



Virginia Holocaust Museum Patch Program

To earn this patch, girls should complete 3 Discover, 2 Connect, and 1 Take Action activity. The first Discover activity is required. Due to the nature of the content, this program is intended for Girl Scout Cadettes, Seniors, and Ambassadors.

Discover

- What is the difference between a bystander and an upstander? Who were the bystanders and the upstanders in the Holocaust? Do you think you would have been an upstander or a bystander?
- Visit the Virginia Holocaust Museum, or a Holocaust museum near you. What do you find to be the most thought-provoking exhibit in the museum? If you visit the Virginia Holocaust Museum, complete the scavenger hunt to learn more about some specific items and people in their displays.
- Learn the history of the Virginia Holocaust Museum or a Holocaust museum near you. Write a paragraph about the founders and why they founded their museum.
- Read one of these suggested Holocaust books, and write a one paragraph summary about what happened in the book. Suggested books include:

Izzy's Fire by Nancy Wright Beasley

Danger on My Doorstep by Linda Schubert,

When Hitler Stole Pink Rabbit by Judith Kerr

Number the Stars by Lois Lowry

Friedrich by Hans Peter Richter

The Diary of A Young Girl by Anne Frank

I Never Saw Another Butterfly by Hana Volavkova (Editor)

Black Radishes by Susan Lynn Meyer

Parallel Journeys by Eleanor Ayer

Terrible Things: An Allegory of the Holocaust by Eve Bunting

Milkweed by Jerry Spinelli

The Wave by Todd Strasser

- Watch a video of a Holocaust survivor describing their time during the Holocaust. How did the Holocaust affect them?

Connect

- What was the aftermath of the Holocaust? How many people were killed, and what groups of people were killed? Are any of these groups still discriminated against today?
- Learn about a genocide that happened recently, or is happening currently. How is it similar to the Holocaust? Who are the upstanders and bystanders in this genocide?
- Relate the Holocaust to current day problems such as bullying. How can you be an upstander, rather than a bystander, in these situations?
- Learn about a Holocaust survivor who moved to America after the Holocaust. How did they continue life after the Holocaust?
- Attend a Kristallnacht ceremony to connect with survivors and their families. If possible, speak with a survivor.

Take Action

- Work with a school librarian or public librarian to create a display featuring Holocaust books, movies, or other memorabilia. Have it put on display in the museum for a period of time.
- If you live near a Holocaust museum, volunteer your time to assist them with a project.
- Submit an entry to the "Never Again" essay contest, through Emek Sholom Cemetery. This option is limited to Virginia high school students. For more information, visit <http://www.emeksholomcemeteryrichmond.org/>

Patch

Upon Completion of your 3 Discover, 2 Connect and 1 Take Action activities, please complete the web form [https://comgirlscouts.org/registration/?page_id=1352] or phone the GSCV Retail Shop 804-746-0590 extension 343 to reserve your Holocaust Museum Patch.

Virginia Holocaust Museum Seek and Find

Each of the items described in the left-hand column can be found at the Virginia Holocaust Museum. Try to locate each during your visit.

Match the items on the right to the correct definitions on the left, by placing the correct letter in the blank. No answer is used more than once, and not every answer will be used.

___ Jewish prisoners had to wear this to help distinguish them from other prisoners.

___ This is the Jewish holy book, and not many are left because most were destroyed during the Holocaust. This one is labeled as 454.

___ These small rations were given to prisoners every week. They were essential for survival.

___ He was responsible for the selection of over 9,200 Kovno Jews.

___ This is what Jay Ipson used in the potato hole and on his journey through Europe to the United States.

___ Code that was used by the Nazis for the murder of Europe's Jews.

___ These were taken from Jewish people before they were sent to the crematory.

___ These were placed on prisoner's arms as a way to identify them individually.

___ These were used to translate between languages at the Nuremburg Trials.

A. Twin Down/Feather Quilt

B. Red Triangle

C. Gold Teeth, Hair, Clothes

D. Yellow Triangle

E. Israel Ipson

F. Headsets

G. Food Amount

H. Sergeant Hulmet Rauca

I. Holocaust Torah

J. Final Solution

K. Kovno Ghetto

L. The Bible

M. Tattoo Number