



## Making Connections

The ideas below are offered as ways to extend the lessons in this unit and make connections to related historical events, current issues, and students' own experiences. These topics can be integrated directly into Echoes & Reflections lessons, used as stand-alone teaching ideas, or investigated by students engaged in project-based learning.

- 1** Visit IWitness ([iwitness.usc.edu](http://iwitness.usc.edu)) for testimonies, resources, and activities to learn more about the topics covered in this unit, including the Nuremberg Laws, the *Kristallnacht Pogrom*, and life in 1930s Germany.
- 2** In 1821, Heinrich Heine wrote, "Where one burns books, one will, in the end, burn people." Consider what Heine meant by this statement. Write an essay in which you explore the following questions: What is the danger of burning books? How, if at all, does burning books jeopardize human life? [Note: Heinrich Heine was a noted German author who converted to Christianity from Judaism in the nineteenth century. According to the Nuremberg Laws, Heine would have been considered a Jew; therefore, his books were also burned and forbidden.]
- 3** Research and prepare a graphic that shows the immigration of German and Austrian Jews from 1933–1939. The graphic might include the number of Jews who relocated to Israel (then known as Palestine), the United States, Canada, Latin American countries, Shanghai, Spain, and other areas of Europe; quota systems that were in place in various countries; what was needed to emigrate from Germany and Austria, etc. Be prepared to explain your findings.
- 4** Dr. Seuss, born Theodor Seuss Geisel, drew nearly 400 political cartoons for the New York daily newspaper *PM* between January 1941 and January 1943. In the cartoons, he expressed his support for the war against Hitler while criticizing the slow-to-act American political bureaucracy and organizations/politicians that were opposed to the war. Select one or more of these political cartoons, which can be found online or in *Dr. Seuss Goes to War* (New Press, 2001) and determine the artist's point of view or purpose in creating the cartoon; analyze both the message and the medium; and comment on the overall effectiveness of the cartoon.
- 5** Research a group targeted by the Nazis other than Jewish people (e.g., homosexuals, Sinti-Roma, Jehovah's Witnesses, people with disabilities, political dissidents). Prepare a written, oral, or multimedia report on your findings. Consult multiple sources from diverse media, such as the **Echoes & Reflections Timeline of the Holocaust**, as part of your research.
- 6** Desecrating or destroying places of worship is an all-too common form of violence in both historical and contemporary times—in the United States, the burning down of African-American churches across the South in the mid-1990s, vandalizing of mosques in the Midwest following 9/11, and recent attacks on Jewish synagogues, such as in Pittsburgh and Poway—are but a few examples. Research why places of worship are so often the targets of hate. Cite examples of recent incidents, the impact they had on local communities, and discuss the significance of this type of violence.

**7** Write about a time when you spoke out against a rule or policy that you believed to be unfair. What was the situation? What caused you to act? How did others view your actions? How did the situation end? How did you feel about what you had done?