to the testimony of the rescuers and those they saved. Why do you think rescuers did what they did?*

## Gallery 20: Death Marches

As Allied armies advanced and Nazi defeat was inevitable, thousands of prisoners were forced to evacuate camps in the East on foot in death marches toward the interior of the German Reich. Thousands died of exhaustion and exposure. Note the map that shows both the pre-war Jewish population and the number of Jews murdered. The floor ascends as you enter the “Light Side” of the exhibition.

*Discussion Question: What do you think was the Nazis’ goal(s) in carrying out the death marches?*

## Gallery Highlight: Rescuer’s Story

Kate Lipner

- In 1940, at age 15, Kate became involved with the black market in occupied France.
- Kate extended her activities to the resistance movement by hanging anti-Nazi posters.
- By 1942, Kate was providing false identification papers to Jewish families and helping lead Jewish children across the border to Switzerland.
- As Nice, France, became more dangerous for Jewish families, Kate hid 3 children in the 1 bedroom apartment she shared with her sister. All 5 shared a bed and lived without hot water or central heat.
- Kate was interrogated by the Gestapo twice. She was forced to watch a Nazi officer shoot a Jewish baby.
- One night in 1943, Kate heard a Gestapo officer outside their apartment door. She used a gun she kept in a drawer and shot him at close range. Kate was only 17.

### EXHIBITION OBJECT



Kate at her first communion

## Gallery Highlight: Liberator's Story

### Jerry Glass

- Chicago born, enlisted in US Army in 1943 at age 17 because his Russian grandparents were murdered by the Nazis.
- Landed on Omaha Beach on June 6, 1944 with the 3<sup>rd</sup> Division, 259<sup>th</sup> Infantry and fought in Battle of Aachen and Battle of the Bulge.
- Liberated Mauthausen concentration camp in May 1945. What he saw overwhelmed and shocked him.

#### EXHIBITION OBJECTS



**Jerry Glass in  
Mauthausen**



**Nazi armband donated by Jerry  
and Ruth Glass**



**Nazi armband donated by  
Jerry and Ruth Glass**

## Gallery 21: Liberation

Allied forces who had come to defeat the Nazis, did not expect to liberate prisoners. Battle-weary soldiers could not imagine the horror and sights of the camps. The floor below contains authentic artifacts and replicas of Nazi paraphernalia representing the "stomping out" of Nazi rule. Listen to the testimony of liberated prisoners and their liberators.

*Discussion Question: What do you think "liberation" meant to the survivors? How do you think they felt? Listen to the survivor stories. What were the hardships of liberation? How did the Allies react when liberating the camps?*

## Gallery 22: Return to Life

When World War II ended, the Jewish Survivors of the Holocaust were free, but their homes were destroyed and many of their family members and friends had been killed. They chose to look to the future, calling themselves the "Surviving Remnant."

*Discussion Questions: Explore the artifacts and photos. What are some of the struggles survivors had after the war? What was life like in the DP camps? What choices did they have to rebuild their lives?*

## Gallery Highlight: Survivor Story

### Adam and Pela Starkopf

- Adam worked in the Polish government in Lublin, but when his superior officer found out that Adam was also working as a Zionist, he called the military to arrest him.
- They escaped and lived in Lodz with the Rokaczs, a Jewish couple they befriended before the war.
- Adam escaped Lodz and moved his family to a Displaced Persons camp in Feldafing, Germany.

#### EXHIBITION OBJECTS



**Johanna (3<sup>rd</sup> from right)  
performing at a DP camp**



**Marriage in a DP camp  
donated by the Starkopfs**

## Gallery 23: Political Aftermath

The United States, Great Britain, the Soviet Union, and France established an international military tribunal that set, for the first time, binding legal criteria for the prosecution of perpetrators of crimes against humanity, war crimes, crimes against peace, and conspiracy to commit these crimes. Between 1945 and 1949, a series of additional trials took place in Nuremberg to try doctors, judges, business people, and high-level government officials. Many of those found guilty received short prison sentences or no penalty at all. The trial of Adolf Eichmann in 1961 in Israel was the first time that Survivors were given a platform to speak. Widely covered in the press, on live radio broadcasts, and international television, the trial helped to establish a worldwide consciousness of the Holocaust.

*Discussion Questions: Explore the gallery. Who do you think justice serves? Can justice be possible in the aftermath of atrocity? How can you achieve justice when only the leaders are convicted of the crimes?*

## Gallery 24, 25, & 26: Departure and Arrival

The right wall contains artifacts of Jews immigrating to Israel, which was British-controlled Palestine at the time. The left wall shows Jews sailing to and arriving in America. Survivors were an integral part of the birth of the State of Israel, and of American culture and experience. View the wall of naturalization certificates of Survivors and pull out the drawers of items from four Survivors' new lives in America.

*Discussion Question: Open up the drawers of items. Who stands out to you and why? How did the survivors' lives change?*

## Gallery Highlight: Survivor Story

Photograph of Pela and Adam Starkopf becoming American citizens.

### EXHIBITION OBJECT



## Gallery Highlight: Survivor Story

Cipora Katz

- Cipora's uncle saw no future for Jews in Poland and decided to move the family to Israel in 1945.
- They settled in Petah Tikva (Gate of Hope), where Cipora attended grammar and high school.
- Cipora moved to Chicago in 1955 for better educational opportunities. She graduated from Shurz High School in Chicago.

### EXHIBITION OBJECTS



Declaration of Independence for the State of Israel, donated by Cipora



Cipora's traditional Israeli dress



"Carl Schurz High School" summer high school report card for Cipora Fuchs dated 1955/1956- Chicago, Illinois



El Al airline ticket booklet/ receipt for Cipora Fuchs used during her journey when she left Israel to move to Chicago in June of 1955. It was issued in Tel Aviv,



### **Gallery 27: Neo-Nazi March on Skokie**

"We Are Coming!" proclaimed an American neo-Nazi group that was petitioning to march through Skokie, where nearly half of the population of 70,000 were Jews—7,000 of them Holocaust Survivors and their families. Legal efforts to block the march went all the way to the U.S. Supreme Court. Many Survivors saw this as a wake-up call to tell their stories and fight hatred with education. Here you can see posters from the marches in 1977–78.

*Discussion Question: Why did the attempted neo-Nazi march motivate survivors to speak about their experiences?*

### **Gallery 28: Holocaust Awareness & Survivor Empowerment**

After the Holocaust, Survivors initially focused on rebuilding their families and lives and championing Jewish continuity and security for Israel. They spoke little of past horrors. In America, many began to break their silence in the 1970s and led efforts to preserve eyewitness testimonies. See the photo of the world gathering of Survivors at the Western Wall in Jerusalem, Israel in June 1981.

*Discussion Questions: Why is it important to study the Holocaust today? Why do survivors share their stories?*

### **Gallery 29: Pritzker Theatre**

The closing film considers the implications of the Holocaust and its legacy as applied to the lessons of contemporary genocide and mass inhumanity. It reflects upon the failed promise of "Never Again" but challenges visitors to think about what they can do to make a difference today and in the future. The film ends with the key statement, "Now it is up to you."

*Discussion Questions: What can lessons can we learn from the Holocaust and contemporary genocides?*

*What can you do to make a positive change in the world or community?*