

NEBRASKA STORIES OF HUMANITY INQUIRY #3

HOW SHOULD THE FEDERAL GOVERNMENT DECIDE WHICH REFUGEES SHOULD BE ALLOWED TO ENTER THE UNITED STATES?

<p>Social Studies Standards</p>	<p>SS HS.1.1.h(US) Analyze United States foreign policy issues. For example: methods, approaches, events, and their outcomes on various groups of people</p> <p>SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order. For example: Progressive Era, Women’s Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States</p> <p>SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, in the United States. For example: 19th Amendment, Brown v. Board of Education of Topeka, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality</p> <p>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</p> <p>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy and historical context.</p> <p>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</p>
<p>Assessment</p>	<p><i>NOTE:</i> Instructors should create an assessment tool that aligns with the language of the standards and the learning outcomes included in the standards. Additional ELA standards could also be incorporated.</p>
<p>Student Materials and Handouts</p>	<p><i>“Student Materials” included in the second half of this Inquiry on pages 16-44.</i></p>
<p>Staging the Compelling Question</p>	<p>Analyze the “Analysis of D.P. Arrivals in Omaha 6/1/49 - 10/31/49” document on the Nebraska Stories of Humanity website. Use the National Archives “Analyzing a Written Document” questions, ask students to formulate their own questions about the document, especially in regard to the importance of the year (1949) and what procedures they predict people had to follow to get to the United States. (<i>See Student Materials pp. 17-19</i>).</p>

*Featured sources are suggested and links are provided. We apologize in advance for any inconvenience should these links not function properly. Please try [Search](#) in the NE Stories of Humanity or contact bdotan2@unl.edu.

C3 TEACHERS

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<i>What path did Holocaust survivors take to Nebraska?</i>	<i>How might public opinion have impacted the number of refugees allowed into the United States from 1933-1952?</i>	<i>What procedures did Jewish people have to follow to leave Europe for the U.S. in the 1930s and 1940s?</i>	<i>What contributions have Holocaust survivors made in Nebraska?</i>
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Part One: Groups will map the path taken by the Nebraska Holocaust survivors using maps from the NE Stories website and add annotations and visuals for several locations. Depending on the size of the class, each group could be assigned one individual from the site or, for larger classes, more than one group could be assigned to a survivor/liberator. The task can be broken down further by assigning 3-4 locations for each group.</p> <p>Each location (or a number of specific locations the teacher would like to require) on the map will include a visual (letters, pictures as available) and a short summary of the significance of that location to the survivor. <i>(See Student Materials pp. 21-24).</i></p> <p>Part Two: Each group will then briefly present their locations chronologically.</p>	<p>Optional: If students need an introduction to public opinion, begin with PBS Crash Course: What is public opinion?</p> <p>Part One: Use PBS Learning Media clips: The Jewish Refugee Crisis and U.S. Quota Restrictions to introduce students to the numbers of refugees allowed into the United States from various countries versus the size of their Jewish population in 1938. Students will complete the PBS Learning Material handout (<i>See Student Materials pp. 26-27</i>) which includes statistics and critical questions about the Jewish Refugee Crisis and U.S. Quota Restrictions.</p> <p>Part Two: Jigsaw Activity. <i>(See Student Materials pp. 28-30).</i></p> <p>Students will be assigned different sources/topics to guide their report for their discussion group.</p>	<p>Part One: Have students brainstorm what procedures they think people had to follow to leave Europe for the U.S. or other countries on the chart. <i>(See Student Materials p. 32).</i></p> <p>Part Two: Next, students will analyze primary sources from the Nebraska Stories of Humanity website to determine procedures Nebraska Holocaust survivors who made it to Nebraska, and those who did not, had to follow to be admitted into the United States. Depending on your students' comfort level with primary sources, this might be a good place to go through one of the documents together as a class. After viewing the sources, complete the second part of the chart. <i>(See Student Materials p. 32).</i></p> <p>Part Three: Use the USHMM: What did Refugees Need to Obtain a US Visa in the 1930s? website to determine the actual steps refugees had to take to receive a U.S. visa and complete the chart. <i>(See Student Materials p. 33-41).</i></p>	<p>Part One: Using key search terms, students will research contributions Jewish refugees made to their communities while they lived in Nebraska.</p> <p>Part Two: Using the information they have gathered, students will write a biography for a life achievement award or recognition. <i>(See Student Materials p. 43).</i> This task can incorporate ELA writing standards.</p>

	<p>Form base groups of 3-4 students. From their group, students will split into “content” groups to learn about one of the topics listed below (<i>links in Student Materials pp. 28-29</i>).</p> <p>After learning about their topic, students will return to their base groups and provide information about their topic to fellow base group members.</p> <p>Topic content (<i>links in Student Materials pp. 28-29</i>):</p> <ol style="list-style-type: none"> 1. Johnson-Reed Act 2. Wagner-Rogers Bill 3. The Journey of the St. Louis 4. Public opinion after Kristallnacht <p>Part Three:</p> <p>After collecting and reporting on their individual topics to the group, students will respond as a group to the questions (<i>See Student Materials p. 30</i>) and provide supporting statements.</p> <p>Students will then participate in a class discussion about how public opinion might have impacted the number of refugees allowed into the United States.</p>	<p>Another option for Part Three: Using PBS Learning Media Lesson: Unpacking the Steps needed to Emigrate to the U.S. from Germany During the 1930s</p> <p>students will determine what steps refugees had to follow to enter the United States in the 1930s and 1940s – accompanying PBS worksheet: Unpacking the Steps</p> <p>NOTE FOR THIS SUPPORTING QUESTION:</p> <p>As an alternative to providing the primary sources, students could locate sources themselves and/or utilize sources from other survivor’s stories using the search option on the Nebraska Stories site.</p>	
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Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: Nebraska Stories of Humanity Website Maps Section</p>	<p>Source A: PBS Crash Course: What is public opinion?</p> <p>Source B: The Jewish Refugee Crisis and U.S. Quota Restrictions</p> <p>Source C: US Quota Restrictions Worksheet <i>(Student Materials pp. 26-27).</i></p> <p>Source D: <i>NOTE: This PBS Learning Media video clip takes you to "U.S. Immigration Policy and the Experiences of Jewish Refugees During the Holocaust." Use the menu at the bottom of the link to play the clip entitled Johnson Reed Act Video Clip (8:17).</i></p> <p>Source E: U.S. and the Holocaust Clip—Wagner-Rogers Bill</p> <p>Source F: USHMM Americans and the Holocaust Online Exhibit: Voyage of the St. Louis.</p> <p>Source G: USHMM Online Exhibit: Public opinion polls after Kristallnacht</p> <p>Source H: Department of State Article: The Immigration Act of 1924 (The Johnson-Reed Act) Article</p> <p>Source I: Johnson Reed Act Source Smithsonian Magazine Article: The 1924 Law That Slammed the Door on Immigrants and the Politicians Who Pushed it Back Open</p>	<p>Source A: Nebraska Stories Letters: Letter from Rosa and Moritz Stern to Flora Gottlieb, December 12, 1940</p> <p>Source B: Letter from Rosa and Moritz Stern to Berta Gottlieb, March 1941</p> <p>Source C: Letter from Rosa and Moritz Stern to Bertha Gottlieb, March 2, 1941</p> <p>Source D: Letter from Flora Gottlieb Schmidt to the Wertheimer family, May 5, 1941</p> <p>Source E: Note Concerning Rosa Stern's Visa Application, [September 30, 1941]</p> <p>Source F: Letter from Rosa Stern to Flora and Albert Schmidt, October 26, 1941</p> <p>Source G: Letter from Rosa Stern to Flora and Albert Schmidt, January 17, 1942</p> <p>Source H: Letter from Moritz Stern to Flora Gottlieb Schmidt, August 30, 1942</p> <p>Source I: USHMM: What did Refugees Need to Obtain a US Visa in the 1930s?</p>	<p>Source A: Nebraska Stories of Humanity</p>

	<p>Source J: Johnson Reed Act Source Immigrationhistory.org: IMMIGRATION ACT OF 1924 (JOHNSON-REED ACT)</p> <p>Source K: The U.S. and the Holocaust– Johnson-Reed Act Note Catcher</p> <p>Source L: American Public Opinion and the Holocaust</p>		
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<p>Summative Performance Task</p>	<p>ARGUMENT: <i>HOW SHOULD THE FEDERAL GOVERNMENT DECIDE WHICH REFUGEES SHOULD BE ALLOWED TO ENTER THE UNITED STATES? (See Student Materials p.44).</i></p> <p>You are a Senator on the Subcommittee on Immigration, Citizenship and Border Safety who has decided to put forth a bill addressing U.S. policy that regulates the entrance of refugees into the United States. You must create three preliminary policies for the committee to consider and defend your policies with specific arguments based on the evidence gathered in this inquiry.</p> <p>Options:</p> <ul style="list-style-type: none"> Write a two-page persuasive policy brief that will be presented to the committee that includes your policies and rationale. <p>OR</p> <ul style="list-style-type: none"> Give a 2-3 minute speech to the Senate floor to promote your bill that includes your policies and rationale. <p>OR</p> <ul style="list-style-type: none"> Create a Flipgrid (or other recording resource) recording of yourself practicing a speech that you plan to give on the Senate floor to promote your bill that includes your policies and rationale. <p>EXTENSION:</p> <ul style="list-style-type: none"> Senate floor debate that culminates in a bill that will be voted on.
<p>Taking Informed Action (Optional)</p>	<p>UNDERSTAND the impact that refugees continue to have on Nebraska today and the steps that refugees must follow to enter the United States and arrive in Nebraska.</p> <p>ASSESS current policies that guide the acceptance of refugees into the United States.</p> <p>REVIEW this website to better understand present refugee migration in the world https://www.therefugeeproject.org/</p> <p>ACT on your opinions.</p> <ul style="list-style-type: none"> Write a letter to your representative and/or senators offering your opinion about what U.S. policy toward acceptance of refugees should include. Research local organizations that assist with refugee settlement in your state such as Catholic Charities and Lutheran Family Services, examples from Nebraska.

Overview

Inquiry Description

This inquiry leads students through an investigation of U.S. policies regarding the entrance of refugees into the country, specifically European Jewish refugees during the 1930s and 1940.

This inquiry highlights the following standards:

SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.

For example: Progressive Era, Women’s Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: 19th Amendment, Brown v. Board of Education of Topeka, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality

SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.5 Apply the inquiry process to construct and answer historical questions.

Instructors should **create an assessment tool** that aligns with the language of the standards and the learning outcomes included in the standards. Additional ELA standards could also be incorporated.

Context

It is important to note that this inquiry requires a basic understanding of the Holocaust during World War II. Please refer to the resources on the main page of “Learn” in this website for links to teaching about the Holocaust.

Note: This inquiry is expected to take four to five 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry Summary

In addressing the compelling question ***“How Should the Federal Government Decide which Refugees should be Allowed to Enter the United States?”*** students will engage in the following activities:

- Students will stage the compelling question through an analysis of a document detailing information about displaced persons arriving in Omaha, Nebraska in 1949. Students will then formulate questions about the document and make predictions about the steps people arriving in Omaha in 1949 had to follow to get to their new homes (and into the United States preceding that date).
- Students will create annotated maps for each survivor featured on the Nebraska Stories of Humanity website that considers the significance of each location in their journey to come to the United States.
- Determine how public opinion might have impacted the number of refugees arriving in the U.S. in the 1930s and 1940s by learning about the Johnson Reed Act and the Wagner Rogers Bill. Students will compare the number of Jews in selected European countries versus the quotas set for those countries.
- Make predictions about the steps that refugees had to follow to get into the United States by analyzing letters from the Nebraska Stories of Humanity website and extrapolating what steps the people writing the letters were attempting to follow to get to the U.S. Then, using a PBS Learning Media lesson, identify the steps that refugees were required to take in the 1930s and 1940s.
- Explore the contributions made by Holocaust survivors in Nebraska and write biographies for lifetime achievement awards or recognition.
- For their summative experience, based on evidence gathered in the inquiry, students will determine what they think the policies for refugees should have been (and should be now) and choose how to express their opinion through a policy briefing, in class speech, or recorded speech.
- Possible extension activities include:
 - Hold a Senate floor debate in class over the various policies students have created, attempting to come to a consensus on a single bill.
 - Research current requirements for refugees entering the U.S. and the quotas/limits that exist today.
 - Write to their Congressional delegation to express their opinions about what they feel the immigration policies should entail.

Staging the Compelling Question

Note: *Student Materials* accompany this Inquiry on pages 16-44 with instructions for students.

- In staging the compelling question, students will analyze a document detailing information about displaced persons arriving in Omaha, Nebraska in 1949. Students will then formulate questions about the document and make predictions about the steps people arriving in Omaha in 1949 had to follow to get to their new homes (and into the United States before that date).
- Use the “Analyze a Written Document” from the [National Archives](#) to explore the [Analysis of D. P. Arrivals in Omaha, 6/1/49 to 10/31/49](#) on the [Nebraska Stories of Humanity](#) website.

With your group, formulate as many questions as you can that you would ask to learn more about the document and the stories behind it.

Hypothesize: In your group, what procedures do you think these individuals had to follow to get to Omaha (and into the United States)? Students will add their hypotheses to a Google Jamboard that will be utilized again after students have learned what procedures refugees had to follow to leave Europe.

Supporting Question 1 - *What path did Holocaust survivors take to Nebraska?*

Note: See *Student Materials* on pp. 21-24 for Supporting Question 1 with instructions for students.

The first supporting question, “**What path did Holocaust survivors take to Nebraska?**” provides students an opportunity to see how far Holocaust survivors had to travel to get to Nebraska in the United States. Students can discuss the reasons for and significance at each point of the journey.

Teacher’s Note: For this assignment, it is suggested to utilize Atlantic centered, laminated maps. You could then have students add their info with thumb tacks and yarn, magnets if you have a magnetic white board, or draw on the map with dry erase markers.

Part One:

Groups will map the path taken by the Nebraska Holocaust survivors and Nazi camp liberators using [maps](#) from the NE Stories website and add annotations and visuals for several locations. (*Note - as of 8/2023 only two survivor maps and one liberator map have been developed for this site. Subsequent maps will be included in the future). Depending on the size of the class, each group could be assigned one individual from the site or, for large classes, more than one group could be assigned to a survivor/liberator. The task can be broken down further by assigning 3-4 locations for each group.

Each (or the number of specific locations the teacher would like to require) map will include a visual (letters, pictures as available) and a short summary of the significance of that location to the survivor. (*See Student Materials pp. 21-24*).

Part Two:

Each group will then briefly present their locations chronologically.

The following sources were selected to create annotated maps for each survivor with selected locations for each survivor’s journey to Nebraska.

Featured Source A is [Nebraska Stories of Humanity Maps Section](#)

Supporting Question 2 - *How might public opinion have impacted the number of refugees allowed into the United States from the year 1933-1952?*

Note: See *Student Materials pp. 25-30* for Supporting Question 2 with instructions for students.

The second supporting question, “How might public opinion have impacted the number of refugees allowed into the United States from the years 1933-1952?”, asks students to examine in what way public opinion during the 1930s and 1940s might have affected the number of refugees the United States government was willing to allow into the United States.

Teacher’s Note – Optional Activity:

If students need an introduction to public opinion, start with [PBS Crash Course: What is public opinion?](#)

Part One:

Use PBS Learning Media clips: [The Jewish Refugee Crisis and U.S. Quota Restrictions](#) to introduce students to the numbers of refugees allowed into the United States from various countries versus the size of their Jewish population in 1938. Students will complete the PBS Learning Material handout (*See Student Materials pp. 26-27*) which includes statistics and critical questions about the Jewish Refugee Crisis and U.S. Quota Restrictions.

Part Two:

Jigsaw Activity.

(*See Student Materials pp. 28-29*).

Students will be assigned different sources/topics to guide their report for their discussion group.

Form base groups of 3-4 students. From their group, students will split into “content” groups to learn about one of the topics listed below (*links in Student Materials pp. 28-39*). After learning about their topic, students will return to their base groups and provide information about their topic to fellow base group members.

Topic content (*links in Student Materials pp. 28-29*):

1. Johnson-Reed Act
2. Wagner-Rogers Bill
3. The Journey of the St. Louis
4. Public opinion after Kristallnacht

Part Three:

After collecting and reporting on their individual topics to the group, students will respond as a group to the questions (*See Student Materials p. 30*) and provide supporting statements.

Students will then participate in a class discussion about how public opinion might have impacted the number of refugees allowed into the United States.

Teacher’s Note: For large classes, consider students with discussion questions in their small groups first, then move to a large group discussion.

Featured Sources

Source A:

[PBS Crash Course: What is public opinion?](#)

Source B:

[The Jewish Refugee Crisis and U.S. Quota Restrictions](#)

Source C:

[US Quota Restrictions Worksheet](#) (*See Student Materials pp. 26-27*)

Source D:

NOTE: This PBS Learning Media video clip takes you to “U.S. Immigration Policy and the Experiences of Jewish Refugees During the Holocaust.” Use the menu at the bottom of the link to play the clip entitled [Johnson Reed Act Video Clip](#) (8:17).

Source E:

[U.S. and the Holocaust Clip—Wagner-Rogers Bill](#)

Source F:

[USHMM Americans and the Holocaust Online Exhibit: Voyage of the St. Louis.](#)

Source G:

[USHMM Online Exhibit: Public opinion polls after Kristallnacht](#)

Source H:

Johnson Reed Act Source - Department of State Article:
[The Immigration Act of 1924 \(The Johnson-Reed Act\) Article](#)

Source I:

Johnson Reed Act Source
[Smithsonian Magazine Article: The 1924 Law That Slammed the Door on Immigrants and the Politicians Who Pushed it Back Open](#)

Source J:

Johnson Reed Act Source
[Immigrationhistory.org: IMMIGRATION ACT OF 1924 \(JOHNSON-REED ACT\)](#)

Source K:

[The U.S. and the Holocaust—Johnson-Reed Act Note Catcher](#)

Source L:

[American Public Opinion and the Holocaust](#)

Supporting Question 3 - *What procedures did Jewish people have to follow to leave Europe for the U.S. in the 1930s and 1940s?*

Note: See *Student Materials pp. 31-41* with instructions for students.

The third supporting question “**What procedures did Jewish people have to follow to leave Europe for the U.S. in the 1930s and 1940s?**” students will be asked to hypothesize the procedures that people had to follow to enter the U.S., analyze primary sources from the Nebraska Stories website and reconsider their hypothesis and finally learn about the procedures using the United States Holocaust Memorial Museum website.

Part One:

Have students brainstorm what procedures they think people had to follow to leave Europe for the U.S. on the chart. (*Student Materials p. 32*). Challenge them to think about what might have been required to emigrate from the country they were in, travel through other countries, and to enter the United States.

Part Two:

Next, students will analyze primary sources from the Nebraska Stories of Humanity website to determine procedures Nebraska Holocaust survivors who made it to Nebraska, and those who did not, had to follow to be admitted into the United States.

Teacher’s Note: Depending on your students’ comfort level with primary sources, this might be a good place to go through one of the documents together as a class.

After viewing the sources, complete the second part of the chart (*Student Materials p. 32*) by updating their hypotheses. Push students to reflect on what they’ve read in the primary sources and ask themselves what they think was being asked of family members in the U.S. by family members in Europe.

Part Three:

Use the [USHMM: What did Refugees Need to Obtain a US Visa in the 1930s?](#) website to determine the actual steps refugees had to take to receive a U.S. visa and complete the chart (*Student Materials p. 32*) with the information in the third column. Ask students if anything surprises them about the procedures and with which procedures they agree or disagree.

Another option for Part Three: Use the PBS Learning Media Lesson: [Unpacking the Steps needed to Emigrate to the U.S. from Germany During the 1930s](#) to help students determine what steps refugees had to follow to enter the United States in the 1930s and 1940s – accompanying PBS worksheet: [Unpacking the Steps](#).

NOTE for this supporting question:

As an alternative to providing the primary sources, students could locate sources themselves and/or utilize sources from other survivor’s stories using the search option on the Nebraska Stories site. This is a great opportunity to work with students on choosing key search terms that help them get the information they need.

Featured Sources

Source A:

Nebraska Stories Letters:

[Letter from Rosa and Moritz Stern to Flora Gottlieb, December 12, 1940](#)

Source B:

[Letter from Rosa and Moritz Stern to Berta Gottlieb, March 1941](#)

Source C:

[Letter from Rosa and Moritz Stern to Bertha Gottlieb, March 2, 1941](#)

Source D:

[Letter from Flora Gottlieb Schmidt to the Wertheimer family, May 5, 1941](#)

Source E:

[Note Concerning Rosa Stern's Visa Application, \[September 30, 1941\]](#)

Source F:

[Letter from Rosa Stern to Flora and Albert Schmidt, October 26, 1941](#)

Source G:

[Letter from Rosa Stern to Flora and Albert Schmidt, January 17, 1942](#)

Source H:

[Letter from Moritz Stern to Flora Gottlieb Schmidt, August 30, 1942](#)

Source I:

[USHMM: What did Refugees Need to Obtain a US Visa in the 1930s?](#)

Supporting Question 4 - *What contributions have Holocaust survivors made in Nebraska?*

Note: See *Student Materials pp. 41-43* with instructions for students.

The fourth supporting question asks, “**What contributions have Holocaust survivors made in Nebraska?**” This question allows students to recognize contributions that Holocaust survivors have made to the communities where they have lived in Nebraska.

Part One:

Using key search terms, students will research contributions Jewish refugees made to their communities while they lived in Nebraska.

Begin by asking students to define contributions. Ask them to consider what different types of contributions a person can make to their community. Then ask students to utilize the search function to locate contributions made by the survivors. Students will take notes on the information that they find and note the source that they found it in. (*See Student Materials p. 43*).

Teacher’s Note: Consider brainstorming search terms that students could use to locate contributions from the different survivors.

Part Two:

Using the information they have gathered in the inquiry, students will write a biography for a life achievement award of the survivor of their choice. (*See Student Materials p. 43*).

Feature Sources:

Source A:

[Nebraska Stories of Humanity](#)

Summative Performance Task

Note: See *Student Materials p.44* with instructions for students.

At this point in the inquiry, students have examined the journey that Nebraska Holocaust survivors took to get to our state, how public opinion that may have impacted the number of refugees allowed admittance to the U.S. in the 1930s and 1940s, the steps a refugee had to complete to enter the country and contemplated the contributions that people made throughout their lives once they arrived.

Now students will return to the compelling question in their groups and create a policy statement for procedures that they believe the U.S. should follow when determining whether to allow refugees to enter the United States today. Students should be expected to demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims.

Students' arguments will likely vary, but could include any of the following:

- *The many contributions that refugees have historically brought (and currently bring) to our country.*
- *The U.S. commitment to human rights, including being original signers of the Universal Declaration of Human Rights.*
- *How the use of proper vetting of people entering the U.S. keeps its citizens safe.*
- *The efficacy of policies that have been used in the past and are currently being used.*

To extend their arguments

- *Students may want to research the current government policy regarding the entrance of refugees. <https://www.therefugeeproject.org/>*
- *Students have the opportunity to take informed action by using their policy statements to write their members of Congress to express their opinion on this issue.*

Student Materials

Staging the Compelling Question: Analyze a Written Document

Analysis of D. P. Arrivals in Omaha, 6/1/49 to 10/31/49

1. Use the “Analyze a Written Document” from the [National Archives](#) to explore the [Analysis of D. P. Arrivals in Omaha, 6/1/49 to 10/31/49](#) on the [Nebraska Stories of Humanity](#) website.
2. With your group, formulate as many questions as you can that you would ask to learn more about the document and the stories behind it.
3. Hypothesize: what procedures do you think these individuals had to follow to get to Omaha (and into the United States)?

ANALYSIS OF D.P. ARRIVALS IN OMAHA, 6/1/49 to 10/31/49

10/31/49

1. Arrivals by Month

July.....	2 units.....	3 persons
August.....	3 units.....	5 persons
September.....	2 units.....	3 persons
October.....	<u>14 units.....</u>	<u>30 persons</u>
TOTAL:	21 units	41 persons

2f. Family Composition

	<u>No. Units</u>	<u>Total Persons</u>
Single Persons.....	9.....	9
2 Person Families.....	4.....	8
3 Person Families.....	<u>8.....</u>	<u>24</u>
	21	41

Units Presently Assigned to Omaha -- Yet To Arrive

21 -- Single Persons.....	21
10 -- 2 Person Families...	20
12 -- 3 Person Families...	36
<u>3 -- 4 Person Families...</u>	<u>12</u>
46	89

SPECIAL PROBLEMS

- HOUSING..... By authorizing necessary repairs in several properties, we can provide space for 13 families. It is possible to secure additional housing thru cooperation of real estate agents in town. There is urgent need for furniture.
- EMPLOYMENT.... Jobs are obtainable -- low pay necessitates supplementation of income.
- HEALTH..... The health problems are numerous. Cooperation of doctors and dentists is excellent, but materials, medicines, supplies and medication have to be paid for.
- CLOTHING..... D.P.'s are arriving largely with light clothing, and are in need of winter outfits.
- STAFF..... There is need for at least a part-time worker to handle this problem. Other communities are using two to three full-time workers for this program.

October 31, 1949

"DISPLACED PERSONS" ASSIGNED TO OMAHA

89 Individuals distributed as follows:

21 --	single persons	=	21
10 --	2 person families	=	20
12 --	3 person families	=	36
3 --	4 person families	=	<u>12</u>
			89

<u>No. In Family</u>	<u>Name</u>	<u>Age</u>	<u>Occupation</u>
1	Bernstein, Arnold	52	Cook
1	Blachman, Efraim	?	?
1	Bedzinzki, Klaus	28	Driver
1	Ciglmán, Jankel	24	Tailor
3	Drochmalik, Benjamin Rosa Abraham	34 25 1	Barber
2	Eisenberg, Erwin Bella	23 23	? Nurse's Aid
1	Fein, Samuel	38	Farmer
1	Gersonowicz, Bernard	20	Joiner
3	Goldber, Schju Machla Henna-Rachel	37 33 3	Tailor
1	Goldstein, Leo	25	Printer
1	Grinbaum, Jacob	49	Baker
1	Gutman, Heniek	24	Laborer
1	Hammerschlag, Friedrich	27	Electrician
1	Jungfer, Leon	34	Metal Worker
2	Karp, Lucjan Lola	25 24	Warehouse Man
2	Kelemen, Laszlo Eva	28 29	Farmer
3	Kleinberg, Schaja Sala Regina-Malka	28 23 1	?
1	Kupferschmidt, Jacob	32	Construction Worker

Supporting Question 1:
***What Path did Holocaust Survivors
Take to Nebraska?***

Group members' names _____ Date _____

What Path did Holocaust Survivors Take to Nebraska?

Goal: Trace the geographic path of three Holocaust survivors who made their home in Nebraska.

Our survivor _____

Locations to research _____

Directions:

1. Use the maps portion of the [Nebraska Stories of Humanity](#) website to research the path your assigned Holocaust survivor took to get to Nebraska.
2. Draw your survivor's journey on the classroom map (**NOTE for teacher: I would potentially use laminated Atlantic centered world maps and have students draw the path of the journey with a dry erase marker. Could also use yarn or string and thumbtacks.**)
3. Your group will choose 4 locations you believe are significant along your survivor's path and create a brief summary of why that location is significant.
4. Print both the summary and the visual from each location to add to the classroom map.
5. Add both your summaries and your visuals to the map at the correct locations.
6. Prepare a 2-3 minute explanation of your survivor's journey to the class.

Requirements:

- Each location should have a 1-2 sentence summary of the significance of the location to the survivor in a 16 point easy to read font.
- Include visuals for your locations. You may use the visuals on the online map or you may research your survivor briefly to see if there are alternative visuals to use within their archival materials.

Note: These requirements can vary depending on how many class groups are created and how many locations each group is assigned.

Location 1 _____

Include city, country, and the name of the specific site if applicable.

For example: Mytown School, Omaha, Nebraska, United States

Summary:

Visual:

Location 2

Include city, country, and the name of the specific site if applicable.

For example: Mytown School, Omaha, Nebraska, United States

Summary:

Visual:

Location 3

Include city, country, and the name of the specific site if applicable.

For example: Mytown School, Omaha, Nebraska, United States

Summary:

Visual:

Location 4

**Include city, country, and the name of the specific site if applicable.
For example: Mytown School, Omaha, Nebraska, United States**

Summary:

Visual:

Notes for 3 minute summary:

Supporting Question 2:
***How might public opinion have impacted
the number of refugees allowed into the
United States during World War II?***

U.S. Immigration Policy and the Experience of Jewish Refugees During the Holocaust The Jewish Refugee Crisis and U.S. Quota Restrictions

After Adolf Hitler, the head of the Nazi Party, was appointed the leader of Germany in 1933, the Nazi German government began targeting the Jewish population with antisemitic (anti-Jewish) laws and policies. In 1938, Germany began to aggressively expand into surrounding countries. Germany annexed neighboring Austria in March 1938 and Nazis spearheaded a wave of street violence against Jewish people and their property. On November 9-10, 1938, Nazi supporters throughout German-controlled territories burned synagogues, destroyed Jewish businesses and homes, and imprisoned approximately 20,000 Jewish men in concentration camps, an event known as *Kristallnacht*.

How Many Refugees Could We Take?

By 1938, hundreds of thousands of European Jews were seeking to flee the antisemitic violence threatening their lives and families. The following information comes from a map that was printed in American newspapers in November 1938. It shows the challenge Jewish refugees faced in attempting to escape to the United States, since the United States had a quota system (created by the Johnson-Reed Act) which limited the number of people who could immigrate every year. These quotas created a massive obstacle.

This map shows the estimated Jewish populations of Eastern European countries alongside the countries' immigration quotas under The Johnson-Reed Act. The information from the map has been provided for you in chart format to make it easier to work with.

Country	Estimated Jewish Population	Annual U.S. Immigration Quota	Years Needed for Everyone to Immigrate
Czechoslovakia	200,000	2,874	
Danzig	4,000	100	
Germany/Austria	550,000	27,370	
Hungary	440,000	869	
Italy	57,000	5802	
Latvia	95,000	236	

Lithuania	175,000	386	
Poland	3,250,000	6524	
Romania	984,000	377	

To determine the number of years in the fourth column, divide the total Jewish population by the annual U.S. immigration quota.

Reflection Questions:

1. Based on your calculations, which country's Jewish citizens had the best chance for escape to the U.S. through immigration quotas? Which had the worst?

2. What conclusions can you draw about the odds Eastern European Jews faced in coming to the United States during this time period?

How might public opinion have impacted the number of refugees allowed into the United States during WWII?

Public Opinion Jigsaw

Part I Directions: Work with your assigned content group to complete the chart below for your assigned topic. Then return to your base group and have each member of the group share what they learned. Complete your chart together.

NOTE: Many of the sources used for this activity contain antisemitic remarks and images. These are primary sources from this time period and key to understanding why U.S. public opinion had an impact.

Topic:	What happened? (who, what, when, where, why?)	What does this event tell us about public opinion regarding immigration?
<p>Johnson-Reed Act</p> <p>Source(s): <u>The U.S. and the Holocaust--the Johnson-Reed Act of 1924</u></p>		
<p>Wagner-Rogers Bill</p> <p>U.S. and the Holocaust Clip— <u>Wagner-Rogers Bill</u></p>		

**The Journey of
the St. Louis**

[USHMM Americans
and the Holocaust
Online Exhibit:
Voyage of the St.
Louis.](#)

**Public opinion
after
Kristallnacht**

[USHMM Online
Exhibit: Public
opinion polls after
Kristallnacht](#)

Part II Directions: Answer with your group: *How might public opinion have impacted the number of refugees allowed into the United States during WWII?*

Generalizations about effects public opinion may have had on the number of refugees allowed into the U.S.	Support from sources

Questions—write three questions that the class can use for discussion about this topic.

Supporting Question 3:
What procedures did Jewish people have to follow to leave Europe for the U.S. or other countries in the 1930s and 1940s?

What procedures did Jewish people have to follow to leave Europe for the U.S. or other countries in the 1930s and 1940s?

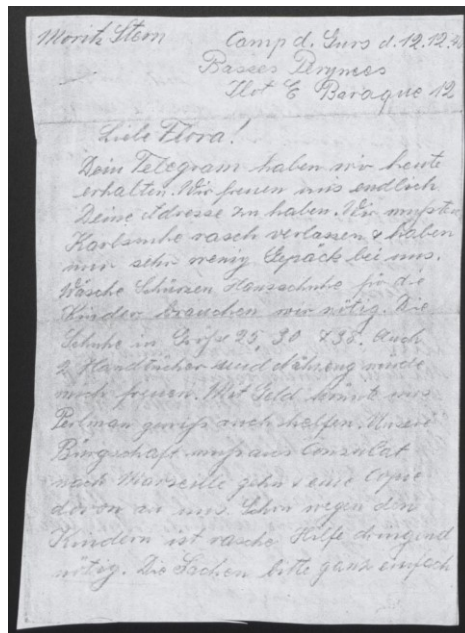
What I think before we examine sources:	What I think after viewing Nebraska survivor primary sources:	What I learned about the procedures by the end of class:

Primary Source Analysis

Goal: Use primary sources to hypothesize what procedures Jewish refugees had to follow to leave Europe and enter the United States in the 1930s and 1940s.

Source 1: From Bea Karp's Story:

Letter from Rosa and Moritz Stern to Flora Gottlieb, December 12, 1940



Moritz Stern Camp de Gurs December 12, 1940 Basses Pyrénées Block E, Barrack 12

Dear Flora!

We received your telegram today. We're so happy to finally have your address. We had to leave Karlsruhe very quickly and were able to pack very few things to take with us. We have urgent need for underclothing, pinafores, house slippers for the children. The shoes in size 25, 30 and 38. Also 2 wash cloths and food would be very welcome. Perlman could certainly help us also with money. Our surety bond as an affidavit of support must be sent to the Consulate in Marseille and a copy of it to us. For the children's sake alone, help is urgently needed. Items you send should please be simple and sturdy. We hope you and all our family are well and healthy. I ask you once again with all my heart for help so quickly you can. My address is Rosa Stern, Camp de Gurs, Basses Pyrénées, France, Block K, Barrack 12.

Moritz is housed just a few minutes away from me and the children, and we can speak to each other often.

Heartfelt greetings and kisses

Rosa and family

Dear Flora, I hope you are well. There are supposedly visitor visas as well for the USA. Please find out about this. If a surety bond is stood as an affidavit of support for us, we can leave this internment camp and live in France. Please also inquire with the HICEM ¹, dear Flora.

Warm regards,

Moritz

We need help urgently.

1. During World War II, HICEM helped refugees from Nazi Germany and Nazi occupied areas to obtain immigration visas. HICEM was formed in 1927 when the Hebrew Sheltering and Immigrant Aid Society partnered with the Jewish Colonization Association and EmigDirect. See [USHMM Holocaust Encyclopedia](#) entry on the Hebrew Immigrant Aid Society for more information. [\[back\]](#)

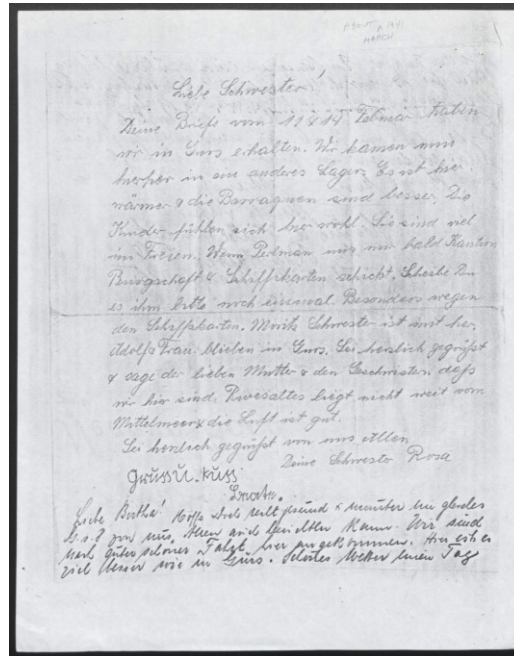
Answer the following questions.

1. **Date, type of source and purpose:**

2. **What do you think this source tells us about procedures Jewish refugees had to follow to leave Europe and enter the United States?**

Source 2: From Bea Karp's Story:

Letter from Rosa and Moritz Stern to Berta Gottlieb, March 1941



ABOUT MARCH 1941¹

My dear sister!

We received your letters of February 11 and 14 in Gurs. We've now been moved to here, to a different camp. Here it is warmer and the barracks are better. The children feel at ease here. They spend a lot of time outdoors. If only Perlman would send us the bail surety bond and passenger ship tickets soon. Would you please write to him again about it? Particularly about the passenger ship tickets. Moritz's sister also transferred here, Adolf and his wife stayed in Gurs. Heartfelt greetings to you, and tell our darling mother and siblings that we are here. Rivesaltes is situated not far from the Mediterranean Sea and the air is good.

Warm regards from all of us,

Your sister Rosa²

Greetings and kiss,

Beate³

Dear Bertha!

I hope you are hale and hearty, thank God that I can report the same from all of us. We arrived here after a good, pleasant journey. It is much better here than in Gurs. Nice weather one day⁴

[...]

1. At top right in a different hand. This fits, as they moved to Rivesaltes March 14, 1941. [\[back\]](#)
2. Upper half of page written by Rosa Stern. [\[back\]](#)
3. Inserted between the two parts of the letter. [\[back\]](#)
4. Second half written by Moritz Stern. [\[back\]](#)

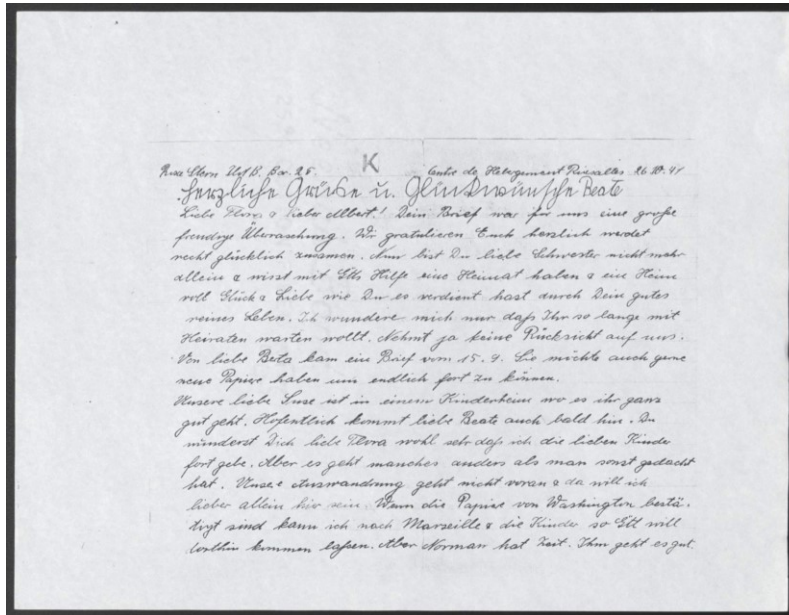
Answer the following questions.

1. **Date, type of source and purpose:**

2. **What do you think this source tells us about procedures Jewish refugees had to follow to leave Europe and enter the United States?**

Source 3: From Bea Karp's Story

Letter from Rosa Stern to Flora and Albert Schmidt, October 26, 1941



Rosa Stern, Block B, Barrack 25 Rivesaltes Internment Camp,

October 26, 1941

Best wishes and congratulations! — Beate

Dear Flora and Albert! The news in your letter was a joyful surprise for us. Our heartfelt congratulations to you both: may you enjoy every happiness together. Now, dear sister, you are no longer alone and, with God's help, will have a new homeland and your own home full of joy and love, just so as you've earned it through the good, chaste life you have led. I'm surprised, though, that you plan to wait so long to marry. Please don't make allowances for us.

A letter dated September 15 came from dear Berta¹. She would also really like to obtain new documents so that she can finally depart. Our darling Susi is now in a Children's Home where she is doing very well. Hopefully dear Beate will soon join her there, too. It may indeed astound you, Flora, that I send our dear children away into the hands of others like this. But many go differently here than one would have otherwise thought. Our efforts to emigrate are not progressing, and I would rather be alone here. Once our

documents are confirmed by Washington, I can go to Marseille and, God willing, have the children sent to join me there. Yet, Norman takes his time. He's got it good.

But he will never be able to make amends for the sins he has committed against me. I've been stuck in a detention camp with my family for a year now, and still no help. Yes, Perlman sends the money, 50 dollars every second month. But it would have been better for us to emigrate. Far better, and more important. But I don't want to cause you two to have heavy hearts. The world is so big, and you have your entire lives yet ahead of you. Siegfried also sent some photographs to our dear Beata, including one of their little Naphtali². When I think of that little child, it's a real joy to think what solace he must bring to our dear mother. That we are all so separated from one another pains her so. My dear Moritz writes to me often. My family is now split into 3 parts and I have to write letters almost daily. Beate performed a dance of joy at the news of her new uncle, and wants to know so much. She's simply incapable of walking calmly, always has to hop and jump. Such good luck that she was given a pair of shoes. Yet, as Uncle Aron said, she is — knock on wood — healthy by nature, thank God. Please send me the address of Netty and Lilli. What do our relatives have to say to your engagement, dear Flora? Albert, do you still have parents or relatives there in the United States or in Germany? Heartfelt greetings and kisses, with best wishes

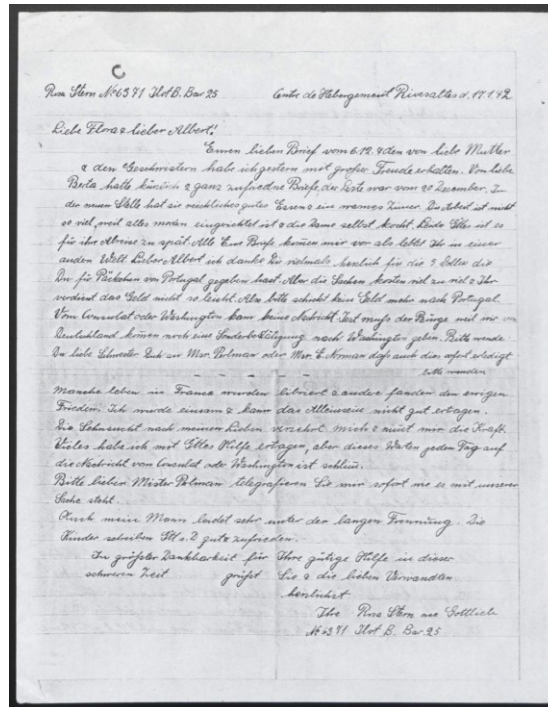
Your Rosa

Answer the following questions.

- 1. Date, type of source and purpose:**
- 2. What do you think this source tells us about procedures Jewish refugees had to follow to leave Europe and enter the United States?**

Source 4: From Bea Karp's Story

Letter from Rosa Stern to Flora and Albert Schmidt, January 17, 1942



Rosa Stern, No. 6371, Block B, Barrack 25 Centre de Hebergement Rivesaltes,

January 17, 1942

Dear Flora, dear Albert,

I was overjoyed to receive your lovely letter of December 6 and that from our dear mother and siblings yesterday. I recently had 2 very satisfactory letters from our little Beate, the most recent dated December 20. At her new location she has plenty of good food and a heated room. Her work is not too much for her, as the Home has modern furnishings and the woman in charge does the cooking. Unfortunately, it's too late for her to depart. From all your letters it seems to me that you live in a different world. Dear Albert, I thank you very much indeed for the 5 dollars that you donated for packages from Portugal. However, the things cost far too much and you both have to work hard for your money. So please don't send any more money to Portugal. No news has come from either the Consulate or Washington. Because we come from Germany, the

sponsor/guarantor must now provide a special confirmation to Washington. Dear sister, please get in touch with Mr. Perlman or Mr. E. Norman so that this, too, can be done immediately.

Please turn over

Many living in France have been freed and others have found eternal peace. I feeling more and more lonely and don't bear up well to being alone. The longing for my dear loved ones consumes me and robs me of my strength. I've been able to bear a lot with God's help, but this waiting every day for news from the Consulate or Washington is hard to take. Please ask Mister Perlman to telegraph me immediately with word of how things stand with our situation. My husband, too, suffers from the long separation. The children, thank God, write that they're doing well. With deepest gratitude for your kind help in these difficult times¹

greetings to you and our dear relatives

with all my heart

Your Rosa Stern, maiden name Gottlieb

1. This letter is written in very neat handwriting and a more formal style than other letters written by Rosa Stern. [\[back\]](#)

Answer the following questions.

3. Date, type of source and purpose:

4. What do you think this source tells us about procedures Jewish refugees had to follow to leave Europe and enter the United States?

Source 5: Bea Karp's Story

[Bea Karp's Story](#)

Your group gets to choose the last source from Bea Karp's Story on the Nebraska Stories of Humanity Website.

Answer the following questions.

Link to source chosen (or description of source):

1. Date, type of source and purpose:
2. What do you think this source tells us about procedures Jewish refugees had to follow to leave Europe and enter the United States?

Complete Chart (*Student Resources p.32*)

After completing your source analysis, return to the chart and follow the steps below:

1. Summarize your findings in the "what I think after viewing Nebraska survivor primary sources" column.
2. View the website [What did Refugees Need to Obtain a US Visa in the 1930s?](#) Use it to summarize the actual steps that refugees had to take to obtain a visa to enter the US.
3. Prepare to discuss the questions below:
 - a. Which steps did you hypothesize correctly from the first two columns of your chart?
 - b. Which steps did you add after learning more?
 - c. Reflect on the letters that you read from Bea Karp's story. How did reading these letters inform your understanding of Jewish refugees before and during WWII?

Supporting Question 4:
***What contributions have Holocaust survivors made in
Nebraska?***

Lifetime Achievement Nomination Biography

Instructions: Research the contributions of Holocaust survivors in Nebraska on the [Nebraska Stories of Humanity](#) website. Based on your research, choose one survivor to write a one-page biography to nominate them for a lifetime achievement award.

Requirements:

- Biography should be one-page (double spaced)
- MLA formatting should be used
- Should be a polished writing assignment: complete sentences, correct grammar and spelling
- Include in their bio: information about where and when they were born, how they got to Nebraska, and at least two contributions made while living in Nebraska.

Contribution Notes:

Instructions: Use the space below to jot down notes about the survivor you choose after researching contributions.

Summative Assessment

HOW SHOULD THE FEDERAL GOVERNMENT DECIDE WHICH REFUGEES SHOULD BE ALLOWED TO ENTER THE UNITED STATES?

You are Senators on the Subcommittee on Immigration, Citizenship and Border Safety who have decided to put forth a bill addressing U.S. policy that regulates the entrance of refugees into the United States. You must create three preliminary policies for the committee to consider and defend your policies with specific arguments based on the evidence gathered in this inquiry.

Options:

- **Write a two-page persuasive policy brief that will be presented to the committee that includes your policies and rationale for them.**
OR
- **Give a 2-3 minute speech to the Senate floor (in class) to promote your bill that includes your policies and rationale for them.**
OR
- **Create a Flipgrid (or other media resource) recording of yourself practicing a speech that you plan to give on the Senate floor to promote your bill that includes your policies and rationale for them.**

Sources for Nebraska Stories of Humanity Inquiry #3

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United States Holocaust Memorial Museum. (n.d.). Retrieved July 17, 2023, from <https://www.ushmm.org/>