

Jehovah's Witnesses:
Standing Firm in their Faith During World War II

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Senior Group Performance

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“If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by word or act their faith therein. If there are any circumstances which permit an exception, they do not now occur to us.”

-Justice Robert H. Jackson

We believe that the government does not have the right to compel its citizens to compromise their personal religious convictions. Last year, when we competed at the National History Day competition in Washington D.C., we had the privilege to visit the United States Holocaust Memorial Museum. We were intrigued by the stand Jehovah’s Witnesses took in Nazi Germany. While further researching this subject, we discovered that Jehovah’s Witnesses were persecuted in the United States as well. The stand Jehovah’s Witnesses took during World War II played a vital role in strengthening freedom of religion in the United States. As Jehovah’s Witnesses ourselves, we feel a personal connection to the stand they took and the trials they endured.

We began our research with books and documentaries purchased at the United States Holocaust Memorial Museum. They became the foundation of our research on the persecution of the Jehovah’s Witnesses during the Holocaust. In addition, we interviewed with Simone Arnold Liebster, a Jehovah’s Witness that currently lives in France, who was forced into a Nazi reeducation home as a young girl. We interviewed our great great aunt, Annamae Wilkins, who told us about her husband's multiple imprisonments for refusing to serve in the U.S. military. We

also interviewed our great uncle, Richard Medley, about our great grandmother and her sister, who were expelled from school for not saluting the Pledge of Allegiance.

A performance was the perfect choice due to the fact that both of us have previously participated in group performances and have advanced to Nationals. We felt we had the knowledge on how a performance is supposed to flow. A performance also seemed perfect for demonstrating our dual perspective idea of the effects Jehovah's Witnesses' stand had on both the U.S. and Germany. In our performance, we included scenes such as two children who were inspired by a speech given by Joseph Rutherford to take a stand, a court case scene describing the Witnesses' stand, as well as persecution scenes that depict the pain Jehovah's Witnesses endured. Each scene describes the stand Jehovah's Witnesses took during World War II and continue to face today in the U.S.

Jehovah's Witnesses remained faithful in their beliefs; thus, proving their unbendable stand against persecution in the United States and Nazi Germany. We can think of no better way to display this year's theme: Taking A Stand in History.

Annotated Bibliography

Primary Sources:

“Arnold Liebster Foundation.” *Arnold Liebster Foundation*, www.alst.org/index.html. Accessed 11 Feb. 2017.

Simone and Max Liebster, two victims of the holocaust in Germany, created this foundation as a web page. We were able to find primary documents here, such as the declaration of renunciation offered to Jehovah’s Witnesses in the concentration camps and a telegram sent from Witnesses in Ireland to Hitler in 1934. The site also helped us to get in contact with Simone Arnold Liebster and conduct an interview with her.

Bardessono, Giovani A., and Mikaila W. Bardessono. “Annamae Wilkins.” 3 Mar. 2017.

In this interview, a wife of a Jehovah’s Witness recounts her husband who was a prisoner in the U.S. because he wouldn’t serve in the military. We used her recollection to describe the persecution and the imprisonment of the Witnesses in the U.S.

Bardessono, Giovani A., and Mikaila W. Bardessono. “Simone Arnold Liebster.” 25 Feb. 2017.

Simone Arnold Liebster provided first-hand information that gave us an image of what young Jehovah's Witnesses dealt with in the holocaust. As a young 13 year old Jehovah’s Witness in Alsace, Simone was forced into a penitentiary home for refusing to conform to Nazi ideology. Her mother and father were both put into concentration camps and although they were separated and ill-treated, Simone claims that her family’s determination in their faith did not change. This source is very valuable to our project since it helped us to understand how strong Jehovah’s Witnesses stood in their faith during World War II.

Brust, Nan Halsey. Received by Mr. and Mrs. Oscar Wilkins, 29 Oct. 1941, Grangeville , Idaho.

This was one of two original letters sent by Nan Halsey-Brust to Mr. and Mrs. Oscar Wilkins. The Superintendent of Public Instructions explains that they want to reach an understanding with the Wilkins and if impossible it must advance to the Probate court.

“Declaration Renouncing Beliefs.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/learn/students/learning-materials-and-resources/jehovahs-witnesses-victims-of-the-nazi-era/declaration-renouncing-beliefs. Accessed 22 Jan. 2017.

In German concentration camps, Jehovah’s Witnesses were considered voluntary prisoners. They were constantly given the option of freedom under the condition that they had to claim Hitler as their savior and sign this document. The United States Holocaust Memorial Museum provided this declaration as well as a translation of what the Witnesses would have to do if they would decide to give in to the Nazi Regime.

Donahue, Phil, and Greg Peterson. "Lillian Gobitas Interview." Robert H. Jackson Center, 13 Sept. 2014, www.youtube.com/watch?v=Sal9CsemNFw. Accessed 15 Feb. 2017.

Lillian Gobitas Klose explains the events that led up to the *Minersville School District v. Gobitis* case. From her discussion with Phil Donahue and Greg Peterson, we were able to develop our children scene with quotes of her and her brother Billy from when they were young.

Eachron, Mr. Mc. Received by Mr. Oscar Wilkins, 1 Dec. 1941, Kooskia, Idaho.

This another example of a teacher sending Neri Wilkins home for not participating in flag saluting ceremonies. Once again, it provides insight on the fact that most teachers did not tolerate this "un-american" act.

Eachron, Mr. Mc. Received by Mr. Oscar Wilkins, 2 Dec. 1941, Kooskia, Idaho.

Not only did the Kooskia School District expel Neri and her sister but they also made sure that the bus driver was not to pick them up unless they were to conform to the school's rules.

Emerson, Van W. Received by Mr. and Mrs. Oscar Wilkins, Kamiah Schools, 14 Dec. 1942, Kamiah, Idaho.

After being expelled from the Kooskia School District, Neri and her sister attended the Kamiah Public Schools. The Kamiah School District offered the Wilkins family the option to create another salute that would not only satisfy their religious convictions but also the school officials. They were eventually expelled from the Kamiah district which informs us that schools in the United States would not allow the lack of patriotism.

Garbe, Detlef. *Between Resistance and Martyrdom: Jehovah's Witnesses in the Third Reich*. Madison, WI, University of Wisconsin Press, 2008.

The book *Between Resistance and Martyrdom: Jehovah's Witnesses in the Third Reich* played a major role in creating our performance. Detlef Garbe, the author, wrote this book based on the persecution of the Jehovah's Witnesses under Nazi assault. This is a primary source because it is filled with primary documents, quotes, and pictures during World War II. We made use of this source in our performance by expressing the hardships Jehovah's Witnesses faced in Germany.

Holmes, John Haynes. Received by Mr. Oscar B. Wilkins, 14 Apr. 1943, Kamiah, Idaho.

The chairman of the American Civil Liberties Union wrote a letter to the president of the Kamiah School Board advising them to reconsider the expulsion of the Jehovah's Witnesses. This is a valid and reliable source as it references the Gobitas case and helped us further our research.

“Jehovah's Witnesses - Artifact/Document.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/wlc/en/gallery.php?ModuleId=10005394&MediaType=da. Accessed 9 Feb. 2017.

This site is a primary source because of the high quality pictures of artifacts from World War II. This gave us an idea of what bible and documents were used by the Jehovah’s Witnesses and German government.

“Jehovah’s Witness Youths in Nazi Germany.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/learn/students/learning-materials-and-resources/jehovahs-witnesses-victims-of-the-nazi-era/jehovahs-witness-youths-in-nazi-germany. Accessed 3 Feb. 2017.

Jehovah's Witness Youths in Nazi Germany was a program held at the United States Holocaust Memorial Museum on December 5, 2000. This is an audio clip from that event which contained many quotes from Simone Arnold Liebster and they helped us to develop our school scene in Germany.

Kennedy, E. C. Received by Mrs. Oscar Wilkins, 27 Sept. 1941, Noxon , Montana.

E.C. Kennedy, one of Jehovah’s Witnesses, sent a letter to his friend, Mrs. Wilkins giving advice on what the family should proceed to do. This original document is an important source to our project since we see the process of what happened after the kids were expelled. We see that the effort to fight the school district took work and time.

Lyle, J. M. Received by Mrs. Oscar B Wilkins, 27 Sept. 1941, Boise, Idaho.

From this letter we see this problem was nation-wide. The State-Superintendent informed the Wilkins family that their children must go back to school or the case would be advanced to probate court. This original letter helped us understand how school districts, at this time, were firm with their standards.

“A Matter of Conscience (Reason): American Treasures of the Library of Congress.” *A Matter of Conscience (Reason): American Treasures of the Library of Congress*, www.loc.gov/exhibits/treasures/trr006.html . Accessed 15 Feb. 2017.

In our performance, we wanted to portray the reason Lillian and Billy Gobitas, as well as many other Jehovah’s Witnesses, did not salute the flag. This source was exceedingly helpful because it supplied us with quotes from Lillian and Billy Gobitas and allowed us to utilize them in our scenes.

Parsons, Robert. “Nez Perce History.” *Pioneer Profile*, Nov. 1908, p. 70.

In this original article from 1908, the author informs the public about the conflict between the Kamiah School District and the Wilkins family. The fact that we are related to the Wilkins family made us realize how persecution towards Jehovah's Witnesses occurred all over the United States.

The Persecution of Jehovah's Witnesses: The Record of Violence against a Religious Organization Unparalleled in America since the Attacks on the Mormons. New York, American Civil Liberties Union, 1941.

This book was published in 1941, explaining the forgotten persecution the Jehovah's Witnesses in the United States faced. It contained numerous quoted stories of Witnesses' personal experiences and what they endured. This was an exceptionally beneficial source that assisted us in advancing our script as a whole and furthered our knowledge about the persecution of the Witnesses in the U.S.

Peters, Shawn Francis. *Judging Jehovah's Witnesses: Religious Persecution and the Dawn of the Rights Revolution.* Lawrence, Kan., University Press of Kansas, 2000.

Shawn Francis Peters' book played a major role in creating our performance. He wrote a clear yet graphic description of the Jehovah's Witnesses' fight for religious freedom in the 1930s to 1940s. This book contains many pictures, quotes, and even letters from the Gobitas family.

Poppenberg, Fritz and Stefanie Krug, directors. *Fear Not.* 1997.

The *Fear Not* documentary speaks about Witnesses who put Bible principles before Nazi laws. *Fear Not* explained that Jehovah's Witnesses were seen as enemies because of their political neutrality. It consisted of many primary interviews and documents which we utilized through narration in our performance.

Poppenberg, Fritz. *The Girl with the Purple Triangle.* 2003.

The Girl with the Purple Triangle is a documentary that told a Jehovah's Witness' story through interviews. This video gave us an opportunity to investigate the treatment of the youth in German concentration camps. It was horrifying to discover that youth in the camps were treated just as harsh as everyone else.

"Records of Rights." *Jehovah's Witnesses Fight for Rights, 1943* | *Records of Rights*, recordsofrights.org/events/73/jehovahs-witnesses-fight-for-rights. Accessed 6 Jan. 2017.

The National Archives had the documents of the decision made from the *West Virginia v. Barnette* case. This site also displayed a picture from 1942, where the Supreme Court ruled against the Jehovah's Witnesses in the Gobitis case just three years before.

Robert H. Jackson Center, director. *Lillian Gobitas Interview on Experiences with Persecution.* 22 July 2015, youtu.be/eGjfsUw5Dw4. Accessed 15 Feb. 2017.

In this interview, Lillian Gobitas describes persecution she faced during her youth. She explained that mobs attacked the Witnesses and the police threw the Witnesses in jail because of it. This interview encouraged us to include parts of what she said in our performance.

Roberts, C. E. Received by Mrs. Richard Holdren, 17 Feb. 1943, Boise, Idaho.

The State Superintendent of Public Instruction points out that the last decision of the Minersville School District v. Gobitis case was reversed. It was no longer a requirement for the flag salute to be given by children in school. As a primary source, this letter was extremely significant in our research because this marks the point where schools finally recognized that they were overruled by the Supreme Court.

Stephenson, Geraldine. Received by Mr. Oscar Wilkins, 1 Dec. 1941, Kooskia, Idaho.

This handwritten letter from Neri Wilkins' teacher represents many teachers' in the United States opinions of Witness children not pledging allegiance to the flag. This primary source allowed us to comprehend another point-of-view.

Superintendent. Received by Mr. Oscar Wilkins, 10 Sept. 1941, Kooskia, Idaho.

The Superintendent of the school district in Kooskia, Idaho, wrote a letter to Mr. Oscar Wilkins about how his daughter was to stay home if she didn't salute the flag. This was a vital source to our performance because it was the Superintendent's original words demanding that the man's children stay home.

Taylor, J. W. Received by Mr. John W. Condie, State House, 1 Nov. 1939, State House.

This original letter from 1939, from the Attorney General to John W. Condie discussed his opinion about if pupils in common schools can be required to salute the flag and give pledge of allegiance. This letter gave us his words about a conflict that was happening during World War II.

“Timeline of Events.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/learn/timeline-of-events/1933-1938/ban-on-jehovahs-witness-organizations. Accessed 9 Feb. 2017.

The Kusserow family, who were Jehovah's Witnesses, were torn apart by Nazi authority. This timeline displayed a number of primary pictures that explained the Ban on Jehovah's Witness Organizations. We used these pictures and correlating information to describe the persecution of the Witnesses in Germany.

USC Shoah Foundation. “Jehovah Witness Survivor Simone Maria Liebster Testimony.” 16 July 2011,

www.bing.com/videos/search?q=the+nazi+persecution+of+jehovahs+witnesses+the+kur+rusow+collection&view=detail&mid=B946364C46CC9E13F0ACB946364C46CC9E13F0AC&FORM=VIRE. Accessed 4 Feb. 2017.

We used this interview video of Simone Liebster to add on to our knowledge of what she told us in our own interview. As a primary source, it was very valuable to our project and explained how her family was challenged in WWII with more detail.

Watchtower Bible and Tract Society of New York, Inc. *Jehovah's Witnesses Stand Firm Against Nazi Assault*. 2008.

Jehovah's Witnesses Stand Firm Against Nazi Assault broadcasted the firmness Jehovah's Witnesses had under persecution. Many who were prisoners in the concentration camps were interviewed in this video. This was extremely valuable when we tried to portray the unbreakable faith during World War II

Watchtower Bible and Tract Society of New York, Inc. *Purple Triangles*. 2008.

After watching *Purple Triangles*, our understanding of the Witnesses faith in the camps became more vivid. They would not compromise their beliefs during Hitler's reign. They were extremely courageous as they stood firm in their faith against the Nazis in Germany. In our performance, we attempt to evoke such emotion and the courage of the Jehovah's Witnesses in our scenes.

Watchtower Bible and Tract Society. Received by Mrs. Oscar B. Wilkins, 8 Oct. 1941, Brooklyn, New York.

The Watchtower Bible and Tract Society suggested to the Wilkins family that a petition was the best way to win over the school district of Kooskia, Idaho. This letter is from Brooklyn, New York and gives direct instructions to the Wilkins family on how they should proceed to get their children reinstated in school.

Wilkins, Mr. Oscar B. Received by U.S. Attorney, 5 Apr. 1943, Kamiah, Idaho.

In 1943, Mr. and Mrs. Oscar B. Wilkins wrote to the U.S. Attorney of the State of Idaho explaining the reason his children would not salute the United States flag. This source was a vital piece of our research because it shows that these Jehovah's Witnesses have taken great steps to protect not only their daughters religious rights but the rights of everybody.

Wilkins, Oscar B. Received by Mr. Roberts, 3 Feb. 1941, Kooskia, Idaho.

Oscar B. Wilkins replied to the Superintendent's letter explaining that his children were not saluting the U.S. flag because it violates their religious convictions, not because they are being unpatriotic. This is an original document which gave a first-hand account of a Jehovah's Witness not pledging their allegiance to the flag.

Wilkins, Oscar. Received by Mr. Bottolfsen, 21 Mar. 1943, Kamiah, Idaho.

This is yet another handwritten letter by Mr. Oscar B. Wilkins to Mr. Bottolfsen explaining how his family hold their religious convictions in highest regard and always put them before earthly laws. This letter gave us an accurate understanding of the attempts he made to get his children readmitted back in school.

Secondary Sources:

“Auschwitz Concentration Camp Survivors Mark 70 Years Since Liberation.” *JW.ORG*, 21 Jan. 2015,
[www.jw.org/en/news/releases/by-region/poland/auschwitz-concentration-camps-liberation/#?insight\[search_id\]=6f9ad6be-d9f2-4bbd-b02e-fed8d19d89cc&insight\[search_result_index\]=6](http://www.jw.org/en/news/releases/by-region/poland/auschwitz-concentration-camps-liberation/#?insight[search_id]=6f9ad6be-d9f2-4bbd-b02e-fed8d19d89cc&insight[search_result_index]=6). Accessed 9 Jan. 2017.

It was astonishing to discover that 72 years have passed since liberation of the prisoners in Auschwitz Concentration Camp. We gained background information from this site and used it to develop narration in our scenes.

Bardessono, Giovanni A., and Mikaila W. Bardessono. “Richard Medley.” 26 Feb. 2017.

We had the opportunity to interview our great uncle, Richard Medley. He told us about our great grandmother, Neri Wilkins, and how she was expelled from an elementary school in Kooskia, Idaho. We were also very fortunate that he provided us with a binder of primary documents such as letters, newspapers, and photographs from the time when the Wilkins were expelled from the Kamiah School District.

Chu, Jolene, and Donna P. Couper. “The Flag and Freedom.” *Other Resources - Arnold Liebster Foundation*, National Council for the Social Studies, Oct. 2003,
www.alst.org/data/Chu-Couper.pdf. Accessed 20 Jan. 2017.

This document was laid out in chronological order about the freedoms won by the Jehovah’s Witnesses in the Supreme Court. We referred to this document when brainstorming the narration and scene about the court cases of the Jehovah’s Witnesses in the U.S.

Erickson, Amanda. “Russia Just Effectively Banned Jehovah's Witnesses from the Country.” *The Washington Post*, WP Company, 20 Apr. 2017,
www.washingtonpost.com/news/worldviews/wp/2017/04/20/russia-just-effectively-banned-jehovahs-witnesses-from-the-country/?utm_term=.341cb89ad03c. Accessed 23 Apr. 2017.

Back in February the witnesses were labeled as “extremists” and Kremlin officials launched an effort to ban the faith. The witnesses took their stand all the way to the Supreme Court where they were accused of being a threat to public order and security. Just 9 days ago the Russian Supreme Court banned all Jehovah’s Witnesses. The government is planning on seizing all their

churches and liquidating them. All activity including worship were banned. Witnesses that stand firm in their faith and defy the ruling face monetary fines and 6-10 years in prison. This source shows that Jehovah's Witnesses today still stand firm against persecution.

“Foundations of the Nazi State.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/wlc/en/article.php?ModuleId=10005204. Accessed 1 Feb. 2017.

We were fascinated to find out that the Germans liked no guaranteed rights. This webpage educated us about the origins of the Nazi State and was the foundation of our understanding about the German government.

Hakim, Joy. “The Final Solution.” *War, Peace, and All That Jazz*, Oxford University Press, New York, 2003, pp. 116–123.

Before we began to write our performance, we needed to know more about the Nazi Regime and why they started the Holocaust. In a section of *War, Peace, and All That Jazz*, we found out that Hitler felt the concentration camps and the mass murder of millions was the solution to creating an Aryan race.

History.com Staff. “World War II History.” *History.com*, A&E Television Networks, 2009, www.history.com/topics/world-war-ii/world-war-ii-history. Accessed 6 Jan. 2017.

As we began to research, this secondary source website provided background information of World War II. We needed to know the basics of it to understand further information on the Holocaust.

“The Forgotten History Blog.” The Official Pledge of Allegiance Salute Used to Be a ‘Hitler Salute,’ forgottenhistoryblog.com/the-official-american-flag-salute-used-to-be-a-hitler-salute/. Accessed 27 Jan. 2017.

In order to gain a clearer idea of the persecution in U.S. schools, we needed to know what the pledge of allegiance was like during this time. We discovered that until 1942, the children were taught to extend their right arm out at eye-level, much like what the German children were made to do for the Hitler salute. This fact was very important as we had to incorporate this in our scene.

“The Holocaust and World War II: Timeline.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/wlc/en/article.php?ModuleId=10007653. Accessed 9 Feb. 2017.

This timeline clearly characterized events that occurred during the Holocaust and World War II. We used this timeline to validate that our performance was in chronological order. This source also provided information that we had not yet uncovered about German concentration camps.

“Introduction to the Holocaust - Animated Map/Map.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/wlc/en/gallery.php?ModuleId=10005143&MediaType=nm. Accessed 6 Jan. 2017.

These maps gave us a visual of where the concentration camps were located. This added onto our background knowledge of the Holocaust.

“Introduction to the Holocaust.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/wlc/en/article.php?ModuleId=10005143. Accessed 13 Jan. 2017.

This site introduces how the Holocaust began and what occurred in the Holocaust. This secondary source contributed to our project by showing that along with the Jews, Roma Gypsies, and others, Jehovah’s Witnesses were also a target of the Nazi persecution.

“Jehovah's Witnesses | Legal News in the United States.” *JW.ORG*, 27 Apr. 2015, www.jw.org/en/news/legal/by-region/united-states/. Accessed 9 Feb. 2017.

Historic milestones of the Jehovah’s Witnesses in World War II are presented here in a timeline. It depicts much of their accomplishments in the courts, such as the overruling of the Gobitis decision, and enlightened us on what they were able to achieve from their stand.

“Jehovah's Witnesses: Article.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/wlc/en/article.php?ModuleId=10006187. Accessed 6 Feb. 2017.

According to this site, persecution of Jehovah’s Witnesses intensified once the Nazis came to power. From this article, we gained more in depth information about how the Witnesses became targets and the reason Germany saw them as a threat.

“Jehovah's Witnesses: ID Cards.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/wlc/en/article.php?ModuleId=10006186. Accessed 2 Jan. 2017.

Simone Arnold, Johanna Niedermeier Buchner, and Helene Gotthold are all Jehovah’s Witnesses we acquired knowledge from this site. Each person faced diverse persecution in the camps. We used their experiences to further our knowledge on the persecution they faced.

“Jehovah's Witnesses in Germany.” *Jehovah's Witnesses in Germany : Center for Holocaust & Genocide Studies : University of Minnesota*, chgs.umn.edu/museum/responses/steyer/jWitnesses.html. Accessed 6 Jan. 2017.

This was one of our most beneficial secondary sources. We were able to find an example where 400 men were lined up at the Sachsenhausen concentration camp and were forced to watch an assassination of a Jehovah's Witnesses. Overall, not one recanted. We used this example as a scene in our performance.

““Jehovah's Witnesses: Prewar Persecution .” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/learn/students/learning-materials-and-resources/jehovahs-witnesses-victims-of-the-nazi-era/jehovahs-witnesses-victims-of-the-nazi-era-prewar. Accessed 25 Jan. 2017.

Persecution of Jehovah's Witnesses in Germany existed even before the war. This source shows the persecution that happened before the war. We used this to gain a more valuable understanding of how the persecution in Germany progressed.

“Jehovah's Witnesses.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/wlc/en/article.php?ModuleId=10005394%2B%C2%A0. Accessed 5 Jan. 2017.

This was an outline of what happened to the Witnesses in Germany before World War II. We used this information to develop an introductory understanding about Jehovah's Witnesses in Germany. We also used this information in our narration about the number of Jehovah's Witnesses in the concentration camps.

“Jehovah's Witnesses: Wartime Persecution .” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/learn/students/learning-materials-and-resources/jehovahs-witnesses-victims-of-the-nazi-era/jehovahs-witnesses-wartime-persecution. Accessed 15 Jan. 2017.

This was an outline of what happened to the Witnesses in Germany during World War II. This gave us a basic understanding of the persecution that occurred during the war.

“Minersville School District v. Board of Education.” *LII / Legal Information Institute*, www.law.cornell.edu/supremecourt/text/310/586. Accessed 11 Feb. 2017.

In our performance we briefly portray a court scene of the Minersville School District v. Gobitis case. From this webpage, we learned exactly what the case was and the opinions of the justices.

“Minersville School District v. Gobitis (1940).” *Bill of Rights Institute*, 2017, billofrightsinstitute.org/educate/educator-resources/lessons-plans/landmark-supreme-court-cases-lessons/minersville-school-district-v-gobitis-1940/. Accessed 15 Jan. 2017.

The *Bill of Rights Institute* described the *Minersville School District v. Gobitis* court case into fine detail. We used this to our advantage in our narration about the case and how it changed religious freedom forever.

The Nazi Persecution of Jehovah's Witnesses: The Kusserow Collection (Curators Corner #21) .
12 Mar. 2014, Accessed 3 Dec. 2016.

This was an interview with a curator that works at The National Holocaust Museum in Washington D.C. She focused on the Kusserow family, who were prominent Jehovah's Witnesses in Germany during World War II. We used this account to describe the persecution of the Witnesses in Germany.

“Nazi Racism.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/outreach/en/article.php?ModuleId=10007679. Accessed 17 Jan. 2017.

Nazi racism and persecution were brutal. The Nazi government went to great measures to discriminate against their enemy. We used this information to develop a better understanding about the reason the Nazis persecuted against people who were different.

““The Nazi Rise to Power.” *United States Holocaust Memorial Museum*, United States Holocaust Memorial Museum, www.ushmm.org/wlc/en/article.php?ModuleId=10008206. Accessed 6 Feb. 2017.

One of the questions we had before researching was: How did the Nazi government rise to power? This source not only answered our question but also explained how the citizens of Germany felt about it. This source was valuable in the way that it furthered our knowledge about the Nazi government.

Robert H. Jackson Center. *Shawn Francis Peters on Jehovah's Witnesses*. 19 Dec. 2010, www.youtube.com/watch?v=18RDGhU50vk. Accessed 7 Feb. 2017.

The author of *Judging Jehovah's Witnesses: Religious Persecution and the Dawn of the Rights Revolution*, discusses his book in a presentation. He claims that because Jehovah's Witnesses were constantly going to the Supreme Court, it caused the Justices to wake up to the Bill of Rights. This opened our eyes to how the Jehovah's Witnesses impacted the United States with their powerful stand for freedom of religion.

Stichting, Anne Frank. “Teachers' Portal - Pupils' Questions: Why Did Hitler Hate Jews?” *Anne Frank House*, www.annefrank.org/en/Education/Teachers-portal/Pupilsquestions/Why-did-Hitler-hate-Jews/. Accessed 4 Jan. 2017.

This source explained that Hitler grew up in Vienna where the mayor was extremely antisemitic and gave us an introductory understanding about why Hitler hated the Jews.

“Their Hair Is to Be Put to Use...” *The Nizkor Project*,
www.nizkor.org/hweb/camps/dachau/use-of-hair.html. Accessed 4 Feb. 2017.

This web page explained the process in which the Nazi government cut and used hair from the prisoners in the concentration camps. In one of our scenes the hair is actually measured before it is cut. We utilized this site to create this scene.