



ORG UNIT

THE MISSION  
OF HERMAN STERN



SECONDARY VIEWERS GUIDE  
STUDENT 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.

THE MISSION  
OF HERMAN STERN

INTRODUCTION



*“If it wasn’t for Herman Stern I would not be here today.”*

– Michael Stern

*“The little things he (Herman Stern) did for people, including my parents is just unreal. Because if it wasn’t for what he had done, I would not be around today either.”*

– Herb Jonas



*“When we came over from Germany, it was during the period the Nazis where German Jews like my parents and me were being killed by the thousands, and so I was so grateful for us to know that there was a man in the world who was willing to save people like us, to rescue us from what was happening all around us.”*

– Lore Moser

*“It’s an outstanding story because who would’ve thought that someone from North Dakota would have been giving out visas and making an effort to bring Jews from Germany.”*

– Bill Spier



CURRICULUM

**Berlin Appreciates  
Your Work, Senator Nye  
BUT WE DON'T**

You've been in Washington since 1926, Senator Nye. Maybe you've forgotten how we in North Dakota feel about America. Fifteen years is a long time to be away; maybe you ought to come back and check up on what we're thinking back home here—instead of speaking in the Biltmore Hotel in New York City.

Lots of us have disagreed with you before, Senator Nye, but we've always felt you were doing your best, always believed you were a sincere American!

**NOW WE WONDER**

Your attempts to introduce racial bias into the debate on foreign policy is praised from Berlin, Senator Nye, but not from North Dakota. Most of us out here aren't Jews, but we've always thought that everybody, Jew or Gentile, Catholic or Protestant, anybody at all, had the right to say what he thought and be respected as a fellow American.

Besides, we're sure once anybody starts persecuting the Jews, no group will be safe, Irish, Czech, German, Norwegian, Swede, Finn, Dutch, all of us will be in danger. That's what happened in Germany. That's what is happening in the fifteen countries Adolf Hitler has overrun. And North Dakota, like the rest of this country, is made up of minorities living together in the good fellowship and mutual self-respect that is the United States.

**OUR COUNTRY IS IN DANGER, SENATOR NYE. AND EVERYONE OF US, DEMOCRAT OR REPUBLICAN, HATES HITLERISM AND REALIZES OUR CONTINUED FREE EXISTENCE IS BEING THREATENED FROM WITHIN AND WITHOUT.**

That's why we in North Dakota feel that we must stand united, one and all, behind the President of our nation.

Maybe after you act on this word from back home Senator Nye, you won't be praised from Berlin any more; maybe New Yorkers won't ask you to make a speech, but there'll be plenty of praise from the folk here in North Dakota, the ones who sent you to Washington in the first place and want you to start representing them.

This advertisement has the full endorsement of the undersigned citizens of Mandan and Bismarck.

|                   |   |                |
|-------------------|---|----------------|
| Ivor Aaker        | F. D. Kiplinger<br>Commander Bismarck-Mandan<br>Chapter No. 5 Disabled Veterans | L. A. Peterson |
| H. P. Asselstine  | Mrs. Walter Knott   | J. F. Reiger   |
| Einar Berge       | Chris Markos  | S. A. Sandie   |
| T. C. Cook        | John Omland   | A. C. Slade    |
| F. A. Erikson     | B. L. Koon  | H. A. Swenson  |
| E. A. Greenwood   | W. F. Hermes  | Blaine Whipple |
| J. G. Koraszewicz |   | R. W. Patzman  |
|                   |   | John Roff      |

**FIGHT FOR FREEDOM, Inc**  
BISMARCK AND MANDAN

**WAKE UP AMERICANS!  
DO YOU WANT THIS?**

**Clean up America! Break the Red Plague!  
BOYCOTT the JEW!**

“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.

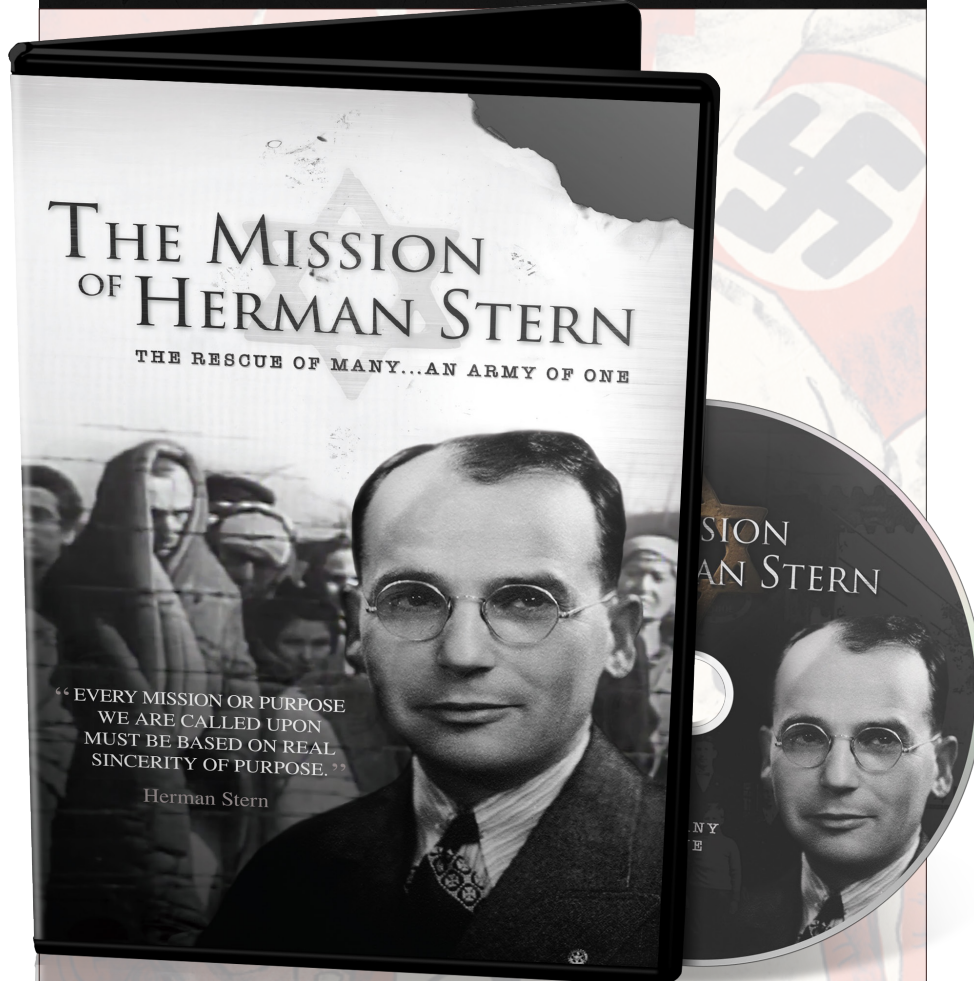
**This curriculum meets the following criteria:**

- Critical Thinking
- Application
- Analysis
- Comparing and Contrasting

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



## THE DOCUMENTARY-28 MINUTES

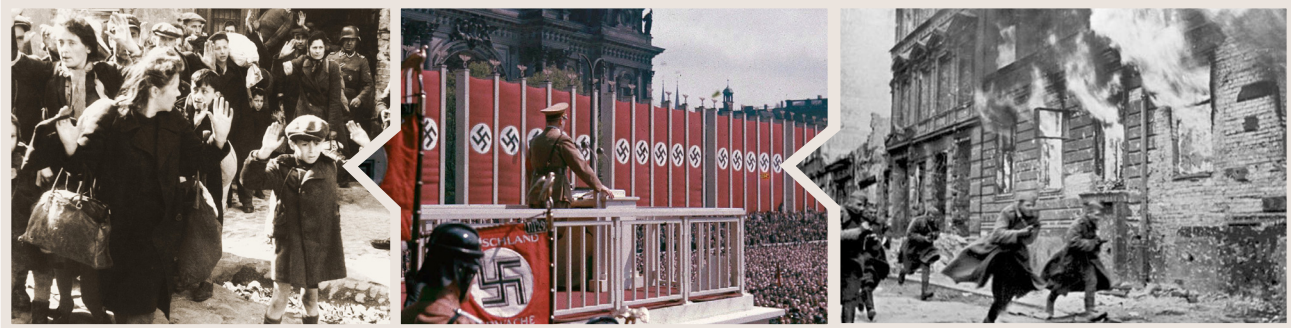


*"The Mission of Herman Stern"* documentary contains interviews with survivors and other family members of Herman Stern's rescue mission. The interviews provide firsthand stories of individuals who survived the ordeal of one of the most horrific moments in history known to many as the Holocaust.

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 DVD.

## 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

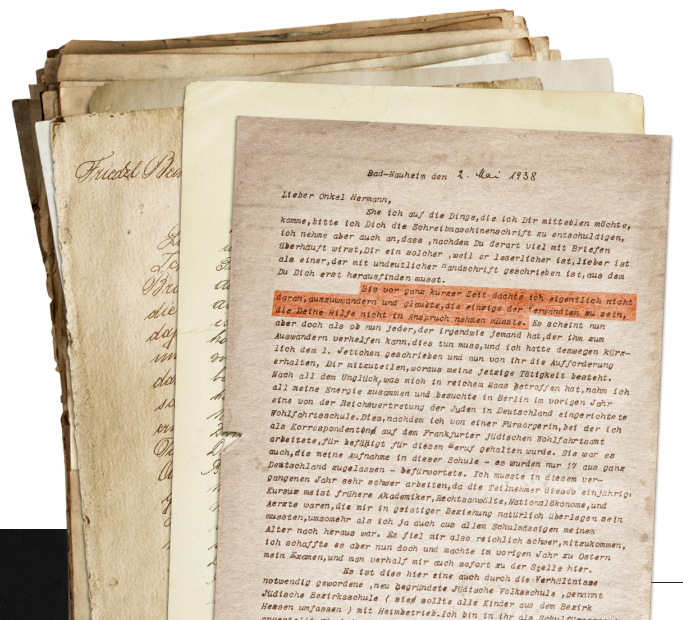
**Refugee:** is a displaced person who has been forced to cross national boundaries and who cannot return home safely

**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

### 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.*

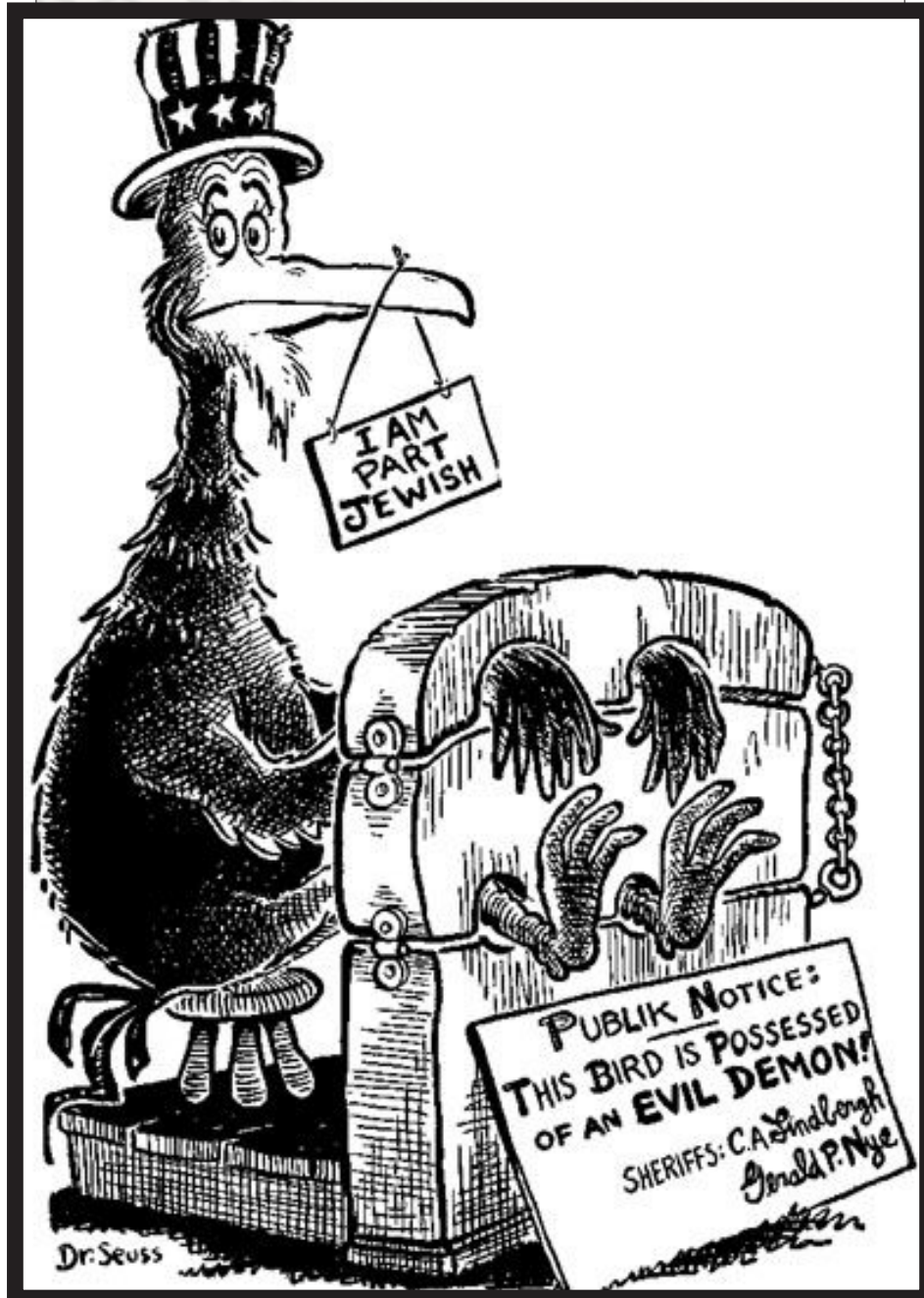
#### LEVEL 3 – APPLICATION

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

THE MISSION  
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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

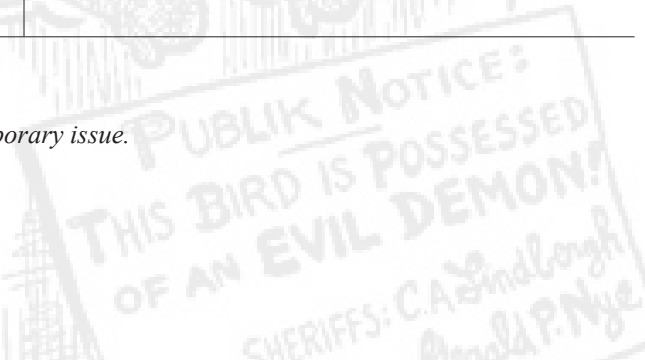
Which words or phrases in the cartoon appear to be the most significant?

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.



THE MISSION  
OF HERMAN STERN

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?*

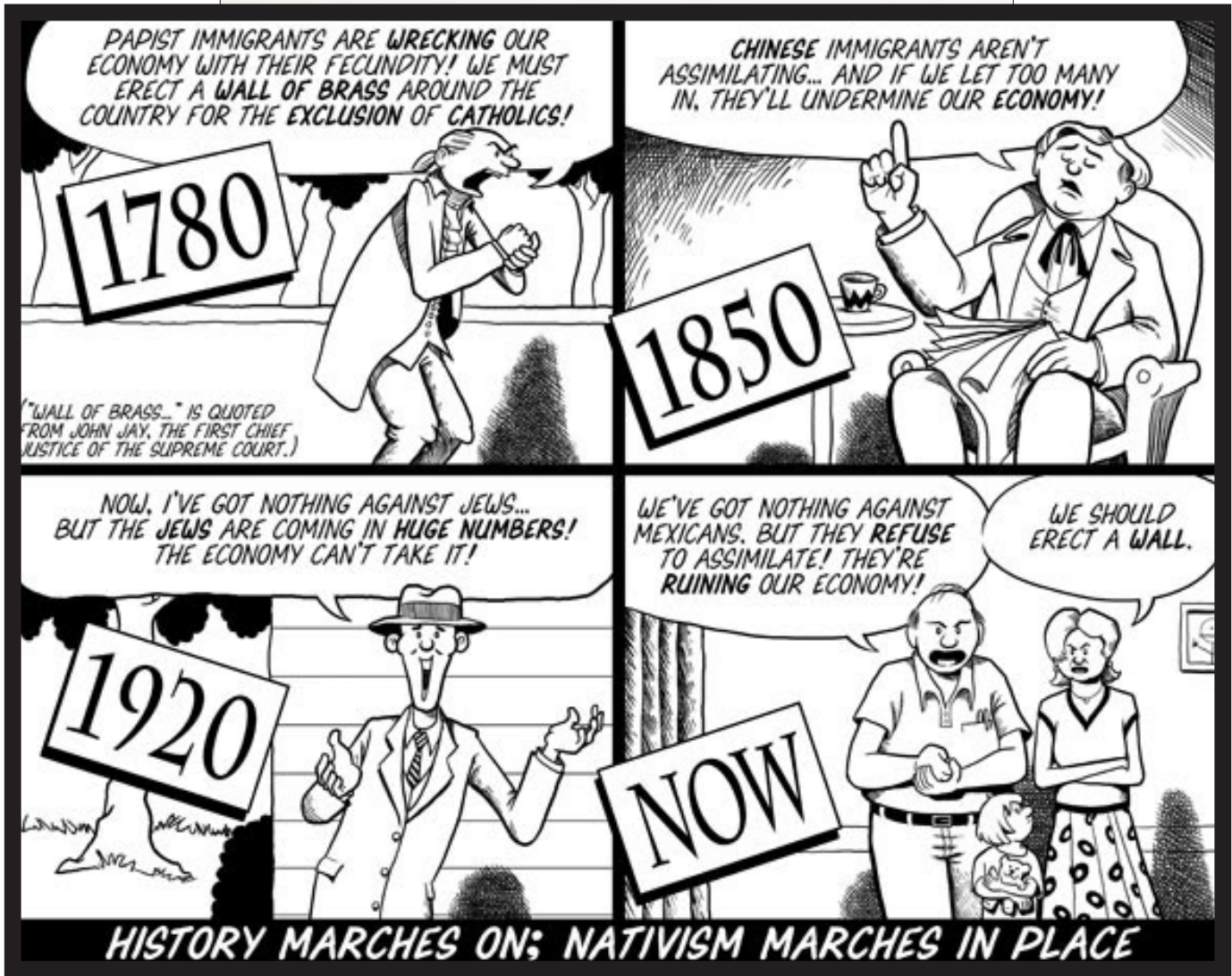
*Why do you think so?*

*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

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





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

### 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

### “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.

F. W. WOOLWORTH CO  
G. M. B. H.

Woolworth  
Königsstr.

WOOLWORTH CO. G. M. B. H.





## 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.

*Continued on Next Page...*





## ACTIVITY #4

### TEXT #1: THE DEARBORN INDEPENDENT

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*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.”*

*Continued on Next Page...*



## ACTIVITY #4

### TEXT #1: THE DEARBORN INDEPENDENT

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*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.

*Continued on Next Page...*



## ACTIVITY #4

### TEXT #1: THE DEARBORN INDEPENDENT

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*Continued from Previous Page...*

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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

AMERICAN CONSULATE GENERAL

ANTWERP, BELGIUM.

Antwerp, Belgium, September 8, 1938.

My dear Senator Nye,

I am in receipt of your telegram received on September 6, 1938, in which you ask me to reconsider the visa application of Mrs. Margaretha Kuhrau, and in which you assure me of the complete ability of Herman Stern to care for her.

In this connection, I beg to inform you that Mrs. Kuhrau was examined at this Consulate General on July 7, 1938, in order to have her eligibility to a visa established. Mrs. Kuhrau, who is a widow, 48 years of age, and a native of Germany, stated at that time that she had been living in Antwerp since February 1934, and that she was conducting a beauty parlor in partnership with a woman friend. She also stated that it was her desire to proceed to the United States to join her married daughter, Mrs. Ruth Falkenstein, who is employed as a dental technician and who is earning between \$20 and \$30 per week. She further stated that her daughter's husband, Mr. Erich Falkenstein, is at present studying dentistry at the University of Illinois.

It would appear from the documents presented that Mr. and Mrs. Falkenstein have a commercial account with the American National Bank and Trust Company of Chicago, in the amount of \$1,654.34, and that the applicant herself would be in a position to show \$800 upon arrival in the United States. For that purpose, however, she would have to liquidate her business here.

Because of your interest in the case of Mrs. Kuhrau, I beg to assure you that her case will be given further consideration as soon as her turn on the waiting list has been reached and a quota number for her use becomes

available

The Honorable  
Gerald P. Nye,  
United States Senate,  
Washington, D.C.



## 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

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**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:**

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**3. Author of Text:**

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

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## ACTIVITY #5

### SOURCING WORKSHEET

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**5. Text Information:**

A. What do you think is the most important information provided by the author?

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B. Why was this text written?

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C. Cite specific evidence from the text that helps determine why it was written?

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D. Cite evidence from the text that gives information to answer the questions associated with this assignment.

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