

A Teacher's Guide

*Flower of Ice,  
Cobweb of Lace  
Escape to the U.S.S.R*

By Nella Juffe  
&  
Maryann McLoughlin

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A Project of The Richard Stockton College of New Jersey  
Sara and Sam Schoffer Holocaust Resource Center  
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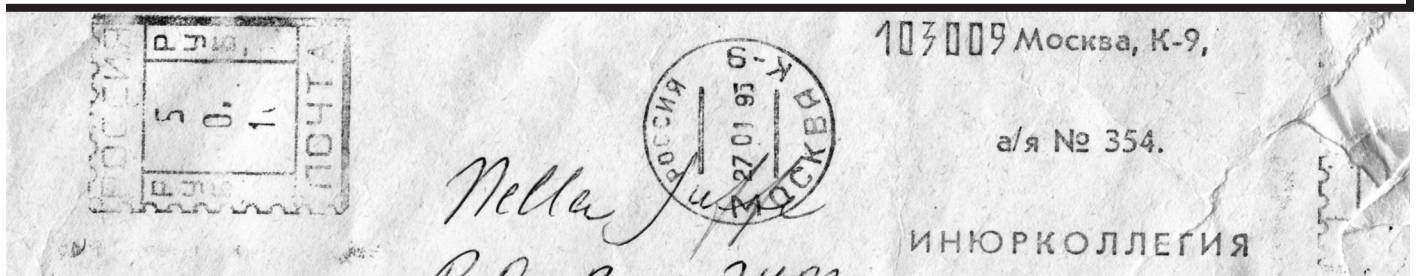
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## MEANING OF TITLE

### *Flower of Ice, Cobweb of Lace: Escape to the U.S.S.R*

The title of the Nella's memoir comes from the poem, "Like Death" by Miklós Radnóti. Miklós Radnóti was a Hungarian Jew from Budapest. He was killed in 1944 during the Holocaust on a Death March to central Hungary. He wrote poems during his time as a  in the Hungarian army. His poems depict the brutality and death during World War II. ("Miklós Radnóti")

In Radnóti's poem, "Like Death" he writes how the slowness of winter is like death and how the frost resembles a flower of ice and a cobweb of lace.

This epigraph symbolizes her time under German occupation in the Lgov 2 concentration camp where she survived two winters. In the chapter, "Cold As Frost Flowers," she recalls the frost and ice on the inside and outside of the windowpanes of the horse stable in the concentration camp. The slowness of those winters represents her captivity and the loss of freedom she experienced during the Holocaust.

*The play of the frost is slow, like death it's serious:  
A fragile flower of ice tinkles there on the pand;  
You'd think it was only a cobweb of lace dropped there,*

...

*like death, like death: The rustling stillness of winter  
follows in silence.*

---From "Like Death" Miklós Radnóti



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## BIOGRAPHY

Nella Juffe was born, Chava Ella, in Hrubieszów, Poland, on January 15, 1932. She was the first born of Sara and Samuel Gelberg. When she was very young, her family moved to Chełm, Poland, where they lived in a poor area. Her mother was a tailor, and father in construction. Her mother had a major impact on her life teaching her many life lessons.

Chełm Jews had experienced antisemitism throughout their history, but intensified in the 1930's before World War II. She had seen the prejudices, which were "ingrained, habitual and widespread" throughout Poland.

On September 1, 1939, the German army attacked Poland and bombed the city of Chełm. Her father decided to leave the city despite the Jewish community's decision to stay in their homes. Nella, her sister Pola, and her mother fled across the Bug River, into Soviet occupied Poland. The Soviets helped her and her family escape to Konotop, Ukraine. The Soviets welcomed them since they freely escaped from the Germans. They received a five-year Soviet passport and were sent by the Soviets to Krolevets, Ukraine, where they received food and an apartment. Nella attended school while her father worked as a construction worker, and mother a seamstress. They lived in Krovelets for two years, between 1939 and 1941, until the German invasion of the Soviet Union.

Ukraine was one of the first fronts when the German army invaded the Soviet Union on June 22, 1941 during Operation Barbarossa. Nella's father volunteered to fight with the Soviet army against the Germans. The Soviets quickly helped to relocate people to safety. The Soviets told Nella and her family to flee past the Ural Mountains farther into the U.S.S.R.

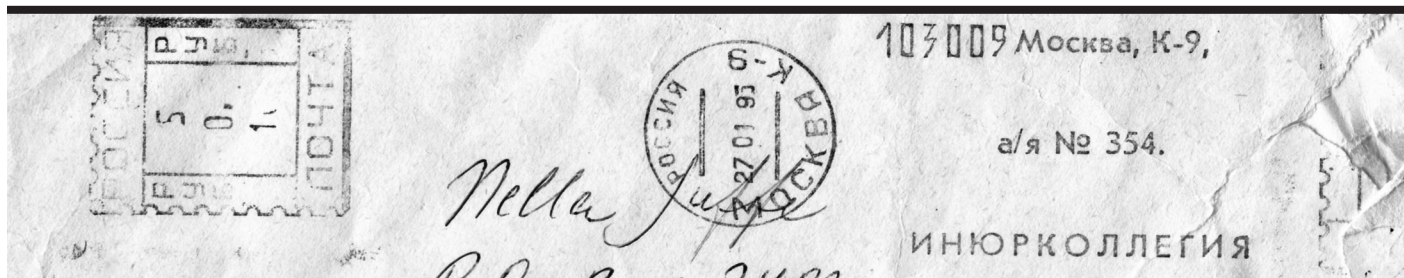
Nella and her family arrived at Lgov in the autumn of 1941. Lgov was located on the Seym River, eighty kilometers west of Kursk. They were safe until the Russians retreated, and they were captured by the Germans. The Germans quickly implemented anti-Jewish actions such as forced labor and requiring all Jews to wear yellow square patches on their clothing. The Germans assigned Jews work clearing snow or at the prisons.

That same year the Germans made another announcement for all Jews in Lgov to gather in the market place. Nella, her mother and sister were registered and put into a small concentration camp in Lgov 2 with twenty-six other people. They lived together in a horse stable without substantial heat or food. In the camp she became friends with a girl named Nella. She changed her name from Chava Ella to Nella, which she has been called ever since.

During her time in the camp, her mother taught her to never beg for food. In order to survive she became resourceful and gained food for her family and the others in the camp. Her mother was extremely resilient in providing extra food for her family by sewing for many non-Jewish neighbors and farmers.

Due to the advances of the Soviet army, the Germans began evacuating Lgov in February 1943. The Soviet Army sheltered Nella and her family from the war by taking them to Efrosinovka, a farm village (*Selo*). She worked on a self-sufficient collective farm comprised mainly of women. Nella learned wheat growing and harvesting as well as knitting and crocheting. She also had the opportunity to go to school with the other Soviet children. She lived in Efrosinovka until 1945 when Polish refugees were allowed to return to Poland after the end of the war.

During her journey from the U.S.S.R, her mother made the decision not to settle in Poland. At Bialy Kamien, Nella was put into a children's home established by the *Haganah*, the Jewish Defense Organization that helped Jews illegally escape Europe for *Eretz Yisrael*. She and her sister, Pola, left their mother behind to go with the *Haganah*. They crossed the borders of Poland, Czechoslovakia, Austria, and into the American Zone of Germany.



The United States army brought Nella and Pola to Lindenfels Displaced Persons Camp for children. They belonged to a Zionist organization, *Hashomer Hatzair* (Youth Guard) and the kibbutz, *Kibbutz Mishmar Hanegev*. Nella was trained by the *Haganah* to defend herself for aliyah, in which she would have to travel illegally to *Eretz Yisrael*. In 1947, when her group of fellow children was ready to go to Israel, her Aunt Perle forced her to miss her boat, the SS *Exodus*. After this, Nella had to move to Ulm, Germany to the Donaubastion DP Camp to stay with her mother and her mother's new husband, Owade.

When the Americans moved her to Schwabisch-Hall DP Camp, Nella met Leon Yuffe, later changed to Juffe at Ellis Island. She married Leon Juffe on November 12, 1948. A year later she became pregnant with her son Samuel. He was born in the Wasseraufingen DP Camp on January 14, 1950.

On March 1, 1950, Nella, Sam, and Leon immigrated to the United States. They moved to Brooklyn, NY with the help of Hebrew Immigration Aid Society (HIAS). Leon worked in two factories in clock making and in the other making beach balls and life preservers.

In 1952, Nella and Leon bought a chicken farm with several other families on Elmer and East Boulevard in Vineland, NJ. Nella worked on the farm and sewed for the clothing factory, American Sportswear. By 1953, Nella and Leon bought and owned their own farm. During this time, she bore three more sons; Michael on October 25, 1955, Irving on September 25, 1957, and Gene on September 19, 1959. She worked hard to save money for her family.

Nella ventured into the hotel business in 1971, when she rented the Convention Hotel on South Georgia Avenue. With her earnings from her hard work, Nella eventually bought the Kentucky Hotel in Atlantic City on Memorial Day, 1972. She successfully ran the hotel with the help of her sons, enjoying the seasonal customers. She was also an active member of Midtown Business and Citizens Association for Atlantic City. As a founding member, she has helped the MBCA donate over \$280,000 to charitable/civic/and non-profit organizations.

In 1980, Nella used her savvy business skills with the Sands Casino to exchange the Kentucky Hotel with Hotel Monticello and a parking lot. However, the Sands did not fulfill its promise with the parking lot and Nella lobbied at City Hall, where she received all her permits for the completion of the parking lot from which she made a profitable business.

Nella closed the hotel in 1986. She and Leon retired after the Sands Casino closed in 2006. Her husband, Leon, passed away three years later on April 19, 2009. Nella and Leon have seven grandchildren, Joshua, Jonathan, Zachary, Paige, Lauren, Joel, and Jeremy.

Nella started writing her memoir after Leon's death and with the help of Dr. Maryann McLoughlin, of The Richard Stockton College of New Jersey, *Flower of Ice, Cobweb of Lace: Escape to the U.S.S.R* was published in 2012. Her story is a lesson for people to never give up.

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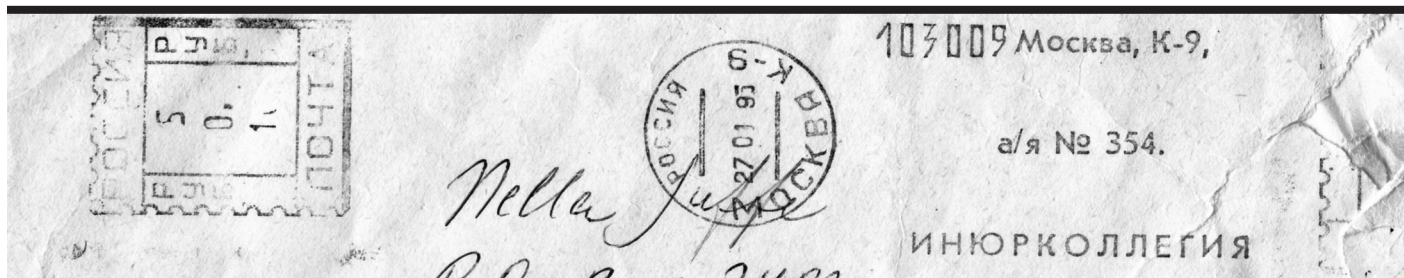




*Before the war, Chelms: Pinbus's Engagement Party: left to right, rear, Rizele and Cousin and on far right, Meyer (São Paulo, Brazil) and Shmerel (murdered); front, Meyer's wife; Shmerel's wife, Mira; Jossel (Gule's son) (U.S.), Jossel's wife (murdered along with their children); Pinbus and his fiancée (Israel); Gule (died of cancer pre-Holocaust)*



*November 12, 1948, Schwabisch-Hall  
DP Camp: Nella and Leon's Wedding*



# ORGANIZATION OF MEMOIR

There are twenty-seven chapters in Nella Juffe's memoir. They cover Nella's life before, during and after World War II. The organization helps us understand the timeline of events during which her life was transformed by Nazi oppression and immigration to the United States.

## Preface

Nella Juffe's sons, Sam and Michael, speak of the lessons they have learned from their mother's resilience. They have learned to "never give up" and always look to the future despite adversity.

## Chapters 1-3

### Life Before the Nazi Invasion: 1932-1939

Nella provides the history and background of Chełm, Poland, in relation to her life leading up to the Nazi invasion in September 1939.

## Chapters 4-6

### Escape to the U.S.S.R: 1939-1941

Nella was six and a half when her family fled from the Nazi invasion of Chełm to the U.S.S.R. She settles in Krolevets, Ukraine, under Soviet occupation, where her family received Soviet passports in order to live and work. Her father volunteered to fight with the Soviet army against the Germans. Her mother earned a living as a seamstress, and Nella had attended a Soviet school until the Nazi invasion of the Soviet Union on June 22, 1941.

## Chapters 7-12

### Life under Nazi occupation: 1941-1943

After the Nazi invasion, Nella and her family fled Krolevets to go further east past the Ural Mountains into Soviet territory. They arrived in the city of Lgov, located eighty miles from Kursk. Nella and her family was captured by the Germans after the Soviets retreated and put into a small concentration camp located in Lgov 2 where they lived in a horse stable under German occupation for 2 ¼ years.

## Chapters 13-15

### Liberation: 1943-1945

In February 1943, The Nazis evacuated Lgov, and Soviet partisans liberated Nella from the small concentration camp. The Soviets helped them move to Efronsinovka, where they lived and worked on a *Selo* (a collective farm). She stayed in the *Selo* until the end of World War II, when refugees were able to return to Poland.

## Chapters 16-17

### Leaving Russia: 1945

The Soviets put Nella and her family on a train to Poland. She settled briefly in Bialy Kamien where she met the *Haganah*, Jewish Defense Organization, which helped her cross the borders of Poland, Czechoslovakia, Austria, and Germany into the United States zone in Germany.

## Chapters 18-21

### Displaced Persons Camps: 1945-1950

The U.S. army sent Nella and her sister to Lindenfels Displaced Persons Camp for children. She joined the Zionist organization, which helps children illegally immigrate to *Eretz Yisrael*. The *Haganah* prepared Nella for aliyah, by training her to defend herself for her escape. She missed her boat, the *SS-Exodus*, and left for the DP camp in Ulm, Germany, to live with her mother and new husband, Owade. Nella met Leon Juffe in the Schwabisch-Hall DP camp in 1946 and was married on November 12, 1948.

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## Chapters 22-26

### Establishing Life in American; From Farm Life to Hotels: 1950-2006

Nella, Leon, and her baby son, Samuel, leave Germany for the United States and move to Brooklyn, NY before buying a chicken farm in Vineland, NJ. Nella saves her money and eventually buys the Kentucky Hotel. She and Leon retire in 2006.

## Chapter 27- Epilogue

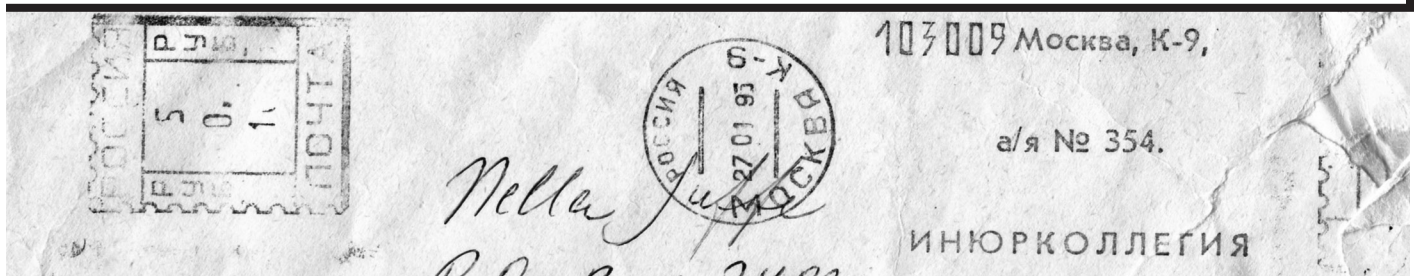
### Reflection on Life as a Survivor

Nella lived through many days that have changed her life. Her story is a lesson for people not to give up. She had many lives and despite hardships she managed to survive. In America, she began with nothing, but she and her family prospered. She speaks of the importance of education for all. She received her dream and so can many others.



*Picture on Left: Brochure From Kentucky Hotel*

*Picture on Right: June 2005: Pola's granddaughter's Bat Mitzvah: Left to right seated, Gene, Irving, Gloria (Irving's wife), Nella, Standing: Mike Prod, Michael, Meiling (Gene's wife), Sam, grandson Joel, grandson Jeremy, Leon*



## HISTORICAL CONTEXT

In order to understand Nella's flight from German occupation of Poland to the U.S.S.R it is important to review the rise of Nazism in Germany and its expansion throughout Europe in the thirties and during the war years (1939-1945).

### THE ERA OF THE WEIMAR REPUBLIC 1919-1933

#### The Treaty of Versailles 1918-1919

The Treaty of Versailles set the terms for peace in Europe after World War I. The victorious Allied Powers excluded Germany from negotiations. In the treaty the Allies placed sole responsibility for the World War I on Germany and stripped Germany of her colonies and valuable European territories. Germany also had to pay reparations for civilian damages incurred during the war. Germans of many different backgrounds expressed dissatisfaction with the Treaty of Versailles. Not only did they feel that Jews, Communists, and political dissidents had "stabbed Germany in the back," but they also regarded the democratic Weimar Republic as a form of government alien to German tradition.

#### The Weimar Republic

After the Allies defeated Germany in 1918, the Kaiser fled to the Netherlands for asylum while a group of democratic politicians in Berlin proclaimed the establishment of the Weimar Republic to replace the imperial government. The president of the new republic was Paul von Hindenburg (1847-1934), a Field Marshall during World War I.

The National Socialist German Worker's Party, that came to be known as the Nazis, was one of the scores of Weimar political parties that criticized the Republic for agreeing to sign the Versailles Treaty. Adolf Hitler, born in Austria in 1889 and a soldier in the German army during World War I, became the leader, or *Führer*, of the Nazi Party in 1921. Hitler and the Nazi Party blamed Jews and political radicals for the weakened state of Germany.

From the Nazi perspective, the creation of a master race of Germans—"Aryans"—required the elimination of Jews. Despite the fact that Jews had contributed to German culture and profession and that thousands of Jewish males had served the Fatherland in World War I, the Nazis cited Jews as the main cause of the degeneration of German vitality and creativity. According to the Nazis, as long as Jews remained in Germany, they threatened to "infect" the master race. Other groups that the Nazis considered threatening to the purity of the Aryan nation were mentally and physically handicapped, Gypsies (Roma and Sinti), homosexuals, Slavic peoples, Jehovah Witnesses, blacks (especially African Germans), and political dissidents.

During the Weimar Republic, the Nazis gained support primarily in the southern German state of Bavaria. Between 1924-1929, when the German economy began to prosper, the majority of Germans regarded Nazis as thugs. However, with the onset of the worldwide Depression in 1929, greater numbers of Germans began listening to the Nazi message.

#### The Early Years of Nazism in Power (1933-1939)

On January 30, 1933, Hitler was appointed Chancellor. He swiftly dismantled the Republic, establishing a totalitarian regime. Less than two months after coming to power, on March 23, 1933, the *Reichstag* (German Parliament) dissolved itself, and from then on Hitler ruled by decree. All political parties except the Nazis were outlawed. Churches, labor unions, and youth organizations became tools of the Nazi state. Every medium of communication was used to mold public opinion. Symbols of the Republic disappeared, replaced by symbols of the Nazis.

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A great number of limitations were imposed on the Jewish minority. The Nazis began to put their anti-Jewish measures into effect shortly after Hitler's appointment. Over the next six years, these measures escalated, and it became increasingly difficult for Jews to make a living or lead normal lives. The Nuremberg Laws of 1935 comprised two laws: The first law, The Law for the Protection of German Blood and German Honor, prohibited marriages and extra-marital intercourse between Jews and Germans and also the employment of German females under forty-five in Jewish households. The second law, the Reich Citizenship Law, stripped Jews of their German citizenship; therefore, they could no longer vote or hold office.

Approximately 400 anti-Jewish measures were imposed on other anti-Aryan groups such as Gypsies and homosexuals. For example, in July 1933, sterilization measures were approved for mentally and physically handicapped. Gypsies were increasingly segregated from German society, and homosexuals and political dissidents were imprisoned in the early concentration camps of Dachau and Buchenwald. In 1937, black children born of German women with African husbands were designated for sterilization.

## THE NAZIS AND WORLD WAR II

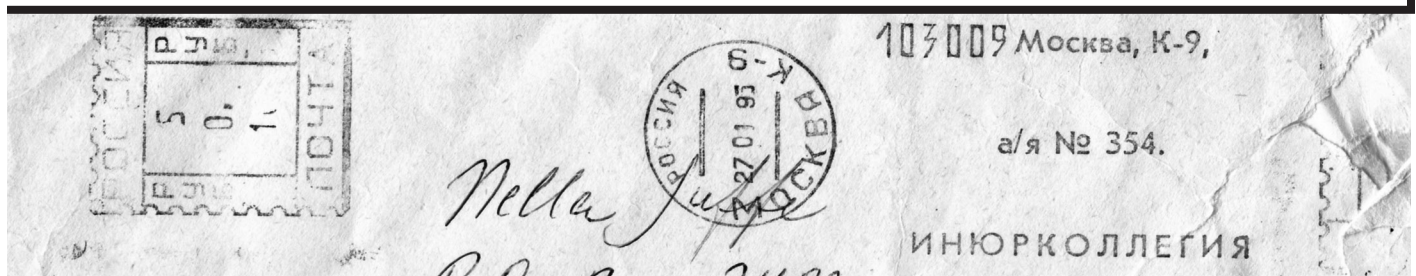
### The Beginning of World War II:

#### The Entrapment of Thousands of European Jews

The Nazi invasion of Poland in September 1939 precipitated World War II. By the following spring much of Eastern and Western Europe was controlled by the Nazis. Just before the outbreak of war, the Nazis had enacted in Germany the T4 Program (euthanasia program whose headquarters was located at 4 Tiergarten Street in Berlin) for gassing mental hospital patients who were deemed "unworthy of life." While the program was ostensibly ended in Germany in 1941, it provided the prototype for dealing with racial enemies in Nazi-occupied Europe once World War II got underway. During the war years, 1939-1945, the Nazis clarified and implemented their policies for racial purity.

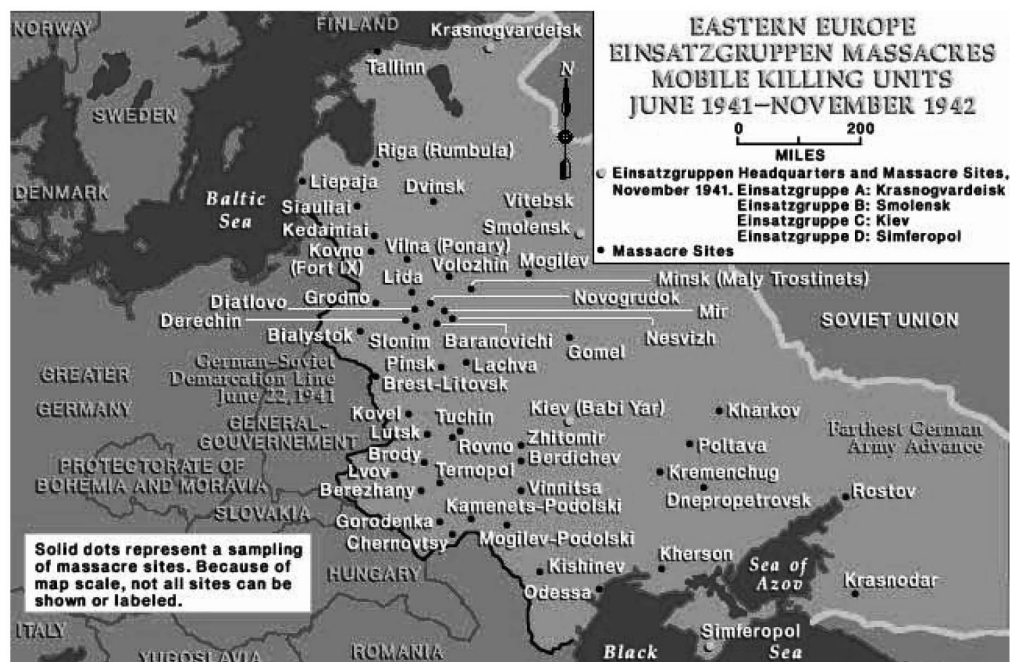
Initially, the Nazis concentrated Jews in Eastern Europe in centers known as ghettos, for example, in the Warsaw and Łódź, ghettos.

In Western Europe the Jews were concentrated in centers known as transit centers or camps, such as Westerbork in the Netherlands and Drancy in France.



## Invasion of the Soviet Union (U.S.S.R) and the *Einsatzgruppen*

While Jews all over Eastern Europe were being forced into ghettos, the Germans broke their non-aggression pact with Russia, on June 22, 1941, when they invaded the Soviet Union. Special commandos known as the *Einsatzgruppen* followed the German army, slaughtering political dissidents and Jewish men, women, and children. Typically, victims were lead into wooded areas outside towns. They were stripped naked, forced to dig their own graves, and then were either shot or buried alive. By the fall and early winter of 1941, Nazi leadership began to view these actions as inefficient: 1) members of the commandos were often willing to perform their work but drank heavily to forget their deeds; 2) it was difficult to predict and control reactions of local inhabitants; 3) the process itself took too long.




*Jewishvirtuallibrary.com*

## The “Final Solution” to the Jewish Problem— The Wannsee Conference

On January 20, 1942, leading Nazi officials met at the Wannsee villa outside Berlin to plan the implementation of the “final solution” to the Jewish problem—euphemism for the mass murder of the Jewish population in Europe. At this conference, these officials listen millions of Jews that needed to be murdered—Jews in occupied territories as well as in areas still to be conquered. According to their plans, trains were to transport Jews from all over Europe to death camps located in Eastern Europe under the pretext that they would be resettled and given work, adequate food, and shelter.

The major death camps—Chelmno, Auschwitz-Birkenau, Belzec, Sobibor, Treblinka, and Majdanek—were located in strategic areas of occupied Poland, close to major centers of Jews. For example, Warsaw Jews were sent to Treblinka, while Jews from Lvov were sent to Belzec. Auschwitz-Birkenau, the largest camp, received Jews from all occupied countries outside of Poland—from as far away as Greece. The gassing processes that had been developed by the T4 euthanasia program in 1939 were modified to be used in permanent gas chambers and crematoria in the death camps.

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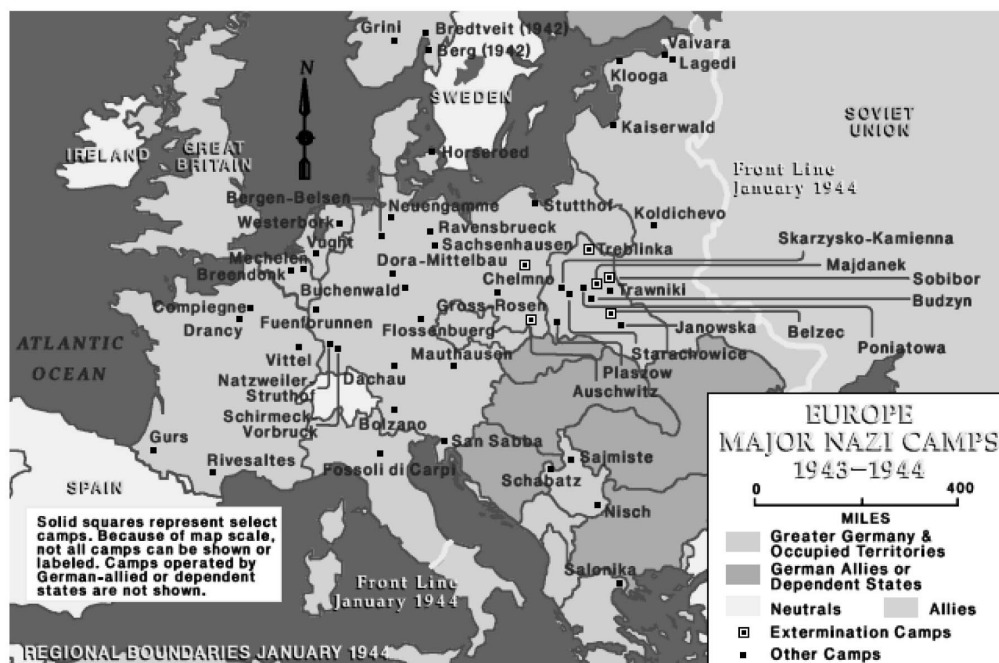
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There were also slave labor camps outside Poland; these camps were not specifically designed as factories of death. For example, in Sachsenhausen slave labor camp, north of Berlin, inmates were forced to perform hard labor at the nearby brickworks or armaments factories. For a variety of reasons, people in areas near death camps and concentration camps did little to intervene.

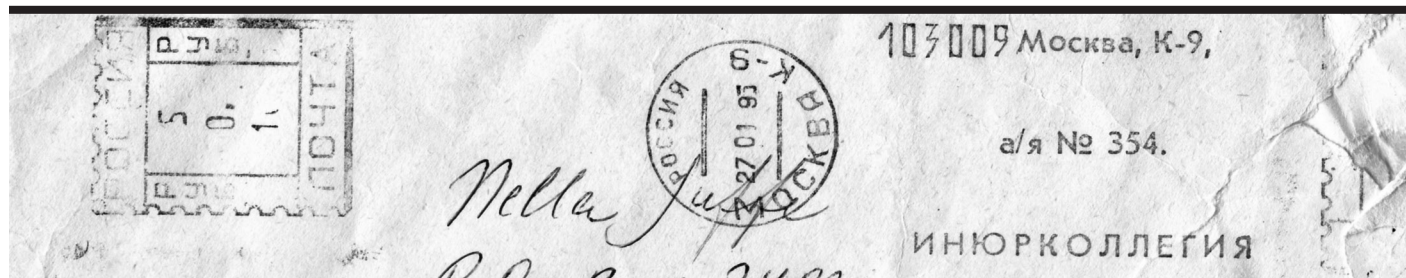
Only a small minority of individuals, “upstanders,” made decisions to save Jews, especially the children. The *Kindertransport* by Great Britain was one of the successes. The Wagner Act in the United States that would have saved a number of Jewish children was not passed; some congressmen felt that it would be cruel to separate children from their parents. Therefore, with little assistance from other countries, the overwhelming majority of Jewish children—between a million and a million and a half—were captured and murdered during the Holocaust. Only 100,000 to 200,000 Jewish children survived the war, many in hiding.

## POLAND, WORLD WAR II AND THE HOLOCAUST

(From Margaret McMillan's *Paris 1919*, USHMM, and Yad Vashem)

Poland is located in Eastern Europe between Germany and Russia. The country was reborn after World War I when the Allied Powers at the Paris Peace Conference of 1919 recreated its territorial borders along the lines of Poland's historical borders of 1772 with free access to the sea. This left almost two million ethnic Germans within Polish territory. Germany resented the loss of its eastern territory particularly the Free City of Danzig and Upper Silesia. The Nazis never came to terms with the legitimacy of Poland. (Paris 1919)

The Nazi agenda for Poland was to create “living space” (*Lebensraum*) for ethnic Germans. Within the Nazi-Soviet Non-Aggression Pact, signed on August 23, 1939, the Soviets and Nazis agreed to occupy and divide Poland between the two countries. (Yad Vashem)



## World War II and the Holocaust

On September 1, 1939, Germany invaded Poland beginning World War II. German used the method of *Blitzkrieg*, a swift large scale offensive to attack Poland. The German units had more than 2,000 tanks and 1,000 airplanes. By September 27, 1939, Warsaw surrendered to the German forces. On September 17, 1939, the Soviet Union invaded eastern Poland dividing Poland along the demarcation line of the Bug River. In the German-occupied Poland area the General Government under Hans Frank was established (USHMM). Approximately, 1.5 million Jews found themselves under German occupation. (Yad Vashem)

On September 21, 1939, the Gestapo chief, Reinhard Heydrich, issued the first set of anti-Jewish measures expelling Jews to major cities in the General Government. They were forced to wear a white armband with a blue Star of David and Jewish males of a certain age were sent into forced labor. The first large Polish ghetto was established in the city of Lodz in February 1940. They increased the ghetto operations with the creation of the Warsaw ghetto in November 1940. (Yad Vashem)

The Nazis launched a mass murder campaign of all Jews with the creation of Chelmno, first of the six extermination camps in Poland. The first major action of the "Final Solution" began with Operation Reinhard in March 1942. The principle tasks of the operation under Otto Globocnik were the deportation of 2,284,000 Jews living within the General Government in Poland to the extermination camps of Belzec, Sobibor, and Treblinka. The liquidation of Jews from the Polish ghettos began with forced deportations by train to the extermination camp of Belzec. Operation Reinhard ended in early November 1943, when the last Jews of the General Government, held in the Majdanek, Poniatowa, and Trawniki camps were exterminated. More than two million Jews were killed during Operation Reinhard. (Yad Vashem)

Altogether, 90% of Polish Jews, around three million, and 10% of non-Jewish Poles, three million, both soldiers and civilians, were murdered by the Nazis. (Yad Vashem)



Map of Chelm, Poland - Jewishvirtuallibrary  
See reference maps

### CHELM, POLAND

#### THE MASS DEPORTATION AND EXTERMINATION OF CHELM JEWS.

(From Yizkor Book, *Commemoration Book Chelm (Poland)*)

Chelm, Poland is located in the Lublin District twenty-five kilometers southeast of Lublin. Chelm was divided by the Bug River, the demarcation line for the partition of Poland under the Nazi-Soviet Pact. On September 28, 1939, The Soviet army mistakenly invaded Chelm only to evacuate eleven days later. The German army arrived on October 7, 1939. Chelm has an important place in Nella's history. She discusses how her father had made the decision for the family to leave Chelm at the time of German invasion of Poland. Unfortunately, Nella's cousin, Schmerel, perished in one of the many actions against Jews during the German occupation of Chelm.

The persecution of Chelm Jews began in the first two months of the German occupation. Germans began plundering Jewish households and businesses upon their arrival. On December 1, 1939, all Jewish men ages 16 to 60 were ordered to gather in the market place. Approximately

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2,000 Jews assembled and were forced to walk out of Chełm. The Germans murdered hundreds of Jews on the march from Chełm to Hrubieszow to Sokol. In 1941, Chełm Jews were forced into the Chełm ghetto.

The first *Aktion* against the Chełm Jews was carried out on May 22, 1942. Old and sick Jews were singled out for deportation and taken to the gas chambers of Sobibor. The last two *Aktions* against the Jews were carried out on November 5 and 6, 1942. With the help of Ukrainian soldiers, the Germans ordered all remaining Jews to the assembly ground. They first took 200 children to a nearby house and burned them alive, while their mothers and fathers watched. 3,000 Jews were deported to Treblinka and Sobibor on November 5. On November 6, a total deportation took place. The Germans sent 3,000 Jews to Sobibor then Chełm was declared *Judenrein* (free of Jews). (Yizkor Book)

## U.S.S.R, WESTERN UKRAINE, AND THE HOLOCAUST

(From USHMM and Yad Vashem)

### THE INVASION OF THE SOVIET UNION

Nella discusses the importance of the German invasion of the Soviet Union in June 1941 when she fled from Krolevets, Ukraine, deeper into the Soviet Union territory with the help of Soviet soldiers.

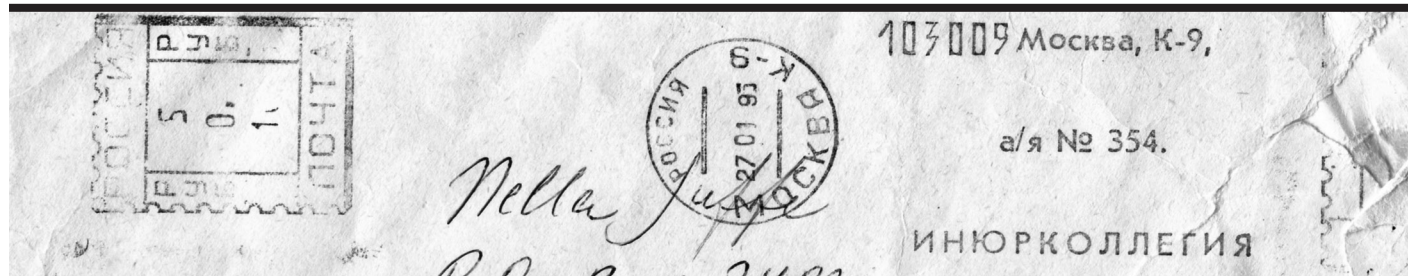
On December 18, 1940, Hitler signed Directive 21, code named Operation Barbarossa, authorizing the invasion of the Soviet Union. Hitler's new policy was to wage a war of destruction against Communists and Jews of the Soviet Union. Operation Barbarossa commenced on June 22, 1941, with the largest German military operation of World War II. The Germans had three army groups with 134 divisions. Three million German soldiers were deployed supported by 650,000 troops from Finland and Romania. They attacked the Soviet Union on an expansive front from the Baltic Sea in the north to the Black Sea in the south achieving complete tactical surprise. By late September 1941, the Germans surrounded Leningrad and took Smolensk in the center and Dnepropetrovsk in the Ukraine. On the outskirts of Moscow, by December 1941, they were forced to halt because of a lack of winter resources. The German army had failed to achieve a rapid collapse of the Soviet Army, which they had expected. (USHMM)

The Reich Security Main Office and the German Army High Command arranged for the deployment of the mobile killing units, *Einsatzgruppen*, behind the front lines with the orders to physically annihilate Jews, Communists and anyone deemed a threat to German rule (USHMM). Together the *Einsatzgruppen* and locally recruited auxiliaries initiated a campaign of mass-murder by execution. By the spring of 1943, the *Einsatzgruppen* had murdered 1.25 million Soviet Jews and thousands of Soviet civilian and prisoners of war. (Yad Vashem)

### WESTERN UKRAINE AND THE HOLOCAUST

Ukraine was formerly a republic located in the southwestern Soviet Union. After World War I, portions of Western Ukraine were annexed to Poland and Romania. Under the Nazi-Soviet Pact the Soviets annexed the Western part of Ukraine after the German invasion of Poland in 1939. In 1940, there were 2.4 million Jews living in Soviet Ukraine, the largest Jewish community in Europe. (Yad Vashem)

Ukraine was considered the "jewel" of the Nazi empire. The Nazis policy was to establish a German colony under Heinrich Himmler-SS and plunder Ukraine's economy (USHMM). In October 1941, after the German invasion of the Soviet Union, Germany occupied almost all of Ukraine. Ukrainian Nationalists, members of the Organization of Ukrainian Nationalists (OUN), viewed the Soviet occupation as unlawful and openly welcomed the German army in hopes of gaining independence. The OUN established a military wing, the Ukrainian Insurgent Army (UPA),







Map of Nella's escape from German occupation into the U.S.S. — wikicommons.com

See reference maps

which fought against both the Soviet and Polish troops and aided in the murder of Jews and 40,000 Poles. Encouraged by the German occupiers, the local Ukrainian Auxiliary Police launched pogroms against the Jewish population resulting in thousands of deaths. (Yad Vashem)

After the German forces were defeated at the Battle of Stalingrad. The Soviet army liberated Western Ukraine in August 1944. Between 1941 and 1944 some 1.4 million Ukrainian Jews were killed under German occupation (USHMM)

## BABI YAR AND THE MASSACRE OF KIEV JEWS

Together the Ukrainian Auxiliary Police and *Einsatzgruppen* carried out the largest murder operation outside of Kiev, Ukraine at Babi Yar. The Germans captured Kiev on September 19, 1941 and only a week later the Germans ordered all Jews to assemble for resettlement. A two-day massacre of the Kiev Jews took place on September 29 and 30, 1941.

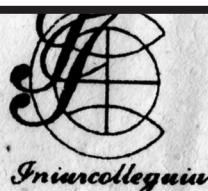
The Ukrainian Auxiliary Police led all Jews to the ravine at Babi Yar where they were shot by *Einsatzkommando 4a*, under the command of Paul Blobel. Approximately 33,771 Jews were murdered at Babi Yar. Altogether 100,000 people including Gypsies and Soviet prisoners of war had been killed at the ravine. (Yad Vashem)

## THE *EINSATZGRUPPEN* AKTION AT DUBNO

In *Flower of Ice, Cobweb of Lace: Escape to the U.S.S.R.*, Nella discusses her Aunt Ruhala, Uncle Zalman and their child Rizele's fate at Dubno, Ukraine. They were caught in Dubno after they decided to return to Chełm, Poland from the Soviet occupied town of Konotop. The history of Nella's family during the Holocaust in Western Ukraine is important in remembering the destruction of the Dubno Jews at the hands of the *Einsatzgruppen*. (See map on next page)

The German forces entered Dubno, Ukraine, on June 24, 1941. With the help from local Ukrainian police, the Germans began their persecution of the Dubno Jews. They initiated the policy that all Jews wear the Star of David on their chest and implemented forced labor. The Dubno ghetto was established in April 1942. In September 1942, peasants were ordered to prepare a large pit outside of Dubno in a valley between the towns of Mlynów and Muravica. ("My Life under German Occupation," USHMM) The liquidation of the Dubno ghetto began on October 5, 1942. The Ukrainian militia brought the remaining 5,000 Dubno Jews, men, women and children, in trucks to the large ditches where the *Einsatzgruppen* were performing mass executions. Under the supervision of an SS soldier with a whip in hand, the Jews were forced to undress and ordered to stand behind the ditch where they were shot. The *Einsatzgruppen* murdered almost 1,500 Jews a day. (Affidavits of Hermann Graebe, USHMM)

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Map of Dubno, Ukraine where Nella's Uncle Zalman, Aunt Ruhala, and cousin Rizele were killed—geschichteinchronologie.ch

## DISPLACED PERSONS CAMPS

(From USHMM and ORT and DP Camps)



Map of DP Camps where Nella and her family lived.

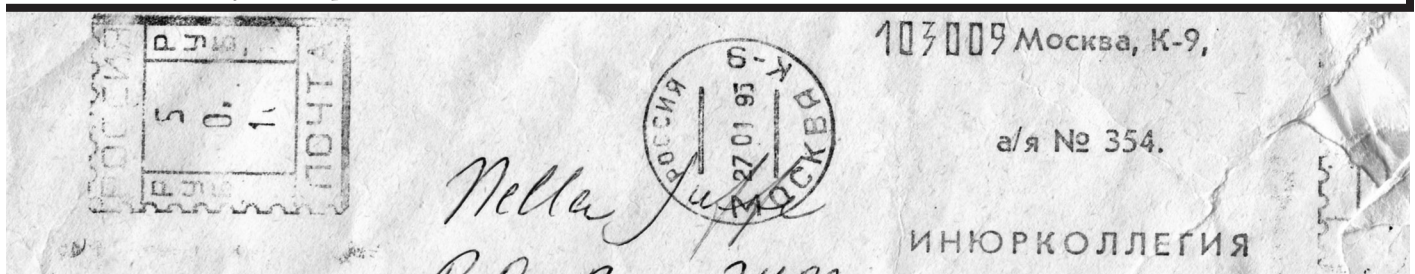
—Jewish Virtual Library

See reference maps

After World War II ended on May 8, 1945, nine million forced laborers and concentration camps inmates found themselves in Germany without homes. About 100,000 were Jewish survivors. They were classified as Displaced Persons (DPs).

On November 1944, before the war ended, the Allied Control Commission prepared the creation of “assembly centers” for displaced persons, called DP Camps under the authority of the UNRRA (United Nations Relief and Rehabilitation Administration). The army administration believed that they could settle the DP's within the time frame of six months. Although they successfully completed the repatriation of six million DP's, they did not expect the refusal of one million DP's including 50,000 Jews to return to their homelands. By September 1945, many Eastern European Jews fled illegally in the American Zone of Germany because of the rampant anti-Semitism, especially in Poland. By 1947, 250,000 Jewish DP's were housed in thousands of DP Camps. There were 185,000 in Germany, 45,000 in Austria, and 20,000 in Italy. (ORT and DP Camps)

The main political obstruction was the Allied powers restrictions on immigration into their borders. 97% of Jewish DP's wanted to immigrate to Palestine. Because of the British refusal to recognize



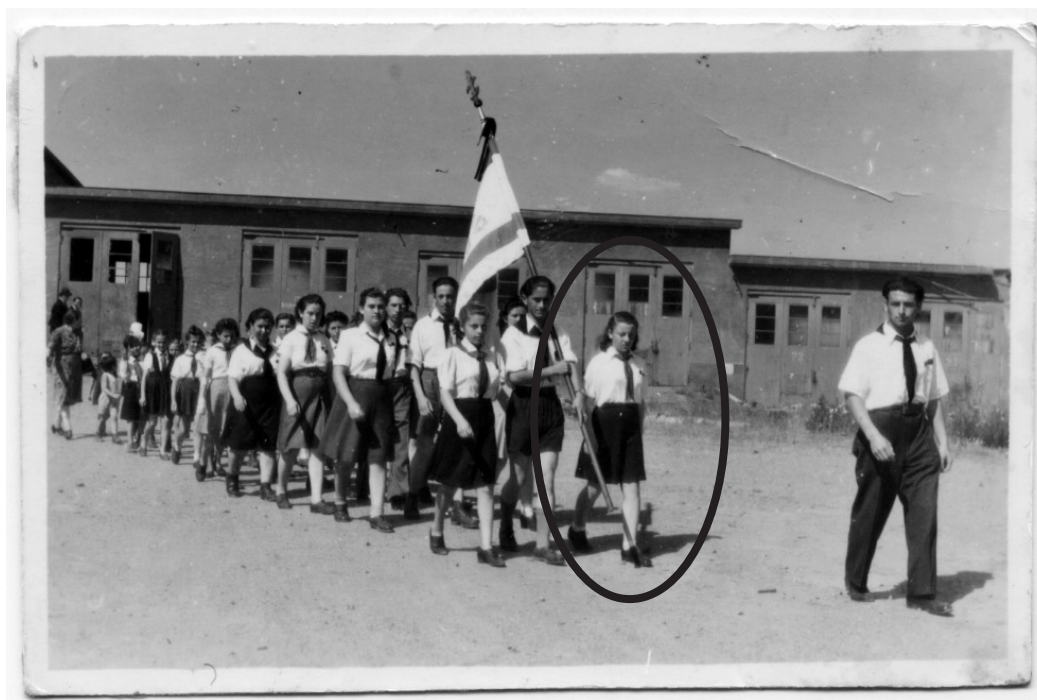


the State of Israel, the *Haganah*, underground Jewish Defense Organization, started working to train DP's for immigration to *Eretz Yisrael*. They aimed to organize *Brichah*, an illegal operation of smuggling survivors through seaports in Italy to Palestine. The *Brichah* transferred almost 150,000 people from Eastern Europe to Palestine. (ORT and DP Camps)

With the help of both the United States and U.S.S.R. the United Nations recognized the State of Israel in 1948, making it legal for survivors in DP camps to immigrate. The United States Congress in 1950, and amended in 1952 created the Displaced Persons Act authorizing DPs to enter the United States. Around 136,000 Jewish DPs immigrated to Palestine, over 80,000 to the United States, and 20,000 went to other countries such as Canada and South Africa.(USHMM) By 1952, almost all the DP Camps were closed except Fohrenwald DP Camp, which remained open until 1957. (ORT and DP Camps)

### Lindenfels Displaced Persons Camps

Nella Juffe was taken by the US army with the help of the *Haganah* to Lindenfels DP Camp. Lindenfels was a Displaced Persons camps for children located in the Frankfurt District in the US zone of Germany. It was situated in a holiday resort in the hills of north of Heidelberg. The children were housed in four hotels. By October 1946, there were approximately 415 Jewish children between the ages of 5-18. They were mainly Polish Jews from parents who died in the Holocaust. Zionism was very important in the camp with an active chapter of *Ha-Shomer ha-Tsa'ir* (Youth Guard). The *Haganah* trained Nella at Lindenfels in preparation for aliyah, immigration to Palestine. She was supposed to leave on the *SS-Exodus* on July 11, 1947, but was taken by her aunt from Lindenfels. The *SS-Exodus* was unfortunately boarded by the British Forces after its departure. They killed three men and many were wounded when they refused to surrender. The Lindenfels DP camp was closed on November 15, 1948, when most of the children had immigrated to Palestine. (USHMM)



1946, Lindenfels DP camp, Nella leading the group, singing the "Partisan's Song"

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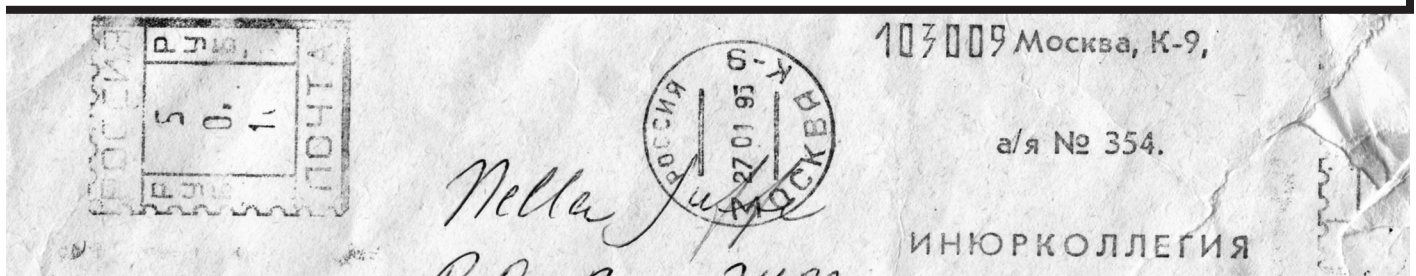
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## CHRONOLOGY OF EVENTS 1932-PRESENT

- 1932 **Nella Juffe, birth name Chava Ella Gelberg, is born January 15, in Hrubieszów, Poland.  
Family moved to Chełm, Poland.**
- 1933 Hitler becomes Chancellor of Germany.
- 1937 **Nella's sister, Pola, birth name Idal Perl, is born.**
- 1935 Nuremberg Laws (Germany) deprive Jews of their civil rights.
- 1938 Munch Pact, September 29.  
November Pogrom (November 9-10), in Germany and Austria, also known as *Kristallnacht* (Night of Broken Glass). After *Kristallnacht*, many Jews flee Germany.
- 1939 Nazi-Soviet Pact was signed August 23.  
World War II begins with the Invasion of Poland on September 1, 1939 by German Forces.  
The Soviet Army invades Poland on September 17.  
The Soviet Army and German Army invade Chełm on September 28, dividing the city along the Bug River agreed upon by Nazi-Soviet Pact.  
**Nella and her family flee across the Bug River to Lvov in Galicia, Poland into Soviet territory.  
From Lvov, Nella's family went to Konotop, Ukraine.  
The Soviets send Nella and her family to Krolevets in northern Ukraine.**
- 1941 Germany attacks its former ally, the Soviet Union, on June 22, during Operation Barbarossa.  
Germany invades Ukraine with Army Group South taking Kiev.  
*Einsatzgruppen* murdered 33,771 Kiev Jews at Babi Yar on September 28-29, 1941.  
**Nella and her family flee across the Ural Mountains into U.S.S.R arriving at Lgov in the autumn of 1941.  
Nella and her family were captured by the Germans at Lgov.  
Nella was forced into a small concentration camp in Lgov 2.**
- 1942 Wannsee Conference, January 20, "Final Solution"--- murder of all Jews, Gypsies, and handicapped decided. Mass murder by gassing at Auschwitz-Birkenau begins in June.  
Chełm Jews began being deported to the Sobibor Death Camp in May and June. The last *Aktion* lasted for two days on November 6 and 7, over 3,000 Jews were deported. Chełm was then considered *Judenrein*.  
**The *Einsatzgruppen* murdered Nella's Uncle Zalman, Aunt Ruhala, and Rizele in Dubno, Ukraine.**  
Battle of Stalingrad begins on July 17.



- 1943  
Germans surrender at Stalingrad, first big defeat, February 2.  
Warsaw Ghetto Uprising, begins April 19, 1943 and ends May 16, 1943.  
Battle of Kursk begins July 5<sup>th</sup> the last German offensive against the Soviet Army and the largest tank battle in history. The Soviets defeated the Germans on August 23, 1943, which is a major turning point in the war.  
**Nella and her family liberated by the Soviets.**  
**She leaves Lgov and the Soviets take them to Efrosinovka, a farm village (*Selo*) in U.S.S.R.**
- 1944  
D-Day, invasion of Normandy, June 6.  
Soviets liberate the first concentration camp at Majdanek, July 24  
Ukraine liberated by the Soviets in August.  
Battle of the Bulge in the Ardennes, region primarily in Belgium, December 16-27 to January 28, 1945.
- 1945  
Auschwitz-Birkenau concentration camp liberated by the Soviets, January 27.  
V-E Day (Victory in Europe), May 8.  
**Nella leaves Efrosinovka for Baly Kamien, Poland, June 1945**  
**Nella lives in a kibbutz for children.**  
**She crosses the borders of Poland, Czechoslovakia, Austria, and Germany into American Zone in Germany, sent by U.S. to Lindenfels DP Camp for children.**  
**Nella's mother leaves Poland for Ulm, Germany to the Donaubastion DP Camp and marries Owade Zilverbrush.**  
Nuremberg War Crimes Trials begin November 20.
- 1946  
**Nella leaves Lindenfels to live with her mother in Ulm.**  
**Nella moves to Schwabisch-Hall.**
- 1947  
**Lindenfels was dissolved November 15, Pola moves to Schwabisch-Hall.**  
**Nella meets Leon Juffe at Schwabisch-Hall.**
- 1948  
**Nella marries Leon Juffe on November 12.**
- 1950  
**Sam Juffe is born on January 14.**  
**Nella, Leon, and Sam immigrate to U.S. and arrive at Idlewild airport in New York on March 1.**
- 1952  
**Nella and Leon buy a chicken farm in Vineland, NJ.**
- 1955  
**Michael Juffe is born on October 25.**
- 1957  
**Irving Juffe is born on September 25.**

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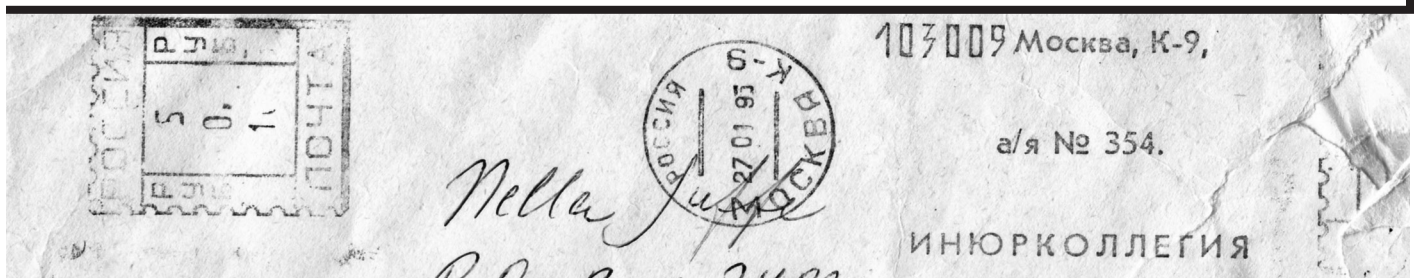
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- 1959 Gene Juffe is born on September 19.
- 1972 Nella buys the Kentucky Hotel in Atlantic City on Memorial Day.
- 1986 Nella's mother passes away.
- 2009 Leon passes away on April 19.
- 2012 *Flower of Ice, Cobweb of Lace, Escape to the U.S.S.R* is published.



*Pola, Nella, and Sara (Nella's and Pola's mother at the hotel)*





# CLASSROOM ACTIVITIES

## ESSENTIAL QUESTIONS

1. Why should we remember the Holocaust? What is its purpose? What would happen if we forget?
2. What are some ways that individuals and societies can remember and memorialize difficult histories?
3. After the Holocaust, the international community said “Never again.” As individuals, groups, and nations, what can be done to prevent massive acts of violence from happening in the future?
4. Why is the study of the Holocaust relevant today?
5. How was it possible for a modern society to carry out the systematic murder of a people for no reason other than that they were Jews?
6. What would I have done under similar circumstances?
7. What can the Holocaust tell us about human nature?
8. What are other examples are there of people’s inhumanity to others?
9. How were people able to survive the Holocaust?

## PRE-READING CLASSROOM ACTIVITIES:

1. What is the importance of a memoir and a personal remembrance of the past?
2. Look up “Poland” in Yad Vashem online at yadvashem.org under Holocaust Resource Center. Read the article, noting the dates and people involved. Summarize and in groups of 3 or 4, compare your summaries.
3. Look up “Nazi-Soviet Pact” in Yad Vashem online at yadvashem.org under Holocaust Resource Center. Read the article, noting the dates and people involved. Summarize and in groups of 3 or 4, compare your summaries.
4. Look up “Invasion of the Soviet Union, June 1941” in Holocaust Encyclopedia online at the ushmm.org website. Read the article, noting the dates and people involved. Summarize, and in groups of 3 or 4, compare your summaries.
5. Look up “*Einsatzgruppen*” in Yad Vashem online at yadvashem.org under Holocaust Resource Center. Read the article, noting the dates and people involved. Summarize and in groups of 3 or 4, compare your summaries.
6. Look up “Babi Yar” in Yad Vashem online at yadvashem.org under the Holocaust Resource Center. Read the article, noting the dates and people involved. Summarize and in groups of 3 or 4, compare your summaries.

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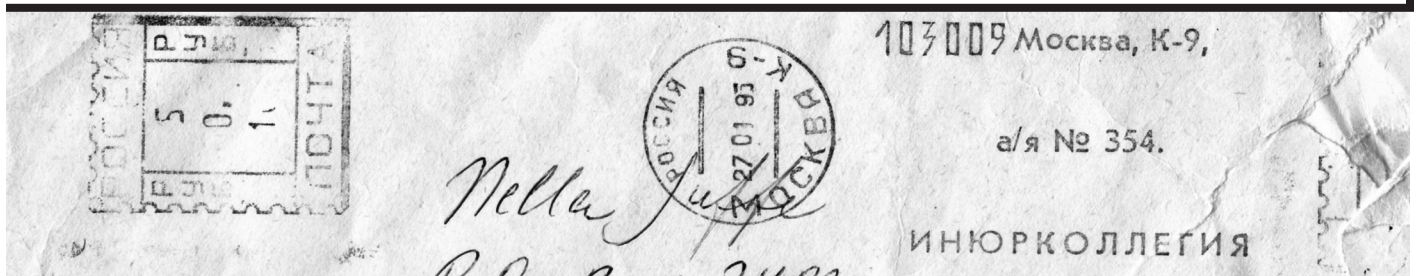
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7. Look at the maps. Trace Nella's escape from Poland to the U.S.S.R, noting the places in which she stayed during the years from 1939-1945. Make a list of all the places in which Nella lived in Europe and the United States. What areas are you familiar with? What areas are you not?
8. Make a list of words you did not know. Look up these words and in groups of 3 or 4 discuss the vocabulary words that you looked up.
9. Look up the famous poem, "Babi Yar," by Yevgeni Yevtushenko. Discuss what the poem represents? How does this poem impact you? Discuss in groups of 3 or 4
10. Look up Dimitri Shostakovich's Symphony No. 13, "Babi Yar," on Youtube.com. How does the music impact you? How does it represent the atrocities that took place at Babi Yar Ravine? Discuss.

## READING ACTIVITIES:

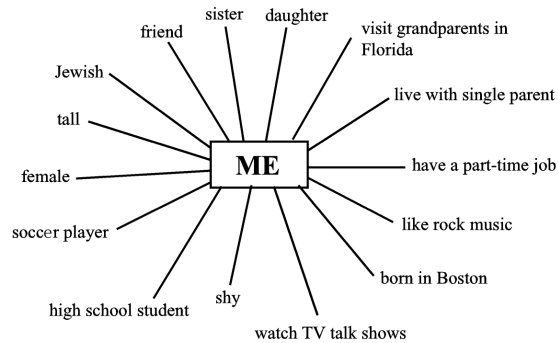
1. Why is the book titled *Flower of Ice, Cobweb of Lace: Escape to the U.S.S.R*? Why is the poem significant to her life. Explain. Class discussion.
2. Make a timeline of Nella's life? What are the most important events in her life. In a group of 3 or 4, compare timelines.
3. List the most important people in Nella's life. Who has influenced her the most throughout her life and why? How did they contribute to her survival? Class discussion.
4. What qualities made Nella resilient in times of adversity? What similar qualities do you see in yourself?
5. What about the issue of antisemitism? Were there examples of antisemitism in Chelm, Poland before the Nazi invasion?
6. Discuss the impact of the German-Soviet invasion of Poland in 1939 on Polish Jews. Why did some Jews decide to stay on the German side while others chose to escape to the U.S.S.R?
7. What is the importance of the German invasion of the Soviet Union in 1941? How did this change World War II? What were the major battles in the Soviet Union that changed Nella's life.
8. Why did the local Ukrainians help the Germans in killing Jews? Do you believe they were influenced by the Germans and believed in Nazi policies? Or did they do it for selfish reasons? Discuss.
9. What is the significance of Nella's family history in relation to the Holocaust? How have the *Aktions* against the Jews in Ukraine and Poland affected her family and her own life?
10. What are your reactions to the massacre of Jews at Babi Yar and Dubno? How do you view the men of the *Einsatzgruppen*? Are they ordinary men?
11. How does Nella depict the Soviets? Why do you think the Soviets aided Polish refugees? Could they be considered "upstanders" or "rescuers"? Discuss.



12. List your favorite parts of the memoir (choose just two or three parts). Write an essay about why you chose these?
13. Why do you think Nella included small or minor aspects of her life before, during, and after World War II? Why do you think they are important to her?
14. What were Nella's challenges when coming to America? How did her experience during the Holocaust help her establish a good life in the United States?
15. Have any of your family members immigrated to the U.S.? Describe their experience? Are there any similarities?
16. Nella stood up to any type of discrimination. Explain the meaning of *discrimination*. How would you react to discrimination? Are there types of discrimination around you?
17. What lessons have Nella's sons learned from Nella's life? What lessons have you learned from your parents?
18. Why is it important to remember Nella's story? What is she trying to convey to the reader?
19. What is one lesson that you learned from this memoir?

### **Post-reading Classroom Activities:**

1. Using the chart below, prepare an identity chart for yourself. Consider all the factors—family, school, hobbies, nationality, ethnicity, religion, etc.—that influence how you think about yourself and make decisions.



**Sample Chart**

2. Prepare an identity chart for Nella Jaffe. Make sure to include influences before, during, and after World War II and the Holocaust (Shoah). Discuss in your group.
3. On the computer, write a letter to Nella Jaffe commenting on her memoir. Prepare three questions you would ask her. Spell-check your letter and proofread. Then peer edit your letter in your group.

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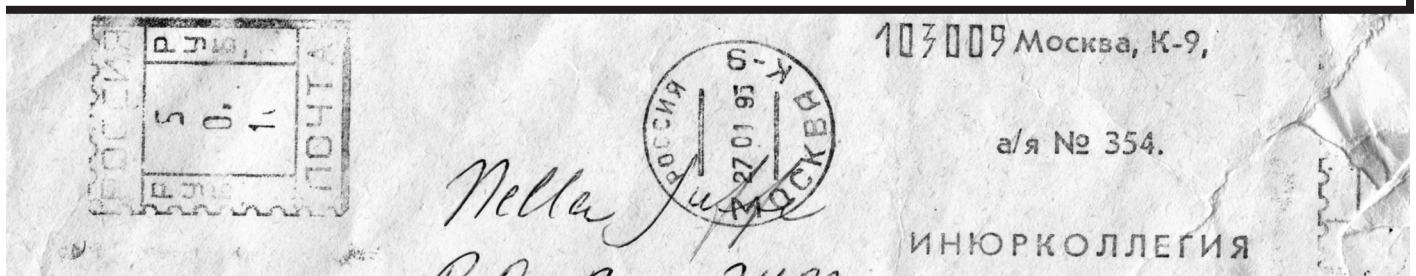
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4. Write on the importance of memoirs of the Holocaust and their significance to future generations? What else can be done to keep the history of those who perished and or survived alive today? How can you help in saving their history?
5. Why is Nella's message to "never give up" important? Write the ways in which you have experienced or overcome adversity in your life and your reactions to it.
6. As a reflection activity, create a memorial to the Jews of Chelm, Dubno, or Babi Yar.
7. Teach other classes at your grade level about Nella Jaffe, her experience fleeing to the U.S.S.R from the Nazi invasion, her life in the concentration camp, and her life after the war in both the DP Camps in Europe and immigration to the United States. Make a power point to educate the other grades.

### **For Further Reflection:**

1. According to the scholar Samantha Power, an *upstander* is an individual who takes risks to help others in danger and does not hesitate to criticize those who fail to help others in need or danger. Describe the upstanders in *Flower of Ice*, *Cobweb of Lace: Escape to the U.S.S.R*. Do you know any upstanders? Were you ever an upstander? Describe and Discuss.
2. Discuss the different perpetrators and their roles in the Nella's memoir? Were some more active than others? What's the difference between a bystander and a perpetrator? Discuss.
3. Have any historical events intersected with and influenced your life? Explain.
4. Discuss the significance of silence and indifference to the human and civil rights of the Jews. Did this contribute to the perpetrators actions? How did people's silence affect Nella's life?
5. What are the obligations of responsible citizens in a democratic society? List these obligations, discuss them in your group, and have a class discussion, listing answers on the board.
6. Read the Declaration of Human Rights online. Are you surprised at any of the "rights?" How many of these rights were taken away from the Jews before and during World War II? <http://www.un.org/events/humanrights/2007/hrphotos/declaration%20eng.pdf>
7. Read the United Nations Convention on the Prevention and the Punishment of the Crime of Genocide online. <http://www.hrweb.org/legal/genocide.html>
8. Discuss some recent genocides, such as Rwanda, Bosnia, the Congo. Why are they considered genocides? Or are they? Discuss.



## Additional Questions and Activities:

1. Why is it important to remember and reflect on historical events such as the Holocaust and other genocides?
2. Why is it important to have multiple sources of evidence such as witness testimonies, diaries, official reports, newspaper articles, etc? How do we judge the reliability of sources?
3. Why is the use of imagery, photographs, and video footage important? What is the impact of such depictions?
4. What is the difference between a victim and a survivor?
5. Why do survivors feel the need to be believed?
6. What should be our responsibility in the face of atrocity? Do we have a responsibility?
7. What questions would you like to ask a Holocaust survivor? What questions would you like to ask a former German SS?
8. Use the internet and other reliable sources to answer questions that students would like to know more about in relation to the essential question and report to class.
9. Create artwork or creative writing piece that demonstrates knowledge.
10. Respond to visuals including film, photographs, primary source documents, and survivor accounts by following guided assignment.
11. Respond to selected readings by scholars and survivors of the Holocaust through guided questions, discussions, and journal reflections.
12. Can civilians be protected in war? Where is the line when civilian suffering moves from "Casualties of war" to "international crimes against humanity"?
13. Have you ever experienced conflicting responsibilities or duties, for example, to your friend and to parents, or to your friend and religious teachings?
14. Using current news articles, research the current position of the German government on their treatment of Holocaust survivors.
15. Use a blank map of Europe and mark the locations of death camps. Where were the death camps? Why?
16. Understand the motivations of rescuers.
17. Discuss the characteristics of rescuers.
18. Explain the phrase the "Power of One." Or explain "One person can make a difference."
19. Understand the long term effects of the Holocaust on survivors.

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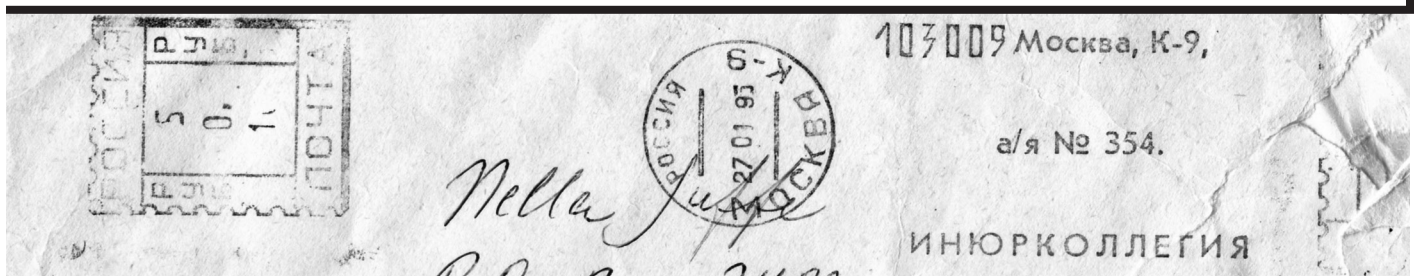


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20. Understand that learning about the sufferings of individuals and groups far from our own families and societies helps us to humanize “the other” and contribute to the possibilities of peace.
21. Exercise: Take a position on one side or the other. Defend your position.
- Life is a constant struggle: those not powerful enough to rise to the top deserve whatever they get.
  - People find it easier to do evil than to do good.
  - Most people are likely to conform rather than act on their own individual values.
  - Most people would prefer to rely on miracles than to depend on the fruits of their own labor.
  - Most people need something to worship.
  - Most people avoid the truth if it is painful.
  - War is the natural outgrowth of human nature.
  - Most people need authority to tell them what to do.
22. What is a hero? What qualities do heroes have? Think of people you think of as heroes and explain why you feel the way you do. These people can be personal heroes in your life, heroes you have seen in movies, or read about in books. Get into groups of four. Each group member should pick a hero and defend his/her choice.
23. How is it that “ordinary people” are capable of extraordinary actions, whether they are extraordinarily good or bad? What circumstances allow for this?
24. What are the risks of being a hero? Are they worth it?
25. No one likes to be different. It is difficult to stand up to your peers and disagree with them. Think of a time in your life when you stood up for what you believed—even in the face of ridicule from your peers. Describe the situation either in writing or with 2-3 others in a group.
26. One man/woman can make a difference. In America today, people sometimes feel like they can’t make a difference. Everything is so big, powerful, and difficult to change. But it can be done. Think of situations in your own life or lives of your family or friends where one person’s help has made a difference. Share, or write about this experience.
27. In the 1930s many Americans feared that immigrants would compete for scarce jobs. What was the economic situation in the U.S. in the 1930s? Can you understand why Americans might have had an anti-immigration attitude? What is the economic situation today? How do Americans feel about immigrants today? Compare and discuss.
28. Define what the term “responsibility” means to you. Now list ten “responsibilities” you have.






Name\_\_\_\_\_ Date\_\_\_\_\_

### KWL Chart

Before reading, list information in the first two columns. Once reading is done, complete the final column.

Topic: \_\_\_\_\_

What I Know	What I Want to Know	What I Learned



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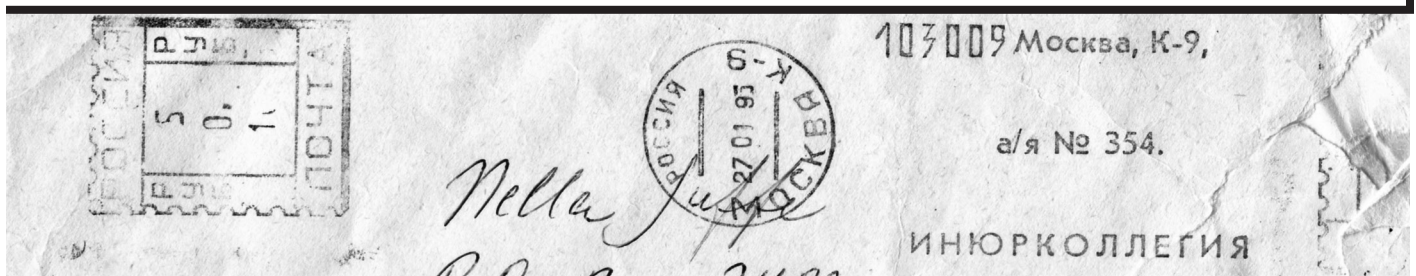
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## GLOSSARY OF TERMS

- **Aktion:** German actions; term used for targeted round up and killing of Jews.
- **Aliyah:** Immigration to Israel. Starting in the 1880's, moving to Palestine was known as "ingathering of the exile" or a "returning" to the promised land, thus bearing significant religious and Zionist significance. The phases of immigration are also referred to each as an Aliyah and primarily consisted of Jews fleeing from persecution or dreaming of building Holy Land. (Jewish Virtual Library)
- **Antisemitism:** Hatred of Jews. Antisemitism goes back to the earliest centuries of Christianity, and since that time, there have been legal, social, political, and economical restrictions on Jews throughout the centuries. In the 19<sup>th</sup> century, Wilhelm Marr coined the word to describe a racial hatred of Jews.
- **Auschwitz-Birkenau:** (In Polish, Oswiecim), The largest Nazi extermination and concentration camp, located in the Polish town of Oswiecim, 37 miles west of Krakow. One-sixth of all Jews murdered by the Nazis were gassed at Auschwitz. (Yad Vashem)
- **Babi Yar:** Ravine located in northwest Kiev, the capital of the Ukraine, where some 50,000 Jews were murdered in 1941. A week after the Germans captured Kiev on September 19, 1941, the Germans ordered all Jews to assemble for resettlement. They were marched to the ravine and were executed by *Einsatzkommando 4a* and German and Ukrainian police. After two days of shooting, 33,771 Jews were dead. In all, some 100,000 people were killed there over the next few months. (Yad Vashem)
- **Bailly Kamien:** A town located in Poland where Nella lived on a kibbutz for children of all ages.
- **Battle of Kursk:** The last major German offensive against the Soviet Army on the Eastern Front from July 5 to August 23, 1943. Kursk was the administrative center of Kursk Oblast, located in the western part of Central Russia, at the confluence of Kur, Tuskar, and Seym Rivers. Kursk is the sight of what is widely known as the largest tank battle in history and the turning point of World War II toward Germany's defeat. (History Learning site)
- **Beribab or Brichab:** Jewish underground organization that helped Holocaust survivors across European bordered with the goal of immigrating to Palestine. (Jewish Virtual Library)
- **Blitzkrieg:** "Lightening War," Military theory of swift, large-scale offensive warfare developed by the German Army during World War II, whose goal was a quick victory. Germany successfully used the *Blitzkrieg* method in conquering Poland, France, Denmark, Norway, Yugoslavia, and Greece. (Yad Vashem)



- **Bug River:** The boundary between Soviet Union and Poland. It was also the demarcation line for the partition of Poland agreed upon by the Nazi-Soviet Pact of August 23, 1939. (USHMM)
- **Chełm:** Chełm is a city in Poland and one of the oldest Jewish communities in Poland. It is located along the Bug River, the division between Poland and the Soviet Union. It is positioned on the international commercial trade route from the Black Sea to the Baltic Sea, which brought many of the first Jews to Chełm. Nella fled Chełm across the Bug River into the U.S.S.R. Almost all of the Jewish population were deported to the Sobibor Death Camp, where they were murdered. (Yizkor Book)
- **Concentration Camps:** An essential part of the Nazis' systematic oppression and mass murder of Jews, political adversaries, and others considered socially and racially undesirable. There were concentration camps, forced labor camps, death camps, transit camps, and prisoner of war camps. The living conditions in all the camps were brutal. The Nazis goal was to murder the Jews and others through gassing or working them to death.
- **Death Camps:** Six death camps were constructed in Poland. These were Auschwitz-Birkenau, Treblinka, Belzec, Sobibor, Lublin (also called Majdanek), and Chełmno. "The primary purpose of these camps was the methodical killing of millions of innocent people. The first, Chełmno, began operating in late 1941. The others began their operations in 1941." (fcit.usf.edu)
- **Displaced Persons (DP) Camps:** Camps found in Western Germany, Austria, and Italy, where hundreds of thousands of displaced individuals, largely Jews, stayed after the war, while they awaited for visas to the U.S., South America, and other countries. Many of the Holocaust survivors yearned to go to *Eretz Israel* (Palestine).
- **Einsatzgruppen:** The German term for "actions groups," referring to the mobile SS killing units that traveled with the German forces that invaded the Soviet Union in 1941. They were formed to accompany the advancing military forces in search of all opponents of the Reich, including all communist and Jews, and to execute them. The *Einsatzgruppen* killed men, women, and children by gathering them in ravines, mines, quarries, ditches, or pits dug specifically for this purpose. Jews were forced to remove all belongings and were executed by firing squads. By the spring of 1943, The *Einsatzgruppen* had exterminated 1.25 million Jews and hundreds of thousands of Soviets, including prisoners of war. (Yad Vashem)
- **Haganah:** (Heb. *Defense*) Underground Jewish defense organization founded during the period of the British Mandate. After the declaration of the State of Israel it formally merged with other underground forces to become the Israel Defense Forces. (Jewish Virtual Library)
- **Holocaust:** (1933-1945) Literally, consumed by fire. The Holocaust began in 1933 when Hitler became the Chancellor of Germany and ended when World War II ended in Europe 1945. During these years approximately six million Jews were murdered, including one and half million children. In addition, during the Holocaust, 5 million others—handicapped, Gypsies, Homosexuals, Jehovah's Witnesses, Masons, and Communists among others.

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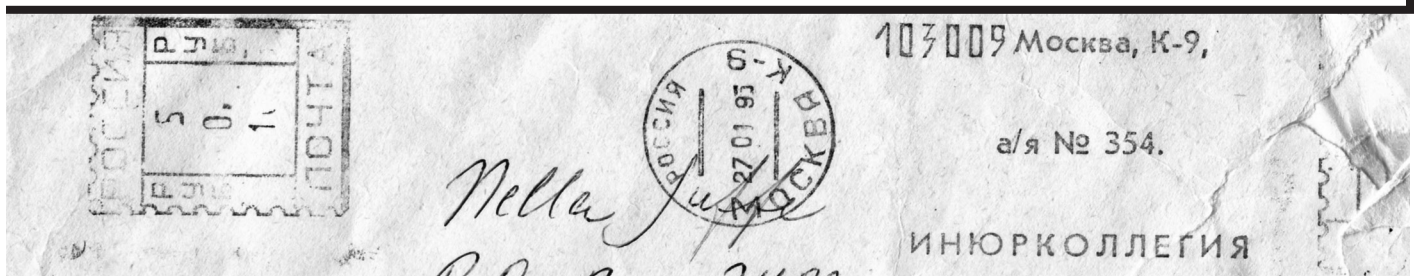
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- **Kibbutz Hashomer Hatzair:** The Youth Guardians, a Zionist Youth Movement at the Lindenfels DP camp for children. They helped prepare children to immigrate to *Eretz Yisrael*. (Jewish Virtual Library)
- **HIAS (Hebrew Immigration Aid Society):** The organization was founded in 1881. HIAS assists Jews and other groups of people whose lives and freedom are at risk, through rescue, family reunification, and resettlement. After World War II, HIAS assisted with the emigration needs of 300,000 Jewish displaced persons throughout the former war zone. (HIAS)
- **Holodomar:** The Stalin-generated starvation policy in the Ukraine during 1932-1933. (Holodomar.org)
- **Hrebieszów:** Hrebieszów is town in Poland located in the district of Chelm where Nella was born. The town was a major transit station for exports and a major commercial center for agriculture. The Germans occupied the town on September 14, 1939. The Germans forced all Jews into a ghetto in the beginning of 1940. During 1942, the Ghetto was closed and most of the Jewish community was deported to Sobibor Death Camp where they were killed. Only 600 Jews were spared to work in German labor camps. (Yizkor Book).
- **Kehilla:** (Heb. *community*). Jewish sense of community, in a particular sense, within the larger *keneset Israel*. (Jewish Virtual Library)
- **KGB: Committee for State Security**, foreign intelligence and domestic security agency of the Soviet Union. During the Soviet era the KGB's responsibilities also included the protection of the country's political leadership, the supervision of border troops, and the general surveillance of the population. (Encyclopedia Britannica)
- **Konotop:** City located in the borders of Western Ukraine, which is 208 kilometers from Kiev. It is an important railroad transportation center from Kiev to Belgrade. It was occupied by the Soviet Union in 1939. Konotop was the second city in which the Soviets sent Nella and her family on her way to Krolevets. (Yizkor Book)
- **Krolevets:** Located 23 miles from Konotop in Ukraine. Krolevets is along the Kiev-Moscow railroad. Nella was taken by the Soviets and lived there from 1939-1941 until the Germans invaded the U.S.S.R during Operation Barbarossa. (JewishGen Locality Page)
- **Lgov:** City located in Kursk Oblast, Russia along the Seym River. It is only eighty kilometers west of Kursk. The Soviets retreated after the German invasion in 1941, in which Nella was captured and forced into a concentration camp in Lgov 2. (enwikipedia)
- **Lindenfels:** A displaced children's center in the district of Frankfurt, in the American-occupied zone. The camp comprised of four separate hotels. The children ranged from ages five to eighteen with schooling



provided from preschool through high school. The children had been brought to Lindenfels with the help of DPs and the Va'ad Hatzalah, which returned to Poland after liberation to retrieve or ransom the children from their custodians. Kibbutzim were important, where an active chapter of Ha-Shomer ha-Tsa'ir was established. On November 15, 1948, the camp closed. (USHMM)

- **Lvov:** City located in East Galicia, Ukraine. Before World War II it was a part of Poland and was occupied in September 1939 by the Soviet Union. In 1939, 100,000 Jewish refugees fled to Lvov from German occupation. After the Germans attacked the Soviet Union and occupied Lvov, they killed 6,000 Jews in pogroms. By November ghettos were established and in the summer of 1942, 50,000 Jews were deported Janowska, a labor camp, or to Belzec Death Camp. The Soviet army liberated Lvov in 1944 with only a several hundred Jewish survivors. Lvov was the first city that Nella fled to with the help of the Soviets. (Yad Vashem)
- **Nazi-Soviet Pact:** A non-aggression agreement between Nazi Germany and the Soviet Union signed on August 19, 1939 before World War II. The two countries agreed not to attack each other, which included a secret attachment concerning the division of various territories. Poland was to be divided between the two countries. The Germans broke the pact when they invaded the Soviet Union on June 22 1941. (Yad Vashem)
- **Operation Barbarossa:** The codename for Nazi Germany invasion of the Soviet Union on June 22, 1941. German forces had 134 divisions with three army groups, including more than three million German soldiers, supported by 650,000 troops from Germany's allies. They attacked a broad front extending from the Baltic Sea in the north to the Black Sea in the south. The German Army successfully reached the outskirts of Moscow by December before being halted. (USHMM)
- **OUN (Organization of Ukrainian Nationals):** A nationalist Ukrainian organization established in 1929. After World War II, the OUN coordinated underground activities in the Soviet-occupied western Ukraine and operated openly in German occupied Poland. During the German invasion of the Soviet Union in 1941, OUN formed two Ukrainian battalions within the German Army and attacked retreating Soviet troops. (Yad Vashem)
- **Owszem Policy:** The official government sanctioning of boycotting Jewish businesses in Poland during the mid-1930's. This affected all levels of Polish society. The policy involved picketing Jewish stores and threatening Poles who entered Jewish stores, resulting in beatings and plundering of Jews. (Yizkor Book)
- **Poland:** Located in Eastern Europe and was reborn after the World War I. The Germans attacked Poland on September 1, 1939 starting World War II. According to the Nazi-Soviet Pact, The Germans and Soviets divided Poland along the Bug River. The Nazi policy was to create *Lebensraum* (living space) for Germans. Germans displaced many Poles for the emigration of ethnic Germans. Poland was the place in which the Germans began the "Final Solution." They established the first ghetto in October 1939, in Piotrkow Trybunalski. Just months after the German invasion of the Soviet Union in 1941, they launched a mass murder campaign and built six extermination camps, Chelmno, Belzec, Sobibor, Treblinka, Auschwitz, and

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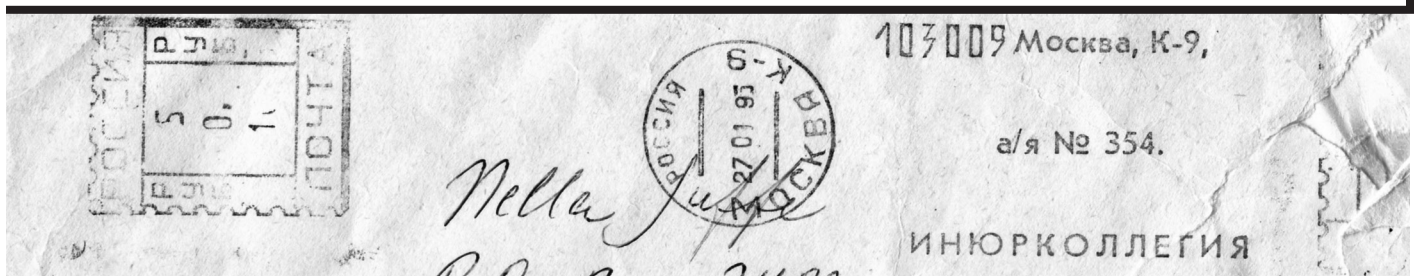
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Majdanek. During the years of 1941-1944, the Jews living in the ghettos were deported to their deaths at the extermination camps. Three million Jews, about 90% , were killed by the Nazis. Three million non-Jewish Poles, soldiers, and civilians were also murdered during the war. (Yad Vashem)

- **Selo:** Farm village, a self-sufficient farm in which Nella Juffe lived after the liberation of the Soviet Union from German occupation. The farms consisted of mainly women.
- **Shoah:** The Hebrew word meaning “catastrophe,” denoting the catastrophic destruction of European Jewry during World War II. The term is used in Israel, and the Knesset (Israeli Parliament) has designated an official day called Yom ha-Shoah, as a commemorating the Shoah or Holocaust. Now the preferred term for the historical period, 1933-1945.
- **Sobibor:** Death camp, located in the Lublin district of Poland, near village Sobibor. The camp was established in March 1942, as part of Aktion Reinhard, and shut down at the end of 1943 after a prisoners’ uprising. About 250,000 Jews were murdered at Sobibor. (Yad Vashem)
- **Schwabisch Hall:** Schwabisch-Hall was a Displaced Persons Camp located in the Stuttgart District of the US Zone. It was a mid-size camp where DP’s lived in German Houses. In 1948, the camp had 1,400 inhabitants. It was closed in early 1950. Nella moved to Schwabisch-Hall in 1946, where she met her husband Leon Juffe. (dpcamps.ort.org)
- **Tzedakah:** (Heb. *righteousness*) Term in Judaism usually applied to deeds of charity and philanthropy. (Jewish Virtual Library).
- **Ukraine:** A republic of southwestern Soviet Union, now an independent country. Before World War II, there were 1.5 million Jews living in the Soviet Ukraine. In 1939, the Soviet’s occupied western Ukraine along the lines of the Nazi-Soviet Pact. The Germans occupied Ukraine after the invasion of the Soviet Union in 1941. Most Ukrainians welcomed the Germans especially the OUN and volunteered to fight with the Germans. Many Ukrainians were anti-Semitic. Together the Germans and local Ukrainian Auxiliary Police launched pogroms killing thousands of Jews. The Soviet Army liberated Western Ukraine in August 1944 after the German defeat at the Battle of Stalingrad. (Yad Vashem)
- **Ulm:** In the Stuttgart District of the US Zone of Germany. After the war Ulm held many Displaced Persons Camps. Nella’s mother was an inhabitant of the Donaubastion DP Camp in Ulm, where she married her new husband Owade. In 1948, the Ulm Sedan Kaserne DP Camp had 2,300 inhabitants with the majority coming from Poland, Hungary, and the U.S.S.R. The camp was closed in 1950. (dpcamps.ort.org)
- **UNRRA (United Nations Relief and Rehabilitation Administration):** Organization created by the Allies in November 1943 to assist refugees who were displaced as a result of World War II and to aid countries in poor economic shape. The UNRRA was responsible for running the DP camps, providing welfare and





health services, entertainment, and job training. By end of 1945, the UNRRA was running two-thirds of the transit centers and DP camps in West Germany. Their role was gradually dissolved during 1947 and closed its European offices in 1948. (Yad Vashem)

- **UPA (Ukrainian Insurgent Army):** military wing of the Organization of Ukrainian Nationalists. During World War II, the UPA fought both the Soviet and Polish troops in order to achieve Ukrainian independence. They aided in the murder of Jews and 40,000 Poles. (Yad Vashem)
- **Upstander:** A term coined by Samantha Power in her book, *A Problem From Hell: America and the Age of Genocide*. An *upstander* is a person who stands up for an innocent victim of abuse or persecution. An upstander who actually saves someone's life becomes a rescuer.
- **Ural Mountains:** A mountain range that runs north and south through western Russia in which Nella crossed in order to flee the German invasion of Ukraine. (Britannica)
- **Wasseraffingen DP Camp:** Located in the housing development in Stuttgart District. It was a mid-size camp with 1,800 inhabitants. The camp was closed in early 1950. Nella's son Sam was born at Wasseraffingen. (dpcamps.ort.org)
- **World War II:** 1939-1945. In Europe World War II began with the invasion of Poland in September 1939. The United States entered World War II after the bombing of Pearl Harbor on December 7, 1941. World War II ended in Europe in May 1945 and in the Pacific in August 1945.
- **Zones, Post World War II:** After World War II in May 1945, Germany was partitioned into four zones occupied and administered by the Allies (France, Great Britain, the Soviet Union, and the United States). Germany's capital, Berlin, was also divided into four zones of occupation.

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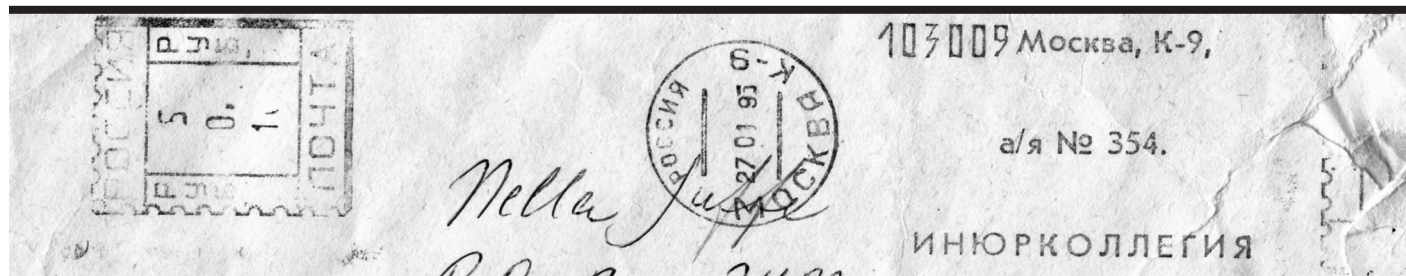
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## REFERENCE MAPS

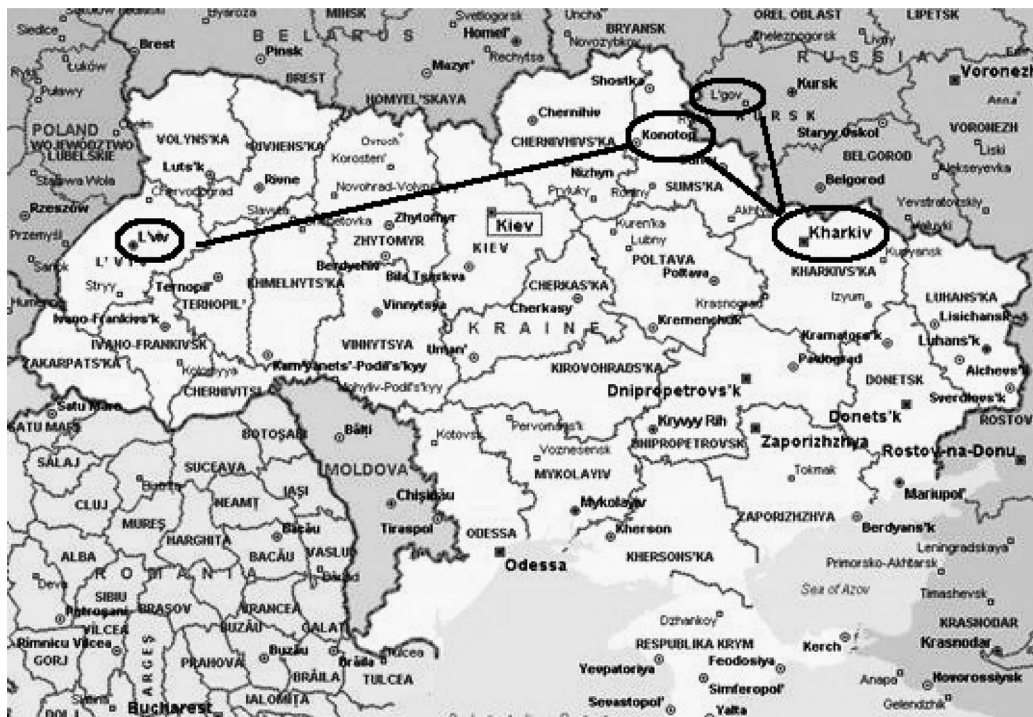


*Both Nella Gelberg Juffe's Birthplace, Hrubiewzów, and hometown, Chelm (circled), were southeast of the Lublin area.*

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*Nella, her sister, Pola, and Nella's mother, Sara, were in Soviet-occupied territory, first in L'viv, next in Konotop, and then in Krolevets near Kharkiv—from 1939-1941 and then fled to L'gov in the U.S.S.R*  
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*Einsatzgruppen Massacres (Mobile Killing Units) in Eastern Europe, June 1941-November 1942*  
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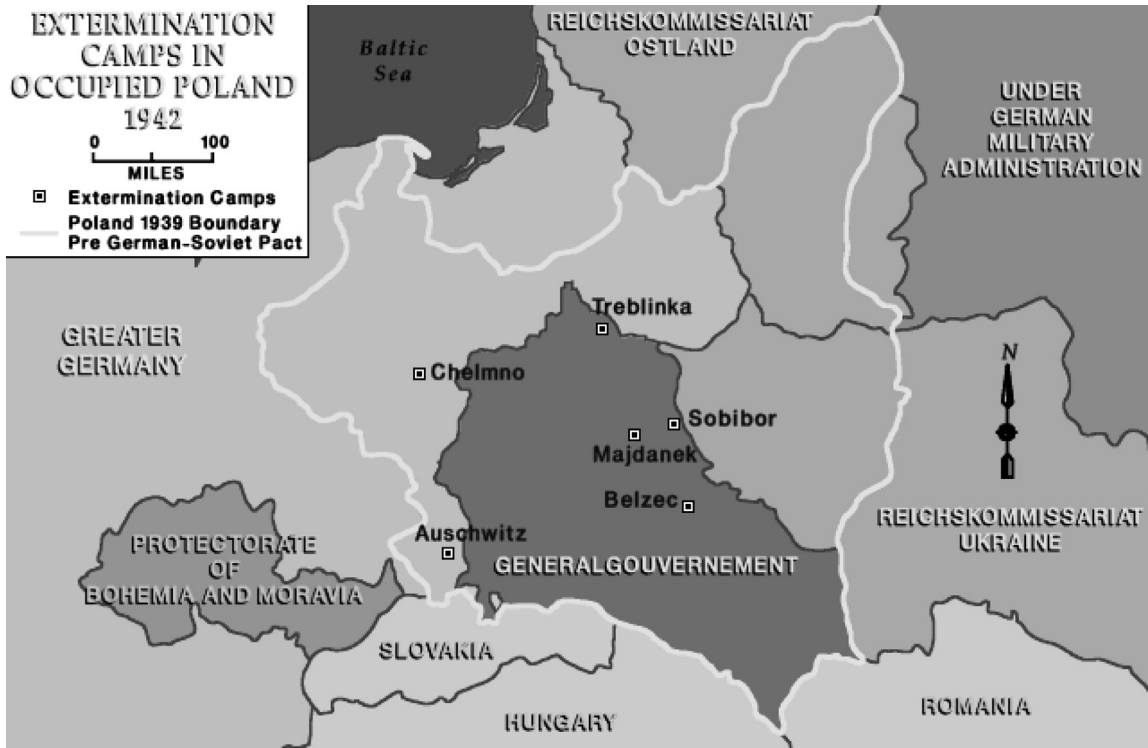
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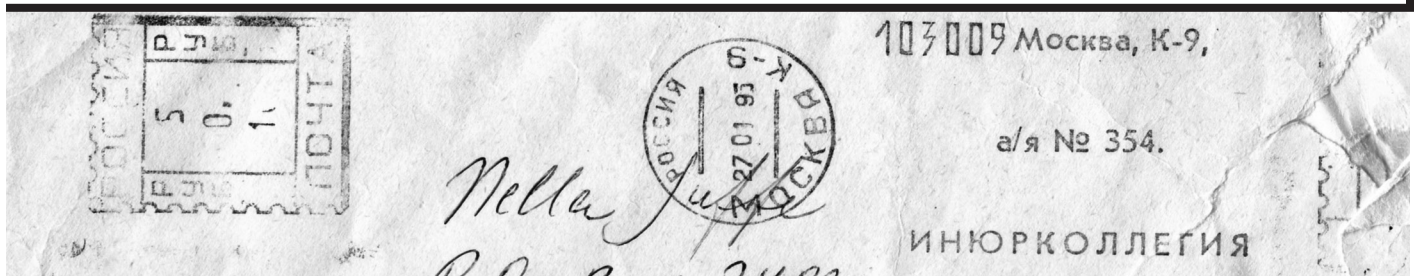
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*Death Camps in Occupied Poland, 1942*

USHMM





*DP Camps (circled) where Nella, her sister, Pola, and her mother, Sara, stayed  
Jewishvirtuallibrarys*

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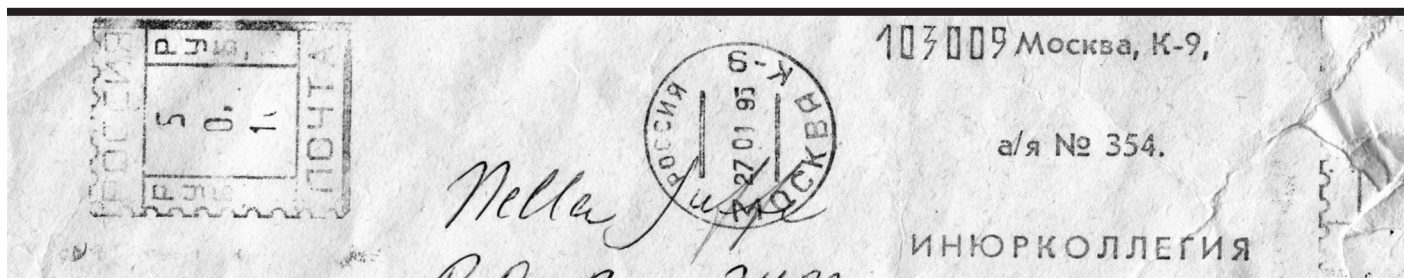
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*Nella and Leon first lived in Brooklyn, New York, and then moved to Vineland, New Jersey; Eventually settling in the Atlantic City/ Margate, New Jersey Area. –Map designed by Ryan Schocklin*





# NEW JERSEY CONTENT STANDARDS

## LINK TO CONTENT STANDARDS:

(See below for the common core standards for Writing, Reading, Language, and Speaking and Listening in Social Studies)

- Standard 3.1:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.
- Standard 3.2:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Standard 6.1:** All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- Standard 6.1.12.A.11.e** Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Standard 6.2.12.B.4.b** Determine how geography impacted military strategies and major turning points during World War II.
- Standard 6.2.12.D.4.j** Analyze how the social, economic, and political roles of women were transformed during this time period.
- Standard 6.1.12.B.11.a** Explain the role that geography played in the development of military strategies and weaponry in World War II.
- Standard 6.1.12.D.11.a** Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- Standard 6.1.12.D.11.b** Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
- Standard 6.1.12.D.11.e** Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
- Standard 6.2** All students will know, understand and appreciate the value and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

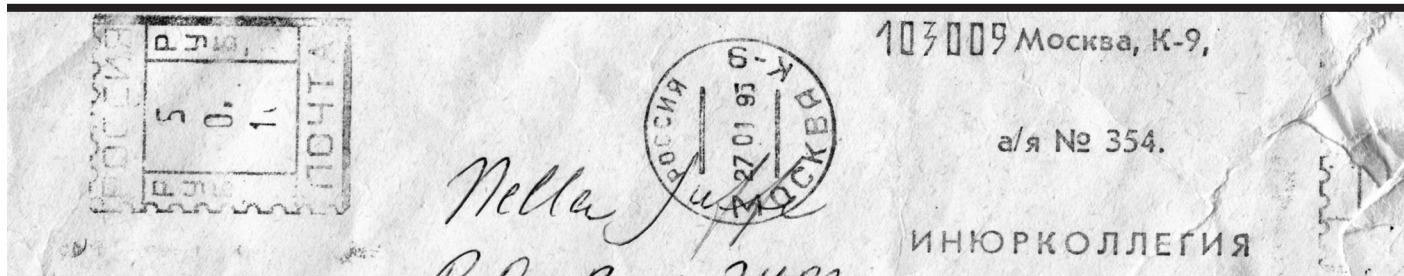
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<b>Standard 6.2:7:</b>	All students will participate in events to acquire understanding of complex global problems.
<b>Standard 6.2:11:</b>	All students will participate in activities that foster understanding and appreciation for diverse cultures.
<b>Standard 6.2.12.A.4.c</b>	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
<b>Standard 6.2.12.A.5.e</b>	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
<b>Standard 6.2.12.C.4.c</b>	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
<b>Standard 6.2.12.D.4.i</b>	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
<b>Standard 6.2:14</b>	All students will connect the concept of universal human rights to world events and issues.
<b>Standard 6.2:15</b>	All students will compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.
<b>Standard 6.3. 4.A.4</b>	Communicate with students from various countries about common issues of public concern and possible solutions.
<b>Standard 6.3. 4.D.1</b>	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<b>Standard 8.1.8.E.1</b>	Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.
<b>Standard 8.2.8.C.2</b>	Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.



## WRITING STANDARDS 9-12

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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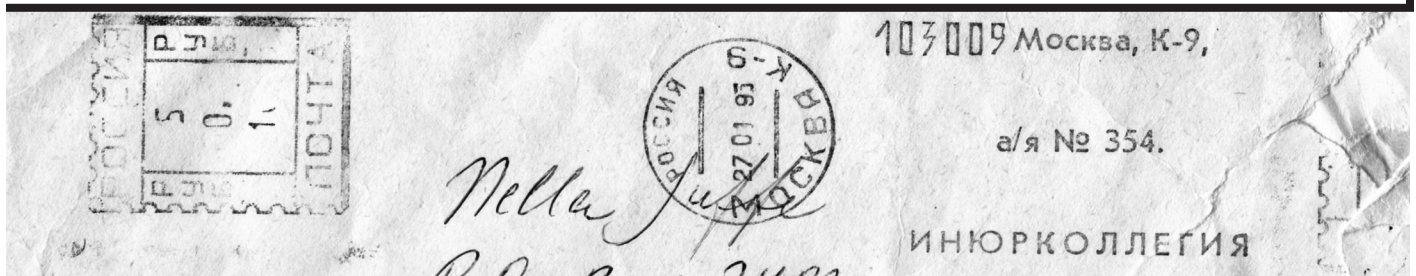
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## READING STANDARDS 9-12

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas or themes of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper); analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
9. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.




## SPEAKING AND LISTENING STANDARDS 9–12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 9-10 & 11-12 Language standards 1 and 3 for specific expectations.)



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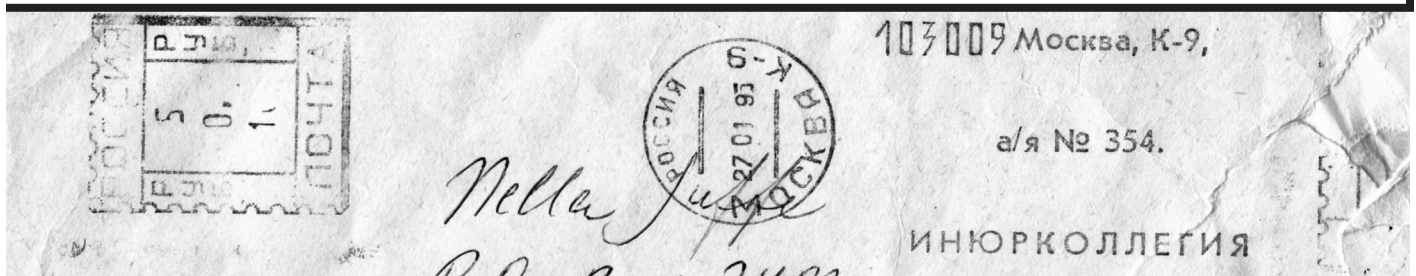
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## LANGUAGE STANDARDS 9–12



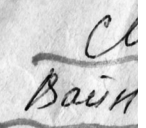
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content and grades 11–12 reading and content, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





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“Operation Reinhard: Extermination Camps of Belzec, Sobibor, and Treblinka.” *Yad Vashem The Holocaust Martyrs’ and Heroes’ Remembrance Authority*. 2012. Web. 10 June 2012.

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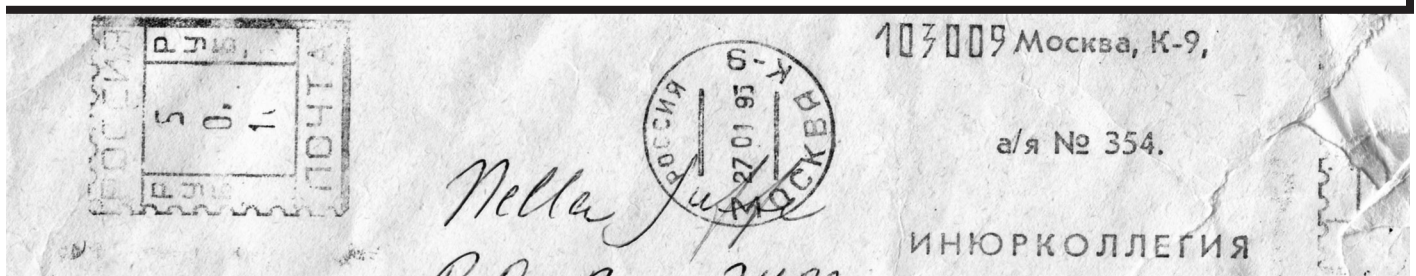
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## SUGGESTED GENERAL WEBSITES

<http://www.jewishvirtuallibrary.org>

<http://www.jewishgen.org/yizkor/>

<http://www.ushmm.org>

<http://www.yadvashem.org>

<http://www.deathcamps.info/>

<http://fcit.usf.edu/holocaust.htm>

<http://www.holocaustresearchproject.org/>

## VIDEOS, YOUTUBE

*British Prosecutor Shawcross during the Einsatzgruppen Trial*, July 1946

[http://www.ushmm.org/wlc/en/media\\_fi.php?MediaId=5680](http://www.ushmm.org/wlc/en/media_fi.php?MediaId=5680)

*Untold Stories of the Holocaust in the USSR*, Yad Vashem Youtube Channel

<http://www.youtube.com/watch?v=RlymapYXjl0&list=PL46327687747CF43C&feature=plpp>

*Dimitri Shostakovich - Symphony No. 13 "Babi Yar": 2nd Movement - Humour, Allegretto*

<http://www.youtube.com/watch?v=aD196YkBYRs>



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