



# Moral Courage

Treason  
or Honor  
Teacher's Guide

"...Highlighting acts of moral courage by individuals or groups who have helped to change the events within their community or country."



The Foundation for Moral Courage,  
in partnership with South Carolina ETV,

presents

# *Moral Courage*

*A seven-part series  
“highlighting acts of moral courage  
by individuals or groups  
who have helped to change  
the events within their community or country”*

## *Treason or Honor*

Teacher’s guide developed by  
Margaret Walden  
Coordinator of Instructional Services  
Richland School District 2  
Columbia, South Carolina

Suggested Grade Levels  
5th–12th

Subject Areas  
Social Studies, U.S. History, World History,  
Language Arts, Character Education

# Moral Courage

*Moral Courage* identifies ordinary people who became extraordinary through their acts of great personal courage, and underscores the importance of a shared commitment to universal human values. These seven television documentaries focus on the unique lifesaving stories of rescue extended to Jewish fugitives during the Holocaust period.

The series consists of the following programs.

## **TREASON OR HONOR**

(1998) *Narrated in English by Uta Hagen and in German by Anna Rosmus.*

This program introduces six German nationals, recognized by Yad Vashem, who found it possible in the center of Nazi tyranny to hide and protect German Jewish fugitives. Why they accepted the risk of defying German law is as important to understand as how they rescued these people. [28 minutes]

## **IT WAS NOTHING...IT WAS EVERYTHING Reflections on the Rescue of Jewish Fugitives in Greece During the Holocaust**

(1997) *Narrated by Irene Papas.*

Highlighting the almost total destruction of Greece's Jewish community, this program offers dramatic archival footage and Ladino music to complement interviews with rescuers and a few who were rescued in Thessaloniki, Athens, Crete, and in other important locations. [29 minutes]

## **ZEGOTA: THE COUNCIL FOR AID TO JEWS IN OCCUPIED POLAND, 1942–1945**

(1997) *Narrated by Eli Wallach.*

This is a story of the desperate plight of the Jews of Poland and the conditions of terror under which Zegota rescuers tried to help. Zegota participants, Jewish survivors, and Polish and Jewish historians recall and reflect on the unparalleled crime of genocide committed by Nazi occupation forces, and on the extraordinary courage of people who risked—and some of whom sacrificed—their lives trying to save some Jewish fugitives. [28 minutes]

## **A DEBT TO HONOR**

(1995) *Narrated by Alan Alda.*

In spite of the fact that Italy was allied with Nazi Germany until its surrender to the Allies in September 1943, 80 percent of Italy's Jews survived the Holocaust. Many found safety and friendship with the clergy and others with ordinary citizens, both groups becoming heroic through their far-reaching rescue efforts. [29 minutes]

## **RESCUE IN SCANDINAVIA**

(1994) *Narrated by Liv Ullmann.*

Thousands of Danes and Norwegians found it possible to guide Jewish fugitives across their borders to safety in Sweden. Raoul Wallenberg's and Count Folke Bernadotte's stories of rescue are told in this film, along with the unique story of protection extended by the government of Finland to its Jewish community while that country was allied with Nazi Germany in their common war against the Soviet Union. [55 minutes]

## **ZEGOTA: A TIME TO REMEMBER**

(1992) *Narrated by Sy Rotter.*

The highest percentage of almost 20,000 "righteous gentiles" honored by Yad Vashem, the Holocaust Remembrance Museum in Israel, for their having rescued Jews during the Second World War are Polish. Their efforts are highlighted in this program, which includes an epilogue by Jan Karski. [52 minutes]

## **THE OTHER SIDE OF FAITH**

(1991) *Narrated by Sy Rotter.*

In the town of Przemysl, Poland, it was possible, even under the strictest Nazi occupation regulations, for a 16-year-old Polish girl and her younger sister to successfully hide and nurture 13 Jewish fugitives—men, women, and children—for over two years. This is their inspiring story. [27 minutes]

# How to Use *This Guide*

## Guide Components

- **Pre-Teaching Material**
  - People
  - Places
  - Vocabulary
- **Timeline: Important Events of World War II**
- **Historical Background**
- **Maps**
- **Video Synopsis**
- **Classroom Activities**
  - Participatory Lessons
  - Classroom Discussion
  - Handouts
- **Selected Resources**
  - Bibliography
  - Videos
  - Web Sites

*Moral Courage* is delivered in seven programs. The guide for each program contains the components pre-teaching material, historical background, video synopsis, and classroom activities. Some programs contain specific bibliographies, videos, and Web entries. The instructor may use these components in a variety of ways.

- To provide a map through the program, as the pre-teaching material is organized in the order in which it is viewed or mentioned.
- To guide student viewing of the program. A written outline for students to follow can keep them focused and enhance student understanding.
- To assure that students are paying attention to the programs by having them listen for and define/identify the content of these sections, as basic factual questions do not do enough to challenge students' higher-order thinking skills.
- To set up the scenes and provide historical background for the lesson before viewing.

Note that the classroom activities and the classroom discussions for each program contain activities that may be used with many of the other videos.

The selected resources—bibliography, videos, and Web sites—can be used by both the instructor and the students. These are *selected* and are not meant to be all-inclusive.

*Parts of this guide are taken wholly or partially from discussion guides prepared by the Anti-Defamation League (ADL) for The Foundation for Moral Courage. Those parts are in italics.*

# Treason or Honor

*This film is one of a series that portrays the moral courage and heroism of non-Jewish Europeans who, in defiance of the Nazi terror of the 1930s and 1940s, and at great risk to themselves, helped to save Jewish lives. The other films in this series tell the story as it happened in countries other than Germany but also under Nazi influence or occupation. This film, however, has a special meaning in that it deals with Germany itself, the heartland of the racial theories and the persecution that led to the Holocaust. It was in Germany, then, that the question of "Treason or Honor" was posed in its most chilling form. We are introduced to six German nationals who found it possible in the center of Nazi tyranny to hide and protect German Jewish fugitives. Why they accepted the risk of defying German law is as important to understand as how they rescued these people.*

## Pre-Teaching Material

**People** (in the order viewed and/or mentioned)

**Herbert Schroedter:** Soldier on the Russian front; son of rescuers; tells the story.

**Mr. and Mrs. Reich, child:** Jews rescued by the Schroedters.

**Mr. and Mrs. Sachs, mother:** Rescued by the Schroedters.

**Roswitha Baudisch:** Daughter of the Schwersenskys; tells the story.

**Ilse and Gerhard Schwersensky:** Quakers who rescued Jews.

**Lottie Katz:** Rescued by the Schwersenskys.

**Lorraine Jacoby:** Rescued by the Schwersenskys.

**Adolf Althoff:** Director of the Althoff Circus; rescued the Danners.

**Irene Danner, mother, and sister:** Hidden in Althoff Circus.

**Severin and Anastasia Gerschuetz:** Took in Jewish women.

**Eva Schmalenbach:** Hidden by the Gerschuetzes

**Irene Schmalenbach:** Mother to Eva, hidden by the Gerschuetzes.

**Hilmar Gerschuetz:** Youngest son of rescuers; tells the story.

**Berthold Beitz:** Civilian engineer; hid Jews and saved them as skilled workers.

**Dr. Bernd Schmalhausen:** Biographer of Beitz; tells the story.

**Roman Halter:** Polish, Jewish forced laborer; escaped and hid at the Fuchs' farm.

**Mr. and Mrs. Fuchs:** Farmers who hid Halter.

**Professor Yehuda Bauer:** Director of the International School for Holocaust Studies at Yad Vashem in Israel; honors the rescuers.

**Places** (in the order viewed and/or mentioned)

Berlin  
Karlsruhe  
Darmstadt  
Stadtlauringen  
Bavaria  
Switzerland  
Mainz  
Auschwitz (death camp)  
Munich  
Nuremberg  
Ravensbrueck (concentration camp)  
Boryslaw, Poland (now Borislav, Ukraine)  
Hamburg  
Belzec (death camp)  
Dresden  
Jerusalem, Israel

**Vocabulary** (in the order used in the video)

Russian front  
National Socialism  
Quakers  
Communist Party  
Deportation  
Flat  
Nazis  
Fatherland  
Deported to the East  
Gestapo  
Forced laborer  
Death march  
Yellow badge for “Jews”  
Scaffold  
Yad Vashem

# Timeline: Important Events of World War II

- 1921 July 29:** Adolf Hitler becomes the leader of the National Socialist "Nazi" Party.
- 1930 September 14:** The Germans elect the Nazis; it is the second-largest political party in Germany.
- 1933 January 30:** Adolf Hitler becomes the chancellor of Germany.
- March 12:** The first concentration camp opens at Oranienburg, outside Berlin.
- March 23:** The Enabling Act gives Hitler dictatorial power.
- April 1:** Hitler orders the Nazi boycott of Jewish-owned shops.
- May 10:** The Nazis burn books.
- June:** The Nazis open the Dachau concentration camp.
- July 14:** The Nazi party is declared the only party in Germany.
- August 19:** Adolf Hitler becomes the führer of Germany.
- September 15:** The Nuremberg Laws take away Jewish legal rights.
- 1936 February 10:** The German Gestapo is above the law.
- March 7:** German troops occupy the Rhineland.
- 1938 March 12/13:** Germany announces "Anschluss" (union) with Austria.
- October 15:** German troops occupy the Sudetenland; the Czech government resigns.
- November 9/10:** Kristallnacht (The Night of Broken Glass)
- 1939 March 15/16:** Germany takes Czechoslovakia.
- September 1:** Germany attacks Poland from the west; the Soviet Union attacks Poland from the east.
- September 27:** Poland surrenders to Germany.
- October:** Germany begins euthanizing the sick and disabled in Germany.
- 1940 April 9:** Germany invades Denmark and Norway.
- May 15:** Holland surrenders to Germany.
- May 28:** Belgium surrenders to Germany.
- June 10:** Norway surrenders to Germany.
- June 14:** The Germans enter Paris.
- July 10:** The Battle of Britain begins.
- October 7:** German troops enter Romania.
- 1941 April 17:** Yugoslavia surrenders to Germany.
- April 27:** Greece surrenders to Germany.
- June:** German SS Einsatzgruppen begin mass murder of Polish Jews.
- July 31:** Göring instructs Heydrich to prepare for the Final Solution—the murder of all European Jews.
- September 1:** Germany orders Jews in Germany to wear yellow stars.
- September 3:** The first experimental use of gas chambers at Auschwitz occurs.
- September 19:** The German army takes Kiev.
- September 29:** The German army murders 33,771 Jews at Babi Yar, near Kiev.
- December 11:** Germany declares war on the United States.
- 1942 January 20:** The Wannsee Conference to coordinate the "Final Solution of the Jewish Question" convenes.
- June:** Mass murder of Jews by German forces, by gassing, begins at Auschwitz.
- July 22:** Deportations from the Warsaw Ghetto to German killing centers begin; the Treblinka death camp opens.
- 1943 February 18:** The Nazis arrest White Rose resistance leaders in Munich.
- April:** Jewish resistance in the Warsaw Ghetto begins.
- May 16:** Jewish resistance in the Warsaw Ghetto is crushed by German troops.
- June 11:** Himmler orders the liquidation of all Jewish ghettos in Poland.
- 1944 June 6:** D-Day landings.
- July:** The Polish army-led uprising against the German army begins in Warsaw.
- July 24:** Soviet troops liberate the first concentration camp at Majdanek.
- August 4:** Anne Frank and her family are arrested by the Gestapo in Amsterdam, Holland.
- August 25:** Liberation of Paris.
- October 2:** The Warsaw Uprising ends as the decimated Polish Home Army surrenders to the Germans.
- October 30:** The gas chambers at Auschwitz are used by the Germans for the last time.
- December 17:** German Waffen SS murder 81 U.S. POWs at Malmedy.
- 1945 January 26:** Soviet troops liberate Auschwitz.
- April 12:** The Allies liberate Buchenwald and Bergen-Belsen concentration camps.
- April 29:** The U.S. 7th Army liberates Dachau.
- April 30:** Adolf Hitler commits suicide.
- May 7:** Germany signs an unconditional surrender to the Allies.
- May 8:** V-E (Victory in Europe) Day.
- August 6:** Hiroshima, Japan, is the target of the first atomic bomb.
- August 9:** Nagasaki, Japan, is the target of the second atomic bomb.
- August 15:** The Japanese government surrenders; V-J (Victory over Japan) Day.
- September 2:** The Japanese sign the surrender agreement.
- October 24:** The United Nations is officially born.

## Historical Background

*A significant Jewish community existed in Germany as early as the late Middle Ages. The history of that community is part of European history broadly defined. But, throughout the course of the political and economic evolution and upheavals of Western civilization, the Jews were virtually always treated as a separate group. They were frequently persecuted on the one hand, yet on the other hand, some were able to make valuable contributions to the societies in which they lived.*

*The late 18th and 19th centuries, a time referred to as the Enlightenment, saw the beginning of increased Jewish participation into modern European society. The emancipation of Jews and their integration into the broader community was also part of German history as that region moved toward unification in 1871. But anti-Semitism had by no means disappeared. Elements of German society continued to espouse racist and anti-Jewish philosophies, whether formally through political parties or within social, economic, and cultural organizations. Thus, two conflicting historical strands continued to be played out within German society: the spirit of the Enlightenment against the dark underlying currents of anti-Semitism. The polarization between the integration of Jews throughout German society and the rising tide of politically motivated anti-Semitism became strongly pronounced after World War I, with the establishment of the democratic Weimar Republic. It was during this period, in Bavaria in 1919, that the National Socialist Party was established and, with it, the formal adoption of its pernicious racial doctrines.*

*Initially a small radical party, the Nazis were largely ignored during the early years of the Weimar Republic. But this changed dramatically as the global economic crisis of the depression hit Germany. Thus, in 1928, the Nazi party won 3 percent of the vote for the Reichstag, the German parliament. This vote rose to 18 percent in 1930 and 37 percent in 1932, enabling the Nazis to become the largest party in the Reichstag. As the Nazi party gained strength, not only did its anti-Jewish violence increase, but the “Jewish question” became one of the central political issues in its thrust for power. The democratic Weimar regime faltered and ultimately collapsed as Germany’s constitutional and economic crises intensified.*

*On January 30, 1933, Adolf Hitler was appointed chancellor and the paramilitary organizations of the Nazi party quickly moved to remake Germany into a totalitarian state. Their strategy included a campaign of almost unrestrained hostility toward the Jewish population. Within a few months, the so-called “Enabling Law” was passed to give dictatorial power to Hitler and his subordinate leaders of the Third Reich.*

*Anti-Jewish laws and decrees, as well as acts of terrorism and incitement against Jews, quickly accelerated. This culminated in the Nuremberg Laws of 1935, which formally defined the racist policies of the German government and gave legal status to the course*

*of events to follow. In 1938, Kristallnacht, the “Night of Broken Glass,” marked a new high point in state-sanctioned terrorism against the Jewish population, with widespread destruction of Jewish synagogues, businesses, and lives. Finally, in 1941, the “Final Solution,” the Nazi-inspired program for the murder of the Jewish population in Germany and in all of Europe, began.*



# GERMANY



# DEATH and CONCENTRATION CAMPS



# ISRAEL

## Video Synopsis

*“Treason or Honor” opens with a summary of the course of anti-Jewish actions taken by the Nazis as a result of their assumption of power. Archival footage illustrates the increasing drive toward implementation of their declared strategy for the annihilation of European Jewry.*

*At first, many Jews and others ignored or minimized the growing threat of the Third Reich. But the darkness intensified with the Nuremberg Laws and Kristallnacht and the consolidation of national unity supporting the policies of the regime. By 1939, half of the Jews of Germany had fled. But many others found themselves unable to escape or were turned back at border crossings. In 1941, the trains began transporting German Jews to the death camps in Germany and Poland, and the terror of the Holocaust began to unfold.*

*While the Jews of Germany found themselves hopelessly trapped by the stranglehold of the German government’s policies, there were a few non-Jewish Germans who responded to the tragic circumstances of the time. They reached out to help—to rescue Jewish fugitives where and when they could. All Germans could have been hostile or indifferent to the plight of the Jews, but a few chose instead to do what they could to try to be helpful—even though their actions were illegal and fraught with great danger to themselves. “Treason or Honor” recounts the experiences of six such individuals and families.*

*An aging German tells how, as a young soldier returning from the Russian front in 1944, he found out that his parents had hidden two Jewish families for two years. Notwithstanding the warnings they had received and their constant concern over betrayal, this couple persevered in their protection of the two families until the war ended.*

*A Quaker family, themselves restricted by German policies, unable to find work or to move freely, nevertheless took into their small apartment two young Jewish women. Their Quaker background gave them the moral strength to resist the Nazis as best they could and to offer help to their fellow human beings.*

*A circus owner, gruff and commanding in personality, put a Jewish woman into a circus act to save her and her family. He somehow managed to get rid of others in his troupe who complained. He says simply that he had to do it, to save these people, although “I still don’t know how I could have done it.”*

*The son of another couple, a Bavarian family, tells how his parents took in a Jewish mother and daughter as they moved from place to place ahead of the Nazi authorities. The son explains that it was very difficult for his parents to be inwardly against their own fatherland, but they were convinced anti-Nazis and true to the church.*

*For a German engineer and business manager, the Nazi regime meant an assignment early in the war to a small city in Poland, where he was placed in charge of a factory and had access to a Jewish labor force. When the deportations of Jews began from this city, he realized what was happening, that they were being sent to their deaths. To save those he could, he claimed to the Nazi officials that he needed many of the Jews who were about to be deported. He also hid Jews in his office and his home as well. He said he was young and didn't worry about the risks.*

*Finally, an elderly woman from Dresden tells of the destruction from Allied bombing that rained down on that city during the war. In the midst of the difficulty for the local population, a young Jewish man escaped from a forced labor death march and turned to her and her husband. Help was not refused. They hid him, trusting no one, and lived in constant fear and privation.*

*The woman notes that the persecution of the Jews had weighed heavily on her and her husband. She sadly recalls the harsh treatment given to so many innocents. But a greater sadness and pain emerges. She then explains that her husband, at the end of the war, was killed by the Nazis. The Nazis said he was a traitor and they killed him. The widow still lives in her home near Dresden, close to where her husband is buried.*

## **Yad Vashem**

*The Memorial of Yad Vashem in Jerusalem records the deeds of these and other non-Jews who risked their lives to save Jews. Compared with the need of Jews desperate for help against the finality of the Holocaust, the actual numbers of those providing aid and rescue were small. This was especially true in Germany itself.*

*But as the film makes clear, those who had a chance to help people in need, in this case Jewish fugitives, faced the choice between evil and good. Something in the conscience of some of these individuals and families led them to risk their own lives to help their people—to do the right thing because it was, in fact, the right thing to do. In so doing, it is argued, they lifted themselves to the highest level of true humanity. The good in their lives is thus enshrined in the annals of Yad Vashem, where they are honored as Righteous Among the Nations and, through this film, in our own thoughts as well.*

# Classroom Activities

## Participatory Lessons

- Before viewing, use the map handout to locate the sites mentioned in the video, review the vocabulary words, and give students the names mentioned in the program. Use the timeline and historical background to set the stage for the video. This preparation will broaden students' viewing experience.
- Mr. and Mrs. Schroedter, Ilse and Gerhard Schwersensky, Adolf Althoff, Severin and Anastasia Gerschuetz, Berthold Beitz, and Mr. and Mrs. Fuchs were rescuers of Jews threatened with death by Hitler's policies. Give the students these names prior to watching "Treason or Honor." As students watch the video, ask them to discern any similarities in the stories of the rescuers who decided to risk treason and its consequences to do the honorable thing. How were their circumstances different? Speculate on what life must have been like for the families of the rescuers and the Jews being hidden. Ask students to portray one or the other side and keep a diary for a week. Allow students to discuss their feelings shared in the diaries.
- Auschwitz and Belzec extermination camps and Ravensbrueck concentration camp are referred to in "Treason or Honor." What is the difference between the two types of camps? Research the camps and use the map handout to locate their geographic positions. (Students should see that the concentration camps were located mainly in Germany and the death camps in Poland.) Ask students to speculate on why the camps were located as they were. (The Nazis wanted the death camps far away from western Europe.)
- Give students the Yad Vashem handout or have them find information about the Righteous Among the Nations at <http://www.yad-vashem.org>. Have students graph the data on the number of individuals so designated. Let individual students or small groups choose the form of graph they feel can best illustrate the data. If possible, have students use graphing software to create the graphs. Students should be prepared to explain why they chose a specific graph form. Ask them what conclusions they can draw from the graphed data.
- Working in small groups, ask students to design a memorial for the Righteous Among the Nations. Have them hand draw their plans, create them using drawing or CAD computer software, or use modeling clay. If students cannot physically design the memorials, still let the small groups go through the process of deciding what research they would do and how they would reach consensus.
- There are many Web sites available on WWII, the Holocaust, and rescuers. Let individual students or small groups choose a topic for research and prepare a multimedia presentation for the class.

- Have students research recent events in which they feel someone may have acted as a rescuer in modern society. What actions would suggest that a person acted with honor?
- If there are Holocaust survivors available, especially those who lived in Germany, ask them to come speak to the class. Or, have students write letters asking about the political and social climates of Germany at this time, the availability of food and necessities, and the bravery necessary to hide Jews and the possible consequences for doing so.

## Classroom Discussion

- *There were Germans who resisted and disobeyed Nazi laws and policies and sought to save their Jewish neighbors and compatriots. Those who did so acted for a variety of reasons but, as German citizens, they took on responsibilities and risks of a special dimension.*

*They acted in opposition to official, legally sanctioned persecution and genocide. As the title of the film notes, these individuals and families faced the ultimate question of whether they were prepared to act against their own government on the basis of morality. The film evidences answers that reflect a unique strength of character that firmly denied the dictates of their own government.*

*One important issue for discussion could deal with the question of loyalty versus conscience, the dilemma that arises when an officially sanctioned system calls for immoral behavior. History notes many cases of “civil disobedience,” resistance against immoral government policies. But history also notes cases where civil disobedience itself is morally wrong, where the state itself is called upon to enforce laws against immoral or insufferable behavior by individuals or groups.*

*Nazism and the Holocaust certainly present as clear a case as possible to justify individual resistance to established authority. It is essential in this regard to understand those characteristics of Nazi policies that justified such resistance. State-mandated genocide and the irrational official persecution through which this policy was implemented clearly raised the issue of honor and morality in the minds of the rescuers portrayed in the film. It is important for each of us to consider what our own response would be not to a Holocaust situation but toward the everyday acts of intolerance, injustice, and prejudice to which we are each exposed.*

- *For German rescuers, it would seem that the only reward for their risk was intensely personal—not to save their country or its traditions but simply to act, and mostly act alone, for there was little organized and coordinated rescue effort in Germany, as was the case in other countries.*

*As rescuers, what could they have thought might have been the end of the situation in which they found themselves? How long did they think they could continue to help Jews? What did they think would happen if Germany won the war? And, finally, how can we interpret their motivation? In many ways, they were caught in the machinery of events over which they had no control, except perhaps control over their own conscience.*

- *The actions of the German rescuers were not, as in other cases, to protect only former Jews who became religious converts or Jewish spouses of gentiles or political party colleagues. The motivation of these individuals seems ultimately and simply grounded in their humanity and the strength of their moral convictions.*

*Thus, one thing to consider, particularly in the case of German rescuers, was the individual nature of actions taken. These heroes were largely isolated and, one would think, hemmed in by fear and loneliness in their inability to confide to family and friends. Nevertheless, they managed to avoid the herd instinct and group control that was so clearly a feature of the situation in Germany during the Nazi regime.*

*This factor underscores the importance of the human relationship between people, for it has been noted that, in almost every case of German rescuers, the people involved—the rescuers and the rescued—experienced each other as individuals, as human beings, rather than as abstract stereotypes. In these circumstances, these rescuers acted as individual moral agents responding to those with whom they felt a human bond or connection.*

*What difference might there have been in Germany if people of conscience had acted earlier and more decisively against the declared Nazi policies? At what point might German and Western society have recognized where Hitler's racist and anti-Semitic views would lead? His views that appeared in his earliest published writings were, after all, no secret. The question then is why there was not more organized and systematic response and resistance to the Nazi ideology from the earliest of its days? What would it have taken for German society to disavow and discredit the excesses of hatred?*

- *Consider the relevance of civil disobedience as a means of drawing attention to social grievances.*
- *What types and degrees of injustices do students see in their own communities? Do they do anything about such occurrences? Is there a difference between acting on the spur of the moment (e.g., I see a child in danger and act to save him/her) and knowingly risking your own and your family's safety or position in society to do the "right thing"?*
- *Ultimately, the question faced by each student is how to define for him-/herself the meaning of moral courage and the importance of guiding one's life in accordance with that meaning.*

## **Yad Vashem Handout**

Yad Vashem, the Holocaust Martyrs' and Heroes' Remembrance Authority, was established in 1953 by an act of the Israeli Knesset. Its purpose is threefold:

- to honor the 6 million Jews murdered by the Nazis and their collaborators,
- to commemorate the Jewish communities destroyed in an attempt to eradicate the name and culture of Israel, and
- to celebrate the heroism and fortitude of the Jews and the Righteous Among the Nations.

The Avenue and Garden of the Righteous Among the Nations honor those non-Jews who, according to the noblest principles of humanity, risked their lives to help Jews during the Holocaust. Almost 2,000 trees, symbolic of the renewal of life, have been planted in and around the avenue. Adjacent to each tree is a plaque listing the names and countries of those being honored. The names of other non-Jews recognized by Yad Vashem as the Righteous Among the Nations are engraved on the walls in the Garden of the Righteous Among the Nations.

### **Contact Information**

Yad Vashem

The Holocaust Martyrs' and Heroes' Remembrance Authority

PO Box 3477

Jerusalem 91034

Phone: (972) 2 6443400

Fax: (972) 2 6443443

E-mail: [info@yad-vashem.org.il](mailto:info@yad-vashem.org.il)

### Righteous Among the Nations: Country and Ethnic Origin

Poland	5,373	Switzerland	27
Netherlands	4,289	Moldova	33
France	1,913	Denmark	14
Ukraine	1,403	Bulgaria	13
Belgium	1,172	Great Britain	13
Hungary	503	Norway	16
Czech-Republic/Slovakia	434	Sweden	7
Lithuania	440	Armenia	3
Russia + Belarus	434	Spain	3
Germany	336	Estonia	2
Italy	266	Brazil	1
Greece	231	China	2
Yugoslavia (all countries)	213	Japan	1
Austria	83	Luxembourg	1
Latvia	90	Portugal	1
Romania	55	Turkey	1
Albania	56	USA	1
		<b>Total Persons</b>	<b>17,433</b>

From: Yad Vashem, Department for the Righteous Among the Nations (January 1, 2000)

## Selected Resources

### Bibliography

- Bartoszewski, Wladyslaw. *The Samaritans, Heroes of the Holocaust*. New York: Twayne Publishing, 1970.
- Block, Gay. *Rescuers: Portraits of Moral Courage in the Holocaust*. New York: Holmes & Meier, 1994.
- Deutschkron, Inge. *Berlin Jews Underground*. Berlin: Helimich KG, 1990.
- Feingold, Henry. *The Politics of Rescue: The Roosevelt Administration and the Holocaust, 1938–1945*. New Brunswick, N.J.: Rutgers University Press, 1970.
- Fogelman, Eva. *Conscience & Courage: Rescuers of Jews During the Holocaust*. New York: Anchor Books, 1994.
- Gross, Leonard. *The Last Jews in Berlin*. New York: Simon and Schuster, 1982.
- Handler, Andrew. *A Man for All Connections: Raoul Wallenberg and the Hungarian State Apparatus, 1944–1945*. Westport, Conn.: Praeger, 1996.
- Hellman, Peter. *When Courage Was Stronger Than Fear*. New York: Marlowe & Company & Balliett & Fitzgerald Inc., 1999.
- Herf, Jeffrey. *Divided Memory*. Cambridge, Mass.: Harvard University Press, 1997.
- Jarrett, James L. *The Teaching of Values: Caring and Appreciation*. London, New York: Routledge, 1991.
- Koch, H. W. *In the Name of the Volk*. Barnes & Noble, Inc., 1997.
- Lazare, Lucien. *Rescue as Resistance: How Jewish Organizations Fought the Holocaust in France*. New York: Columbia University Press, 1996.
- Leboucher, Fernande. *Incredible Mission*. Garden City, N.Y.: Doubleday, 1969.
- Levine, Hillel. *In Search of Sugihara: The Elusive Japanese Diplomat Who Risked His Life to Rescue 10,000 Jews from the Holocaust*. New York: Free Press, 1996.
- Marton, Kati. *Wallenberg: Missing Hero*. New York: Arcade Publishing, 1995.
- Oliner, Samuel P. *The Altruistic Personality: Rescuers of Jews in Nazi Europe*. New York: Free Press, 1988.
- Paucker, Arnold. *Jewish Resistance in Germany*. Berlin: Kupijai & Prochnow GmbH & Co. KB, 1991.

Ramati, Alexander. *The Assisi Underground: The Priests Who Rescued Jews*. New York: Stein and Day, 1978.

Rewald, Ilse. *Berliners Who Helped Us to Survive the Hitler Dictatorship*. Berlin: DruckVogt GmbH, 1990.

Rivera, Geraldo. *A Special Kind of Courage: Profiles of Young Americans*. New York: Simon and Schuster, 1976.

Schlessinger, Laura. *How Could You Do That?! The Abdication of Character, Courage and Conscience*. New York: HarperCollins, 1996.

Silver, Eric. *The Book of the Just: The Unsung Heroes Who Rescued Jews from Hitler*. New York: Grove Press, 1992.

Tec, Nechama. *When Light Pierced the Darkness: Christian Rescue of Jews in Nazi-Occupied Poland*. New York: Oxford University Press, 1986.

von Meding, Dorothee. *Courageous Hearts*. Providence: Berghahn Books, 1997.

## **Videos**

*America and the Holocaust*

*The Attic*

*Courage to Care*

*The Cross and the Star*

*The Diary of Anne Frank*

*The Hiding Place*

*Holocaust Hero: A Tree for Sugihara*

*The Longest Hatred*

*Memory of the Camps*

*Missing Hero: Raoul Wallenberg*

*The People Next Door*

*The Power of Conscience: The Danish Resistance and the Rescue of the Jews*

*Primo Levi*

*Schindler's List*

Treason or Honor

*Summer of My German Soldier*

*Survivors of the Holocaust*

*They Risked Their Lives: Rescuers of the Holocaust*

*Weapons of the Spirit*

*We Were So Beloved*

*The White Rose*

*The Yellow Star*

## **Web Sites**

*The Anne Frank Center USA:* <http://www.annefrank.com/>

*The Anne Frank House:* <http://www.channels.nl/amsterdam/annefran.html>

*The Anti-Defamation League:* <http://www.adl.org/>

*Anti-racismnet:* <http://www.anti.racism.net/>

*The Candles Holocaust Museum:* <http://www.candles-museum.com>

*Cavallo Foundation:* <http://www.cavallo.org/index.html>

*The Center for Holocaust and Genocide Studies (University of Minnesota):* <http://www.chgs.umn.edu:592/chgs>

*Cybrary of the Holocaust:* <http://remember.org/%20> and <http://remember.org/educate/index.html>

*Facing History and Ourselves:* <http://www.facing.org/>

*Fortunoff Video Archive for Holocaust Testimonies (Yale University):* <http://www.library.yale.edu/testimonies/homepage.html>

*Holocaust Guide at the Mining Company:* <http://holocaust.miningco.com/>

*Holocaust Memorial Center:* <http://www.holocaustcenter.org/>

*Holocaust Museum Houston:* <http://www.hmh.org/>

*Holocaust Understanding and Prevention:* <http://www.ed.gov/pubs/EPTW/eptw8/eptw8f.htm>

*Institute for Global Communications:* <http://www.igc.org/>

*Life Unworthy of Life:* <http://www.ed.gov/pubs/EPTW/eptw8/eptw8f.html>

*Massuah*: <http://www.massuah.org/home.htm>

*The Nizkor Project*: <http://www.Holocaust-trc/bibliog.htm>

*Peace Abbey Courage of Conscience Award*: <http://www.peaceabbey.org/recipients.htm>

*Peacenet*: <http://www.igc.org/igc/peacenet/>

*Profile in Courage Essay Contest/The John F. Kennedy Library Foundation*: <http://www.cs.umb.edu/jfklibrary/>

*Questions and Answers About the Holocaust*: <http://www.yad-vashem.org.il/holocaust/index.html>

*Reach and Teach*: <http://flock.mwci.net/~edsdanzig/index2.html>

*Responses to the Holocaust: A Hypermedia Sourcebook*: <http://www.bitlink.com/~rsl/responses/response.htm>

*Simon Wiesenthal Center*: <http://wiesenthal.com/>

*Story of Oscar Schindler—Rake and Saviour*: <http://home8.inet.tele.dk/aaaa/Schindler2.htm>

*United States Holocaust Memorial Museum*: <http://ushmm.org/education/guidelines.htm>

*Womensnet*: <http://www.igc.org/igc/womensnet/>

*Yad Vashem*: <http://yad-vashem.org.il/education/index.html>

**For more information about The Foundation for Moral Courage, contact:**

The Foundation for Moral Courage  
1800 K Street, NW  
Suite 1120  
Washington, D.C. 20006

Phone: 202.429.9320  
Fax: 202.659.2667  
E-mail: [info@moralcourage.org](mailto:info@moralcourage.org)  
<http://www.moralcourage.org/>



# Order Form

To order using Visa, MasterCard, or Discover, call 1.800.553.7752, or visit our online store at SCETVStore.org.  
To order using check or purchase order, please complete the form below and mail to:

SCETV Marketing  
PO Box 11000  
Columbia, SC 29211

Catalog No.	Program Title	Quantity	Total
244-002	A Debt to Honor (Program 1) (\$39)		
244-006	The Other Side of Faith (Program 2) (\$39)		
244-003	It Was Nothing...It Was Everything (Program 3) (\$39)		
244-001	Rescue in Scandinavia (Program 4) (\$39)		
244-005	Treason or Honor (Program 5) (\$39)		
244-004	Zegota: The Council for Aid to Jews in Occupied Poland, 1942-1945 (Program 6) (\$39)		
244-007	Zegota: A Time to Remember (Program 7) (\$39)		
<b>Subtotal</b>			
<b>5% sales tax (SC residents only)</b>			
<b>Shipping/Handling (\$4.50/program; \$13/3 or more programs)</b>			
<b>TOTAL</b>			

## Method of Payment

- My check or money order is enclosed. Please make your check payable to the SCETV Commission.
- Bill to my credit card.
- Visa     MasterCard     Discover

Card No. \_\_\_\_\_

Expiration Date \_\_\_\_\_

## Shipping Outside the Contiguous United States

If you live in Alaska, Hawaii, Canada, or elsewhere outside the contiguous U.S., call 803.737.3436 for shipping/handling charges.

## Delivery

Please allow two to three weeks for delivery.

## Ordered by:

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone (    ) \_\_\_\_\_

Fax (    ) \_\_\_\_\_

E-mail \_\_\_\_\_

## Ship to (if different from Ordered by):

NOTE: Please use your street address—we cannot ship to PO boxes.

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone (    ) \_\_\_\_\_

Fax (    ) \_\_\_\_\_

E-mail \_\_\_\_\_



# Order Form

To order using Visa, MasterCard, or Discover, call 1.800.553.7752, or visit our online store at SCETVStore.org. To order using check or purchase order, please complete the form below and mail to:

SCETV Marketing  
PO Box 11000  
Columbia, SC 29211

Catalog No.	Program Title	Quantity	Total
244-002	A Debt to Honor (Program 1) (\$39)		
244-006	The Other Side of Faith (Program 2) (\$39)		
244-003	It Was Nothing...It Was Everything (Program 3) (\$39)		
244-001	Rescue in Scandinavia (Program 4) (\$39)		
244-005	Treason or Honor (Program 5) (\$39)		
244-004	Zegota: The Council for Aid to Jews in Occupied Poland, 1942–1945 (Program 6) (\$39)		
244-007	Zegota: A Time to Remember (Program 7) (\$39)		
<b>Subtotal</b>			
<b>5% sales tax (SC residents only)</b>			
<b>Shipping/Handling (\$4.50/program; \$13/3 or more programs)</b>			
<b>TOTAL</b>			

**Method of Payment**

My check or money order is enclosed. Please make your check payable to the SCETV Commission.

Bill to my credit card.

Visa     MasterCard     Discover

Card No. \_\_\_\_\_

Expiration Date \_\_\_\_\_

**Shipping Outside the Contiguous United States**

If you live in Alaska, Hawaii, Canada, or elsewhere outside the contiguous U.S., call 803.737.3436 for shipping/handling charges.

**Delivery**

Please allow two to three weeks for delivery.

**Ordered by:**

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone (    ) \_\_\_\_\_

Fax (    ) \_\_\_\_\_

E-mail \_\_\_\_\_

**Ship to (if different from Ordered by):**

NOTE: Please use your street address—we cannot ship to PO boxes.

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone (    ) \_\_\_\_\_

Fax (    ) \_\_\_\_\_

E-mail \_\_\_\_\_