

Places of Remembrance
Antisemitic Legislation During the Third Reich
and its Relevance Today



Places of Remembrance Holocaust Memorial
Berlin, Germany

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OREGON JEWISH MUSEUM AND CENTER FOR HOLOCAUST EDUCATION

Dear Educator,

Thank you for using this educational resource, provided by the Oregon Jewish Museum and Center for Holocaust Education.

This packet contains an activity useful in teaching Holocaust history that is based on a Holocaust memorial called Places of Remembrance (*Orte des Erinnerns*) in the Schöneberg neighborhood of Berlin, Germany. This activity is specifically geared toward classes that seek to learn more about the legislative processes that legalized, normalized, and enforced discrimination, harm, and murder under the Third Reich. Studying these processes helps students understand that the violence of the Holocaust did not happen immediately after the Nazi rise to power, but rather was the consequence of the slow and incremental dehumanization of Jews and others, and their removal from German and German-occupied society.

Although this activity can be done in as little as one 50-minute period, it is recommended that the educator leave 90 minutes to allow time for student questions and discussion on laws as they are read aloud. (See p. 12 for how to differentiate for time.) This activity fits into Holocaust history and literature units, and is recommended to serve as an introduction for classes who are preparing for a trip to the Oregon Holocaust Memorial.

Everything you need to complete this activity is included in this packet. If you have any questions, please contact the Oregon Jewish Museum and Center for Holocaust Education's Holocaust Educator at education@ojmche.org.

Sincerely,

Amanda Solomon
Manager of Museum and Holocaust Education

Tips for Beginning a Unit on the Holocaust

Beginning a unit on Holocaust history can be overwhelming: there is a great deal of content, context, and numerous perspectives to consider in often a short period of time. The content is emotionally challenging and historically complex. To allow for both the greatest breadth and nuance in the classroom, it is important to introduce students to the fullest extent of this historical period as soon as possible. Creating a participatory timeline is a good way to encompass this history in a visually engaging way, as is a participatory map. Consider some of these tips to enhance the content you cover with students.

Create a Timeline

Historians agree that the Holocaust took place during the years 1933-1945, although tension in Germany was on the rise well before then. Start your unit by creating a timeline on an available wall in your classroom or school with these years. Print any laws, biographical dates, major events, photographs, journal entries, newspaper articles, artworks, or other items (some of which can be found in this packet) you come across in your unit. Ask students to add these to the timeline throughout the course of the unit. Consider asking students to add their thoughts, questions or artwork to the timeline as a response to historical content.

Use a Journal

Keep track of students' questions, thoughts, and comprehension by asking them to write responses to classroom prompts (like ones found in this guide), reading summaries and reflections, and ongoing questions in journals. If time permits, create journals with students in the classroom. Consider pairing this activity with an introduction to Anne Frank, a young Holocaust victim whose journal provided much insight on the daily lives of eight people hiding from the Nazis for two years in Amsterdam. You may choose not to grade journals, to grade them as you see fit, or ask students to critically assess their own journaling at the end of the unit.

Make a Map

The Holocaust took place throughout Europe. With that being said, each village, city, and country experienced the war in its own unique way. Create a map of Europe, or use a ready-made map to post on a wall in your classroom. Identify the locations of major events, concentration and killing centers, individuals' birth places, etc. on the map as you come across them in your unit. Allow comparative analysis of the map to prompt critical thinking about Holocaust history.

Read a Book

The Oregon Jewish Museum and Center for Holocaust Education has student literature, primary source compendia, books on pedagogy, and other options available for educators to lend. OJMCHÉ is currently developing curated book lists for middle school and high school classrooms. This resource will be available on our website for the 2019-2020 school year.

About Places of Remembrance (Orte des Erinnerns)

This activity is based on a Holocaust Memorial called *Places of Remembrance (Orte des Erinnerns* in German) that was opened in the neighborhood of Schöneberg in Berlin, Germany, in 1993 and designed by two artists named Renata Stih and Frieder Schnock. The memorial consists of 80 signs hung on lamp posts throughout the neighborhood, each one spelling out laws and rules designed by the Nazi Regime against Jews, ranging from “Jews are not allowed to own pets” to “Jews can only buy food between 4 and 5 o’ clock.” The reverse of each sign features an icon the artists designed to represent the law. Some signs contain multiple decrees, or a statement from a Holocaust survivor or victim, totaling 95 decrees or quotes. Many of the signs are placed strategically in relationship to contemporary structures in the neighborhood; for example, a sign in front of a children’s playground reads, “Aryan and non-Aryan children are forbidden to play together.”

Places of Remembrance does not list all the decrees passed against Jews during the Holocaust. There were well over 400 laws passed against Jews in Germany and German-occupied lands, many from the years 1933-1939, *a time period during the Holocaust and before the beginning of the Second World War.*

Part of the neighborhood where this memorial stands is called the Bavarian Quarter. Before Adolf Hitler came to power in Germany, it was home to about 16,000 Jews. The area was sometimes referred to as Jewish Switzerland because it was home to many well-known Jewish intellectuals, doctors, businesspeople, lawyers, and artists. Albert Einstein is one of the most well known German Jews who lived in the Bavarian Quarter.

During the Holocaust, many Jews from the Bavarian Quarter were killed. Holocaust historians know the names of over 6,000 Jews from this neighborhood who were forcibly removed from their homes and/or murdered.

The artists who created this memorial wanted to remind people that the Holocaust did not happen immediately after the Nazis came to power. It took many small, discriminatory steps to turn millions of non-Jewish German citizens against Jews and to remove Jews from German society. Each decree was a small step leading to mass murder. *Places of Remembrance* has been called Berlin’s most unsettling memorial.



Jews are no longer allowed to have household pets.

February 15, 1942

Places of Remembrance Activity

Oregon Standards Addressed

6-8th grades

6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

9-10th grades

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

11-12th grades

11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

11-12.RH.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Themes of U.S. History

Defining Questions, Theme 4: The Changing Role of America the World- How have the interests, institutions, ideologies, individuals, power, and activities of the United States affected other nations?

Period 7: Modern America and the World Wars Theme 1- What were key events in the Second World War (Rise of Nazism)?

Period 7: Modern American and the World Wars Theme 2- Why were restrictive immigration policies enacted? What groups were restricted?

Prerequisite Knowledge

Students should have a basic understanding of the definition of the Holocaust, the time period when the Holocaust took place, and major events that both led up to and characterized the Holocaust. They should have been introduced to the concept of anti-Jewish religious persecution prior to the Holocaust and to the concept of antisemitism, a manifestation of anti-Jewish persecution based on racial pseudoscience, which characterized Nazi ideology during the Holocaust.

Guiding Questions

What is the role of a law in society?

What is the process for enacting a law in the United States today? What was the process for enacting a law during the Third Reich?

How do people uphold laws?

What are steps people can take to challenge enacted or proposed laws?

How did the process of enacting a law in Germany change after the beginning of the Nazi Regime?

How did people involved in legislative and judicial processes gain and lose authority in Germany during the Third Reich?

What was the effect of anti-Jewish legislation on Jewish Germans during the Third Reich?

What was the effect of anti-Jewish legislation on non-Jewish Germans during the Third Reich?

What is the difference between fascism and democracy?

Materials

- 13 signs with years from 1933-1945 (found on p. 21, or you can make your own) posted around a large room
 - If you are using a participatory timeline in your classroom, you may choose to use this timeline for the activity instead
- Decree cards (found on p. 15) printed and cut out so each card contains one decree
- Powerpoint Presentation
- Microphone for student use (optional)
- Volunteer, teaching assistant, or another teacher who can help students read

Activity

1. Print 13 signs with years from 1933-1945 (found on p. 21) or make your own and place them in chronological order around a room. If you are using a participatory timeline in your classroom, you may choose to use this timeline for the activity instead.
2. Print decree cards (found on p. 15) and cut out so each card contains one decree.
3. Briefly review/define the Holocaust and other relevant vocabulary (found on p. 10).

4. Randomly distribute all decree cards among students. It is okay if students have several cards.
5. Use the Powerpoint presentation to facilitate the lesson and assist students in understanding Hitler's rise to power. Before turning to the slide that lists the 1933 laws, call out the year 1933 and instruct all those holding cards with a law from that year shall walk up to that year's sign. Each student takes a turn reading his or her decree card out loud. Some educators have chosen to use a microphone so all students' voices can be heard. It is advised that you ask for a volunteer, teaching assistant, or another teacher to help students read their cards. After all students have read their decree cards for 1933, continue to the slide that shows all the decrees for that year and facilitate a conversation around some of the prompts provided below. Repeat this for each year until you reach 1945, remembering to call out the year and have students read the decrees aloud prior to switching to the slide that lists the decrees for that year.
 - Educators are encouraged to facilitate a conversation using some of the following prompts:
 - How would this law have affected the lives of Jewish people in Germany?
 - How would this law have affected the lives of non-Jewish people in Germany?
 - Why was it important for the Nazi Regime to pass this law?
 - Why were so many/so few laws passed during this year?
 - What other events in Holocaust history took place during this year?
 - What other world events took place during this year?
 - Note: you may ask students to sit after their year(s) have been called. However, if you have enough students, it makes a dramatic impact to see that no student will be left in their seat by the end of the exercise.
 - **Note: If you only have 50 minutes for the workshop**, it is recommended that you have students read aloud all the decrees first, then pass out the Anti-Jewish decrees listed by date (found on p.12), and conclude by facilitating a conversation using the prompts.
6. Engage students in concluding or follow up conversation to further process the information in this activity and make a connection to legislative processes in the U.S. today. You may wish to use the prompts on p.11 as a guide. If timing does not allow for an in-depth discussion, you may want to assign one of the prompts as a homework reflection or response.

Places of Remembrance Vocabulary

Aryan – Originally, a term for peoples speaking the languages of Europe and India. This term was twisted by Nazis, who claimed that traits of people with a Germanic background were examples of a “superior, Aryan race.” These traits included light skin, blonde hair, and blue eyes.

Civil Servant – A person employed by a government department or agency

Confiscate – To seize by the government or other authority

Democracy – A form of government in which the power is vested in the people and exercised by them through a system of representation by elected officials

Deportation - Forced removal of Jews from their homes in Nazi-occupied lands; under the pretense of resettlement, victims were sent to death and labor camps.

Emigrate – To leave one country or region to settle in another

Enabling Act of 1933 – An amendment to the German Constitution passed on March 24, 1933, stating that laws (including unconstitutional laws) may be enacted by Chancellor and Cabinet member Adolf Hitler, without approval of the president or the parliament. Also known as “The Law to Remedy the Distress of the People and the Reich.” This amendment passed in Germany’s parliament after those opposed to it were imprisoned in Nazi-controlled detention camps by members of the Nazi party.

Eugenics – A set of beliefs and practices that favors certain human traits over others, which encourages or forces those with favored traits to reproduce, and/or discourages or forcibly prevents those with undesired traits from reproducing

Fascism – A way of organizing a society in which a government ruled by a dictator controls the lives of the people and in which people are not allowed to disagree with the government

Holocaust – The systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma, the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.

Immigrate – To settle in a country or region in which one was not born

Nuremberg Race Laws - Laws devised by the Third Reich from racial theories prevalent in Nazi ideology and announced at a Nazi Party rally in Nuremberg, Germany in 1935. This set of laws took away Jews’ citizenship in German and German-occupied places, and prohibited Jews from marrying or having relations with persons of “German or related blood.”

Oblige – To require, through a higher authority that is legal or moral, or through physical force

Pogrom - Organized violence against Jews, often with understood support of legal authorities

Follow-Up/Conclusion Conversation Guide

What is the first thing you noticed or thought about when you heard these laws read out loud?

The Third Reich was considered a **fascist** government. The United States today is considered a **democracy**. Using what you have learned in this activity and your knowledge of these vocabulary words, why do you think this is? How do these systems differ? Are there any ways in which they are similar?

Name and discuss all the types/roles of people involved in passing and enforcing these decrees and their role in German society. Who was affected most by these laws? Who benefitted from these laws?

What was the purpose of the Nazis' antisemitic laws?

Do any of these laws remind you of other events in history or in the present day?

What are some laws that have been passed in the United States or in your region/city/state recently? Who is most affected by these laws? Who benefits most from these laws?

Name and discuss all the types/roles of people involved in passing laws in the United States or your region/city/state today. Who is affected most by these laws? Who benefits from these laws?

What steps could you take if you knew lawmakers were considering passing a law you disagreed with today?

What steps could you take if lawmakers passed a law that was oppressive, discriminatory, or that you disagreed with today?

Anti-Jewish Decrees, Listed by Date

Date	Decree
March 18, 1933	Jewish lawyers and notaries may no longer have legal responsibilities concerning the City of Berlin.
March 31, 1933	Jewish judges are suspended.
March 31, 1933	Costs for treatment by a Jewish doctor after April 1, 1933 will not be reimbursed by the City of Berlin's public insurance company.
April 1, 1933	All local government offices in Berlin must immediately suspend Jewish teachers in public schools.
April 7, 1933	Jewish civil servants may no longer serve the State.
April 25, 1933	Jews are excluded from sports groups.
June 28, 1933	Only films which have been created in Germany solely by German citizens, who are of German descent, can be acknowledged as a German film.
July 9, 1933	Jewish members of the Greater German Chess Association are expelled.
August 16, 1933	Jews are expelled from all choral groups.
August 22, 1933	Jews may not use the public beach at Wannsee Lake
September 13, 1933	The subjects "Genetic Heredity" and "Race" are examination fields at all schools.
October 1, 1933	Jews are not permitted to join the newly-founded Collective German Automobile Club.
March 5, 1934	Employment ban for Jewish actors and actresses.
The year 1935	Jewish art and antique dealers are not allowed to practice their profession. Their businesses must be closed within four weeks.
March 1, 1935	Jewish authors are forbidden from all literacy activities in Germany.
March 31, 1935	Employment ban for all Jewish musicians.
July 10, 1935	Excursions by Jewish youth groups of more than 20 people are forbidden.
September 15, 1935	Citizens of German descent and Jews who enter marriages or extra-marital affairs with members of the other group will be imprisoned. As of today, mixed marriages are not valid.
The year 1936	Antisemitic signs in Berlin are being temporarily removed for the 1936 Olympic Games.
January 29, 1936	To avoid giving foreign visitors a negative impression, signs with strong language will be removed. Signs, such as "Jews are unwanted here" will suffice.
April 3, 1936	Jewish veterinarians may not open practices.
April 15, 1936	Journalists must prove their and their spouse's Aryan descent as far back as the year 1800.
October 4, 1936	Baptism and the conversion of Jews to Christianity have no bearing on the issue of race.
April 15, 1937	Jews may not receive academic degrees.
June 8, 1937	Post Office officials married to Jews must retire.
The year 1938	Aryan and non-Aryan children are not allowed to play together.
January 1, 1938	Jews may not be members of the German Red Cross.

March 22, 1938	Only honorable comrades of German blood, or related descent, may become allotment-gardeners.
April 26, 1938	Jews must declare their incomes and property "to ensure that these assets are used in the best interest of the German economy."
July 25, 1938	Jewish doctors may no longer practice.
July 27, 1938	Streets named after Jews are to be renamed. Haverland Strasse - named after the developer of the Bavarian Quarter - will be renamed Treuchtlinger and Noerdlinger Strasse.
July 31, 1938	Jews may inherit only when the national socialist morals are upheld.
August 17, 1938	All Jews must adopt the names of "Israel" for men and "Sara" for women as additional first names.
September 1, 1938	Jews are not permitted to leave their apartments after 8 p.m. (9 p.m. during the summer).
October 5, 1938	Passports belonging to Jews must be marked with the letter "J". Passports will be confiscated from Jews who are not allowed to emigrate.
November 9, 1938	During an organized pogrom in November 1938, many Jews are murdered and Jewish shops and synagogues destroyed. Thousands are deported to concentration camps.
November 12, 1938	Jews may no longer work as independent craftsmen.
November 12, 1938	Senior Jewish employees can be fired without notice or compensation.
November 12, 1938	Attendance at cinemas, theaters, opera houses, and concert halls is forbidden for Jews.
November 12, 1938	Jews may not own or run retail shops or mail order businesses.
November 15, 1938	Jewish children are expelled from public schools.
December 1, 1938	Jewish publishing houses and bookstores are to be dissolved by the end of the year.
December 3, 1938	Certain parts of Berlin are restricted for Jews.
December 3, 1938	Baths and swimming pools in Berlin are closed to Jews.
December 3, 1938	Drivers licenses and automobile registrations belonging to Jews are void and must be returned.
December 21, 1938	Jewish women cannot be certified as midwives.
Eye-witness reports, 1939	At Bavarian Quarter town square, Jews may sit only on yellow park benches.
January 16, 1939	Jewelry and other valuables may not be taken out of the country by emigrants.
January 17, 1939	General employment ban on Jews.
January 17, 1939	Employment ban for Jewish dentists, dental technicians, pharmacists homeopathic doctors, and nurses.
February 21, 1939	Jewelry, items made of gold, silver, or platinum, and pearls belonging to Jews are to be turned to the State.
March 24, 1939	Jewish communities are responsible for clearing the rubble at synagogues that have been destroyed. Reconstruction is forbidden.
April 30, 1939	Rental agreements with Jews can be terminated without reason and without keeping within set legal deadlines. Jews can be sent to so-called "Jew Houses".
September 23, 1939	Radios are confiscated from Jews.

December 1, 1939	Jews no longer receive ration cards for clothing.
July 4, 1940	Jews in Berlin are only allowed to buy food between four and five o'clock in the afternoon.
July 29, 1940	Telephone lines to Jewish households will be cut off.
March 4, 1941	All Jews are obliged to do hard labor.
June 26, 1941	Jews may no longer purchase soap and shaving cream.
August 2, 1941	Jews may not use public libraries.
September 1, 1941	All Jews over the age of 6 must wear a yellow star with the word "Jew" on it.
September 18, 1941	Jews may not use public transportation during peak travel hours. They may sit only when other travelers have been seated.
September 18, 1941	Jews require a police permit to leave their place of residence.
October 18, 1941	First mass deportations of Berlin Jews.
October 23, 1941	The emigration of Jews is forbidden.
December 21, 1941	Use of public telephones is forbidden.
January 1, 1942	Confiscation of furs and wool clothing from Jews.
February 14, 1942	In bakeries and cafes, signs must be posted stating that Jews and Poles may not purchase cakes.
February 15, 1942	Jews are no longer allowed to have household pets.
February 17, 1942	Jews are forbidden from buying newspapers and magazines.
March 24, 1942	Jews may only use public transportation if their place of work is more than seven kilometers from their home.
March 24, 1942	Jewish children may only use public transportation to go to school if the school is more than five kilometers from their home.
March 26, 1942	Apartments inhabited by Jewish families must display the Jew star.
April 24, 1942	Jews completely banned from using public transportation.
June 11, 1942	Cigarettes and cigars are no longer sold to Jews.
June 19, 1942	Jews must hand over all electrical and optical appliances, bicycles, typewriters, and records.
June 20, 1942	All Jews prohibited from attending school.
June 22, 1942	Eggs are no longer sold to Jews.
June 26, 1942	Jews banned from using ticket machines for public transportation.
July 10, 1942	No fresh milk for Jews.
July 11, 1942	First deportations directly to the death camp at Auschwitz.
August 7, 1942	Poles and Jews may not be witnesses in court cases against Germans.
September 13, 1942	Jews are permitted to use public transportation only to go to work.
September 18, 1942	Jews may no longer purchase meat, meat products or other rationed foods.
October 9, 1942	Jews may not purchase books.
March 26, 1943	Organized arrests for deportation to take place at Jews' place of work.
February 16, 1945	All files dealing with antisemitic activities are to be destroyed.

DECREE CARDS

<p>Jewish lawyers and notaries may no longer have legal responsibilities concerning the City of Berlin.</p> <p>March 18, 1933</p>	<p>Jewish judges are suspended.</p> <p>March 31, 1933</p>	<p>Treatment from Jewish doctors is no longer covered by health insurance.</p> <p>March 31, 1933</p>	<p>Jewish teachers are fired.</p> <p>April 1, 1933</p>
<p>Jewish civil servants may no longer work.</p> <p>April 7, 1933</p>	<p>Jews are excluded from sports groups.</p> <p>April 25, 1933</p>	<p>Only films which have been created in Germany by non-Jewish German citizens can be acknowledged as a German film.</p> <p>June 28, 1933</p>	<p>Jewish members of the Greater German Chess Association are expelled.</p> <p>July 9, 1933</p>
<p>Jews are expelled from all choral groups.</p> <p>August 16, 1933</p>	<p>Jews may not use the public beach at Wannsee Lake (a popular summer swimming spot)</p> <p>August 22, 1933</p>	<p>The subjects "Genetic Heredity" and "Race" must be studied in all schools.</p> <p>September 13, 1933</p>	<p>Jews are not permitted to join the newly-founded Collective German Automobile Club.</p> <p>October 1, 1933</p>
<p>Jewish actors and actresses may not work.</p> <p>March 5, 1934</p>	<p>Jewish art and antique dealers are not allowed to work. They must close their businesses.</p> <p>The year 1935</p>	<p>Jewish authors are forbidden from all book-related activities in Germany.</p> <p>March 1, 1935</p>	<p>Jewish musicians may not work.</p> <p>March 31, 1935</p>

<p>Trips by Jewish youth groups of more than 20 people are forbidden.</p> <p>July 10, 1935</p>	<p>Jewish and non-Jewish people who are married or in relationships with members of the other group will be put in prison. All mixed marriages are ended.</p> <p>September 15, 1935</p>	<p>Antisemitic signs must be removed for the 1936 Olympic Games.</p> <p>The year 1936</p>	<p>Jews may not receive inheritances.</p> <p>July 31, 1938</p>
<p>Jewish veterinarians may not work.</p> <p>April 3, 1936</p>	<p>Journalists must prove their and their spouse's Aryan heritage as far back as the year 1800.</p> <p>April 15, 1936</p>	<p>Jewish people cannot become non-Jewish by being baptized or converting to Christianity. They will still be considered "racially Jewish."</p> <p>October 4, 1936</p>	<p>Jews may not receive academic degrees.</p> <p>April 15, 1937</p>
<p>Post Office workers married to Jews must retire.</p> <p>June 8, 1937</p>	<p>Aryan and non-Aryan children are not allowed to play together.</p> <p>The year 1938</p>	<p>Jews may not be members of the German Red Cross.</p> <p>January 1, 1938</p>	<p>Jews may not garden.</p> <p>March 22, 1938</p>
<p>Jews must report their income and property values. Money and property may be taken away and given to non-Jews.</p> <p>April 26, 1938</p>	<p>Jewish doctors may no longer work.</p> <p>July 25, 1938</p>	<p>Streets named after Jews must be renamed.</p> <p>July 27, 1938</p>	<p>Jewelry and other valuables may not be taken out of the country by emigrants.</p> <p>January 16, 1939</p>

<p>All Jews must add the names "Israel" for men and "Sara" for women to their first names.</p> <p>August 17, 1938</p>	<p>Jews are not allowed to leave their apartments after 8 p.m. (9 p.m. during the summer).</p> <p>September 1, 1938</p>	<p>Jewish passports must be marked with the letter "J".</p> <p>October 5, 1938</p>	<p>During an organized pogrom called <i>Kristallnacht</i>, many Jews are murdered. Jewish shops and synagogues are destroyed. Thousands are taken to concentration camps.</p> <p>November 9-10, 1938</p>
<p>Jews may no longer work in construction.</p> <p>November 12, 1938</p>	<p>Any Jewish employee can be fired without notice or money.</p> <p>November 12, 1938</p>	<p>Jews are not allowed to go to movie theatres, plays, or concerts.</p> <p>November 12, 1938</p>	<p>Jews are not allowed to own stores or businesses.</p> <p>November 12, 1938</p>
<p>Jewish children are expelled from public schools.</p> <p>November 15, 1938</p>	<p>Jewish bookstores must be closed.</p> <p>December 1, 1938</p>	<p>Certain parts of Berlin are off limits for Jews.</p> <p>December 3, 1938</p>	<p>Jews are not allowed to go to swimming pools or spas.</p> <p>December 3, 1938</p>

Jews may not have drivers licenses. December 3, 1938	Jewish women may not work as midwives. December 21, 1938	Jews may <u>only</u> sit on <u>yellow</u> park benches. Eye-witness reports, 1939	First mass deportations of Jews to concentration camps. October 18, 1941
Many Jews banned from work. January 17, 1939	Jews may not work in healthcare. January 17, 1939	Jewish people who own jewelry, or other valuables must give these items to the government. February 21, 1939	Jewish communities are responsible for cleaning up after the destruction of synagogues. They may not be rebuilt. March 24, 1939
Jews may be kicked out of apartments without notice. Jews can be sent to so-called "Jew Houses". April 30, 1939	Jews are not allowed to own radios. September 23, 1939	Jews may no longer purchase clothing December 1, 1939	Jews are only allowed to buy food between four and five o'clock in the afternoon. July 4, 1940
Telephone lines to Jewish houses will be cut off. July 29, 1940	Jews are forced to do hard labor. March 4, 1941	Jews may no longer purchase soap and shaving cream. June 26, 1941	Jews may not use public libraries. August 2, 1941

<p>All Jews over the age of 6 must wear a yellow star with the word "Jew" on it.</p> <p>September 1, 1941</p>	<p>Jews must have a police permit to leave their home.</p> <p>September 18, 1941</p>	<p>Jews may no longer use public transportation.</p> <p>April 24, 1942</p>	<p>Jews and Poles may not buy cake.</p> <p>February 14, 1942</p>
<p>The emigration of Jews is forbidden.</p> <p>October 23, 1941</p>	<p>Jews may not use public telephones.</p> <p>December 21, 1941</p>	<p>Jews may not own furs or wool clothing.</p> <p>January 1, 1942</p>	<p>Jews may not buy eggs.</p> <p>June 22, 1942</p>
<p>Jews are no longer allowed to have pets.</p> <p>February 15, 1942</p>	<p>"...my powder-box is a personal reminder for you. Use it often and think of me. With deep sorrow, yours, Else Stern" (card 2 of 2)</p> <p>Before being deported, January 16, 1942</p>	<p>"The time has come. Tomorrow I will be deported. I am so sad. I will write to you..." (card 1 of 2)</p> <p>Before being deported, January 16, 1942</p>	<p>Jews are not allowed to buy newspapers or magazines.</p> <p>February 17, 1942</p>

<p>Jews must display a star in their windows.</p> <p>March 26, 1942</p>	<p>Jews may no longer use public transportation.</p> <p>April 24, 1942</p>	<p>Jews may not buy cigarettes or cigars.</p> <p>June 11, 1942</p>	<p>Jews may not own electronics, bicycles, typewriters, or records.</p> <p>June 19, 1942</p>
<p>Jews prohibited from attending school.</p> <p>June 20, 1942</p>	<p>Jews may not buy milk.</p> <p>July 10, 1942</p>	<p>First deportations directly to the death camp at Auschwitz.</p> <p>July 11, 1942</p>	<p>Jews may no longer purchase meat.</p> <p>September 18, 1942</p>
<p>Jews may not purchase books.</p> <p>October 9, 1942</p>	<p>"We had a canary, When we received the notice that Jews are forbidden from keeping pets, my husband found it impossible to part from the animal. Every sunny day, he put the bird cage on the window sill. Perhaps someone reported him, because one day he was summoned to the Gestapo. (...) After living in fear for many weeks, the police sent a postcard stating that I must pay a fee of 3 Reichsmarks to pick up my husband's ashes." Report, 1943</p>	<p>Jews may be arrested and deported at work.</p> <p>March 26, 1943</p>	<p>All records of antisemitic laws must be destroyed.</p> <p>February 16, 1945</p>

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