



THE MISSION  
OF HERMAN STERN



SECONDARY VIEWERS GUIDE

TEACHERS VERSION

INTRODUCTION | GLOSSARY | ACTIVITIES WITH HANDOUTS



## BE SINCERE IN PURPOSE

EVERY MISSION OR PURPOSE WE ARE CALLED UPON TO PERFORM MUST BE BASED ON REAL SINCERITY OF PURPOSE. OTHERWISE WE CANNOT DO OUR BEST TO THE SATISFACTION OF THOSE WE SERVE AS WELL AS ACHIEVE PRIDE OF ACCOMPLISHMENT OURSELVES.

- HERMAN STERN

CURRICULUM DONATED  
IN PART BY THE  
JEWISH COMMUNITY  
RELATIONS COUNCIL  
MINNESOTA AND THE DAKOTAS



JEWISH COMMUNITY  
RELATIONS COUNCIL  
MINNESOTA & THE DAKOTAS





## INTRODUCTION



## HERO

Many of us have heroes in our lives. Family members, mentors, teachers, coaches, neighbors, sports figures and others have been cited as heroes by many individuals. Each of us have our own criteria for what constitutes heroic action. *"The Mission of Herman Stern"* provides us a glimpse into what the activities of a true hero from North Dakota looks like.

### A STORY OF DETERMINATION, CHARACTER, HARD WORK AND SERVICE

*"The Mission of Herman Stern"* tells the story of an amazing individual who from his clothing store in Valley City, North Dakota saved the lives of 125 German Jews. These individuals would have faced persecution and death at the hands of the Nazi government in Germany if they had not found refuge in the United States. Herman Stern worked tirelessly with U.S. Senator Gerald Nye and United States State Department officials to bring immigrants to the United States at a time when anti-Semitic and anti-immigrant feelings were prevalent in the United States. Herman Stern also dedicated a significant amount of time and effort serving his community and state.



## INTRODUCTION







## CURRICULUM



*“The Mission of Herman Stern”* curriculum is designed for middle and secondary school students and adults. The contents and activities found in this program provide historical content for teachers to use to teach students enduring lessons of character, ethical behavior, courage, service, determination and doing the right thing.

*“The Mission of Herman Stern”* is intended to provide content and activities to enhance your existing curriculum. The lessons and activities have been designed to adapt to most social studies classroom settings. Each activity should be adapted to meet your own classroom criteria. You are encouraged to use your professional skills to determine how to use *“The Mission of Herman Stern”* to best serve the needs of your students.

The curriculum is standard-based with specific references to the North Dakota Department of Education Social Studies Content Standards.

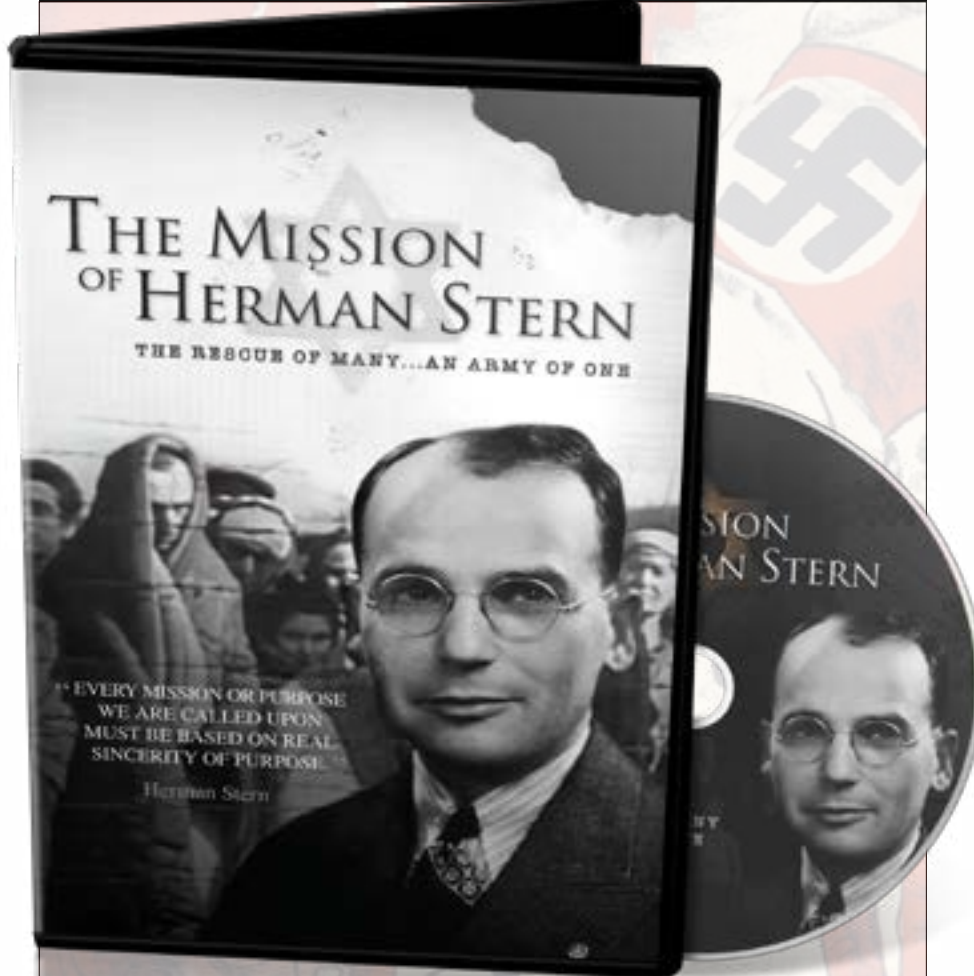
**This curriculum meets the following criteria:**

- Critical Thinking
- Application
- Analysis
- Comparing and Contrasting

These are the foundation for Social Studies Standards in all states.



## THE DOCUMENTARY-28 MINUTES



*"The Mission of Herman Stern"* documentary contains interviews with survivors and other family members of Herman Stern's rescue mission. The interviews provide firsthand stories of individuals who survived the ordeal of one of the most horrific moments in history known to many as the Holocaust.

The documentary also provides a detailed look at the process German Jews needed to work through to obtain permission to leave Germany and enter the United States. The obstacles of leaving Germany were equally matched by the difficulty of finding a country willing to accept the German Jews.

The documentary will illustrate the humanitarian works of Herman Stern as he dedicated himself to making North Dakota and the world a better place for all people.



# THE MISSION OF HERMAN STERN



## PRIOR TO VIEWING THE DOCUMENTARY

The significant and widespread support for anti-immigration laws during the 1920s and 30s should be discussed with the students. The students should also be aware of the anti-Semitic views that were accepted by many U.S. citizens during the 1930s. Students should be encouraged to use the historical content to analyze the human qualities Herman Stern displayed. Students should also be encouraged to apply the historical content to contemporary situations as they progress through the documentary.

## QUESTIONS TO CONSIDER

What is your definition of a hero?

Should the United States accept refugees?

Should a sponsor be responsible for each immigrant or refugee coming into the U.S.?

Should all students become involved in a service project to graduate from high school?





## GLOSSARY

**Anti-Semitic:** hostile to or prejudiced against Jews

**Chamber of Commerce:** a local association to promote and protect the interests of the business community in a particular place

**Consul:** an official appointed by a government to live in a foreign city and protect and promote the government's citizens and interests there

**Consulate:** the place or building in which a consul's duties are carried out

**Demagogue:** a political leader who seeks support by appealing to popular desires and prejudices rather than by using rational argument

**Disenfranchise:** deprive (someone) of the rights and privileges of a free inhabitant of a borough, city or country

**Holocaust:** The Holocaust, also referred to as the Shoah, was a genocide in which some six million European Jews were killed by Adolf Hitler's Nazi Germany

**Immigrant:** a person who comes to live permanently in a foreign country

**Intolerance:** unwillingness to accept views, beliefs, or behaviors that differ from one's own

**Jew:** a member of the people and cultural community whose traditional religion is Judaism and who trace their origins through the ancient Hebrew people of Israel to Abraham

**Kristallnacht:** the occasion of concerted violence by Nazis throughout Germany and Austria against Jews and their property on the night of November 9–10, 1938

**Mein Kampf:** Mein Kampf is a 1925 autobiographical book by Nazi Party leader Adolf Hitler. The work outlines Hitler's political ideology and future plans for Germany.

**Nazi Party:** The National Socialist German Workers' Party, commonly referred to in English as the Nazi Party, was a political party in Germany that was active between 1920 and 1945 and practiced the ideology of Nazism.

**Nazism:** the ideology and practice of the Nazis, especially the policy of racist nationalism, national expansion and state control of the economy

**Quota:** a fixed minimum or maximum number of a particular group of people allowed to enter the country as immigrants

**Refugee:** is a displaced person who has been forced to cross national boundaries and who cannot return home safely

**Rhetoric:** language designed to have a persuasive or impressive effect on its audience but often regarded as lacking in sincerity or meaningful content

**Semitic:** relating to the peoples who speak the Semitic languages, especially Hebrew and Arabic

**Senator Gerald Nye:** represented North Dakota in the United States Senate from 1925 to 1945. He was a Republican and supporter of World War II-era isolationism.

**Visa:** an endorsement on a passport indicating that the holder is allowed to enter, leave or stay for a specified period of time in a country







## ACTIVITY #1

### CARTOON ANALYSIS

**Activity Opportunities:** Cartoon analysis/ discussion /social connections/group interaction/develop writing skills

**Courses:** U.S. History/AP U.S. History/Sociology/Psychology/Civics/American History/Government/Civics

**Grade Level:** Middle School/High School

**N.D. State Standards:** N.D. 8.1.2 Using primary and secondary resources  
N.D. 9-12.1.2 Interpreting and evaluating documents  
N.D. 9-12.1.4 Using media to evaluate, record and analyze  
N.D. 9-12.1.6 Analyzing bias and prejudice  
N.D. 9-12.2.4 Analyzing major social developments

---

### INSTRUCTIONS FOR THE TEACHER:

This activity could be used as an introduction to a unit on intolerance with a discussion on attitudes concerning immigration found in the U.S. during the 20th and 21st centuries. This unit could also be used in history classes when discussing U.S. social and political issues leading up to World War II. The purpose of this activity is to put the students in the role of historians and develop strategies for applying methods in historical inquiry, develop visual literacy skills to understand artifacts and use a primary record to formulate historical questions for further research. A discussion of how to analyze political cartoons should be included with the introduction of this activity. Provide the students with four cartoon analysis worksheets. Have the students spend a specified period of time viewing the cartoons and completing the questions on the cartoon analysis worksheets. Once the students have completed the cartoon analysis worksheets, it is recommended that students are encouraged to share their responses on the worksheets with class members. Upon completion of the discussions the teacher is encouraged to make connections to contemporary issues.

### HANDOUTS/INFORMATION INCLUDED WITH THIS ACTIVITY:

- #1 Student Assignment (*Including four political cartoons*)
- #2 Cartoon Analysis Worksheets (*One worksheet is provided for each political cartoon*)
- Use the following site for reference - <http://www.loc.gov/teachers/usingprimarysources/guides.html>



## ACTIVITY #1

### INSTRUCTIONS FOR THE STUDENT:

There are four specific components to this assignment. First, you will view four political cartoons. Second, as you view each political cartoon you will complete a Cartoon Analysis Worksheet. Third, upon completion of all four analysis worksheets, you will discuss your findings with classmates. Finally, you will be asked to apply your analysis to contemporary issues.

### Cartoon Analysis Worksheet – Cartoon # \_\_\_\_\_

#### LEVEL 1 – LISTING

##### Visuals

*List the objects or people you see in the cartoon.*

##### Words *(if applicable....not all cartoons include words)*

*Identify the cartoon caption and/or title.*

*Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.*

- 1.
- 2.
- 3.

*Record any important dates or numbers that appear in the cartoon.*

#### LEVEL 2 – UNDERSTANDING

##### Visuals

*Which of the objects on your list are symbols?*

*What do you think each symbol means?*

##### Words

*Which words or phrases in the cartoon appear to be the most significant?*

*Why do you think so?*

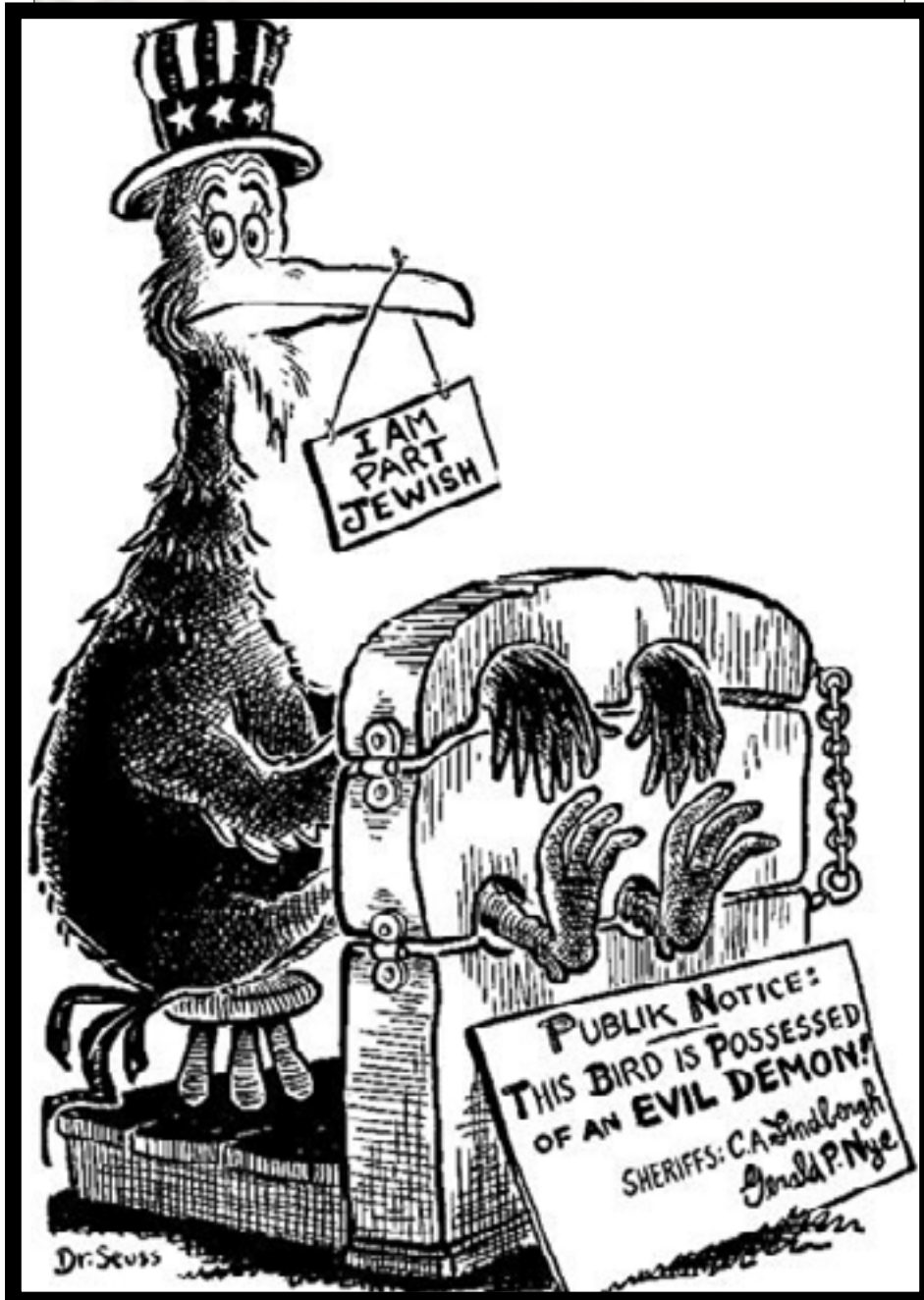
*List adjectives that describe the emotions portrayed in the cartoon.*

#### LEVEL 3 – APPLICATION

*Apply your understanding of the cartoon to a contemporary issue.*



ACTIVITY #1



CARTOON #1  
1941



## ACTIVITY #1

### CARTOON ANALYSIS WORKSHEET – CARTOON # 1

#### LEVEL 1 – LISTING

##### Visuals

*List the objects or people you see in the cartoon.*

##### Words *(if applicable...not all cartoons include words)*

*Identify the cartoon caption and/or title.*

*Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.*

- 1.
- 2.
- 3.

*Record any important dates or numbers that appear in the cartoon.*

#### LEVEL 2 – UNDERSTANDING

##### Visuals

*Which of the objects on your list are symbols?*

*What do you think each symbol means?*

##### Words

*Which words or phrases in the cartoon appear to be the most significant?*

*Why do you think so?*

*List adjectives that describe the emotions portrayed in the cartoon.*

#### LEVEL 3 – APPLICATION

*Apply your understanding of the cartoon to a contemporary issue.*

*PUBLIK NOTICE:  
THIS BIRD IS POSSESSED  
OF AN EVIL DEMON!  
SHERIFFS: C.A. [unclear] & P. Nye*





## ACTIVITY #1



## CARTOON #2 1941



## ACTIVITY #1

### CARTOON ANALYSIS WORKSHEET – CARTOON # 2

#### LEVEL 1 – LISTING

##### Visuals

*List the objects or people you see in the cartoon.*

##### Words *(if applicable...not all cartoons include words)*

*Identify the cartoon caption and/or title.*

*Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.*

- 1.
- 2.
- 3.

*Record any important dates or numbers that appear in the cartoon.*

#### LEVEL 2 – UNDERSTANDING

##### Visuals

*Which of the objects on your list are symbols?*

*What do you think each symbol means?*

##### Words

*Which words or phrases in the cartoon appear to be the most significant?*

*Why do you think so?*

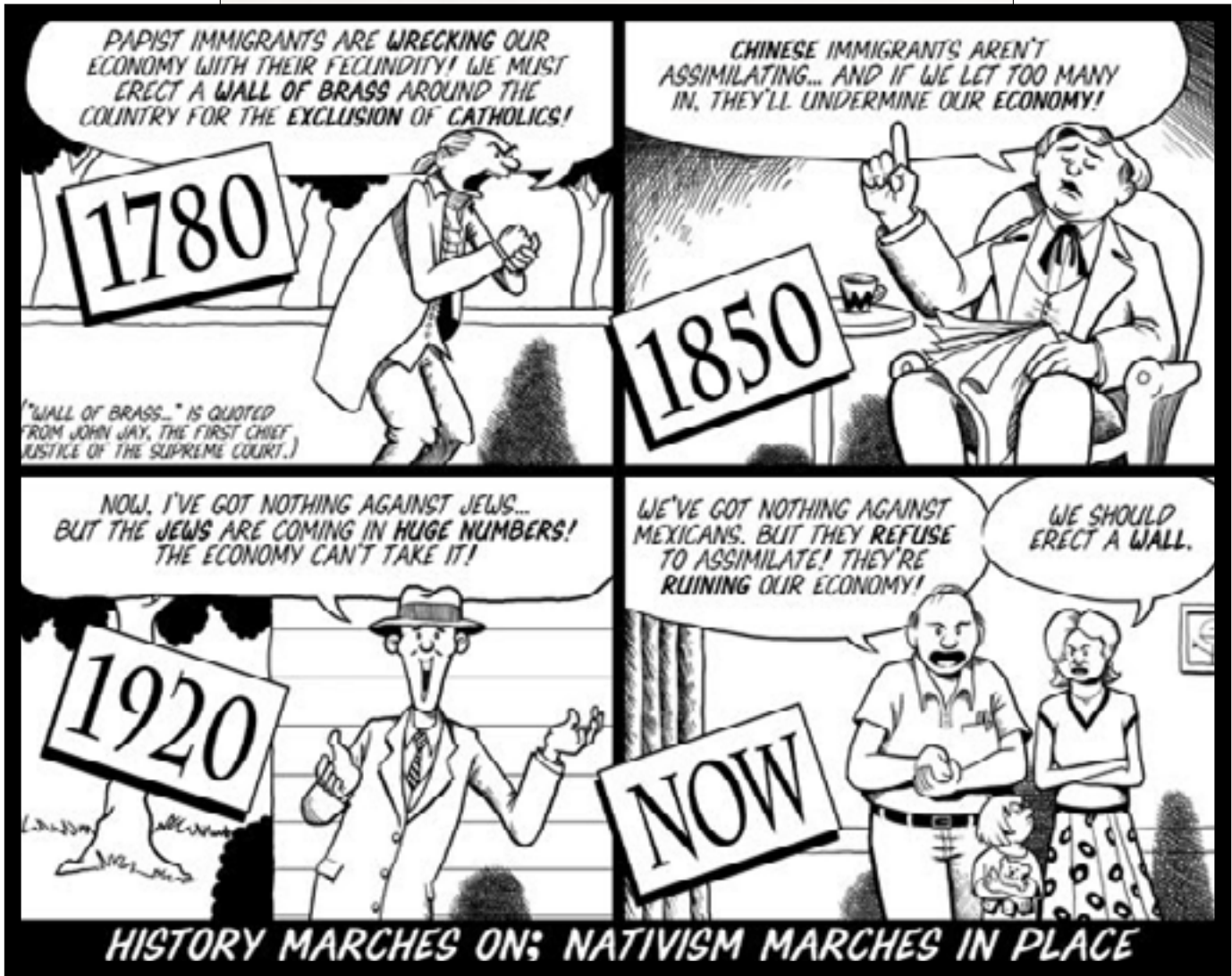
*List adjectives that describe the emotions portrayed in the cartoon.*

#### LEVEL 3 – APPLICATION

*Apply your understanding of the cartoon to a contemporary issue.*



ACTIVITY #1



CARTOON #3  
2015



## ACTIVITY #1

### CARTOON ANALYSIS WORKSHEET – CARTOON # 3

<b>LEVEL 1 – LISTING</b>	
<b>Visuals</b>	<b>Words</b> <i>(if applicable....not all cartoons include words)</i>
<i>List the objects or people you see in the cartoon.</i>	<i>Identify the cartoon caption and/or title.</i>
<i>Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</i>	<i>Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</i>
	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
	<i>Record any important dates or numbers that appear in the cartoon.</i>
<b>LEVEL 2 – UNDERSTANDING</b>	
<b>Visuals</b>	<b>Words</b>
<i>Which of the objects on your list are symbols?</i>	<i>Which words or phrases in the cartoon appear to be the most significant?</i>
<i>What do you think each symbol means?</i>	<i>Why do you think so?</i>
	<i>List adjectives that describe the emotions portrayed in the cartoon.</i>
<b>LEVEL 3 – APPLICATION</b>	
<i>Apply your understanding of the cartoon to a contemporary issue.</i>	



ACTIVITY #1

...and the Wolf chewed up the children and spit out their bones...  
But those were Foreign Children and it really didn't matter."



CARTOON #4  
1940



## ACTIVITY #1

### CARTOON ANALYSIS WORKSHEET – CARTOON # 4

#### LEVEL 1 – LISTING

##### Visuals

*List the objects or people you see in the cartoon.*

##### Words *(if applicable....not all cartoons include words)*

*Identify the cartoon caption and/or title.*

*Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.*

- 1.
- 2.
- 3.

*Record any important dates or numbers that appear in the cartoon.*

#### LEVEL 2 – UNDERSTANDING

##### Visuals

*Which of the objects on your list are symbols?*

*What do you think each symbol means?*

##### Words

*Which words or phrases in the cartoon appear to be the most significant?*

*Why do you think so?*

*List adjectives that describe the emotions portrayed in the cartoon.*

#### LEVEL 3 – APPLICATION

*Apply your understanding of the cartoon to a contemporary issue.*





## ACTIVITY #2

### ANALYZING QUOTES: PRIMARY SOURCE ANALYSIS AND APPLICATION

**Activity Opportunities:** Discussion/analyze quotes/social connections/group interaction/develop writing skills

**Courses:** U.S. History/Sociology/Psychology

**Grade Level(s):** Middle School / High School

**N.D. State Standards:** 9-12.1.2 Interpret and evaluate documents  
9-12.4.6 Evaluate rights and responsibilities

---

### INSTRUCTIONS FOR THE TEACHER

This activity could be used as an introduction to *“The Mission of Herman Stern”* or as a follow-up activity after viewing the video.

The quotations in this assignment originate from Herman Stern’s publication *“Good Rules to Achieve Pride of Accomplishment.”* Have the students read and analyze each quotation. After the allotted reading time, have the students choose five quotations which carry the most significance for them. Have each student share their reasons for their choices with a partner and then the entire class. Following the class discussions have the students write an informative essay which applies the chosen quotes with aspects of their personal beliefs.

#### **Handouts included with this activity:**

#1 Student Assignment (*including quotes*)



## ACTIVITY #2

### INSTRUCTIONS FOR THE STUDENT:

Your assignment is to read and analyze each statement by Herman Stern. You are to choose five statements which carry significance to you. You will be required to write an essay applying the five chosen statements with aspects of your own personal life experiences.

#### Quotes students will analyze:

*“Good Rules to Achieve  
Pride of Accomplishment”*

**Character** - Without character we are a ship without a rudder. ...Your character is manufactured by the performance of daily duties and especially through self-discipline.

**Be Sincere in Purpose** - Every mission or purpose we are called upon to perform must be based on real sincerity of purpose. Otherwise we cannot do our best to the satisfaction of those we serve as well as achieve pride of accomplishment ourselves.

**Develop Charming Personality** - The first impression you make on those you meet is the most important point of contact. Charming manner coupled with sincerity gives us the “in” that is needed to establish the basis for a natural approach.

**Be Affable** - The faculty to get along with fellow workers and associates, whether on a business or social level and civic activities is a valuable asset. ...Not all men of great potential have achieved that measure of success one would expect, because of their inability to work as a team.

**Be Enthusiastic** - *Enthusiasm* --- you better develop it if you don't have it --- because it's one of the major factors of success in any undertaking... “Act enthusiastic and you will be enthusiastic. Say it over to yourself daily and you'll marvel at the results.

**Develop Initiative and be Resourceful** - Initiative and resourcefulness...are the push button to success and inspire us to greater accomplishments.

**Learn to Concentrate** - We must concentrate on the work at hand with our undaunted attention or we cannot achieve the best results.

**Be Observing** - Through God's gracious gifts, we have the power of observation...And by hearing and seeing our associates...we can strive to equal or excel their performances.

**Be Thorough** - Thoroughness of performance, no matter what the task, is a basic essential. It makes us feel proud of our work and sets a pattern of efficiency for others around us.

**Develop Constructive Imagination** - Think big, think creatively...and you will be richly rewarded.

**Be Industrious** - An industrious individual is one who is devoted to his work. Doing more than is expected of us...brings a personal satisfaction...beneficial to our welfare.

**Be Thoughtful** - A great goodwill builder knows how much it means to be considerate of others. Thoughtfulness pays dividends; practice it.

**Fight Procrastination** - Procrastination is the stifler of ambition, the recipe for failure.

**Be Humble** - Good people are humble. It is the real test of character.

**Improve Yourself Constantly** - Constantly strive to better yourself. Seek out and absorb knowledge in every way. The university of learning is at our disposal everyday throughout our entire life --- take advantage of it.

**Be Understanding** - Respect the views, practice the habits of others. Be more than tolerant, be understanding.

**Youth** - Youth is not a time of life. It is a frame of mind.



## ACTIVITY #3

### RESEARCH AND APPLICATION: HUMANITARIANISM AND SERVICE

**Activity Opportunities:** Research/discussion/develop writing skills/group interaction

**Courses:** U.S. History/AP U.S. History/Sociology/Psychology/Civics/American History

**Grade Level:** Middle School/High School

**N.D. State Standards:** N.D. 9-12.8.1.2 Using primary and secondary sources

---

#### INSTRUCTIONS FOR THE TEACHER:

This activity could be used as an introduction to a unit on North Dakota History with the central topic Herman Stern, a unit of study in Civics, or with a discussion on the humanitarianism and service. The purpose of this activity is to put the students in the role of historians and develop strategies for applying methods in historical inquiry, develop visual literacy skills, and practice research and application skills.

**Begin the unit by providing the students with a definition for Humanitarian:** a person who seeks to promote human welfare. Discuss with the students examples of humanitarian activities. Provide students with information concerning the humanitarian activities of Herman Stern. Also provide the students with a list of contemporary humanitarian service clubs in their community or across the nation. Have the students research and analyze the mission of each service club, contributions to the community and if the service club has an affiliated club for youth. At the completion of the activity have the students write an essay discussing ways they can practice humanitarian service behavior. Host a discussion concerning the personal and societal benefits of humanitarian service. Another possible activity could include a class visitation by local service club members or have the students attend a service club meeting.

#### **Handouts/Information included with this activity:**

- The handout includes a definition for humanitarian, Herman Stern's involvement in humanitarian activities and a list of service clubs which practice humanitarianism.





## ACTIVITY #3

### “HERMAN STERN THE HUMANITARIAN/SERVICE” ACTIVITY

**Humanitarian:** a person who seeks to promote human welfare

Herman Stern is considered to be an exemplary example of a humanitarian. Through tireless efforts Herman Stern saved the lives of 125 German Jews during the years leading up to World War II by aiding their efforts to escape Nazi Germany and gain entrance into the U.S. Herman Stern also practiced humanitarianism within North Dakota and Minnesota by becoming involved in countless community activities and service clubs.

**The following is a list of Mr. Stern’s civic involvement:**

- President of the Greater North Dakota Association
- Founder of the North Dakota Winter Show
- Relentless supporter of Boy Scouts
- President of the Rotary Club in Valley City, N.D.
- Primary proponent and benefactor of Boy Scout Camp Wilderness
- Board of Directors for the Barnes County Hospital
- Chairman of the United Fund Drive in Valley City
- Valley City Chamber of Commerce
- Freemason
- Founded the Community Chest

Service clubs provide examples of humanitarian activities. The U.S. has a long history of service clubs serving local communities.

**Examples of a few of the local service clubs and organizations (there are many others):**

- |             |                       |                        |
|-------------|-----------------------|------------------------|
| • Rotary    | • Knights of Columbus | • Freemasonry          |
| • Kiwanis   | • The Shriners        | • Zonta                |
| • Lions     | • Masons              | • Order of Demolay     |
| • Optimists | • Meals on Wheels     | • Odd Fellows          |
| • Sertoma   | • Sons of Norway      | • Woodmen of the World |

#### **Assignment**

You will use the internet to research and assess the mission of five service clubs. You will contact one local service club to collect a list of the club’s contributions to the community. You will also research the five service clubs to determine if each club has an affiliated club for youth to become involved. You will take an active part during a class discussion where you will verbalize your understanding of the purpose of one service club in your community or region. At the completion of the activity you will write an essay discussing ways you can practice humanitarian behavior.



## ACTIVITY #4

### DIFFERENTIATED INSTRUCTION: READING ANALYSIS OF ANTI-SEMITIC LITERATURE

**Activity Opportunities:** Opportunities to read/research/discuss/examine social studies content

**Grade Level(s):** Middle School/High School

**Courses:** U.S. History/ U.S. History/AP U.S. History/American History/Contemporary U.S. History, Government, Civics

**N.D. State Standards:** N.D. 8.1.2 Analyze and interpret primary source material  
N.D. 9-12.1.1 Interpret and evaluate visual representations  
N.D. 9-12 1.2 Interpret and evaluate documents

---

#### INSTRUCTIONS FOR THE TEACHER:

This activity assesses the student's ability to analyze historical texts. Historical texts do not provide perfect windows into the past. Each text has relative strengths and weaknesses. This activity gauges whether students can see not only how a text provides evidence about the past but also its limitations. This activity also assesses the student's ability to use evidence to support a historical argument. Students are provided three texts that provide historical perspectives on anti-Semitic attitudes which influenced opinions and beliefs of U.S citizens during the early 20th century. This is a ready-made differentiated activity focusing on anti-Semitic views of historical figures. It is recommended that the classroom teacher presents this activity after providing content knowledge concerning the social issues during the post-World War 1 era. This lesson could also be used to understand the hardships German Jewish refugees faced when attempting to enter the U.S. during the 1930s. The teacher should also discuss with the students a logical method to interpreting texts. Handouts are included for this purpose.

**Place the students into 3 groups.** The groups should be determined by reading levels. Each group will receive a text. The texts are arranged in three distinct categories. Text #1 for the highest reading levels, text #2 for students with appropriate grade reading levels and text #3 for students with lower reading levels. Matching the students with the appropriate reading level will provide all students with the opportunity to develop their critical thinking skills. Each group should read their assigned text. The teacher should determine the appropriate amount of reading time for their class. Following the reading of the texts the students should collaborate within each group to provide answers to the questions which accompany the texts. Each group should then explain their article to the other groups. Following the group discussion of the texts each student will draw evidence from the texts to write an informative essay concerning the following; explain the primary beliefs of the author of the article and then apply the information in the article to a contemporary situation.

#### Handouts included with this activity:

- #1 Student Assignment (*including texts*)
- #2 Text Analysis Worksheet
- #3 Using Primary Sources (*The Library of Congress provides countless materials for teachers to use such as worksheets and analysis forms.*) Go to <http://loc.gov/teachers/>



## ACTIVITY #4

### GROUP #1 STUDENT ASSIGNMENT (INCLUDING TEXTS)

#### Instructions:

1. Read and analyze the assigned document.
2. Answer the following questions on the historical analysis sheet:
  - What is the source of your document?
  - Draw evidence from the texts to analyze and reflect on the authors views of followers of Judaism.

### TEXT #1: THE DEARBORN INDEPENDENT

*Issue of 10 September 1921*

*The Dearborn Independent was a newspaper all Ford dealership had to sell at the orders of Henry Ford.*

#### **Jewish Degradation of American Baseball**

Every non-Jewish baseball manager in the United States lives between two fears, and they are both describable in the Biblical term "*the fear of the Jews*." The first fear concerns what the Jews are doing to baseball; the second fear concerns what the Jew would do to the manager if he complained about it. Hence, in spite of the fact that the rowdyism that has afflicted baseball, especially in the East, is all of Jewish origin—the razzing of umpires, hurling of bottles, ceaseless shouting of profane insults; in spite of the fact that the loyalty of players had to be constantly guarded because of the tendency of individual Jewish gamblers to snuggle up to individual players; in spite of the evidence that even the gate receipts have been tampered with—the managers and secretaries of baseball clubs have been obliged to keep their mouths closed. Through fear they have not dared say what they know. As one manager said, "*Good God, man, they'd boycott my park if I told you!*"

This is in free America, and in the "*cleanest game*"! It is time for baseball to begin to look round.

Incidentally, the fans have been looking round. The fans know. If managers only knew how much the fans have observed, they might feel more certain of support in the event of a move toward a clean-up.

All that a Jew needs to make him eligible to baseball or any other sport on the same terms with other people, is to develop a sportsman's spirit. The Jew has crowded into all the lucrative sports, but only on the commercial side of them, seldom if ever in sympathy with the sport as a real sportsman. The Jews referred to as gamblers in these articles are not really gamblers: they take no chances; they are not sportsmen enough to gamble; they are "*sure thing*" men. The "*Gentile boobs*" who walk into their traps are the people who provide the money. Even in the field of money, the Jew is not a sport—he is a gangster, ringing a gang of his ilk around his victims with as much system as a storekeeper supplies clerks and delivery boys.





## ACTIVITY #4

### TEXT #1: THE DEARBORN INDEPENDENT

*Continued from Previous Page...*

Lately the Jews have been endeavoring to prove that they are sports. Venial sport editors are sometimes induced to write certain laudatory articles along that line, and frequently the name of Benny Leonard is used—Benny Leonard, the light-weight fighter. Benny forms an instructive illustration just along this line. Benny declares that he went into the ring without a scar and that he will leave the ring without a scar. Why? Because he will let no one hit him. He will go a long way to avoid pain.

...

That is what baseball was coming to. The whole sport was getting down to an “*exhibition game*” status. The overtone of “*money, money, money*” grew louder and louder. The sport aspect of the game was beginning to give way to the “show” aspect. There were numerous signs that an attempt was being made to “star” certain persons, to run “headliners,” and to pull off a game with a sensational ending—just like a ballet is staged, or a pageant. Thrills were being offered—not as the give and take of the game, the accident of tensest action, but as practiced acting.

That is, baseball was slowly being brought under the level of the box-office idea.

There were forces against this metamorphosis of the game. Certain men saw what was coming. There were also forces favoring the change, and wanting it to come. Curiously enough, the forces that favored turning baseball into afternoon vaudeville were Jews, and those who favored keeping the game as part of American outdoor sports were non-Jews.

There were more involved in that Chicago trial—that curious medley of Jewish defendants, witnesses, lawyers and judge—than the mere trial of baseball players accused of unlawfully taking money.

The players were the “*Gentile boobs*.” The players were not a whit different than a candidate for the United States Senate who plays the game according to the Jewish method. Every player on trial was there because he had listened to the suggestions of a Jew. The Jews who made the suggestions were not on trial. Some of them were not even indicted. Some who were called before the grand jury were not required to testify. Others who were indicted were acquitted. The spotlight of the whole scandal was centered on the non-Jewish players who were pushed out in front to do the job and who were known to any number of Jewish witnesses as having been mixed up in whatever shady work there might have been. The “*Gentile boobs*” had no witnesses; the Jews had all of them.

...

**It may be stated also that this which follows is the consensus of Jewish opinion as regards baseball:**  
*“You can’t kill baseball as a business. It will always draw a gang on an afternoon, particularly a Sunday afternoon. It can be ‘pepped’ up and ‘jazzed’ up in a way that will make it quite a show.”*



## ACTIVITY #4

### TEXT #1: THE DEARBORN INDEPENDENT

*Continued from Previous Page...*

The Jews are probably right, that baseball cannot be killed as a business. But it can be killed as a sport. And the American baseball fans who value the game as a sport should wish its utter destruction rather than consent that it become a rendezvous for the gangs that now fill the Jew-controlled burlesque houses. Baseball as a business will become a danger in American life, a mob-center, a hang-out of the disorderly and criminal classes.

...

The Chicago American League Club is the most recent to attract the desire of Jewish capital. The Ascher brothers of that city have offered \$1,500,000 for the club franchise. The Ascher brothers comprise a Jewish family, Max, Nathan and Harry, who conduct a string of motion picture theaters in Chicago. They have erected their own theatrical circuit. Like Frazee, they wish to add baseball to their string of "*show businesses*," and are willing to pay the price. At the time of this writing, their offer has not been turned down.

But a significant development—and in Chicago also—is the announcement made by the Chicago Tribune that it will curtail the space heretofore devoted to baseball on its sport pages. This, more than anything which has occurred, indicates the new scrutiny with which the game is being viewed. For a long time many observers have wondered where the "*sport*" was found in sitting on a bleacher watching a few men earn their salaries. Hours thus spent in a ball park "*do not take anything off the waistline of the spectators nor add anything to the chest measurement*," says the Tribune; "*the majority of spectators get only eye and mouth exercise*." "*Journalism has overfed it with space*," the Tribune rightly says, referring to professional baseball. In ruining baseball and securing control, the Jews may be just in time to take a loss. Better no baseball than every park an afternoon midway filled with the alien and Red elements of the country.

There is, however, a baseball duty devolving upon the police of every city, and that is the abolition of the Jew-controlled baseball pool. Gambling has grown up round the "*cleanest game*" to the extent of \$20,000,000 a year. It flourishes in 150 cities in the country, and in many small towns. The "*boobs*," of course, are mostly non-Jews, the owners and profit-takers are Jews. It is as much a part of the national network of the Jewish gambling fraternity as are booze-running and horse-racing. The baseball pool runs more openly than the "*books*" because the very name "*baseball*" has seemed to give it the protection of "*the cleanest sport*." However, it has turned cigar-stores, barber shops, pool rooms, near-beer saloons, and newspaper stands into agencies for the national and international Jewish gambling forces. The bettor is entirely at the mercy of the managers of these pools.



## ACTIVITY #4

### TEXT #1: THE DEARBORN INDEPENDENT

---

These dishonest money-collecting devices are in violation of the law everywhere. The police could put them out of business easily if they should decide to give their attention to it. And thereby they would be taking the hands of the most undesirable alien class out of the pockets of the American people.

If baseball is to be saved, and there are those who seriously doubt it ever can be restored, the remedy is plain. The disease is caused by the Jewish characteristic which spoils everything by ruthless commercial exploitation. The disease may be too far gone for any cure. There are those who, like the Chicago Tribune, deny that professional baseball ever was a sport, and who are glad that Jewish exploiters, like scavengers, have come along to reduce it to garbage. But there is no doubt anywhere, among either friends or critics of baseball, that the root cause of the present condition is due to Jewish influence.

*End of Article*





## ACTIVITY #4

### GROUP #2 STUDENT ASSIGNMENT (INCLUDING TEXTS)

#### Instructions:

1. Read and analyze the assigned document.
2. Answer the following questions on the historical analysis sheet:
  - What is the source of your document?
  - Draw evidence from the texts to analyze and reflect on the authors views of followers of Judaism.

#### TEXT #2: VOLUME 58 OF LUTHER'S WORKS

*This Work Has Been Newly Translated*

##### **Warning Against the Jew**

Shortly before his death on February 18, 1546 Martin Luther preached four sermons in Eisleben. To his second to last sermon he appended what he called his “*final warning*” against the Jews. The main point of this short work is that authorities who could expel the Jews from their lands should do so if they would not convert to Christianity. Otherwise, Luther indicated, such authorities would make themselves “*partners in another’s sins*”.

##### **Luther began by saying,**

*“We want to deal with them in a Christian manner now. Offer them the Christian faith that they would accept the Messiah, who is even their cousin and has been born of their flesh and blood; and is rightly Abraham’s Seed, of which they boast. Even so, I am concerned [that] Jewish blood may no longer become watery and wild. First of all, you should propose to them that they be converted to the Messiah and allow themselves to be baptized, that one may see that this is a serious matter to them. If not, then we would not permit them [to live among us], for Christ commands us to be baptized and believe in Him, even though we cannot now believe so strongly as we should, God is still patient with us.”*

*“However, if they are converted, abandon their usury, and receive Christ, then we will willingly regard them our brothers. Otherwise, nothing will come out of it, for they do it to excess.”*

##### **Luther followed this with accusations.**

*“They are our public enemies. They do not stop blaspheming our Lord Christ, calling the Virgin Mary a whore, Christ, a bastard, and us changelings or abortions (Mahlkälber: “meal calves”). If they could kill us all, they would gladly do it. They do it often, especially those who pose as physicians—though sometimes they help—for the devil helps to finish it in the end. They can also practice medicine as in French Switzerland. They administer poison to someone from which he could die in an hour, a month, a year, ten or twenty years. They are able to practice this art.”*

##### **He then said,**

*“Yet, we will show them Christian love and pray for them that they may be converted to receive the Lord, whom they should honor properly before us. Whoever will not do this is no doubt a malicious Jew, who will not stop blaspheming Christ, draining you dry, and, if he can, killing [you].”*



## ACTIVITY #4

### GROUP #3 STUDENT ASSIGNMENT (INCLUDING TEXTS)

#### Instructions:

1. Read and analyze the assigned document.
2. Answer the following questions on the historical analysis sheet:
  - What is the source of your document?
  - Draw evidence from the texts to analyze and reflect on the authors views of followers of Judaism.

#### TEXT #3: FATHER CHARLES EDWARD COUGHLIN RADIO EXCERPTS

*The following comments are attributed to Roman Catholic priest Father Charles Edward Coughlin. Father Coughlin was an extremely popular radio personality during the 1930s. He used the radio to spread his opinions about many social and political issues.*

*“Must the entire world go to war for 600,000 Jews in Germany who are neither American, nor French, nor English citizens, but citizens of Germany?”*

*“If Jews persist in supporting communism directly or indirectly, that will be regrettable. By their failure to use the press, the radio and the banking house, where they stand so prominently, to fight communism as vigorously as they Nazism, the Jews invite the charge of being supporters of communism.”*

*“From European entanglements, from Nazism, communism and their future wars, America must stand aloof. Keep America safe for Americans and the Stars and Stripes the defender of God.”*

*“When we get through with the Jews in America, they’ll think the treatment they received in Germany was nothing.”*

*“Jewish persecution only followed after Christians first were persecuted.”*



## ACTIVITY #4

### DOCUMENT ANALYSIS WORKSHEET

---

**1. Name the source of your document?**

- Document #1 \_\_\_\_\_
- Document #2 \_\_\_\_\_
- Document #3 \_\_\_\_\_

**2. Draw evidence from the texts to analyze and reflect on the author's views of Jews.**

Document

**3. Which Americans would be influenced the most by these comments concerning Jews?**

Document





## ACTIVITY #5

### IMMIGRANT VS REFUGEE SOURCING, RESEARCH, ANALYSIS, APPLICATION

**Activity Opportunities:** Opportunities to research/discuss/write/examine social studies content

**Courses:** U.S. History/ U.S. History/AP U.S. History/Psychology/Sociology/American History/Contemporary U.S. History, Government, Civics

**Grade Level:** Middle School/High School

**N.D. State Standards:** N.D. 8.1.2 Analyze and interpret primary source material  
N.D. 9-12.1.1 Interpret and evaluate texts  
N.D. 9-12 1.2 Interpret and evaluate documents

---

### INSTRUCTIONS FOR THE TEACHER:

“*The Mission Herman Stern*” story raises issues concerning the United States immigration system during the 1930s. Immigration laws have been constantly evolving during the 20th and 21st century. This activity uses the content from “*The Mission of Herman Stern*” to provide a scenario where students will research, analyze and apply content to answer a series of questions focusing on immigration and refugee laws. It is recommended that the classroom teacher present this activity after viewing *The Herman Stern Story*. The teacher should discuss with the students a logical method to interpreting texts (*documents*). Handouts are included for this purpose.

The teacher may use this activity as a two day activity which would provide students with opportunities to develop reading and interpretation skills as well as verbal skills. The teacher may also decide to use this as a one day lesson to prepare AP students to address the time constraints of completing a timed writing assignment. Students should be provided time to analyze the texts. Students may use the enclosed Source Analysis Form (or one you wish to provide) to record their analysis. Following the source analysis the students should become active participants in a classroom discussion.

### Handouts included with this activity:

- #1 *General Information Concerning United States Immigration Laws 1933* handout
- #2 *Website addresses*
  - <http://www.differencebetween.net/miscellaneous/difference-between-immigrants-and-refugees/>
  - <http://www.migrationpolicy.org/research/timeline-1790>
  - [https://www.immigrationdirect.com/?r=bing-cpc-51103327-immigrationdirect~11709384988\\$m=bb-b\\$g=911513774-74217057720687&utm\\_source=bing&utm\\_medium=cpc&utm\\_campaign=Immigration%20Direct%20-%20US%20-%20Search&utm\\_term=immigrationdirect&utm\\_content=Immigration%20Direct](https://www.immigrationdirect.com/?r=bing-cpc-51103327-immigrationdirect~11709384988$m=bb-b$g=911513774-74217057720687&utm_source=bing&utm_medium=cpc&utm_campaign=Immigration%20Direct%20-%20US%20-%20Search&utm_term=immigrationdirect&utm_content=Immigration%20Direct)
- #3 *Source Analysis form*
- #4 *Assignment directions*



## ACTIVITY #5

### ASSIGNMENT

You are to answer the following questions using the websites provided or any other source of information you may find to provide the content you need to complete the assignment.

- <http://www.differencebetween.net/miscellaneous/difference-between-immigrants-and-refugees/>
- <http://www.migrationpolicy.org/research/timeline-1790>
- [https://www.immigrationdirect.com/?r=bing-cpc-51103327-immigrationdirect-11709384988\\$m=bb-b\\$g=911513774-74217057720687&utm\\_source=bing&utm\\_medium=cpc&utm\\_campaign=Immigration%20Direct%20-%20US%20-%20Search&utm\\_term=immigrationdirect&utm\\_content=Immigration%20Direct](https://www.immigrationdirect.com/?r=bing-cpc-51103327-immigrationdirect-11709384988$m=bb-b$g=911513774-74217057720687&utm_source=bing&utm_medium=cpc&utm_campaign=Immigration%20Direct%20-%20US%20-%20Search&utm_term=immigrationdirect&utm_content=Immigration%20Direct)

**You are to complete a sourcing worksheet for each source you use to answer the questions below.**

1. Analyze the Immigration Law of 1924 to determine if there was a bias against any particular group(s) attempting to enter the U.S. as immigrants.
2. Analyze the handout General Information Concerning United States Immigration Laws to determine:
  - a. The difference between a Quota and a Non-quota Immigrant during the 1930's.
  - b. Who was exempt from the quota system?
3. Complete research to determine;
  - c. When did the U.S. began to grant refugee status to people seeking to enter the U.S.?
  - d. How a person qualifies for refugee status in 2017?
4. Upon completion of your research you are to become an active participant in a class discussion focusing on the question: Should the U.S. continue to grant refugee status or should all individuals seeking to immigrate to the U.S. meet immigration requirements regardless of their situations in their native countries?



## ACTIVITY #5

### SOURCING WORKSHEET

---

**1. Type of Text (*Check one*):**

Newspaper

Letter

Patent

Memorandum

Map

Telegram

Press release

Report

Advertisement

Congressional record

Census report

Other (*Identify type of text*) \_\_\_\_\_

**2. Dates Text(s) was Written:**

\_\_\_\_\_


**3. Author of Text:**

\_\_\_\_\_

**4. For What Audience was the Text Written?:**







CURRICULUM DONATED  
IN PART BY THE  
JEWISH COMMUNITY  
RELATIONS COUNCIL  
MINNESOTA AND THE DAKOTAS



JEWISH COMMUNITY  
RELATIONS COUNCIL  
MINNESOTA & THE DAKOTAS





## EDUCATIONAL SPONSOR

University of North Dakota

## CORPORATE SPONSORS

American Crystal Sugar  
Bell Bank  
BNSF Railway Foundation  
Doosan Bobcat  
Fine Arts Club  
Forum Communications  
Greater North Dakota Chamber  
Indigo Signworks Inc  
Jewish Community Relations Council of Minnesota  
and the Dakotas  
Laney's  
Northern Lights Council, Boy Scouts of America  
Otter Tail Corporation  
Otter Tail Power Company  
Sanford Health  
State Historical Society of North Dakota  
United Health Group  
West Acres Development LLP

## INDIVIDUAL SPONSORS

Abrahamson Foundation  
James and Mary Claire Bond  
James B. Buhr  
Doug Burgum Family Fund  
Julie Burgum  
Jenny and Allan Erickson  
Tom and Carolyn Espel  
Susan Stern Fineman  
George and Audrey Gaukler Family Foundation  
Hal and Kathleen Gershwin Family Foundation  
Robert Ginsberg  
Erik and Emily Hatch  
Mary Heitzman  
Kate Henne  
Roger and Diana Hoyt  
Tom and Carol Kenville  
David R. Knodell  
Peggy A. Linrud  
Mark and Denise Magness  
Tom McGeehan  
Offutt Family Foundation  
Nicholas Pederson  
Earl and Mary Pomeroy  
Ken and LuAnn Regan  
Dana L. Rolf  
Nicholas S. Rolf  
Cheryl and Robert Seltzer  
Erica A. Stern  
John and Sherri Stern  
Michel and Bobbie Stern  
Phyllis Stern  
Richard H. Stern  
Peter Straus  
Margaret Thornton  
Daniel M. Traynor  
Robert Wefald  
Brad and Deb Wimmer  
Mark Zimmerman

