



SADNESS AND HOPE:

Paintings Created by a Father and Son in Hiding

Teacher's Guide to Accompany Exhibit

Teacher Guide to Accompany Eva Schloss Lecture and Geiringer Art Exhibit



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Table of Contents

▪ Educational Objectives	page 2
▪ The Story of the Paintings	pages 3-4
▪ Classroom Activities Prior to Exhibit Visit	pages 5-6
○ The Things One Carries	page 5
○ Timeline Activity	page 6
▪ How to View the Exhibit	page 7
▪ Paintings & Discussion Questions	pages 8-31
▪ Eva & Her Family Before the War, After the War, & Today	pages 32-40
▪ Classroom Activities Following Exhibit Visit	pages 41-45
○ Journaling and Sketching	pages 41-44
○ Making Literary Connections	page 45
▪ Glossary of Holocaust Terms	pages 46-51
▪ Source List	pages 52-53

Educational Objectives:

- Acquaint students with *Eva's story*, Eva was a Jewish teenager during the Holocaust. You may wish to share the following film of Eva with your students prior to visiting the exhibit.
http://www.chabad.org/multimedia/media_cdo/aid/2519923/jewish/Anne-Franks-Stepsister.htm
- Expose students to the story of Erich (Eva's father) and Heinz's (Eva's brother) paintings. A synopsis is provided for you in the next section of this guide.
- Allow students to contemplate the symbolism inherent in the paintings.
- Encourage the students to discuss the use of colors and symbols, which represent the feelings that Heinz and Erich were experiencing while they were in hiding.

The Story of the Paintings

The Beginning:

- In 1942, Erich and Fritz Geiringer, and their children, 16-year old Heinz and 13-year old Eva, were living in Amsterdam, Holland. The Geiringer family lived on the same square, Merwedeplein as Anne Frank and her family. Eva Geiringer and Anne Frank's families lived on opposite sides of Merwedeplein square. Like the Franks, the Geiringers had come to Holland several years earlier, where they had thought they would be safe from the Nazis.
- In July of 1942, their lives were changed forever. The Germans were now in control of Holland, and they began rounding up Jews throughout Amsterdam. The Geiringers, like many of their Jewish neighbors, were forced to go into hiding. Unable to find a hiding place together, the family separated – Heinz going with his father, and Eva with her mother.

The Paintings:

- Living in hiding was an immense strain on the Geiringers. Not only were they in constant fear of being discovered, but they had to find a way to occupy their endless hours of isolation and boredom.
- Erich and Heinz soon learned that they had exceptional artistic ability. Their host provided them with canvasses and paints to help them pass the time, and they proceeded to create a series of paintings depicting very powerful images.
- Some of the paintings are dark and somber reflecting the terror that encompassed them; others are light and fanciful, recalling good times from the past.

The Betrayal:

- By the Spring of 1944, it became more and more difficult for Jews to remain in hiding. The Germans were offering large rewards for the capture of Jews and promised certain death to anyone harboring Jews.
- The Geiringers were forced to change their location and soon after were discovered by the authorities. Prior to their capture, Erich and Heinz hid their paintings under the floorboards in the attic in the hopes of someday returning for them.
- The family was sent to Auschwitz Concentration Camp in Poland for the remainder of the war, and only Eva and her mother survived. They knew where the paintings were hidden, and they eventually retrieved these precious works.

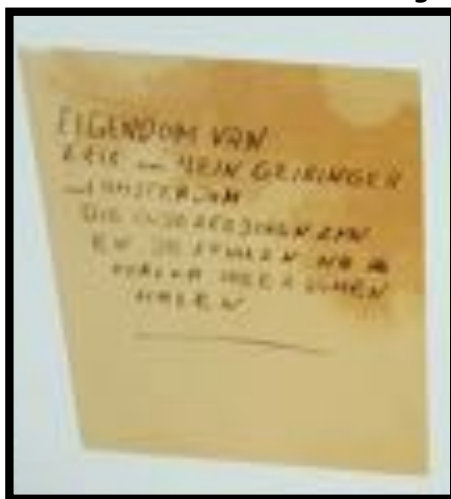
Recovering the Paintings:

- Eva and her mother Fritzi survived the horrors of concentration camp Auschwitz. Fritzi met Otto Frank during their return from the camp to the Netherlands and they were married in 1953. On the deportation train, Eva learned that her father and brother had hidden paintings under the floor of one of the houses in which they had been in hiding.
- The recovered paintings tell a story: In their hideaway attic in Soestdijk, Erich and Heinz expressed their feelings of isolation and their longing for freedom.

The Legacy:

- In 1988, Eva chronicled her family's experiences in the book, *Eva's Story*. The story was also expanded into a play, "And Then They Came for Me: Remembering the World of Anne Frank." In the play, which has been performed throughout the world, Eva provides a portion of the narration recalling her childhood friendship with Anne.
- After the war, Eva became the stepdaughter of Anne's father, Otto Frank, when Otto married Eva's mother, Fritzi, in 1953.
- In 2006, Eva and Barbara Powers wrote the book, "The Promise," which is the unforgettable story of how Eva and Heinz lived each day in hiding to the fullest extent while struggling to survive in a world turned upside down. In 2011, "The Promise" was turned into a full-length theatrical drama, "A Light in the Darkness: A Story of Hope During the Holocaust."
- This exhibit of the Geiringer paintings is a tribute to the power of the human spirit and the triumph of good over evil.

The Letter Found With The Paintings



Translation:

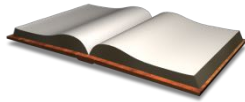
"These are the belongings of Erich and Heinz Geiringer, who will collect the goods again after the war."

The Things One Carries

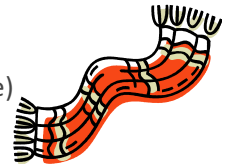
Eva and Anne's families were both forced into hiding. The families were only able to take their most precious possessions into hiding, listed below is a partial list of items that were owned by the inhabitants of the secret annex from *Anne Frank: The Diary of a Young Girl*. Read the list and choose one item that you believe had meaning and value to an individual who was in hiding from the Nazis. Explain why you believe this item had meaning and value.

Partial Property List

Playing cards
Crate of strawberries
Cat in a basket (Peter)
Briefcase (Mr. Van Daan)
Penknife (Peter)
Diary in red and white checkered cloth (Anne)
Latin Book (Margot)
Mystery novel (Mrs. Frank)
Wooden Menorah (Mr. Van Daan)
Bulging school bag (Anne) with:
Manilla envelope
Crossword puzzle book
Bottle filled with green liquid



Cigarette
Slip of paper
Wool scarf
Ball of yarn with ribbons
Little case with razor
Tiny box with earplugs
Small package wrapped in newspaper tied with string containing antique silver music box (Mr. Frank)
Sack of potatoes (Mr. Dussel)
Crocheting materials and wool (Anne)
Fountain pen (Mr. Frank)
Silverware (Anne)



Tangible Things Activity:

Create a list of five **tangible** things (items you can see and touch) that you would carry if you had to be hidden from the Nazis like Anne and Eva's families. These items should be essential to your daily well-being and sense of happiness. Then, write a well-developed paragraph explaining why these things are important to you.

Questions to consider:

How do these things reflect who you are as a person? Are these things of great or little monetary value?

Intangible Things Activity:

Create a list of three **intangible** things (items you can't see and touch) that you would carry if you had to be hidden. These things should be essential to help interact with others OR to maintain a sense of individuality. Examples could include: memories, hope, fear, anger, imagination. Explain why these intangible things are important.

Questions to consider:

How do these things reflect who you are as a person? Which one of these three are you afraid of losing the most and why? Are these things generally more positive or negative and why? Which one of these three is most powerful to you and why?

Group Activity:

Break into small groups and share your list/paragraph with your group. Then, as a group, complete the next activity:

Take 10 minutes to compile a group list of tangible and intangible things. (This list could be taken from common responses and ideas of the previous activities). Choose a representative for the group to share your list with the class. Create a T-chart for each classroom with their lists of tangible and intangible things.

Post Exhibit Tour Follow Up

After attending Eva's presentation and the Geiringer exhibit, consider your classroom list of tangible and intangible things. What would you change or add to the list? Why?

Tangible Things	Intangible Things

Timeline Activity



Anne Frank

1929	1934	June 1942	July 1942	Aug/Sept 1944	October 1944	Jan. 27, 1945	March 1945
Anne Frank born	Anne arrives in Amsterdam	Anne receives diary as a 13th birthday gift	The Franks go into hiding	Anne and others arrested and sent to Auschwitz	Anne arrives at Bergen-Belsen	Otto Frank liberated from Auschwitz	Anne dies in Bergen-Belsen



Eva Geiringer

1929	1940	1942	1943	1944	May 1944	January 1945	June 1945
Eva born	Eva and family move to Holland	Eva and family go into hiding	The family changes hiding places	Eva and Fritzi arrested. Eva's father and brother arrested.	The family arrives in Auschwitz. Eva and Fritzi taken to Birkenau.	Eva and Fritzi liberated.	Eva and Fritzi return to Amsterdam and find that Eva's father and brother have died.



Sonja DuBois

Birth date	1940	1941	July 1942	August 1942	1952
	Sonja born as Clara Van Thijn	Her father was dismissed from his job in Rotterdam	Clara's parents gave her to a non-Jewish family in hopes of saving her life.	Clara's foster family changed her name to Sonja and they moved to a suburb of Rotterdam	Sonja's foster parents decided to immigrate to the United States. It was at this time, that her foster family informed about her birth parents' death during the Holocaust.

Your Name:

Birth date

Your Friend/Family Member:

Birth date

How To View The Exhibit

- Often students will associate somber colors – blacks, greys, dark purples, dark blues and reds – with sadness and mourning. Happy colors are usually considered to be yellows, oranges, pinks, light blues, and light greens. Students can discuss why the Holocaust is often perceived in such dark tones, or in black and white. They can be reminded that although most of the visual information we have about the Holocaust comes from the black and white footage and photographs of the period, the Holocaust happened in the real world, the world of color, of winters and summers, of trees and butterflies.
- Begin the discussion with the students focusing on the list of questions preceding each painting- there are no right or wrong answers. Over the course of the discussion, explain Eva's own explanations (appearing in the notes to teacher), and this will help "unlock" much of the symbolic language expressed in the paintings.

The Letter

- **Letter:** Left on top of the 30 paintings, hidden under the floorboards. The stains on the letter are from the oil of the paintings.

Translation: "Belongings of Erich and Heinz Geiringer, who are in hiding, but will collect the goods again after the war."



Erich Geiringer's Paintings & Discussion Questions

1. Portraits of Friends and Relatives

- a. Erich's study of the human aspect and analyzation of isolation is evident in several of these works.**



Questions:

1. What do you see in the painting?
2. What is happening in the scene?
3. Why do you think that Erich chose this portrait and scene for this painting?
4. What can you tell about the person in the painting from his expression and body language?



<i>Inventory Number</i>	<i>16001</i>
Artist	Geiringer, Erich
Title	<i>Sad Man With A Beer Mug</i>
Date	1944: Artist deported
Materials	hardboard, wood, oil
Dimensions	58x48

➤ **Note to Teacher:** When explaining this painting, Eva states that her Father was interested in the human aspect, that's why he painted all types of portraits and models. Eva states, "My father empathized with what this man seems to be feeling emotionally."

Questions:

1. Do you think Erich knows the woman pictured below?
2. Why do you think Erich chose these colors to represent this woman?
3. What can you tell about this woman from her expression?
4. What do you think this picture represents to Erich?



<i>Inventory Number</i>	16088
Artist	Geiringer, Erich
<i>Title</i>	<i>Portrait of Mother</i>
<i>Date</i>	1942-1944: while in hiding
<i>Materials</i>	textile, wood, oil
<i>Dimensions</i>	53x43

➤ **Note to Teacher:** Eva tells us that Erich painted this portrait of his wife from memory.

Questions:

1. What colors did Erich use in this painting and what do these colors represent?
2. What can you tell by the expression on Fritzi's face (Erich's wife and mother of Heinz & Eva)?
3. Compare Erich's two portraits of Fritzi Geiringer. How are they the same? How are they different?



Artist

Geiringer, Erich

Title

Portrait of Fritzi Geiringer

Date

1943: while in hiding

➤ **Note to Teacher:** Portrait of Fritzi Geiringer painted from memory by her husband Erich Geiringer, 1943

Erich Geiringer's Paintings & Discussion Questions Continued

2. Portraits of Religious Figures

- a. Erich empathized and drew strength from the voluntary isolation of several religious figures depicted in these portraits.**



Questions:

1. Why do you think Erich chose to paint the subject below?
2. What colors did he use in this painting and what do these colors represent?
3. What feeling is he trying to portray?
4. What do you think this man represents to Erich?
5. Compare this portrait to some of the other portraits Erich painted in this collection. How is it the same? How is it different?



Inventory Number

16093

Artist

Geiringer, Erich

Title

Portrait of a Monk with Rosary

Date

1942-1944: while in hiding

Material

cotton

Dimensions

54x47

➤ **Note to Teacher:** Eva tells us in this painting that her father captured the holy and tranquil expression of a man at peace with himself and the world.

Questions:

1. Why do you think Erich chose to paint the subject below?
2. Why do you think he chose this landscape in the background?
3. What feeling is he trying to portray?
4. What do you think this man represents to Erich?
5. Compare this portrait to some of the other portraits Erich painted in this collection. How is it the same? How is it different?



Inventory Number

16092

Artist

Geiringer, Erich

Title

Portrait of a North African Carpet Seller with Fez on a Beach

Date

Material

textile

Dimensions

52x43

➤ **Note to Teacher:** Eva tells us in this painting that her father drew strength from the simple happiness depicted in the portrait of this man. A Fez is felt headdress in the shape of a cone or cylinder with a tassel attached to the top, usually worn by men.

Questions:

1. Why do you think Erich chose to paint the subject and landscape below?
2. Why do you think he chose these colors to represent this man?
3. What feeling is he trying to portray?
4. What do you think this man represents to Erich?
5. What does the facial expression of the man reveal?



Inventory Number

16091

Artist

Geiringer, Erich

Title

Portrait of a Magician with Turban in Exotic Landscape

Date

1942-1944: while in hiding

Material

textile

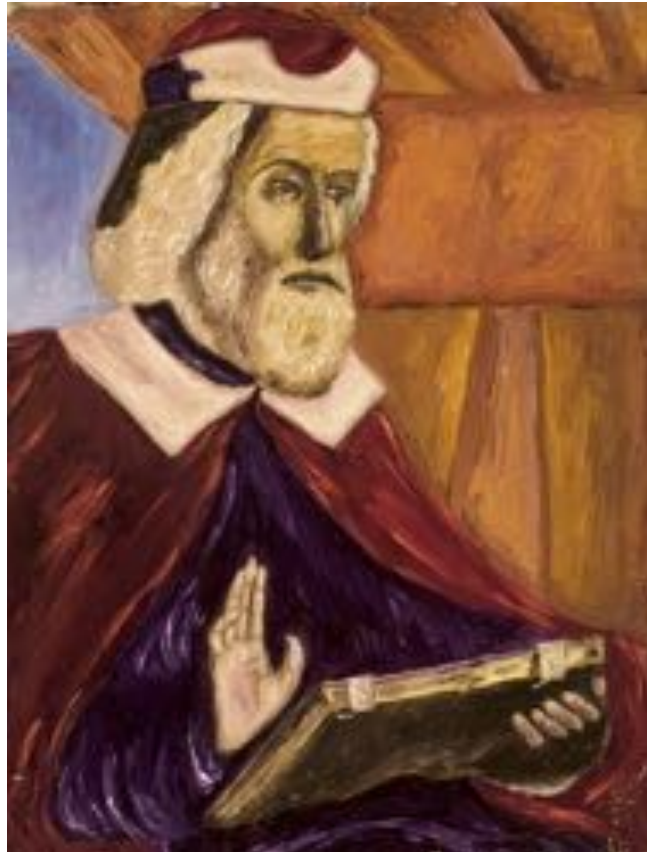
Dimensions

53x43

➤ **Note to Teacher:** Eva tells us in this painting that her father compared his involuntary isolation in hiding with the freedom this magician represents- he drew strength from this painting. Desert scenes are usually interpreted as desolate locations.

Questions:

1. Why do you think Erich chose to paint the subject below?
2. Why do you think he chose these colors to represent this man?
3. What do you think this man represents to Erich?



Inventory Number

16025

Artist

Geiringer, Erich

Title

Eastern Religious Figure with Book

Date

1942-1944: while in hiding

Materials

textile ; oil

Dimensions

50x42

➤ **Note to Teacher:** Eva tells us that her father captured the inner peace of a religious man. While in hiding, Erich was very restless and found the isolation very difficult to bear.

Questions:

1. What colors did Erich choose for this painting and why?
2. Why do you think that Erich would chose to paint a nun?
3. What do you think the nun is feeling based on her expression?



Inventory Number

16005

Artist

Geiringer, Erich

Title

Portrait of a Nun

Date

1943: M. Bakker, 2006

Materials

hardboard, wood, oil

Dimensions

58x47

➤ **Note to Teacher:** Similar to other paintings in this collection, Eva says that her father compared his involuntary isolation in hiding with the voluntary isolation of a Nun. As you can see, isolation is a prevalent theme through this body of work.

Heinz Geiringer's Paintings & Discussion Questions

1. Still Life

- a. Heinz used various household items to practice his painting techniques to portray different colors and textures.
- b. Throughout this collection, the viewer can see the improvement in Heinz's technique as well as the incorporation of symbolism in several of his works.
 - *The teacher should note that Heinz was visually impaired in one eye and this contributed to the types of figures he chose to paint and the perspective in each painting*



Questions:

1. Why do you think Heinz chose to paint the objects below?
2. Why do you think he chose the colors in the picture?
3. How is this work the same/different from the other still life depictions in this collection?



Inventory Number

16090

Artist

Geiringer, Heinz

Title

Still Life with Glass Carafe, Glass Jelly Jar, Blue Plate, and Metal Ash Tray

Date

Material

Textile

Dimensions

43x53

➤ **Note to Teacher:** Heinz continues to practice his techniques on household items. The observer can see the difference in strokes, color, lighting, and shadow throughout the various paintings in the collection. Later he painted more complex pictures using household furnishings.

Questions:

1. Why do you think Heinz chose to paint the objects below?
2. Why do you think he chose the colors in the picture?
3. Why do you think Heinz chose to paint the objects below?



Inventory Number

16089

Artist

Geiringer, Heinz

Title

Still Life with Jug and Two Apples

Date

Materials

leather cloth, oil

Dimensions

53x43

➤ **Note to Teacher:** In this painting, Heinz practices painting on leather cloth with oil paints. He practices painting the round surfaces of the jug and the apples. This was an early painting.

Questions:

1. Why do you think Heinz chose to paint the objects below?
2. What do you think about his color choice for this picture?
3. What mood or feeling does his color choice suggest?
4. How would you compare this still life work to some of the other still life paintings in this collection? How is this work of art the same/different?



Inventory Number

16086

Artist

Geiringer, Heinz

Title

Still Life with Wine Bottle and Casserole Dish

Date

Materials

textile, wood

Dimensions

51x41

➤ **Note to Teacher:** When Heinz started to paint he experimented with all kinds of materials. He never had any lessons or help; he had to find out for himself.

Questions:

1. Why do you think that Heinz chose to paint the objects below?
2. What do you think of the color choice in this picture?



<i>Inventory Number</i>	<i>16015</i>
Artist	Geiringer, Heinz
<i>Title</i>	<i>Still Life with Wine Bottle</i>
<i>Dates</i>	
<i>Materials</i>	hardboard, wood, oil
<i>Dimensions</i>	56x49

➤ **Note to Teacher:** Heinz painted still life objects to practice his technique and more specifically to portray different textures and surfaces. In this particular work, he practices painting glass, metal, and velvet.

Questions:

1. What is happening in the scene below?
2. Why do you think Heinz chose these colors to represent the attic?
3. What do you think this scene and collection of belongings represent to Heinz?



Artist

Geiringer, Heinz

Title

The Attic

Date

1942

➤ **Note to Teacher:** Eva informs us that *The Attic* was painted when her brother was 16 years old. This painting reflects the sadness of discarded possessions.

Questions:

1. What items are pictured in this scene?
2. What do you think these objects represent?
3. What emotion(s) do the colors in the painting represent?
4. What do you think this picture represents to Heinz?



Artist

Geiringer, Heinz

Title

Still Life of a Book, Hourglass and Mask

➤ **Note to Teacher:** In reference to the symbolism of this painting, Eva states, “(Heinz) was afraid that time was running out for him.”

Questions:

1. Why do you think Heinz chose to paint the objects below?
2. What do you think about his color choice for this picture?
3. What mood or feeling does this still life portray? What do you think was Heinz's intention?



<i>Inventory Number</i>	16026
Artist	Geiringer, Heinz
<i>Title</i>	<i>Still Life with a Dagger on a Cloth</i>
<i>Date</i>	
<i>Materials</i>	Textile
<i>Dimensions</i>	47x53

➤ **Note to Teacher:** Eva states, that Heinz told her this painting was inspired by feelings of anger and frustration. Sometimes the situation became very difficult to hear, and in this painting Heinz imagines that these weapons might be utilized to assassinate the Nazis.

Heinz Geiringer's Paintings & Discussion Questions Continued

2. Landscapes

a. In several of Heinz's landscapes, we can see his longing for joy and freedom.

- *The teacher should note that Heinz was visually impaired in one eye and this contributed to the types of figures he chose to paint and the perspective in each painting*



Questions:

1. Why do you think Heinz chose to paint the scene below?
2. Do you think Heinz has visited this place?
3. Why do you think that Heinz chose these colors to depict this landscape?
4. What do you think this picture represents to Heinz?



<i>Inventory Number</i>	16087
Artist	Geiringer, Heinz
Title	<i>Meadow with a Brook</i>
Dates	1942-1944: while in hiding
Materials	textile, wood
Dimensions	43x46

➤ **Note to Teacher:** Eva Schloss tells us that Heinz longed for the freedom that this landscape represents. In this painting, he experimented with color and perspectives.

Questions:

1. Why do you think Heinz chose to paint the scene below?
2. Do you think Heinz has visited the location in the painting?
3. What do you think this scene represents to Heinz?
4. What is the overall feeling or mood of this work?



Artist

Geiringer, Heinz

Title

People Playing Tennis in an Imaginary Beautiful Setting

Date

1944

➤ **Note to Teacher:** In this landscape, we see another example of Heinz's longing for joy and freedom.

Questions:

1. Why do you think Heinz chose to paint the scene below?
2. Do you think Heinz has visited the location in the painting?
3. What do you think of the colors in this painting?
4. What do you think this scene represents in this piece?



Artist

Geiringer, Heinz

Title

View from Balcony of Sea and Sailboat

Date

1943

➤ **Note to Teacher:** Eva tells us that this painting expresses Heinz's longing to sail again and be free. This painting depicts Heinz's beloved little boat in freedom and sunshine.

Questions:

1. Why do you think Heinz chose to paint the scene below?
2. Do you think Heinz has visited the location in the painting?
3. What do you think this scene represents to Heinz?
4. Based on the colors and subject, what is the overall feeling of this piece?



Artist

Geiringer, Heinz

Title

The Bell

Date

1943

➤ **Note to Teacher:** The ringing bell in the tower symbolizes joy and freedom.

Heinz Geiringer's Paintings & Discussion Questions Continued

3. Figures Painted in Expansive Settings

a. These paintings focus on a single figure depicted in an expansive elaborate scene.

- *The teacher should note that Heinz was visually impaired in one eye and this contributed to the types of figures he chose to paint and the perspective in each painting*



Questions:

1. What is happening in this scene?
2. Who is pictured below? Where are they?
3. Why do you think Heinz chose reds and browns to represent this scene?
4. What do you think this picture represents to Heinz?



<i>Inventory Number</i>	16006
Artist	Geiringer, Heinz
<i>Title</i>	<i>Monk in a Monastery</i>
<i>Date</i>	1943: M. Bakker, 2006
<i>Materials</i>	hardboard, wood, oil
<i>Dimensions</i>	47x57

➤ **Note to Teacher:** Heinz liked to draw scenes. Eva comments, “In this painting Heinz was trying to draw strength from the way Monks lived in voluntary isolation.” The monk in this painting is depicted within an expansive monastery. The colors and chessboard pattern contrast to depict an individual in deep thought and solitude.

Questions:

1. Why do you think Heinz chose to paint the subject below?
2. Why do you think he chose these specific colors to paint this portrait?
3. Heinz compared his own isolation to many of the subjects represented in his paintings. What do you think this man in this setting represents to Heinz?



<i>Inventory Number</i>	16016
Artist	Geiringer, Heinz
<i>Title</i>	<i>Portrait of a Gypsy with Cigarette and Red Scarf</i>
<i>Dates</i>	1942-1944; While in hiding
<i>Materials</i>	linen, wood, oil
<i>Dimensions</i>	45 x 44

➤ **Note to Teacher:** Heniz knew that the Roma or Gypsy community was also a targeted group. Many members of the Gypsy community were deported and killed by the Nazi Regime.

Questions:

1. What do you see in the painting?
2. What is happening in the scene? How do the colors in the painting make you feel?
3. Why do you think that Heinz chose this portrait and scene for this painting?
4. What can you tell about the man from his body language?



<i>Inventory Number</i>	16002
Artist	Geiringer, Heinz
<i>Title</i>	<i>Interior with a Man</i>
<i>Date</i>	1942-1944: while in hiding
<i>Materials</i>	hardboard, wood, oil
<i>Dimensions</i>	49x59

➤ **Note to Teacher:** Eva explains that her brother Heinz compared his involuntary isolation with the voluntary isolation of this man in the painting.

Questions:

1. What do you see in the scene below?
2. Do you think Heinz knows the little boy in the picture?
3. Why do you think that Heinz chose these colors to represent the toddler's bedroom, toys, clothes?
4. What do you think this picture represents to Heinz?



Inventory Number

16013

Artist

Geiringer, Heinz

Title

Toddler Playing with a Train

Dates

Materials

textiles, cardboard, wood, oil

Dimensions

40x50

➤ **Note to Teacher:** Eva explains, "Our cousin Tom had emigrated to England. This is how Heinz imagined Tom's room would look in England. After the war when I went to visit Tom, this is indeed how his room looked." **Questions:**

Heinz Geiringer's Paintings & Discussion Questions Continued

4. Self-Portraits

a. Heinz featured himself in the following paintings in various scenarios. Each piece is a reflection of his concerns at that point in time while in hiding.

- *The teacher should note that Heinz was visually impaired in one eye and this contributed to the types of figures he chose to paint and the perspective in each painting*



Questions:

1. What is happening in the scene below?
2. What do you think about the color choice in this painting?
3. What do you think this scene represents to Heinz?
4. What emotion or mood does this painting symbolize?



Artist

Geiringer, Heinz

Title

Boy Crying with Mother's Body in Background

Date

1944

➤ **Note to Teacher:** Eva tells us that her brother Heinz painted this to show his own despair imagining the death of his Mother, Fritzi.

Questions:

1. What is happening in the scene below?
2. What do you think about the subject of this painting?
3. What do you think this scene represents to Heinz?
4. How is this painting different from some of Heinz's earlier works?



Artist

Geiringer, Heinz

Title

Boy at Desk Studying

Date

1944

➤ **Note to Teacher:** Eva tells us “My brother longed for knowledge and learning.” She continues: “The calendar shows number 11, the date of my birthday, which we considered a lucky number. He was thinking of me when he painted this picture.”

Questions:

1. What do you think the colors in this scene represent?
2. What emotion(s) do you feel observing this painting?
3. What do you think this scene represents to Heinz?



Artist

Geiringer, Heinz

Title

Heinz Sailing

Date

1943

➤ **Note to Teacher:** Expressing his longing to sail again and be free. Heinz dyed his hair blond in order not to be recognized as a Jew.

Eva Schloss and her Family Before the War, After the War, and Today



Eva and Heinz Geiringer pose with a bicycle on a street in Belgium after fleeing Vienna.



Close-up portrait of Heinz Geiringer wearing his boy scout uniform.



Eva Geiringer sits in her classroom in Amsterdam in front of a painting of Indonesia.



Wedding of Otto Frank and Fritzi Geiringer



Studio portrait of Eva Geiringer (later Schloss) after her return to Amsterdam following her liberation from Auschwitz.



Otto and Fritzi Frank pose near her home in Lucerne, Switzerland with the actress Audrey Hepburn where they were trying to convince her to play the role of Anne Frank in the movie directed by George Stevens.



Left: After being liberated from the Auschwitz Concentration Camp by the Russians, Eva and her mother were repatriated to Amsterdam. In 1951, Eva moved to London to train as a professional photographer. In 1952, she married Zvi Schloss.

Right: Eva's father, Erich Geiringer



Heinz Geiringer, Eva's brother pictured reading a book



VERBLIJFSVERGUNNING aan:

Naam: *Gurungar - Karbavits*

Voorname: *Eldreda Edith*

Geboortedatum: *13 Februari 1905*

Geboorteplaats: *Cheonan*

van: *10 Juni 1944* (*aan*)

tot: *3 December 1944* (*aan*)

Nederlandsche Staat *1942*

Het hoofd van politie te _____
dat hiermede verklaart, dat houder dezes niet in het bezit is
van een buitenlandsch identiteitspapier en dit ook niet kan
overnemen.

(Handtekening)

Oude verblijfsvergunning verleend tot: _____
19____ (____) _____

Het hoofd van politie, _____

Nieuwe verblijfsvergunning verleend tot: _____
19____ (____) _____

Het hoofd van politie, _____

Als verblijfsvergunningen worden verleend
behoudens andere bepalingen.



More photos and memorabilia from Eva's mother, Fritzi. The photo is of Queen Beatrix of the Netherlands, and Eva's mother, Fritzi. They were at an opening of the Anne Frank Exhibition.

16 | OBITUARIES

Elfriede 'Fritzi' Markovits

Anne Frank's legacy

FOR much of her life Elfriede "Fritzi" Markovits, who has died at 93, devoted herself to perpetuating the message and memory of a stepdaughter she had never met — Anne Frank, the daughter of her second husband, Otto Frank. It was with Fritzi Frank as his constant aide and companion that Otto worked to create and consolidate the success of his daughter's diary. So much so that Anne Frank is now one of the iconic figures of this century.

Fritzi was the daughter of assimilated Viennese Jews and, like all her contemporaries, she found herself caught up in the madness that was Europe under Hitler. An unremarkable middle-class childhood was followed by marriage at 18 to shoe manufacturer Erich Geiringer, also a young Austrian Jew. The couple had two children, Heinz and Eva.

In 1938 Fritzi's family emigrated to England, to be followed by Erich's family. Fatefully, Erich and Fritzi moved to Amsterdam rather than London or Lancashire with the rest of their relatives.

In Amsterdam the Geiringers moved to Merwedeplein, a modern housing development which had become an enclave for Jewish emigrés. Among their neighbours was

...a worn yellow
...ined to hand in
...were forbidden
...houses; Jews were
...in cars, even their
...paired to do their
...een 3 and 5 p.m.
...d to frequent
...burdenhop
...ws were forbidden
...he streets betw
...m. and 6 a.m.



Fritzi's Obituary

The photo in the obituary shows Fritzi and Eva pictured with Tony and Cheri Blair. Tony Blair was England's Prime Minister when this picture was taken.



Eva pictured with her book



Eva dancing with Alan Ross

Tennessee Holocaust Commission
Teacher's Guide to Accompany Geiringer Exhibit



Eva Schloss Today

Journaling and Sketching

Activity Instructions:

Eva Schloss's brother Heinz and father Erich painted while in hiding to overcome their isolation and boredom. Anne Frank who was also in hiding in Amsterdam during this time period, kept a diary to occupy her time. Read the following excerpts from *Anne Frank: The Diary of a Young Girl* and study the following paintings done by Heinz and Erich Geiringer. Discuss and analyze the content of each. Read the journal prompts and view the paintings then take 15 minutes to write and sketch in your journals, responding to the quotes in light of Anne's words and Heinz and Erich's paintings.

- **Note to Teacher:** Asking students to respond to these journal prompts in context to their particular school environment is a good jumping off point to making a connection with a particular society/government that started a genocide through classification of different groups.

Why should students keep a journal?

- A journal can serve as an avenue of expression about a powerful subject such as the Holocaust, especially if students don't have the opportunity or feel uncomfortable expressing themselves in class.
- A journal can set up a personal dialogue between student and teacher, as students will often express themselves more seriously and thoughtfully in writing as opposed to speaking in front of a classroom full of their peers.
- A journal can create opportunities for genuine reflection about both the universal ideas and individual experiences within this subject matter and offer a greater understanding of both through written expression.
- A journal can serve as a creative outlet for students to create poetry, songs, and drawings in response to studying about the Holocaust.



Excerpt One

ANNE: I couldn't sleep tonight, even after Father tucked me in and said my prayers with me. I feel wicked sleeping in a warm bed when my friends are at the mercy of the cruellest monsters ever to walk the earth. And all because they're Jews. We assume most of them are murdered. The BBC says they're being gassed. Perhaps that's the quickest way to die. Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took our nationality away long ago.

Excerpt Two

ANNE: Tonight, after the radio broadcast, Pim asked what was the first thing we wanted to do when we're liberated. For me, I'd be so thrilled I wouldn't know where to begin. I long to be back in school with my friends, ride a bike, swim, whistle, laugh so hard it hurts. I wonder if anyone will ever not think about whether I'm Jewish, and just see me as a teenager badly in need of some good plain fun.

Painting One



Artist: Geiringer, Heinz

Title: *The Attic*

Painting Two



Artist: Geiringer, Heinz

Title: *Boy Crying with Mother's Body in Background*

Journal Prompts

"All the people like us are we, and everyone else is they."

Rudyard Kipling

"A lie, repeated often enough, eventually gains acceptance."

Josef Goebbels

"Goodness, like evil, often begins in small steps. Heroes evolve; they aren't born."

Ervin Staub

➤ **Note to Teacher:** You may want to assign the following journal activity as a homework assignment.

Excerpt Three

ANNE: Unless you write yourself, you can't know how wonderful it is. When I write I shake off all my cares. But I want to achieve more than that. I want to be useful and bring enjoyment to all people, even those I've never met. I want to go on living even after my death!

Excerpt Four

ANNE: It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world slowly being transformed into a wilderness, I hear the approaching thunder which will destroy us too, I feel the suffering of millions.

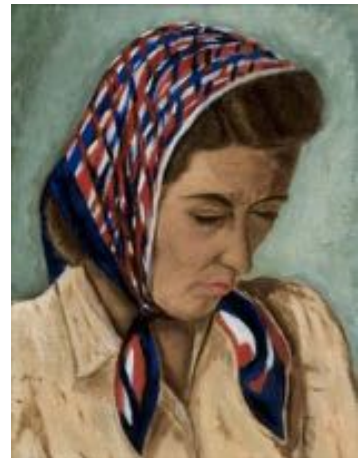
Painting Three



Artist: Geiringer, Heinz

Title: *Boy at desk studying*

Painting Four



Artist: Geiringer, Erich

Title: *Portrait of Mother*

Journal Prompts

What does it mean to be an “educated” person? What specific characteristics does this kind of person have? What is the purpose of education when, in the case of Nazi Germany, over 50% of all doctors, lawyers, and teachers were members of the Nazi party?

“Where they burn books, they will soon burn people.”

Heinrich Heine (19th century German Poet)

“The law of existence requires uninterrupted killing, so that the better may live.”

Adolf Hitler

Creating Your Own Diary:

- Begin a diary focusing on your experiences. Do you view your world differently after knowing a little about Anne and Eva's families and their experiences while in hiding? Reflect upon what you've written and sketched, and add new insights. How were you affected by viewing the exhibit and learning their stories? What part of the collection stood out to you? With which paintings did you connect, and why?

➤ **Note to Teacher:** You may choose to collect the journal entries and sketches or ask students to read excerpts aloud in class during a post-exhibit discussion.

Building A Chain of Goodwill:

- Eva and her brother, Heinz, shared their fears with Pappy after the Nazi invasion of Holland. They were terrified by stories of deportations and killings. Pappy spoke the truth about their dangerous circumstances. He also explained that all the good we do in our lives carries on, that we are like links in a chain that cannot be broken. Work with your students to document their fears, their struggles, their wishes for peace, justice and happiness. Then build a chain of goodwill as a symbol

Taking Another's Point of View:

- Reflect on what you have learned by writing a poem, diary entry, or creating a picture from the point of view of one of the people you have learned about who were eyewitnesses to the Holocaust. Some ideas are listed below:
 - Otto Frank
 - Edith Frank
 - Margot Frank
 - Miep Gies
 - Peter Van Daan
 - Mr. Kraler
 - Mrs. Van Daan
 - Mr. Van Daan
 - Mr. Dussel
 - Eva Schloss
 - Heinz Geiringer
 - Erich Geiringer
 - Fritzi Geiringer/Frank

Making Literary Connections

In many ways, Anne Frank and Eva Schloss and their families were like caged birds. Their writings contain an honest portrayal of a life of hiding and restriction. Read the following excerpts from Eva and Anne's writings. Anne writes of a particularly difficult season in dealing with confinement, fear and depression. Eva writes about the fears she had while in hiding. Compare their experiences to the images of freedom and imprisonment in "Caged Bird" by Maya Angelou. (Teacher may choose to have one student read the passage from Anne's diary, one student read the quote from Eva's book, and two read the poem, one as the free bird and one as the caged bird.) In your journal, write a letter describing a time when your "nerves got the better of you," or you felt like a bird with clipped wings. What did the world look like to you during that time?

Caged Bird by Maya Angelou

A free bird leaps
on the back of the wind and floats downstream
till the current ends
and dips his wing
in the orange sun's rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage can seldom see through
his bars of rage his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill of things unknown
but longed for still and his tune is heard
on the distant hill for the caged bird
sings of freedom.

The free bird thinks of another breeze and the trade
winds soft through the sighing trees and the fat
worms waiting on a dawn-bright lawn
and he names the sky his own.

But a caged bird stands on the grave of dreams his
shadow shouts on a nightmare scream his wings
are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

Anne Frank: *Diary of a Young Girl* Friday, 29 October, 1943

My nerves often get the better of me: it is especially on Sundays that I feel rotten. The atmosphere is so oppressive, and sleepy and as heavy as lead. You don't hear a single bird singing outside, and a deadly close silence hangs everywhere, catching hold of me as if it will drag me down deep into an underworld.

At such times Daddy, Mummy, and Margot leave me cold. I wander from one room to another, downstairs and up again, feeling like a songbird whose wings have been clipped and who is hurling himself in utter darkness against the bars of his cage. "Go outside, laugh, and take a breath of fresh air," a voice cries within me, but I don't even feel a response any more; I go and lie on the divan and sleep, to make the time pass more quickly, and the stillness and the terrible fear, because there is no way of killing them.

"Everything you do leaves something behind; nothing gets lost. All the good you have accomplished will continue in the lives of the people you have touched. It will make a difference to someone, somewhere, sometime, and your achievements will be carried on. Everything is connected like a chain that cannot be broken."

~Eva Schloss, *After Auschwitz: A story of heartbreak and survival by the stepsister of Anne Frank*

The Holocaust: A Glossary of Terms

AKTION (German)

Operation involving the mass assembly, deportation, and murder of Jews by the Nazis during the Holocaust.

AKTION REINHARD

The code name for the destruction of European Jews, it was named for Heydrich Reinhard, Nazi official who had been tasked with implementing the "Final Solution" and who was assassinated by Czech partisans in May 1942.

ALLIES

The nations fighting against Nazi Germany, Italy, and Japan during World War II; primarily the United States, Great Britain, and the Soviet Union.

ANTI-SEMITISM

Hatred of Jews

ANSCHLUSS (German)

Annexation of Austria by Germany on March 13, 1938.

ARYAN RACE

"Aryan" as the Nazis applied the term was to mean people of Northern European racial background. Their aim was to avoid what they considered the polluting of the German race" and to preserve the purity of European blood.

AXIS

The Axis powers originally included Nazi Germany, Italy, and Japan who signed a pact in Berlin on September 27, 1940. They were later joined by Bulgaria, Croatia, Hungary, and Slovakia.

CONCENTRATION CAMPS

Immediately upon their assumption of power on January 30, 1933, the Nazis established concentration camps for the imprisonment of all "enemies" of their regime: actual and potential political opponents (e.g. communists, socialists, and monarchists), Jehovah's Witnesses, gypsies, homosexuals, and other "asocials." Beginning in 1938, Jews were targeted for internment solely because they were Jews. Before then, only Jews who fit one of the earlier categories were interned in camps. The first three concentration camps established were Dachau (near Munich), Buchenwald (near Weimar) and Sachsenhausen (near Berlin).

EINSATZGRUPPEN (German)

Mobile killing units of the Security Police and SS Security Service that followed the German armies into the Soviet Union in June 1941. These units were supported by units of the uniformed German Order Police and auxiliaries of volunteers (Estonian, Latvian, Lithuanian, and Ukrainian). Their victims, primarily Jews, were executed by shooting and were buried in mass graves from which they were later exhumed and burned. At least a million Jews were killed in this manner. There were four Einsatzgruppen (A, B, C, D) which were subdivided into company-sized Einsatzkommandos.

EXTERMINATION CAMPS

Nazi camps for the mass killing of Jews and others (e.g. Gypsies, Russian prisoners-of-war, ill prisoners). Known as "death camps," these included: Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka. All were located in occupied Poland.

EUTHANASIA

The original meaning of this term was an easy and painless death for the terminally ill. However, the Nazi euthanasia program took on quite a different meaning: the taking of eugenic measures to improve the quality of the German "race." This program culminated in enforced "mercy" deaths for the incurably insane, permanently disabled, deformed and "superfluous." Three major classifications were developed: 1) euthanasia for incurables; 2) direct extermination by "special treatment"; and 3) experiments in mass sterilization.

FINAL SOLUTION

The "Final Solution of the Jewish Question" was the code name for the plan to destroy the Jews of Europe. Beginning in December 1941, Jews were rounded up and sent to extermination camps in the East. The program was deceptively disguised as "resettlement in the East."

GENOCIDE

The deliberate and systematic destruction of a religious, racial, national, or cultural group.

GHETTO

The Nazis revived the medieval ghetto in creating their compulsory "Jewish Quarter" (Wohnbezirk). The ghetto was a section of a city where all Jews from the surrounding areas were forced to reside. Surrounded by barbed wire or walls, the ghettos were often sealed so that people were prevented from leaving or entering. Established mostly in Eastern Europe (e.g. Lodz, Warsaw, Vilna, Riga, Minsk), the ghettos were characterized by overcrowding, starvation and forced labor. All were eventually destroyed as the Jews were deported to death camps.

HOLOCAUST

Holocaust: The systematic destruction of six million Jews as perpetrated by the Nazis and their collaborators between 1933 and 1945. During this time period millions of other innocent individuals and groups were persecuted because of Nazi racial and social ideology. These individuals and groups are sometimes referred to as other victims and include; Roma (Gypsies), Jehovah Witnesses, Homosexuals, the Handicapped and Poles. The Nazis also persecuted anyone who defied them politically, such as Communists and Socialists, and anyone they saw as a threat to their authority and power.

The term "Holocaust" - literally meaning "a completely burned sacrifice" - tends to suggest a sacrificial connotation to what occurred. The word Shoah, originally a Biblical term meaning widespread disaster, is the Modern Hebrew equivalent.

JUDENRAT (PLURAL: JUDENRÄTE)

Council of Jewish representatives in communities and ghettos set up by the Nazis to carry out their instructions.

JUDENREIN

"Cleansed of Jews," denoting areas where all Jews had been either murdered or deported.

KAPO

Prisoner in charge of a group of inmates in Nazi concentration camps.

MADAGASCAR PLAN

A Nazi policy seriously considered during the late 1930s and 1940s which would have sent Jews to Madagascar, an island off the southeast coast of Africa. At that time Madagascar was a French colony. Ultimately, it was considered impractical and the plan was abandoned.

MEIN KAMPF (German)

(My Struggle) by Hitler was written while he was imprisoned in the Landsberg fortress. In this book, Hitler propounds his ideas, beliefs, and plans for the future of Germany. Everything, including his foreign policy, is permeated by his "racial ideology." The Germans, belonging to the "superior" Aryan race, have a right to "living space" (Lebensraum) in the East, which is inhabited by the "inferior" Slavs. Throughout, he accuses Jews of being the source of all evil, equating them with Bolshevism and, at the same time, with international capitalism. Unfortunately, those people who read the book (except for his admirers) did not take it seriously but considered it the ravings of a maniac.

NIGHT AND FOG DECREE

Secret order issued by Hitler on December 7, 1941, to seize "persons endangering German security" who were to vanish without a trace into night and fog.

NUREMBERG LAWS

Two anti-Jewish statutes enacted September 1935 during the Nazi party's national convention in Nuremberg. The first, the Reich Citizenship Law, deprived German Jews of their citizenship and all pertinent, related rights. The second, the Law for the Protection of German Blood and Honor, outlawed marriages of Jews and non-Jews, forbade Jews from employing German females of childbearing age, and prohibited Jews from displaying the German flag. Many additional regulations were attached to the two main statutes, which provided the basis for removing Jews from all spheres of German political, social, and economic life. The Nuremberg Laws carefully established definitions of Jewishness based on bloodlines. Thus, many Germans of mixed ancestry, called "Mischlinge," faced anti-Semitic discrimination if they had a Jewish grandparent.

MUSSELMANN (German)

Concentration camp slang word for a prisoner who had given up fighting for life.

PARTISANS

Irregular troops engaged in guerrilla warfare, often behind enemy lines. During World War II, this term was applied to resistance fighters in Nazi-occupied countries.

POGROM

From the Russian word for "devastation"; an unprovoked attack or series of attacks upon a Jewish community.

PROTOCOLS OF THE ELDERS OF ZION

A major piece of anti-Semitic propaganda, compiled at the turn of the century by members of the Russian Secret Police. Essentially adapted from a nineteenth century French polemical satire directed against Emperor Napoleon III, substituting Jewish leaders, the Protocols maintained that Jews were plotting world dominion by setting Christian against Christian, corrupting Christian morals and attempting to destroy the economic and political viability of the West. It gained great popularity after World War I and was translated into many languages, encouraging anti-Semitism in France, Germany, Great Britain, and the United States. Long repudiated as an absurd and hateful lie, the book currently has been reprinted and is widely distributed by Neo-Nazis and others who are committed to the destruction of the State of Israel.

RIGHTEOUS AMONG THE NATIONS

Term applied to those non-Jews who, at the risk of their own lives, saved Jews from their Nazi persecutors.

ROSH HASHANAH (Heb., "beginning of the year")

Jewish New Year celebration in the fall of the year, the month of Tishri.

SA (abbreviation of Sturmabteilung)

The storm troops of the early Nazi party; organized in 1921.

SELECTION

Euphemism for the process of choosing victims for the gas chambers in the Nazi camps by separating them from those considered fit to work.

SHTETL

A small Jewish village, mostly in Eastern Europe prior to World War II.

SONDERKOMMANDO

The Sonderkommandos were groups of Jewish male prisoners picked to dispose of corpses from the gas chambers or crematoria. The Sonderkommando had better physical conditions than other inmates; they had decent food, slept on straw mattresses and could wear normal clothing. Despite the better conditions in which the Sonderkommando lived at the camps, most were eventually gassed after three to six months. The Nazis did not want any evidence of their horrific acts to remain, and therefore decided to kill those prisoners who witnessed their actions.

SS

Abbreviation usually written with two lightning symbols for Schutzstaffel (Defense Protective Units), originally organized as Hitler's personal bodyguard, the SS was transformed into a giant organization by Heinrich Himmler. Although various SS units fought on the battlefield, the organization is best known for carrying out the destruction of European Jewry.

STAR OF DAVID

The six-pointed star emblem commonly associated with Judaism. During the Holocaust, Jews throughout Europe were required to wear Stars of David on their sleeves or fronts and backs of their shirts and jackets.

SWASTIKA

An ancient symbol used in India, Persia, Greece, and elsewhere as a religious emblem to ward off evil spirits. Using it as the official symbol of the Nazis, Hitler corrupted the meaning of the holy insignia to denote Aryan racial superiority.

UMSCHLAGPLATZ (German)

It was a square in the Warsaw Ghetto where Jews were rounded up for deportation to Treblinka.

YIDDISH

Is a blend of Hebrew and several European languages, primarily German. Yiddish was the vernacular of East European and Russian Jews.

YIZKOR (“Remembrance”)

It is the name of the Memorial Service on Yom Kippur, and a prayer in that service in which Jews specify those whom they are remembering.

YOM KIPPUR (Heb., “Day of Atonement”)

Annual day of fasting and atonement, occurring in the fall on Tishri 10 (just after Rosh Hashanah); the most solemn and important occasion of the Jewish religious year.

ZIONISM

The goal of Zionism is the political and spiritual renewal of the Jewish people in its ancestral homeland.

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