

# The Holocaust

This trail can be completed alone or followed and discussed in a pair or in groups. Some information you need is on display and some is on this print out.

## 1. The Rise of the Nazis



### Timeline 1919 – 1939



#### Find the Hitler Youth dagger

It is in the second case of the 1919 - 1939 section of the Timeline (Object number 12)

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**Why was the Hitler Youth important to the Nazi regime?**

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**Why do you think children might have wanted to join this organisation?**

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**What do you think is wrong with an organisation like this?**

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**Henry Mettelmann describes why he joined the Hitler Youth:**

*I loved it in the Hitler Youth. I really liked it because, when you come from a poor background ... when I went to town sometimes ... I saw people who were well dressed and I felt a bit shabby. Now I was in the Hitler Youth, I had a uniform the same as all the others so no differences, great in marching. The songs we sung, the military songs, some of them are quite melodic and I liked the sound of it and also bawdy songs. There was one that went: sings in German “And if the Jewish blood drips off our knives then things go doubly well.” Then I came home and sung it at home. “What are you singing? What’s this here” you know it was terrible and they were aghast, my parents.*

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**Look at the medal, Object number 10.**

**What was the purpose of producing a medal such as this?**

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**Which do you think is the most dangerous artefact in the case? Why?**

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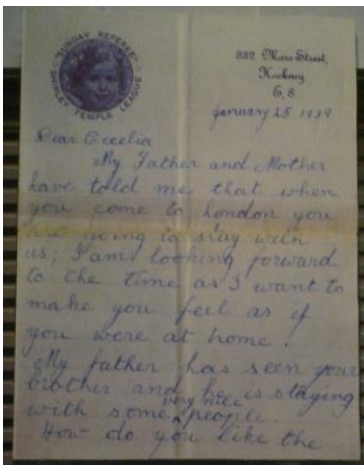
## 2. Kindertransport



Go in Silo 1: *Experience of War* and find the Evacuees and Child Refugees case

Read the information to the left of the case. What does 'Kindertransport' mean?

How many children escaped to Britain on the Kindertransport?



Look for the artefacts relating to Celia Horwitz and read the letter written to her by Betty Watts Object number 4. Celia Horwitz would later go on to live with the Watts family.

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What happened to Celia's brother?

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**Celia Horwitz** spoke to the sound archive about reuniting with her mother and the difficulties following the end of the Second World War.

*It was quite difficult. Mum, I think to her, part of love and being a mother was giving you things, and to me that was never that important. But you can't seem to get the years back of gradually growing into a relationship. It was difficult to talk about things. For one thing I had to get back to German, which I hadn't talked in ages. I found we didn't talk about books. I don't think I ever saw my mother read more than magazines and papers. We didn't talk about politics, we didn't talk about plays or music.*

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You can discover more about her journey in Silo 6 on the touch screen *Personal Journeys of those forced to migrate during times of war* under her married name Celia Jane Lee.

### 3. Life before the Nazis



Go to the **Genocide** case on the **Timeline 1939 – 1945**



Find the photographs of Jewish people from the village of Frysztak, southern Poland.  
They are object number 1.

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**What do the photographs tell you about these individuals?**

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Nothing is known of the fate of any of these people. Why do you think this is?

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Look at object number 9. What happened to Celia's father, Walter Horwitz?

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## 4. Ghettos



Find object number 8, coins from the Lodz Ghetto.

What did Lodz have in common with Manchester?

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Find the touchscreen on the right of the Genocide case and touch the image of the Lodz Ghetto coins to find the answers to these questions.

**Why did the Nazis move Jewish people into ghettos?**

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**Why did ghettos have their own currency?**

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**Listen to Roman Halter. Why was it essential to find work in the Lodz Ghetto?**

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## 5. Camps



Find Object 15 and read the text panel. Then on the touchscreen to right of the *Genocide* case, tap the photograph of the belt that belonged to Sam Pivnik.

Sam was deported to Auschwitz-Birkenau camp in 1943. What work was he forced to do there?

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Listen to his story. What happened to a fellow prisoner who tried to escape?

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Look now at object number 13 in the Genocide case. What is it?

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What do object number 13 and Sam's story tell you about the choices open to camp inmates to resist their persecution?

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**Find this... Object number 12**

Bowl from the Auschwitz-II Birkenau death camp

**Over one million Jewish people were murdered at Auschwitz-II. Who else was murdered there?**

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**Why do you think a bowl like this would be important to someone imprisoned in a camp?**

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**Primo Levi, Italian Jewish inmate of Auschwitz II, 1944-1945 describes conditions in Auschwitz.**

*Hunger was a thing of every hour of every minute. It is difficult to explain to you what hunger is. It is quite different from the hunger normal people feel when they are late one hour for a meal. It is completely different. After some weeks of starvation it is a feeling in every cell in the body. Every cell in your body is hungry and as soon as you go to sleep you are dreaming of eating.*

© Primo Levi, IWM Sound Archive: 2975

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**Look at the jacket, Object number 10. We do not know who wore it, we only know where it was found. Why is it on display?**

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**The Nazis removed all personal possessions from those imprisoned in camps. Even items of little or no value were confiscated. Why?**

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**Think about how many possessions you have. How many have you brought with you today?**

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## 6. Legacy



**Find this... Object number 17**

It is in the *Genocide* case on the Timeline.

**Who made this doll and why?**

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**The doll can help us to think about how the Holocaust has affected people's identity and to consider what it is like to live with its legacy.**

**Go to the touchscreen on your right and touch the image of the doll to find out more.**



**Write down some words below to describe some of the emotional, social and practical issues survivors might face after the camps were liberated.**

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