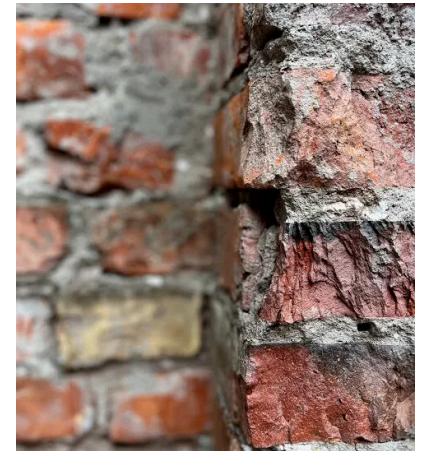


Centre for  
Holocaust Education

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**Holocaust Memorial Day 2025**  
***'Foundations: All That Remains'***  
Student Workbook

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# Foundations: All That Remains

## Activity 1 Worksheet



What can be seen in this image?

Blank rectangular boxes for writing answers to the first question.

What can be inferred about the people or place?

Blank rectangular boxes for writing answers to the second question.

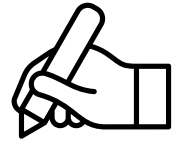
What questions remain about the image & the person who took the photograph?

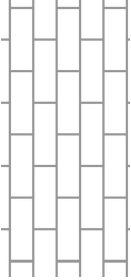
Blank rectangular boxes for writing answers to the third question.



# Foundations: All That Remains

## Activity 3 Worksheet



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

## 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 **shtetls** were devastated. **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.

The largest ghetto in Nazi occupied Europe was in Warsaw, Poland. It was in a very small part of the city - only a few streets - but around 460,000 Jewish people were violently moved from their homes and forced to live there.

**devastating:** Extremely destructive or damaging.

**occupied:** A country run by people who have taken control.

**racist:** Prejudice or discrimination against a racial or ethnic group.

**ghetto:** Areas in towns or cities where Jewish people were forced to live.

**shtetl:** Towns or villages with a large Jewish population.

Why did the Nazis create ghettos when they invaded Poland?

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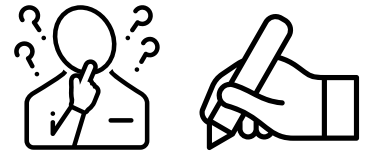
What was the impact of the creation of ghettos on the Jewish communities?

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## Foundations: All That Remains

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.

## 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*

## Foundations: All That Remains

### Extending your learning



Janina Dawidowicz as a child,  
Milne, 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, complete with the stars of the music that all Warsaw had danced to before the war.

All they had to do was outlast the war, people told themselves, and life would continue - perhaps not as before, but at least in some form.



## Foundations: All That Remains

Extending your learning



Ed and his parents, 1938  
Azrieli Foundation

In October of 1940, the Warsaw ghetto was established; over 400,000 people were packed into an area of 1.3 square miles. The Nazis decreed that all Jews had to live within its boundaries, and for identification purposes had to wear armbands with the Star of David. I saw much suffering around me. The ghetto was very overcrowded. There was a typhoid epidemic. Many buildings, including the one in which I lived with my grandfather, were under quarantine.

From our windows I could see the inside of the ghetto wall. During the winter I was very cold; to keep warm I stayed in bed covered by whatever I could find. I was continuously hungry. Because of flour shortages, the meagre bread rations that we received contained sawdust. I was dreaming of the white Kaiser rolls that I had for breakfast before the war in Katowice. In the ghetto, young starving children were begging for food, dead bodies were just lying in the streets.

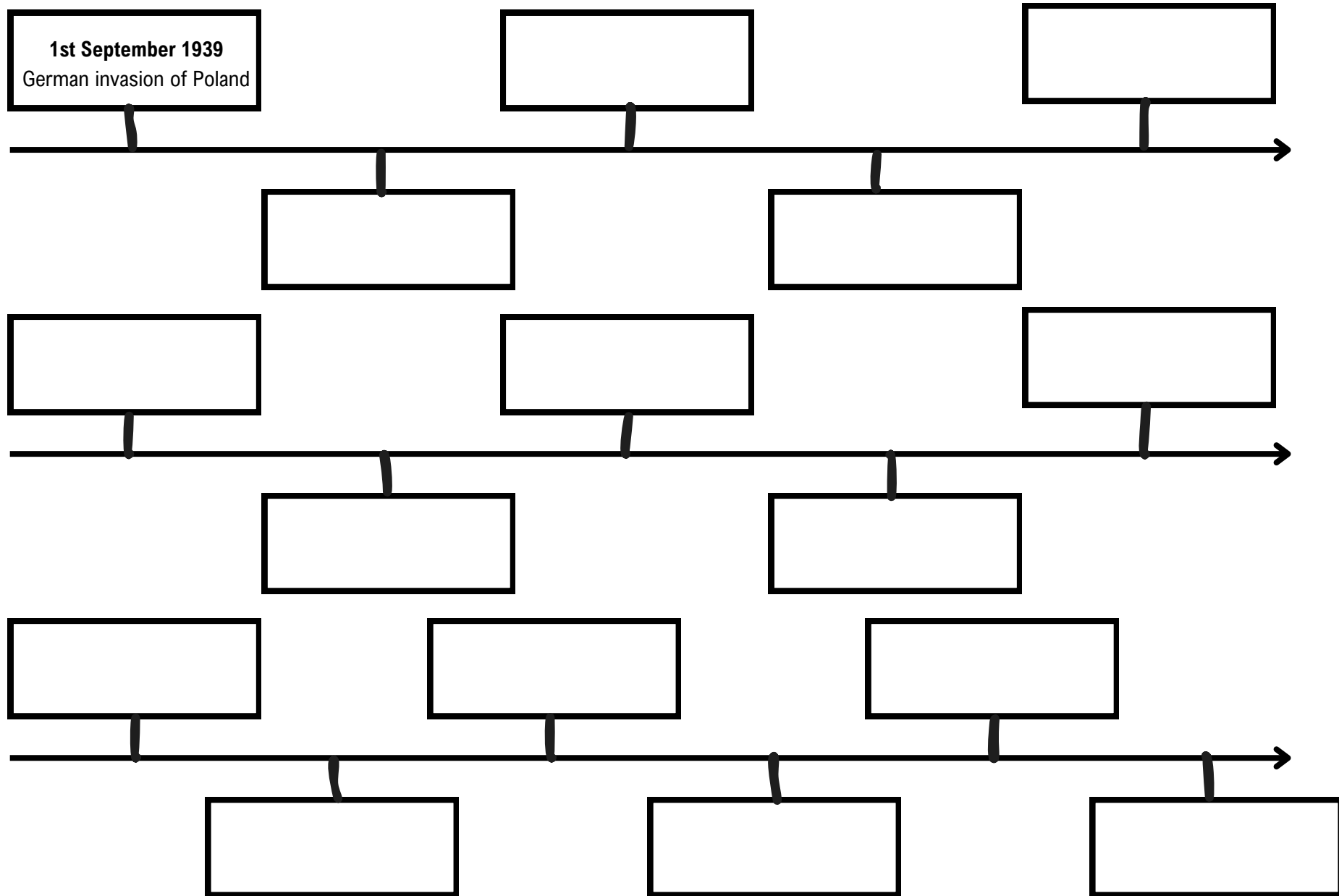
Extracts from The Holocaust Survivors Memoirs Program



# Foundations: All That Remains

Understanding the timeline

Can you put the events in to chronological order, to create a timeline? *The first event is completed for you...*



# Visualising our 'foundations'

Below, you will see some 'brick' templates.

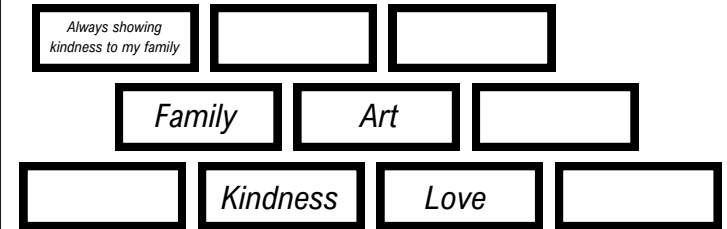
In order to build anything, we each need strong foundations.

- 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



Blank pyramid structure for class display.

# '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:

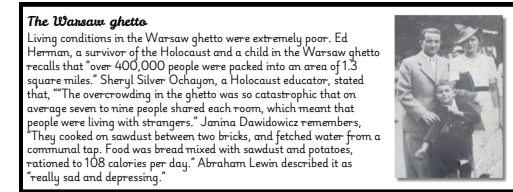
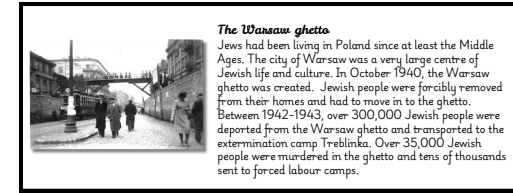
- **What and where the Warsaw ghetto was, how, why and when it was constructed**

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'

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