Introduction

Mildred Fish Harnack was born in Milwaukee; attended the University of Wisconsin-Madison; she was the only American woman executed on direct order of Adolf Hitler — do you know her story?

The story of Mildred Fish Harnack holds many lessons including: the power of education and the importance of doing what is right despite great peril. ‘The Story of a Wisconsin Woman’s Resistance’ is one we should regard in developing a sense of purpose; there is strength in the knowledge that one individual can make a difference by standing up and taking action in the face of adversity. This exhibit will explore the life and work of Mildred Fish Harnack and the Red Orchestra.

The exhibit will allow you to explore Mildred Fish Harnack from an artistic, historic and literary standpoint and will provide your students with a different perspective of this time period. The achievements of those who were in the Red Orchestra resistance organization during World War II have been largely unrecognized; this is an opportunity to celebrate their heroic action. Through Mildred we are able to examine life within Germany under the Nazi regime and gain a better understanding of why someone would risk her life to stand up to injustice.

This guide, intended for teachers of grades 7 – 12, includes classroom and museum activities and worksheets for use with Mildred Fish Harnack: The Story of a Wisconsin Women’s Resistance, on display at the Jewish Museum Milwaukee from August 7, 2011 through November 28, 2011. The core installation was designed and created by German-based artist and professor, Franz Rudolf Knubel, with artifacts on loan from the University of Wisconsin-Madison Archives, the archives of the Wisconsin Historical Society, the private collection of Attorney Art Heitzer and work created by students of the Mildred Harnack School in Berlin, Germany.

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About the Exhibition & Discussion Questions:

Who is Mildred Fish Harnack?

Mildred Fish Harnack was born in Milwaukee on September 16, 1902. She attended West Division High School (currently the Milwaukee High School of the Arts) and was active in the school paper. She attended the University of Wisconsin-Madison where she studied literature and German. While in Madison, she met German student Arvid Harnack, who was in the United States on a Rockefeller Fellowship. In 1926, Mildred and Arvid married in Brooklyn, Wisconsin.

Arvid returned to Germany to complete his studies, and Mildred moved to Baltimore to teach English at Goucher College. She and Arvid reunited in Germany, where they established great friendships based on their mutual love of ideas, literature and nature. Mildred also continued her education, studying to receive her doctorate. She continued her work with literature, sharing her passion for American authors with German audiences and translating *A Lust for Life* by Irving Stone.

When the Nazi party came to power in 1933, the Harnacks became involved in resistance activities. Arvid had access to economic information about Nazi Germany through his position in the German Ministry of Economics, and he passed on much of this information to American and Soviet forces. Through her teaching, Mildred influenced some students became involved in her resistance activities. During this period, they helped Jews and dissidents escape from Germany. They worked to counteract Nazi propaganda by creating and distributing pamphlets that attacked the regime and providing transcripts of speeches and radio broadcasts from outside Germany with information about Nazi defeats—information that Germans could not obtain from the state-run media. This underground intelligence network was code-named the “Red Orchestra,” so named because the Nazis felt that the radio broadcasts it sent to allied powers were being played out like an orchestra across Europe. The Third Reich prosecutors used the adjective “Red” to portray the diverse group of people they arrested as Communists.

Mildred and Arvid were arrested on September 7, 1942; they were tried separately after being detained and tortured. Arvid was found guilty and sentenced to death; in her first trial Mildred was sentenced to 6 years in prison. Adolf Hitler heard this result after the German defeat at Stalingrad on February 2, 1943, and he ordered a retrial where Mildred received the death sentence. On February 16, 1943 Mildred was executed in the Berlin-Plotzensee prison.

After World War II ended, the accomplishments and action of the participants in the Red Orchestra were downplayed. To ensure that they were not tried as war criminals after World War II, the Nazi-collaborators highlighted the Communist ties of the members of the Red Orchestra. Communism continued to cast a shadow over Mildred’s actions during the McCarthy era in the United States—a fear of being labeled “Red,” American officials ignored calls to honor her. It was not until the 1980s that Mildred Fish Harnack received any sort of honor in her home state. Since 1986, Mildred’s Birthday, September 16, has been commemorated by Wisconsin Public Schools.
About the Exhibition & Discussion Questions:

Not in the flight of thought
But in the act alone is there freedom.

Dietrich Bonhoeffer,
From "Stations on the Way to Freedom"
Written in prison, 1944

German Resistance During WWII

General Description
Compared with other countries, resistance activities in Nazi Germany were limited, lacking in broad support, and largely ineffective. One unified resistance movement never existed. The German population generally supported Hitler's regime due to his ability to reduce unemployment and successfully utilize an effective propaganda machine, and his foreign policy successes in the mid-1930's. Nurturing strong feelings of patriotism and nationalism also made it difficult for the majority of Germans to oppose Nazi policies.

Many different faces composed the resistance movements in Germany during World War II. Military men and pastors, diplomats and lawyers, and political leaders of vastly different points of view united in the conviction that the Nazi rule must end. Germans of conscience and conviction from all areas of society opposed Nazi tyranny and the growing persecution of the Jews.

Why was it difficult to oppose Hitler and the Nazi Party?
Resistance to the Nazis in the years between 1933 and 1945 was both difficult and dangerous. Formidable obstacles often shaped the form and timing of resistance. These obstacles included:

- Mostly unarmed civilians were hard pressed to oppose the armed power of the Nazi government.
- Tactics such as "collective responsibility" would hold entire families and communities responsible for individual acts of resistance.
- All activities had to proceed under a veil of secrecy. Mere knowledge of any resistance activities could put an individual under suspicion and possibly cause one to be arrested and imprisoned or deported. Even passive opposition to the regime was equated with treason.
- The ruthless nature of surveillance by police, assisted everywhere by spies and informers, including Nazi youth, eliminated most possibilities for political opposition inside Germany.
- In a society in which personal freedoms to say or do what one wished were extremely limited, acts of non-conformity and opposition that are permissible in a democracy frequently endangered the lives of those engaged in them. For many, challenging authority cost them their lives.

Sources:
United States Holocaust Memorial Museum, Resistance During the Holocaust.
Immediately after Adolf Hitler became German chancellor on January 30, 1933, the government took steps to eliminate those who opposed Nazi beliefs. The first targets of terror were Communists and Social Democrats. Police arrested thousands; many were beaten, killed, or thrown into jails and concentration camps. By mid-July 1933, by government decree, the Nazi party was the only legal party in Germany. Anti-Nazi democrats, socialists, Communists, and trade union leaders had either been arrested, driven underground or had fled the country. Even though resistance activities in Nazi Germany were largely ineffective and lacked broad support, some political and religious opposition did emerge.

But by 1935-36, the police forces of the Nazi regime infiltrated most of the larger underground organizations. Mass arrests and trials ensued. Thousands of courageous political opponents continued to meet secretly, but in small groups isolated from each other and without effective leadership. Some groups tried to help Jews, but they were never able to mount any effective opposition to the mass deportations of Jews from Germany during the war.

Several groups pursued different tactics to attempt to topple the Nazi government. In Munich, the White Rose organization of students Hans and Sophie Scholl printed leaflets opposing Hitler. This action led to their capture and execution—this group is often referred to as the White Rose Society. The Kreisau Circle of Helmuth James Graf van Moltke planned for a new Germany guided by Christian principles. Their planning for a future free of Nazism resulted in their deaths.

A minority of dissident clergymen led by Karl Barth, Martin Niemoeller, and Dietrich Bonhoeffer (Bonhoeffer is a distant cousin to Arvid Harnack and was taught by Arvid’s uncle Adolf von Harnack) opposed efforts to Nazify the Protestant churches. They formed an alliance known as the “Confessing Church” that declared their “commitment to a conscientious struggle against … every use of force and coercion of conscience in the church.” Lutheran pastor Dietrich Bonhoeffer became active in the German military resistance that was plotting to assassinate Hitler and overthrow the regime. Their plot nearly succeeded, but Hitler survived. The conspirators and any associated with them were killed.

**Red Orchestra (Die Rote Kappelle)**
Three independent espionage networks were included in the “Red Orchestra.” Arvid Harnack, a lawyer and economist, his wife Mildred, Harro Schulze-Boysen, a Luftwaffe staff officer, his wife Libertas, and a number of sympathetic friends and acquaintances formed what was originally known as the Harnack/Schulze-Boysen Resistance Circle that operated out of Berlin, Germany. The group ran the gamut of German society, comprising Communists, political conservatives, Jews, devout Catholics, and atheists. Their ages ran from 16 to 86, and about 40% were women. Almost 120 people were arrested in connection with the Red Orchestra; 80 were executed for their resistance.
Their primary activity was to distribute leaflets, to incite civil disobedience and to cause the Nazis to worry about rebellion. They also printed and posted anti-Nazi stickers and they helped Jews and other people who were in danger from the Nazis to escape the country. They worked to document Nazi war crimes using film, photographs and oral history interviews of perpetrators. A smaller part of their resistance effort was to gather intelligence from many sources and to inform other governments (mainly the United States and the Soviet Union) about Nazi atrocities and war plans.

The name “Red Orchestra” was given to this group by the Gestapo. This underground network was code-named the Red Orchestra because the Nazis felt that the radio broadcasts it sent to allied powers were being played out like an orchestra across Europe.

Jewish Resistance in Germany

Factors that stopped the formation of any major resistance movement in Germany also prevented the organization of Jewish resistance. Many German and Austrian Jews fled from the Reich. Between 1933 and 1939 more than one-half of Germany’s 600,000 Jews managed to leave. Nevertheless, small pockets of Jewish resistance did develop.

There were acts of resistance that took place in ghettos and camps, as well as the armed and unarmed resistance of Jewish partisans operating underground in both eastern and western Europe. Armed Jewish resistance took place in five major ghettos, 45 small ghettos, five major concentration and extermination camps, and 18 formed labor camps. With few exceptions (notably three major uprisings by partisans in late summer 1944 in Warsaw, Paris and Slovakia), these Jews who resorted to the open, armed resistance against the Germans received little help from anyone on the outside. Desperation and the desire for revenge drove Jewish resistance, as courageous young men and women facing certain death had little to lose.

Food for Thought

1. In the United States, we are used to freely expressing our opinions about the politics, positions and actions of our political leaders and our government. How do you think life would change in Wisconsin if that were no longer possible?
2. What would you do if you lived in a place where the government was making major changes that you felt affected the civil rights and endangered the lives of its citizens?
3. Once Adolf Hitler became chancellor in 1933, his Nazi party took control of all aspects of government and imposed laws that affected all parts of German life. In a totalitarian regime, like the Nazi rule of Germany, how would you respond?
4. What particular difficulties did Mildred and Arvid Harnack face in their attempts to rid Germany of the Nazi-led government?
5. Do you think that Mildred should have been put to death for her ideas and actions? She was accused of “helping to prepare high treason, showing favor to the enemy, and espionage” (Resisting Hitler: Mildred Harnack and the Red Orchestra, Shareen Blair Brysac. P 5). Write a case statement expressing your opinion.
### Commumism
An ideological concept or system of society in which the collective community shares ownership in resources and the means of production. In theory, such societies provide for the equal sharing of all work, according to ability, and all benefit according to need. In 1848, Karl Marx, in collaboration with Friedrich Engels published the *Communist Manifesto* that provided the theoretical impetus for the Russian Bolshevik Revolution in 1917.

### Gestapo
The German secret state police assumed the role of political police and was the most feared entity in Nazi occupied areas. It had enormous powers of incarceration without judicial review.

### Johann Wolfgang von Goethe (1749-1842)
Goethe is considered to be the supreme genius of modern German literature. His works span the fields of poetry, drama, prose, philosophy, and science. His Faust has been called the greatest long poem of modern European literature.

### Hitler (1889-1945)
Adolf Hitler was the German Nazi Party leader from 1919-1945 and dictator of the Third Reich from 1933-1945. Hitler outlined his plans of territorial conquest and his hatred for Jews in his autobiography *Mein Kampf* (1924). He was the architect of the German Racist State, the enslavement of non-Aryan peoples, and the central figure behind the instigation of World War II.

### Holocaust
The Holocaust refers to a specific genocidal event in the Twentieth-century history: the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims—6 million were murdered; Sinti-Roma (Gypsies), Poles, people with physical and mental disabilities, homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents also suffered grievous oppression and death under Nazi tyranny.

### Nazi
Short for Nationalsozialistische deutsche Arbeiter-Partei (N.S.D.A.P, also the National Socialist German Workers Party), it was a political party that emerged in Munich after World War I. The party was taken over by Adolf Hitler in the early 1920's. The swastika was the party symbol. While the term applied at first to the Nazi Party, it became the common name for Germany during World War II.

### Nazi ideology or Nazi racial ideology
The Nazi system of beliefs was based on a racial view of the world. According to Nazi ideology, the Nordic Aryan Germans were the “master race.” Other races were inferior to them and the Jews were considered to be the “anti-race,” the exact opposite of the Germans, and an evil and destructive race.

### Plötzensee Prison
This prison located in Berlin was built between 1869 and 1879. The prison complex covered over 60 acres and was surrounded by a 20 foot wall and could accommodate approximately 1400 prisoners. Under the Nazi regime, the conventional prison system developed into a political instrument for the oppression and segregation of “enemies of the people.” Over 2,500 people were sentenced to death and executed at Plötzensee during the years 1933 to 1945. Among them were Mildred Fish Harnack and her husband, Arvid Harnack.

### Red Orchestra (Die Rote Kappelle)
This group distributed leaflets to incite civil disobedience and to cause the Nazis to worry about rebellion. They also printed and posted anti-Nazi stickers and they helped Jews and other people who were in danger from the Nazis to escape the country. They worked to document Nazi war crimes. A smaller part of their resistance effort was to gather intelligence from many sources and to inform other governments (mainly the United States and the Soviet Union) about Nazi atrocities and war plans. The name “Red Orchestra” was given to this group by the Gestapo. This underground network was code-named the Red Orchestra because the Nazis felt that the radio broadcasts it sent to Allied powers were being played out like an orchestra across Europe. Mildred Fish Harnack was involved in this group.

### Resistance
A group’s action in opposition to those in power; during the Holocaust, Jews exhibited cultural, spiritual, and armed resistance to the Nazi regime. Mildred Fish Harnack, a non-Jew, was a member of the Red Orchestra resistance group.

### Third Reich
The name given to Adolf Hitler's regime in Germany (1933-1945). The first Reich was the Holy Roman Empire; the second Reich was the Bismark-Kaiser period (1871-1918). Hitler envisioned that the Nazis world rule for a thousand years.

### Totalitarianism
A political system where the state recognizes no boundaries and governs all aspects of private and public life; the Nazi regime was totalitarian and used control of media, a network of military and police, and fear to maintain total control of the German people.
This exhibit was developed by German artist Franz Rudolf Knubel, using rubbings of the spaces in which Mildred was detained and executed. He also reflects on her work as a translator, using the text of “Vermächtnis,” the Goethe poem that she translated during her last days. In going through this exhibit, consider the following questions:

**Imagine what life in Milwaukee was like for Mildred over one hundred years ago—this quote is from Resisting Hitler: Mildred Fish Harnack and the Red Orchestra:**

Seasons were marked by the flooding of the yard for skating or bobsled rides down Booth Street Hill in winter, swimming in the Milwaukee River or outings in Mitchell Park rowboats in summer. On summer vacation visits to relatives on farms, Mildred gathered sweet corn in bushel baskets and watched while her aunt churned butter and her uncle played with the kittens on the back stoop. Fall was escorted in by the mounted police, who led the Labor Day parade, an event universally attended in this trade union citadel… Real treats were going by Schuster’s Department Store for school supplies and birthday presents, taking nickel elephant ride on Countess Heinie in the Milwaukee Zoo, lining up for the annual automobile parade, and setting off firecrackers on the Fourth of July.

**Are there any places or experiences that you recognize? How did the seasons affect the Fish children’s activities?**

- Develop a timeline and/or map of Mildred’s life—establish her relationship to parts of the city like the area around Grand Avenue Mall, Schuster’s Department Store (3rd and North Avenue), Mitchell Park, West Division High School (Now Milwaukee School for the Arts); University of Wisconsin-Madison; Germany
- Fear was a big weapon used by the Nazi totalitarian regime. There was a sense that the Gestapo had informants everywhere; phones were tapped and letters were censored. Here are some examples of how this affected the Harnacks’ lives and resistance work:
  - Mildred’s letters to her family and friends after the Nazis came to power are very guarded. She used a simple code (everything she wrote was the opposite of her feeling) to help her family and friends understand what was going on in her life. Consider why she did this; why would this make it more difficult to get a complete picture of Mildred’s life?
  - Arvid’s mother Clara was arrested in 1939 after hearing children singing Nazi songs. She asked them if they knew that there were better songs like German folk songs. A passer-by reported her to the Gestapo, and she spent time in prison after which her family put her in a sanatorium for her own safety.
  - The Harnacks published leaflets describing the true state of affairs in Germany and on the warfront with their peers in the Red Orchestra. When the material arrived in mailboxes, recipients turned it over to the Gestapo, so they would not be caught with illicit materials.
Her last words were “And I have loved Germany so much.” What was Mildred trying to convey to those in the prison?

As you walk through the exhibit, find different photos of Mildred. As you look at each one, make a list of adjectives that you think describe her.

What do you think it was like for Mildred Fish Harnack as she awaited her sentence in the Plotzensee prison? How did her writing and work of translating poetry help her at this stressful time?

Mildred was passionate about learning and education. While in the exhibit, look for 3 ways in which she continued to learn throughout her life.

In creating this exhibit, Franz Rudolph Knubel spent a great deal of time connecting with the landmarks in Mildred’s life in Germany and her translations while in Plotzensee prison. How does this help us better understand her?

He also says, “Kneeling down to make rubbings feels like a gesture of worship. I am trying to have a bodily experience similar to the spiritual exercises of believers.” Why do you think that he compares this process to a religious experience?

This is the last work that Mildred translated. The poem was written by Johann Wolfgang von Goethe, who is one of the most famous German writers. Team up with a partner to discuss this poem. Consider the following:

Start by going through the text—are there words that confuse you? Work together or with your docent or teacher to understand the meaning of what is written.

Think about the symbols that Goethe is using in this poem.

What is the poet saying about life and what happens to us after we die? Do you feel this might have been reassuring to Mildred? Why or why not?

How does this poem relate to the story of those who were involved in the Red Orchestra?

Mildred’s friend, Clara Leiser, from UW-Madison wrote this poem to honor Mildred. It includes a number of references to Vermachtnis—can you find them?

Courtesy of Anita Leiser.
(Full text of the poem is available upon request)
Celebrate Mildred Fish Harnack

Mildred’s Birthday, September 16, is an official observance on the Wisconsin School Calendar. Create a celebration for your class. Have students create presentations about Mildred and her life using a variety of mediums—poetry, song, PowerPoint, photography, video. You can ask them to respond to the following questions to help direct their research and project development:

- Who was Mildred Fish Harnack? How would you describe her?
- What are some of the things that she did to resist the Nazis?
- What would you wish for Mildred on her birthday?
- Decorate a cake for Mildred’s birthday. What would you put on the cake to commemorate her birthday?
- Should the people of Wisconsin more actively celebrate Mildred Harnack Day? Write a letter to Governor Scott Walker to explain your point of view.

Since this is early in the semester, you can always celebrate her life later as well. We encourage you to post your students work on the Jewish Museum Milwaukee’s Facebook page to encourage people from Milwaukee and all over the world to honor Mildred and her life. If you choose to celebrate her birthday, we suggest adding to the festivity in your class—have a cake, blow out candles, really celebrate her life!

Rubbing Project

This exhibit uses rubbings to connect with landmarks from Mildred’s life. Use this simple technique to have your students explore Mildred’s life. Using foam boards (you can get meat trays from a grocery store butcher counter), ask them to carve in words or symbols that they think relate to Mildred Fish Harnack. Then put newsprint over the board and use a black crayon or pastel to rub over this image. Another way to approach this project is to ask your students to find textured objects that provide a sense of Mildred’s life and resistance and to create a collage of these in rubbings.

"Spiritual Exercises of the Unimaginable" by Franz Rudolf Knubel
Labels: Red isn't just a color
The Nazis labeled the group that Mildred Fish Harnack was involved in *The Red Orchestra* (*Die Rote Kapelle*). In this case Red meant Communist. This label stuck for much of the 20th Century; for Mildred and those she worked with, it tarnished their legacy of resistance. Go over the history of what Red has meant and use this to explore labels that are used today to demean people and what they believe.

- In Germany, Communists were seen as enemies of the Nazis—before the Nazis took control of Germany, the two factions would often clash.
- In the United States, there was fear after World War II that Communism would take over the world. Wisconsin is closely tied to the history of Anti-Communism in the United States. In 1946, Joseph McCarthy was elected to the Senate from Wisconsin. As a way of increasing his political influence, McCarthy accused the State Department of harboring over 200 Communists. You may want your class to read: http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=494 or http://www.wisconsinhistory.org/whi/feature/mccarthy/timeline.asp to get a better sense of this time period and McCarthy’s role.
- Pick an issue that is currently being addressed in the Media (public funding, deficits, gun control)—ask your students to explore newspapers, magazines, blogs, and television news to develop a list of labels that supporters or opponents of an issue are being called. For each word they use, ask them to cite their source. (Another way of working with this is asking your students to list labels that they have been called nerd, punk, fat, etc and ask them to talk about how these labels hurt them.)
- Either as a class or individually, create a Word Cloud of the words that they have found (you can do this at http://www.wordle.net/).
- Discuss how reducing the issue to these limited labels makes it harder to understand the real issues at play. You may also want to discuss times that they have experienced being labeled as something or labeled someone else.

You Can Honor the Memory of Mildred Fish Harnack

Not many people know about Mildred Fish Harnack’s story. After viewing the exhibit, create a drawing or video, make a poster, or express in writing through a poem, essay or speech to let others know about the life and courage of Mildred Fish Harnack. Use the student art from the Mildred Harnack School in Berlin, Germany for inspiration.
**WEBSITES**

**Mildred Fish Harnack Information**
(http://www.wfu.edu/~ecarlson/mildred/index.html): This website was created by a nephew of Mildred Fish Harnack and includes a number of pictures of her and letters from her and about her.

**Honoring Mildred Fish Harnack**
(http://archives.library.wisc.edu/uw-archives/mfh/sectionpages/index.html): The archives of the University of Wisconsin-Madison have a number of primary documents and sources relating to Mildred's life in Wisconsin and Germany.

**Traces.org**
(http://www.traces.org/mildredfishharnack.html): This site includes a timeline, cast of characters listing for those who participated in the Red Orchestra and for people who Mildred interacted with both in the United States and Germany. Much of the information available on this website is from Resisting Hitler: Mildred Harnack and the Red Orchestra by Shareen Blair Brysac.

**German Resistance Memorial Center**
(http://www.gdw-berlin.de/index-e.php): The Center's goal is to show how individual persons and groups took action against the National Socialist dictatorship from 1933 to 1945.

**Nazi Germany Timeline**
(http://www.historyonthenet.com/Chronology/timelinenazigermany.htm): This website has a chronology of the rise of Nazi power in Germany. The timeline will help in exploring what was happening to Mildred's life in Germany during this period. Most of the books and videos are available through the Coalition for Jewish Learning Library & Media Center. For more information, contact Bonnie Shafrin (bonnies@milwaukeejewish.org) or explore their library catalog online at http://destiny.milwaukeejewish.org/.

**BOOKS**


Bartoletti, Susan Campbell. *Hitler Youth: Growing Up in Hitler's Shadow*. New York: Scholastic, 2004. By the time Hitler became Chancellor of Germany in 1933, 3.5 million children belonged to the Hitler Youth. It would become the largest youth group in history. Susan Campbell Bartoletti explores how Hitler gained the loyalty, trust, and passion of so many of Germany's young people. Her research includes interviews with surviving Hitler Youth members.

Dumbback, Annette E. and Jud Newborn. *Shattering the German Night: The Story of the White Rose*. New York: Little Brown, 1986. This detailed, dramatic account draws on documents and interviews to recreate the stirring outburst of opposition from a few brave students. The White Rose pamphlets later distributed throughout Germany and occupied Europe brought hope and encouragement to prisoners and subjugated peoples.

Larson, Erik. *In the Garden of Beasts: Love, Terror and an American Family in Hitler’s Berlin*. Crown, 2011. Get to know the Dodd family, the ambassador to Germany from the United States from 1933 to 1937. Martha Dodd and Mildred Harnack were close friends, often collaborating on literary reviews and social gatherings.


Zusak, Markus. *The Book Thief*. New York: Knopf, 2005. This novel is narrated by Death and follows the story of a young girl in Germany during the Nazi Regime. The protagonist is relatable and Zusak's narrative twists and turns make this a fantastic counterpoint to the true story of Mildred Fish Harnack and the Red Orchestra.
VIDEO

This documentary explores the story of the Bielski Brothers and their armed resistance.

This documentary details the life of Hannah Senesh, a poet, who was captured by the Nazis while trying to rescue Jews.

This is the story of Irena Sendler, a social worker who was part of the Polish underground during World War II who saved the lives of nearly 2,500 Jewish children by smuggling them out of the Warsaw ghetto.

This movie explores the lives of the Bielski Brothers, Jewish partisans during World War II. It is rated R for violence and language.

Steven Spielberg’s acclaimed film about Oskar Schindler, a German industrialist who saved over 1000 Jews during World War II. It is rated R for language, some sexuality and actuality violence.

These short films vary are all under seven minutes and explore the experience of those involved in resistance. They are narrated by Larry King and Ed Asner.

Dramatization of the final days of Sophie Scholl, a member of an anti-Nazi resistance movement. She was a member of the White Rose Society, an anti-Nazi resistance movement.

The story of a close-knit group of young kids in Nazi Germany who listen to banned swing music from the US. Soon dancing and fun leads to more difficult choices as the Nazis begin tightening the grip on Germany. Each member of the group is forced to face some tough choices about right, wrong, and survival.

This film will air on Wisconsin Public Television and Milwaukee Public Television in the fall of 2011; the Museum will have a copy available for screenings in the Museum and producer Joel Waldinger is available to talk to some schools. Please let the Museum staff know if you are interested in more information.

The Mildred Harnack Project: Student Artwork from the Mildred-Harnack-Oberschule, Berlin, Germany
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<th>Grade</th>
<th>MPS Learning Target</th>
<th>WI State Standard</th>
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<tr>
<td>7</td>
<td><strong>Art:</strong> Discuss how artistic works show us life in the past; Discuss the role of the artist in other societies and cultures, and the type of art created.</td>
<td>A.8.6, B.8.1, E.8.5, F.8.4, I.8.3, J.8.10</td>
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<td><strong>English Language Arts:</strong> Compare and contrast features, bias and visual images in media products, such as magazine ads, editorials and radio or television news reports.</td>
<td>RI.7.3, SL.7.1.</td>
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<td><strong>Reading:</strong> Use a variety of reading strategies to analyze and comprehend text; for example analyze diverse viewpoints and the author's use of language.</td>
<td>RL.7.2.</td>
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<td><strong>Social Studies:</strong> Identify important political values as they are developed in documents of modern nations. Organize information in timelines, graphs and other visual representations. Explain how literature, the arts and artifacts show beliefs and values that are passed on in a culture. (History) Identify cultural characteristics of regions and the effects of cultural contact among societies. Demonstrate understanding of role, status and social class. Give examples of stereotyping, conformity, propaganda and racism. Explain how most issues encountered in social studies have no simple solution. (Behavioral Sciences)</td>
<td>B.8.2, B.8.3, B.8.4, B.8.5, B.8.7, C.8.3, E.8.4, E.8.7, E.8.8.</td>
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<td>8</td>
<td><strong>Art:</strong> Discuss how artistic works show us life in the past. Understand that art begins with an idea. Discuss the role of the artist in other societies and cultures, and the type of art created.</td>
<td>A.8.6, B.8.1, E.8.5, I.8.3., J.8.10</td>
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<td><strong>English Language Arts:</strong> Participate in large and small group discussions, respecting the ideas of others and keeping an open mind. Develop and apply a system for judging the quality of media products.</td>
<td>W.8.3, W.8.8, SL.8.1, SL.8.2</td>
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<td><strong>Reading:</strong> Use a variety of reading strategies to analyze and decode unfamiliar words. Use a variety of reading strategies to comprehend unfamiliar words and phrases, such as word origins and figurative language. Using different types of documents, compare and contrast the information found in them to learn about a topic. Analyze the sources of information and make generalizations about the topic.</td>
<td>RL.8.1.</td>
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<td></td>
<td><strong>Social Studies:</strong> Use a variety of reading strategies to analyze and decode unfamiliar words. Use a variety of reading strategies to comprehend unfamiliar words and phrases, such as word origins and figurative language. Using different types of documents, compare and contrast the information found in them to learn about a topic. Analyze the sources of information and make generalizations about the topic.</td>
<td>B.8.2, B.8.3, B.8.4, B.8.5, B.8.7, C.8.3, E.8.4, E.8.7, E.8.8.</td>
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<td>9-12</td>
<td><strong>Art:</strong> Appreciate the importance of artworks by identifying the emotions people feel when looking at certain art objects.</td>
<td>A.12.6, B.12.6, E.12.5, F.12.3, F.12.4</td>
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<td><strong>Social Studies:</strong> Investigate the effects that specific human decisions have had on history. Understand and explain the contingency of history. This means that events depend on human ideas and actions and that things may have been different if such ideas and actions did not exist. Demonstrate the ability to perceive past events in chronological order and explain events with understanding. Evaluate historical sources for their credibility, which is whether they are believable, and authenticity, which is whether they are true sources. United States History: Summarize significant periods and events in U.S. history. Interpret important global events, social movements, political processes and major historical figures who have shaped U.S. history. World History: Summarize and interpret significant periods and events in world history and social, religious and political movements. Recognize major historical figures who influenced such movements. Behavioral Sciences: Compare the various meanings of the social group, what group membership means and the different ways that groups function.</td>
<td>B.12.2, B.12.5, B.12.6, B.12.15, B.12.18, C.12.2, C.12.5, C.12.14, C.12.15, C.12.16, E.12.2, E.12.12, E.12.17</td>
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<td>Grade 9-10</td>
<td>Learning Targets/State Standards</td>
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<td><strong>9th English Language Arts:</strong> Use technology to research information and then write and format documents. Recognize and explain the effects of various media on daily life. Plan, conduct and communicate research. List the sources of information and format the document correctly. Respond to the remarks of others with relevant questions, comments and critiques</td>
<td>W.9-10.3, W.9-10.8, W.9-10.9, SL.9-10.1, SL.9-10.2, SL.9-10.5</td>
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<td><strong>10th English Language Arts:</strong> Identify and analyze a speaker’s use of propaganda techniques, clarity in speaking, tone and sentence structure. Participate in a discussion by adding information and asking questions related to the topic. Recognize, analyze and explain techniques the media uses to persuade. Create or design multimedia presentations; for example, a presentation using computer software. Examine how different audiences respond to an image. Analyze the effectiveness of media production techniques.</td>
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<td><strong>9th Reading:</strong> Use word analysis techniques to analyze and recognize unfamiliar words. Analyze and explain how themes in literature of the past and present are developed. Discuss how issues and events from different cultures and historical periods influence the author’s development of the theme. Develop criteria to evaluate the quality of literature.</td>
<td>RL.9-10.2, RL.9-10.4</td>
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<td><strong>10th Reading:</strong> Apply word analysis techniques to analyze and recognize unfamiliar words, for example, use recognizable words to decode a word. Analyze and demonstrate how themes in literature of the past and present are developed. Discuss how issues and events from different cultures and historical periods influence the author’s development of the theme. Develop criteria to evaluate the quality of literature. Identify, analyze and discuss main ideas and key points from various viewpoints concerning individual, community, national and world issues found in nonfiction text. Develop and discuss a particular point of view reflected. Provide citations.</td>
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<td><strong>English Language Arts:</strong> Use advanced computer skills to assist in gathering, organizing, analyzing and communicating information. Develop and apply criteria to evaluate various media messages.</td>
<td>W.11-12.3, W.11-12.8, SL.11-12.1, SL.11-12.5</td>
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<td><strong>11th Reading:</strong> Compare and explain the integration of themes in literature of the past and present. Discuss how issues and events from different cultures and historical periods influence the author’s development of the theme. Research a topic. Analyze and evaluate the sources of information. Critique different sources of information for their effectiveness, reliability and authenticity. Draw conclusion and/or generalizations.</td>
<td>RL.11-12.4</td>
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<td><strong>12th Reading:</strong> Use a variety of reading strategies to analyze and comprehend texts; for example, recognize bias and propaganda to analyze and comprehend text. Evaluate and explain how themes in literature of the past and present are developed. Discuss how issues and events from different cultures and historical periods influence the author’s development of the theme. Develop criteria to evaluate the quality of literature. Analyze and evaluate the sources of information. Critique different sources of information for their effectiveness, reliability and authenticity. Draw conclusions and/or generalizations.</td>
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“And I have loved Germany so much…”

—Mildred’s last words—