

Sendler's List:
Pleading Compromise to Save Jewish
Children During the Conflict of the Holocaust

Emerson Kidd-Benthall, Tara Shealy, Riley Whitecotton
Junior Division
Group Performance
Process Paper: 500 Words

Process Paper

For our National History Day project we chose to research Irena Sendler, a Polish Catholic social worker who risked her life repeatedly to smuggle Jewish children out of the Warsaw Ghetto during World War II. Awed by her bravery, we struggled to see how her story fit the conflict and compromise theme. However, a common definition of compromise is to accept something that is unfavorable. Irena Sendler witnessed Adolf Hitler's efforts to annihilate the Jews, and she realized there would be no traditional compromise to end this conflict. Instead, she asked Jewish families to compromise their determined commitment to family unity, separating over 600 children from their families, in an attempt to save them from certain death in Nazi concentration camps.

We know that primary sources are powerful, so we started with websites and a visit to a local university library to search databases and identify literature. Our favorite resources included the Lowell Milken Center for Unsung Heroes, a center designed to connect students with little known people who have changed the world. We benefited greatly from the irenasendler.org website, which cautioned that much of the available information about Irena is inaccurate. We found primary source materials from the Jewish Historical Institute and the Ringelblum Archive. To help us sort through our collected sources, we were able to interview Megan Felt, a curator at the Milken Center who met Irena personally and reviewed many primary sources related to her work. To connect with someone who experienced separation and loss of family during the Holocaust, we had the privilege to interview a hidden child, Sonja DuBois. Additionally, we researched the Warsaw Ghetto and the Holocaust to help contextualize our story of Irena's heroism.

We chose a performance because we have performance experience, and we enjoy developing the story and characters. We thought a performance would be the best way to show the depth of Irena's desire to help the Jews in Nazi-occupied Poland, the internal conflict she felt

realizing she could not save more, and the terrible dilemma the Jewish families faced when trying to decide if Irena's request was a compromise they could accept. It was a challenge writing a script which showed how Irena's work to convince Jewish families to trust her with their children's lives was indeed a form of compromise. Our initial scripts didn't develop this aspect enough, so we revised it with feedback from NHD judges and our regional coordinator. Along the way, we always hoped to show her incredible bravery in carrying out the compromise she asked of the Ghetto families.

During World War II, Irena Sendler and colleagues in the Polish Resistance negotiated compromise by asking parents in the Warsaw Ghetto to make the ultimate sacrifice— let their children be smuggled out by strangers to escape the conflict. Most of those children would have died without Irena's intervention. Today her impact lingers in every life she saved and resonates in her words, "The world *can* be better, if there's love, tolerance, and humility."

Annotated Bibliography

Primary Sources

Art and Artifacts

Gebirtig, Mordecai. "Yankele." YIVO Archives, *Mordecai Gebirtig Papers, 1920-1967 (Bulk 1920s-1942)*, RG 740, Folder 1, Center for Jewish History, 2007, www.findingaids.cjh.org/index2.php?fm=MorGebirtig&pnm=YIVO. Accessed 20 May 2018.

This is a Yiddish lullaby written by Mordecai Gebirtig, a Polish Jew who was killed by the Nazis in the Cracow Ghetto in June of 1942. The lullaby was already a popular folk song in the 1930s in Europe. Because it is sung to a young child, we include it in our performance when the Jewish mother is cradling her baby before Irena takes her out of the Ghetto. We sing it in Yiddish.

"Hitler Jugend (Youth) Parade." Lapel Pin, Altmark, Germany, 1937.

We use this lapel pin on the German soldier's uniform in our performance. It is an authentic Nazi pin likely found or taken from a German soldier by a group member's grandfather who fought in World War II.

Seksztajn, Gela. *Portrait of a Man*. Ringelblum Archive, Central Judaic Library, Jewish Historical Institute, Warsaw, Poland, www.cbj.jhi.pl/documents/961755/0/.

This is a pencil sketch of a man drawn by female artist, Gela Seksztajn, during her time in the Warsaw Ghetto. It is likely an image of her husband, Izrael Lichtensztejn. It is believed that both Gela and Izrael, and their young daughter, perished in the Warsaw Uprising. We use it in our performance on the wall of the ghetto apartment where Irena negotiates for compromise. It symbolizes the lost relationship of the family father, who has died in the Ghetto.

Seksztajn, Gela. *Riverside Landscape*. Ringelblum Archive, Central Judaic Library, Jewish Historical Institute, Warsaw, Poland, www.cbj.jhi.pl/documents/961898/0/.

This is a watercolor landscape painted by a female Jewish artist, Gela Seksztajn, at the time she was confined to the Warsaw Ghetto during World War II. We use it in our performance in the scene that symbolizes an apartment in the ghetto. This painting reminds us of the humanity and perseverance of the Jewish people during that horrible time.

Books

Bauman, Janina. *Winter in the Morning: A Young Girl's Life in the Warsaw Ghetto and Beyond*. Virago Press, 1986.

This book contains the diary writings and reflections of Janina Bauman, daughter of a prominent Jewish surgeon who was killed in the early days of the war. Janina lived with her mother and sister in the Warsaw Ghetto until they escaped during the Ghetto Uprising in 1943. They continued to hide, constantly moving, until the war ended. Janina hid her manuscripts while they were on the run, and retrieved them after the war. Her story develops our understanding of constant peril and cruelty, which Janina says dehumanizes its victims.

Berg, Mary, and Susan Lee Pentlin. *The Diary of Mary Berg: Growing Up in the Warsaw Ghetto*. Edited by S. L. Shneiderman, Oneworld, 2007.

Mary Berg first shared her diary for translation with the help of S.L. Shneiderman in New York in 1944, hoping to show the world the horrors experienced by the Polish Jews. This edition was a re-release in 2007. When Germany occupied Poland, Mary's family was forced into the Warsaw Ghetto. It was her family's money and her Mother's American citizenship that would eventually see them moved to Pawiak Prison, where they lived until being transferred to an internment camp and eventually allowed transport to America. This shows us life from the inside of the Ghetto from the perspective of a young girl, and provides much historical detail to help us understand the time and events.

Documents

Financial Report of Zegota, the Council for Aid to Jews. Document, translated by James Richards, Jewish Historical Institute, Warsaw, Poland.

This document shows the financial activity of Zegota, the underground Polish-Jewish organization which provided aid to thousands of Jews during the Holocaust. Zegota was sponsored by the exiled Polish Government. We find this source interesting as Irena was one of the Zegota workers who provided aid to Jews in the Ghetto and those in hiding.

Plan of the City of Warsaw. 1941, Map, Jewish Historical Institute, Warsaw, Poland.

This is a German-drawn map of Warsaw that highlights the area of the Warsaw Ghetto, which could not lawfully be called a ghetto within the city, and shows us how the space, where more than 500,000 Jews were forced to live, was only a small percentage of the city of Warsaw. We were surprised to find out just how many people the Nazis forced into that tiny area.

Polish Ration Card for Jewish Inhabitant. December 1940, Document, translated by James Richards, Jewish Historical Institute, Warsaw, Poland.

This ration book shows how little food was made available to the Jews in Nazi-occupied Poland during World War II. A notation with the card indicates they received only 184 calories a day in rations, which is only 10-15% of the recommended daily calories. This source helps us understand the poor quality of life the Jews were forced to endure at the time.

Warsaw Jewish Population Dispersion Before Onset of German Occupation in 1939. Chart, Jewish Historical Institute, Warsaw, Poland.

This chart shows where Jewish citizens lived in Warsaw before the war began. There were more than 370,000 Jews living in Warsaw, roughly 28% of Warsaw's population of 1.3 million. When examined along with the map showing the location of the Warsaw Ghetto, it shows us the Germans selected an area where many Jews lived already to become the Ghetto, perhaps making their job of rounding up Jews easier. However, the small area of the Ghetto would have to host all 370,000 Warsaw Jews along with thousand of others rounded up from areas outside Warsaw, helping us understand the crowded and difficult environment they were forced to endure.

The Warsaw-Treblinka Railway Line. Map, Jewish Historical Institute, Warsaw, Poland.

This is a map of the railway line from the Warsaw Ghetto to the Treblinka Concentration Camp, with arrows indicating the two routes to the destination. From other sources, we know the Nazis began sending 6,000 Jews from the Warsaw Ghetto to the Treblinka camp every day starting in July 1942. Upon arrival at Treblinka, all of them--around 265,000 from the Ghetto--were gassed to death within hours. It is another reminder to us of the desperation behind the Jewish families' decisions to split apart in case it meant the children's lives could be spared.

Interviews

DuBois, Sonja, et al. "Interview with Sonja DuBois: A Hidden Child." 7 June 2018.

This interview was a moving experience for us because this person survived the Holocaust hidden by a Christian family in the Netherlands. Her parents gave her to a friend and asked him to try to save her just before they were deported to a concentration camp. They did not survive. Talking to her allowed us to see the personal sacrifices of living in that time. It also showed us how costly the compromise was. Ms. DuBois lost her parents, name, culture, and religion. She explained how she became very passionate about her own history and also about preserving the history of the Holocaust for future generations so that they remember this time and remember the compromises that allowed people like Ms. DuBois to survive. She helped us understand what it was like to be a child in hiding during that time.

Letters

Sendler, Irena. "Personal Letter." Received by Megan Stewart, Mar. 2000, Warsaw, Poland.

Shared with us by Megan (Stewart) Felt, curator of the Lowell Milken Center, this is a personal letter from Irena. With the help of a translator (unnamed) Irena shares details about her role in rescuing children from the Warsaw Ghetto during the Holocaust. We have been able to use the information in this letter to expand our own understanding of the events around Irena's actions and correct any false or confusing information we had.

Sendler, Irena. "Personal Letter." Received by Megan Stewart, Feb. 2001, Warsaw, Poland.

Shared with us by Megan (Stewart) Felt, this is another letter from Irena. This one is a very personal letter in which Irena shares her grief over tragically losing her son. She also talks about how it is important to fight for a better world by revealing the horrors of the Warsaw Ghetto and Hitler's savage treatment of the Jewish people. Irena says the world is "governed by money, lie[s] and violence." She reminds us that history should be a teacher and we should always do our best to understand it, not forget it.

Newspapers and Bulletins

Cywilnej, Kierownictwo W. "Resettlement Action." *Biuletyn Informacyjny (The Information Bulletin)*, translated by James Richards, 14 Mar. 1943. Jewish Historical Institute, Warsaw, Poland.

This is an article from the information bulletin that was published by the Polish Underground. It speaks of Jewish armed resistance in response to the Nazi January 1943 Resettlement Action, which intended to move the remaining Jews from the Warsaw Ghetto to the Treblinka Death Camp. Irena was in hiding as this uprising began, and it would lead to the destruction of the Ghetto. It provides more evidence that Irena was correct in assuming the Nazi plan was to eliminate all the Jews in the Ghetto.

Polish Underground. "Conspiratorial Broadsheet." *Ghetto Podziemne (Ghetto Underground)*, vol. 2, no.17, 1942, translated by James Richards, Jewish Historical Institute, Warsaw, Poland.

This is a bulletin written and handed out by the Polish Underground that is an example of how they shared information about life in the Warsaw Ghetto. It helps us see how active and important the Polish Underground was in the Ghetto.

Polish Underground. *Głos z Otchłani (Voice From the Depths)*. Newspaper, 1944, Jewish Historical Institute, Warsaw, Poland.

This is a Jewish conspiratorial newspaper printed after the Warsaw Ghetto was liquidated. The article says what happened to the Jews was unprecedented: no one had heard of or written about the atrocities against the Jews until the Polish Underground began to document events and get the stories out. The author says Jewish society in Poland was almost completely murdered, with 95% of the Jewish population erased. Only 200 thousand out of 3.5 million Jews in Poland had survived to that point. This helps us see Irena was right to smuggle out the children before they died in the Ghetto.

Polish Underground. "Prowokowanie Pogrom." *Biuletyn Informacyjny (The Information Bulletin)*. Newspaper, 29 Mar. 1940, translated by James Richards, Jewish Historical Institute, Warsaw, Poland.

This is a report of a pogrom, an organized violent attack, against the Jews in Poland. This report alleges the attack was provoked by the Nazis but carried out by Polish non-Jewish citizens. The Information Bulletin was Poland's most important underground newspaper. This gives us information about what was happening in and around Warsaw at the time, and tells how a concerned group of underground journalists continued to rebel against Nazi control by keeping citizens informed of wartime atrocities. It shows us that bias against and hatred for the Jewish people was not just felt by the Nazis.

Photographs

Dr. Janusz Korczak's Orphanage at 29 Krochmalna Street. [...], Photograph, Jewish Historical Institute, Warsaw, Poland.

The photo shows approximately 100 orphaned Jewish children in one of the 14 orphanages in the Warsaw Ghetto. Children were left orphaned all the time as their parents died of starvation and disease in the Ghetto. This photo is heart-wrenching because Irena talked about watching the children of this particular orphanage march in a line to the train to the Treblinka camp, where they were killed. It was a moment when she knew had to get children out before they all died.

German SS Officers Confiscating Property and Documents of the Jewish Community. 1939, Photograph. Ghetto Fighters' House Museum, Ghetto Fighters' House Archives, Galilee, Israel, www.infocenters.co.il/gfh/multimedia/GFH/0000031656/0000031656_1_web.jpg. Accessed 18 Feb. 2018.

This shows German officers going through the papers of Jews in the Warsaw Ghetto in 1939. It reveals how they brought a heavily armed group into any building at any time and searched through possessions. In our first scene, we portray a German officer demanding Irena's records of hidden Jews.

Irena and Her Daughter, Janka. 1951. Photo Gallery, *Life in a Jar: The Irena Sendler Project*, www.irenasendler.org/project/irena-sendler/. Accessed Oct. 2017.

This is a photo of Irena and her daughter, Janka. It provides an image of Irena just a few years after the war ended. It helps us think about how Irena was a typical citizen who stepped out in a time of terrible conflict and risked her own life to act on the care and concern she had for others. We display a copy of this photograph in our first scene as a tribute to Irena and the rescued children.

Irena Sendler. 1942. Photograph. *Irena Sendler: Rescuer of the Children of Warsaw*. www.chabad.org/theJewishWoman/article_cdo/aid/939081/jewish/Irena-Sendler.htm. Accessed Oct. 2017.

This photo is a reference for what Irena looked like during the time period. It lets our performance be more historically accurate as we attempt to recreate her hairstyle and find clothing of the time.

Irena Sendler's Parents. Circa 1916. Photograph. Lowell Milken Center for Unsung Heroes, Fort Scott, Kansas.

This photo shows us Irena's mother and father. It is an influential source because we are able to see the people that played the most important role in Irena's desire to help the Jewish people. It gives us the chance to think more about Irena's childhood.

Irena Sendler Photo Collection. Circa 1941-2003. Photograph Collection. Lowell Milken Center for Unsung Heroes, Fort Scott, Kansas.

This is a collection of photographs of Irena, her co-workers, and even a truck she drove into the ghetto to rescue Jewish children. This is a great primary source collection as it helps us see some details that can be incorporated into our performance. These amazing photos help us glean more visual knowledge about our topic and about the people involved in this movement.

Jews Wearing Armbands in the Warsaw Ghetto. Photograph. Ghetto Fighters' House Museum, Ghetto Fighters' House Archives, Galilee, Israel, www.infocenters.co.il/gfh/multimedia/GFH/0000029239/0000029239_1_web.jpg. Accessed 06 May 2018.

This photograph shows Jews wearing armbands on a crowded street in the Warsaw Ghetto. The photograph is kept at the Ghetto Fighters' Museum in Israel, which was the first holocaust museum. It helped us determine that the armband could be worn on either arm, and was a white band with a star of David. We created an armband for Irena to wear in our performance because she wore one out of solidarity with the Jews.

The Judenrat Jewish Council Headquarters. [...], Photograph, Jewish Historical Institute, Warsaw, Poland.

This photo is of the Jewish Council Headquarters, originally located inside the Warsaw Ghetto until the Ghetto was reduced in 1941. At that point, the Judenrat sat just outside the border wall. The Judenrat was an elected group of Jewish leaders expected to carry out the Nazi's orders for the Jews. They were the ones who had to move Jewish families from their homes to the Ghetto. They were supposed to prevent smuggling, which Irena and her colleagues in Żegota participated in daily. This is background information that helps us understand more about the time.

Nowolipie Street in the Warsaw Ghetto. [...], 1943, Photograph, Jewish Historical Institute, Warsaw, Poland.

This picture shows Jews inside the Warsaw Ghetto looking hungry and frail, and gives us insight into their experience and the crowded and bleak conditions under which they lived. It helps us think about how minimal their environments were in the Ghetto. It also makes us wonder if the picture was taken by a member of the Nazi party to document their treatment of the Jews.

Synagogue in the Warsaw Ghetto. [...], Photograph, Jewish Historical Institute, Warsaw, Poland.

This is a photograph of a synagogue in the Warsaw Ghetto that served as a temporary shelter for families who were deported from other towns surrounding Warsaw. It speaks to the desperate nature of everyone in the Ghetto because it shows the over-crowded conditions and bare surroundings. This photo gives us a deeper understanding of what it was like in the Ghetto, where people could only bring what they could carry in on their backs.

Secondary Sources

Books

Adler, David A., and Karen Ritz. *Child of the Warsaw Ghetto*. Holiday House, 1995.

This book provides a heart-wrenching view of the actions against Jews, including the children, in Nazi-occupied Poland during World War II. It follows a young boy's journey and covers terrifying parts of the darkest time in history. It takes us into the terrors experienced by the Jewish children at the time and moved us to look for ways to make an impact through our performance.

Altman, Linda Jacobs. *Hidden Teens, Hidden Lives: Primary Sources from the Holocaust*. Enslow Publishers, 2010.

This book helps us think about what it was like to be a Jewish teen during World War II. Like the author's other book, this book provides many details and a look at documents and photos representing the teenagers' experience during the Holocaust. Reading about their experiences influences our character development and helps us understand how terrifying the conditions and consequences were.

Altman, Linda Jacobs. *Impact of the Holocaust*. Enslow Publishers, 2004.

In this book, we get a look at what it was like to experience the Holocaust as a Jew during World War II. There were many details about life inside a concentration camp or a guarded and controlled setting such as the Warsaw Ghetto. We learn what the imprisoned Jews ate, and even how they were tortured and killed by the Nazis. We learn that they were deprived of everything--freedom, food, dignity and even their lives--simply because of their faith and heritage. This makes us want to show the urgency of Irena's compromise to save children's lives before they starved or were killed.

"Compromise." *Merriam-Webster Online*, Merriam-Webster, www.merriam-webster.com/dictionary/compromise. Accessed 9 Sept. 2017.

Though the most widely understood meaning of compromise is when two parties both agree to give or concede something in order to form a mutual agreement and end or lessen a conflict, we believe an alternate version of compromise best represents the decision of Jewish families in the Warsaw Ghetto to allow Irena Sendler to take their children from them. The Merriam-Webster dictionary defines compromise as "a concession to something derogatory or prejudicial," such as, "a compromise of principles." The Jewish families of the Ghetto definitely conceded to an undesirable outcome of separation, therefore compromising their strong belief in family unity for just the chance that their children would survive the Holocaust.

Fox, Elaine Saphier, and Phyllis Lassner. *Out of Chaos: Hidden Children Remember the Holocaust*. Northwestern University Press, 2013.

This book is filled with short stories and poems written by children who survived the Holocaust because they were hidden. This book showed the terrible truth about what was happening to the children during this time. They talk about the fear they faced every day, and how they were so young they forgot that life could be any different. It helped us understand the feelings of the kids and we think we can more accurately portray these feelings in our performance because of this book.

Grupińska, Anka, et al. *Warsaw Ghetto Getto Warszawskie*. Translated by James Richards, Warszawa, Wydawnictwo Parma-Press, 2004.

This book chronicles the Warsaw Ghetto from the onset of German occupation and the opening of the Ghetto on November 16, 1940, through the Ghetto uprising in April and May 1943 until the end of the war. In addition to the history of the Ghetto, we benefit from the large collection of photographs and documents included that give us a look at what it was like to be in the Ghetto at this time.

Mayer, Jack. *Life in a Jar: The Irena Sendler Project*. 2nd ed., Long Trail Press, 2011.

This book chronicles Irena's story and also shares the experience of Megan Felt, Sabrina Coons-Murphy, and Liz Cambers-Hutton, three Kansas high school students whose 1999-2000 NHD project brought Irena's compassion and bravery to the world. It helps us see the impact of one person's actions, and the insight offered by studying the past. Among the sources included in the book is a 2000 letter from Irena to the Kansas students. In it, Irena writes that her parents taught her that if someone is drowning one always needs to rescue them. We use this quote in our script to stress how strongly Irena felt about saving the Jewish people.

Mazzeo, Tilar J. *Irena's Children: the Extraordinary Story of the Woman Who Saved 2,500 Children from the Warsaw Ghetto*. New York, Gallery Books, 2016.

This book offers information about life in the Warsaw Ghetto, including physical details like the size of the walls around the Ghetto. It gives us a summary of the events around Irena and Zegota's work. It is also an example of information that does not seem completely accurate, because even the title contains an inaccuracy; it says Irena rescued 2,500 children from the Ghetto, and though she actually had a part in rescuing 2,500 total Jews during the war, she only saved around 600 from the Ghetto itself. We still consider it an important source because it forces us to think critically about the different historical versions of Irena's story we are processing during this researching journey.

Roland, Charles G. *Courage Under Siege: Starvation, Disease and Death in the Warsaw Ghetto*. Oxford University Press, 1992.

This book is a history of Jewish medicine in Warsaw during the German occupation from September 1939 until May 1943. It talks about aspects we had not considered before, such as the work of Jewish medical staff to save people from disease and starvation. A medical school was started in the Ghetto, and important hunger research studies were conducted. In the Ghetto, there was not much chance for physical or political action to save lives, but there was a tremendous need for welfare such as food, supplies and care. We see both physical and welfare actions in Irena, and included information about her diverse attempts to aid Jews in our performance.

Rosen, Richard Dean. *Such Good Girls: the Journey of the Holocaust's Hidden Child Survivors*. Harper Perennial, 2015.

This book is based on the personal stories of three girls who survived the Holocaust. One of the girls, Sophie Turner (Selma Schwarzwald), was born in Poland and lived in the Lvov Ghetto with her mother and sister until getting forged papers and living as Catholics. She kept a tiny bear with her throughout her time in hiding, and that bear is now at the Holocaust Memorial Museum in Washington and has a children's book written about him. These anecdotes give us more perspective on the lives of Jews during the Holocaust.

Roy, Jennifer, and Meg Owenson. *Jars of Hope: How One Woman Helped Save 2,500 Children During the Holocaust*. Oxford: Raintree, 2016.

This is a story about Irena written by the daughter of one of the children rescued from the Warsaw Ghetto. It offers interesting information about Irena's strategies and tactics for getting children out, and talks about things Irena was doing to aid and hide Jewish families before she began sneaking children out of the Ghetto, such as providing forged documents to conceal their Jewish heritage. It helps us understand who Irena was and what she represented to the children after they were old enough to understand her sacrifice.

Schwarberg Günther, and Jöst Heinrich. *In the Ghetto of Warsaw: Heinrich Jöst's Photographs*. Steidl, 2001.

This book is the first place the photographs taken by Heinrich Jöst were published. He was a German officer that went to the Warsaw Ghetto on his birthday in September 1943 and took photographs throughout the day all around the Ghetto and the connected Jewish cemetery. He had never seen the Ghetto before and didn't know what it was like. He was appalled at the terrible things that were happening to the Jewish people. He speaks of the feeling that he had when saw Jews that he knew from his hometown in Germany. They asked him what would happen to them and he naively told them this terrible time would end soon and they would all go back home. This collection helps us see diverse aspects of the Ghetto, including well-dressed Jews contrasted with horrible images of corpses tossed into huge graves. It also shows us that many Germans did not fully know what was happening to the Jews.

Toll, Nelly S. *Behind the Secret Window: A Memoir of a Hidden Childhood During World War II*. Dial Books, 1993.

This is a memoir of a Jewish child hidden from the Nazis during WWII. It contains many paintings the girl made to help herself and others understand what she was going through. This book teaches us that being hidden from the Nazis was more than just hiding away in an abandoned house; it was learning how to live a very different life than you were used to, and living your life with a secret that could get you and the family you were with killed if it was discovered. It helps us understand the stress on those children who were in hiding. We use this in our scene where Irena is trying to save a small girl, but she does not want to abandon her mother and the life she knows.

Vishniac, Roman, et al. *Children of a Vanished World*. University of California Press, 2007.

This book includes photographs of Jewish children in Eastern Europe between 1935 and 1938, as well as the traditional poems and songs of childhood at that time. The photographer, Roman Vishniac, was a Jew living in Berlin. He traveled Eastern Europe photographing the increasingly terrible situation for the Jews, in hopes of getting support from around the world. From this book, we discovered a folk song written by a Polish Jew who was killed by the Nazis in the Cracow Ghetto. The song, Yankele, is encouraging a young child to go to sleep. In our performance, the Jewish mother, Rachel, sings it to her baby. Her older daughter, Perle, begins to sing with her. This book tells us much about the time period and the growing desperation of the Jewish people.

Walker, Fay, et al. *Hidden: a Sister and Brother in Nazi Poland*. The Univ. of Wisconsin Press, 2002.

This book is based on the collected personal narratives of Fay Walker (Faiga Rosenbluth) and her brother, Leo Rosen (Luzer Rosenbluth). They were Jews living in a tiny village in Poland when the Germans overpowered the Polish Army. They were sent into hiding hoping to spare their lives. Their parents, siblings, and many other family members did not make it into hiding before the Germans, with the help of the Polish police and the cheers of their non-Jewish neighbors, rounded up all the Jews in the village and killed them in a pogrom. Fay and Leo successfully hid, and eventually immigrated to the United States. This was more information for us about how Polish Jews lived before, during, and after the war.

Wiesel, Elie. *All Rivers Run to the Sea*. Alfred A. Knopf, Inc., 1995.

This book is a memoir from a Holocaust survivor. Wiesel makes the point that Jewish families desired to stay together and valued maintaining family unity so much that Hitler quickly learned how to use this value against them. Jewish families were told they could stay together if they all moved to the labor (concentration) camps together. The Jewish families believed this and rounded up the entire family to move as a group, not understanding they were helping the Nazi cause by willingly bringing everyone to their deaths. Reading this helps us see what type of compromise the Jewish families had to face with Irena's plan to take their children away from them and out of the Ghetto. It is very helpful in narrowing down the correct meaning of compromise in our project.

Wieviorka, Annette. *Auschwitz Explained to My Child*. Marlowe and Company, 1999.

In *Auschwitz Explained to My Child*, we learn about many of the terrible things the Nazis did to the Jews, and the motivations behind their actions. The author does a good job of explaining what really happened and what a concentration camp was, and reminds us to never forget. This gives us an understanding of the seriousness of the conflict.

Zbirohowski-Kościa, Witold. *Irena Sendler: Mother of the Children of the Holocaust*. Praeger, 2011.

This book is about different children whom Sendler saved from death within the Warsaw Ghetto. The book helps us understand what the children felt; what it was like for them to be rescued from the Ghetto. It also gives us a great appreciation of the risk Irena took each time she smuggled a child out of the Ghetto.

Zentner, Christian; Friedemann Bedürftig, editors. "Hitler Youth." *The Encyclopedia of the Third Reich*. New York City: Macmillan, 1991.

This source gives us information about the Adolf Hitler March of German Youth, an annual event where thousands of the members of Hitler Youth marched to Nuremberg and participated in the general parade of the Nazi party there. This is where the tin pin, worn on our Nazi officer costume, would have been handed out as a token of participation.

Interviews

Felt, Megan, and Norm Conard. "An Interview Remembering Irena Sendler and Her Work in the Warsaw Ghetto." 28 Mar. 2018.

This is a very helpful interview we were able to participate in with the curator and the executive director of the Lowell Milken Center for Unsung Heroes. They were involved in developing the Irena Sendler project at the center, and have personally met and interviewed Irena. They helped us sort through our information to determine accuracy and they shared many stories about their personal interactions with Irena.

Media

Eglash, Ruth, and Avi Selk. "Israel and Poland Try to Tamp Down Tensions After Poland's 'Death Camp' Law Sparks Israeli Outrage." *The Washington Post*, 28 Jan. 2018, www.washingtonpost.com/news/worldviews/wp/2018/01/27/it-could-soon-be-a-crime-to-blame-poland-for-nazi-atrocities-and-israel-is-appalled/?utm_term=.db771be13737.

This article discusses a law recently passed in Poland which makes it a crime to refer to former Nazi concentration camps in Poland as Polish death camps, and a crime to say that Polish citizens assisted the Nazis in crimes against Polish Jews. Israel calls it an attempt to deny the Holocaust, and wants Poland to reconsider the law. This makes us realize that people still have different ideas about how to interpret historical events, and we are surprised to think that we could be arrested for some of the content of our performance in Poland.

Hevesi, Dennis. "Irena Sendler, Lifeline to Young Jews, Is Dead at 98." *The New York Times*, 13 May 2008, www.nytimes.com/2008/05/13/world/europe/13sendler.html. Accessed Nov. 2017.

This announcement of Irena's death recounts her heroic efforts to save children from the Warsaw Ghetto by negotiating with their parents to let her take them out. In an interview before her death, Irena said, "Here I am, a stranger, asking them to place their child in my care. They ask if I can guarantee their safety. I have to answer no. Sometimes they would give me their child. Other times they would say come back. I would come back a few days later and the family had already been deported." We use this tension in one of our scenes where a Jewish mother sends her baby but asks Irena to come back later for her older daughter, showcasing the uncertainty that both Irena and the Jewish families felt.

Irena Sendler: In the Name of Their Mothers. Directed by Mary Skinner, PBS Distribution, 2011.

This is a documentary which includes an interview with Irena, as well as interviews of people who had been rescued as children from the Warsaw Ghetto and interviews with other rescue workers from the Polish Underground. It helps us look into the emotional state of Irena during this horrific time of conflict and compromise, and shows the enormous risk of death faced by the Jews and those attempting to rescue them from the Ghetto. This film provides several historical accounts of the trauma and sacrifices experienced during the Holocaust.

Katz, Brigit. "Poland's President Signs Highly Controversial Holocaust Bill Into Law." *Smithsonian Magazine*, 29 Jan. 2018, www.smithsonianmag.com/smart-news/poland-grants-initial-approval-controversial-death-camp-bill-180967975/.

This article discusses Poland's new law making it illegal to imply the Polish people were involved in the Nazi crimes against the Jews during World War II. It discusses Yad Vashem's response that "Polish death camps" is not an accurate term, but restricting studies of the Polish involvement during the war would be a "distortion" of the truth and an attempt to rewrite history.

Kroll, Chana. "Irena Sendler: Rescuer of the Children of Warsaw." *Rescuer of the Children of Warsaw - Dealing with Challenge*, Chabad-Lubavitch Media Center, www.chabad.org/theJewishWoman/article_cdo/aid/939081/jewish/Irena-Sendler.htm. Accessed Oct. 2017.

This source gives us a version of Irena's story that speaks about the influence of her parents on her dedication to help others, regardless of differences in background and religion. Well before the Germans occupied Poland, Irena had been standing up for the Jews even though many Poles were expressing anti-Semitism. Our performance includes the influence of her parents, especially her father, in shaping Irena's bravery and commitment in conflict.

"Polish President Honours War Heroine." *Independent*, 11 Nov. 2003, p. 20. *The Independent Digital Archive*, www.tinyurl.galegroup.com/tinyurl/6UKSb9. Accessed 6 May 2018.

This is an article about how Poland's President, Aleksander Kwasniewski, awarded Irena with Poland's highest honor for her efforts to smuggle children out of the Warsaw Ghetto during World War II. The Order of the White Eagle was not given to her until 2003, and it shows us that there have to be many people who have done significant things to help the world without getting attention for their efforts. For our performance, it inspires us to tell Irena's story with passion and accuracy.

Websites

Chesnoff, Richard Z. "The Other Schindlers: Steven Spielberg's Epic Film Focuses on Only One of Many Unsung Heroes." *U.S. News & World Report*, 13 Mar. 1994, www.usnews.com/usnews/culture/articles/940321/archive_012603_print.htm. Accessed 16 Apr. 2018.

This article points out that the film *Schindler's List* told only one story of courage about a man saving the Jews during the Holocaust, and that there were many other unsung heroes, including Irena Sendler of Poland. The article details her courageous efforts, including her remembering that the Jewish parents would ask if she could guarantee the children's safety. She said she could only guarantee they would not live if they stayed in the Ghetto. We use this line in our scene where Irena begs a Jewish mother and grandmother to compromise and let her take the children out of the Ghetto.

"Facts about Irena." *Life in a Jar: The Irena Sendler Project*, www.irenasendler.org/facts-about-irena/. Accessed Sept. 2017.

This site gives us a great deal of information from primary sources about Irena Sendler, including information from Irena herself and from children rescued from the Ghetto.

“Hebrew Words.” *MJL*, My Jewish Learning, www.myjewishlearning.com/article/hebrew-words/. Accessed 13 Feb. 2018.

This site gave us the Hebrew words for mother and father, eema and abba, which we used in our performance. Words in the language of the people we are portraying not only help us understand our character better, but understand the culture that our characters come from. It helps us become better stewards of history because we strive to understand the conflict and how difficult it was to do this compromise.

“Irena Sendler: 1901-2008.” *Jewish Virtual Library*, American-Israeli Cooperative Enterprise, www.jewishvirtuallibrary.org/irena-sendler. Accessed Oct. 2017.

This source gives a version of Irena’s story that expresses Jewish appreciation for her efforts. It provides detail about Irena’s work to carefully code the children’s information, noting their Jewish names along with their new names and hiding locations, so they could be reunited with their families if any of them escaped extermination. It also talks about how Irena, after being arrested and sentenced to death, never gave up the information about the children or betrayed any of her Underground colleagues. We incorporate these details into our performance by her determination to keep the Gestapo from finding the list of children’s names hidden in her home.

“Irena Sendler (Poland).” *Women of Valor: Stories of Women Who Rescued Jews During the Holocaust*, The World Holocaust Remembrance Center, www.yadvashem.org/yv/en/exhibitions/righteous-women/sendler.asp. Accessed Oct. 2017.

This source gives us another summary of Irena’s actions in the Warsaw Ghetto, though some of the information and dates are different from other sources. Because of this different information from source to source, it has been hard to determine an accurate timeline for Irena’s activity taking children out of the Ghetto. After reading unique facts in this site, we feel that we need to be diligent in checking as many sources as possible to be as accurate as we can be. It is a great source to challenge us to be thorough in our research. It definitely helps build the basis of our project.

Lang, Nico. “61 Hilarious Yiddish Insults You Need To Know.” *Thought Catalog*, Thought Catalog, 27 Dec. 2016, www.thoughtcatalog.com/nico-lang/2013/10/61-hilarious-yiddish-insults-you-need-to-know/. Accessed 25 May 2018.

This article helped us find a short Yiddish expression of disgust to include in our scene where Irena is begging a Jewish mother to let her children be smuggled out of the Ghetto and put in hiding to escape death. The grandmother doesn’t like her daughter’s decision to let the children go, and she says, “Feh!,” as she turns to leave. Feh represents disgust, disapproval, or disappointment, and is meant to sound like spitting.

“Meet Unsung Hero Irena Sendler.” *Lowell Milken Center for Unsung Heroes*, 11 June 2014, lowellmilkencenter.org/irena-sendler/.

This source gives the history of Irena’s work providing aid for Jews and rescuing Jewish children in the Warsaw Ghetto, and it also talks about Irena’s life after the war ended. It tells that Irena felt relieved at her death sentence when she was arrested, because it would spare her from the fear and anger she faced every day going into the Ghetto. It also reveals that Irena had nightmares every night of her life, always asking herself if she had done enough. In one of our scenes, just before her life is spared, Irena expresses regret that she didn’t do more.

Palomino, Michael. “Jewish Badge and Armbands 1939-1945: How Jews were Marked with Jewish Stars and Armbands by the NS Regime in Ghettos [sic] and Concentration Camps.” *Encyclopaedia Judaica*, 2007, www.hist-chron.com/judentum-aktenlage/hol/EncJud_Jewish-badge-and-armbands-1939-1945-ENGL.html. Accessed 15 Apr. 2018.

This is an entry from an online encyclopaedia that details how and when the Jews came to be forced to wear a sign or armband to identify themselves as Jewish in public. This was first enforced in Poland in 1939, and eventually spread across Eastern and then Western Europe as Germany invaded.

“Rescuers: Irena Sendler (1910-2008).” *Jewish Virtual Library*, American-Israeli Cooperative Enterprise, www.jewishvirtuallibrary.org/irena-sendler. Accessed 10 Mar. 2018.

This is a biographical site that describes Irena’s work to aid the Jews before, during and after the Holocaust. Irena had a senior administrative role with the Warsaw Social Welfare Department before the Warsaw Ghetto was started, and afterwards she made contact with many of the Jewish families she knew from her previous work with them. This helps us think about how she might have been able to convince some families to trust her. Also, this site talks about how she wore a star armband when she entered the Ghetto to show solidarity with the Jews.

Stay Together: The Fate of Jewish Families in 1944. Yad Vashem, The World Holocaust Remembrance Center, Jerusalem, Israel. <http://www.yadvashem.org/yv/en/exhibitions/1944/index.asp>. Accessed 23 Mar. 2018.

This article talks about how family unity has always been a very important tradition in the Jewish faith. Adolf Hitler used this against the Jews, and his plan would get entire families to willingly move to a camp or ghetto in order to keep everyone together. This unfortunately made it easier for entire families to be murdered because they didn’t like to separate. This shows the importance of Irena’s negotiation for such an undesirable compromise. The families gave up something very important, their belief in being together, in the hopes that the children would survive.

Timeline of Irena Sendler's Life and the Life in a Jar Project. 1910-2018. Lowell Milken Center for Unsung Heroes, Fort Scott, Kansas. <http://www.irenasendler.org/timeline-irena-sendlers-life-life-jar-project/>. Accessed 28 Mar. 2018.

This source comes from the Lowell Milken Center for Unsung Heroes. This source shows us the timeline of Irena's life which includes her incredible efforts in the Warsaw Ghetto. It helps us sort out information that is misleading by showing us correct dates. We use this to more accurately depict the timeline of actions and deeds planned and carried out by Irena, letting us focus on the compromise she negotiated with Jewish families to attempt to save the lives of their children.

Tomaszewski, Irene and Tacia Werbowska. "Chapter 4: The Konrad Zegota Committee." *Zegota: The Council for Aid to Jews in Occupied Poland 1942-1945*, Price-Patterson, www.projectinposterum.org/docs/zegota.htm. Accessed Mar. 2018.

This source details the origins and membership of the Zegota underground organization which gave aid to the Jews in occupied Poland during World War II. It gave the address of Zegota headquarters at 24 Zurawia Street in Warsaw, which allowed us to look up a photograph of the site for scene inspiration. We incorporate a scene where we show the passion of the Polish Underground resistance in their determination to help the Jews during this horrible conflict.