The Enemy in Our Midst: German POW Camps in Florida

Summary
One relatively unknown fact about Florida in the World War II era is that our state was home to over 10,000 German prisoners of war. These men were often referred to as “guests” of Uncle Sam. Having been captured while serving on U-boats off the Atlantic Coast, with the Afrika Corps in Tunisia, with the paratroops in Italy, or with the labor battalions in France, these POWs were among the 378,000 Germans held as prisoners in 45 of the then 48 states. In this lesson, students will discover aspects of life as a German POW in Florida, as well as compare their conditions with that of Japanese-American internment camps in the western United States and concentration camps in Nazi-occupied Europe.

Objectives
Students will:
1) read about the experiences of German POWs in Florida, Japanese-Americans, and groups persecuted by the German Nazi regime during WWII;
2) analyze pictures of German POWs in Florida, Japanese-Americans in internment, and Jews in concentration camps;
3) compare conditions and quality of life of German POW camps in Florida to Japanese-American internment camps throughout the western United States and concentration camps throughout Nazi-occupied Europe

US History Event
World War II and the Holocaust

Grade Level
Middle School or High School

Materials
Readings for German POW camps, Japanese-American internment camps, and Nazi concentration camps for each student or group; pictures corresponding to each reading passage for all students or groups; Matrix for Information on Camps during World War II worksheet

Lesson Time
One block period, or two 45-minute periods
Lesson

1) As students enter the room, place them in pairs around the room based on a classroom map projected on an overhead transparency. Have them answer the following Preview questions individually:

“In fighting the war on terrorism, does the U.S. government have the responsibility to watch some people a little more closely than it watches others? Should it be more concerned with people in our country, or people in other countries?”

2) After allowing 5-7 minutes to answer, give your students the opportunity to discuss their answers. Perhaps even play the role of “Devil’s advocate” and point out that it was Islamic terrorists that were responsible for the attacks of 9/11, which may lead some students to say that all Islamic people should be put in jail, thrown out of the country, etc. Then, point out that there are millions of Muslims in this country, and that almost all of them are upstanding citizens dedicated to the ideals of the United States. Furthermore, there have been some very heinous incidents around the world (including here) where non-Muslim people have terrorized others (Wednesday, April 19, 1995 - Timothy McVeigh, a native-born white American and Persian Gulf War veteran, creates a truck bomb and parks it outside of the Alfred Murrah Federal Building in Oklahoma City; two minutes later, the truck explodes, killing 168 and injuring more than five hundred others). IMPORTANT!! If you play “Devil’s advocate,” it is extremely important to let the students know that you were only making these statements to get them to think about how they really feel about these issues; you do not want to deal with bruised egos and parent phone calls later.

3) After this discussion, point out to students that there actually have been instances in American history when entire segments of people have been forced from their homes and sent into areas to be watched more closely because they were considered a danger to national security. There have also been incidents where recognized enemies of the United States were housed on American soil during wartime. These two instances happened in the United States during World War II.

4) Pass out the reading materials and the worksheets (one set for each pair). Explain to students that in this lesson they will read and look at evidence comparing German POW camps in Florida, Japanese-American internment camps in the western U.S., and concentration camps in Nazi-occupied Europe during WWII. Their tasks are to: a) read the assigned material; b) explore the evidence; c) fill in the appropriate boxes on the worksheet; and d) answer the discussion questions on the reading and pictures. OPTION: instead of giving each pair all the materials, assign individual students a number between 1-3; then pass out the reading and pictures of German POW camps to #1’s, Japanese-American internment camps to #2’s, and concentration camps to #3’s. After allowing 15-20 minutes to read the assigned passages and explore the pictures, have students form groups of three containing one person each on each topic. Then instruct students to teach each other about the different groups.

5) Towards the end of class, have each pair/group of three decide which group during WWII received the harshest treatment, which received the best treatment, and which group fit in the middle. Have one person from each pair/group of three present their rankings to the class and the reasons why their pair/group ranked them accordingly.

6) Homework assignment option: Have students write a one-page essay discussing which group they would have rather belonged to during WWII. Many students may feel more comfortable discussing their feelings about this topic in a paper than they would in a class discussion or presentation. They will also have had an opportunity to reflect on their impressions of the lesson and the knowledge learned about the ordeals of these people during WWII.
Activities

Reading Passage #1: Florida's German P.O.W. Camps

During World War II, approximately 378,000 German prisoners-of-war (POWs) reached American shores and were closely guarded in 550 mostly small, rural, and isolated internment camps in forty-five of the forty-eight states (Alaska and Hawaii did not become states until 1959). America's German wartime prisoners began arriving soon after the United States entered the fighting in December 1941: first from U-boats sunk off the coast of North Carolina in 1942; then from General Erwin Rommel's Afrika Korps, captured in North Africa in 1943; and finally from the French and Italian campaigns in 1944 and 1945.

Unbeknownst to many Floridians, nearly ten thousand men were held in Florida's two major wartime base camps: Camp Blanding, near Starke, with nineteen smaller side camps holding a total of 7,500 prisoners; and Camp Gordon Johnson, near Clarabelle, with three side camps holding a total of about 2,500 men. The side camps of Camp Blanding included ones at Winter Haven (in the old Citrus Festival buildings), Dade City, Daytona Beach, Orlando, Jacksonville, and Leesburg. There were also POW camps in Florida that were side camps of out-of-state base camps. For instance, a peanut-harvesting side camp of Fort Benning, Georgia, was set up in Marianna.

The POWs at these Florida camps were not tourists, but compared to the brutalities of the battle zones their comrades were faced with in North Africa, Russia, and Western Europe, their lives in Florida were sometimes viewed as "vacations" in a tropical paradise. They were put to work here, as elsewhere in the United States. In Florida, they were citrus pickers and packers, fruit and vegetable canners, sugarcane harvesters, potato diggers, pulpwood cutters, and custodial workers for undermanned U.S. military bases. In Dade County they were put to work cleaning streets in Miami Beach, where some women pedestrians complained of being whistled at. One woman was so incensed that she hit a POW with her handbag. Tampa Tribune reporter J. A. Murray reported on July 4, 1942, that German POWs were getting "fat in Florida,…living in comfortable house tents far from Allied guns and bombs, and apparently content to…work in Florida citrus canneries."

They also helped to clean up after severe weather hit the peninsula. Lena Gertrude Woodard, who resided in Bartow during WWII, recalls the help given by some POWs after a particularly powerful hurricane moved across Central Florida and her house collapsed:

"My husband called the commander [of the Winter Haven POW camp] that night, and he sent down 75 men. Nice young men, they were with Rommel's forces. I think it was 75 cents a day, or 50 cents a day, something like that [that the POWs earned]. So they helped clean up the mess. But they were nice boys…we had about 75 or 80 for about three or four weeks. They had never seen turkeys, and I had about a hundred turkeys. And they had never seen goldfish, and some of the tree had fallen on the goldfish pond. They all got down there [next to the water], they were so excited. They were such nice young men."

As mentioned in the recollection above, Florida's natural fauna did cause quite a sensation among many German POWs. Many Germans relished the opportunity to work in the sugarcane fields for the opportunity to hunt and catch snakes, probably because there were so few snakes in Germany. One guard remembered that many of the Germans enjoyed catching and killing snakes. In fact, they would ask for permission to stand at the edges of burning sugarcane fields so that they could catch the fleeing reptiles in order to make souvenir belts. At a camp in Clewiston, some German POWs tried to keep a number of exotic pets, including a six-foot-long alligator, in their barracks. The POWs said that they had planned to tame it, but when the gator took a snap at a POW's leg, they decided to release it. Benjamin Painter, the camp commandant, heartily agreed with that decision. He told Sergeant Heinz Kuhn, the POWs' spokesman, that the next time an animal like that was brought to camp, the prisoner responsible and the alligator would be held in the same cell.
Daily routines began at 5:30AM. At this time, American sergeants with whistles would arouse the sleeping Germans. After donning their navy blue shirts and pants marked with the white letters “PW,” the POWs would enter the mess hall for an American-style breakfast prepared by fellow Germans. After breakfast, the POWs shaved and washed using soap, razors, shaving cream, and toothpaste that had been purchased with the ten cents a day that the Germans automatically received from the U.S. government (the POW could make up to 80 cents a day working). Between 7:30 AM and 4:30 PM, Monday through Saturday, the prisoner performed manual labor, unless he was an officer not required to work or a noncommissioned officer required only to do supervisory duties. At noon, he would get his lunch, probably a bologna sandwich or soup sent from the POW camp.

By 5:00 PM the prisoners were returned to their camps to shower, change clothes, and have dinner. From then until lights-out at 10PM, the POWs could amuse themselves with soccer or ping-pong; attend an English, math, or American history class; see an American movie in the camp recreation hall; or relax at the POW-run camp store, where he could purchase writing implements, paper, selected American newspapers and magazines, soda, tobacco, and up to two bottles of beer a day. The store was run by the POWs, and all proceeds could be used by the prisoners to purchase sporting equipment or musical instruments for free-time activities.

Though most German POWs later remembered their days in Florida with a certain degree of fondness, and though many camp guards became good friends with the men they were guarding (often playing games and sports with each other or enjoying swimming in local lakes and ponds), there were many instances of Germans attempting to escape captivity. All but one were later captured, most within a week; the one who evaded capture killed himself. On July 10, 1944, a POW named Franz Drews escaped from the Winter Haven prison camp. Drews was seen scaling the fence on the west side of the enclosure at 1:30 in the morning. Before the guards could apprehend him, he fled northward across some lots and through grove near the Atlantic Coast Line railroad track. Within hours, the Tampa FBI office sent three agents to assist the military police in the recapture of this POW.

Later that same morning, the Winter Haven Daily Chief newspaper reported the escape, adding that local and county officers were cooperating with the FBI in the search. The paper also noted that Drews was 5’ 10” tall, about 175 pounds, had a fair complexion with gray eyes and blond hair, was balding, and was dressed in blue denim clothes. Four days later, the Daily Chief reported that Drews had been caught in an old shack in the northeast section of Winter Haven known as Florence Villa. He had been seen by Jesse Scott, a caretaker of the George Kunberger grove, a quarter mile northeast of First Street and Avenue T. Drews, who suffered exhaustion due to lack of food, offered no resistance and was glad to be back where he could be fed.
Picture E-5-1

German prisoner of war (POW) repairing a tire at a Miami Beach military garage. (http://www.floridawwii.com/images/images/24-01.jpg)

Picture E-5-2

German POWs picking citrus. (http://www.floridawwii.com/images/images/24-03.jpg)

Picture E-5-3

German POWs in an English class at Camp Blanding. (http://www.floridawwii.com/images/images/24-04.jpg)
Reading Passage #2: Japanese-American Internment Camps during WWII

Throughout U.S. history, decision makers have been challenged by questions about what constitutes fair and just actions during times of war. For example, the government has had to consider the extent of citizen’s rights in a democracy during wartime. To safeguard American security, can the government of the United States carry out actions that violate the rights of American citizens?

Several presidential administrations have been challenged by these questions, from Abraham Lincoln’s during the American Civil War to Woodrow Wilson’s during World War I. These same questions arose for President Franklin D. Roosevelt at the onset of American involvement in World War II. After the bombing of Pearl Harbor in 1941, the government dreaded further attacks on American soil. These fears raised the issue of the possible presence of enemy collaborators among the over one million people of German, Italian, and Japanese descent then living within the United States. Because of immigration laws that made citizenship difficult if not impossible, many of these people were noncitizens.

Beginning on December 8, 1941, the day after the bombing of Pearl Harbor, the government used several procedures to lessen the threat of enemy collaborators. The FBI arrested and jailed thousands of Germans, Italians, and Japanese suspected of being a threat. Other federal agencies relocated thousands of Italians, Germans, and Japanese people away from areas deemed important to the security of the United States such as defense factories, ports, and military bases. Curfews were established that essentially placed these immigrants under house arrest during the late evening and at night.

However, the harshest treatment by far was reserved for the Japanese. On February 19, 1942, President Roosevelt signed Executive Order 9066 under which all Japanese, regardless of citizenship, age, gender, or place of birth were taken into custody and interned. There were several reasons for this. First, Japanese-Americans were singled out because they lived in small ethnic neighborhoods, were easily distinguishable from the general population, and were small in number. Second, after the sneak attack on Pearl Harbor, anti-Japanese sentiment was very palpable during the war. Lastly, the United States had a history of discrimination against the Japanese; there were laws against intermarriage with whites as well as legal exclusion from swimming pools and dance halls. The Immigration Act of 1924 had even gone so far as to prohibit further immigration from Japan and made almost 50,000 of the Japanese-born people in the United States ineligible for American citizenship.

Under Executive Order 9066, 117,000 people of Japanese ancestry, over half of which were children, were forced into armed camps spread out across the most desolate areas in the United States for the duration of the war. The large-scale internment began in March 1942. Japanese-Americans, carrying only their hand luggage, were forced to report to nearby Army-run centers at fairgrounds, racetracks, and other large public areas. From there they were transported to one of ten camps located in remote places in the western U.S. The camps were fenced in and dotted with tarpapered wooden barracks. Each barrack consisted of several one-room apartments, usually with only partially walls, and was furnished with cots, blankets, and a bare light bulb which hung from the ceiling. A single family or group was made to share each room. People had to share communal toilets, laundries, and bathing facilities, often in full view of the camp guards. Sentries with guns looked down at the people from towers that encircled each camp. At night, searchlights swept across the windows of their barracks, which were bitterly cold during the winter and brutally hot during the summer.

Most of the Japanese-Americans who were interned during World War II had lived in the United States for many years. More than two-thirds were loyal American citizens who were confused and eventually became distrustful of the U.S. government because of their treatment during this period. These people had been forced to leave their homes, schools, jobs, and friends to relocate to spartan camps where the temperatures could reach 130 degrees in the shade. Dust and sandstorms could be a constant source of discomfort for people interned in the deserts of California, Arizona, and Utah.

In time, though, these camps became little communities with schools, banks, and parks. In spite of hardship and harsh treatment by the government, internees carried on their lives with dignity and courage. They taught one another to paint and sew. They played baseball and sang
in choirs. They constructed small koi ponds and tea gardens. They grew their own food, worked in war factories built on the premises, and even volunteered to fight for the United States in Europe.

In late 1944, most of the internees were released when President Roosevelt rescinded Executive Order 9066. The last camp was closed in March 1946. Ironically, during World War II, the U.S. government never found a single spy or saboteur of Japanese descent. In 1988, the U.S. government apologized for carrying out the internment and agreed to pay each surviving internee a lump sum of $20,000.

- Compiled from sources in “History Alive! United States History Program: The United States in World War II.”
A family of evacuees in their barrack apartment at Santa Anita, one of the ten permanent relocation centers, or internment camps, built and supervised by the War Relocation Authority. Barracks measured 20 feet wide and 120 feet long. Bathroom facilities and the mess hall were located in the center of the compound. The internment camps were surrounded by a barbed wire perimeter, patrolled by armed soldiers. Santa Anita was a horse track and many families were housed in horse stalls. The “evacuees” were made to clean manure out so they could move in.

(https://www.askasia.org/for_educators/instructional_resources/lesson_plans/asamww2/barracks.htm)

As hostility toward the Japanese increased, a Japanese American store owner displayed a sign in his store window proclaiming "I am an American." Other business owners used their ancestry to differentiate themselves from the Japanese by posting signs of their own declaring their heritage.


Kindergarten students and their teachers at the Tule Lake internment camp in California during WWII.

http://www.lib.utah.edu/spc/photo/9066/t18.htm
Japanese-American women working in an office in the Tule Lake Internment Camp.

Picture E-5-8

Japanese-American workers harvesting potatoes at the Tule Lake camp.

Picture E-5-9

Japanese-American high school students enter their tar-paper high school for classes one morning in the Tule Lake camp.
Reading Passage #3- Concentration Camps in Nazi-Occupied Europe

The term concentration camp refers to a camp in which people are detained or confined, usually under harsh conditions and without regard to legal norms of arrest and imprisonment. Concentration camps were an integral feature of Nazi Germany and the Nazi-occupied areas of Europe between 1933 and 1945.

The first concentration camps in Germany were established soon after Hitler's appointment as chancellor in January 1933. The SA (Sturmabteilung, or "Storm Troopers") and the police organized concentration camps beginning in February 1933. Set up by local authorities to handle the masses of people arrested as alleged political opponents of the regime, camps existed throughout Germany. Gradually, the Nazis disbanded most of these early camps and replaced them with centrally organized concentration camps under the exclusive jurisdiction of the SS (Schutzstaffel, the elite guard of the Nazi state). By the time Nazi Germany had surrendered to the Allies in May 1945, twenty-two main concentration camps had been established with almost 1,200 associate, or sub, camps and thousands of smaller ones.

By 1939, six large concentration camps had been established in Germany and Austria. After 1939, with new territorial conquests and larger groups of potential prisoners, the concentration camp system expanded rapidly to the east. With the beginning of the war the concentration camps increasingly became sites where targeted groups of real or perceived enemies of Nazi Germany were either murdered outright or put to hard, meaningless labor. Those forced to labor were deliberately undernourished and mistreated with the intent that they be "annihilated by work" (concentration camps and extermination camps belonged to two widely different camp systems: extermination camps were only constructed to mass murder Jews and other "unwanted", while concentration camps, on the other hand, had a number of purposes, among these to work as reformatory facilities, "punishment camps", POW camps, transit camps, etc. But the concentration camps did not work directly as extermination sites!).

The years 1939-1942 saw a marked expansion in the concentration camp system. In 1938, SS authorities had begun to exploit the labor of concentration camp prisoners for economic profit. In September 1939, the war provided a convenient excuse to ban releases from the camps, thus providing the SS with a readily available labor force. SS authorities established new camps in the vicinity of factories or sites for the extraction of raw materials. The goods extracted or produced by prisoner labor were sold to the German Reich through SS-owned firms such as the German Earth and Stone Works. As Germany conquered much of Europe in the years 1939-1941, the SS established a number of new concentration camps to incarcerate increased numbers of political prisoners, resistance groups, and groups deemed racially inferior, such as Jews and Roma (Gypsies).

After the December 1941 defeat of the German army in its attempt to take Moscow and the entry of the United States into World War II on December 11, the German authorities understood that Germany would have to fight a long war. Responding to increasingly acute labor shortages and the need to produce armaments, machinery, airplanes, and ships to replace German losses, the SS established more SS-owned firms. It also signed contracts with state and private firms to produce goods and provide labor for the German armaments and related industries. The incarceration of increasing numbers of people in the concentration camps assured at least the quantity of the labor supply even as the brutality of the regimen inside the camps depleted the number of available laborers. The SS used gas chambers and other means to "weed out" prisoners who were no longer able to work.

During 1942-1944, hundreds of subcamps were established for each concentration camp. Sub camps were located in or near factories or sites for the extraction of raw materials. Central SS authorities tried to induce camp commandants to focus their efforts on keeping the prisoners alive, if only to serve the German war effort. However, few of the commandants took these instructions seriously and none were concerned about changing the murderous culture of the camps.

During the last year of the war, as the Germans retreated into the Reich itself, the concentration camp population (Jewish and non-Jewish) suffered catastrophic losses due to starvation, exposure, disease, and mistreatment. In addition, the SS evacuated concentration camp prisoners as the front approached because the Nazis did not want the prisoners to be
liberated. Under SS guard, prisoners had to march on foot during brutal winter weather without adequate food, shelter, or clothing. SS guards had orders to shoot those who could not keep up. Other prisoners were evacuated by open freight car in the dead of winter. During this period, the concentration camps were also sites of hideous medical experiments conducted on prisoners against their will and often with lethal results. For example, in Dachau, German scientists experimented on prisoners to determine the length of time German air force personnel might survive under reduced air pressure or in frozen water.

In 1944-1945, the Allied armies liberated the concentration camps. Tragically, deaths in the camps continued for several weeks after liberation. Some prisoners had already become too weak to survive. According to SS reports, there were more than 700,000 prisoners left in the camps in January 1945. It has been estimated that nearly half of the total number of concentration camp deaths between 1933 and 1945 occurred during the last year of the war.

*Before being moved to a concentration camp, entire families were often moved into closed-off sections of towns, called ghettos. During World War II, ghettos were city districts (often enclosed) in which the Germans forced the Jewish population to live under miserable conditions. Ghettos isolated Jews by separating Jewish communities from the non-Jewish population and from neighboring Jewish communities. The Nazis established over 400 ghettos. The following is an account of children in the Jewish ghetto of Kovno, Lithuania:

Approximately 10,000 children and youth below the age of 20 moved into the Kovno ghetto in August 1941. Within a few months almost half of them (4,400) had perished in the "Great Action" of October 28, 1941. After the Germans issued a decree in July 1942 making pregnancy illegal and punishable by death, few children were born in the ghetto. During the fall of 1941 the community organized schools for children, but on August 25, 1942, educational instruction was formally banned. Limited elementary education continued clandestinely in private homes, and German authorities permitted the continuation of vocational schools for teenagers. In these schools Hebrew and Jewish history were taught in addition to crafts. Most children, however, did not go to school. They worked either in labor brigades or at home caring for younger siblings and keeping house. Originally, only children 16 years of age and above were conscripted for slave labor. However, during the last year of the ghetto, all able-bodied teenagers over the age of 12 were registered for work. Those too young for forced labor often sold their services in order to bring in extra food for their families. These illegal workers were called "malokhim," or angels. In November 1943 fear for the safety of the remaining children in the ghetto mounted after word was received of a special "Children's Action" that had taken place in the nearby ghetto of Shavli (Siauliai). For the first time parents actively sought hiding places for their children outside the ghetto. The Kovno ghetto "Children's Action" took place on March 27-28, 1944. During the two-day action German troops and Ukrainian auxiliaries went from house to house and rounded-up the ghetto’s remaining children who were below the age of 12. The 1300 victims of the "Children's Action" were either shot at the Ninth Fort or deported to Auschwitz, where they were gassed.

-Compiled from sources on the United States Holocaust Memorial Museum website (http://www.ushmm.org)
Picture E-5-10

Child forced laborer in a ghetto factory. Kovno, Lithuania, between 1941 and 1944.


Picture E-5-11

Survivors in a barracks, behind barbed-wire.


Picture E-5-12

Children eating in the ghetto streets. Warsaw, Poland, between 1940 and 1943.

Discussion Questions for Reading Passages

Reading Passage #1 and Pictures-“German POW Camps in Florida”

1) Why were these people in camps? Were they made to wear uniforms of any kind?
2) Based on the evidence, do you think that they deserved to be in camps? Why?
3) How did this group pass their time? If they worked, were they ever paid?
4) Based on the visual evidence, were there any children in the camps?

Reading Passage #2 and Pictures- “Japanese-American Internment Camps”

5) Why were these people in camps? Were they made to wear uniforms of any kind?
6) Based on the evidence, do you think that they deserved to be in camps? Why?
7) How did this group pass their time? If they worked, were they ever paid?
8) Based on the visual evidence, were there any children in the camps?

Reading Passage #3 and Pictures-“Concentration Camps in Nazi-Occupied Europe”

9) Why were these people in camps? Were they made to wear uniforms of any kind?
10) Based on the evidence, do you think that they deserved to be in camps? Why?
11) How did this group pass their time? If they worked, were they ever paid?
12) Based on the visual evidence, were there any children in the camps?
13) What was the difference between a concentration camp and an extermination camp?
Matrix for Information on Camps During World War II - after reading the passages about the three different kinds of camps during WWII, fill in the boxes below with the appropriate information.

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<th>#3-Concentration Camps</th>
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Assessment

7) **www.dictionary.reference.com** defines a concentration camp as “A camp where civilians, enemy aliens, political prisoners, and sometimes prisoners of war are detained and confined, typically under harsh conditions.” Under this definition, which of the following three do you think could be considered a concentration camp: German POW camps, Japanese-American internment camps, or Nazi extermination camps? You may choose more than one, but be sure to explain your answer. *(Note: refer to Reading Passage #2 and explanation of the difference between concentration camps and extermination camps during the Holocaust)*

2) In which of the following camps were people placed according to their racial background? There may be more than one answer.
   a) German POW camps
   b) Japanese-American internment camps
   c) Concentration camps in Nazi-occupied Europe

3) True or false. German POWs were kept at the naval base at Guantanamo Bay in Cuba during WWII because the government considered it unsafe to house POWs inside the United States.

4) What was something that children in Japanese-American internment camps had in common with children in camps in Nazi-occupied camps? What was one difference?

5) For what reason(s) did the Nazi regime keep hundreds of thousands of people in concentration camps across Europe?
   a) to use them as slave labor
   b) to conduct medical experiments on them
   c) to house political opponents and other “desirables”
   d) all of the above
Resources


Websites

http://www.floridawwi.com/thumbs.asp -photos of German POWs in Florida

http://www.lib.utah.edu/spc/photo/9066/9066.htm -Japanese-American internment camps

http://fcit.usf.edu/holocaust/ -Teacher’s Guide to the Holocaust

http://www.holocaust-education.dk/Default.asp -The Danish Center for Holocaust and Genocide Studies


http://www.usdoj.gov/kidspage/ -US Department of Justice Kids’ Page

http://www.ushmm.org -United States Holocaust Memorial Museum website

http://www.flholocaustmuseum.org/index.cfm -Florida Holocaust Museum website