

---

# Remembrance in Action: Educating and responding to the Holocaust in today's world

Margaret Lincoln  
Lakeview School District  
15060 S. Helmer Rd., Battle Creek, MI USA  
[MLincoln@LakeviewSpartans.org](mailto:MLincoln@LakeviewSpartans.org)

***Keywords:** Holocaust education, collaboration, historical thinking, media literacy, Anti-Semitism*

## *Abstract*

*A school librarian and United States Holocaust Memorial Museum Teacher Fellow addresses the challenge of teaching 21st century learners about the Holocaust, demonstrating how to enrich collaborative instruction and library programming through innovative Museum resources. This paper highlights “History Unfolded,” the Museum’s growing database of WWII era newspapers promoting historical thinking and media literacy; “Experiencing History,” a primary source digital learning tool; the availability of Museum exhibitions and supplemental Holocaust projects that can be successfully implemented by school library practitioners worldwide. As we face a resurgence of neo-Nazism and increased Anti-Semitism, school librarians can be transformational leaders in Holocaust education initiatives, encouraging an equitable and inclusive environment in the greater community.*

## *Introduction*

For educators facing the challenge of teaching 21st century learners about the Holocaust, innovative resources from the United States Holocaust Memorial Museum (USHMM) can enrich instruction and be effectively integrated into meaningful library programming. As Lakeview Schools district librarian in Battle Creek, Michigan and as a USHMM Teacher Fellow, I have welcomed the opportunity to work with colleagues so as to bring about enhanced awareness of this key historical event of the 20<sup>th</sup> century. I am now glad to share with IASL attendees Holocaust Education and Remembrance collaborative projects which can be replicated or adapted by other school librarians.

### ***Holocaust Education***

With anti-Semitism on the rise in the United States and throughout the world, it is important that students be educated about the Holocaust. A Pew Research Center (2020) survey found that fewer than half of American adults could answer basic questions such as how many Jews were killed in the Holocaust or the way Adolf Hitler came to power. We are also entering an era with a dwindling number of survivors in our midst able to tell their stories (Pike, 2020).

Educators are among those most concerned with confronting the continuing cycle of hatred and violence from anti-Semitism. Korsen (2019) explained why Holocaust education should be mandatory, noting that teaching the Holocaust promotes tolerance and acceptance. Nineteen states currently require Holocaust instruction (USHMM, 2021).

It is also encouraging that legislation is now in place to support Holocaust instruction. The Never Again Education Act (H.R. 943) was signed into law by President Donald Trump on May 30, 2020. The bill expands United States Holocaust Memorial Museum education programming, requiring the museum to develop and nationally disseminate accurate, relevant, and accessible resources to improve awareness and understanding of the Holocaust. The bill further authorizes various Holocaust education program activities to engage prospective and current teachers and educational leaders (Never Again Education Act, 2020; Richman, 2020).

### ***History Unfolded: Project Background***

History Unfolded: US Newspapers and the Holocaust is one such USHMM program with great potential to be used as an engaging instructional resource while allowing school librarians to work collaboratively with teachers. History Unfolded, in place since 2016, invites library patrons (both students and adults) to become "citizen historians" and to investigate how their local newspapers covered Holocaust-related events during the 1930s and 1940s. The information that participants uncover is being compiled in an online database of US newspaper reporting on the Holocaust from 1933-1946 that the USHMM hopes will shape future scholarship on the topic. Submissions from citizen historians have also figured into a Museum exhibition on *Americans and the Holocaust* which opened in Washington in spring 2018. As of mid-June 2021, some 5,000 History Unfolded participants had contributed articles published in newspapers located in all 50 states and the District of Columbia. Submissions included news articles, editorials, letters to the editor, political cartoons,

and advertisements about 41 different Holocaust-era events that took place in the United States and Europe. The project seamlessly integrates media literacy into a critical study of history, leveraging an examination of historical newspapers to better comprehend how Americans understood information about events in Europe and at home during the Holocaust. Citizen historians are thus also prepared to think critically about America's responsibilities in the world today

For educators new to the project, History Unfolded offers free, adaptable lesson plans in English and Spanish plus supporting materials. A community manager is available for online assistance. The home page <<https://newspapers.ushmm.org>> viewed in Figure 1 below provides a convenient starting point from which to become familiar with History Unfolded resources and site navigation.

The image shows the History Unfolded website home page with several red annotations. At the top left is the logo 'HISTORY UNFOLDED US NEWSPAPERS AND THE HOLOCAUST'. On the top right, there are icons for 'Existing users' (Login), 'Help Center', and 'Menu'. A red box labeled 'Existing users' points to the Login icon. A red box labeled 'Drop-down site menu' points to the Menu icon. A red box labeled 'Begin at <https://newspapers.ushmm.org>' points to the main content area. The main content area features the heading 'Help tell America's story' and a paragraph: 'Together, we can uncover what ordinary people around the country could have known about the Holocaust from reading their local newspapers in the years 1933-1945. We need you to join our team of citizen historians uncovering new knowledge that will be shared with scholars, curators, and the public.' Below this are two buttons: 'ABOUT THIS PROJECT' and 'CREATE AN ACCOUNT'. A red box labeled 'Set up free account' points to the 'CREATE AN ACCOUNT' button. A red box labeled '3-step process' points to the 'HOW TO PARTICIPATE' section. The 'HOW TO PARTICIPATE' section is circled in red and contains three steps: 'STEP 1 LEARN CHOOSE AN EVENT', 'STEP 2 RESEARCH LOOK IN A NEWSPAPER', and 'STEP 3 CONTRIBUTE SUBMIT RESEARCH'. A red box labeled 'Educators portal page' points to the 'More Links' section, which includes 'About This Project', 'Teacher Resources', and 'Help Center'. At the bottom, there is a section titled 'Are You An Educator?' with a paragraph: 'Sign up today and explore the free lesson plan, students handouts, and other materials you can use in your classroom. A community manager is available to help you participate.' Below this is a blue button labeled 'LEARN MORE' with a red arrow pointing to it.

Figure 1. History Unfolded home page with notes on site navigation.

After setting up a user account, participation in History Unfolded is a 3-Step process which includes Choosing an Event; Looking in a Newspaper and Submitting Research. The first step is to choose an event from among 41 existing events or key issues related to the Holocaust. Events are displayed chronologically from the Opening of the Dachau Concentration Camp in 1933 to President Truman Ordering Quota Preference for DPs in 1945. For each event, a supplemental page of background information is helpful for framing research. Step 2 involves accessing a newspaper archive available in one's locale or from a listing suggested by History Unfolded of some 700+ records for searchable newspapers. *Chronicling America* from the Library of Congress is another newspaper source with World War II era coverage <<https://chroniclingamerica.loc.gov/>> In Step 3, the registered History Unfolded user uploads an article to the database. Figure 2 shows an example of a news item from the *Detroit Jewish News* which I submitted for the event FDR Shelters Refugees in Oswego, NY. News articles have been incorporated into the *Americans and the Holocaust* exhibition and are inspiring learners to be passionate about history and to take pride in their involvement in the project.

**Article:** [3 Little Refugees See First Toy](https://newspapers.ushmm.org/article/27837)  
<<https://newspapers.ushmm.org/article/27837>>

**Newspaper:** Detroit Jewish News

**Location:** Detroit, Michigan

**Publication Date:** August 25, 1944

**Page Section and Number:** 1

**Event:** FDR Shelters Refugees in Oswego, NY

**History Unfolded Contributor:** Margaret L.

**Location of Research:** Digital Archive of Jewish Detroit History

**User Comments:** A front page photo lends a very human element to the news event. For the first time in their lives, three little girls are shown a toy - a teddy bear - by WAC Cpl. Helen Lloyd, a few minutes after arriving in this country at Ft. Ontario Emergency Refugee Shelter. A second photo shows "A Family Going to Fort Ontario" including a 4-week-old little girl.



*3 Little Refugees See First Toy*



*A Family Going to Fort Ontario*

Figure 2. Example of news item submitted to History Unfolded about refugees in Oswego, NY.



### *History Unfolded: School Library Participation*

Lakeview High School was fortunate to take part in History Unfolded beginning with the pilot phase in 2014 & 2015 (Denbo, 2016). Since 2016, Lakeview has participated in the project through World at War: World War II, an elective in the Social Studies Department. World at War is a blended learning course taught remotely using Moodle by Lakeview teacher Scott Durham (a doctoral student at Michigan State University) with students doing their onsite coursework in the Library under my supervision as school librarian. The Library provides print and electronic resources to support Holocaust instruction with links to those materials as shown in Figure 3.

The screenshot displays the LHS Library website interface. On the left, a navigation menu lists categories such as Reading, Research, Copyright Basics, Works Cited, Research Guide, Assignment Links, Resources, Destiny Catalog, eBooks at LHS, Fake News, Racial Equity, and Virtual Reality. The central area features a large photograph of the library's interior, which is filled with bookshelves and study tables. Below the photo are three buttons labeled 'Reading', 'Research', and 'Resources'. A text box below these buttons states: 'The library media program's mission is to ensure that students and staff are effective users of ideas and information and to encourage leisure use of worthwhile materials. This Web site seeks to promote READING and RESEARCH while providing RESOURCES for the curriculum.' To the right of the photo, there are news snippets from NPR, including 'FACT CHECK: Is The Trump Impeachment Process Different...' and 'Controversial Pesticides Are Suspected Of Starving...'. At the bottom of the page, two boxes provide links: 'Print resources at bit.ly/LHSLibHolocaustPrint' and 'Online resources at bit.ly/LHSDestinyHolocaust'.

*Figure 3. Holocaust Resources at Lakeview High School Library*

A Holocaust unit has been part of the World at War Moodle course. Using History Unfolded, students acquire content knowledge, engage in primary source research and develop historical thinking and media literacy skills. Through an arrangement with Battle Creek's Willard Public Library, students access *Chronicling Battle Creek*, a database of historic local newspapers to research World War II. A History Unfolded: US Newspapers and the Holocaust guide (Lincoln, 2018) and a Willard Library guide to *Chronicling Battle Creek* (Lincoln, 2019) help students through the research process. Students have been encouraged to explore articles on life in Battle

Creek during this era. Not only have they contributed to the growing Museum database of news articles, Lakeview students have also shared their reflections in the *Battle Creek Enquirer* (2015) following their study of the Holocaust. Figure 4 shows the print version of the newspaper article.



Figure 4. Lakeview students share reflections on the Holocaust as part of History Unfolded unit.

Together with online learning, the onsite or face-to-face portion of a blended course is extremely important. To enhance this component of World at War, Scott Durham and I have organized "Research Sprints" for History Unfolded. For example, in 2016, one such multigenerational



workshop was attended by students, parents and even by grandparents (Figure 5). We arranged for a live transmission from Washington, DC with input from Holocaust Museum personnel who provided guidance. The concept of a Research Sprint allows groups of citizen historians to gather to research one or more History Unfolded events in a specific collection of newspapers. Usually, sprints are held for a few hours at a library, archive, or historical society where newspaper collections are readily accessible. Participants meet others who are passionate about historical research and learning the lessons of the Holocaust. They get to share their experiences with others during the event and afterwards. The Lakeview HS Workshop/Research Sprint was promoted using a Google Form signup and flyer which could readily be adapted for use in 2021 (Lincoln, 2016).



*Figure 5. Students and parents participate in History Unfolded Research Sprint*

Lakeview students also traveled to Michigan State University's Main Library for a History Unfolded Research Sprint in October 2017. Scott Durham and I collaborated with Deborah Margolis, Middle East Studies Librarian and liaison to Jewish Studies at MSU, to organize this event. Students were first privileged to hear from Kirsten Fermaglich, Associate Professor of History at MSU, on the structure of newspapers and how newspapers of the World War II era provide insights into the past. Professor Fermaglich led a discussion on problems and opportunities

in primary sources, implications of knowledge of unjust events, and the contextualization of those events. Students learned how to navigate *America's Historical Newspapers* database (an academic library resource not available at Lakeview) and to successfully upload their article findings to the USHMM site (Diamond, 2017). Feedback following the Research Sprint was generally positive including these comments from students (D. Margolis, personal communication, October 29, 2017):

I was really fascinated about what Americans knew and saw about the Holocaust. I thought it was cool that we were able to participate in this exhibit for the Holocaust Museum.

I enjoyed feeling as if I were back in the 30's and 40's, finding all this new information for the first time.

I learned quite a bit from the ads that would go in the papers and how cheap things were, like milk and stamps. I learned that newspapers had to try to use the font in an article to make it look more important because there was no color.

I liked how we contributed to research about the Holocaust and could work independently.

The best thing about the field trip was the lecture on what to look for in an old newspaper because it really helped me with my findings in my papers.

Lakeview students participated in a second MSU Library Research Sprint in October 2018, contributing additional online and microform articles to the growing History Unfolded database. They experienced other aspects of college life including a chance to try out MSU's new Digital Scholarship Lab (Figure 6).



*Figure 6. Lakeview students participate in 2nd History Unfolded Research Sprint at MSU Library*



Building upon the successful MSU Research Sprints, I brought together Battle Creek Hart-Dole-Inouye Federal Center personnel to find Holocaust era articles using Willard Library resources. Together with help from our Lakeview students, we created a lobby exhibit of History Unfolded articles to accompany the Federal Center 2018 Holocaust Remembrance keynote address by University of Michigan Professor Henry Greenspan. (Figure 7). A psychologist, oral historian and playwright, Dr. Greenspan spoke at the Federal Center on the topic of "Secrets and Revelations: From Forty Years of Listening to Holocaust Survivors." Joining Federal Center personnel for the keynote were several Battle Creek city officials including Mayor Mark Behnke and former State Representative Kate Segal.



*Figure 7. Dr. Henry Greenspan views History Unfolded exhibit (Photo courtesy of John Grap).*

Following his Federal Center address, Dr. Greenspan performed REMNANTS, his acclaimed one-man play for some 350 students at Lakeview High School. Students reacted favorably to hearing Dr. Greenspan speak, remarking "I really liked how the presenter was using stories about real people and not just talking about the Holocaust in general" (Battle Creek Shopper News, 2018b).

In addition to History Unfolded, the website for the online exhibition *Americans and the Holocaust* <<https://exhibitions.ushmm.org/americans-and-the-holocaust>> promotes critical thinking about the American response to the rise of Nazism and the progression of events in World War II. Lakeview teachers Sheri Skarp and Leah Sleight have used History Unfolded and the exhibition successfully with students but in a shorter time frame. They've created instructional resources appropriate for a single lesson rather than being incorporated into an entire unit on the Holocaust. Their "Lakeview HS lessons for *Americans and the Holocaust* & History Unfolded" are listed in Table 1 below. Mrs. Skarp had students complete a graphic organizer after touring the online version of *Americans and the Holocaust*. A History Unfolded activity from Mrs. Sleight let students use articles already uploaded to the database. Students looked into the history of their city's knowledge of the Holocaust during World War II, offering evidence of a free press reporting to the residents of Battle Creek. This abbreviated History Unfolded lesson encouraged students to reflect on what the response in their community should be when persecution and genocide are present in the world (Figure 8).



Figure 8. Lakeview teacher Leah Sleight points out article from Battle Creek Enquirer submitted to History Unfolded <<https://newspapers.ushmm.org/article/20580>> by user Margaret L.

Another collaborative programming option for school librarians to be involved in History Unfolded and the *Americans and the Holocaust* exhibition comes from a joint initiative of the American Library Association (ALA) and USHMM. Through ALA's Public Programs Office, a special library version of the exhibition in Washington, DC will travel to 50 public and academic libraries from October 2021 through November 2023 according to an adjusted tour schedule due to closures during the pandemic <<https://www.ushmm.org/information/exhibitions/traveling-exhibitions/americans-and-the-holocaust>>. The traveling exhibition addresses important themes in American history, including Americans' responses to refugees, war and genocide in the 1930s and '40s, challenging commonly held assumptions that Americans knew little and did nothing about the Nazi persecution and murder of Jews. Libraries selected to host *Americans and the Holocaust* are responsible for presenting at least four public programs, events, or activities related to the themes explored in the exhibition. At least one of the minimum number of programs must be for high school or university students. As school librarians, it is to our advantage to reach out to these libraries to offer assistance and in turn, benefit from the valuable resources being brought to communities all over the country.

History Unfolded will be supported through the duration of the touring schedule for *Americans and the Holocaust*. Overall favorable evaluation results were reported in a 2020 presentation at the MW (MuseWeb) conference (Schmalz & Haley Goldman, 2020). Informal data from teachers and students suggested that History Unfolded has been meeting its education goals. Students often wrote in a comments box when submitting their articles how fascinating they found the project and even how interesting they found the hands-on microfilm technology to be. Teachers reported that the project helped students develop historical research, primary source analysis and media literacy skills. Teachers further pointed out that while students often struggled and were frustrated by not being able to immediately or easily find news stories on the Web, History Unfolded gave students the chance to hone their skills in using original newspapers, microfilmed newspapers, or online databases to find information. Students were often intrigued to see prices for products, the effect of the Great Depression and World War II, and how local news took precedence over international stories about the persecution of Jews. The project was seen as an effective way to teach the Holocaust and to help clear up misconceptions and myths. With respect to motivation, teachers saw a strong connection between participation and engagement. They mentioned that students were often in disbelief or shocked to discover the US Holocaust Memorial Museum wanted their work.



Looking ahead to the next two years, Eric Schmalz, Citizen History Community Manager for History Unfolded, has shared a preview of upcoming project developments (E. Schmalz, personal communication, June 15, 2021).

- One enhancement already in place is History Unfolded's "Explore User Research" page <<https://newspapers.ushmm.org/search?from=global-nav>>. From this page, educators, students, and other researchers can search by particular newspaper groupings, including from the Black press, the Jewish press, Spanish-language newspapers, college newspapers, and Catholic newspapers. Hundreds of full-text articles, stories, editorials and images about Holocaust-era events between 1933 and 1945 are now available to read, download, and share with students.
- The History Unfolded team will soon make available a new lesson plan focused on helping students develop their media literacy skills. Students learn what information some college and university newspapers at the time reported on the Nazi threat, as well as how some students responded. By analyzing historical headlines and articles, and discussing the media landscape today, students will be better able to analyze news today.
- The United States Holocaust Memorial Museum is continuing its efforts towards diversity, equity, accessibility and inclusion in its work. The History Unfolded project team is working to better understand the needs of educators, students, and adults in local communities. The project team would like to reach diverse audiences as much as possible. If anyone has ideas or would like to assist in this effort, they are asked to reach out to community manager Eric Schmalz <[eschmalz@ushmm.org](mailto:eschmalz@ushmm.org)>.

Finally, to assist IASL members in getting started with History Unfolded, the project team has provided access to a recording of a recent February 2021 Teaching With History Unfolded webinar that was facilitated by Eric Schmalz and David Klevan, Education Outreach Specialist, Education Initiatives (Klevan & Schmalz, 2021). This professional development resource can be found in Table 1 along with other Educational Support Materials for using History Unfolded & the *Americans and the Holocaust* exhibition. It is hoped that these materials will be beneficial to school librarians, teacher colleagues and to students as they engage in a study of the events of the 1930s and 40s, seeking to understand the relevance of the historical context of the Great Depression, the Holocaust and World War II to our world today.

Table 1

*Educational Support Materials for History Unfolded & Americans and the Holocaust*

Resource	URL
Americans and the Holocaust (exhibition)	<a href="https://exhibitions.ushmm.org/americans-and-the-holocaust">https://exhibitions.ushmm.org/americans-and-the-holocaust</a>
Americans and the Holocaust Teaching Materials	<a href="https://www.ushmm.org/teach/teaching-materials/americans-and-the-holocaust">https://www.ushmm.org/teach/teaching-materials/americans-and-the-holocaust</a>
Americans and the Holocaust Tour (39 min. film narrated by curator Dr. Daniel Greene)	<a href="https://www.ushmm.org/information/exhibitions/museum-exhibitions/americans-and-the-holocaust/tour">https://www.ushmm.org/information/exhibitions/museum-exhibitions/americans-and-the-holocaust/tour</a>
History Unfolded Blog	<a href="https://newspapers.ushmm.org/blog">https://newspapers.ushmm.org/blog</a>
History Unfolded Facebook	<a href="https://www.facebook.com/groups/487541611425502/">https://www.facebook.com/groups/487541611425502/</a>
History Unfolded Lesson Plans	<a href="https://newspapers.ushmm.org/about/teacher-resources">https://newspapers.ushmm.org/about/teacher-resources</a>
History Unfolded Research Tips	<a href="https://newspapers.ushmm.org/blog/category/research-aids/">https://newspapers.ushmm.org/blog/category/research-aids/</a>
History Unfolded for Rwandan Genocide	<a href="https://dhsuncovershistory.wixsite.com/rwanda">https://dhsuncovershistory.wixsite.com/rwanda</a>
History Unfolded Step by Step Guide	<a href="https://newspapers.ushmm.org/pdf/HUF_Teacher_Step_By_Step.pdf">https://newspapers.ushmm.org/pdf/HUF_Teacher_Step_By_Step.pdf</a>
History Unfolded Workshop/ Research Sprint flyer	<a href="https://drive.google.com/file/d/1LPz3zLz5Ck2yuM-DtlbnvLE8sNCEhkil/view">https://drive.google.com/file/d/1LPz3zLz5Ck2yuM-DtlbnvLE8sNCEhkil/view</a>
How Americans Got Their News	<a href="https://newspapers.ushmm.org/pdf/news_historical_overview.pdf">https://newspapers.ushmm.org/pdf/news_historical_overview.pdf</a>
How to Find Articles (video)	<a href="https://youtu.be/ARLi371535Q">https://youtu.be/ARLi371535Q</a>
How to Read Old Newspapers	<a href="https://newspapers.ushmm.org/about/scanning-newspapers">https://newspapers.ushmm.org/about/scanning-newspapers</a>
Lakeview HS Guide to History Unfolded site	<a href="https://drive.google.com/file/d/1LYQaIAAdAOoatYjvXQl16va-4d1rHLDbO/view">https://drive.google.com/file/d/1LYQaIAAdAOoatYjvXQl16va-4d1rHLDbO/view</a>
Lakeview HS lessons for Americans and the Holocaust & History Unfolded	<a href="https://drive.google.com/file/d/1R5FUbeTVZ3EMI4OR28IDm4F6RxGzunsm/view">https://drive.google.com/file/d/1R5FUbeTVZ3EMI4OR28IDm4F6RxGzunsm/view</a>
Librarian Research Sprint packet	<a href="https://newspapers.ushmm.org/blog/2017/07/19/how-to-host-a-research-sprint/">https://newspapers.ushmm.org/blog/2017/07/19/how-to-host-a-research-sprint/</a>
Teaching With History Unfolded (webinar)	<a href="https://drive.google.com/file/d/1sKZTS9fwEKow8dNFx4wZc01-oM6Re7r0/view?usp=sharing_eil_dm&amp;ts=608979d2">https://drive.google.com/file/d/1sKZTS9fwEKow8dNFx4wZc01-oM6Re7r0/view?usp=sharing_eil_dm&amp;ts=608979d2</a>
Willard Library Guide to Chronicling Battle Creek	<a href="https://drive.google.com/file/d/1gUJyZnOOBkFODoKzPpVtc4BhkBxBPXkf/view">https://drive.google.com/file/d/1gUJyZnOOBkFODoKzPpVtc4BhkBxBPXkf/view</a>

### *Experiencing History: Holocaust Sources in Context*

Moving beyond History Unfolded, another Museum resource of great value to school librarians and shareable with teacher colleagues is Experiencing History: Holocaust Sources in Context. This digital tool lets students and teachers study contextualized Jewish primary sources in a customized learning experience < <https://perspectives.ushmm.org/>>. Primary sources include artworks, posters, pamphlets, diaries, personal items, film, video, audio, interviews, letters, literature, poems, songs, plays, music, oral histories, newspaper articles, newsreels, radio broadcasts, official documents, reports, legislation, maps, photographs, religious documents, prayers and sermons.. These primary sources, produced by Jews in response to escalating persecution and genocide, have been carefully selected and introduced by Holocaust scholars from a variety of disciplines. Content is organized into three main sections: Jewish Perspectives on the Holocaust; Americans and the Holocaust; and Everyday Life: Roles, Motives, and Choices During the Holocaust (Figure 9).

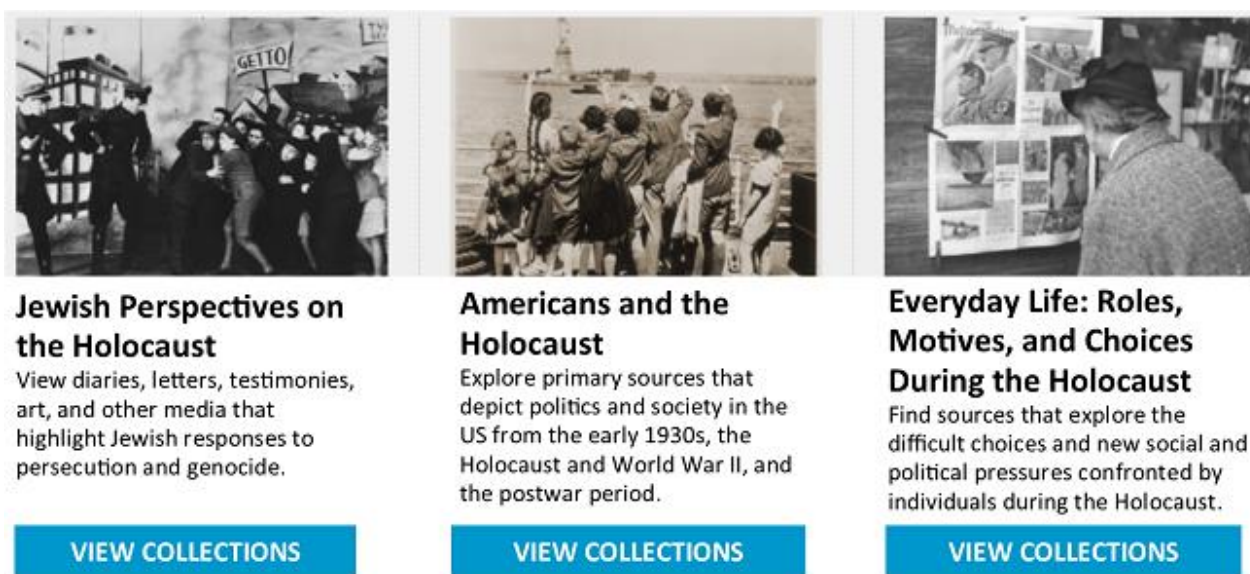


Figure 9. *Experiencing History* providing access to primary source collections.

Although intended for college level, the digital primary source tool can be utilized effectively at the secondary level by setting up a free account. The "Americans and the Holocaust" section supports the Museum's exhibition of the same title and has relevance for US History curriculum. The ability to search by tag <<https://perspectives.ushmm.org/tag>> should prove engaging for students. For example, a variety of primary sources can be found under just the letter "H" using these tags: health & hygiene, homesickness, hope, humiliation and humor & satire. The digital tool takes an audience-centered approach, making content readily accessible (Lindamood & Haley Goldman, 2019).



---

### *Museum Exhibitions*

While the pandemic has impacted the availability of USHMM traveling exhibitions, options exist for bringing Museum resources from Washington, DC directly to your community. Poster sets, for example, based upon previous exhibitions, can be downloaded and printed up so as to create an in-house exhibition. Poster sets are available at <<https://www.ushmm.org/teach/poster-sets>> and often include educational support materials. The sets have been summarized in Table 2.

Table 2.

#### *Poster Sets from the United States Holocaust Memorial Museum*

Title	Description
American Witnesses	The poster set highlights experiences of men and women in the US military who saw firsthand evidence of Nazi atrocities in April 1945 and includes their oral, written, and visual testimony. Testimonies of Holocaust survivors liberated by US military personnel are also part of the poster set.
State of Deception: The Power of Nazi Propaganda	This 16-poster set is available in 16 languages. The posters examine how the Nazis used propaganda to win broad voter support in Germany's young democracy after World War I, implement radical programs under the party's dictatorship in the 1930s, and justify war and mass murder.
Some Were Neighbors	The poster set examines the role of ordinary people during the Holocaust. The central role of Adolf Hitler and other Nazi leaders is indisputable, but they depended on countless others. The motives and pressures influencing choices and behaviors of individuals during the Holocaust are considered.
American Responses	These posters examine American responses to the persecution and murder of European Jews, inviting reflection on the role of individuals, organizations and governments in confronting hatred and mass atrocities.
Early Warning Signs	These posters investigate the early warning signs that led to the Holocaust. Reflecting on these events challenge us to consider what might motivate us to respond to indicators of genocide today.
Justice and Accountability	The Nuremberg Trials and that of Adolf Eichmann set important precedents and raised questions about the nature of justice in the face of enormous crimes. The posters focus on documentation of crimes, the trials & legacy of justice.
Liberation	The US soldiers who helped defeat Nazi Germany and liberate the concentration camps were among the first eyewitnesses to the Holocaust. Remembering their stories of freedom inspires us to promote human dignity and confront hatred whenever and wherever it occurs.
Rescue	These posters tell the stories of ordinary people who chose to intervene and help rescue Jews, despite the risks.

---

### *Holocaust Projects*

The preceding sections of this paper have highlighted USHMM Holocaust educational resources such as History Unfolded, Experiencing History and the availability of Museum exhibitions. How can we, as school librarians, best utilize these valuable materials in supporting instruction and in developing meaningful programs? A consideration of additional resources and a review of past Holocaust projects may be of help.

Over the years, Battle Creek, Michigan has been grateful for the opportunity to bring USHMM exhibitions to our community, hosting *Oskar Schindler* and *Life in Shadows: Hidden Children and the Holocaust* and developing educational outreach for area students and adults (Lincoln, 2003, 2006). We also brought Holocaust survivor, historian and author Gerda Weissmann Klein to Battle Creek to speak at the W.K. Kellogg Auditorium to 1900 Michigan students, arranging for an online blog discussion of her memoir *All But My Life* (Lincoln, 2007). Funding from the W.K. Kellogg Foundation helped make these programs possible.

In recent years, we have similarly appreciated support for projects as provided by the Ravitz Foundation of the Michigan Jewish Conference. For example, *Scroll of Remembrance*, an exhibit by Ann Arbor based Holocaust survivor and artist Dr. Miriam Brysk illustrating a liturgical text, was shown at the Battle Creek Art Center in May 2014. As part of the project, an Echoes & Reflections <<https://echoesandreflections.org/>> professional development workshop for 52 educators from all over Michigan, was conducted by a facilitator from the International School for Holocaust Studies of Yad Vashem in Jerusalem who came to Lakeview High School. Yad Vashem is the World Holocaust Remembrance Center (Hinkley, 2014).

A 2016 Holocaust Remembrance project, with Ravitz support, brought *BESA: A Code of Honor* to the Battle Creek Art Center. This traveling exhibition from the American Society for Yad Vashem told the story Jews rescued by Muslim Albanians during the Holocaust and included an in-person lecture by Dr. Marlene Yahalom. A companion exhibition at the Art Center highlighted the actions of current Battle Creek residents who had positively impacted the community. A professional development offering was again held for teachers as a live webinar, transmitted from the International School for Holocaust Studies in Israel and titled "Righteous Among the Nations: An Online Enhanced Learning Opportunity from Yad Vashem" (Fitzpatrick, 2016; Sulser, 2016).

For Holocaust Remembrance 2017, Lakeview HS Library organized a series of scholar in residence lectures by *New York Times* international investigative author Edwin Black who spoke in Flint, Kalamazoo, Battle Creek and Grand Rapids, including appearances at the Battle Creek Hart-Dole-Inouye Federal Center and the Gerald R. Ford Presidential Library & Museum. At Lakeview High School, Mr. Black presented "From Holocaust History to Today's Headlines--An Insider Briefing for Students & Faculty," focusing on Holocaust Remembrance but also connecting World War II history to our own era and to challenges faced by marginalized community groups (Sulser, 2017).

The 2018 school year saw several noteworthy Holocaust projects take place including the previously mentioned presentations by University of Michigan Professor Henry Greenspan (Battle Creek Shopper News, 2018b). A grant from the Calhoun Intermediate School District awarded to Lakeview HS Library allowed all 10th grade English classes (360 students) to attend in January 2018 one of six interactive presentations given by acclaimed professional storyteller and second generation Holocaust survivor Judy Sima, titled "History Alive: Capturing the 'Story' Behind the Facts." Ms. Sima offered an evening presentation to area adults with support of Willard Library (Battle Creek Shopper News, 2018a).

Also in February 2018, Lakeview students participated in Chapman University's 19th Annual Holocaust Art and Writing Contest, viewing a survivor's video testimony and responding to prompts in divisions of art, film, poetry or prose. The Library provided print and online resources to support the project and was proud to learn that students Gwendolyn Trautman and Lauren Helner were awarded second place prize in the film category < <https://youtu.be/V9Ru9t4C7fg>>. Their entry "All It Takes" about survivor Sonia Tebrich was even filmed in the library. Some 7000 students representing 255 schools from 31 states and 8 foreign countries entered the contest. The *Battle Creek Enquirer* ran a front page feature article about the girls' accomplishments (Hernandez, 2018).

In 2019, Battle Creek was privileged to have Holocaust survivors Irene Miller and Irene Butter (two Michiganders, both named Irene) visit our community for Days of Remembrance. Lakeview High School Library again collaborated with the Hart-Dole-Inouye Federal Center to have Mrs. Miller give a keynote address. The Library, partnering with Temple Beth El, was the recipient of a Ravitz Foundation grant which allowed Dr. Butter to speak to over 300 Lakeview students and to offer a Lunch & Learn session at Willard Public Library (Battle Creek Shopper News, 2019).



In conjunction with Dr. Butter's visit, Lakeview students were challenged to create a mini social action project. Proposed projects would benefit the community and would reflect Dr. Butter's message of the importance of standing up, taking action as opposed to being a bystander. A special one-time 'Never a Bystander' grant was set up, funded by fine money collected by LHS Library during 'March is Reading Month' and 'April is School Library Month' along with donations from Lakeview staff and community members. The 2019 'Never a Bystander' grant recipient (announced during Dr. Butter's talk at Lakeview) was Abigail Caswell. Abigail's project has allowed for creation of an Irene Butter Collection to be placed in all four Battle Creek area city high schools. The set of books is meant to inspire young adults to take action in the face of adversity and to encourage literacy in order to keep the stories of others alive. Each book has a story or truth that is unique, emotional, and provoking, meant to uphold the legacy of Dr. Butter for her courage (Lincoln, 2020).

For the 2019-20 school year, building upon the positive outcomes of these past Holocaust projects, Lakeview High School library joined with Battle Creek's Kellogg Community College Morris Library to embark on a collaborative endeavor titled "Remembrance in Action: Responding to the Holocaust in Today's Battle Creek." Although the project was put on hold due to COVID-19, events are scheduled to resume in the upcoming school year. In spring 2022, the Battle Creek Art Center will host the Detroit Jewish News Foundation's exhibit "The Holocaust Unfolds" (Chessler, 2018) and will also display the USHMM poster set "Some Were Neighbors."

To support school library colleagues in planning Holocaust education initiatives, Table 3 below provides contact information for individuals mentioned in this paper who contributed to Holocaust Remembrance projects in Battle Creek, Michigan and who could assist with events in other locales. In addition, the Association of Holocaust Organizations (AHO) is an international network for the advancement of Holocaust education, remembrance and research. Through AHO, you can reach out to 370 member organizations around the world <<https://ahoinfo.org/>>. During the period of school closings due to the pandemic, I also continued to provide critical services and instructional support for students, focusing on gathering Holocaust materials. A resource list that I created and shared via ALA Connect and the AASL Member Forum proved helpful for those librarians and educators organizing virtual Holocaust Remembrance observances. The list would be useful for planning events in the upcoming year (Lincoln, 2021a).

Table 3

*Holocaust Remembrance Programs*

Name	Background	Contact
Edwin Black	<i>NY Times</i> investigative reporter	<a href="https://edwinblack.com/">https://edwinblack.com/</a>
Dr. Miriam Brysk	Holocaust survivor, artist, scientist, author	<a href="https://www.miriambrysk.com/">https://www.miriambrysk.com/</a>
Dr. Irene Butter	Holocaust survivor, professor, peace activist, author	<a href="http://www.irenebutter.com/">http://www.irenebutter.com/</a>
Dr. Henry Greenspan	Historian, psychologist, playwright	<a href="http://www.henrygreenspan.com/">http://www.henrygreenspan.com/</a>
Irene Miller	Holocaust survivor, author	<a href="http://www.irenemillerspeaker.com/">http://www.irenemillerspeaker.com/</a>
Judy Sima	Storyteller, author, teaching artist	<a href="https://judysima.com/">https://judysima.com/</a>
Dr. Marlene Yahalom	Director of Education, the American Society for Yad Vashem	<a href="https://www.yadvashemusa.org/">https://www.yadvashemusa.org/</a>

*Conclusion*

When we consider current political realities and social unrest, the need to educate both students and adults about the significance of the Holocaust becomes clear. The Anti-Defamation League (ADL) recorded 2,024 anti-Semitic incidents in the United States in 2020, the third highest on record since ADL began tracking such incidents in 1979 (ADL, 2020). In my own community, incidents of anti-Semitism, openly reported in the *Battle Creek Enquirer* underscore the importance of bringing an awareness to the Holocaust to people of all ages (Figure 10). Two documented acts of vandalism were committed against Temple Beth El in the last two years (Christensen, 2019). A Nazi flag was raised on the premises of an elementary school building in the Lakeview District (Buckley, 2019).

As school librarians, we are determined to encourage an equitable and inclusive environment in the greater community. Teaching about events of the Holocaust raises awareness of our responsibility to take a stand against prejudice, discrimination, and injustice and to protect and care for others.

We also offer sincerest thanks to Irene Butter who has recorded a personal greeting and shares inspiring remarks for school librarians attending IASL 2021 (Figure 11).

Let us not forget Dr. Butter's powerful message of "Never a Bystander" which remains an enduring lesson of the Holocaust and a promising guideline for action in our world today.

## Nazi flag raised at Riverside Elementary

Flag appears to have been hoisted overnight

**Nick Buckley** Battle Creek Enquirer  
 USA TODAY NETWORK - MICHIGAN

A Nazi flag was discovered on a flag pole at Riverside Elementary School early Saturday.

Crews working construction at the building discovered the flag at 7 a.m. and alerted Lakeview School District employees, who then contacted the Battle Creek Police Department.

"The flag represents beliefs that in no way reflect our values as a district," Lakeview Schools Superintendent Blake Prewitt said in a statement. "It is disturbing that an individual would use school grounds as a platform to promote such ideals."

The lock that had been used for the flag pole appears to have been damaged. A district spokesperson said it has since been replaced.

Because the construction crew had worked until 8 p.m. on Friday, the flag appears to have been raised overnight. The school is surrounded by Riverside Park, which is publicly accessible and open until dusk.

There isn't any surveillance footage because security cameras that are being installed at the school are not functioning yet.

Because the raised Nazi flag doesn't appear to have been targeting any specific group or individual, it does not qualify as a hate crime, Battle Creek police said, but because an American flag was removed, it does fall under malicious damage of property or van-

See FLAG, Page 4A

dalism.

"We're aware of it," said Sgt. Chris Rabbitt of the Battle Creek Police Department. "We've been communicating

with Lakeview School administration, keeping an eye on that or anything suspicious ... It's more shock value than anything. Not something we want to see in our community. It's distasteful to say the least."

Nick Buckley can be reached at [nbuckley@battlecreekenquirer.com](mailto:nbuckley@battlecreekenquirer.com) or 269-966-0652.

## Reward increased in temple vandalism case

**Trace Christenson**  
 Battle Creek Enquirer  
 USA TODAY NETWORK - MICHIGAN

Another \$2,000 has been added to the reward for information about vandalism to the Battle Creek Jewish synagogue, Temple Beth El.

"This is really important to us," said Carolyn Normandine, Anti-Defamation League regional director of Michigan. "The increase of hate and these kinds of activities have been happening all over the country. We want to find the people who are doing this."

The additional reward will be combined with a \$5,000 Silent Observer reward for information leading to the arrest of people who are later bound over for trial on charges connected to the vandalism.

The front of the building at 306 Capital Ave. N.E. was damaged twice.

In January someone painted "lier" below a symbol on a concrete menorah on the front of the building. In November someone used a hammer and chisel to damage the same menorah.

No arrests have been made in the case.

City officials have said they have no tolerance for the acts.

Normandine said the ADL money comes from an anonymous donor who provides rewards for information about similar acts across the United States.

"Battle Creek is a beautiful city and



A menorah on the front of Temple Beth-El has been damaged twice since November. PROVIDED

houses of worship have to be protected," she said.

Meanwhile Temple board members are making preparations to repair the damage and add extra security around the building.

Anyone with information about the vandalism is asked to call Silent Observer at 269-964-3888 or text CRIMES (274637) with SOTIP in the message or go online to [www.crimereports.com](http://www.crimereports.com) or send messages to the free "TipSubmit-Mobile" app for iPhone and Android phones.

Contact Trace Christenson at 269-966-0685 or [tchrist@battlecreekenquirer.com](mailto:tchrist@battlecreekenquirer.com). Follow him on Twitter: @TChristenson

Figure 10. Incidents of anti-Semitism reported in the Battle Creek Enquirer

**iasl**

**Dr. Irene Butter**

**49th Annual Conference of the International Association of School Librarianship**

**July 2021**

Figure 11. Holocaust survivor Dr. Irene Butter greets IASL attendees <<https://youtu.be/Dfequpchqey>>

## References

- Anti-Defamation League. 2021. Audit of Antisemitic Incidents 2020. Retrieved from <https://www.adl.org/audit2020>
- Battle Creek Enquirer. (2015, January 24). Lakeview students: Reconstructing from destruction. Retrieved from <https://www.battlecreekenquirer.com/story/opinion/columnists/2015/01/24/lakeview-students-historys-darkest-chapter-lessons-hope/22241821/>.
- Battle Creek Shopper News. (2018a, February 8). A Storyteller makes history come alive at LHS. Retrieved from <https://issuu.com/j-adgraphics/docs/shopper020818/26>
- Battle Creek Shopper News. (2018b, June 7). B.C. joins Holocaust Days of Remembrance this spring. Retrieved from <https://issuu.com/j-adgraphics/docs/shopper060718/24>
- Battle Creek Shopper News. (2019, April 4). Two survivors to help remember the Holocaust. Retrieved from <https://issuu.com/j-adgraphics/docs/shopper040419/10>
- Buckley, N. (2019, September 17). Nazi flag raised at Riverside Elementary. *Battle Creek Enquirer*. Retrieved from <https://www.battlecreekenquirer.com/story/news/2019/09/17/nazi-flag-riverside-elementary-school-battle-creek-lakeview/2351038001/>
- Chessler, S. (2018, October 11). The Holocaust Unfolds. *The Detroit Jewish News*. Retrieved from <https://thejewishnews.com/2018/10/11/the-holocaust-unfolds-hmc-exhibit/>
- Christensen, T. (2019, March 22). Reward increased to \$5K for information on Temple Beth El vandalism. *Battle Creek Enquirer*. Retrieved from <https://www.battlecreekenquirer.com/story/news/2019/03/22/reward-increased-7-k-temple-beth-el-vandalism/3250544002/>
- Denbo, S. (2016). Holocaust Museum project engages Citizen Historians to gain better understanding of what Americans knew. *Perspectives on History*. Retrieved from <https://www.historians.org/publications-and-directories/perspectives-on-history/january-2016/holocaust-museum-project-engages-citizen-historians-to-gain-better-understanding-of-what-americans-knew>
- Diamond, K. (2017, December 1). Lakeview High School class conducts Holocaust research at MSU Libraries. *News @ MSU Libraries*. Retrieved from <https://blogs.lib.msu.edu/news-msu-libraries/2017/dec/lakeview-high-school-class-conducts-holocaust-research-msu-libraries/>
- Fitzpatrick, A. (2016, May 4). Holocaust remembered at Art Center. *Battle Creek Enquirer*. Retrieved from <https://www.battlecreekenquirer.com/story/entertainment/arts/2016/05/04/holocaust-remembered-art-center/83875004/>



Hernandez, N. (2018, April 30). Lakeview students' film on Holocaust survivor takes prize in international competition. *Battle Creek Enquirer*. Retrieved from <https://www.battlecreekenquirer.com/story/news/2018/04/30/lakeview-students-film-holocaust-survivor-takes-prize-international-competition/549709002/>

Hinkley, J. (2014, May 15). Seeing, feeling, teaching the Holocaust. *Battle Creek Enquirer*. Retrieved from <https://www.battlecreekenquirer.com/story/news/2014/05/15/seeing-feeling-teaching-the-holocaust/9135991/>

Klevan, D. & Schmalz, E. (2021, February). Teaching with History Unfolded. Webinar presented through the William Levine Institute for Holocaust Education. United States Holocaust Memorial Museum. Retrieved from [https://drive.google.com/file/d/1sKZTS9fwEKow8dNFx4wZc01-oM6Re7r0/view?usp=sharing\\_eil\\_dm&ts=608979d2](https://drive.google.com/file/d/1sKZTS9fwEKow8dNFx4wZc01-oM6Re7r0/view?usp=sharing_eil_dm&ts=608979d2)

Korsen, N. (2019). Why Holocaust Education Should Be Mandatory. *Principal Leadership*, 19(8), 44–47. Retrieved from <https://www.nassp.org/2019/04/01/why-holocaust-education-should-be-mandatory/>

Lincoln, M. (2003, September). The Holocaust education project: A media specialist's story in online resource use, staff collaboration, & community outreach. *Multimedia Schools*, 10(4), 32-36.

Lincoln, M. (2006). Witness to History. *School Library Journal*, 52(2), 54–57.

Lincoln, M. (2007). All but her life. *School Library Journal*, 53(11), 52-54.

Lincoln, M. (2016). History Unfolded Workshop/Research Sprint flyer. Retrieved from <https://drive.google.com/file/d/1LPz3zLz5Ck2yuM-DtlbnvLE8sNCehkil/view>

Lincoln, M. (2018). History Unfolded: US Newspapers and the Holocaust guide. Retrieved from <https://drive.google.com/file/d/1LYQaIAdAOoatYjvXQl16va-4d1rHLDbO/view>

Lincoln, M. (2019). Willard Library guide to Chronicling Battle Creek: Historic local newspapers. Retrieved from <https://drive.google.com/file/d/1gUJyZnOOoBkFODoKzPpVtc4BhkBxBPXkf/view>

Lincoln, M. (2020). Never a Bystander & Other Enduring Lessons for Holocaust Remembrance. *Knowledge Quest*, 49(2), 44–51.

Lincoln, M. (2021a). Holocaust learning resources during 2021. Retrieved from <https://docs.google.com/document/d/1ujQF6NbbEf5jzUUI-XuqgU6D-W7vSvXF9RBSpWsb9dA/edit?usp=sharing>

Lincoln, M. (2021b, June 27). Dr. Irene Butter IASL 2021 [Video]. YouTube. <https://youtu.be/DfequpchqY>

- Lindamood, W. & Haley Goldman, M. (2019). Everything old is new again. MW19 MuseWeb Conference 2019. Retrieved from <https://mw19.mwconf.org/paper/everything-old-is-new-again/>
- Never Again Education Act, H.R. 943, 116th Cong. (2020). Retrieved from <https://www.congress.gov/bill/116th-congress/house-bill/943>
- Pew Research Center. (2020). What Americans Know about the Holocaust. Retrieved from <https://www.pewforum.org/2020/01/22/what-americans-know-about-the-holocaust/>
- Pike, J. (2020). A New Era in Holocaust Education: Commemorating Without Survivors. *New Voices*, 1–6.
- Richman, J. (2020, May 22). Congress passes Holocaust education act. *Jewish Advocate*, 211(21), 1–14.
- Schmalz, E & Haley Goldman, M. (2020). Citizen History – so close or too far? Current results from Citizen History and the Problems of Creating Participatory Projects. *MW20: MuseWeb Conference 2020*. Retrieved from <https://mw20.museweb.net/paper/citizen-history-so-close-or-too-far-current-results-from-citizen-history-and-the-problems-of-creating-participatory-projects/>
- Sulser, S. (2016, April 7). Holocaust exhibits, project focus on survival. *Battle Creek Shopper News*. Retrieved from <https://issuu.com/ralphgushman/docs/shopper040716>
- Sulser, S. (2017, April 27). Author Edwin Black appears at Lakeview. *Battle Creek Shopper News*. Retrieved from [https://edwinblack.com/uploads/cmimg\\_77451.pdf](https://edwinblack.com/uploads/cmimg_77451.pdf)
- United States Holocaust Memorial Museum. (2021). Where Holocaust Education Is Required in the US. Retrieved from <https://www.ushmm.org/teach/fundamentals/where-holocaust-education-is-required-in-the-us>
- .

### ***Biographical note***

Dr. Margaret “Gigi” Lincoln has been District Librarian and National Honor Society Advisor at Lakeview High School in Battle Creek, Michigan, since 1973. A 2008 recipient of ALA’s I Love My Librarian Award, she’s a Library of Congress American Memory Fellow, a US Holocaust Memorial Museum Teacher Fellow and a member of Michigan Governor Gretchen Whitmer’s Educator Advisory Council.