

Sidonia's Thread

Crafting a Life From Holocaust to High Fashion

**She survives in a new country through her wits, her imagination,
and above all, her hands.**



Introduction

Purpose

This Educators' Guide walks students and teachers through the life of Sidonia Perlstein, in conjunction with the exhibit entitled "Sidonia's Thread: Crafting a Life from Holocaust to High Fashion." With the aid of her beautiful clothing designs, Sidonia's story is linked together with historical background and essential concepts in an effort to provide a meaningful and unique way to uncover the story of a remarkable Holocaust survivor. This Educators' Guide facilitates an engaging connection between students, teachers, and the exhibit, and is separated into sections based upon the following goals:

1. To promote an understanding of the concept of how an ordinary person, under certain circumstances, can lead an extraordinary life.
2. To promote knowledge regarding the particular plight of Hungarian Jews during the Holocaust.
3. To bring about a greater knowledge regarding the lives of immigrants in the United States in the last half of the twentieth century.
4. To enhance knowledge about the relationship between creative design, dressmaking, and textiles and the Holocaust and its aftermath.
5. To learn some nontraditional methods of remembering those who have had a meaningful impact on our lives today.

The goals listed above showcase themes central to Sidonia Perlstein's life, incorporating the important history of Hungarian Jews and their experiences during the Holocaust, the topic of immigration, and the struggles and successes of starting a new life in a different country in the aftermath of World War II. The perseverance demonstrated by Holocaust survivors like Sidonia Perlstein is stressed throughout the themes, historical pieces, and activities included in this guide.

This guide provides historical background or context pieces accompanied by visuals and educational activities suitable for high school and college-aged students. While all five sections of the guide provide valuable educational experiences, teachers may not be able to utilize every section, and may have to pick and choose what to use. Each section is designed to provide a comprehensive experience related to the section goal. Educators may choose whether some or all of the sections and activities are suitable for their particular classrooms.

United States Holocaust
Memorial Museum "Learn
About the Holocaust" Link:
<https://www.ushmm.org/learn>

Echoes and Reflections link:
<https://echoesandreflections.org/teach/>

As a prerequisite for utilizing this guide, students and teachers should have background knowledge regarding the causes, events, and impact of the Holocaust. The United States Holocaust Memorial Museum website, specifically the "Learn About the Holocaust" link contains valuable information to aid with the building of this foundation. In addition, the Echoes and Reflections website offers lessons that are useful for gaining this background information. Both organizations also offer teacher-training programs for Holocaust education.

Resources

Resources consulted and used for the narratives included in each section can be found at the end of this guide, in the “Resources” section. Each narrative is followed by suggested activities for high school and college-aged students, including internet resource links that are immediately accessible, without cost. A glossary of important terms is included at the end of this guide as well.

Standards Addressed in this Educators' Guide

The reputable Echoes and Reflections organization, which specializes in Holocaust education, created a Standards Alignment Chart for the lessons included in their program, which incorporates standards from both the Common Core and the National Council for the Social Studies (NCSS) C3 Framework. Due to the comprehensive nature of this chart, the connected content, and the credibility of the Echoes and Reflections program, the Echoes and Reflections Standards Alignment Chart was used as a guide for addressing applicable standards in this Educators' Guide. Most or all of the Common Core and NCSS C3 Framework standards listed in the Echoes and Reflections chart have the potential of being covered throughout the activities in this guide. The educators' choice regarding which activities they wish to use for their classrooms, along with adaptations, will impact which standards they address.

Echoes and Reflections
Standards Alignment Chart
https://echoesandreflections.org/wp-content/themes/twentyseenechoes/fileview.php?source=1&file_nm=2020/02/11_Acadmic-Standards-1.pdf

Please consult the first link to the left to access the Echoes and Reflections Standards Alignment Chart. Note that the lessons referenced in the Echoes and Reflections Standards Alignment Chart are lessons included in that program, and not this Educators' Guide. However, the standards from the Common Core and the NCSS C3 Framework listed in the Echoes and Reflections chart can be addressed through the activities in this guide.

The Museum of Jewish Heritage
<https://education.mjhnyc.org/aligning-with-the-common-core/>

Furthermore, the second link from the Museum of Jewish Heritage also includes standards from the Common Core that are applicable to this Educators' Guide. While many of them are also included in the Echoes and Reflections chart, it may be worthwhile to view this link from the Museum of Jewish Heritage when considering standards.

Educators' Guide Acknowledgments

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Nontraditional Ways of Remembering Important Individuals

Exploring nontraditional methods of remembering those who have had a meaningful impact on our lives today.



The Importance of Studying Individuals in History

Studying people helps to develop the ability to think critically, and to understand the role of individuals in the world, especially when it comes to maintaining democratic institutions. Studying people also helps to connect and sympathize with situations that other humans face, which helps to debunk myths and prejudices that individuals hold against other individuals and groups. Overall, studying people is therefore a significant aspect of studying history, which allows us to see patterns of how people behave in society. The study of history can be viewed as a type of laboratory, one that provides data to better understand the complex nature of human behavior and action. By studying history, we see how society functions, so that humans can figure out how to navigate current situations and make changes for the future.

History often is a source of inspiration, especially when discovering how individuals persevered through adverse circumstances. Researching history can also provide a sense of identity based on how families, groups, institutions, and countries were formed. The study of individuals, and their place in history is often done through primary and secondary textual resources, perhaps with the aid of photographic and/or video material. These traditional methods of historical analysis include collecting evidence about the person, assessing and interpreting the evidence, comparing resources, and generating conclusions. By studying individuals and their impact on their families, communities around them, and potentially their broader influence, we develop important skills that are helpful in all parts of human life.

Providing a way to remember those who had a significant impact on the lives of others can come in a variety of forms. The use of artifacts to study and remember a person provides

a human connection that is powerful. Sidonia Perlstein's exhibit is able to capture the essence of Sidonia in a deeper way because it includes artifacts from her life. Known in her local area for her exceptional talent as a seamstress, seeing samples of Sidonia's work and the tools of her trade adds a layer of meaning and understanding that is hard to capture by words alone.

While someone may not remember some of the details of Sidonia's life that they read, they may never forget seeing the picture of her standing next to the monument for those who perished at Bergen-Belsen, and the admiration they felt while viewing the beautiful suits and other clothing items she was able to create for decades after her experiences during World War II. The viewer may think of clothing items they or their loved ones have owned that are similar to Sidonia's pieces. These types of engaging experiences forge lasting memories, condition our mind to think in more advanced ways, and spark a desire to learn more.

Activities



- What are some other ways we can remember important people other than through history books?

Activities

**Choose between the Museum Exhibit or the Memorial/Monument Activity, if desired.*

1. Museum Exhibit

A. Museum exhibits can be an excellent way to learn about a person or event. Sidonia's exhibit provides a multifaceted way to learn about Sidonia's life, as well as the context in which she lived. The Smithsonian Institution has many museums in Washington DC that make for an excellent way to learn about a variety of topics in human life, from history, to science, to art. For this activity, construct a "traveling" exhibit that showcases the life of an important person of your choice. This person can be either deceased or living.

- First, look through the Smithsonian Institution's website using the link to the left. View the various museum links, and also the "Explore and Learn" tab and view the collections, learning labs, and artifacts available digitally. Consider the items that seem to represent the various topics in the most interesting and meaningful way. List ideas about the types of items that could be included in the traveling exhibit.

Smithsonian website:
<https://www.si.edu/explore>

B. Next, plan the three parts of the exhibit, which include the background, photographic display, and artifacts:

- **Background:** Research key information regarding the person that the exhibit will showcase, in order to provide background for the potential viewer. Write or type a summary about the person, being careful to include the reasons why this person is important, and the way he or she impacts(ed) those around them. Make sure to record and cite your sources.
- **Photographic Display:** Using the background piece as a guide, create a visual display of pictures, either digitally or on a poster or tri-fold, about the important person. Make sure detailed captions accompany each picture, along with source citations.
- **Artifacts:** Locate or create artifacts that represent important aspects of this person's life. In many cases artifacts may not be available. Students can re-create artifacts using photographs as inspiration. In addition, they can craft models symbolizing important aspects of their subject's life. Students can recreate artifacts or make models using materials that are accessible to them, like cardboard boxes, paper, printed photographs, and other household items they bring in, or materials

"What is an Artifact?" Washington
State Historical Society:
[https://www.youtube.com/
watch?v=cDRfoH6ZiEw](https://www.youtube.com/watch?v=cDRfoH6ZiEw)

provided by the teacher or school. Consider the video on the left regarding choosing artifacts for a museum display.

- C. Finally, create a title for the display and pull the three parts (background, photographs, and artifacts) into a digital program, or design a tangible display that is easily moveable.
- D. Have a "Museum Day" event where all of the museum exhibits are shared with the class, the school, and even the community, if desired. Students should make available their digital displays using a presentation program, or their tangible display meant to be viewed in person. For a "Museum Day" in the classroom, students can perform presentations explaining their displays before they view the displays created by their classmates, or students can take turns viewing displays while other students are available to answer questions about their displays. If the event becomes a school wide or community event, consider having students use a larger space like the school library to showcase their displays for visitors.

2. Memorials and Monuments

- A. Memorials and monuments are a powerful way to commemorate, honor, and remember a person, event or place in history. Featured many times in this Educators' Guide, the United States Holocaust Memorial Museum is a museum, a memorial, and a research facility striving to teach about the Holocaust, to remember the victims and rescuers, and to aid Holocaust victims and their families with documents and resources. Washington DC also has many other memorials and monuments honoring, commemorating and remembering important people and events. View some of them at the Washington DC travel website on the left, or a similar website.

Washington DC Travel Website:
[https://washington.org/
node/21445](https://washington.org/node/21445)

Design Your Own Monument:
[https://invention.si.edu/design-
your-own-monument](https://invention.si.edu/design-your-own-monument)

Facing History and Ourselves:
[https://www.facinghistory.org/
holocaust-and-human-behavior/
analyzing-and-creating-
memorials](https://www.facinghistory.org/holocaust-and-human-behavior/analyzing-and-creating-memorials)

- B. Read through the article on the left regarding the creation of your own monument, using Washington DC for examples.
 - In addition, review the website link from the "Facing History and Ourselves" organization about making memorials. This link is specifically about the Holocaust, but could be applied to other subjects.
- C. Choose a person to commemorate, honor or remember by designing a memorial or monument. Brainstorm the important aspects of his or her life that warrant a memorial or monument. Put in writing the purpose of the memorial or monument, and what the overarching goal is to be accomplished. What should the viewers gain and learn from visiting the memorial or monument? Then, do the following:
 - Either digitally, or by hand, sketch the blueprint of the monument or memorial. What will it be made of? How large will the monument be? How will people view it? Where will it be? Why?

- D.** Write a description about the following:
- What important elements of the person's life will be included, and how will they be represented?
 - What will the memorial or monument be called?
- E.** If possible, design a model of the memorial or monument, a detailed "blueprint" design on a poster, or create a digital representation of the memorial or monument. Create a way to share them, making sure each project includes the original design along with the final product, as well as descriptions of the important features and elements of the memorials and monuments.
- 3.** Regardless of whether a Museum Exhibit, Memorial, or Monument was created, after projects have been shared, have a final discussion about the added gains of studying the lives of important people through a variety of means. What was learned from the creation of projects that was unexpected? What were some favorite parts? What types of items or displays were especially memorable?

Contact:
[https://sidoniathreadexhibit.org/
contact/](https://sidoniathreadexhibit.org/contact/)



Resources

The following resources were either consulted for the narrative introductions to each of the five sections of this guide, or they are resource recommendations for that section. For resources related to the educational activities, please see the suggestions included with the activities for each section.

Resources for Part I

Marcus, Hanna Perlstein. *Sidonia's Thread: The Secrets of a Mother and Daughter Sewing a New Life in America*. New Charleston: Create, 2012.

Surviving Remnant: Memories of the Jewish Greenhorns in 1950s America. Middletown: Buttonhole Publishing, 2017.

Resources for Part II

Braham, Randolph L. *The Politics of Genocide: The Holocaust in Hungary*. Detroit: Wayne State University Press, 2000.

Haraszti, György. "Hungary from 1918-1945." *The YIVO Encyclopedia of Jews in Eastern Europe*. https://yivoencyclopedia.org/article.aspx/Hungary/Hungary_from_1918_to_1945

"Historical Background: The Jews of Hungary During the Holocaust." *Yad Vashem*. <https://www.yadvashem.org/articles/general/jews-of-hungary-during-the-holocaust.html>

Marcus, Hanna Perlstein. *Sidonia's Thread: The Secrets of a Mother and Daughter Sewing a New Life in America*. New Charleston: Create, 2012.

Silber, Michael K. "Hungary before 1918." *The YIVO Encyclopedia of Jews in Eastern Europe*. https://yivoencyclopedia.org/article.aspx/Hungary/Hungary_before_1918#id0e1pak

Weiner, Rebecca. "Hungary Virtual Jewish History Tour." *Jewish Virtual Library*. <https://www.jewishvirtuallibrary.org/hungary-virtual-jewish-history-tour>

Resources for Part III

Bazarov, Valery. "HIAS and HICEM in the System of Jewish Relief Organizations in Europe, 1933-41." *Eastern European Jewish Affairs* 39:1 (2009): 69-78. doi: 10.1080/13501670902750295.

Cohen, Beth. *Case Closed*. New Brunswick: Rutgers University Press, 2007.

Diner, Hasia R. "American Jewish Identity and the Garment Industry." *In A Perfect Fit: The Garment Industry and American Jewry, 1860-1960*, edited by Gabriel M. Goldstein and Elizabeth E. Greenberg, 29-40. Lubbock: Texas Tech University Press for Yeshiva University Museum, 2012.

The Jews of the United States. Berkeley: University of California Press, 2004.

Helmreich, William B. *Against All Odds: Holocaust Survivors and the Successful Lives They Made in America*. New Brunswick: Transaction Publishers, 1996.

Marcus, Hanna Perlstein. *Sidonia's Thread: The Secrets of a Mother and Daughter Sewing a New Life in America*. New Charleston: Create, 2012.

Surviving Remnant: Memories of the Jewish Greenhorns in 1950s America. Middletown: Buttonhole Publishing, 2017.

"Post War Years." *US Citizenship and Immigration Services*. <https://www.uscis.gov/about-us/our-history/overview-of-ins-history/post-war-years>

Segev, Zohar. "Remembering and Rebuilding: The World Jewish Congress, In the Shadow of the Holocaust." *Journal of Modern Jewish Studies* 14, no. 2 (July 2105): 315-352. <https://doi.org/10.1080/14725886.2014.957917>.

Stone, Dan. *The Liberation of the Camps: The End of the Holocaust and its Aftermath*. New Haven: Yale University Press, 2015.

Wilson, Jennifer. "Creating Beauty in the Wake of the Holocaust: Jewish Holocaust Survivors and their Post-War Careers in the Clothing Industry." MHGS Thesis. Gratz College, 2019.

Resources for Part IV

Gabriel M. Goldstein and Elizabeth E. Greenberg, ed. *A Perfect Fit: The Garment Industry and American Jewry, 1860-1960*. Lubbock: Texas Tech University Press for Yeshiva University Museum, 2012.

Kaplan, Marion. *Between Dignity and Despair*. New York: Oxford University Press, 1999. (Quotation "Sewing Knows No Language" page 114)

Kremer, Roberta S. ed. *Broken Threads: The Destruction of the Jewish Fashion Industry in Germany and Austria*. Oxford, Berg: Vancouver Holocaust Education Association, 2007

Martin, Sean. *A Stitch in Time*. Cleveland: The Western Reserve Historical Society, 2015.

Newman, Johanna. "Modern Jewish History: From Ghetto to Glamour-How Jews Redesigned the Fashion Business." *The Jewish Virtual Library*. Accessed March 15, 2019. <https://www.jewishvirtuallibrary.org/from-ghetto-to-glamour-how-jews-redesigned-the-fashion-business>.

Postrel, Virginia. *The Fabric of Civilization: How Textiles Made the World*. New York: Basic Books, 2020.

Wilson, Jennifer. "Creating Beauty in the Wake of the Holocaust: Jewish Holocaust Survivors and their Post-War Careers in the Clothing Industry." MHGS Thesis. Gratz College, 2019

Resources for Part V

Lambros Fatsis. “The Importance of Studying People.” *The Sociological Review*.

<https://www.thesociologicalreview.com/the-importance-of-studying-people/>

Stearns, Peter N. “Why Study History (1998).” *American Historical Association*.

[https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998))

Glossary

The majority of the following terms were defined using the United States Holocaust Memorial Museum website (ushmm.org), unless noted otherwise. Glossary terms are listed in alphabetical order.

Adolf Eichmann

Eichmann was a crucial figure in the implementation of the Nazi's Final Solution, which eventually became the mass murder of the Jewish population of Europe. Eichmann had experience with organizing emigration and forced deportation of Jews in the early years of World War II, and continued to do so until the end of the war. He was the main figure involved with organizing and managing the deportation of Hungarian Jews starting in 1944. He escaped US custody at the end of the war in 1946, but was discovered in Argentina in 1960 and brought to Israel, where his trial was widely publicized, bringing attention to the events of the Holocaust. He was hanged for his crimes in 1962.

See the following link for the documents required by Nazi Germany in order for Jews to leave:
<https://encyclopedia.ushmm.org/content/en/article/documents-required-to-obtain-a-visa>

Affidavit

A sworn statement in writing. In order to emigrate during the Nazi era, German Jews had to obtain many documents, including affidavits. Affidavits were also necessary for Holocaust survivors who wanted to emigrate after the war.

American Jewish Joint Distribution Committee

Also known as "The Joint" or the JDC, the American Jewish Joint Distribution Committee was created in 1914 in New York from forty Jewish organizations, which met to provide relief efforts for Jews in Eastern Europe and the Middle East. The JDC continued its efforts throughout World Wars I and II, providing money and food to European Jews in peril, even while their European offices were ransacked or closed. They helped to facilitate the escape and emigration of Jewish refugees during the Nazi era, as well as supplied aid to rescuers like Raoul Wallenberg and Carl Lutz. After the war, the JDC continued to operate, often working in conjunction with other agencies to provide aid to Jewish Holocaust survivors.

National Park Service, US Department of the Interior:
<https://www.nps.gov/places/u-s-immigration-station-angel-island.htm>

Angel Island

Sometimes called the "Ellis Island of the West," Angel Island is located in California's San Francisco Bay, and was the point of entry for Asian immigrants. It processed approximately one million Asian and other immigrants between 1919 and 1940.

Anti-Defamation League:
<https://www.adl.org/anti-semitism>

Antisemitism

The belief or behavior hostile toward Jews just because they are Jewish.

It may take the form of religious teachings that proclaim the inferiority of Jews, for instance, or political efforts to isolate, oppress, or otherwise injure them. It may also include prejudiced or stereotyped views about Jews. Hostility toward Jews dates back to ancient times, perhaps to the beginning of Jewish history.

In the late 19th century, Jews were associated with modernity and liberalism, ideologies that were at odds with the growing trends of conservatism and nationalism. Hatred and discrimination of Jews, however, predates the 19th century and can be traced back hundreds of years. Antisemitism during the Nazi era was especially associated with Nazi racial ideology, where Jews were considered an enemy race.

Smithsonian Institution:
<http://www.smithsonianeducation.org/idealabs/ap/essays/looking.htm>

Artifact

An object created by and used by people, allowing researchers to make connections between history and people. Artifacts have a way of bringing the past back to life.

Merriam-Webster:
<https://www.merriam-webster.com/dictionary/assimilation>

Assimilated/Acculturate

Assimilation occurs when groups from different cultures absorb the dominant culture by acquiring its habits, language, and modes of life.

Acculturation is a process of social, psychological, and cultural change that stems from the balancing of two cultures while adapting to the prevailing culture of the society (Google Dictionary).

The Jewish Virtual Library:
<https://www.jewishvirtuallibrary.org/bar-bat-mitzvah-and-confirmation>

Bar/Bat Mitzvah

A ceremony for Jewish children where they formally are obligated to observe the commandments, usually around age 13 for males, and age 12 or 13 for females.

National Geographic:
<https://www.nationalgeographic.com/science/health-and-human-body/human-diseases/the-plague/>

Black Plague

After starting possibly in China and spreading along trade routes in the early 14th Century, the Black Plague killed about twenty-five million people in Europe, and continued to appear for centuries. The cause was later discovered to be fleas infecting rats with the *Y.pestis* bacteria. However, during the 14th century, when the cause was unknown, Jews were often blamed for the Black Plague.

Wikipedia:
https://en.wikipedia.org/wiki/Casual_wear

Casual Culture

Also called casual wear, or leisure wear, casual culture clothing includes comfortable, relaxed everyday wear that is not formal. Casual culture became especially popular in Western society starting in the 1960's.

Code of Ethics

A set of guidelines for moral or ethical conduct for personal and/or professional use.

Nazi Concentration Camps

Camps where people targeted by the Nazis were imprisoned and confined in harsh conditions without legal processes. Concentration camps served to incarcerate people considered a security threat, often involving forced labor. Concentration camps also resulted in the killing of groups targeted by the Nazis. There were tens of thousands of Nazi concentration camps. Sidonia

Perlstein was in Auschwitz, which was both a concentration camp used for slave labor and a Killing Center. She was also in Dachau and Bergen Belsen.

Dámóc

A small, agrarian town where the Perlstein's lived, near the border of northeastern Hungary and Czechoslovakia, at the foothills of the Carpathian Mountains. (Information taken from *Sidonia's Thread*, by Hanna Perlstein Marcus)

Killing Center

The Nazi camps designed specifically for large-scale murder. While some victims sent to these camps were kept alive for various reasons, the main task of these camps was to use a systematic and industrial program to put to death, often upon arrival, the victims who were sent there. There were a handful of Killing Centers, including Belzec, Sobibor, Treblinka, Chelmo, and Auschwitz Birkenau.

Deportation

The removal of Jews from their existing home and their subsequent relocation to ghettos, camps, or killing fields. Once Jews were removed from their homes, their property was often confiscated by the Nazis and/or looted by non-Jewish community members. Deportation involved a mass coordination especially of railways, involving Nazis, military personnel, and civilians (like train engineers) from various countries.

DP Camp/Displaced Persons Act

The end of World War II revealed around ten million “Displaced Persons,” or “DPs,” who were often forced laborers, prisoners, or concentration camp survivors left on German soil. During the process of sending them back to their home countries, called repatriation, camps called “DP camps” were set up to house the DPs until they acquired the necessary paperwork to leave. Among the millions of DPs were Jewish Holocaust survivors, who often had no home to return to. Thus, their situation often resulted in emigration. In 1948, the United States passed the Displaced Persons Act, allowing 400,000 DPs (68,000 of which were Jews) to immigrate into the United States between 1949-1952.

Einsatzgruppen

These were Nazi mobile killing groups that followed the German army in its march eastward and murdered over one million civilians to “secure” the occupied territory. The invasion of the Soviet Union in 1941 intensified the number of killing squads as well as the amount killed, the vast majority of which were Jews. The mobile killing squads by then consisted of a variety of collaborating groups including the Nazi SS, army and police, along with local officials.

Ellis Island

Located in New York Harbor, Ellis Island served as an immigration station for 62 years, starting in 1892. During this time, 12 million immigrants especially from Europe were processed at

Ellis Island in a series of inspections that lasted around three to five hours. All but around two percent made it through to start a new life in America.

Wikipedia:
https://en.wikipedia.org/wiki/Textile_sample_

Fabric Swatch

A small piece of fabric left over from an existing project, or ordered as a sample from a textile company or other retail establishment.

Final Solution

The Final Solution was the name of the Nazi plan to solve what they deemed the “Jewish problem.” The “solution” changed over time, from forced emigration of Jews out of Germany, to the mass murder of the Jewish population. The specific point when the Nazis decided to switch from forced emigration to mass murder is unclear. However, somewhere between 1941 and 1942, the steps towards the annihilation of the Jewish population (and other Nazi targets, especially the Roma population) began, which included deportations, gassing, shooting, acts of terror, disease, and starvation.

Case Western Reserve:
<https://case.edu/ech/articles/garment-industry>

Garment Industry

Usually a reference to the creation and growth of ready to wear clothing that emerged in the mid-nineteenth century, especially due to the mechanization of clothing production by the sewing machine. Trends in urbanization and immigration often contributed to the growth of the garment industry.

Genocide

Coined by Polish lawyer Raphael Lemkin in 1944, the term genocide comes from the Greek word “genos,” for tribe, and the Latin word “cide,” for killing. Legally the term genocide means the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group as such, by killing, causing serious bodily or mental harm, inflicting conditions of life to bring about the group’s destruction, preventing births, or forcibly transferring children from one group to another group.

Ghetto

The name “ghetto” comes from the Jewish quarter created by authorities in the sixteenth century in Venice, Italy. In the sixteenth and seventeenth centuries, Jewish quarters called ghettos were created in various cities around Europe. During World War II, the Nazis created ghettos, starting in Poland, to concentrate and isolate Jews from non-Jewish populations. The conditions of life were designed to cause great suffering.

Jewish Virtual Library:
<https://www.jewishvirtuallibrary.org/hapsburg-monarchy>

Hapsburg Empire

The Hapsburg Dynasty ruled a multi-national empire centered in Austria for centuries, from the late thirteenth century until the end of WWI. Within the Hapsburg Empire were areas with considerable Jewish populations. Jews experienced an ebb and flow of restrictions during the

centuries of Hapsburg rule; towards the end of the nineteenth century, they began to gain civil equality within the empire, until it fell after WWI.

Holocaust

The Holocaust was the state sponsored, systematic persecution and killing by the Nazis of six million Jews, two-thirds of them **European Jews**, as well as other targets considered inferior or a threat by the Nazi party. The Nazi regime led Germany starting in 1933 until 1945. Legal restrictions and discrimination marked the beginning of the Nazi regime, until the violent events of Kristallnacht in 1938, the beginning of World War II in 1939, and the invasion of the Soviet Union in 1941 which resulted in the mass murder of Nazi targets by bullets and in killing centers. Holocaust survivors often found themselves in DP camps awaiting immigration into the United States and other countries.

Horthy, Miklos

Miklos Horthy, who had been an officer in the Austro-Hungarian navy, came to power at the head of a conservative-nationalist coalition, which unraveled most of the democratic reforms created in Hungary immediately after World War I. Horthy presided for the next 24 years over an authoritarian, almost feudal system of aristocratic rule.

Hungary

A country located in Europe surrounded by Austria, Czechoslovakia (at the time of World War II), Romania, and Yugoslavia (at the time of World War II). The Jews of Hungary were a diverse set of communities including modern and traditional Jews, which were by and large still alive in the middle of 1944. Despite the impending loss of Germany and the Axis Powers, and despite world leaders acknowledging the mass murder of Jews prior to 1944, the Jews of Hungary were still deported and put to death in large numbers in the last year of the war. (DO Arrow Cross Party)

Immigration/Emigration

Immigration is the process of moving to a new country while emigration is the process of moving from another country. Immigrants trying to move to the United States after World War I faced quota limitations and had to obtain many documents including an American immigration visa. Jews trying to emigrate from Germany in the 1930s as the Nazis increased their restrictions often found it incredibly difficult to do so, due to emigration requirements.

Isolationism

The policy of reducing involvement with foreign affairs. The United States practiced isolationist policies after World War I by not joining the League of Nations, creating new laws with immigration restrictions, and passing Neutrality Acts.

Jewish Virtual Library:
<https://www.jewishvirtuallibrary.org/kapos>

Kapo

Supervisors in Nazi concentration camps, some of which were Jews. They were sometimes as harsh as their German non-Jewish counterparts, creating an ethical dilemma in the aftermath of the war among Jewish Holocaust survivors.

Liberation

In the context of World War II, liberation meant the freeing of survivors in Nazi concentration and killing centers by Allied troops starting in July of 1944.

Nazi

The name for the National Socialist German Workers Party, a far right, nationalist, racist, and anti-democratic political party in Germany led by Adolf Hitler. Created right after World War I, it especially gained followers due to the Great Depression. The meaning of the word “socialist” for Nazis was not the same as the socialistic movements elsewhere; socialism for the Nazis meant a unified country based upon Nazi racial ideology, with a German community of people (the Volk) that were devoted to the state.

Numerus Clausus Law in Hungary

This law was enacted in Hungary in 1920 and severely restricted the number of Jews in institutions of higher learning. It is considered the first antisemitic piece of legislation put forth by a European country after World War I. (Peter Tibor Nagy, The Numerus Clausus in Interwar Hungary, *Eastern European Jewish Affairs*, Volume 35, No.1, June 2005).

Operation Margarethe

In March of 1944, Operation Margarethe began in Hungary; German Wehrmacht paratroopers followed by occupation forces, which included Einsatzgruppen, SS and Gestapo, invaded and took over Hungary without resistance from the Hungarian military, or the civilian population. Once the military operation was deemed successful, the Wehrmacht soldiers were dispersed to the front within a month, and the government of Hungary was reorganized to align with both German military goals and the goals of the Final Solution. Adolf Eichmann and his Special Commando led the effort towards the latter with the help of certain departments within the Hungarian police. (Jennifer Wilson—see citation in Resources, Part III)

ORT Impact Through Education:
<https://www.ort.org/en/>

Organization for Rehabilitation and Training

Created in Russia in 1880, the ORT provided skills training for impoverished Jews. It grew throughout Europe and provided loans, training, and equipment to Jews, especially refugees, and continued to grow worldwide, helping Jewish DPs after World War II. The ORT continues its work today providing vocational training around the world.

Ottoman Empire

Founded in 1299, The Ottoman Empire grew to dominate the area around the Mediterranean Sea with a multilingual, multiethnic empire. The Ottoman Empire ruled southern and central

medieval Hungary during the sixteenth and seventeenth centuries. The Hungarian portions of the Empire were taken over by the Hapsburgs in the eighteenth century. Already faltering on the eve of World War I, the Ottoman Empire collapsed after the war, resulting in the creation of the Republic of Turkey in 1923 and other states in the Middle East.

Peddlers

Individuals who traveled the countryside, selling goods to customers often from a sack that was carried on their back. It was common for young Jewish men to do this in the eighteenth and nineteenth centuries, especially due to restrictions that prohibited other occupations for European Jews.

Refugee

A person outside of their native country who cannot return due to fearing for their life because of persecution due to their race, religion, nationality, or affiliation with a certain group.

<https://www.apa.org/topics/resilience>

Resilience

Defined by the American Psychological Association as the means to adapt and even achieve personal growth in the face of adverse circumstances and traumatic events.

Sátoraljaújhely

Located at the base of the Sator Hills at the foot of the Carpathian Mountains, Sátoraljaújhely was at one time the capital city of the region that included Dámóc. Prior to the war, the Perlstein family visited this town frequently. During the war, it became a ghetto, where the Perlstein family was sent before their deportation to Auschwitz. (Information taken from *Sidonia's Thread*, by Hanna Perlstein Marcus)

Seamstress/Tailor

A seamstress typically sews items; a tailor alters items to fit. It is generally accepted that both seamstresses and tailors can alter and create clothing, so their occupational titles are often grouped together.

SS (Schutzstaffel)

Originally Hitler's personal bodyguard unit, the SS was made up of elite, "pure" German party members and became the leading enforcement organization that oversaw internal security and the execution of Nazi racial policies. The SS ran the Nazi concentration and killing camp system, and the intelligence branch of the SS (the SD) participated in the Einsatzgruppen.

Diane von Furstenberg,
Master Class:
<https://www.masterclass.com/articles/natural-vs-synthetic-fibers>

Synthetic versus natural fabrics

Synthetic fabrics are man made; natural fabrics are made from animal or plant-based fibers.

UNRRA

United Nations Relief and Rehabilitation Administration, created in the United States in 1943. It was designed to help European nations after World War II with their massive refugee and displaced persons population. It helped millions of refugees and displaced persons with a variety of services and administered displaced persons camps.

YIVO Archives:

<http://www.yivoarchives.org/index.php?p=collections/controlcard&id=32628>

USNA

The United Service for New Americans, created in New York in 1946 that assisted immigrants, especially Holocaust survivors, with integrating into American society.

See the USHMM link here to learn the steps for this process:

<https://exhibitions.ushmm.org/americans-and-the-holocaust/what-did-refugees-need-to-obtain-a-us-visa-in-the-1930s>

Visa

The necessary documentation to enter into a foreign country, issued by the foreign country. For Jewish refugees trying to leave Europe, obtaining a visa to enter into a new country was particularly difficult.

Wallenberg, Raoul and Lutz, Carl

Swedish diplomat Raoul Wallenberg and Swiss diplomat Carl Lutz worked in Budapest, Hungary, to provide tens of thousands of Jews their certification papers claiming they were under the protection of neutral powers. Lutz and Wallenberg worked with local Jewish agencies as well to gain protective papers and shelter for the Jews in Budapest.

Wehrmacht

The official German military, which often assisted the SS in perpetrating Nazi crimes.

World War I/World War II

World War I was the first significant international conflict of the twentieth century, occurring from 1914-1918. The devastation and destruction from World War I, coupled with the unease and economic crises of the interwar period, gave rise to dictatorships and eventually World War II, which occurred from 1939 to 1945.

Yellow star of David

The yellow Star of David was the “Jewish badge” that the Nazis forced the Jews of Germany and occupied territories to wear, in order to label, humiliate, segregate, and control their movements. While the yellow Star of David was common, other areas had variations, such as the white armband with a blue Star of David in areas of Poland.