



**Phoenix Holocaust Association**  
In partnership with  
**Arizona Jewish Historical Society**

**Present a Video for Students**

**INHERITING THE HOLOCAUST:**  
Children of Survivors in Arizona

**TEACHER GUIDE**

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## BACKGROUND

Dear Educators:

The Phoenix Holocaust Association (PHA) was founded by Holocaust survivors in 1985 to honor the memory and legacy of the survivors and victims. This 32-minute video features five children of Holocaust survivors so that students can learn how the Holocaust impacted not only those who survived the horrors of WWII but the next generation. Three descendants in the film were born in Germany and Austria after the war. Arizona Jewish Historical Society partners with PHA on educational programs focused on the Holocaust and other genocides.

In 2020 a task force was formed, bringing together educators, professors, survivors, and other community members to create a toolkit to support teachers in providing responsible, high quality Holocaust education. The resulting resource can be used by schools to comply with House Bill 2241, passed in 2021, which mandates that students in Arizona learn about the Holocaust and other genocides at least twice between Grades 7- 12. The entire toolkit can be found at <https://www.azed.gov/standards-practices/holocaust-and-genocide>.

This Teacher Guide offers suggested lessons and resources for educators to use before, during, and after sharing the video with students. We hope you find these resources helpful and hope you will reach out to [PHA's Speakers' Bureau](#) if you would like to have a descendant of a survivor or a survivor speak in your classroom, either in-person or via Zoom.

Click on the link below to view video:

<https://vimeo.com/manage/videos/808784455>

*The Phoenix Holocaust Association*

### Learning Targets:

What is a 2G, relative to the Holocaust?

How did the Holocaust affect children of survivors when they were growing up and in what ways does it still impact them today?

What is inter-generational trauma, and what can we learn about it from the experiences of children of Holocaust survivors (2G's)?

## GETTING STARTED

- Before watching the video, ask students if they have ever thought about the effects of the Holocaust on survivors' children and their families. How do you believe children handle trauma from their parents' experiences?
- Have students create a KWL chart to assess what prior knowledge they have of the Holocaust. They will fill out the "K" with what they already Know and the "W" What they want to learn. After the film, they will fill out the "L" what they Learned. This can be used to assess their knowledge and growth. Depending on their prior knowledge, you may need to build context prior to showing the video, so students understand that the Holocaust did not begin with concentration camps but was a systematic process of dehumanizing and then murdering human beings. To help you build context, refer to the USHMM Timeline activity and the PHA profile cards of local survivors:
  - <https://www.ushmm.org/teach/holocaust-lesson-plans/holocaust-timeline-activity>
  - [https://phxha.com/wp-content/uploads/2022/12/ID-Cards\\_with-cover.pdf](https://phxha.com/wp-content/uploads/2022/12/ID-Cards_with-cover.pdf)

This video pairs nicely with the book *Maus*, by Art Spiegelman, with its themes of inter-generational trauma, and stories passed from generation to generation.

### General Discussion Questions:

- How can we engage with family members to know and understand their history?
- How do can your family members' histories shape and affect you and your future?
- In the intro, **Janice Friebaum** explains the term, 2G. What does 2G mean?
- What are some commonalities of 2G's?
- What is a refugee immigrant and why is this term associated with Holocaust survivors and, in some cases, their children?

## STORIES OF SURVIVAL DURING THE HOLOCAUST

**Discussion Questions:** The first section of the video addresses how people, the parents of the interviewees, survived the Holocaust. Does it seem that Jews experienced the Holocaust differently in different parts of Europe? It might be helpful to reflect on the USHMM definition of the Holocaust, "*The Holocaust was the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators.*" How does this definition play out in what the interviewees tell us about their parents' experiences?

- **Ettie Zilber** discusses her parents' families in Lithuania. How did both sides of her family react to the invasion of their country? Overall, what was Lithuania's response to the invasion?
- **Tom Helberg** discusses his family's experiences in Poland. His father, early in the war, passed as a Polish person. Explain why. Could a person be both Jewish and Polish?
- **Eva Flaster** discusses her family's experiences, also in Poland. What does she say about the emphasis of education for Jewish children? Why do you think this was the case?
- **Adela Weinstein** discusses her family's experiences in present day Ukraine. How did her mother hide her Jewish identity? Adela's father was a Partisan. What is a partisan?

## CHALLENGES OF IMMIGRATION

**Discussion Questions:** For this next section of the film, students may wonder “why didn’t the Jews just leave Europe?” Classes may want to discuss the difficulties Jews faced in leaving Europe during the Holocaust, as well as difficulties people face in leaving countries today where there are repressive conditions. When WWII ended, why didn’t people just emigrate and leave Europe right away? It’s important to note that just because the war had ended, life did not return to “normal” for the survivors. Many lived in displaced persons camps and many did not want to return to where they had lived prior to the war. Immigrating to countries outside of Europe was extremely difficult at that time. Many countries had strict quotas for entry and onerous requirements for sworn affidavits, health status, and so on.

- **Ettie Zilber:**
  - Ettie explains how survival meant difficult choices at times; what choices did her mother and father need to make?
  - Where was Ettie born?
  - What prohibited her family from immigrating to the US, initially?
- **Tom Helberg:**
  - What skill did Tom’s father have that helped him survive?
  - What challenges did his parents face with immigration to the USA?
- **Eva Flaster:**
  - Eva’s mother tried to escape during the Death March? What did she do?
  - Where was Eva born and where did she and her family immigrate?
- **Adela Weinstein:**
  - Where did Adela’s parents get married?
  - Where did Adela and her parents immigrate?

## CHALLENGES AFTER IMMIGRATING

**Discussion Questions:** Talk about the challenges people would face when moving to a new country where they knew a limited amount of people, if any, and many did not know the language.

- **Ettie:** What challenges with language did Ettie and her family face after immigrating to the US?
- **Tom:** How did Tom’s father support the family in Toledo?
- **Eva:** Why was Eva’s mother reluctant to celebrate joyous occasions, like her son becoming a bar mitzvah?
- **Adela:** What challenge did Adela have in Uruguay that other 2G’s you have learned about did not face? Explain why she immigrated to Chicago and what that experience was like for her.

## 2G EXPERIENCES AND MEMORIES

- **Eva:**
  - What role does education play for Eva during her life?
  - Explain Eva's experience at her brother's bar mitzvah. How was his bar mitzvah very different from the other boy's, who was also becoming a bar mitzvah at the same time in the same synagogue?
- **Tom:**
  - As a student in 6th grade, how was Tom's experience learning about WWII different from that of his classmates?
- **Ettie:**
  - How did she learn about situational triggers that could ignite her parents' past traumas from the Holocaust??
- **Adela:**
  - Why doesn't Adela watch movies about the Holocaust?

## HOLOCAUST EDUCATION

Reflect on the role education has played in your life, not just in school but what your parents, family, friends, and others have taught you. Conduct a think pair share activity to reflect on how education has shaped each student.

- **Tom:** Why is it important to learn from 2G's?
- **Adela:** Why is it important for students to view things in a "different light, to understand what is true and what is not?"
- **Ettie:** What are Ettie's concerns about events that are happening today?
- **Eva:** Discuss Eva's quote: "They were the victims of hate, but they taught us to love." What do you think about this message?

## Summary

- After reflecting on **Janice Friebaum's** poem, create a six-word summary from what you have learned about a 2G "inheriting" the Holocaust. A copy of the poem that can be printed is on the last two pages of this guide.
- Complete the last section, "L," of the KWL chart that was started at the beginning of the guide.

## KEY WORDS

<b>2G</b>	A child of a Holocaust survivor.
<b>Auschwitz - Birkenau</b>	Auschwitz-Birkenau was the largest concentration camp complex and extermination center where more than 1.1 million people were killed. At Birkenau, incoming prisoners were selected either to work or to be murdered.
<b>Bar Mitzvah</b>	Jewish religious ritual and family celebration commemorating the religious adulthood of a boy on his 13th birthday.
<b>Concentration Camp</b>	Refers to a facility in which people are detained or confined, usually under harsh conditions and without regard to legal norms of arrest and imprisonment that are acceptable in a constitutional democracy. Many people were starved, tortured, and killed in Nazi concentration camps.
<b>Death March</b>	Refers to forced marches of Nazi camp prisoners that involved brutal conditions and resulted in many prisoner deaths. These marches were a way to move large groups of prisoners to other locations. Death marches occurred in earnest during the last year of the war, as Germany's grip over Europe was being squeezed between the advancing Soviet troops from the east and Allied troops from the west.
<b>Displaced Person Camp</b>	Displaced persons (DP) camps were established in Germany, Austria, and Italy, primarily for refugees from Eastern Europe who survived the Holocaust.
<b>Galicja</b>	Historic geographic region spanning today's southeastern Poland and western Ukraine.
<b>Gestapo</b>	The German state secret police during the Nazi regime, known for their cruelty and brutality.
<b>Ghetto</b>	An enclosed area where Jews were forced to live, often in squalid conditions, with insufficient food, heating fuels, sanitation, medicines, and educational and cultural opportunities. Great numbers of Jews died in ghettos due to starvation, disease, exposure as well as being murdered by Germans and their collaborators.
<b>Immigrant</b>	A person who comes to live permanently in a foreign country.
<b>Liquidation</b>	A term used by the Nazis to describe the emptying of ghettos, sending Jews to concentration and death camps.
<b>Partisan</b>	A member of an armed group formed to fight secretly against an occupying force; a guerrilla fighter.
<b>Refugee</b>	A person who has been forced to leave their country in order to escape war or persecution.
<b>Resettlement</b>	A euphemism used by the Nazis to move Jews from their homes into ghettos. The term was also used when Jews were later taken from ghettos to the death camps, under the guise of moving them elsewhere for work assignments.
<b>Shtetl</b>	A small town or village in eastern Europe with a predominate Jewish population.
<b>Slave laborer</b>	The Nazis started using forced labor shortly after their rise to power in 1933. They established labor/work camps where prisoners, who had been forcibly rounded up, were brought to perform work. These laborers were essentially "slaves" because they received no compensation for their work and were captives of the Nazis.
<b>Star of David/ Yellow star</b>	A six-pointed star is a symbol of the Jewish faith. It was used by the Nazis during the Holocaust to publicly mark or label people as Jews; the Star of David was sewn on clothing (often yellow in color) or worn as armbands.
<b>Synagogue</b>	A house of worship for people of the Jewish faith.
<b>Terezin (Theresienstadt)</b>	Theresienstadt, also known as Terezin, was a concentration camp-ghetto 30 miles north of Prague in the Czech Republic during World War II. It served as a collection and detention point before transport to other ghettos and killing camps.
<b>Visa</b>	A legal document needed to enter other countries or to stay there for a specified time.
<b>Yiddish</b>	A language created and used by Jews in central and eastern Europe beginning in the 9th century. It is basically a German dialect with influences from Hebrew and several modern languages. Today it is spoken mainly in the US, Israel, and Russia.

## Silent Conversation

By Janice Friebaum, © 2006

Do not mistake our silence for indifference.  
Do not assume we don't care because we don't ask.  
Like you, we hold much more than meets the eye or ear.

You were mute to free our spirits.  
You kept secrets to spare us grief.  
Yet we were tethered to your pain  
and mourned for your losses.

How could you know your eyes spoke volumes  
and your silence painted pictures?  
How could you know that not answering our first question  
would teach us to never ask another?

No one told you what to do  
with the weight of ineffable trauma.  
No one told you what to say to the *kinder*.

What if you started to speak and never could stop?  
What if you never spoke and lost all memory?  
There was no book to show you the way,  
no light to guide your parenting in your orphan darkness.

We knew how thin the shells of your sorrow.  
We felt the tank traps before your "no entry" zones.  
Nothing separated us in our dance of mutual protection.

In perfect step we moved:  
not-too-close, not-too-much,  
not-so-soon, please don't push.

If you think we didn't care,  
we thought you didn't either.  
If you think we didn't need your burdens,  
we thought we wouldn't trouble you with ours.

Quietly you despaired  
that we may never want to know.  
We lamented the history – *our* history –  
that you would never let us have.

You thought, we thought.  
You assumed, and so did we.  
All to keep us safe, all to keep you unhurt.

This is our story, you and us.  
This is the dance  
of those who suffered, and their children.

This is our story, we continue the dance -  
however flawed, however ungraceful,  
protecting one another,  
inventing the steps in our conversation of love.

If you now have answers  
please know we have questions.  
Together we will write the guidebook never written for us.