

Teacher Guide

Newspaper-based activities to use with the Newspaper in Education publication Bearing Witness

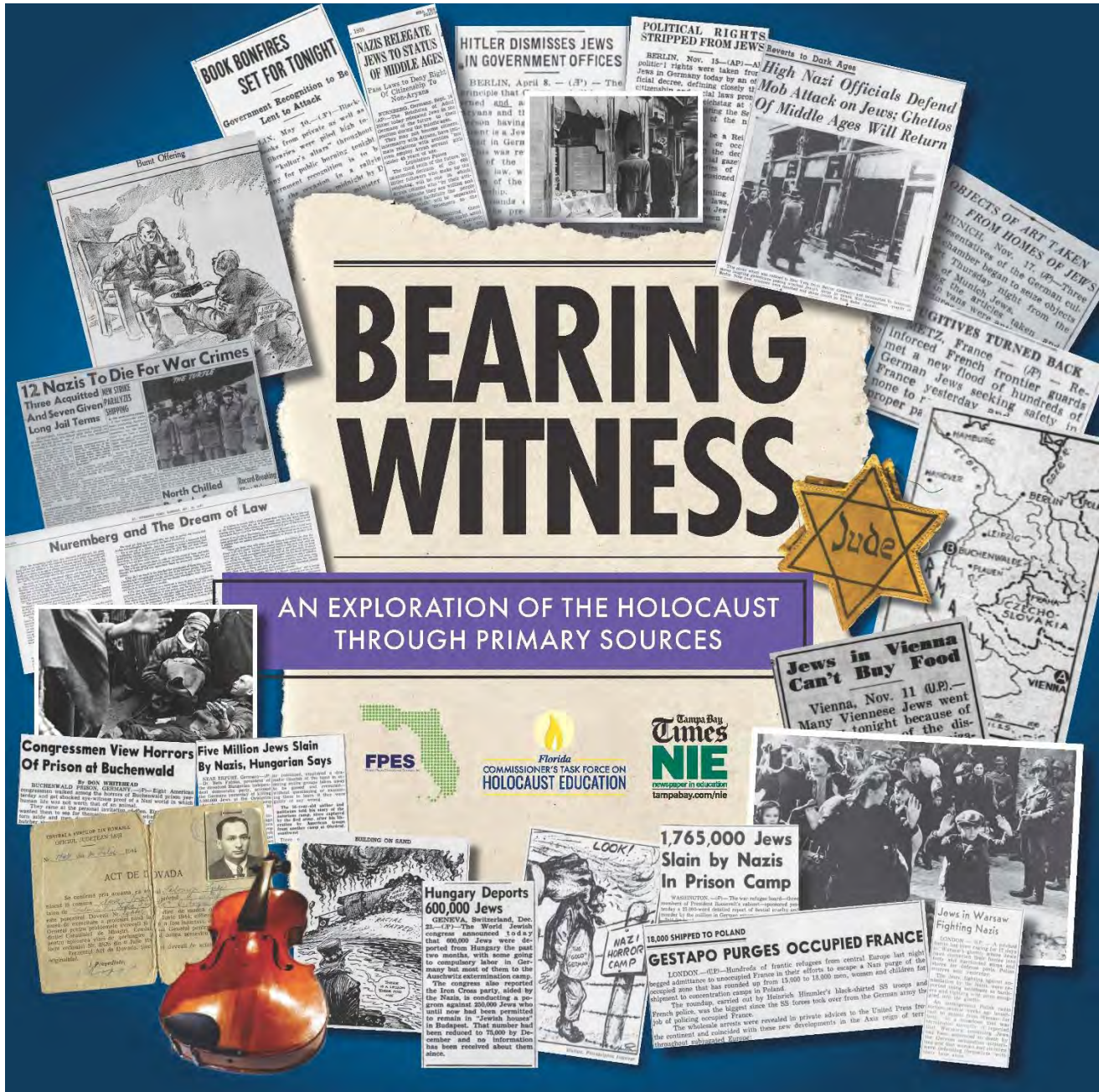


Table of Contents

Exploring Newspaper in Education...3

[About Newspaper in Education](#)
[Civic education and your newspaper](#)
[Florida's Holocaust Mandate](#)
[Florida Standards](#)

Exploring informational text...6

[Activity: Journaling](#)
[Activity: Documenting facts](#)
[Activity: Interpreting timelines](#)

Exploring vocabulary...9

[Activity: Learning new words](#)
[Activity: Propaganda and antisemitism](#)
[Activity: Rhetoric](#)

Racial injustice...13

[Activity: Social Darwinism and Eugenics](#)
[Activity: Racism](#)
[Activity: Nuremberg Race Laws](#)

Exploring Genocide...16

[Activity: Genocide](#)
[Activity: Systematic genocide](#)
[Activity: Ten stages of genocide](#)
[Activity: The light at the end of the tunnel](#)
[Activity: Eyewitness to genocide](#)

Exploring government policies...19

[Activity: An aggressive foreign policy](#)
[Activity: Nazi camps](#)
[Activity: The Final Solution](#)

Exploring choices, motivations and consequences ...21

[Activity: Bystanders](#)

[Activity: The collaborators](#)

[Activity: Indifference](#)

[Activity: Bystanders and upstanders](#)

[Activity: In-group favoritism](#)

Exploring citizen actions...24

[Activity: Citizens as stakeholders](#)
[Activity: Newspaper audit](#)
[Activity: Taking action](#)

Exploring human rights...26

[Activity: Human rights](#)
[Activity: Preserving citizens' rights](#)
[Activity: What are human rights?](#)

Connecting the past and present...28

[Activity: Learning from the past](#)
[Activity: Repeating the past](#)
[Activity: Hatred's journey through history](#)

Exploring primary sources...30

[Activity: Primary sources](#)
[Activity: Historical context](#)
[Activity: Comparing primary sources](#)
[Activity: The story of the St. Louis](#)
[Activity: Think about it](#)
[Activity: Analyzing a newspaper article](#)
[Activity: Analyzing editorial cartoons](#)

Teacher Internet resources...38

[Teacher Internet resources](#)

Appendices...39

[Appendix: Newspaper articles](#)
[Appendix: Editorial cartoons](#)

This teacher guide is based upon the Newspaper in Education curriculum supplement Bearing Witness: An Exploration of the Holocaust through Primary Sources. If you have other lessons to share or would like to provide feedback, please email jpushkin@tampabay.com.

Exploring Newspaper in Education

About Newspaper in Education

The Tampa Bay Times Newspaper in Education program (NIE) is a cooperative effort between schools and the Times Publishing Co. to encourage the use of newspapers in print and digital form as educational resources. Our educational resources fall into the category of informational text, a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world.

NIE serves educators, students and families by providing schools with class sets of the Pulitzer Prize-winning Tampa Bay Times plus award-winning original educational publications, teacher guides, lesson plans, educator workshops and many more resources – all at no cost to schools, teachers or families. NIE teaching materials cover a variety of subjects and are consistent with Florida’s education standards.

For more information about NIE, visit tampabay.com/nie, call 727-893-8138 or email ordernie@tampabay.com. Follow us on X at [X.com/ TBTimesNIE](https://twitter.com/TBTimesNIE). Like us on Facebook at facebook.com/TBTNIE.

NIE is a member of Florida Press Educational Services (FPES), a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, civic engagement and critical thinking, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. To learn more about FPES, visit fpesnie.org.

Civic education and your newspaper

According to the Louis Frey Institute, research shows that when students engage in simulated civic actions, they are prone to develop a positive political efficacy that contributes to lifelong engagement. The local newspaper is a great teaching tool to engage your students in civics education.

Did you know that more than 60% of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the American Press Institute, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting, volunteering and otherwise practicing good citizenship.

The goal of NIE programs is to create a generation of critical readers, engaged citizens and consumers. John F. Kennedy said, “Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.” The goal of NIE is to engage and develop that resource.

Newspapers as informational text

“Working with primary sources builds a wide range of student skills, from reading complex texts to assessing the credibility of sources to conducting research.”

- Library of Congress

Primary sources are the raw materials of history – original documents and objects that were created at the time under study. Secondary sources are accounts that retell, analyze, or interpret events, usually at a distance of time or place ([Library of Congress](#)).

The newspaper is both a primary and secondary source for informational text. According to Scholastic magazine, “Informational text is a type of nonfiction – a very important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of literature that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features and format.”

Informational text is nonfiction text whose primary purpose is to inform the reader about the natural or social world. Informational text employs a variety of structures to assist the reader in finding information quickly and efficiently. These can include a table of contents, an index, bold or italicized text, glossaries for specialized vocabulary, embedded definitions for specialized vocabulary, realistic illustrations of photos, captions and other labels, and graphs and charts. Reading and interpreting informational text is a fundamental component of the Florida’s [B.E.S.T. Standards for English/Language Arts](#).

The newspaper meets these specific characteristics of informational text.

Florida's Holocaust Mandate

The Holocaust Education bill

In 1994, the Florida Legislature passed the Holocaust Education Bill (SB 660) which amends Section 233.061 of the Florida Statutes (Chapter 94-14, Laws of Florida), relating to required instruction. The law requires all school districts to incorporate lessons on the Holocaust as part of public-school instruction.

Florida Statute 1003.42(f) reads as follows: The history of the Holocaust (1933-1945), the systematic planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

Florida Standards

This teacher guide and its activities incorporate the following Florida Standards for middle and high school students:

Social Studies: SS.68.HE.1.1; SS.912.HE.2.15; SS.912.HE.3.3; SS.912.HE.3.4; SS.912.A.6.3; SS.912.HE.3.1; SS.912.HE.1.1; SS.912.HE.1.2; SS.912.HE.1.3; SS.912.HE.1.4; SS.912.HE.1.5; SS.912.HE.1.6; SS.912.HE.1.7; SS.912.HE.2.1; SS.912.HE.2.2; SS.912.HE.2.4; SS.912.HE.2.5; SS.912.HE.2.7; SS.912.HE.2.8; SS.912.HE.2.9; SS.912.HE.2.10; SS.912.HE.2.11; SS.912.HE.2.13; SS.912.HE.2.14; SS.912.HE.2.15; SS.912.HE.3.2; SS.912.HE.3.4; SS.912.HE.3.5; SS.912.W.7.8; SS.612.W.1.1; SS.612.W.1.3; SS.912.W.1.6; SS.912.A.6.3; SS.912.S.1.6; SS.912.S.1.7; SS.912.S.1.8

BEST: ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.3; ELA.612.F.2.4; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.3; ELA.612.R.3.4; ELA.612.V.1.1; ELA.612.V.1.3

Exploring informational text

Journaling

In 1942, Anne Frank was a 13-year-old Jewish girl living in the Amsterdam. She was forced to go into hiding from the Nazis during the occupation of the Netherlands. Two years later she was discovered. In 1945, she died in the Bergen-Belsen concentration camp.

On Anne Frank's 13th birthday, before she went into hiding, she received a diary. It became her favorite gift. She began writing in it immediately: "I hope I will be able to confide everything to you...and I hope you will be a great source of comfort and support." Naming the diary Kitty, Anne began a journey of self-discovery.

According to Merriam-Webster, a journal is "a record of experiences, ideas or reflections" and/or an account of day-to-day events. Keeping a diary or journal is a great way to learn more about what you are studying, the world around you and yourself. As you study the Holocaust, keep a journal of your thoughts, ideas and reflections about what you are reading and what you learn. Think about the following concepts:

- How do conflict and war affect you and your family?
- Why do you do what you do?
- Do the actions of people in your neighborhood and social circle affect you?
- Do the actions of people in foreign countries affect you?
- How do the actions of leaders of your state and country affect you?
- Do you have strong convictions?
- Are you able to stand up to others when your ideas are questioned?
- Are you able to stand up to others when you see wrong doing?

In your journal, record your general thoughts as well as your thoughts about the information you read in the Tampa Bay Times Newspaper in Education publication "Bearing Witness." In your journal, record your responses to the following essential questions:

- Why do we study the Holocaust and instances of mass atrocity and genocide?
- What sources of information can provide a balanced and accurate understanding of the Holocaust?
- Who were the Jews of Europe before they were persecuted, and why is it important to understand their lives prior to the devastation of the Holocaust?
- What were the major trends taking place in Jewish communities before World War II?
- How did antisemitism impact prewar Jewish life?

Standards: ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.6.1; ELA.612.F.2.2; ELA.612.F.2.3; ELA.612.F.2.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.V.1.3; SS.612.HE.1.1; SS.6.W.1.3; SS.912.HE.2.1; SS.912.HE.2.5; SS.912.HE.2.15; SS.912.HE.3.4; SS.912.P.10.6
SS.912.P.10.9

Documenting facts

While there is no single Nazi document that accounts for every death in the Holocaust, there are hundreds of thousands of pages of Nazi documents that recorded this information, notes the United States Holocaust Memorial Museum. “One of the best documented aspects of the Holocaust by the perpetrators are transports to and gassing operations at killing centers. Thus, we know with some specificity and precision the death toll for each of the five killing centers of the Holocaust.”

However, as it became clear that they were losing the war, the Nazis attempted to destroy evidence of their atrocities. They exhumed mass graves and burned corpses. They also attempted to burn and otherwise destroy the hundreds of thousands of pieces of paper on which they had documented their crimes.

Nazi mass murder was so massive and vicious that it was impossible to completely cover up the crimes and destroy the evidence. At the end of the Holocaust, millions of people were dead and entire families and communities were lost.

Despite the Nazis’ efforts, both documents and witnesses survived. Combined, they provided irrefutable proof of the Holocaust and other mass atrocities. Witness accounts and testimonies and Nazi documents served as evidence in postwar trials. They also became the foundation of the historical record.

Newspapers are a tool in documenting past and present events. In a small group, read through the pages of the Tampa Bay Times, making a list of all the people, places and events being documented. Choose the top 10 items you find and create a graphic organizer showing these things. Explain why you chose these specific facts as being memorable. Share your graphic organizer and thoughts with your class.

Source: The United States Holocaust Memorial Museum

Standards: SS.68.HE.1.1; SS.68.HE.1.3; SS.6.W.1.6; SS.912.HE.1.1; SS.912.HE.2.1; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.4; ELA.612.C.1.3; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.2; ELA.612.V.1.1

Interpreting timelines

A timeline organizes important events in chronological order. That means the events are placed in order by the date on which they happened. Timelines are not primary sources, but they can be used to organize primary source material.

Historians use timelines to show change over time, make connections between important people and events, show a large span of time, or focus on a particular interval or stretch of years. The timeline in the publication *Bearing Witness* focuses on key events that happened before, during and after the Holocaust. Timelines bring together many elements of history: people, places and events. Through images, specific dates and brief descriptions, you can understand the importance of the events noted in this specific timeline. Putting the dates, images and events in chronological order is like putting together pieces of a historical puzzle.

Examine the timeline in *Bearing Witness*. Look for key connections to the events taking place. Look for connections between the events. In your journal or on a piece of paper select the events you deem the most important and explain your reason for choosing these events. Share what you have learned with your class.

Source: The New Hampshire Historical Society

Standards: SS.6.W.1.1; SS.612.W.1.3; SS.612.HE.1.1; SS.912.HE.1.2; ELA.612.EE.1.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.2.1; ELA.612.EE.6.1; ELA.612.F.2.4; ELA.612.C.2.1; ELA.612.C.4.1; ELA.612.R.2.1

Exploring vocabulary

Learning new words

“Jargon” is defined as “special words or expressions that are used by a particular profession or group and are difficult for others to understand.” For example, the fields of law, medicine and sports are full of jargon. Historical lessons also are filled with jargon. Below are some important vocabulary terms, defined by the United States Holocaust Memorial Museum and Holocaust Museum Houston, for understanding the Holocaust and time period. For more Holocaust-related terms, go to the [United States Holocaust Memorial Museum](#) and [Holocaust Museum Houston](#) websites.

1. **Allies:** The nations fighting Nazi Germany and Fascist Italy during World War II, primarily Great Britain, the Soviet Union and the United States.
2. **Antisemitism:** Hostility toward or hatred of Jews as a religious or ethnic group, often accompanied by social, economic or political discrimination.
3. **Aryan:** Term used in Nazi Germany to refer to non-Jewish and non-Roma Caucasians. Northern Europeans with especially "Nordic" features such as blonde hair and blue eyes were considered the most superior of Aryans.
4. **Axis:** The Axis powers, originally Nazi Germany and Fascist Italy, extended to Japan when it entered the war.
5. **Canada:** The name given to the storage buildings by the prisoners who worked in them. These buildings held the clothing and other possessions of those Jews who had just arrived at the extermination camps and were usually gassed shortly afterward.
6. **Concentration camp:** Throughout German-occupied Europe, the Nazis established camps to detain and, if necessary, kill so-called enemies of the state. Imprisonment in a concentration camp was of unlimited length of time and was not linked to a specific act or any judicial review. In addition to concentration camps, there were labor camps, transit camps, prisoner-of-war camps and killing centers.
7. **Crematorium:** Ovens built in concentration camps to burn and dispose of the large number of murdered bodies.
8. **Einsatzgruppen:** These mobile killing units followed the German army as it invaded the nations of central and eastern Europe. The purpose of these units included arresting or eliminating political opponents, controlling potential resistance, securing documentation and establishing local intelligence networks.
9. **Eugenics:** The false belief, based in discredited science, that the human population can “improve” with selective breeding. In Germany, eugenics was also called “racial hygiene.”
10. **Extermination camp:** There were six major camps designed and built for the sole purpose of killing Jews. These were Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor and Treblinka.
11. **Fascism:** A political movement that promotes the collective nation, and often race, above the individual. Fascism advocates “a centralized totalitarian state headed by a charismatic leader; expansion of the nation, preferably by military force; forcible suppression and sometimes physical annihilation of opponents both real and perceived.”
12. **Final Solution:** The Nazi plan to annihilate, or destroy, the European Jews.

13. **Gestapo:** the German Secret State Police, which was under SS control. It was responsible for investigating political crimes and opposition activities.
14. **Ghetto:** A confined area of a city where members of a minority group were forced to live. The first use of the term “ghetto” for a section of a city in which Jews lived was in Venice, Italy, in 1516.
15. **Genocide:** First coined by Polish lawyer Raphael Lemkin in 1944, the word genocide comes from the Greek prefix *genos*, meaning race or tribe, and the Latin suffix *cide*, meaning killing. Genocide is an internationally recognized crime where acts are committed with the intent to destroy, in whole or in part, a national, ethnic, racial or religious group.
16. **Gestapo:** The secret state police of the German army, organized to stamp out any political opposition.
17. **Holocaust:** The state-sponsored systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims. Six million were murdered.
18. **Jews:** People identifying themselves with the Jewish community or as followers of the Jewish religion or culture.
19. **Killing centers:** The Nazis established killing centers for mass murder. Unlike concentration camps, which served primarily as detention and labor centers, killing centers (also referred to as "extermination camps" or "death camps") were almost exclusively "death factories." German SS and police murdered nearly 2,700,000 Jews in the killing centers either by asphyxiation with poison gas or by shooting.
20. **Kindertransport:** A program which allowed for Jewish children to be sent from Germany, Austria and parts of Czechoslovakia to Great Britain. Many of these children were housed with foster families, not all the experiences being positive ones. Others were housed in castles in the countryside.
21. **Nazi:** Name for members of the NSDAP, National Socialist Democratic Workers Party, who believed in the idea of Aryan supremacy.
22. **Nuremberg Laws:** Anti-Jewish laws enacted in 1935, which included denial of German citizenship to those of Jewish heritage and segregation of them from German society; also these laws established “degrees of Jewishness” based on family lines.
23. **Partisans:** Groups of organized guerilla fighters who aimed to damage the German war effort by attacking military targets, often using the forest for cover.
24. **Pogrom:** A Russian word meaning “to wreak havoc, to demolish violently.” Historically, the term refers to violent attacks by local non-Jewish populations on Jews in the Russian Empire and in other countries.
25. **Schutzstaffel or SS:** A paramilitary formation of the Nazi party initially created to serve as bodyguards to Adolf Hitler and other Nazi leaders. It later took charge of political intelligence gathering, the German police and the central security apparatus, the concentration camps, and the systematic mass murder of Jews and other victims.
26. **Shoah:** The Hebrew word for Holocaust.
27. **Yiddish:** Language spoken by many Jews in Eastern Europe; it is a combination of German, Hebrew and dialects of the countries in which Jews were living.
28. **Zyklon B:** A highly poisonous insecticide. When exposed to air, Zyklon B pellets converted into lethal gas. This proved to be the quickest gassing method and was chosen as the means of mass murder at Auschwitz.

While you read *Bearing Witness*, be sure to highlight or circle words you don't know. Try to figure out the words' meanings by looking for clues in the sentences around them. Write down your best guess, and then look up the words in a dictionary. As a group activity, make a list of the words your classmates identified and see which ones stumped the class. Next, use these words for a news scavenger hunt and see if you can find these words in the Tampa Bay Times. The group that finds the most words wins the game.

Sources for definitions: United States Holocaust Memorial Museum; Holocaust Museum Houston

Standards: SS.612.HE.1.1; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3

Propaganda and antisemitism

The Nazis falsely accused Jews of causing Germany's social, economic, political and cultural problems. Specifically, the Nazis blamed the Jewish people for Germany's defeat in World War I (1914–1918). Anger over the loss of the war and the economic and political crises that followed contributed to antisemitism in German society. The instability of Germany under the Weimar Republic (1918–1933), the fear of communism and the Great Depression made many Germans more open to Nazi ideas, especially antisemitism.

The Nazi Party promoted an infectious form of racial antisemitism. It was central to the party's race-based worldview. According to the United States Holocaust Memorial Museum, "The Nazis believed that the world was divided into distinct races and that some of these races were superior to others. They considered Germans to be members of the supposedly superior 'Aryan' race." Nazis insisted that "Aryans" were in a struggle for existence with other, inferior races, and the Jewish race was the most dangerous to their existence.

Propaganda is "the spreading of information – facts, arguments, rumors, half-truths, or lies – to influence public opinion," according to Britannica. According to [*A Teacher's Guide to the Holocaust*](#), created by the Florida Center for Instructional Technology, "Propaganda is false or partly false information used by a government or political party intended to sway the opinions of the population." You might find propaganda in quotes of people interviewed in stories, editorials or cartoons. Look for examples of propaganda in the Tampa Bay Times. Cut out the examples of propaganda you find and list the points that make the contents propaganda on a piece of paper. Share the results with your class.

Source: United States Holocaust Memorial Museum

Standards: SS.68.HE.1.1; SS.612.W.1.3; SS.912.HE.1.2; SS.912.HE.1.5; SS.912.HE.1.4; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.3; ELA.612.C.2.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2

Rhetoric

Rhetoric is everywhere. Aristotle's three rhetorical appeals of ethos, pathos and logos can be found in all types of writing: fiction and nonfiction, prose and poetry. Research the three rhetorical appeals and discuss them with your classmates and family. Look in the Tampa Bay Times for an example of each rhetorical appeal. You can use photos, advertisements, headlines or cartoons. Next, analyze one of the testimonies in the Bearing Witness publication. What type of rhetorical appeals are being used by the speaker? Find three specific examples from the article to support your claims. Share what you have learned with your class.

Standards: SS.612.HE.1.1; SS.612.W.1.3; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2

Racial injustice

Social Darwinism and Eugenics

In the 1800s, people started looking to science and biology to justify their ideas about which groups of people were superior. According to Facing History and Ourselves, “They found support for their arguments in a work that seemed unrelated to human societies,” Charles Darwin’s process of natural selection as outlined in his book *On the Origin of the Species*.

Many readers of Darwin’s book “saw connections between Darwin’s theory of evolution and their own society.” Herbert Spencer, a British thinker, referred to Darwin’s work in his writings. Spencer helped popularize a theory known as Social Darwinism. Research the term Social Darwinism on the Internet. The following sources may be helpful to get you started on your research:

[Facing History and Ourselves](#)

[History.com](#)

[National Library of Medicine](#)

[United States Holocaust Memorial Museum](#)

As you are conducting your research, answer the following questions from Facing History and Ourselves:

1. How did people apply Darwin’s theory of natural selection to human society? What are the connections between “race science,” Social Darwinism and eugenics?
2. According to historian George Mosse, “The idea of pure, superior races and the concept of a racial enemy solved too many pressing problems to be easily discarded.” What “problems” did such ideas of race solve? Are there any problems in our world today that are solved by “us and them” thinking?
3. Eugenacists conducted their research at prestigious universities and other respected scientific and medical institutions. They also formed their own organizations, such as the International Congress of Eugenics. What role do institutions play in giving legitimacy to ideas?
4. Why did the findings of eugenacists and “race” scientists so often suggest that their own group was superior? What evidence would you use to dispute the ideas and arguments of eugenacists?
5. Think of times when prejudice has blinded you or someone you know. How did you react when you recognized the prejudice? How did you feel?

Next, look for an article in the Tampa Bay Times focusing on stereotypes or prejudices. Examine the causes and effects that led to the situation described in the article. Add the information you find to your research about Social Darwinism and create a PowerPoint presentation to share with your class about these issues. With your class, discuss what you have learned.

Source: *Facing History and Ourselves*

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.912.HE.1.2; SS.912.HE.1.3; SS.912.HE.1.5; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.5.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Racism

According to the British Broadcasting Company, “The Nazis, obsessed with the notion of creating a ‘biologically pure, Aryan’ society, deliberately targeted Jewish children for destruction, in order to prevent the growth of a new generation of Jews in Europe.”

One of the reasons the Holocaust happened was because Hitler and the Nazis were racist. They believed the German people were a “master race” and were superior to others. Racism, stereotypes, discrimination and prejudice go hand in hand and are prevalent in present society.

Look through all the sections of the Tampa Bay Times. Find articles depicting stereotypes, discrimination and/or prejudice. Choose one of these articles and summarize it in your notebook or journal. Also, include your reaction and opinion of the story and what you could do to prevent the situation in the story. Share the article and your views with your class.

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.6.W.1.5; SS.6.W.1.6; SS.912.HE.3.4; SS.912.HE.1.6; SS.912.HE.1.7; SS.912.P.10.9; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Nuremberg Race Laws

When they came to power in Germany, the Nazis did not immediately start to carry out the mass murder of Jews. However, they quickly began using the government to target and exclude Jews from German society.

Two specific laws passed in Nazi Germany in September 1935 are known collectively as the Nuremberg Laws: the Reich Citizenship Law and the Law for the Protection of German Blood and German Honor. These laws represented many of the racial theories underlying Nazi ideology. These laws would provide the legal framework for the systematic persecution of Jews in Germany.

The Nuremberg Laws reversed the process of freedom, whereby Jews in Germany were included as full members of society and equal citizens of the country. More significantly the laws laid the foundation for future antisemitic measures by legally distinguishing between German and Jew. For the first time in history, Jews faced persecution not for what they believed, but for who they – or their parents – were by birth.

While the Nuremberg Laws specifically mentioned only Jews, the laws eventually extended to Black people and Roma and Sinti living in Germany. The definition of Jews, Black people and Roma as racial aliens facilitated their persecution in Germany.

Research the Nuremberg Race Laws and write a report explaining the laws and the effects those laws had on society during the late 1930s and early 1940s. Here are some good places to start researching these laws:

- Britannica Kids
<https://kids.britannica.com/students/article/N%C3%BCrnberg-Laws/609724>
- Facing History and Ourselves
<https://www.facinghistory.org/resource-library/nuremberg-laws>

- History.com
<https://www.history.com/this-day-in-history/nuremberg-race-laws-imposed>
- Jewish Virtual Library
<https://www.jewishvirtuallibrary.org/background-and-overview-of-the-nuremberg-laws>
- National Archives
<https://www.archives.gov/publications/prologue/2010/winter/nuremberg.html>
- United States Holocaust Memorial Museum:
<https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws>
<https://encyclopedia.ushmm.org/content/en/timeline-event/holocaust/1933-1938/nuremberg-race-laws>
<https://www.youtube.com/watch?v=L52e29SVyYc>

Source: United States Holocaust Memorial Museum

Standards: SS.612.HE.1.1; SS.6.W.1.1; SS.612.W.1.3; SS.6.W.1.6;; SS.912.HE.1.2; SS.912.HE.1.5; SS.912.HE.2.1; SS.912.HE.2.5; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.5.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Exploring Genocide

Genocide

Raphael Lemkin, a Polish-Jewish jurist, coined the term “genocide” in 1944. He defines genocide as being “the destruction of a nation or of an ethnic group.” Lemkin defined genocide with the following words: “Generally speaking, genocide does not necessarily mean the immediate destruction of a nation, except when accomplished by mass killings of all members of a nation. It is intended rather to signify a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves. Genocide is directed against the national group as an entity, and the actions involved are directed against individuals, not in their individual capacity, but as members of the national group.”

Lemkin was instrumental in the drafting and the adoption of the [United Nations Convention on the Prevention and Punishment of the Crime of Genocide](#) (Genocide Convention). With the ratification of this treaty, Lemkin's original goal was realized. Yet, since the Genocide Convention was adopted in 1948, genocides have continued around the world. While Lemkin worked to create a law when one did not exist, today's activists focus on pressuring politicians to use this law to prevent genocide.

With your class, brainstorm your responses to these essential questions:

1. If we have a Genocide Convention, why does genocide still happen?
2. What can individuals and nations do to prevent and stop genocide?

Write down your thoughts in a notebook or your journal.

Source: Facing History and Ourselves

Standards: SS.612.W.1.3; SS.612.HE.1.1; ELA.612.V.1.1; ELA.612.R.3.2; ELA.612.R.2.4; ELA.612.C.2.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Systematic genocide

Under the rule of Adolf Hitler, the persecution and segregation of Jews was implemented in stages. After the Nazi Party achieved power in Germany in 1933, its state-sponsored racism led to anti-Jewish legislation, economic boycotts, pogroms and the violence of the Kristallnacht ("Night of Broken Glass"), all of which aimed to systematically isolate Jews from society and drive them out of the country.

Using the [United States Holocaust Memorial Museum](#) and [The Florida Holocaust Museum](#) websites, research the key events from the Holocaust and create a timeline of those events.

Next, view the editorial cartoons in the Tampa Bay Times and those posted on [Cartoons for the Classroom](#), and create a political cartoon depicting one of these critical events. Share your cartoon with your classmates and explain why you chose this event.

Standards: SS.68.HE.1.1; SS.612.W.1.3; SS.912.HE.1.2; SS.912.HE.1.5; ELA.612.EE.1.1 ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.3; ELA.612.F.2.4; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.R.2.1; ELA.612.V.1.1

Ten stages of genocide

Genocide never just happens. There is always a set of circumstances that occur to build the environment in which genocide can take place. According to the Holocaust Memorial Day Trust, Gregory H. Stanton, President of Genocide Watch, developed the 10 stages of genocide, which explain the different stages that lead to genocide. At each of the earlier stages, there is an opportunity for members of the community or the international community to stop genocide before it happens.

Go to the [Holocaust Memorial Day Trust](#) to read about the 10 stages. Then watch the short video on that page. Look for examples of these 10 stages throughout the pages of Bearing Witness. Make a list of examples that correspond with each stage.

Next, use the Tampa Bay Times to look for news stories that contain examples of one or more of the stages. Share what you have learned with your classmates.

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.6.W.1.5; SS.6.W.1.6; SS.912.HE.3.4; SS.912.P.10.9; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.R.2.1; ELA.612.R.2.2

The light at the end of the tunnel

Genocide presents a perfect example of man's inhumanity to man. It also presents the opportunity to see humanity shine through evil. Throughout World War II, citizens of Europe rescued Jews and others from Nazi persecution. In Denmark, most of the Jewish community was boated to Sweden where diplomat Raoul Wallenberg led an effort that saved thousands of Hungarian Jews. Underground efforts led many Jews to safety, and countless individuals protected Jews in hiding. Look in the Tampa Bay Times to find an article about a humanitarian or modern hero. Read the article. Think about the main ideas and points in the article. Explain, in a well-developed paragraph, the main ideas of the article. Be sure to include the qualities that make the person a humanitarian or hero. Share the information with your class

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.6.W.1.6; SS.912.HE.2.7; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.5.1; ELA.612.F.2.4; ELA.612.EE.4.1; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.6.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Eyewitness to genocide

The firsthand testimony of survivors of the Holocaust and other genocides give a human voice to these atrocities. It is important that these testimonies are documented.

The Armenian Film Foundation's archive contains nearly 400 interviews of Armenian genocide survivors and witnesses who are now deceased. The original interviews were conducted in 10 countries, primarily in English and Armenian, though other interview languages include Arabic, Greek, Spanish, French, Kurdish, Turkish, German and Russian. Three of these interviews are available at the USC Shoah Foundation website.

Before viewing these testimonies, look through the Tampa Bay Times as well as the testimonies in Bearing Witness and [Genocide in the 20th and 21st Centuries](#) to discern how writers use the six essential journalism questions: who, what, where, when, why and how. Next, have your teacher split your class into three groups. Each group will watch one of the following testimonies and write a story about the person giving the testimony to share with your class.

- Mihran Andonian — <https://sfi.usc.edu/content/mihran-andonian-testimony>
- Haroutune Aivazian – <https://sfi.usc.edu/content/haroutune-aivazian-testimony>
- Haigas Bonapart – <https://sfi.usc.edu/video/haigas-bonapart-armenian-genocide>

As a group, watch the testimony and take notes. When you are done taking notes, brainstorm the important points with the other members of your group. Using the articles in the newspaper as models, write your own article about one of the three men. Share what you have learned and the key components of your article with your class.

Standards: SS.612.HE.1.1; SS.612.W.1.3; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.5.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Exploring government policies

An aggressive foreign policy

The Holocaust took place throughout German- and Axis-controlled Europe. It affected nearly all of Europe's Jewish population, which in 1933 numbered 9 million people. The Nazi persecution of Jews spread quickly beyond Germany. The aggressive foreign policy employed by Nazi Germany concluded with World War II, which began in Europe in 1939.

Adolf Hitler's foreign policy had two major points: nullifying the conditions of the Treaty of Versailles and a war of expansion. After World War I, the map of Europe was re-drawn and several new countries were formed. As a result of this, three million Germans found themselves now living in part of Czechoslovakia, called the Sudetenland. When Hitler came to power, he wanted to unite all Germans into one nation.

Nazi Germany's territorial expansion began in 1938–1939. During this time, Germany annexed neighboring Austria and the Sudetenland. On September 1, 1939, Nazi Germany began World War II by attacking Poland. During the next two years, Germany invaded and occupied much of Europe and formed alliances with the governments of Italy, Hungary, Romania and Bulgaria. It also created puppet states – governments that appears independent but are controlled by another country – in Slovakia and Croatia. Together these countries made up the European members of the Axis alliance, which included Japan.

In a small group, research the Treaty of Versailles and a war of expansion. Create a PowerPoint presentation depicting the key points of both. Remember to document your sources properly in the presentation, which you will share with your class. Consider the following questions when doing your research:

- What national interests guided the terms of the Treaty?
- How and why might the German public have been surprised by the terms of the Treaty?
- How did conditions in Germany and Europe at the end of World War I contribute to the rise and triumph of Nazism in Germany?
- How can knowledge of the events in Germany and Europe before the Nazis came to power help citizens today respond to threats of genocide and mass atrocity in the world?
- Given that many historians agree that the Treaty was a major factor in setting the stage for World War II, what lessons can be taken from the choices made by the victorious powers?

After you have completed your PowerPoint presentation, using the news articles at the back of this guide and in the Tampa Bay Times as models, write a news article discussing the key points discussed in your presentation.

Sources: The Holocaust Explained; United States Holocaust Memorial Museum, The National Archives, U.K.

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.912.HE.1.2; SS.912.HE.1.3; SS.912.HE.1.5; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.5.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Nazi camps

Concentration camps, unlike traditional prisons, did not have any judicial review. Nazi concentration camps served three main purposes, according to the United States Holocaust Memorial Museum:

- To incarcerate real and perceived enemies of the state.
- To eliminate individuals and small, targeted groups of individuals by murder, away from the public and judicial review.
- To exploit forced labor of the prisoner population. This purpose grew out of a labor shortage.

Research the concentration camps using the [United States Holocaust Memorial Museum](#) website. With a small group of your classmates, create a PowerPoint presentation explaining the types of camps and their locations. Use the testimonies in Bearing Witness to enhance your research. Next, write a news article about one of these camps. Use the newspaper articles in the Tampa Bay Times as models for your writing. Share what you have learned with your class.

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.912.HE.2.1; SS.912.HE.2.13; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.5.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

The Final Solution

The Nazi “Final Solution to the Jewish Question” (*Endlösung der Judenfrage*) was the deliberate and systematic mass murder of European Jews. According to the United States Holocaust Memorial Museum, it was the last stage of the Holocaust and took place from 1941 to 1945.

Though many Jews were killed before the Final Solution, most Jewish victims were murdered during this period. There were two main methods of killing: mass shooting and asphyxiation with poison gas. The gassing operations were conducted at killing centers and with mobile gas vans. As many as two million Jews were murdered in mass shootings or gas vans in territories seized from Soviet forces.

Read more about the Final Solution on the [United States Holocaust Memorial Museum](#) website. In addition, read the testimonies of Ronald Becker and Viola Baras in Bearing Witness. Both Baras and Becker’s son were forced to participate in the Final Solution in different ways. In your journal, write down the things you learned about this topic including the who, what, why, where and how elements. Why do you think the Germans purposefully forced Jewish prisoners to take part in the extermination process? What are your thoughts about the methods the Nazis used in this systematic mass murder? Write down your thoughts in your journal.

Source: United States Holocaust Memorial Museum

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.912.HE.2.1; SS.912.HE.2.13; SS.912.HE.2.9; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.5.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Exploring choices, motivations and consequences

Bystanders

One reason that genocide occurs is the complicity of bystanders within the nation and around the world. Look up the word "bystanders" and define it in your journal. Reflect in your journal about a time when you saw or were aware of an injustice but did not try to stop it. Describe the situation and try to remember why you responded the way you did. Next, look in the Tampa Bay Times for an incident that could have been prevented if bystanders had acted. In small groups, share your responses. As a group, develop a list of reasons why people may not try to stop an injustice. Share your ideas with the rest of the class.

Standards: SS.612.W.1.3; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2;

The collaborators

At the highest level, Adolf Hitler encouraged, ordered, approved and supported the genocide of Europe's Jews. However, it is important to remember that Hitler did not act alone. Also, Hitler did not create an exact plan for the realization of the Final Solution on his own. According to the United States Holocaust Memorial Museum, "millions of Germans and other Europeans participated in the Holocaust. Without their involvement, the genocide of the Jewish people in Europe would not have been possible. Nazi leaders relied on many German institutions and organizations to help them carry out the Holocaust."

In addition, Germany did not act alone. It relied on the help of its allies and collaborators. In this context, the word "allies" refers to Axis countries officially aligned with Nazi Germany. "Collaborators" refers to regimes and organizations that cooperated with German authorities. In addition, regular, ordinary people participated in the Holocaust either actively or by being bystanders.

Define the words "collaborator" and "bystander" in your journal. Research these terms in reference to the Holocaust. In your own words, write down the definitions and some examples in your journal. Next, look in the Tampa Bay Times for examples of collaborators and bystanders. Share what you have learned with your class.

Source: United States Holocaust Memorial Museum

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.912.HE.1.4; SS.912.HE.1.5; SS.912.HE.2.7; SS.912.HE.2.8; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Indifference

Holocaust survivor and author Elie Wiesel wrote: “The opposite of love is not hate, it's indifference. The opposite of art is not ugliness, it's indifference. The opposite of faith is not heresy, it's indifference. And the opposite of life is not death, it's indifference.”

Author Cynthia Ozick writes, “Indifference is not so much a gesture of looking away – of choosing to be passive – as it is an active disinclination to feel.”

A bystander is someone who sees an act but turns away from helping. During Adolf Hitler's reign of terror, many residents living near concentration camps and killing centers claimed to not be aware of what was happening. There were many bystanders who saw the smoke from the crematoriums and who saw innocent men, women and children gunned down in the streets by the police killing squads. Do you know what is happening in your neighborhood? Look for articles of crimes in different towns and counties in the Tampa Bay Times. In your journal, list the name of the town and county and what crimes have occurred. Update this list daily for two weeks. Were there bystanders at these events? What would you have done if you had witnessed these actions?

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.912.HE.2.7; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Bystanders and upstanders

Bystanders are people who witness an action but are not directly affected by the actions of those people executing the action. For example, the people who watched Jewish people being arrested and taken to concentration camps were bystanders.

Upstanders are people who bear witness to an injustice and take action to stop or prevent the acts from continuing. For example, a student who stops a bully from harassing another student, a person who calls the police when he or she sees a crime being committed, or someone who calls 911 when a friend is in trouble.

Points to ponder: Discussion questions

- Explore the role of being a bystander and its moral implications.
- Draw thematic parallels between the history of the Holocaust, segregation in America and modern-day bigotry, prejudice and persecution.
- Is conflict inevitable?
- What happens if we are silent when we witness an act of prejudice, injustice or violence against another person or group of people? What happens when we do nothing in the face of such things?
- What forces, internal and external, keep us from acting in such moments? Are some more excusable than others? What can be done to diminish the forces that keep us from acting?

Writing prompts

1. Identify a time when you went out of your way to help somebody else – a friend, a family member, a neighbor or a stranger. What were the consequences of your actions for you and for others?
2. Identify a situation when you knew something was wrong or unfair, but you did not intervene to improve the situation. What were the consequences of your actions for you and for others?
3. Compare these two situations. What led you to act in one situation but not to intervene in the other?

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.912.HE.2.7; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.5.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

In-group favoritism

The term “in-group favoritism” hints at a sense of belonging and connection. For example, football players encourage each other's athletic best; band members encourage each other to practice. However, at its most insecure, in-group favoritism can lead to highly destructive and hurtful behaviors: gossiping against others, scapegoating and bullying, and pressuring group members to do what they individually do not respect or feel comfortable doing.

Peer pressure is a type of in-group favoritism. It can lead to positive and negative results. With a small group, discuss these ideas. Write down as many examples of in-group favoritism – both positive and negative – that you can think of.

Next, look for examples of in-group favoritism in the Tampa Bay Times. Find as many examples as possible. On a piece of paper, write down the examples (including the name and date of the article) and whether the example is positive or negative. Share your examples and thoughts with your class.

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.912.HE.2.7; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2

Exploring citizen actions

Citizens as stakeholders

The mission of The Florida Holocaust Museum is to honor “the memory of millions of innocent men, women and children who suffered or died in the Holocaust. The Museum is dedicated to teaching the members of all races and cultures the inherent worth and dignity of human life in order to prevent future genocides.”

The mission of the Tampa Bay Times is to report the truth and contribute to an informed society. When there is a situation that requires community action, the newspaper reports on the problem and all the different individuals and groups that have an interest in the problem. People who are affected by a situation are often called “stakeholders.”

Read news stories about a problem or concern in your community. Identify the different stakeholders who are proposing different solutions to the problem. Collect the information and write it down on a piece of paper. Develop a solution of your own. What solution would you propose that is different from any of those proposed by the stakeholders? Interview family members and friends. Ask their opinions about the problem. Ask them for their solutions.

Write a letter to the editor discussing how the other solutions are different from yours. Use the letters to the editor in the Tampa Bay Times as models for your letter.

Extension activity: Submit your letter to the Tampa Bay Times at tampabay.com/opinion/submit-letter.

Standards: SS.612.W.1.3; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Newspaper audit

People can be discriminated against in many ways and for many reasons, but if you are not the target of that discrimination, you might not even notice it.

For the next two weeks, conduct an audit of how your local newspaper presents people of various races, ethnicities, body shapes, income levels, religions, disabilities, sexual orientations and genders. (To audit something means you should inspect it closely and look for any discrepancies). Assign categories for different groups to track (for example: have one group study how often women are quoted versus men, another can look at how many people with disabilities are pictured, etc.)

Be sure to count how many positive and negative stories and images you find about the group you are tracking. Create an infographic based on what you have learned and share the information with your class.

Standards: SS.8.A.1.1 ; SS.912.A.1.3; SS.912. CG.2.1; ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912. EE.5.1; ELA.912. EE.6.1; ELA.912.F.2.1; ELA.912.F.2.4; ELA.912.C.1.2; ELA.912.C.1.3; ELA.912.C.2.1; ELA.912.C.3.1; ELA.912.C.4.1; ELA.912.R.2.1; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.R.2.4

Taking action

When learning about genocide, individuals may feel helpless. The magnitude of the event and seeming inactivity of the world community and its policymakers can be intimidating, but actions of any size have potential impact. Numerous incidents from the Holocaust and other genocides illustrate this point. Appalled and energized by the genocide in Darfur, Sudan, actor Don Cheadle teamed up with activist John Prendergast to focus the world's attention on the crisis. Their first book, *Not on Our Watch: The Mission to End Genocide in Darfur and Beyond*, offers six strategies people can use to shape political change:

- Raise awareness – Stay informed and inform others about the atrocities and issue, subscribe to the latest news, write an op-ed or letter to the editor of your local newspaper, write to television networks and encourage them to cover information about the atrocity.
- Raise funds – Host an event or concert, set up donation boxes, join forces with others to widen your appeal.
- Write a letter – Write to elected officials and urge them to take action to stop atrocities in places like Darfur. Personal letters stand the best chance of being noticed.
- Call for divestment – Research companies and organizations that support places committing genocide and request they divest assets from those countries or organizations.
- Start or join an existing organization – The best way to stay up to speed on news, events and opportunities is to get involved in stopping genocide. Check out the Standnow.org website.
- Lobby the government – Find out your representatives' records on the genocide. Attend public events and ask questions, meet with elected officials.

Each of these small actions can make a huge difference in the fate of a nation and people. With a partner or in a small group, choose one of the above actions. Create a plan that focuses on one of the methods. Next, monitor the Tampa Bay Times for a month and find news articles that focus on an international event that needs to be addressed to help people at risk of losing their rights. Discuss your plan and what you have learned with your class.

Standards: SS.612.W.1.3; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Exploring human rights

Human rights

The second bullet point of the preamble to the [Charter of the United Nations](#) is “to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.”

Think about what these words mean in connection to the second sentence of the [Declaration of Independence](#): “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

Analyze political, economic and social concerns that emerged at the end of the 20th century and into the 21st century. What significance do these words have in connection with those concerns? How do human rights factor into these concerns? Analyze the Tampa Bay Times for a week or two and look at the current event stories on a local, national and international level. Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). What do these issues have to do with human rights? Write a blog or journal post about this. Share your thoughts with your class.

Standards: SS.912.A.1.6; SS.912.A.7.12; SS.912.A.1.2; SS.912.A.1.2; ELA.912.EE.1.1; ELA.912.EE.2.1; ELA.912.EE.3.1; ELA.912.EE.4.1; ELA.912.EE.5.1; ELA.912.EE.6.1; ELA.912.F.2.1; ELA.912.F.2.4; ELA.912.C.1.2; ELA.912.C.1.3; ELA.912.C.2.1; ELA.912.C.3.1; ELA.912.C.4.1; ELA.912.R.2.1; ELA.912.R.2.2; ELA.912.R.2.3; ELA.912.R.2.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Preserving citizens' rights

Adolf Hitler's actions after World War I were a clear violation of the rights of German citizens. Search the Tampa Bay Times for examples of an elected government or an elected government official violating the rights of its citizens. Read the article. Think about the rights that are being violated. Explain in a fully developed paragraph the main ideas in the article and what rights are being violated. Think about how you would feel if the government took away your rights and property and forced you to live in a ghetto or imprisoned you in a concentration camp. Write a journal entry from the perspective of someone experiencing this type of government rule.

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.912.HE.1.2; SS.912.HE.2.1; SS.912.HE.3.4; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

What are human rights?

Ask students to define a human right using the Graffiti Board teaching strategy. On a whiteboard or large paper, write Article I of the Universal Declaration of Human Rights (UDHR): “All human beings are born free and equal in dignity and rights,” and write the following prompt: I think a human right is . . . Encourage students to silently jot down or draw as many responses as they feel are appropriate and assure them that repetition is allowed. Direct students to examine the graffiti board and consider the following ideas:

- What is a right, as opposed to a privilege?
- What ideas were repeated by more than one class member? Why might students in your community value this?
- What ideas pertain to basic necessities (food, shelter, health care, clean water)?
- What ideas relate to the US Constitution (freedom of the press, political participation, nationality, other protections in the Bill of Rights), or to other foundational documents?
- What ideas reflect notions of a good quality of life (access to education and healthcare)?

Next, ask students to privately define what universal human rights means to them in their notebooks or journals.

Standards: ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Connecting the past and present

Learning from the past

Holocaust survivor and Nazi hunter Simon Wiesenthal wrote, “The new generation has to hear what the older generation refuses to tell it.” Wiesenthal, who died in September 2005, devoted his life to documenting the crimes of the Holocaust and to hunting down the perpetrators still at large.

His work stands as a reminder and a warning. It is important for current and future generations to learn from the past to preserve the future.

Hate and intolerance are prevalent in every society, including America, in small and great ways. As you read through the Bearing Witness publication, think about these issues in your life. Is tolerance a learned behavior? Is hate inherent in human beings? What can you do to fight hate and prejudice at school and at home? What can be done to promote tolerance in society? Respond to these ideas in your journal and share your thoughts with your class.

Standards: SS.612.HE.1.1; SS.612.W.1.3; SS.912.HE.3.4; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2

Repeating the past

Author George Santayana wrote, “Those who cannot remember the past are condemned to repeat it.” What does this phrase mean? Discuss this idea with your class. Using words and pictures from the newspaper, create a collage to make a connection between “then” and “now.” Images and metaphors should express feelings and attitudes as well as behaviors and events. The overall effect should reflect your viewpoint on whether the present world has learned the lessons of history. You may focus on only one theme or on several issues that you find particularly relevant to your own life. In your journal, discuss your thoughts about the class discussion.

Standards: SS.912.HE.3.4; SS.912.H.1.2; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Hatred's journey through history

Not only was Adolf Hitler not the last perpetrator of attempting to eradicate a group of people from society, but he also was not the first. Hatred and genocide have been mainstays in the world since the beginning of time. The Crusades were some of the bloodiest decades in history. Systematic killings have taken place during the reigns of Caesar, Genghis Khan, Mahmud of Ghazni and King Léopold II, just to name a few.

Racism and intolerance have been part of the world since its beginnings. From genocides to apartheid and caste systems, the idea of one group of people being superior to another based on race, economics, gender, sexuality, religion or disabilities has continued to thrive.

Read through the pages of the Tampa Bay Times on any given day and examples of people's intolerance and prejudices about others jump out of the pages, not just in the national news, but in the local news as well.

How can we change the present and future? Is George Santayana statement --"Those who cannot remember the past are condemned to repeat it --" accurate? In your journal, write down your thoughts and then share them with your class.

Standards: SS.912.HE.3.4; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2

Exploring primary sources

Primary sources

The Holocaust was the systematic, state-sponsored persecution and murder of 6 million Jews by the Nazi regime and its collaborators between 1933 and 1945 across Europe and North Africa. The height of the persecution and murder occurred during the Second World War; by the end of the war in 1945, the Germans and their collaborators had killed nearly two out of every three European Jews. The Nazis believed that Germans were "racially superior" and that Jews, deemed inferior, were an alien threat to the so-called German racial community.

While Jews were the primary victims, this genocide occurred in the context of Nazi persecution and murder of other groups for their perceived racial or biological inferiority: Roma; people with disabilities; some of the Slavic peoples (especially Poles and Russians) and Black people. Other groups were persecuted on political, ideological, or behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, men accused of homosexuality and people that the regime identified as "asocials" and "professional criminals."

As a class, review the [newspaper articles](#) and [editorial cartoons](#) in the Appendix to this teacher guide and discuss how historical newspapers as primary sources help us better understand what information Americans could have known about the Holocaust while it was happening.

Source: United States Holocaust Memorial Museum

Standards: SS.612.HE.1.1; SS.6.W.1.5; SS.912.HE.1.7; SS.912.HE.2.5; SS.912.HE.2.7; SS.912.HE.3.4; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2

Historical context

Historical context is the social, religious, economic and political conditions that existed during a specific time and place. Without understanding historical context, a person might interpret past events only based on today's conditions, which could lead to misunderstanding the facts and drawing incorrect conclusions. Have your students complete the following lessons:

1. Read and review [how to read a historical newspaper](#).
2. See the full newspaper pages from the Tampa Bay Times printed on [Nov. 11, 1938](#), and [Nov. 12, 1938](#).
3. Analyze the newspaper pages and assess how events in the United States may have influenced Americans' reactions to news about Kristallnacht as the violence was reported in local newspapers.
4. Have students answer this guiding question as a class discussion, in small groups, or individually: How do historical newspapers as primary sources help us better understand what information Americans could have known about the Holocaust?

This activity could be done with other historical events. Other recommended events to consider are the following:

- [Nazis Boycott Jewish Businesses \(April 1, 1933\)](#)
- [Nazi Plan to Kill All Jews Confirmed \(November 24, 1942\)](#)
- [Eisenhower Asks Congress and Press to Witness Nazi Horrors \(April 19, 1945\)](#)

Source: United States Holocaust Memorial Museum

Standards: SS.612.HE.1.1; SS.6.W.1.3; SS.6.W.1.5; SS.912.HE.2.7; SS.912.HE.2.8; SS.912.HE.3.4; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.5.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Comparing primary sources

In this activity, students will compare how multiple newspapers reported on the same event of the Holocaust. Have students complete the following activity steps:

1. Read and review [how to read historical newspapers](#).
2. Read an overview of the [first public reports of the Final Solution in the United States](#). (To learn more about how news of the “Final Solution” reached American newspapers, see [this Holocaust Encyclopedia article](#).)
3. Read an article from the [November 24, 1942 issue of the News-Leader of Staunton](#), Virginia, and the [Daily Advertiser of Lafayette, Louisiana](#).
4. Answer questions about the nature of reporting in each newspaper on [this worksheet](#). Optional: Have students write their own headline based on the Associated Press story from each newspaper article.
5. Have students answer the guiding question as a class discussion, in small groups, or individually: how do historical newspapers as primary sources help us better understand what information Americans could have known about the Holocaust?

Source: United States Holocaust Memorial Museum

Standards: SS.6.W.1.3; SS.6.W.1.6; SS.912.H.1.2; SS.912.HE.1.2; SS.912.HE.1.4; SS.912.HE.1.5; SS.912.HE.2.1; SS.912.HE.2.7; SS.912.HE.3.1; SS.912.HE.3.5; SS.912.W.7.5; SS.912.W.7.6; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.5.1

The story of the *St. Louis*

On Saturday, May 13, 1939, the MS *St. Louis* embarked on a journey from the port of Hamburg in Germany to Havana in Cuba. On board were 937 mostly Jewish passengers. They were German Jews fleeing Nazi persecution and seeking asylum in Cuba and possibly the United States. When the ship arrived in the Cuban waters, the Cuba's government refused to allow the ship to land. Research the story of the *St. Louis* on the Internet using some of the following sources: [Florida History Network](#); [United States Holocaust Memorial Museum](#); [Public Broadcasting Service \(PBS\)](#); [Holocaust Memorial Day Trust](#). In addition, use the [newspaper articles](#) in this guide to help with your research. Write a report telling the story of the *St. Louis*.

Standards: SS.68.HE.1.1; SS.6.W.1.3; SS.6.W.1.5; SS.6.W.1.6; SS.912.HE.1.1; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Think about it

The Holocaust ended in May 1945 when the major Allied Powers (Great Britain, the United States and the Soviet Union) defeated Nazi Germany in World War II. As Allied forces moved across Europe in a series of offensives, they overran concentration camps. There they liberated the surviving prisoners, many of whom were Jews. The allies also encountered and liberated the survivors of death marches. These forced marches consisted of groups of Jewish and non-Jewish concentration camp inmates who had been evacuated on foot from camps under SS guard.

But liberation did not bring closure. Many Holocaust survivors faced ongoing threats of violent antisemitism and displacement as they sought to build new lives. Many had lost family members, their homes and their possessions, while others searched for years to locate missing parents, children and siblings.

Family histories, heirlooms and traditions were lost. However, despite Nazi Germany's efforts to murder all the Jews of Europe, some Jews survived the Holocaust. Although each person's story of survival is unique, survival was only possible because of an extraordinary convergence of circumstances, choices, help from others and luck.

Using the two Newspaper in Education publications *Bearing Witness* and [Genocide in the 20th and 21st Centuries](#), analyze one of the interviews from a Holocaust survivor or a second- generation survivor. Respond to the following questions in your journal:

- What was the individual's life like before the Holocaust?
- How did the Holocaust change the individual's life?
- What methods of survival did the individual use?
- Were there long-term losses for this person?

Source: United States Holocaust Memorial Museum

Standards: SS.68.HE.1.1; SS.6.W.1.3; SS.6.W.1.5; SS.6.W.1.6; SS.912.HE.1.1; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Analyzing a newspaper article

As a class, analyze one of the [newspaper articles](#) in the Appendices using the following Observe-Reflect-Question analysis guiding questions listed below.

Then, split students into small groups. Have each group find an article related to politics in the Tampa Bay Times and analyze it.

OBSERVE: Identify and note details

Write down your answers to the following questions:

- Who published the article? Who was the audience for this article?
- Who was the audience for this newspaper?
- What type of article is this (eye-witness account, straight news article, feature article, editorial, column, reader contribution)?
- On what page and section does the article appear?
- What are the topics of other articles found on the same page or section?
- Is location relevant to this article? How?
- Are one or more dates listed in the article? Was this article written at or around the same time that the text relates to?
- What information is highlighted by the headline and other text callouts, if present?
- Are there any photos or illustrations? What additional information or explanation do they provide?
- What does the text describe, explain, or provide an opinion on?

Share what you have learned with your class.

REFLECT: Generate and test hypotheses

Write down your answers to the following questions:

- What is the main idea of the article? List several facts or arguments that support the main idea of the article.
- Is this article a news story or an opinion piece? Is the article trying to inform or persuade? How do you know?
- Are there details that reference other people or events of the time? What was happening during this time?
- Why do you think this text was made? What might have been the author's or publisher's purpose? What evidence supports your theory?
- Who do you think was the audience for this article? What evidence supports your conclusion?
- If there was information about the author included, does that information suggest certain biases that person might have had? What do you think those biases were?
- Why do you think the author chose to include these specific details of description or explanation? What information or perspectives might have been left out of the article?
- What source or sources does the author quote or refer to in the article? Do you think these sources are reliable? Why or why not? What evidence supports your conclusion?

- Does this article show clear bias? If so, towards what or whom? What evidence supports your conclusion?
- What do you think the author might have wanted the audience to think or feel? Does the arrangement or presentation of words, illustrations, or both affect how the audience might think or feel? How?
- What do you feel after reading this article?
- If someone wrote this text today, what would be different? What would be the same?
- What did you learn from examining this article? Does any new information you learned contradict or support your prior knowledge about the topic of this article?

Share what you have learned with your class.

Source: Library of Congress Primary Source Analysis Guide

Florida Standards: ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Analyzing editorial cartoons

Newspaper editorial cartoons are graphic expressions of their creator's ideas and opinions.

Editorial cartoons differ from comic strips. Editorial cartoons appear on the newspaper's editorial or front page, not on the comics page. Editorial cartoons are sometimes referred to as political cartoons, because they often deal with political issues.

Like written editorials, editorial cartoons have an educational purpose. They are intended to make readers think about current political issues and can provide a window into history by showing us what people were thinking and talking about at a given time and place.

Use the guiding questions below to analyze the [editorial cartoons](#) at the end of this guide.

OBSERVE: Identify and note details

Write down your answers to the following questions:

- Describe what you see.
- What do you notice first?
- What people and objects are shown?
- What, if any, words do you see?
- What do you see that looks different than it would in a photograph?
- What do you see that might refer to another work of art or literature?
- What do you see that might be a symbol?
- What other details can you see?

Share what you have learned with your class.

REFLECT: Generate and test hypotheses

Write down your answers to the following questions:

- What's happening in this cartoon?
- What was happening when this cartoon was made?
- Who do you think was the audience for this cartoon?
- What issue do you think this cartoon is about?
- What do you think the cartoonist's opinion on this issue is?
- What methods does the cartoonist use to persuade the audience?

Share what you have learned with your class.

QUESTION: What didn't you learn that you would like to know about?

Write down your answers to the following questions:

- What do you wonder about...
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- What more do you want to know, and how can you find out?

Share what you have learned with your class.

Extension activity: Identifying persuasive techniques

Cartoonists use a variety of techniques, such as symbolism, exaggeration, labeling, analogy and irony, to communicate ideas and opinions with readers.

Use the chart below, adapted from the Library of Congress, to identify the persuasive techniques used in the historical and modern editorial cartoons you analyzed.

Once you've identified the persuasive techniques that the cartoonist used, answer these questions:

- What issue is this political cartoon about?
- What do you think is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Source: Library of Congress Cartoon Analysis Guide

Standards: SS.68.HE.1.1; SS.6.W.1.3; SS.6.W.1.5; SS.6.W.1.6; SS.912.HE.1.1; SS.912.H.1.2; SS.912.HE.1.5; SS.912.HE.2.1; SS.912.HE.3.5; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.C.5.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4

Symbolism	<p>Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.</p>
Exaggeration	<p>Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.</p>
Labeling	<p>Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
Analogy	<p>An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>
Irony	<p>Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>

Teacher Internet resources

A Teacher's Guide to the Holocaust

<https://fcit.usf.edu/holocaust/>

American Experience

<https://www.pbs.org/wgbh/americanexperience/search/?q=holocaust>

Anti-Defamation League

www.adl.org

Echoes and Reflections

<https://echoesandreflections.org>

Facing History and Ourselves

www.facinghistory.org

Hiding in Plain Sight (eBook)

<https://www.allanjhall.com>

Holocaust Museum Houston

<https://hmm.org/>

Holocaust Teacher Resource Center

<http://holocaust-trc.org>

Learning for Justice

<https://www.learningforjustice.org/>

Simon Wiesenthal Center

www.wiesenthal.com

Southern Poverty Law Center

www.splcenter.org

The Florida Holocaust Museum

<https://www.thefhm.org/>

The Wiener Holocaust Library

<https://www.theholocaustexplained.org/>

United Nations

<https://www.un.org/en/>

United States Holocaust Memorial Museum

www.ushmm.org

United States Shoah Foundation

<https://sfi.usc.edu/>

Yad Vashem

<https://www.yadvashem.org>

Back to 1918

Four nations which appeared at the end of the World war are reproduced on Page 4 today.

VOL. 53, NO. 108

ST. PETERSBURG, FLORIDA, FRIDAY, NOVEMBER 11, 1938

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ST. PETERSBURG, FLORIDA, FRIDAY, NOVEMBER 11, 1938

Weather

FLORIDA—Partly cloudy, scattered showers in east and north portions today, and on the southeast coast Saturday. Details on page 10.

Batista

Here's Picture Story of the Visiting Strong Man

(By the AP Feature Service)
Entertaining Col. Fulgencio Batista, an American day, Washington entertainer one of the strongest and strongest of the western hemisphere's strong men. Here's a quick look:

COLONEL BATISTA, who doesn't stand much in height, is a power behind Cuba's government. He has been called a "Fascist by some, a Communist by others, inside his program, he is just plain Cubanism, and that is why war Cuba would be with the U. S."

GERMAN MOBS LOOT JEWISH HOMES, SHOPS

High Nazis Defend Destruction

BERLIN.—(AP)—The greatest wave of anti-Jewish violence since Adolf Hitler came to power in 1933 swept Nazi Germany yesterday and Jews were threatened with new official measures against them. Millions of dollars worth of Jewish property was destroyed by angry crowds. Jewish stores were looted. Synagogues were burned, damaged or destroyed in some cities.

Protestants Minister Paul Joseph Goebbels, calling for a halt to the violence, said that the final answer to Jewish persecution was in the hands of the German people.

At the height of the demonstration, the streets of Berlin and other cities were filled with mobs. In many places crowds which gathered after dark looted Jewish stores and homes.

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Parade, Dance, Picnic To Mark Armistice Day

Legion Also Plans Park Program in Peace Celebration

By NED ROBERTS
While the shadow of the war god blackens the earth from the plains of the Yangtze to the mountains of Spain, St. Petersburg joins the rest of the American nation today in the observance of 20 years of peace.

Fittingly enough, the American Legion, an organization born amid the music of the bells which proclaimed the Armistice, will sponsor the local observance of the holiday, now recognized alike by state and nation.

The men who marched in 1918, will march again today, a little less ardently in appearance, but still in spirit, and still with the same purpose, the "American Legion," as they salute one more the memory of those who march no more.

Parade at 10:45 A.M.
In line with them will be today's scheduled parade, which is the city's official celebration of the day.

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WORD ENDS PROMISE HOPES OF 1918 DIM

Nations Now Enter New Political Era

The world enters a new cycle with the twentieth anniversary of the Armistice today.

The League of Nations has not yet been a permanent body, for the time being at least. But war treaties have been put aside by the time being at least.

Civil leaders have requested that the League of Nations be put aside by the time being at least.

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Wall Street Predicts Broad Change Planned For New Deal Program

Italy's New Racial Laws Arouse Vatican Protests

ROME.—(AP)—A Vatican news agency said today that the Holy See would protest a marriage restriction passed yesterday by the Italian cabinet to further the new Fascist policy of Aryanism.

The Vatican said the restriction would be a violation of the concordat—the secret treaty between the Italian government and the Vatican.

The Vatican objected, this was said, to article 1 of the new law prohibiting marriage of an Italian citizen with a foreigner.

At the time the Fascist cabinet adopted the marriage law, it was said, the Vatican had been informed that the law was being passed.

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Move to Stimulate Heavy Industry and Less Relief Spending Seen

By HENRY PAYNTER

NEW YORK.—(AP)—Stimulation of private industry—particularly heavy industry—coupled with major reductions in relief spending, is expected by some business figures in the financial and industrial community as a sequel to the election.

Private and extended conservative views during the past few days have been expressed by some business leaders here in these Wall Street sources to forecast a new phase of national economic policy for the final half of the presidential term.

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Hollywood and 40

VOL. 53, NO. 107

WINDSOR AND WIFE GUESTS OF BROTHER

Return to England of Exiles Seen

PARIS. (AP)—A friendly, informal meeting with the Duke and Duchess of Gloucester yesterday brought the Duke of Windsor back into the British royal family circle with the social acceptance of his American wife.

The Gloucesters spent yesterday with the exiled former King Edward VIII and the wife for whom he abdicated.

When the two couples left the duke and duchess were escorted by a motorcade of British soldiers.

"My goodness, I never expected this," said the Duchess of Windsor.

"Neither did I," replied the Duchess of Gloucester. "But I am glad to see you."

Revers to Dark Ages

High Nazi Officials Defend Mob Attack on Jews; Ghettoes of Middle Ages Will Return

Reverts to Dark Ages

High Nazi Officials Defend Mob Attack on Jews; Ghettoes of Middle Ages Will Return

Steel Company To Operate at Full Capacity

WELTON, W. Va.—(AP)—The Weirton Steel Company resumed operations at its No. 12 open hearth furnace yesterday, despite the fact that the company is still recovering from the effects of the steel strike.

British Press Handles Royal Visit

LONDON.—(AP)—The British press yesterday handled the royal visit of the Duke and Duchess of Windsor and the Duchess of Gloucester to the British royal family.

Methodists Name Wagner Delegate

ATLANTIC CITY, N. J.—(AP)—The United States Methodist Episcopal Church, North, has chosen yesterday to the board of trustees of the Methodist Episcopal Church, North, a delegate-at-large to the conference in Kansas City next April to merge the three branches of Methodism into a single church.

Times to Exhibit Prize Winning Photos

Prize winning photographs in the recent national contest in which many Florida county photographers participated. The Times will exhibit the prize winning photos on Jan. 2 to 7.

JAIL-HOUSE BLUES Blackie's Appetite Lands Him "Inside Looking Out"

Re M. L. RICHARDSON
"Hey, Sergeant, you can't do this to me!"

"Open this door and let me out!"

"You can't get out of here until you've served your time and I want to go home."

"You can't get out of here until you've served your time and I want to go home."

"You can't get out of here until you've served your time and I want to go home."

SIX MEN SAVED AS GIANT PLANE UPSETS ON GULF

Local Fliers Unhurt In Accident

(Picture on Page 6)

Local Fliers Unhurt In Accident

KING WILL NOT SEE NEW YORK

LONDON.—(AP)—The visit of King George and Queen Elizabeth to the United States next spring is being postponed to a later date in Washington, it was said in usually reliable quarters yesterday.

Swing Takes a Holiday

Waltz Dancers Glide Tonight in Times Contest; Six to Be Chosen

THEATRE IGNORED

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WORLD ARMED AGAIN, AFTER 1918 "PEACE"

Shadows of Hated Rest Over World

(By The Associated Press)

American and European peoples—their governments—were not so much suspicious of each other as they were suspicious of the peace.

HULL'S PROTEST ON "OPEN DOOR" WINS APPROVAL

Claim Japan Ruins Trade in China

WASHINGTON.—(AP)—The American chamber of commerce in Japan yesterday expressed its approval of the protest made by Secretary of State Cordell Hull against Japanese restrictions on trade in China.

GERMAN CONSUL GUARDED FROM BOMBING THREAT

U. S. Group Object Nazi Mob Rule

BERLIN.—(AP)—German's anti-Semitic propaganda brought into the German consulate in New York a guard to protect it from a bombing threat.

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Waltz Dancers Glide Tonight in Times Contest; Six to Be Chosen

By NINA PARKER

Swing will take a holiday tonight when the madhouse and nerve wracking music of the waltz will be played for another dance competition in the Times Great Waltz contest.

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St. Petersburg Times

ST. PETERSBURG, FLORIDA, SATURDAY, NOVEMBER 12, 1938

Reverts to Dark Ages

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Weather

FLORIDA.—Partly cloudy today and tomorrow.

F. D. R. TO GO FORWARD WITH HIS PROGRAM

Not Worried About Election Trend

WASHINGTON.—(AP)—Both President Roosevelt and Gov. Raymond of Texas, who expressed the opinion yesterday that the election would be a referendum on Roosevelt's program, said they were not worried about the election trend.

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German Atrocities Told to Congress

WASHINGTON, (AP) — A congressional mission reported today its inspection of German concentration camps forced the conclusion the Nazis carried out a "calculated and diabolical program of planned torture and extermination."

The mission, composed of six senators and six members of the house of representatives, flew to Europe April 22 and spent most of a fortnight looking over the notorious camps at Dachau, Buchenwald and Nordhausen, Germany.

In their report, the group termed the Nazi program of starvation, torture and unhonored death for slave laborers and political prisoners "no less than organized crime against civilization and humanity."

"Those who were responsible should have meted out to them swift, certain and adequate punishment," the report advocated.

In view, however, of the existence of the Allied war crimes commission, the committee said it did not believe any additional agency need be created.

"The agencies now dealing with the problem are responsible and competent and will approach the subject from the standpoint of practical justice in every area and in all categories of crimes that may be involved," the report said.

In general, it recounted the same shocking story of calculated misery and degradation made familiar by scores of articles from the scene.

Treating in detail on the establishment at Buchenwald, the lawmakers said:

"Pictures and description of the conditions at this camp cannot adequately portray what we saw there, and it is only when the stench of the camp is smelled that anyone can have a complete picture of the depths of degradation to which the German Nazi gov-

*Continued on page eight
(See E)*

31,056 Now Counted Here In '45 Census

Figures tabulated in the incomplete 1945 state census today gave Leon county 31,056 residents.

This figure indicates a 4,434 person increase over the 1935 state census 10 years ago and lacks only 590 of equaling the 1940 federal count of 31,646.

H L Shearer, state director, emphasized that none of the county's 12 precincts are completely enumerated and more figures are expected from each.

He pointed out one example in precinct 10, (southwest city, including the FSCW residential area, and county) where some 1,000 names came in last night but had not been added to his latest tabulation. Some of the others are equally as incomplete.

With less than 70 per cent of the state's precincts tabulated in the 10-year census, Shearer announced a 6-day extension beyond May 20, the previously announced deadline.

*Continued on Page Eight
(See B)*

Himmler Sought Near Flensburg

FLensburg, Germany, (AP) — British security police and intelligence officers, acting on rumors submitted by Danish underground organizers, are leading a search for Gestapo Chief Heinrich Himmler in the Flensburg area.

Germans also have been alerted to watch for Himmler. It is believed that Himmler and his re-

D (CONTINUED FROM PAGE ONE)
cunning and persistence with which it was propagated the German mind became contaminated and diseased.

For these crimes the German people cannot be allowed to escape their share of the responsibility. Just punishment must be meted out to the outstanding party leaders, and the German general staff, to party office-holders, to all members of the Gestapo.

As we witness the collapse of the Nazis' experiment in ruthlessness and totalitarianism, we are more than ever convinced that there can be no peace on earth until the right of the earth's peoples to life, liberty and the pursuit of happiness is recognized and protected under law.

Signed by:

Julius Ochs Adler, New York Times; Malcolm Bingay, Detroit Free Press; Amon Carter, Fort Worth Star-Telegram; Norman Chandler, Los Angeles Times; William L Chenery, Collier's; E Z Dimitman, Chicago Sun; John Randolph Herst, Hearst Newspapers; Ben Hibbs, Saturday Evening Post; Stanley High, Reader's Digest; Ben McKelway, Washington Star; William I Nichols, This Week Magazine; L K Nicholson, New Orleans Times-Picayune; Joseph Pulitzer, St Louis Post-Dispatch; Gideon Teymour, Minneapolis Star-Journal; Duke Shoop, Kansas City Star; Beverly W Smith, American Magazine; Walker Stone, Scripps Howard Newspaper Alliance; M E Walter, Houston Chronicle.

German Camps Found Brutal

**Too Horrible to Be Told,
Newspaper Editors Say**

PARIS, May 5, (AP)—A commission of American newspaper editors reported today it had reached the "inescapable" conclusion after personal investigation that German political prison camps were operated on a "master plan x x x of calculated and organized brutality."

The 18 editors signing the report declared they had "convincing proof" that "sadistic tortures too horrible and too perverted to be publicly described" were embraced in the Nazi "system" of operating these camps, and that "murder was a commonplace" in the camps.

We have visited and spent considerable time investigating the prison camps at Buchenwald and Dachau.

The conclusion is inescapable that the Nazis had a master plan for their political prison camps. That plan was based upon a policy of calculated and organized brutality. The evidence we have seen is not a mere assembling of local or unassociated incidents. It is convincing proof that brutality was the basic Nazi system and method. Actual Nazi methods ran the gamut from deliberate starvation and routine beatings to sadistic tortures too horrible and too perverted to be publicly described. Murder was a commonplace.

Prisoners whose only crime was that they disagreed or were suspected of disagreeing with the Nazi philosophy were treated with uniform cruelty. This we believe is the inexorable consequence of the whole Nazi-German philosophy. By this philosophy and the

Continued on page eight

(See D)

D (CONTINUED FROM PAGE ONE)

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Severe Nazi Edict Bars Jews From Business Life, Theaters, Imprisons \$400,000,000 Fine

PUBLIC CLAMOR GROWS IN U. S. AGAINST NAZIS

Hundreds Wire President
To Sever Relations
With Germany

(By The Associated Press)
Protests against Nazi Germany's latest campaign against Jews grew in volume and strength in the United States yesterday, bringing suggestions from some spokesmen that this country sever relations with the reich.

Aroused especially by the Hitler government's fining the Jews within its borders \$400,000,000 for the slaying of a German diplomat in Paris by a Polish Jew, men in public and private life and of various religions added their voices to the swiftly mounting list of objectors.

Bitterly denouncing the fine and calling Hitler "one of the outstanding tyrants the world has produced," Senator King (D-Utah) suggested the United States sever diplomatic relations with Germany in protest.

Telegraph President
At a mass meeting in New York's Columbus Circle sponsored by the American League for Peace and Democracy, a crowd estimated by police at 1,500 shouted the approval of resolutions demanding that the U. S. break off all trade relations with Germany and urging a boycott of all German-made goods.

Telegraph messengers said 200 persons sent messages during the meeting to President Roosevelt asking that he put an embargo on all trade with Germany.

A New York clergyman, the Rev. Charles A. Buckley, also telegraphed the president, urging him to "exercise the power of public opinion which your humanitarian leadership exemplifies and take such action as this crisis demands."

Prof. Johan J. Smertenko, executive director of the non-sectarian anti-Nazi league—under whose auspices former Governor Alfred E. Smith and District Attorney Thomas E. Dewey spoke against the German anti-semitic measures—declared the mass fine showed the "real motive" behind the disorders of the last few days.

"At last Hitler has disclosed exactly what he is after in persecuting the Jews," he said. "In order to bolster up the crumbling economic positions of Nazi Germany he has decided to persecute the victims of his terror."

Consulate Watched
Several senators besides King expressed indignation privately at the new anti-Jewish measures, but declined to be quoted for fear of international complications. Rep. Dies (D-Texas), chairman of the house committee on un-American activities, called the German edicts "just an example of the fruits of hate" and said it should be a lesson for this country.

Amid the storm of protests was a request that American Jews refrain from criticizing the Nazi regime, former State Senator Max L. Pinesky of Maine saying he and others were making the request in hopes of averting reprisals against Jews in Germany.

Police continued to keep a close watch on the German consulate in New York and the home of Consul General Hans Borchers as the result of anonymous telephone threats that the consul office would be bombed.

Similar threats were received at the German consulate in Boston Friday, but the 24-hour time limit given there expired without incident.

President, Convention Host



Nathan Mayo, Florida commissioner of agriculture and vice president of the National Association of Commissioners, Secretaries and Directors of Agriculture, who held their 21st annual convention in Miami November 14, 15 and 16.

NATION'S FARM LEADERS MEET

Agricultural Officials To
Convene in Florida

Nathan Mayo, host to the 21st annual convention of the Commissioners, Secretaries and Directors of Agriculture in Miami Nov. 14, 15 and 16, met the delegation from the other forty-seven states in Jacksonville last night.

The party will leave by bus early this morning for Miami, stopping for short visits in St. Augustine, Daytona Beach and Marine Studios.

At the end of the business sessions Wednesday evening the agricultural heads, their wives, and other guests will be guests at a banquet at the McAllister hotel in Miami. Thursday, Friday, Saturday and Sunday of next week will be spent in sight-seeing at many points of interest in the state.

Officials of the Florida department of agriculture, besides Mayo, who will attend the convention, are: T. J. Brooks, assistant commissioner; Phil S. Taylor, supervising inspector; G. C. Tharpe, cashier, and Mrs. Tharpe.

Dr. J. V. Knapp, head of the livestock board of Florida, and Mrs. Knapp, and R. L. Dowling, state game and fish conservation commissioner, also will attend.

Active officials of the national organization are: A. A. Brock, director of agriculture for California; president; Jewell Mayo, commissioner of agriculture for Missouri; secretary-treasurer, and Nathan Mayo, commissioner of agriculture for Florida, vice president.

DENY SPEAKING OF THIRD TERM

Defeated Liberals Meet
To Rally Forces

NEW YORK, (AP)—A drive for solidification of the nation's progressive forces under President Roosevelt's leadership was started at the first of a series of conferences stemming directly from last Tuesday's elections.

Third-term talk at the meeting of Mayor F. H. A. LaGuardia with two democrats, Gov. Frank Murphy of Michigan and Sen. Robert J. Bulkley, of Ohio, both of whom failed of reelection was denied. Murphy said afterwards:

"I think our minds should be open on that entire ques-

Thousands of Jews Are Arrested; Catholic Attacks Continue

By LOUIS LOCHNER
BERLIN, (AP)—Nazi Germany has practically wiped out Jewish business, barred the nation's 500,000 Jews from public entertainments and fined them \$400,000,000 for the slaying of a German diplomat by a young Polish-German Jew in Paris.

In addition, the government required that Jews whose 1,000 Berlin shops were wrecked or looted Thursday in mass demonstrations must pay for the damage themselves. Insurance claims by Jews for demolition of their properties must be paid to the state.

Officials promised "further decisive measures" and Jews feared that the ghetto, unemployment or concentration camps were in store for them as the result of the most violent government and private anti-semitic actions Nazi Germany yet has seen.

Catholics Hit, Too
Police made wholesale arrests among Jewish moneyed, educated and cultured classes, 1,000 being taken into custody in Berlin alone. In Vienna 10 were estimated that between 10,000 and 20,000 Jews had been arrested since Thursday. Many of them were released, but thousands still were in custody.

While the anti-semitic campaign was intensified, there were new manifestations against Catholics. Aroused mobs at Munich shattered many windows in the palace of Michael Cardinal von Faulhaber at Munich.

The fine of 1,000,000,000 marks (\$400,000,000) against German Jews "in their entirety" for the slaying of Ernst vom Rath, secretary of the German embassy at Paris, represents from one-fourth to one-fifth of the estimated Jewish wealth in Germany, Austria, Austria and Sudetenland, before Thursday's outbreak.

No Further Respite
When and how the fine would be collected was not announced, but since Jewish business must be continued on page ten

ANGLO-GERMAN HOPES INJURED

Public Indignation Seen
As Bar to Friendship

LONDON, (AP)—Public indignation over Germany's new onslaught against Jews has quickened Britain's drive for rearmament and pushed Prime Minister Chamberlain's appeasement goal still further away.

Amid widespread condemnation of the Nazi campaign came evidence from one of the premier's own ministers that it had shaken the faith of at least part of his cabinet in his efforts to obtain a lasting friendship with Reich-chancellor Hitler.

Addressing a regional meeting of the national labor council, Earl De La Warr, in the cabinet as president of the board of education, said that instead of encouraging hopes for appeasement, "events on the continent during the last few days have served to add certainty to the conviction that we live in a world in which those who desire to defend the freedoms of life must be strong both in arms and in moral purpose."

De La Warr asserted Britain faced the possibility of a fight "for her very existence," and that "that struggle may be resolved in terms of diplomacy or in terms of war."

"We hope it will be the former," he said, "but the challenge goes even deeper than the power of politics. It forces onto the defensive the whole of the ideas on which civilization has built itself."

German Decree Denies Jews Right to Vote or Wed Aryan

Employment as Teacher or Maid Also Is Restricted

BERLIN, Nov. 15.—(UP)—The status of the German Jew under the Nazi reich was fixed finally today, after months of study, by a decree in the official gazette.

Chief provisions are:

Jews cannot be citizens, but only state subjects, and only citizens may vote.

All Jewish civil servants must resign by Dec. 31. They, and war veterans, will receive pensions on the regular scale according to rank.

Jewish teachers in Jewish public schools may remain in their jobs pending an exact definition of their status.

Generally no non-Jew may marry a Jew, but there are provisions for waiving the rule in special cases.

"Aryan" maid servants in Jewish households may remain in their jobs if by Dec. 31 they will have completed their 31st year.

Foreign Jews resident in Germany are subject to the laws; foreigners generally who are not residents are not affected. (This would apply as regards mixed marriages).

The decree stipulates that a Jew under the meaning of the law is one who has one or more Jewish grandparents, or one married to a Jew at the time what are called the Nuremberg Jewish laws—the basis for the decree—were first issued.

As to the marriage laws, in certain circumstances an exception may be made to the ban on mixed marriages. In such cases a special permit must be obtained from Wilhelm Frick, minister of interior, or Rudolf Hess, Adolf Hitler's deputy as leader of the Nazi party.

Factors to be taken into consideration in an appeal against the mixed marriage ban will include the personal appearance of the applicant, the length of residence of his or her family in Germany, and the possible war service of the applicant or the applicant's father.

In event one applicant for a

mixed marriage permit is a foreigner, the ban will not be automatic; but Frick must be consulted.

Hitler has blanket power to make an exception in any case of mixed marriage.

As regards marriage provisions in general the decree stipulates that "marriage ought not to occur where the expected progeny may endanger (the purity of) German blood.

As for "Aryan" maid servants in Jewish homes, a concession has been made. The original Nuremberg law, which is applied under today's decree officially specified that no "Aryan" woman of less than 45 years could work in a Jewish home.

The decree is signed by Hitler, Frick, Hess and Franz Guertner, minister of justice.

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WORLD'S WORST HORROR STORY

Germans Slaughter Innocent Millions

(Special From N. Y. Herald Tribune)

WASHINGTON, Nov. 25.—The War Refugee Board, in what was regarded as the most shocking document ever issued by a United States government agency, made public Saturday an official report on German atrocities that have caused the deaths of "millions of innocent civilians—Jews and Christians alike—all over Europe."

The "revolting and diabolical" German atrocities at two camps that were virtually slaughterhouses were described as a "campaign of terror and brutality which is unprecedented in all history and which even now continues unabated and is part of the German plan to subjugate the free peoples of the world."

Both camps are in southwestern Poland. Although Birkenau was the main slaughterhouse, Auschwitz produced its share of murders, too. Jews generally were gassed. Some were killed with injections of phenol in the heart. Non-Jews usually were shot.

Theoretically, only the aged, weak and ill were murdered. Those able to work were permitted to work—until they became ill. A prisoner ill enough to be hospitalized seldom recovered, especially if he were a Jew; he was gassed, or given a heart injection of carbolic acid.

Prisoners Are 'Guinea Pigs'

Jews from all over enslaved Europe were transported to the two extermination camps in the hundreds of thousands. A Polish major described a "hygiene institute" where German doctors performed biological experiments with "male and female prisoners, especially Jews."

"Here," the major's report said, "sterilizing by X-ray treatment, artificial insemination of women, as well as experiments on blood transfusion were carried on."

At first those "selected" for death were taken to Birkenau and gassed and buried in a nearby birch forest. They were packed into rooms under the impression they were to be given shower baths en masse. The rooms were then sealed, and SS men threw hydrocyanic bombs through ventilation openings.

It soon became necessary, in order to kill efficiently, to construct special gassing chambers and crematoria. A new way of gassing was developed. The shower bath fiction was continued, with "selectees" jammed into the rooms naked and guards shooting off guns from time to time to frighten the doomed persons into huddling closer together. Then the doors were sealed.

SS Men Are Executioners

"Then," the report continues, "there is a short pause, presumably to allow the room temperature to rise to a certain level, after which SS men with gas masks climb on the roof, open the traps, and shake down a preparation in powder form out of tin cans labeled 'Cyklon—for use against vermin,' which is manufactured by a Hamburg concern."

"After three minutes everyone in the chamber is dead."

The ashes were used for fertilizer.

The Germans practiced the brutalization of prisoners by forcing Jews to act as tormentors and executioners of their kind. These "special squad" prisoners became "extraordinarily brutal and ruthless," and it was "not uncommon to see one of them kill another; this was considered by the others a sensation, a change."

The 25,000 word indictment of Germany was assembled by the WRB as one of the agencies under the executive office of President Roosevelt. The board consists of Cordell Hull, secretary of state; Henry Morgenthau, secretary of the treasury, and Henry L. Stimson, secretary of war.

The report is an indictment of the entire German nation, for the board makes clear that the atrocities were directed from Berlin, and that they were German atrocities which were planned and executed by Germans.

There is no singling out of the Nazi party or the Gestapo as being responsible for the horrible deeds described. Nor is there any hint that the thousands of Germans involved made any protest regarding what the board says is "the German campaign of extermination and torture."

Survivors Tell Horror Stories

The information contained in the report came from two young Slovakian Jews who escaped in April, 1944, after spending two years in the two German concentration camps, and from a non-Jewish Polish major, the only survivor of a group of 60 men imprisoned at Auschwitz.

The information supplied by these three men, whose names were not made public "in the interests of their own safety," has been checked, rechecked and verified in every way, the board said—with the governments in exile, secret reports from inside German-dominated areas and by cross-examination of the three men and comparison of their statements.

The report revealed that 1,765,000 Jews were gassed to death at Birkenau alone between April, 1942, and April, 1944, including 900,000 Poles, 100,000 Dutch, 45,000 Greeks, 150,000 French, 50,000 Belgians, 60,000 Germans, 50,000 Yugoslavs, Italians and Norwegians, 50,000 Lithuanians, 30,000 Bohemians Moravians and Austrians, 30,000 Slovaks, 300,000 brought in from various foreign camps.

The board disclosed that the young brother of Leon Blum, former premier of France, had been "atrociously tortured, then gassed and burned" to death at Auschwitz.

The Germans competed with one another, according to the report, in devising new and more brutal torture for their victims. Women and little children suffered the same fate—or worse than the men. Many of the Germans at the death camps and concentration pens were described as being obvious pathological cases.

The report recalled the words of W. Averell Harriman, American ambassador to Soviet Russia, who declared recently

(Turn to Page 19-A: TORTURE)

(CONTINUED FROM PAGE ONE)

during a brief visit to Washington that "German atrocities have not and cannot be exaggerated." Harriman indicated that no imagination could devise tales of horror as appalling and revolting as the crimes perpetrated by the Germans.

The German policy of torture, both physical and mental, was described in the report as having been scientifically devised to reduce the morale of the prisoners so low that they killed one another as a novelty or sought an escape through hopeless charges upon machine guns or high-voltage prison fences.

The report suggests that the Germans may have permitted certain prisoners to escape so that they might be hunted down by dogs.

The board, undoubtedly aware that many of the atrocities reported during the last war were later proved untrue, has been assembling files on the topics contained in the report since soon after the three men escaped from the Germans nearly eight months ago. Only after exhaustive investigation was the report made public.

The report disclosed that Heinrich Himmler, Gestapo chief, personally had inspected one of the mass-murder camps and he and "distinguished visitors," who accompanied him had expressed great satisfaction with the efficiency of the lethal chambers and the torture methods reminiscent of the Middle-Ages.

Nuremberg and The Dream of Law

When the Nuremberg trials were first discussed and planned, the atom bomb did not yet exist. What was outlined therefore as a matter of international law has now had added to it the stakes of human survival. For the world will surely go to pieces in an age of atomic warfare unless it is held together by the things not only of a rudimentary world government, but of a rudimentary world law: and the Nuremberg trials offer the first instance of such world law in action.

The trials will have many sensational aspects, and the duty of the reporters at Nuremberg is to report the dramatic tidbits about Hess and Goering and Streicher and how they behave: that is the stuff of human interest, and that is what most newspaper readers eat up. But if you are concerned with the long-range you will not be deflected by these personalities, nor by considerations of hatred or pity or revenge for them. Long after they are mold and their memory but a dim stench in history, the real meaning of Nuremberg may still live.

That meaning is best summed up in one of the sentences from the opening statement by the American prosecutor, Robert H. Jackson: "I cannot subscribe to the perverted reasoning that society may advance . . . by the expenditure of morally innocent lives, but that progress in law may never be made at the price of morally guilty lives."

This drives straight at the heart of Nuremberg's importance for the world's future. We have had in the past a few fragments here and there of a body of international law. We have had laws of warfare, more often defied than honored. We have had covenants and treaties for peaceful relations between nations, but the history of diplomacy is also the history of their flouting. There can be no question that the German defendants at Nuremberg violated both the laws of war and the agreements of peace. But what a pitifully trivial way that is of putting the enormity of their acts. We cannot measure how truly monstrous they were unless we measure them not only against the written agreements but against the most elementary conscience of human beings.

Key Task at the Trial

That is why the task which the American prosecution has taken over—that of presenting the Nazi deeds as crimes against humanity—is the key task of the trial. Its failure or success will determine whether we simply get vengeance out of the trial, or whether we get out of it the big advance in international law since the seventeenth century, when a Dutch lawyer called Hugo Grotius first sought to map out a body of standards of conduct binding on nations.

We must get clear in our minds why we seek to punish the twenty-odd broken and bedraggled men who sit at the bar at Nuremberg.

¶ It is not out of a sádistic desire for revenge or even a measured belief in retribution. Either in terms of personal revenge or historic retribution, their death will be but the paltriest sort of repayment for what they and their fellows have done. It will not wipe out their acts: neither will it add to our own moral stature if we act from such motives.

¶ Nor should we punish them in order to rid the world of them and make sure they will not again commit such crimes. As political forces these men are through. No millions will ever again cheer them; no armies will march at their orders.

¶ Nor do I see much in the idea that the punishment of these men may be a healing and reforming principle for the rest of the German people. Most Germans have been so demoralized morally, and they are now so sunk in the desperate struggle for sheer physical survival, that one doubts whether the trials will mean very much to them, one way or another.

¶ The idea of punishment as a deterrent is more in point. To establish the precedent that the leaders of armies and states cannot hide behind the screen of being simply the instruments of state policy, may be a big step in warning other states and army leaders who may plan aggressive and inhuman war in the future. It is time to remove the impersonal state as a screen behind which the worst crimes can be committed. It may be a healthy thing to make statesmanship a dangerous profession, and to get the idea across that the leaders of states do not necessarily die in bed.

Yet none of these four conventional theories of punishment—retribution, prevention, reform, deterrent—really gets at the meaning of Nuremberg. You get much closer to it when you see it as an immense and revolutionary effort to give utterance to a collective human conscience, to bring into being a collective standard by which the gross violations of that conscience can be punished.

The Conscience and the Moral Sense

For centuries men have dreamed of the time when crimes could be punished on a world scale as well as between states; when the fact that a criminal had magnified his crimes a millionfold would not make him immune while the petty criminal who took only one human life was punished. Always there stood in the way the fact that there is no clear body of statute law for the world, and that nations recognize only the law they have themselves made.

It is better to punish with a clear statute than without it. But in this case of the Nuremberg trials the act of punishment can, like any great forward-moving act in history, help create a new consciousness which may lead us to set down some day, as clear law the things that are now only part of the human conscience. If we do this at Nuremberg it will be an act so crucial that it could have been produced only by the most violent revulsion of the moral sense of men. It is possible that we needed something as monstrous as Nazism to produce that revulsion.

There are those who will argue, as the German defendants do, that this dream is all very pretty; but that you cannot punish men unless they have violated explicit law by an explicit government; and that this must wait until we have set up a world government which will codify a world law. I do not think that will be the sequence. The statute will be, if at all, the end-product. It cannot come into being unless we have a world government; but the world government cannot come into being unless we have a collective conscience and a collective will to punish the violations of it. Thus the conscience and the moral sense come first. Once we have them, and once we are aware we have them, the rest will follow. That is why the Nuremberg trials may prove a more important prelude to an enduring peace than even the San Francisco Charter.

Some may jibe that I am speaking of a "human conscience" and a "moral sense" that are vague and formless, things on which no body of law can be built. I submit they are the only things that a body of law ever rests on. The surest basis of a future world society lies in the sense of our common plight. When a Negro is lynched, all of us are strung up on that rope. When the Jews were burned in the Nazi furnaces, all of us were burned. When Hitler told his generals and his party leaders about his plans for exterminating the Polish people, and when Goering—on hearing the plans—jumped up and down on the table in sádistic glee, he was jumping on the bodies not only of the Poles, but of us all.

If we never saw this clearly before, we must see it now in the age of the atom bomb. Some of our commentators are talking of making the laws against the use of the atom bomb binding directly on individuals, rather than on nations only. I am all for it. But it will be hopeless ever to make the human conscience binding in the future on the men of the atom bomb unless we make its binding now at Nuremberg on the men of the human furnaces.

A new international law will not be made in the courtroom or the council-chamber any better than it is made in our own hearts. —MAX LERNER

(Copyright, 1945)

GERMANS DESTROY AMERICAN BOOKS

BERLIN, May 10.—(AP)—Blacklisted books from private as well as public libraries were piled high today on "Kultur's altars" throughout Germany for public burning tonight.

Schoolboys enthusiastically rushed final preparations for the huge bonfires. Nazi student committees of action have been working at top speed more than a week arranging for the great purging of the libraries of "Ungerman influences."

Government recognition is to be lent to the occasion in a rallying speech shortly before midnight by Dr. Joseph Goebbels, Nazi minister of public enlightenment.

Works of many American authors—Helen Keller, Upton Sinclair, Jack London, Ben Lindsay, Franz Boaz, Morris Hillquit and others—are among the prescribed volumes.

STERILIZATION LAW DRAFTED FOR REICH

**Prussian Board of Health Provides
Model Statute to Be Used
All Over Nation**

BERLIN, April 26.—(AP)—The Prussian board of health has drafted a eugenic sterilization law to serve as a model for the entire reich, it was announced semi-officially today.

The details were not made public.

Some sections of chancellor Adolf Hitler's Nazi party have been advocates of sterilization of the physically and mentally unfit for many years.

Tampa Bay Times, April 9, 1933

HITLER DISMISSES JEWS IN GOVERNMENT OFFICES

BERLIN, April 8. — (AP) — The principle that Germany shall be governed and administered only by Aryans and the definition that any person having **one** Jewish grandparent is a Jew were formally established in German law today.

This was revealed in the publication of the Hitler cabinet's civil service law, which spells the degradation of the Jew to second class citizenship.

Thousands of officials held over from the previous regime will be ousted as a result of the law, and in the future all Jews will be barred from public office. Certain Jews now serving will be spared.

Hitler Points to U. S. As Precedent for His Anti-Semitic Campaign

Berlin, April 6.—Chancellor Adolf Hitler pointed to the United States exclusion act against the yellow race as a precedent in explaining today his purpose in removing Jewish intellectuals from medical, legal, artistic and scientific position in Germany.

"The American people were the first to draw the practical political consequences from the inequality in the difference of races," he said. "Through immigration laws it barred undesirables from other races. Nor is America ready now to open its doors to Jews (fleeing) from Germany."

To this reference to emigrating Jews, Hitler added the usual nazi assertion that no physical harm whatever was done them.

He also expressed the opinion that the United States, which before other modern countries became an exponent of a strong movement against foreign elements, has the least occasion to attempt to counteract Germany's efforts to purge herself of foreign elements.

Follow
Barclay on Bridge
Daily in The Times
On Page 14, Today

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FIVE CENTS

Weather
FLORIDA — Generally fair
today and Sunday, showers
likely scattered showers
Thursday through Saturday
next.

St. Petersburg Times

GOVERNMENT ENDS; NO NEW TAXES, BIG DEFICIT

Faint Taps on Sub Revive Rescue Hopes

Four Escape, Three Die In Attempt

Rough Sea and High Tide Hamper Relief

BIRKENHEAD, England.

—(P)—Despite abandonment of hope by builders of the submarine Thetis, the admiralty announced today that divers reported faint tapping on the hull of the vessel in which 50 men are trapped.

The tapings were heard at 2 p. m. (8 p. m. EST, Friday), the admiralty said.

As a consequence of these faint signs of life, the admiralty directed a vast array of search lights to push forward their operations throughout the night in an attempt to raise the stricken submarine.

"When slack water prevails, the next opportunity will be the next opportunity," the admiralty said.

The bodies of the vessel have been up for dead the men aboard.

The tapings were reported at the expiration of 30 hours under water—30 minutes before the tapings were reported.

Low tide was not expected until 8 a. m., and this would be more than four hours beyond the 48-hour deadline.

The admiralty said that divers reported at 2 a. m. that they heard faint tapping in the submarine.

"Salvage operations are proceeding and a further attempt will be made to raise the stricken submarine," the admiralty said.

Earlier a naval officer arriving Liverpool, England, with one of the four survivors of the stricken submarine, said that the four survivors were at work on the submarine.

"I am sorry but there is no hope for the men remaining in the submarine," Barclay, Wood, and secretary of the Admiralty, said.

He said that the men were crowded about with wires and cables of the submarine.

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“MAN WITHOUT A RESIDENCE”

Mrs. Barnes Comes From Paris for Hearing

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ahead of its pilot train. The king and queen stood on the rear platform of their car waving to the crowds as the special moved away.

The king and queen, very early in the morning (informed with) 10 minute appearance and created the first difficult situation for the mounted police since the hour started.

Veterans and volunteers were called into service, plans were changed and the train left on time. The king and queen stood on the rear platform of their car waving to the crowds as the special moved away.

100	Berkeley Coach
101	San Francisco
102	San Francisco
103	San Francisco
104	San Francisco
105	San Francisco
106	San Francisco
107	San Francisco
108	San Francisco
109	San Francisco
110	San Francisco
111	San Francisco
112	San Francisco
113	San Francisco
114	San Francisco
115	San Francisco
116	San Francisco
117	San Francisco
118	San Francisco
119	San Francisco
120	San Francisco

Tampa Bay Times, June 5, 1939 (larger image)

TWO

FOREIGN

Ship Returns 200 Refugees To Hamburg

Action of Cuban Officials Blamed

(See Story on Page 1)
HAMBURG, Germany.—After turning back to Cuba and landing approximately 200 Jews who had started to emigrate to Cuba, the Hamburg-Amerika liner Ozeana last night again was en route to Havana.
Officials of the line cited the manner back from Anthony B. Meyer after hearing that Cuban authorities would not permit Jewish passengers to disembark at Havana.
The Jews who were landed were detained and would continue to them was uncertain. Some were without friends at Havana. Some were arranging to return to their old homes in Germany.
Hamburg-Amerika officials decided it would be futile to transport Jewish passengers to Havana in view of the experience of their ship. St. Louis, which was ordered not to leave Cuban waters Thursday with 937 refugees, was sent back to New York City and did not have proper landing permits.

Philippines May Admit Refugees

WASHINGTON.—(AP)—Refugees of Jews and other persecuted persons are being considered for admission to the Philippines by the Philippine government.
A decision will be made by the president's advisory committee on the subject, which is expected to be completed by June 15, according to officials here.
The committee, headed by the president's secretary, is expected to recommend that the Philippines accept a limited number of refugees, including Jews, who are being persecuted in Germany and other countries.

The tentative plan in which the Philippines government is considering the admission of refugees is to accept 10,000 German refugees, including Jews, who are being persecuted in Germany and other countries.
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MORE ABOUT—HITLER

(Continued from Page 1)
which estimate the end of the world.
The "Hitler" magazine, which estimates the end of the world, is a publication of the "Hitler" magazine, which estimates the end of the world.
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Buoy Marks Thetis' Grave



Below the smoke buoy, which marks the grave of the Thetis, was the British submarine Thetis, which was sunk by a German U-boat on May 30.

The British submarine Thetis, which was sunk by a German U-boat on May 30, is now marked by a smoke buoy.
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Navy Helps Newspapers Make 'Deadlines' in Sub Tragedy

(The author of the following is the Associated Press reporter who secured a news "lead" at several hours on the fact there were 25 dead aboard the submarine Thetis.)
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TELEFAST

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ASK ABOUT 'DEADLINE'

From the moment the British submarine Thetis was sunk by a German U-boat on May 30, it has been a matter of "deadline."
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Japanese Hold 20 British Army Officers



British army officers held by the Japanese in the Philippines. The officers are being held in a camp in the Philippines.

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German War On Jap Troops

MANGHAI.—(AP)—Heavy fighting between German and Japanese troops in the Philippines is continuing.
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MORE ABOUT—ROOSEVELT

(Continued from Page 1)
Presumably, if he starts his presidency, he will be back in Washington.
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ROOSEVELT

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Refugee Ship Steams Along Florida East Coast



Detected because they were refused permission to land in Cuba, 937 German Jewish refugees returned aboard the German liner St. Louis as the ship stood out to sea from Havana yesterday on a return trip across the Atlantic to Hamburg, Germany. However, yesterday the ship anchored off Miami Beach and later landed refugees. Here the ship is shown leaving Miami Harbor, en route to Hamburg.

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MORE ABOUT—THETIS

(Continued from Page 1)
The disaster, arising through the sinking of the submarine Thetis, is now being investigated.
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WHO WAS TO BLAME?

McKee, who reported the sinking of the submarine Thetis, is now being investigated.
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TO COMMAND SERVICES

Commander T. B. Brown, who reported the sinking of the submarine Thetis, is now being investigated.
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700 Townsend Leaders Plan State Drive



Waters Friday showed in German liner St. Louis.

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MORE ABOUT—REFUGEES

(Continued from Page 1)
The refugees are being held in a camp in the Philippines.
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ROYAL CONDOLENCES

The royal family of the United Kingdom has expressed its condolences to the British navy.
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County Judge Dies

STUART.—(AP)—Edward Joseph Smith, 47, county judge of Marion county, died at a hospital here last night following a long illness.
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ONLY FOUR SURVIVORS

Of four survivors of the Thetis, two are being held in a camp in the Philippines.
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25% OFF ON TRUNKS AND LUGGAGE



Trunk and leather store.

Trunk and leather store.
Trunk and leather store.
Trunk and leather store.

Paint Your House!

Paint Your House!
Paint Your House!
Paint Your House!

THE BIG SWING IS TO GLIDDEN PAINT

Buy Now And Save!
Buy Now And Save!
Buy Now And Save!

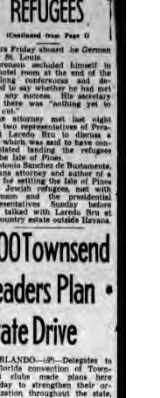
Glidden Casein Paint

Glidden Casein Paint.
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Glidden Casein Paint.

Glidden Floridan Paste Paint

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Glidden Floridan Paste Paint.

What A Bargain!



What a bargain!

What a bargain!
What a bargain!
What a bargain!

Speed-Wall

Speed-Wall.
Speed-Wall.
Speed-Wall.

Midwest Paint

Midwest Paint.
Midwest Paint.
Midwest Paint.

WE DELIVER

WE DELIVER.
WE DELIVER.
WE DELIVER.

GLIDDEN'S PAINT STORE

GLIDDEN'S PAINT STORE.
GLIDDEN'S PAINT STORE.
GLIDDEN'S PAINT STORE.

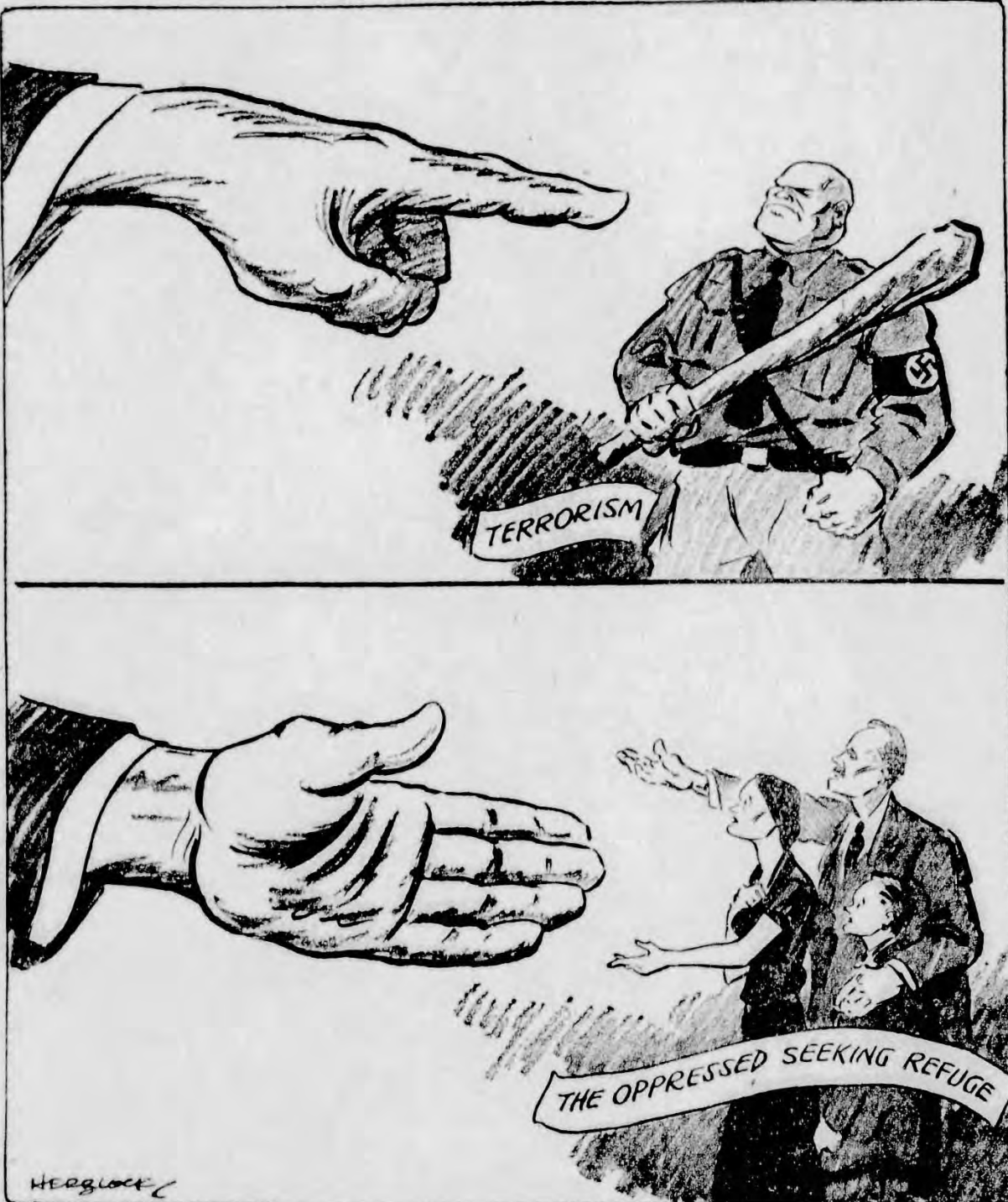
Brooklyn Eagle, September 25, 1933



Argus Leader, March 31, 1933



Civilization Can Do More Than Protest



Akron Beacon Journal, April 18, 1944

AKRON BEACON JOURNAL

The Least We Can Do



Star Tribune May 6, 1945



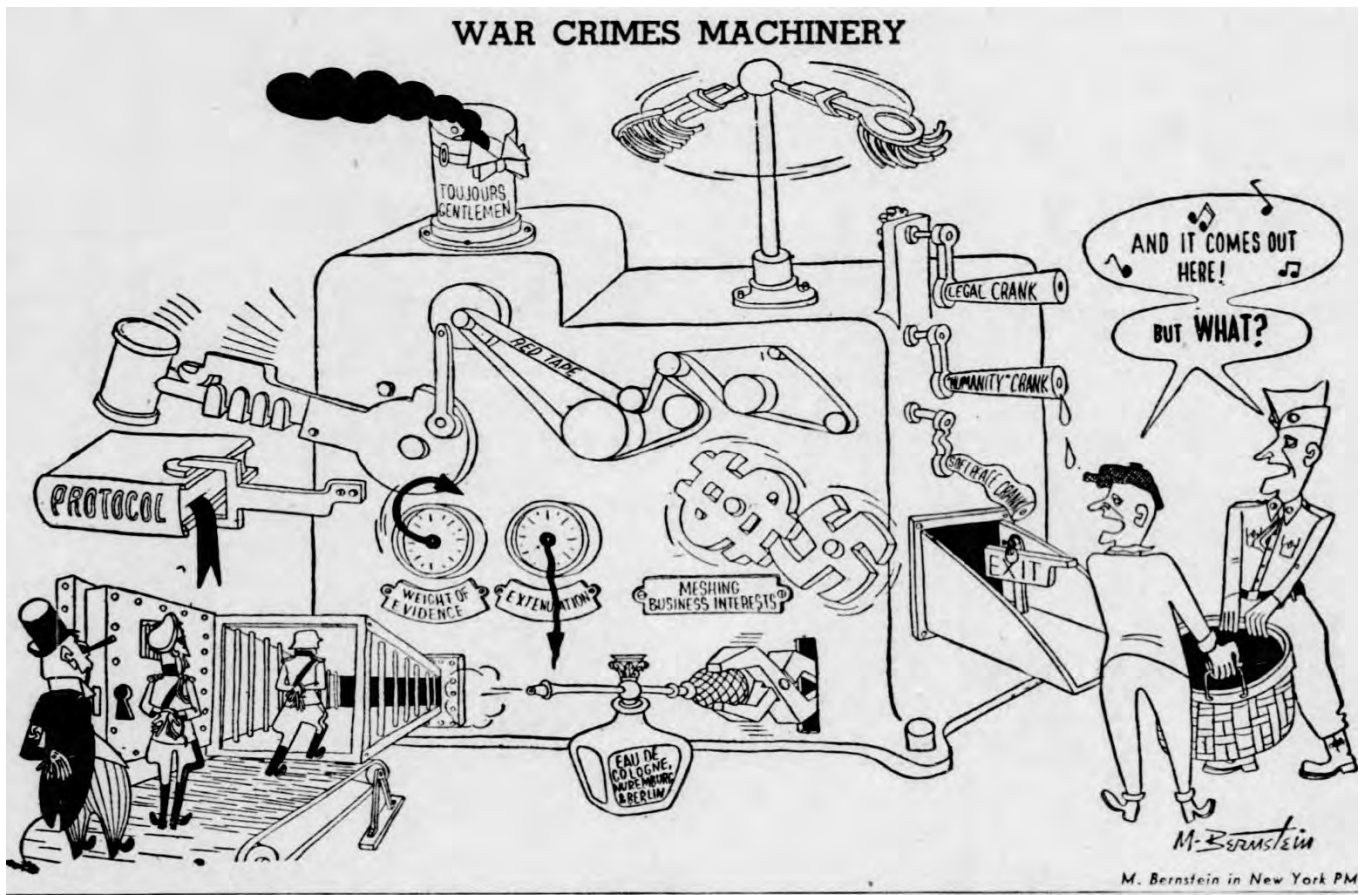
Tampa Bay Times, May 6, 1945



Hutton, Philadelphia Inquirer

EDUCATIONAL PROBLEM

Star Tribune, May 31, 1945



Tampa Bay Times Nov. 27, 1938

As The Cartoonists Picture Varying Reactions To Events In Germany



Seibel in Richmond Times-Dispatch
Shocked . . .

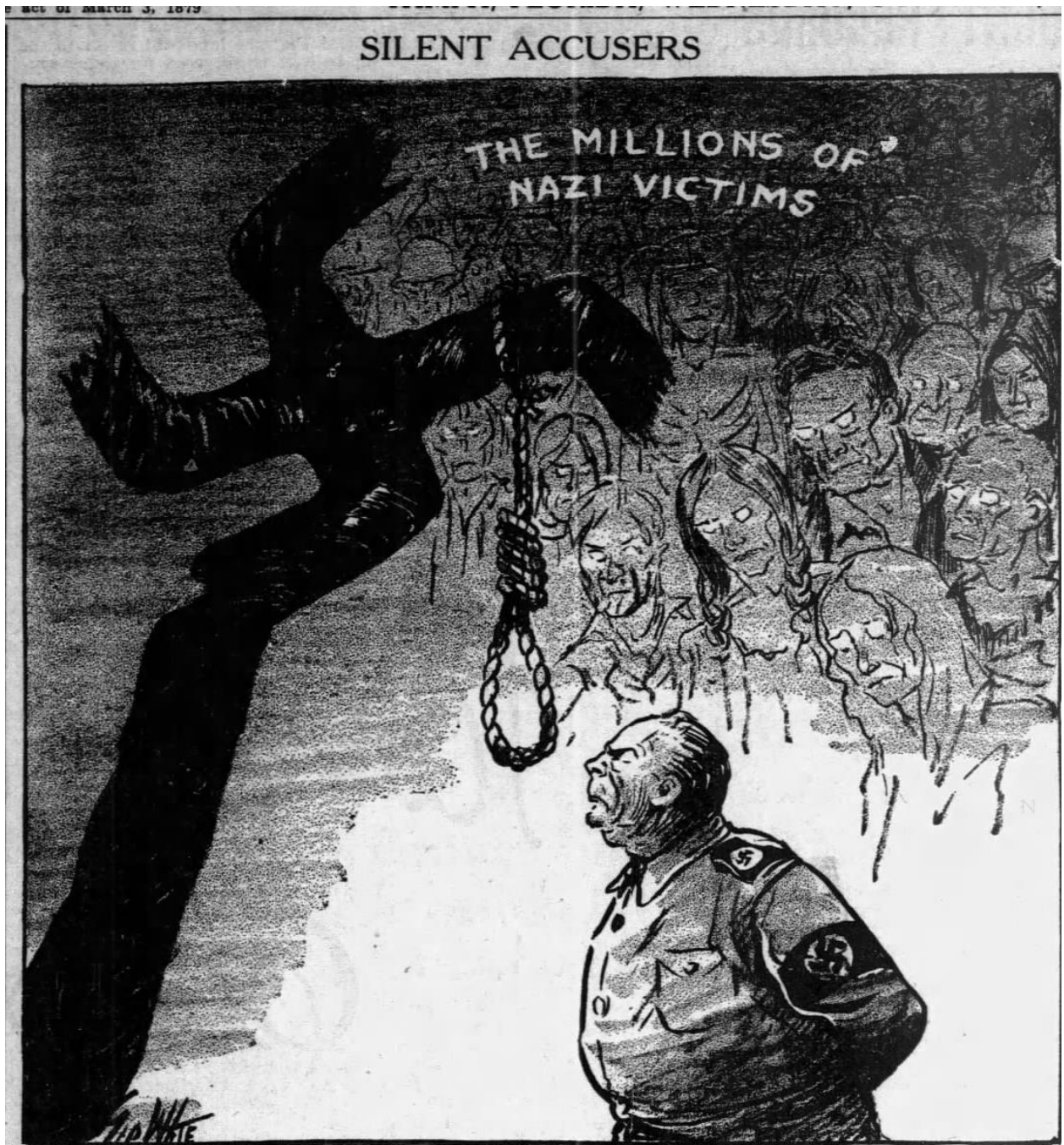


Batchelor in New York Daily News
Indignant . . .



Shoemaker in Chicago Daily News
Defiant

The Tampa Tribune, Oct. 2, 1946



The Commercial Appeal, March 29, 1933



The Straggler From a Routed Army.

The Daily Oklahoman, April 4, 1933

THE PILLORY



—From the Kansas City Star.

The Baltimore Sun, June 4, 1939

SUNDAY MORNING, JUNE 4, 1939

The Wandering Jew

