

# CARTOONISTS AGAINST THE HOLOCAUST

## TEACHER'S GUIDE



BY **JULIA A. SCALLERO & STEVEN A. GOLDBERG**  
**HOLOCAUST & HUMAN RIGHTS EDUCATION CENTER**

AND

**RAFAEL MEDOFF**

**THE DAVID S. WYMAN INSTITUTE FOR HOLOCAUST STUDIES**

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# ANALYZING POLITICAL CARTOONS

Political cartoons address social and political issues, and they express strongly held viewpoints about those issues. Teachers should emphasize that it is impossible to fully understand most political cartoons without some background knowledge of the issues with which they deal.

## Exploring the Elements of Political Cartoons

1. Ask students to draw symbols with which they are familiar and challenge their classmates to identify their meaning. (For example, scales of justice, the Nike logo, or a dove.)
2. Discuss how pictures can convey messages and meanings. Can images be more powerful than words? Are words always necessary?

## Cartoonists use five main elements to convey their point of view

- \* Symbolism: using an object to stand for an idea.
- \* Captioning and labels: used for clarity and emphasis.
- \* Analogy: a comparison between two unlike things that share some characteristics.
- \* Irony: the difference between the way things are and the way things should be or the way things are expected to be.
- \* Exaggeration: overstating or magnifying a problem or a physical feature or habit: big nose, bushy eyebrows, large ears, baldness.

# 1. HITLER COMES TO POWER

## SUMMARY

In January 1933, Adolf Hitler and the Nazi Party rose to power in Germany through democratic elections and coalition bargaining. Some Americans believed he would not be as extreme as he seemed in the election campaign. Within a short time, however, the new Nazi regime was actively persecuting Germany's Jewish citizens.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

## QUESTIONS

*Look at the following cartoons in this chapter – Kirby (p.14), Gale (pp.16,22) and Rose (p.19)*

1. According to these cartoonists, what impact did the rise of the Nazi Party have on the German people? How does each cartoonist reflect this in both words and symbols?
2. In an era when there was no Internet or television, how did Americans find out what the Nazis were doing?
3. What are the advantages and disadvantages of getting news from newspapers or radio rather than video and television?

*The cartoons by Gale (p.16) and Rose (p.19) invoked historical analogies.*

4. Why are examples from history relevant? What specific historical analogies does the cartoonist use?
5. The cartoons by Temple (p.17) and Darling (p.18) offered very different reasons as to why they thought Hitler would not be so awful. Explain. What images does each cartoonist use to convey his message?

*Berg (p.20), Rose (p.21) and Kirby (p.21) invoked the infamous Nazi symbol, the swastika, in their cartoons.*

6. Why did Rose, who was Jewish and drawing for a Jewish publication, use a distinctly Christian element in his cartoon? What was Calvary?
7. What is the implication of Berg spelling “record” with a “W” in his cartoon? What four groups or ideas are crushed by the swastika?
8. Who is the victim in Rose’s cartoon, and who is the victim in Kirby’s?

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## 2 SYMBOLS OF HATE

### SUMMARY

The stiff-armed salute and the swastika quickly became the best known symbols of Nazism. Nazi propagandists tried to make it appear as if those symbols were originally German, although they were not.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. How do the cartoons in this chapter reflect what the swastika and arm salute came to represent?
2. Why do you think some countries today ban the swastika?
3. What are some kinds of salutes used in our time?
4. In Fitzpatrick (p.26), with what does the cartoonist contrast the hand salute?

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### 3. BURNING PEOPLE, BURNING BOOKS

#### SUMMARY

During its first months in power, the Hitler regime fired Jewish teachers from schools, banned books by Jewish authors from school curricula, and held mass book-burnings. Some American college students protested the burnings; others felt it was none of America's business.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

#### QUESTIONS

1. To what does Block (p.31) compare the book burnings? Why?
2. How does Burck's cartoon (p.32) reflect Heinrich Heine's 1819 statement (as quoted on p.29)? Do you agree that there is a connection between the two?
3. What does the cartoonist on p.34 (artist unknown) see as the contrast between Hitler's public image and the reality of his policies?
4. According to Limbach (p.34), who was the mastermind behind the book burnings?
5. What could other countries have done to stop the book burnings? Should they have tried to intervene in some way?
6. Use the cartoon by Carl Rose (p.33) with the Cartoon Analysis Worksheet template. What does apotheosis mean? Why does Rose use this word as the title of his cartoon? What books are mentioned in the cartoon? Why were these books burned by the Nazis?

#### EXTENSION

Teachers may assign students to research the identity of the following writers and determine why their books were burned by the Nazis: Albert Einstein, Heinrich Heine, Ernst Toller, Thomas Mann, Helen Keller, and Karl Marx.

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## 4. MINISTER OF HATE: JOSEPH GOEBBELS

### SUMMARY

Hitler put his comrade Joseph Goebbels in charge of a Nazi propaganda campaign to win public support for Nazi beliefs and policies.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. How do the cartoonists that depict Joseph Goebbels illustrate the use of propaganda?
2. The German election results in the early 1930s indicated strong support for Hitler. Why would some Americans, including Godal (p.38), believe that most Germans didn't really support the Nazis?
3. Can you think of examples from other countries or time periods in which propaganda inspired acts of violence?
4. Use the cartoon by Carl Rose (p.38) with the Cartoon Analysis Worksheet template. Who was Julius Streicher? Why does the cartoonist use the image of the crocodile?

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## 5. TEACHING CHILDREN TO HATE

### SUMMARY

Hitler used German schools to raise a generation of devoted young Nazis. German children were taught that they were racially superior, that Germany had a moral right to expand into the territory of neighboring countries, that Jews deserved to be persecuted, and that traits such as kindness and compassion were signs of weakness.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. How do these cartoonists comment on the Nazis' use of schools as vehicles to promote antisemitism?
2. Hoffman (p.44) sought to give his readers an up-close view of the grim reality of schools in Nazi Germany. Why are the other children responding so happily to the teacher's mistreatment of the little boy and girl?

### NOTES:





## 7. HITLER ON TRIAL

### SUMMARY

American Jewish organizations and other groups staged a mock trial of Hitler at Madison Square Garden in 1934. Prominent scholars, members of Congress, and others took part to bring attention to Nazi outrages.

### QUESTIONS

1. Using the Cartoon Analysis Worksheet template, who or what does the lady represent in Rose's cartoon (p.50)? Do you think the inclusion of the indictment in the cartoon is effective?

### EXTENSION

In the original mock trial, a variety of individual "prosecutors" made the case against Adolf Hitler on a number of separate charges.

Divide your students into teams, one to focus on the charge of mistreating writers, one on persecution of Jews, one on exploitation of doctors, and so on. Using newspaper reports in 1933 as their only source of information – so their arguments will be based on what was actually known at that time – have each team prepare an indictment against the Nazi regime.

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## 8. RACISM AS A WAY OF LIFE

### SUMMARY

Nazi propagandists developed a radical new worldview based on the idea that Germans, as the “master race,” had a right and obligation to persecute other races and, in particular, to completely eliminate all Jews, and anything connected to Jews, from Germany. Nazi laws banned all cultural contributions, medical innovations, and scientific breakthroughs made by Jews.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. How do Rose, Seuss, and Johnstone (pp.52-56) mock the absurd lengths to which the Nazis went to separate Jews from “Aryan” society and to ban or destroy anything they imagined might have the slightest connection to Jews? Give specific examples from each cartoon.

### EXTENSION #1

Students should research the work of Arthur de Gobineau.

### EXTENSION #2

If an American president today took steps similar to what Hitler did in the 1930s, how would our lives be affected? For example, what are some of the movies and television shows that would be forbidden? Which comedians would be banned? (e.g. Jon Stewart) How would medical care be affected? (e.g. Jonas Salk) Which rock bands would be dismantled because some of their musicians are Jewish? (Aerosmith, Bon Jovi, Red Hot Chili Peppers, and many more)

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## 9. THE COLD POGROM

### SUMMARY

During their first years in power, the Nazis implemented harsh economic and social restrictions that were designed to choke off Jewish life in Germany and pressure Jews to leave the country. This form of persecution was nicknamed a “cold pogrom,” as distinct from the traditional pogrom of government-sponsored mob violence.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. How does the concept of the cold pogrom differ from a government-sponsored pogrom? Which has more of an impact in the short and long run?
2. How do the cartoons by Rose (pp.58,59) and Duffy (p.59) reflect Nazi restrictions on the Jews? Give examples.
3. Use the cartoon “The Sower” by Edmund Duffy (p.59) with the Cartoon Analysis Worksheet template. What is a sower? What is he doing? What is the point of view of the cartoonist?

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# 10. THE NUREMBERG LAWS

## SUMMARY

At a Nazi gathering in the German city of Nuremberg in 1935, the Hitler regime enacted a series of laws stripping German Jews of their citizenship and rights. The design of Germany's flag was also officially changed to the swastika emblem.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

## QUESTIONS

1. What is the commentary of Fitzpatrick (p.62) and Duffy (p.63) on the adoption of the new Nazi flag?
2. Pergament (p.64) satirized the Nuremberg laws through a mock version of the biblical Ten Commandments. Explain the hypocrisy that the artist was citing in each of the commandments.

## EXTENSION # 1

What were some of the racist laws that existed in the United States during the 20th century? How were they different from the laws of Nazi Germany? How and why were they changed?

## EXTENSION #2

A nation's flag — its colors and symbols — often have historical or nationalistic meaning. Choose one country from each continent, research the meaning of the design of its flag, and compare it to the flag of Nazi Germany.

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# 11. DOING BUSINESS WITH HITLER

## SUMMARY

The Roosevelt administration maintained normal trade relations with Nazi Germany in the 1930s, prior to World War II and the Holocaust. Some anti-Nazi activists, such as Major Fiorello LaGuardia of New York City, promoted a boycott of German goods and services.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

## QUESTIONS

1. According to Carl Rose’s cartoon (p.66), what was the “little lesson” in economics?
2. How are the positions of Carl Rose (p.66) and John Cassell (p.67) similar and how are they different?
3. Use the cartoon by Keith Temple, “How Much Will You Pay Me to Stop?” (p.68), with the Cartoon Analysis Worksheet template.

## EXTENSION

Was Fiorello LaGuardia justified? Was it appropriate to mix business and politics? Why or why not?  
How do you feel about the United States doing business today with countries that violate human rights?

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# 12 ARYANIZATION

## SUMMARY

The Nazis forced Jews to sell their property to non-Jews for far less than what it was worth, and replaced Jewish business owners with non-Jews. They called these policies “Aryanization.”

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

## QUESTIONS

1. According to the cartoons by Kirby (p.70), Russell (p.71) and Rankin (p.72), the policy of “Aryanization” was an excuse or justification for what specific actions taken against the Jews?

## EXTENSION

In her diary, 13 year-old Eva Heyman recalled her strong emotional reaction when policemen came to confiscate her bicycle – she threw herself on the ground, shouting and crying. Was her behavior justified, or do you think she was being a crybaby? How do you think you would have responded if something like that happened to you?

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# 13. THE LEAGUE OF NATIONS

## SUMMARY

The League of Nations was established to bring about international action to deal with crises such as the plight of German Jewry. But the League's rules – such as the need for a unanimous vote to put proposals into action – were impractical. The League's High Commission of Refugees coming from Germany proved to be a complete failure because it could not compel governments to cooperate.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

## QUESTIONS

1. According to the cartoonist on p.74 (artist unknown), why were some people optimistic about the League of Nations' ability to protect the Jews?

## EXTENSION

Divide the students into teams that represent a country's delegation to the League of Nations. Have them read about the powers of individual League members, in order to understand what options they had. Hold a mock League session, debating possible action to help Germany's Jews.

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# 14. THE NAZI OLYMPICS

## SUMMARY

Many Americans urged the Roosevelt administration and the American Olympic Committee to boycott the 1936 Olympics Games, which were held in Nazi Germany. When that failed, some U.S. athletes refused to take part in the games, but most did participate.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

## QUESTIONS

1. According to the cartoonists in this chapter, how were the Nazi Olympics a violation of the Olympic code?
2. Why did Hitler want to have the Olympic Games held in Germany? What did he stand to gain?
3. What was the significance of Jesse Owens' victories at the 1936 games?
4. Use the cartoon by Doyle, "The Modern Mercury" (p.78), with the Cartoon Analysis Worksheet template. What is the significance of the title? Who are the two figures? How do their messages differ?

## EXTENSION

Stage a mock debate between those urging a boycott of the 1936 Olympics and those who advocated participation.

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# 15. NAZISM SPREADS

## SUMMARY

By the late 1930s, Germany was not the only European country engulfed in antisemitism. In Romania, Italy, Slovakia, Lithuania, Poland, and Hungary, antisemitic movements gained influence, and sometimes played a role in government policy.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

## QUESTIONS

Duffy’s cartoon on p.83 points to the spread of antisemitism in Rumania; on p.84, he focuses on Italy.

- 1. How did Hitler’s policy of antisemitism influence East European countries?
- 2. How did Mussolini’s Jewish policy change after he grew closer to Hitler?

## EXTENSION

Do you think the spread of antisemitism to other countries made countries in the West, such as the United States, more likely, or less likely, to try to help the Jews?

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# 16. HITLER'S MOVE INTO AUSTRIA

## SUMMARY

In March 1938, German troops marched into Austria. The unification of Germany and Austria was greeted by cheering crowds and a wave of local antisemitic violence. These events were often portrayed in the West, however, as if the Austrians were unwilling victims of Nazi aggression.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

## QUESTIONS

1. According to Rose (p.87), Jensen (p.89) and Darling (p.90), how are dictators able to get their way?
2. In the opinion of Rose (p.88) and Duffy (p.92), what did the Austrians lose as a result of the unification, or Anschluss, with Germany?
3. Use the cartoon "Does He Really Like It?" (p.91), with the Cartoon Analysis Worksheet template. Who is the figure? How do you know? According to the cartoonist, how did life in Austria change after the Anschluss? What is the cartoonist's point of view?

## EXTENSION

Do people in democratic countries sometimes voluntarily choose to adopt non-democratic ways? Why would they choose to do that?

Find other examples from the 1930s, where "might makes right" — where one country forced its ways upon another.

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# 17. PAPER WALLS

## SUMMARY

In 1921, a strict immigration quota system based on national origin was established in the United States. In the 1930s, the Roosevelt administration made it even more difficult for German and Austrian refugees to qualify under the quota system. Applicants faced numerous extra requirements and bureaucratic hurdles, or “paper walls,” that made it harder for them to qualify for admission.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

## QUESTIONS

1. How does Godal (p.95) apply the medieval depiction of the “Wandering Jew” to the plight of European Jews in the 1930s?
2. Compare the Exodus in biblical times, which is mentioned in Daniel Fitzpatrick’s cartoon (p.96), to Jews trying to leave Germany in the 1930s. How were they similar or different?

## EXTENSION #1

Does the U.S. maintain a quota system today? Should we restrict the number of immigrants from specific areas of the world? Why or why not?

## EXTENSION #2

On the Internet, locate the United States Immigration and Naturalization Service’s statistical chart of annual immigration totals. Students should calculate the percentage of the German quota that was filled each year between 1933 and 1945. They should complete the same task for Poland, Hungary and Romania. What conclusions can be reached by comparing these statistics?

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# 18. A REFUGEE CONFERENCE THAT ABANDONED THE REFUGEES

## SUMMARY

In an attempt to deal with Germany's refugee crisis, delegates from thirty-three nations met in Evian, France, at the request of the United States. But only one country, the tiny Dominican Republic, offered to open its doors to Jewish refugees.

Using the **Cartoon Analysis Worksheet** template, the teacher may wish to select one or more cartoons for detailed analysis.

## QUESTIONS

1. How does Strube (p.98) depict the results of the Evian conference? Who is the figure in the center of the cartoon? How do you know?

## EXTENSION

How did a similar conference in 1979, dealing with Southeast Asian refugees differ from the Evian conference?

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# 19. APPEASING HITLER

## SUMMARY

In 1938, Hitler demanded that Czechoslovakia give him the western part of its country, known as the Sudetenland, where many German-speakers resided. Hoping to appease Hitler and avoid a world war, the British and French governments pressured the Czechs into surrendering the Sudetenland. But Hitler was not satisfied, and six months later, German troops took over the rest of Czechoslovakia.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

## QUESTIONS

1. According to the cartoons by Doyle (p.100), Page (p.101) and White (p.104), what is ironic about Hitler's complaint concerning Czech treatment of German-speakers in the Sudetenland?
2. What similar actions were taken by Hitler, Mussolini, and Hirohito, according to Darling (p.102)?
3. Use the cartoon "The Anti-Nazi Bully" (p.103) with the Cartoon Analysis Worksheet template. What symbols does the cartoonist use? Who do they represent? What are they doing? What words are on the wall? What is the point of view of the cartoonist?

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## **20. KRISTALLNACHT: SHATTERED GLASS —AND SHATTERED LIVES**

### **SUMMARY**

On the night of November 9-10, the Nazis unleashed a nationwide pogrom against the Jews of Germany. The widespread destruction of synagogues and smashing of windows in Jewish homes and businesses gave the pogrom the nickname “Kristallnacht,” German for “Night of Glass.”

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### **QUESTIONS**

1. Several of the cartoonists focused on German brutality against the Jews; discuss the different ways they depicted this theme. Be sure to make reference to titles of the cartoons and symbolism.
2. What does Elderman’s cartoon “My Battle” (p.110) tell us about Hitler’s battle as it relates to Kristallnacht and the Jews?

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## 21. THE WORLD'S RESPONSE TO KRISTALLNACHT

### SUMMARY

The international community verbally condemned the Kristallnacht pogrom, but failed to take any real punitive action against the German government.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. Some cartoonists, such as Block (pp.115, 117), Carmack (p.115), and Fitzpatrick (p.118,) depicted the plight of Jewish refugees after Kristallnacht. What position did they take?
2. What do the images in the Sykes (p.116) and Russell (p.117) cartoons tell us about U.S. policy in response to Kristallnacht? What position did they take?
3. How does Hutton's cartoon (p.114) connect the events of Kristallnacht with the surrender of the Sudetenland?
4. Use the cartoon "Beggar on Horseback" (p.116) with the Cartoon Analysis Worksheet template. What is the meaning of the title of the cartoon? Who is depicted on the horse? What is the horse's name? What does the beggar on horseback bring with him? Who is fleeing? What symbolizes "civilization"?

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## 22 KRISTALLNACHT AND CHRISTIANITY

### SUMMARY

American churches condemned Kristallnacht, but few urged the U.S. government to take any practical action to help the Jews. Most Christian publications refused to support any relaxation of immigration laws, such as a bill that would have admitted 20,000 German Jewish refugee children.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. How do Jensen (p.123), Russell (p.124), and Shoemaker (p.124) use the spirit of Thanksgiving (which was two weeks after Kristallnacht) to comment on America's response to Kristallnacht?
2. How do Charlot (p.120), Shoemaker (p.121), and Elderman (p.122) use Christian images to express their opinions about the Christian response to Kristallnacht?
3. Use the cartoon "Wanted: A Christian Answer" (p.120) with the Cartoon Analysis Worksheet template. In what publication does this cartoon appear? Why is there a large question mark? Who are the masses of people? Where are they going? What is the cartoonist's point of view?

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# **23. NO ROOM FOR CHILDREN**

**SUMMARY**

In 1939, some Americans urged the admission of Jewish refugee children. But the Roosevelt administration, and most of the public, opposed any increase in greater immigration. The following year, however, the U.S. did admit thousands of British children when the Germans began bombing England.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

**QUESTIONS**

- 1. Why did some opponents of immigration call their movement “America First”?
- 2. Who is on the cover of the book in the Dr. Seuss cartoon (p.126)?
- 3. Why do the children and the adult in this cartoon have such different reactions to what they are looking at in the book?

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## **24. ESCAPE TO FREEDOM**

### **SUMMARY**

Unlike many totalitarian regimes, Hitler chose to drive out scientists, artists, and other intellectuals. This was the Nazis' way of demonstrating their contempt for the cultural contributions of the Jews. Many German refugees had a significant positive impact on American culture.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### **QUESTIONS**

1. What role did Varian Fry play in the rescue of European Jews?
2. According to Rose's cartoon (p.129), what were Germany's "gifts" to the world? Based on the reading, provide specific examples.
3. Who are the two figures in Duffy's cartoon (p.130), and what is Duffy's point of view?

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## 25. THE WHITE PAPER

### SUMMARY

During World War I, the British liberated Palestine from the Turks, and pledged to help create a Jewish homeland there. Later, in response to Palestinian Arab riots, British adopted a new Palestine policy, known as the White Paper. This policy severely limited Jewish immigration at a time when the rise of antisemitism in Europe was forcing many Jews to seek havens.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. Using the Cartoon Analysis Worksheet template with Szyk's cartoon (p.132), apply the quote from the book of *Job* to the actions in the cartoon.
2. Describe the different figures in this cartoon.
3. What is the meaning of the padlocked door?
4. What animal does Szyk use to depict the Nazis?

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# 26. VOYAGE OF THE DOOMED

### **SUMMARY**

In the weeks following Kristallnacht, many Jews tried to flee Nazi Germany. In May 1939, a German ship called the *St. Louis* brought 930 German Jewish refugees to Cuba. But when the ship docked at Havana, the Cuban government refused to honor the refugees' entry visas. The *St. Louis* then sailed north to Florida, hoping the United States would allow them in. The Roosevelt administration kept America's doors shut. The ship was forced to return to Europe, and many of its passengers were later killed by the Nazis.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### **QUESTIONS**

- 1. In Packer cartoon (p.135), what does the Statue of Liberty represent? Why does the statue turn away in shame?
- 2. How does Duffy (p.136) apply the medieval concept of the "Wandering Jew" to the plight of the *St. Louis*?
- 3. In Herb Block's "Tragedy at Sea," what does he mean by the failure of machinery and the failure of man?
- 4. How does Cargill's cartoon (p.138) connect the old hymn "Rock of Ages, Cleft for Me" to the plight of the *St. Louis*?

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## **27. WORLD WAR II BEGINS**

### **SUMMARY**

Germany invaded Poland on September 1, 1939. Hitler claimed that Germany had a right to Polish territory, which it needed as “Lebensraum,” or living space, for the growing German population. England and France came to Poland’s defense, and World War II was underway. The 3.3 million Jews living in Poland came under Nazi control and faced immediate persecution. News of Nazi atrocities in Poland soon began reaching the United States.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### **QUESTIONS**

1. According to Duffy’s cartoon (p.141), what does the broken promise and “no more territorial demands” refer to?
2. How does Low (p.142) use irony to comment on the Nazi plan to create a “Jewish reservation” in Lublin?
3. How does Shoemaker (p.140) depict the German invasion of Poland in 1939?

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## 28. THE HOLOCAUST BEGINS

### SUMMARY

When Germany invaded the Soviet Union in the summer of 1941, the systematic mass murder of Europe's Jews began. The western regions of Russia that lay in Hitler's path were home to many of the largest Jewish communities in Europe, and they became the victims of the Nazis' *Einsatzgruppen*, mobile killing squads, which killed between one and two million Jews in machine gun massacres.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. What technique does Bass (p.145) use to illustrate the destruction of the Jewish population of Kiev?
2. What is the irony in the image and title of Szyk's cartoon "Enemies of the Third Reich" (p.145)?

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# **29. THE "LIBERATION" THAT WASN'T**

**SUMMARY**

In November 1942, Allied forces invaded Nazi-occupied Morocco, Algeria, and Tunisia and quickly defeated the Germans and their Vichy French partners in the region. The 330,000 Jewish residents of the region believed the Allied conquest would mean the restoration of their civil rights. But the Allies permitted most of the officials of the pro-Nazi Vichy administration in North Africa to remain in the new regime under the Allies, and they stalled on giving equal rights to the Jews.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

**QUESTIONS**

- 1. According to Godal (p.149), how did things remain the same for Jews after the liberation of North Africa?
- 2. How does Rose (p.150) use sarcasm to reflect what transpired in North Africa after liberation?
- 3. What was Vichy France?

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## 30. DR. SEUSS AND THE HOLOCAUST

### SUMMARY

In the summer of 1942, the Germans and their Vichy French collaborators rounded up more than 13,000 Jews in Paris. The majority of those arrested were couples with children. They were imprisoned for five days in a stadium, without food or water, despite the excessive heat. Later they were deported to the Auschwitz death camp.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. How does Dr. Seuss use the poem "Trees," by Joyce Kilmer, to comment on the Nazis' treatment of Jews in France?

### EXTENSION

Examine Dr. Seuss' book *Yertle the Turtle*, and look for indications that Seuss intended the story as critique of totalitarianism?

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# 31. GENOCIDE CONFIRMED

## SUMMARY

In late 1941 and early 1942, the Germans began deporting Jews to camps in Poland where they were systematically murdered. Detailed information about the slaughter reached the United States in the spring and summer of 1942. U.S. government officials were skeptical about the reports, but finally, in December 1942, the Allies publicly confirmed that the Germans were carrying out mass murder of Europe’s Jews. The Allies condemned the killing but did not offer to take any steps to intervene.

## QUESTIONS

1. Use the Cartoon Analysis Worksheet template with Stan Fraydas’ cartoon (p.154). According to the cartoonist, who will pay the price for the bombing of Berlin?

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## 32 THE GAS CHAMBERS

### SUMMARY

It is sometimes assumed that it was not until after World War II that the world learned of the methods the Germans were using to kill Jews, such as gas chambers. In fact, information about the gassings reached the West in the spring of 1942 and was even mentioned in some political cartoons in American newspapers.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. What was the "T4" program? Which German citizens were to be eliminated? How does this foreshadow what was to happen to the Jews in Poland?
2. In the inset of Low's cartoon (p.157), what are the women gossiping about? How does the cartoonist indicate what happens as a result of ignorance and bigotry?
3. Using the Cartoon Analysis Worksheet template, what specific international event does the cartoon by Godal reference (p.158)? Look carefully at the signs in both the "Democracy" and "Fascism" exhibits. How does Godal use sarcasm in his cartoon?

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## 33. TRAINS OF DEATH

### SUMMARY

Since the main death camps were set up in German-occupied Poland, Jews from throughout Europe were brought there by railway, in cattle cars. The overcrowding and lack of food and water caused many deaths en route. In the largest camp, Auschwitz, the mass murder toll reached 12,000 daily at its peak. In 1944, Jewish organizations pleaded with the Roosevelt administration to bomb the railroad tracks leading to the camps, but their requests were denied on the grounds that planes could not be diverted from battle zones — although in reality, U.S. planes were already bombing German targets within a few miles of Auschwitz.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. Who are the “ghouls of blackness” in Szyk’s cartoon (p.161)? What is depicted in the image of the cemetery? What is written on the gravestones? Who does the figure in the lower right corner represent? What is he carrying in his left arm?
2. How is the figure of Hitler depicted in Low’s cartoon (p.162)? Who is in the cattle car and where are they going? Who is the figure in the hooded cloak? What does the word *nemesis* mean and how does it relate to the cartoon’s message?

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## **34. BERMUDA: THE MOCK REFUGEE CONFERENCE**

### **SUMMARY**

By early 1943, American Jewish organizations, journalists, and some Members of Congress were urging Allied leaders to intervene on behalf of European Jews. To curtail the mounting pressure, the British suggested to the Roosevelt administration that the two governments hold a conference on the refugee problem. Their main purpose was to create the impression that the Allies were sympathetic to the plight of Jewish refugees without taking any real measures to help them. As a result, the Bermuda conference concluded without any substantial plans to rescue the Jews.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### **QUESTIONS**

1. What happened in Poland on the same day the Bermuda conference began? How does this event underscore the lack of action by the United States and Great Britain?
2. What does the Bass (p.164) cartoon tell us about the Allies' intentions at the Bermuda conference?

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## 35. A DRAMATIC RESCUE FROM DENMARK

### SUMMARY

The successful rescue of Danish Jews by ordinary citizens and Danish government officials reverberated loudly in the United States. The Roosevelt administration had always insisted that rescue of Jews from the Nazis was not possible. Refugee advocates in the U.S. used the case in Denmark to press the Roosevelt administration for action to aid the Jews.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. How did the Danish people stand out in their response to the Nazis' persecution of their Jewish fellow-citizens?
2. Using the Cartoon Analysis Worksheet template, what does the "life preserver" represent in Navon's cartoon on p.166?

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## **36. FIGHTING BACK**

### **SUMMARY**

Throughout Nazi-occupied Europe, small groups of Jews bravely resisted the Nazis. Armed resistance took place in more than 100 ghettos and some death camps, including Sobibor, Treblinka, and Auschwitz. The best known and longest of these revolts took place in the Warsaw Ghetto, where the resistance fighters held off the Nazis for more than a month. The Roosevelt administration never considered sending any kind of aid to the rebels, and never even acknowledged that Jewish fighters were the ones staging the revolt.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### **QUESTIONS**

1. Who was Rosa Robota? Why does she deserve the term “heroine”?
2. How is Syzk’s depiction of the Warsaw Ghetto (pp.169, 170) the same and different from 1944 to 1945? How does his depiction challenge the view that the Jews went like sheep to the slaughter?
3. How is Ellis’ depiction (p.168) of the Jewish fighters different from Syzk’s?
4. Is there any significance in the fact that the three cartoons appeared one year after the revolt? Explain.

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## **37. FDR AND THE HOLOCAUST**

### **SUMMARY**

President Franklin D. Roosevelt rarely mentioned the mass murder of the Jews in public throughout the period of the Holocaust years, despite the confirmation of the killings as early as mid-1942. He did not want to have to deal with the problem of what to do with those who would be rescued. The State Department official who was most directly responsible for refugee policy affecting European Jews during the Holocaust was Breckinridge Long, a vehement opponent of immigration and a personal friend of of President Roosevelt. U.S. policy was to continually postpone any action on granting visas. As a result, more than 90% of the immigration quota places for Germany and Axis countries — at total of 190,000 places — were left unused. Some Roosevelt administration officials also actively suppressed Holocaust-related information so that it would not reach the news media. It was only after years of protests by refugee advocates that FDR reluctantly and belatedly agreed to establish the War Refugee Board, which helped rescue Jews during the final months of the war.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### **QUESTIONS**

1. In the cartoon on p.174, what are all three soldiers doing to the refugees? How do you know which countries they represent?
2. Using the Cartoon Analysis Worksheet template with Godal's cartoon (p.175), how do the actions of the U.S. government officials contrast with the newspaper headlines about the mass murder of the Jews?
3. Explain President Roosevelt's response to the pleas for help, as depicted in the Bass cartoon on p.176.
4. How does Adari (p.176) use irony to portray the Allies' policy toward European Jewry?

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## 38. THE HOLOCAUST RAGES ON

### SUMMARY

Differences in terminology illustrate the division of opinion among those who reported information about the mass murder throughout 1943 and 1944. Some believed it was important to be clear that the Jews were singled out by the Nazis for complete annihilation. Others, however, thought it would be easier to attract public sympathy if it seemed that many different people were suffering, not just the Jews. Allied officials had a different perspective: they downplayed the victims' Jewishness because they feared focusing on the Jews would create pressure on the U.S. and Britain to do something to help, such as take in more refugees.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. Using the Cartoon Analysis Worksheet template, who are the four figures in Syzk's cartoon (p.178), "Running Short" of Jews? Why is the cartoon given this title?
2. Who are the figures in "To Be Shot As Enemies of the Third Reich" (p.179)? Who is to be shot, according to the cartoonist?
3. In Darling's cartoon (p.179) and Godal's (pp.181-182), how are Nazi atrocities depicted?
4. What was the British White Paper and how does the cartoonist (p.180) portray the impact of the refusal of the British to allow more Jews into Palestine?

### EXTENSION

Research Japanese atrocities in Asia before and during World War II.

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## **39. HUNTING JEWS**

### **SUMMARY**

The term “Jew Hunt” was the Germans’ nickname for raids in which they methodically searched specific areas for Jews in hiding. These were often carried out immediately after mass deportations, to ensure that anyone who had eluded the roundups was caught and executed.

### **QUESTIONS**

1. Using the Cartoon Analysis Worksheet template, how does the 1934 cartoon by Carl Rose (p.184) foreshadow the later “1940s” idea of the “Jew Hunt”?
2. Explain how the use of the term “Jew Hunt” helped dehumanize the Jewish victims.

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## 40. THE HOLOCAUST REACHES HUNGARY

### SUMMARY

The Jews in Hungary were the last major Jewish community to be deported to death camps. By the time of the Hungarian deportations, in the spring of 1944, the entire world knew what the Nazis were doing to the Jews. In the days before the deportations, there were reports in American newspapers such as the *New York Times*, warning that the Nazis planned to murder Hungary's Jews en masse. The War Refugee Board urged the Hungarian government to stop cooperating in the deportations. The Allies rejected requests by Jewish groups to bomb the railways leading from Hungary to Auschwitz. At the same time, the British refused to open the doors of Palestine to Jews who hoped to flee from Hungary. Among the few people who tried to help was a Swedish businessman, Raoul Wallenberg, who sneaked into Budapest, the Hungarian capital, and set up safe houses where many Jews were sheltered from deportation.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. What do the cartoons by McGovern (p.187) and MacKenzie (p.188) say about British responses to the deportations from Hungary?
2. What does the expression on the face of the British official (p.187) suggest?

### EXTENSION

Research the work of Raoul Wallenberg in Hungary during the Nazi occupation.

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## **41. “FREE PORTS” FOR CANS OF BEANS —AND FOR PEOPLE**

### **SUMMARY**

In the spring of 1944, the War Refugee Board began urging President Roosevelt to create “temporary havens of refuge” in the United States for Jews fleeing Hitler. Newspaper columnist Samuel Grafton popularized the idea of what he called “free ports for refugees,” using the idea of a “free port” where goods are stored temporarily, without taxes. Eventually, Roosevelt agreed to admit one group of 982 Jewish refugees to enter the U.S. temporarily.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### **QUESTIONS**

1. How do “Give Them This Haven” (p.191) and “Sweet Land of Liberty” (p.192) differ in their tone than most of the cartoons in this book?

### **EXTENSION**

Research (1) the role of Ruth Gruber in bringing the 982 refugees to America; and (2) conditions at the Oswego (NY) shelter, where the refugees were housed.

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## 42. WHAT KIND OF PEACE?

### SUMMARY

As World War II drew to a close, officials in the Roosevelt administration were divided as to how the U.S. should deal with Germany in the postwar period. The State Department and the War Department preferred a “soft peace” that would allow Germany to rebuild quickly. Secretary of the Treasury Henry Morgenthau, Jr., however, advocated a stricter approach in which Germany would not be allowed to have an army. President Roosevelt told Morgenthau he supported his plan, but in the end, FDR favored policies that were closer to the “soft” strategy.

### QUESTIONS

1. Using the Cartoon Analysis Worksheet template, how does the Justus cartoon (p.194) view the idea of a “soft peace”?
2. What connection does Justus see between atrocities against the Jews and postwar U.S. policy towards Germany?

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## 43. JUDGMENT DAY

### SUMMARY

In 1943, the United States and Great Britain established a United Nations War Crimes Commission, to decide how to punish Nazis and others who committed war crimes. However, there was disagreement within the Roosevelt administration over which Nazis should be put on trial. The State Department wanted to limit postwar trials to only the most prominent Nazi war criminals, but the U.S. envoy to the United Nations commission, Herbert C. Pell, favored prosecuting all Nazi war criminals. The State Department forced Pell out of his post, but Pell went public, compelling the State Department to reverse its position. As time passed, however, the U.S. government showed less interest in prosecuting Nazis, and the U.S. high commissioner in Germany even pardoned many of those who had been convicted.

**Using the Cartoon Analysis Worksheet template, the teacher may wish to select one or more cartoons for detailed analysis.**

### QUESTIONS

1. In the cartoons on pp.197, 199, and 200, what is the imagery of the skulls intended to represent?
2. Why do Fitzpatrick (p.198 and Shoemaker (p.200) bring in Hitler's book, *Mein Kampf*? What does the book have to do with the point they are making in the cartoon?

**NOTES:** \_\_\_\_\_

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# CARTOON ANALYSIS WORKSHEET TEMPLATE

Adapted by the Holocaust and Human Rights Education Center from the National Archives and Records Administration, Washington, D.C. 20408

CARTOONIST'S NAME \_\_\_\_\_ PAGE # \_\_\_\_\_

## INTRODUCTION

1. Identify the event or action which led to the cartoon: \_\_\_\_\_

\_\_\_\_\_

2. When did this cartoon appear in the American newspaper/magazine? \_\_\_\_\_

3. How does the publication of the cartoon reflect the progression of the events of the time? \_\_\_\_\_

\_\_\_\_\_

## VISUALS: LEVEL 1

1. List the objects or people you see in the cartoon: \_\_\_\_\_

\_\_\_\_\_

## VISUALS: LEVEL 2

2. Which of the objects on your list are symbols? \_\_\_\_\_

\_\_\_\_\_

3. What do you think each symbol means? \_\_\_\_\_

\_\_\_\_\_

## WORDS: LEVEL 1 (not all cartoons include words)

1. Identify the cartoon caption and/or title: \_\_\_\_\_

\_\_\_\_\_

2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon: \_\_\_\_\_

\_\_\_\_\_

3. Record any important dates or numbers that appear in the cartoon: \_\_\_\_\_

\_\_\_\_\_

## WORDS: LEVEL 2

1. Which words or phrases in the cartoon appear to be the most significant? \_\_\_\_\_

\_\_\_\_\_

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2. List adjectives that describe the emotions portrayed in the cartoon: \_\_\_\_\_

\_\_\_\_\_

## WORDS: LEVEL 3

A. Describe the action taking place in the cartoon \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Explain how the words (if they appear in the cartoon) clarify the symbols \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Explain the message of the cartoon. What is the cartoonist's point of view? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. What groups might the cartoon have appealed to? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E. What other options can you imagine another person having on this issue? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

F. Did you find this cartoon persuasive? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

G. What other techniques could the cartoonist have used to make this cartoon more persuasive? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_