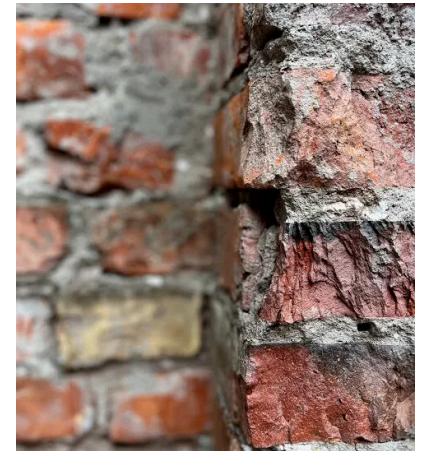


Centre for
Holocaust Education

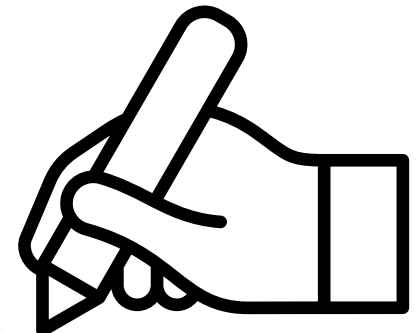
Holocaust Memorial Day 2025
‘Foundations: All That Remains’
Stimuli & Suggestions



For your first task, you will be shown an image.



You can make a note of your answers to the questions under the image on your 'Activity 1 Worksheet' in your Workbook, or you may like to note down your answers on paper.



Foundations: All That Remains
Activity 1 Worksheet



What can be seen in this image?

What can be inferred about the people or place?

What questions remain about the image & the person who took the photograph?



What can be seen in this image?

What can be inferred about the people or place?

What questions remain about the image & the person who took the photograph?

Carefully read the short piece of writing below.

“There is one thing missing in our ghetto sky: horizon. The ghetto is so small and surrounded by walls and ruins. There is no space to freely look at a wider piece of sky with the horizon. We see it only like prisoners in their cell. It’s really sad and depressing.”

Abraham Lewin

Abraham Lewin, Dziennik, in ‘Archiwum Ringelbluma, Dzienniki z getta warszawskiego’, Vol. 29, ed. Joanna Nalewajko-Kulikow, JHI, Warsaw 2018



The person who wrote this is talking about the place in the image you have just studied.

- **Does this quotation add to your understanding of the image?**
- **Does it help you to make sense of the image?**
- **Based on these words, what do you think might be happening in the image?**

You may like to write the answers to these questions on your ‘Activity 2 Worksheet’ in your Workbook.

Let's look at some of the words in this quotation.

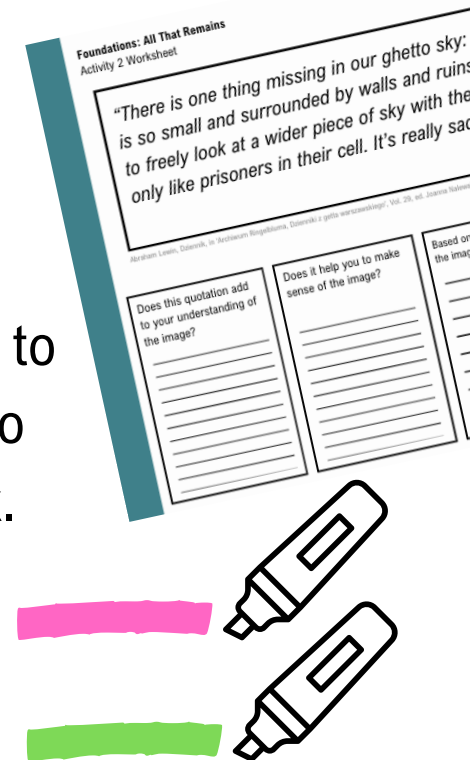
“There is one thing missing in our ghetto sky: horizon. The ghetto is so small and surrounded by walls and ruins. There is no space to freely look at a wider piece of sky with the horizon. We see it only like prisoners in their cell. It's really sad and depressing.”

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- **Are there any words that you recognise?**
- **Are there any words that you don't recognise?**

Using two different coloured pens or highlighters, you may like to highlight words that you do recognise and words that are not so familiar to you on your 'Activity 2 Worksheet' in your Workbook.



Recognise

Don't Recognise

*“There is one thing **missing** in our **ghetto** sky: **horizon**. The **ghetto** is so **small** and **surrounded** by **walls** and **ruins**. There is **no space** to **freely** look at a wider piece of sky with the **horizon**. We see it only like **prisoners** in their cell. It's really **sad** and **depressing**.”*

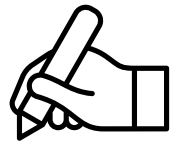
Abraham Lewin

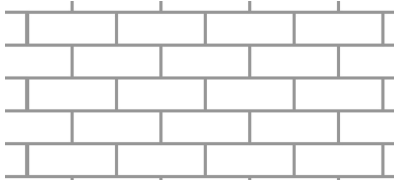


Abraham Lewin, Dziennik, in 'Archiwum Ringelbluma, Dzienniki z getta warszawskiego', Vol. 29, ed. Joanna Nalewajko-Kulikow, JHI, Warsaw 2018

As you can see in the above example, there are words that are highlighted as being recognised and words which are less familiar.

We are going to create a visual glossary of the words that you highlighted, on the next page. You can use 'Activity 3 Worksheet' in your Workbook to help you with this, or you can create your own visual glossary.



Highlighted word	Description	Visual/symbol
Wall	A structure that is built to divide areas of land. Can be made from brick or stone.	 A simple line drawing of a brick wall, consisting of three rows of bricks with mortar lines.
Ghetto		

Add the words, a short description of the word and a visual/symbol to help you remember what the word means.

If you do not recognise the word yet, add it in to your visual glossary - we will come back to this activity later on.

Let's return to this image.



This is a photograph of a brick wall being built, by **forced labourers**. These labourers are people who have been forced to work, for little or no money.

This photograph was taken in the city of Warsaw, in Poland.



Image: Institute of National Remembrance, Poland



Image: USHMM

In October 1940, German officials announced the construction of a **ghetto** in Warsaw.

The walls of the **ghetto** were completed in November of the same year.

Reading & Reflection

Carefully read through the information on the 'Reading & Reflection' page.

Answer the following questions:

- **Why did the Nazis create ghettos when they invaded Poland?**
- **What was the impact of the creation of ghettos on the Jewish communities?**

Foundations: All That Remains
Reading & Reflection

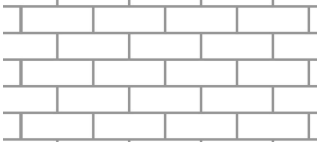
In September 1939, the German army attacked Poland and the Second World War started. Soon after the German army invaded Poland from the West, the Soviet army invaded the country from the East. This was a **devastating** attack and many hundreds of thousands of Polish people suffered and died. Very soon, Germany and the Soviet Union conquered all of Poland and divided it up between them.

Nazi-**occupied** Poland was named the 'General Government'. Within the 'General Government', there were approximately 2 million Jewish people. In their **racist** view of the world, the Nazis regarded the Polish Jewish people as a 'big problem'. During a time of war, the Germans saw the Jewish people as a big threat to their security and wanted to control them. The Nazis also had the false belief that Jewish people spread diseases and should therefore be separated from others.

To try to deal with what the Nazis saw as "the Jewish problem" in Poland, Nazi officials ordered that Jews should be moved to certain areas of towns and cities that would become **ghettos**. Entire communities were uprooted and **ghettos** were sealed off from the rest of the world and Jewish people inside could not leave, or contact people outside. Later, as the Nazis invaded and occupied other countries in the East of Europe, thousands more ghettos were created.

Why did the Nazis create ghettos when they invaded Poland?



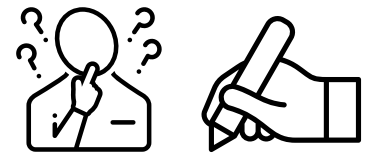
Highlighted word	Description	Visual/symbol
Wall	A structure that is built to divide areas of land. Can be made from brick or stone.	
Ghetto		

Returning to your visual glossary, can you now give a description of the word **'ghetto'**?

Can you create a visual symbol for the word?

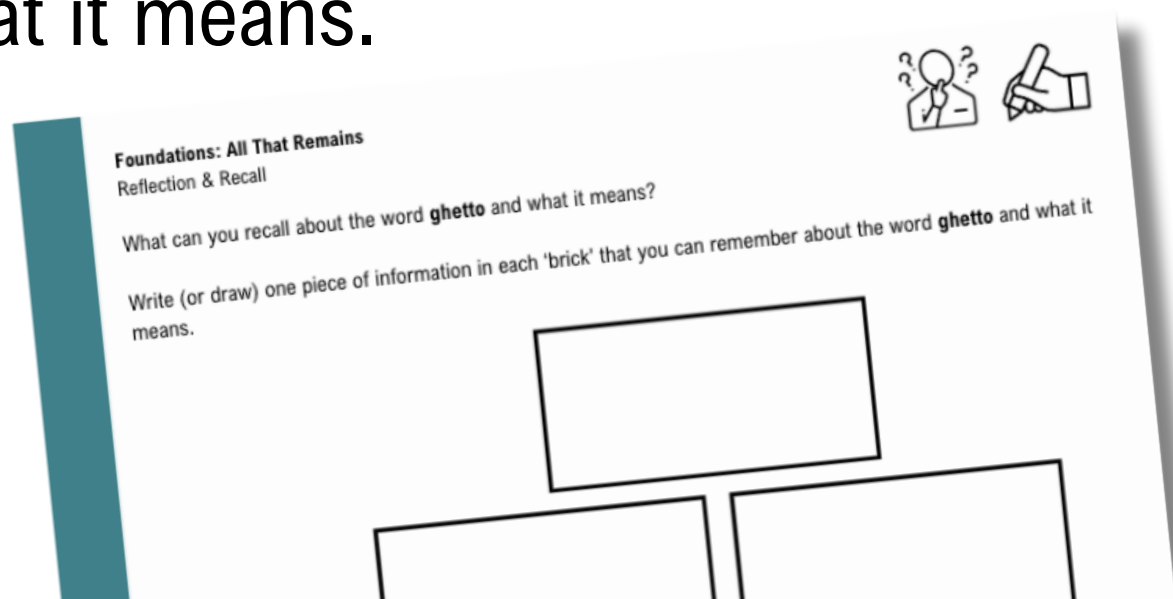
Now you have completed the Reading & Reflection, are there any other words, descriptions and visual symbols that you would like to add to your visual glossary?

Reflection & Recall



What can you recall about the word **ghetto** and what it means?

Write (or draw) one piece of information in each 'brick' that you can remember about the word **ghetto** and what it means.





Images: Yad Vashem

Study the photographs on this page.

What do these images tell us about Jewish people who lived in Warsaw, Poland before the Second World War?

Before the Holocaust, there were thriving Jewish communities living across the world.

Jews had been living in Poland since at least the Middle Ages. The city of Warsaw was a very large centre of Jewish life and culture.

In October 1940, the Warsaw **ghetto** was created. Jewish people were forcibly removed from their homes and had to move in to the **ghetto**.



Carefully read the two sources.

They are both talking about living conditions in the Warsaw ghetto.

Which words or phrases about life in the Warsaw **ghetto** are particularly memorable?

Write eight words or phrases - one in each 'brick' - that stand out to you.

Foundations: All That Remains
Activity 4 Worksheet
Which words or phrases about life in the Warsaw ghetto are particularly memorable?
Write eight words or phrases - one in each 'brick' - that stand out to you.

Source A
"The overcrowding in the ghetto was so catastrophic that on average seven to nine people shared each room, which meant that people were living with strangers."
Sheryl Silver Ochayon, Holocaust educator

Source B
"From all around I hear voices calling out for bread. A tiny child, shivering all over, holds out his skinny hand and begs. His mother has died of hunger and the Germans have snatched his father for labour...these are the pictures that I see in the street every day."
From the diary of Pepa Bergman, aged 14

Below the source boxes are several empty rectangular boxes for writing notes.

Source A

"The overcrowding in the ghetto was so catastrophic that on average seven to nine people shared each room, which meant that people were living with strangers."

Sheryl Silver Ochayon, Holocaust educator

Source B

"From all around I hear voices calling out for bread. A tiny child, shivering all over, holds out his skinny hand and begs. His mother has died of hunger and the Germans have snatched his father for labour...these are the pictures that I see in the street every day."

From the diary of Pepa Bergman, aged 14

Extending your learning

To learn more about life in the Warsaw ghetto, read an extract of an account written about Janina Dawidowicz, who lived in the ghetto as a child and survived the Holocaust.

You may like to make notes about her testimony as you read it, on the 'Extending your learning' Worksheet.

Foundations: All That Remains
Extending your learning



Janina Dawidowicz as a child, Mine, 2018

The ghetto had been created as a holding pen for Jews in November 1940. The large Jewish population of Warsaw - a third of the city - was confined to a tiny area, where they were walled in. "When we arrived there was no ghetto, but walls were being built across streets, not enclosing anything. We realised too late... eventually, they met and we were in a trap. "There were checkpoints and gates and everywhere you were being watched. Soon Jews from all over Europe were trapped with us." They were joined by tens of thousands of Jews from other parts of Poland, Hungary and other German-occupied countries. "You heard every language in the street," remembers Janina. "Yiddish, Polish, Hungarian, German."

Janina and her parents squeezed into a tiny room, so damp that "I could write sums on the wall", and the sheets had to be dried before bedtime.

They cooked on sawdust between two bricks, and fetched water from a communal tap. Food was bread mixed with sawdust and potatoes, rationed to 108 calories per day. Desperate for a wage, Janina's father Marek got a job in the Jewish Law and Order service - the Jewish police....At the time, the job seemed to hold out the best chance of keeping the family alive until the end of the war. Marek escorted cartloads of rubble out of the ghetto, and smuggled in small amounts of food.

Families tried fiercely to maintain a semblance of ordinary life between 1940 and 1942. There were tremendous efforts to run community soup kitchens and look after orphans whose parents had starved to death, or died of the diseases that raged in the ghetto. Many children like Janina attended illegal schools, risking instant execution for teachers and pupils if discovered. There were choirs, physics lectures and cabaret shows to raise money for social services. Classes were held ...from cookery to paper-flower making. A symphony orchestra played at the theatre.

...of the music that all Warsaw had danced to before the war.

...life would continue - perhaps not as before, but at

Understanding the timeline

On the next pages, you will find several events, dated from 1st September 1939, to 16th May 1943.

Read each timeline event carefully.

Can you put the events in to chronological order, to create a timeline? You may like to use the 'Understanding the timeline' Worksheet to create your timeline, or you could cut out each event to create a timeline display on your work surface or classroom wall.



16th November

1940

The walls of the Warsaw ghetto are completed and the ghetto is 'sealed'.
Almost 400,000 Jewish people are crammed in to 1483 houses.

March

1941

The population of the Warsaw ghetto reaches 460,000 Jewish people.

July-August

1941

A severe typhoid epidemic results in deaths of over 5000 Jewish people in the Warsaw ghetto.

October-December

1941

The Warsaw ghetto is reduced in size. 75,000 Jewish people are forced to relocate.

1st September

1939

German invasion of Poland

7th October

1939

Adam Czerniakow is officially made the Chairman of the *Judenrat* in Warsaw.

The *Judenrat* is the Jewish Council that had to run the ghetto and carry out Nazi orders.

28th October

1939

The official census organised and conducted by the *Judenrat* counts 359,827 Jewish people in Warsaw.

December

1939

Jewish people in Warsaw over the age of 12 must wear a white band with a blue Star of David on the right arm.

March-May

1942

News is heard of 'mass deportations' of Jewish people from Lublin and Lwów ghettos to Majdanek and Belzec extermination camps and mass shootings of Jewish people by the *Einsatzgruppen* in Lwów and across south-eastern Poland.

July

1942

Mass deportation begins in the Warsaw ghetto. Jewish people are marched to the *Umschlagplatz* in Warsaw, where they are forced on to transports taking them to the extermination camp Treblinka.

April

1943

German forces enter the Warsaw ghetto and are met with armed resistance from the Jewish Combat Organisation in the Warsaw Ghetto Uprising.

May

1943

A report is sent from German forces in Warsaw to Nazi officials stating that 'the Jewish quarter of Warsaw is no more'. The German forces destroy the Great Synagogue to signal their victory.

26th January

1940

Jewish people living in the 'General Government' are forbidden to travel by rail.

1st April

1940

On Nazi official orders, the Warsaw *Judenrat* begins building walls around an area, said to be 'threatened with an epidemic'.

September

1940

Trams only for Jewish people appear on Warsaw streets. They are painted yellow with a Star of David on both sides and have the words '*Nur für Juden*' (*Only for Jews*) written on them.

October

1940

Jewish people in Warsaw are forbidden to leave their homes between 7.00pm and 8.00am.

Carefully study these two images.



What can be seen in these two images?

Are there any differences between them?

What do you notice about these images?





Chłodna Street, Warsaw, 1942



Chłodna Street, Warsaw, 2017

Both of these images are taken at the same location. They are a photograph of the same place, but taken at different times.

In 1942, a wooden bridge was built over this street, which allowed Jewish people to cross from one part of the **ghetto** to the other. They were not allowed to use the road, Chłodna Street, below.



Chłodna Street, Warsaw, 2017

The bridge and the section of ghetto wall shown in the image taken in 1942 are not standing in Chłodna Street today.

If you look closely, you may be able to see that there are poles and wires where the bridge once was, and bricks on the pavement, to show where the ghetto wall once stood.

Why do you think that ‘remains’ of these ‘foundations’ can be seen there?

Do you think it's important to remember where these structures were? Why?

At the end of the Second World War, most of the 18km of ghetto walls in Warsaw were demolished. Between 1942-1943, over 300,000 Jewish people were deported from the Warsaw ghetto and transported to the extermination camp Treblinka. Over 35,000 Jewish people were murdered in the ghetto and tens of thousands sent to forced labour camps.

All that remains of the ghetto brick wall today, are short sections that have been preserved and boundary markers indicating where the ghetto wall once stood.



JRB



Markowski



LOT

Holocaust Memorial Day 2025: 'For a better future'

- On 27th January, we mark the 80th anniversary of the day in 1945, that Auschwitz-Birkenau, the largest Nazi concentration camp, in occupied Poland, was liberated.
- Nearly 1 million ordinary, innocent Jewish people were murdered there and in many other places, in a crime known as The Holocaust.
- 6 million Jewish people across Europe were murdered by the Nazis and their collaborators, including 90% of all Europe's Jewish children (around 1.5 million). It was an unprecedented crime against humanity.
- Millions of non-Jewish people were also targeted by the Nazis and their collaborators during this time.



The following pages offer some ideas, stimuli and suggestions to support you in creating a piece of work, based on ‘Foundations: All that remains’. *These pages are also in your Workbook.*

In order to build ‘a better future’, we need strong foundations. These ‘foundations’ might be our own morals or character, or our community values. They might be things that we know, the things we learn, or the things that we’re good at. They may even be a person. How do we build a ‘better future’ from ‘all that remains’?



Visualising our 'foundations'

Below, you will see some 'brick' templates.

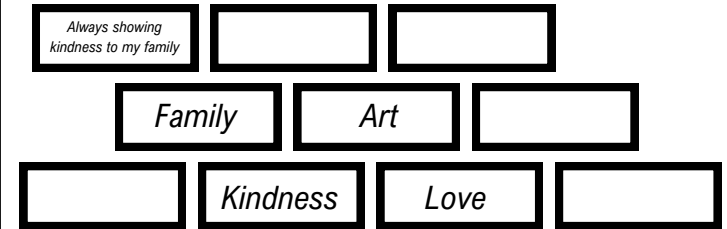
In order to build anything, we each need strong foundations.

- On the bottom row of bricks, can you write examples of your morals/values - the things that you think are your solid foundations?
- On the middle row of bricks, can you write things that are important to you, or things that make you 'you'?
- On the top row of bricks, can you write words/phrases about how you will use your morals, values and talents/characteristics to create a 'better future'?

There is an example of a partly completed 'Visualising our foundations' model to the right, to help you get started.

Could you create a class display of your 'foundations' as a class community?

Example



A large empty pyramid diagram with three rows of bricks for a class display. The bottom row has four bricks, the middle row has three bricks, and the top row has three bricks.

'Every brick tells a story'

Below, you will see a brick-shaped template.

Based on your learning about the Warsaw ghetto, could you use the template below to 'tell the story' of:

Either:

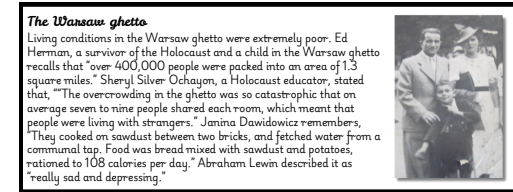
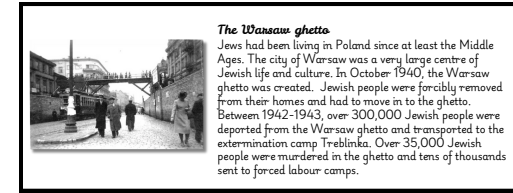
- **What and where the Warsaw ghetto was, how, why and when it was constructed**

Or:

- **Using the accounts of Ed Herman, Janina Dawidowicz and the Source extracts on Pages 2 & 6 of this Workbook, describe & explain the living conditions in the Warsaw ghetto**

You could use a combination of text and images in your template. There are examples to the right of this page to help you get started.

Could you create a class display of your completed bricks to demonstrate your learning about the Warsaw ghetto?



Samuel Bak: 'Walled In'



Image: Mit Gewalt aus Bunkern hervorgeholt, photographer unknown, 1943

The photograph to the left is one of forty-nine photographs assembled into an album by a Nazi commandant called Stroop, who was in charge of the final liquidation of the Warsaw ghetto in 1943. The image was captioned *'Mit Gewalt aus Bunkern hervorgeholt'* - *'Pulled from the bunker by force.'* It is not known who the young boy in the centre of the photograph is, but this image, listed by 'TIME' Magazine as one of the '100 most influential photographs of all time', has become one of the most famous photographs associated with the Holocaust.

The photograph has inspired the artist Samuel Bak, who is himself a survivor of the Holocaust. He has created many pieces of art work reflecting on the Holocaust, but in the late 1990's began working on a series of paintings entitled 'Icon of Loss', featuring the unknown boy in the Warsaw ghetto.

Samuel Bak said, *"I painted impossible memorials...monuments that could never exist...a past that can never be fully remembered or forgotten."*

Some academics have said that it is like Bak has *"rescued the boy from his photographic confinement, transporting him and his viewers to various other sites and points in time, disassembling and reassembling him in dozens of makeshift monuments."* In the image on the right, we can see a painting called 'Walled In', which uses the image of the boy and bricks that resemble those used to build the walls of the Warsaw ghetto.



Image: 'Walled In', Samuel Bak, from 'Icon of Loss', Pucker Gallery, 2008

Using the photographs of the sections of brick wall that remain in Warsaw today and what you have learned about the Warsaw ghetto and those that were forced to live there, can you design/create a piece of art work with the title 'All That Remains'?

Creative Writing Picture Prompt: 'The Missing Bricks'



Image: MyGuide, Warsaw

The image on the left is a section of the ghetto wall that remains in Warsaw, Poland.

You will see from the photograph that there are at least two bricks missing from the wall.

When some people come to Warsaw to visit the sections of the ghetto wall that remain, they place a small stone in the gap where the bricks are missing. Placing stones is a Jewish tradition of remembrance.

Using your knowledge of the Warsaw ghetto and what happened there, and the picture as a prompt, can you write a poem, or piece of prose entitled 'The Missing Bricks'?
You may like to think about what the 'gaps' in the wall might symbolise for you, or perhaps that people have added stones to the 'missing' pieces.

'The Missing Bricks'
