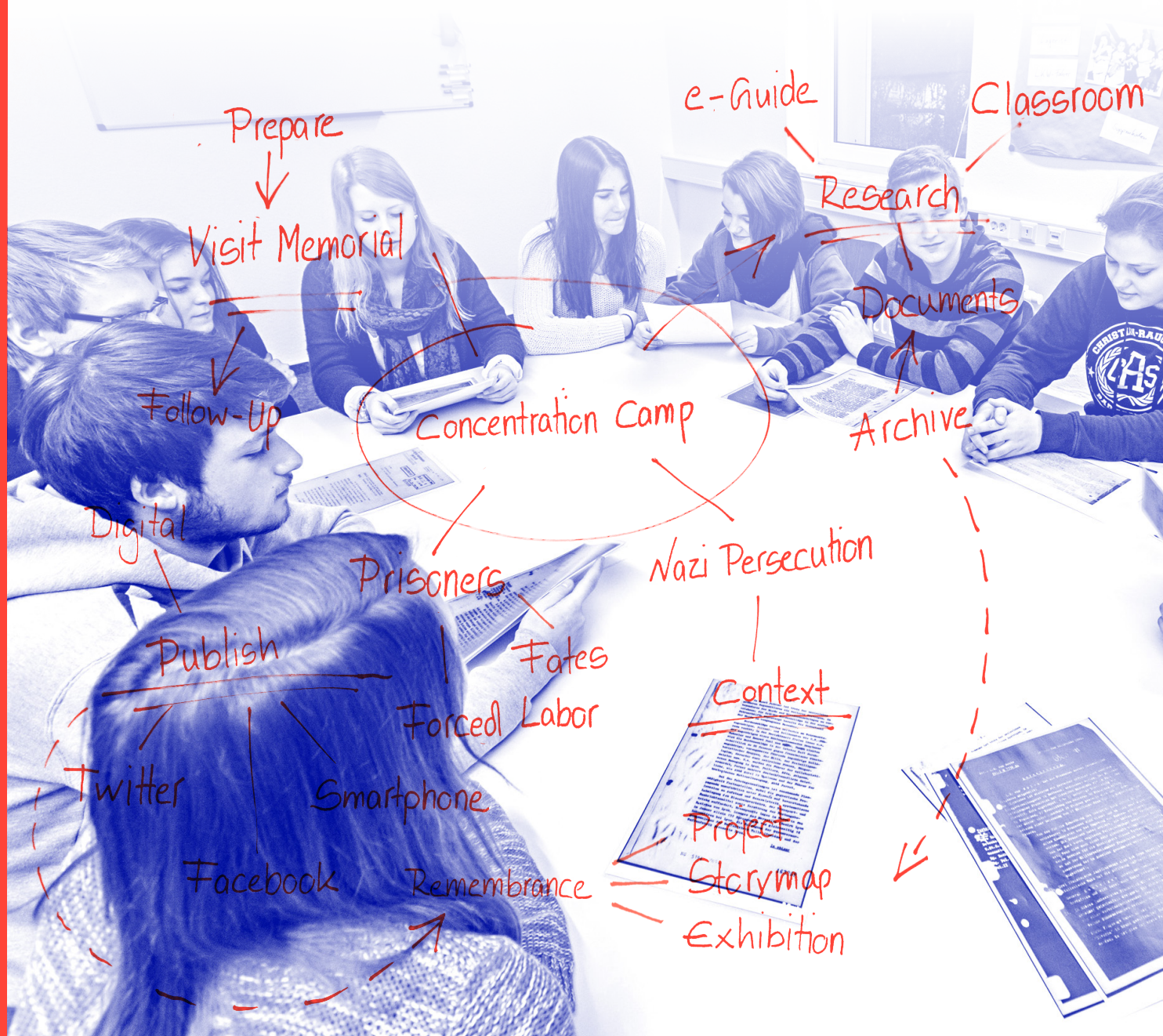


Arolsen Archives

International Center
on Nazi Persecution

documentED

Toolkit for Preparing a Visit to the
Neuengamme Concentration Camp Memorial,
on the Basis of Documents from the
Arolsen Archives



Imprint

documentED is a project of the Arolsen Archives.

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A r c h i v e s**

International Center
on Nazi Persecution



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documentED

A Project of the Arolsen Archives

The visit to a concentration camp memorial offers students the chance to make a special learning experience. The authentic site has an atmosphere that deepens learners' desire for knowledge, while challenging them emotionally. That is why it is all the more important for teachers to prepare their students for, and follow up with them on, the visit to the concentration camp memorial. How can the preparation and follow-up be successful, though, in view of the too often tight school curricula and the limited time resources? And: how can it be shaped in a way that awakens the students' interest and enables a common knowledge base for the visit so that the learners will not only come to the memorial with specific questions on their minds, but even feel encouraged to become involved in some form of commemoration later on?

With documentED (a portmanteau of documents and education), we offer a toolkit that is meant to assist you with this challenge in the best possible way. At the core of this toolkit is selected historical source material from the Arolsen Archives: documents on Emil Mohr, who was incarcerated in, among others, the Neuengamme concentration camp.

The possibilities of using the material are manifold, ranging from a single teaching unit to a systematic preparation of, and follow-up to, the visit to the concentration camp memorial in the context of school projects over several hours or even days. An additional online tool strengthens the students' ability to learn autonomously by helping them decode the documents through research-based learning. Ideas and examples for follow-up activities show the students how to continue their research and be creative either in their classroom or online, depending on their respective interests and time resources.

The basis of documentED are the collections of the Arolsen Archives – International Center on Nazi Persecution, the world's most comprehensive archive on Nazi persecution preserving documents on different groups of victims. The collection is part of UNESCO's Memory of the World Register and includes information about approximately 17.5 million individuals.

The International Holocaust Remembrance Alliance (IHRA) has published recommendations for visiting authentic sites of Nazi crimes at: <https://www.holocaustremembrance.com/index.php/node/141?usergroup=4>



Part 1: Information for Teachers

The earlier we acquaint children of different ages with the existence of these files and their contents, the easier it will be to teach the history of the Holocaust and other mass killings. Every new generation of children must be familiarized with this terrible past and its horrendous consequences.

Thomas Buergenthal
Survivor

On the following pages you will find documents from the Arolsen Archives that have been carefully chosen and are meant to be used to prepare for and follow up on your visit to the concentration camp memorial. Students should form small groups, each working on one of the documents, e.g. a prisoner registration card. In addition to documents from the Neuengamme concentration camp, the toolkit may include records from other places where Emil Mohr was imprisoned. In any case, the Neuengamme concentration camp is mentioned on all documents so that students are able to both connect them to the place they are visiting and learn more about the individual persecution of Emil Mohr. You can either print out the documents (double-sided and in color) or utilize them in a digital classroom setting.

We have formulated questions on a worksheet, which you may distribute or use as a basis for defining your own tasks. The questions refer to the documents and cover various levels of source criticism and competence learning. To prevent students from feeling overwhelmed by the questions, we recommend that you pre-select and/or adjust the questions to the learning level of your class or course.

Every document included in the toolkit is followed by a QR code and a link to the e-Guide of the Arolsen Archives, an interactive online tool that gives a detailed explanation and description of the documents presented here. All other details on the e-Guide can be taken from the »Contextualization« section below.

Following the documents and the worksheets, you will find an information sheet for students showing five possible documentED projects as a follow-up to the visit to the concentration camp memorial. While learners can carry out some of

the example projects easily by using their mobile phones, other activities are more time-consuming and challenging in terms of source criticism and the technology used. That is why the latter are more suitable for students in higher grades or for more advanced learning.

All educational activities of the Arolsen Archives focus on historical learning with or by means of archival documents. The documents on prisoners of the Nazi concentration camps, ghettos and other prison sites allow learners to address and study a concrete individual fate. Based on that individual fate, they create a link to the larger history of Nazi crimes. By analyzing original sources, students can acquire competence in source criticism through a research-based learning about Nazi persecution.

The collections of the Arolsen Archives form a Paper Monument - millions of fates in millions of documents. The documents have great potential for use in the classroom or in the context of school projects as well as in research and commemoration initiatives. Thus, they offer an important basis for contributing to an active memory culture about the Nazi era by specifically focusing on the victims of Nazi persecution.

Individual Fates of Victims of Nazi Persecution

Working with person-related records allows learners to explore the fates of individual former prisoners. As the information value of the sources may vary, though, the resulting biographical information based on the selected documents inevitably remains incomplete. Reconstructing entire paths of persecution or writing comprehensive biographies on this basis is impossible. Doing so would be difficult even in those cases where all documentation on an individual person that is preserved in the Arolsen Archives is taken into account.



Stanislaw Galka, photo index of survivors of CC Dachau, 1945 / 1.1.6.11 / 125837796 / ITS Digital Archive, Arolsen Archives

The reason for this is the diversity of documentary collections on the history of the concentration camps, which is why the documents preserved ever only highlight specific aspects of and perspectives on Nazi persecution.

The documents selected for this toolkit create a link to the historical site which the students will visit. Another strong point of the documents is that they reflect the heterogeneity of the prisoner groups in the National Socialist concentration camps. Apart from Jews and political opponents of the Nazi regime from Germany and German-occupied territories, the camps held thousands of non-German forced laborers, Sinti and Romani, homosexuals, so-called »Asoziale« (anti-social elements) or »Berufsverbrecher« (career criminals) whose persecution has often remained widely unknown and in some cases has not been recognized to this day. Teachers should prepare themselves for situations in which students might reveal stereotypes on social outcasts. These stereotypes need to be countered by explaining the prejudice and arbitrariness with which the Nazis categorized their victims. Through this, students should be encouraged to formulate questions about different reasons of persecution and bear these in mind while visiting the memorial.

You can find an overview of the system of Nazi persecution and the various victims' groups at <https://encyclopedia.ushmm.org/content/en/article/mosaic-of-victims-an-overview>

Apart from using them for more of a biographical approach, the documents may form the starting point of further research about the history of Nazi persecution or single aspects of persecution events. If you, for instance, intend to prepare a unit on the concentration camp system, you might employ the documents to show how the Nazi regime managed the prisoners and how it took advantage of this routine to dehumanize the people incarcerated - e.g. by using prisoner numbers for identification.



User interface of the e-Guide

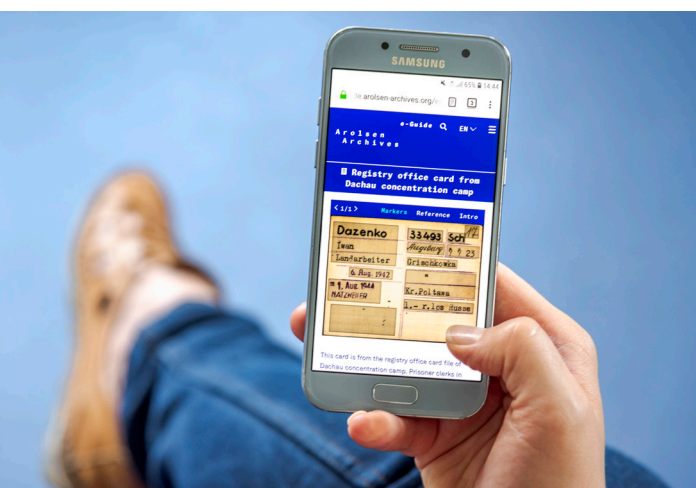
Contextualization

Most documents from the Arolsen Archives referring to concentration camps are documents created by perpetrators. They were used in a specific historical context, in this case in the administration of a concentration camp. As these documents reflect the inhuman ideology of the National Socialists (consider for example the registration of characteristic physical traits or the information noted with regard to reasons of incarceration), their information value is highly problematic and therefore cannot be left without comment in the context of educational activities. The documents

that are used in history lessons have to be deconstructed carefully and considered in their original context. The students should come to realize who created these documents for which purpose, and their content has to be critically analyzed.

For this reason, we offer not only the source material itself, but also an e-Guide on our website (at <https://eguide.arolsen-archives.org/en/>) which allows learners to understand the documents in context. The e-Guide interactively describes the form and function of the most frequent types of documents preserved in the Arolsen Archives, including concentration camp documents. Key questions (such as »Where was this document used and who created it?«, »Which purpose was the document used for?« or »What has to be considered when working with this document?«) are answered fully and in simple language.

This enables you as a teacher to prepare for working with the documents; and what is just as important: your students can work with the documents without detailed prior knowledge, because by using our e-Guide they can acquire the contextual knowledge themselves. In this way, learners are ideally prevented from drawing wrong conclusions from perpetrator sources. At the same time their explorative learning skills can be reinforced, because they are given the chance to work in a source-critical way.



Considering that the e-Guide of the Arolsen Archives was conceived and organized as an interactive online tool, we recommend that the students use it digitally - e.g. on their personal or tablet computers, or their cell phones. We are aware, though, that not every classroom is digitally equipped and that project-oriented activities often lack access to the internet. For this reason, it is also possible to print out the relevant content from the e-Guide and hand it out to your students in the classroom.

As regards the information value, the printable e-Guide content is not different from the online version. What the printable version lacks are the interactive elements, though - browsing the overview of various documents preserved in the Arolsen Archives, for instance, and in particular actively exploring the annotations to single segments of the documents. All of this constitutes a valuable, albeit optional dimension of research-based learning.

An overview of archives in Europe is available at: <https://www.archivesportaleurope.net/directory>

Research-Based Learning

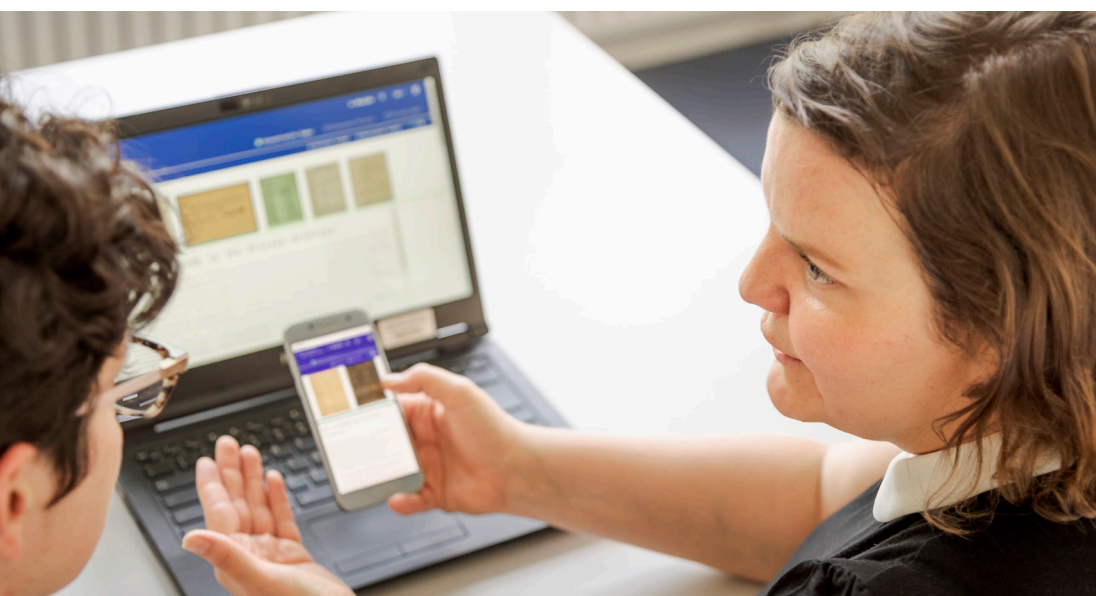
Missing or confusing information - partly owing to contradictory information on the documents - may be a challenge for students on the one hand while offering potential for research-based learning on the other. That is why you ought to prepare yourself for certain reactions from students (»The information is missing in the document!«) by drawing their attention to the incomplete nature of the documents - a key finding in the context of source criticism - and motivating students to become active research-based learners.

If there are sufficient time resources for preparing the excursion to the memorial and, in particular, for following up with an additional project, we advise a specific search in local archives allowing the students to learn more about the bio-

ographies of other persecuted people or about the history of Nazi persecution in their home town in general. Also, students might wish to check whether more documents exist on the prisoners whose documents they have worked with, for instance in the online collections of the Arolsen Archives. In this way, knowledge acquired during the visit to the memorial may be placed into a broader historical context.

Five suggestions for projects that the students may implement following the visit to the memorial are included in the information sheet »Take a Stand! What is your documentED project?«. It may be useful to have the students discuss this information sheet and make a choice that meets their capabilities, interests and time resources.

You can find the online archive of the Arolsen Archives here: collections.arolsen-archives.org/en/search/



Part 2: Material for the Preparation of and Follow-Up on the Excursion



Three-Stage Model

Preparation



Activate
Mind Map
»Concentration Camp«

🕒 10 Minutes



Acquire
Group Work on Prisoner
Documents

🕒 60 Minutes



Apply
Creating a Poster or Other
Activity

🕒 20 Minutes

Visit



Visit to the Memorial

Follow-Up



Your own documentED Project
Choice and Implementation

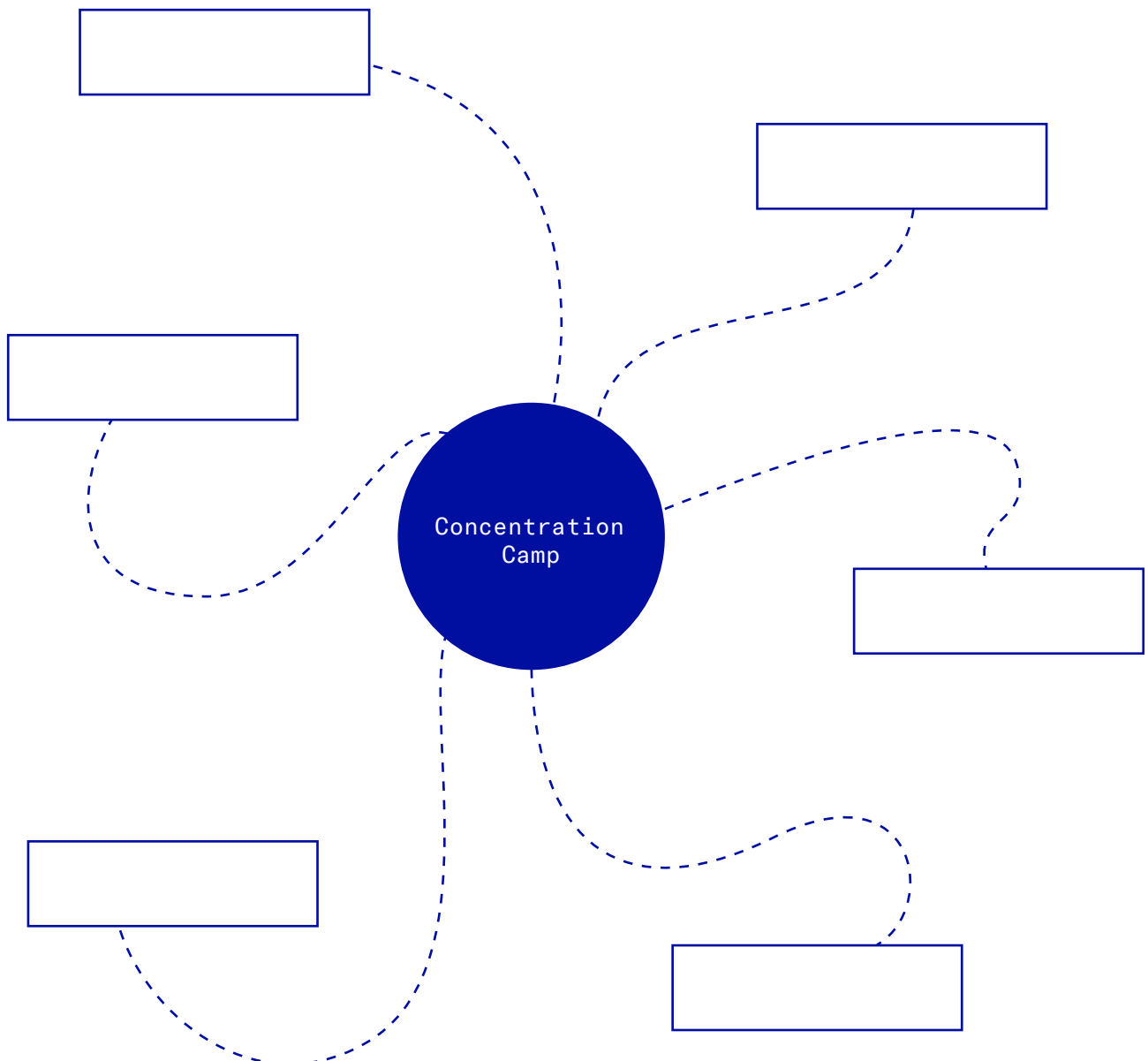
🕒 Time as needed



Mind Map

Concentration Camp

Think of words you associate with the term **Concentration Camp**! Collect the words on the board.





Overview of Documents

from the Collections of the Arolsen Archives

On the following pages, you will find three documents from the collections of the Arolsen Archives for preparing your visit to the Neuengamme Concentration Camp Memorial. The students should form small groups, each of which should work on a different document. You can print out the documents (double-sided and in color) or utilize them in a digital environment.

We have formulated questions on a worksheet which you may distribute to each group or use as a basis for your own tasks.

Documents included:

- Prisoner registration card from CC Neuengamme, Emil Mohr, born 1.11.1894
- Prisoner registration form from CC Buchenwald, Emil Mohr, born 1.11.1894
- Personal effects card from CC Buchenwald, Emil Mohr, born 1.11.1894



Prisoner Registration Card

Emil Mohr, born 1.11.1894

1804
KL.: *Mohr* *31.124*
BV-*Homo*

Häftlings-Personal-Karte

Fam.-Name: *Mohr* Vorname: *Emil* am: *2. Mai 1944* an KL. *Ruchenwald*

Geb. am: *1.11.94* in *Quickborn* am: _____ an KL. _____

Stand: *led.* Kinder: _____ am: _____ an KL. _____

Wohnort: *Hamburg, 36* am: _____ an KL. _____

Strasse: *Peterstr. 65* am: _____ an KL. _____

Religion: *ev.* Staatsang: *DR* am: _____ an KL. _____

Wohnort d. Angehörigen: *Schwester:* am: _____ an KL. _____

Frau Klara Alpers, Gr. Flottbeck am: _____ an KL. _____

Stadtsmoor, 13 am: _____ an KL. _____

Eingewiesen am: *6.10.43* am: _____ an KL. _____

durch: *Krpl. Hamburg* am: _____ an KL. _____

in KL.: *Mg* am: _____ an KL. _____

Grund: *Gemeingefährlich* Entlassung: _____

Vorstrafen: *4* am: _____ durch KL.: _____

mit Verfügung v.: _____

Strafen im La _____

Grund: _____ Art: _____

Sicherheitsb. Einsatz: _____

Körperliche Verfassung: _____

S. FOTO NR 2348 r

R4 544267 *R4 544267*

Document:

Prisoner registration card from Concentration
Camp Neuengamme / 1.1.5.3 / 6647991 / ITS Digital
Archive, Arolsen Archives

Document
back
Please turn
over





Prisoner Registration Card

Emil Mohr, born 1.11.1894

Erlerner Beruf:	zuletzt ausg. Beruf	Arbeitsbuch Nr.:
<i>Bäcker - Koch</i>	<i>Schiffbauhelfer (6 J.)</i>	Berufsgruppe:
Ausgebildet in der Zeit	<i>(Ankömmer, Bohrer, Fräser)</i>	(Ausbildungslehrgang)
als	im KL.	
Eingesetzt		
1. vom <i>1. 10. 43</i>	bis	als
2. " <i>12. 1. 44</i>	"	bei <i>Gewächshaus</i>
3. "	"	<i>Feinlg. Stelle</i>
4. "	"	
5. "	"	
6. "	"	
7. "	"	
8. "	"	
9. "	"	
10. "	"	
11. "	"	
12. "	"	
13. "	"	
14. "	"	
15. "	"	
16. "	"	
17. "	"	
18. "	"	
19. "	"	
20. "	"	

I. S. FOTO Nr. *2348*

Document:

Prisoner registration card from Concentration
Camp Neuengamme / 1.1.5.3 / 6647991 / ITS Digital
Archive, Arolsen Archives

Document
front
Please turn
over





Prisoner Registration Form

Emil Mohr, born 1.11.1894

§ 175 ✓ Häftling ✓ 23784/31124 ✓
Zunamen Mohr Vornamen Emil Beruf Bäcker, Koch
Geburtstag 1.11.94 Geburtsort Quikborn i. Holstein
Religion verh/ledig/verw/gesch/Kinder Staatsangehörigkeit RD
Adresse der Angehörigen: Schwester: Pein Helene, w.o., Süderstr
Letzter Wohnort des Häftlings: Hamburg
Sozialversicherung:
Verhaftet: 26.7.42 durch Kripo/Stapo KL Neuengamme
In Schutzhaft seit 4.5.44 Im KLBu. seit 4.5.44
Entlassen/überführt am nach
Zahl der Vorstrafen Art der Vorstrafen
 Jahre Gefängnis verbüßt
 Jahre Gefängnis verbüßt Strafe beendet am
Bemerkungen: Emil Mohr
I.T.S. FOTO No. 2058.4 7007

Document:

Prisoner registration form from Concentration Camp Buchenwald / 1.1.5.3 / 6647993 / ITS
Digital Archive, Arolsen Archives

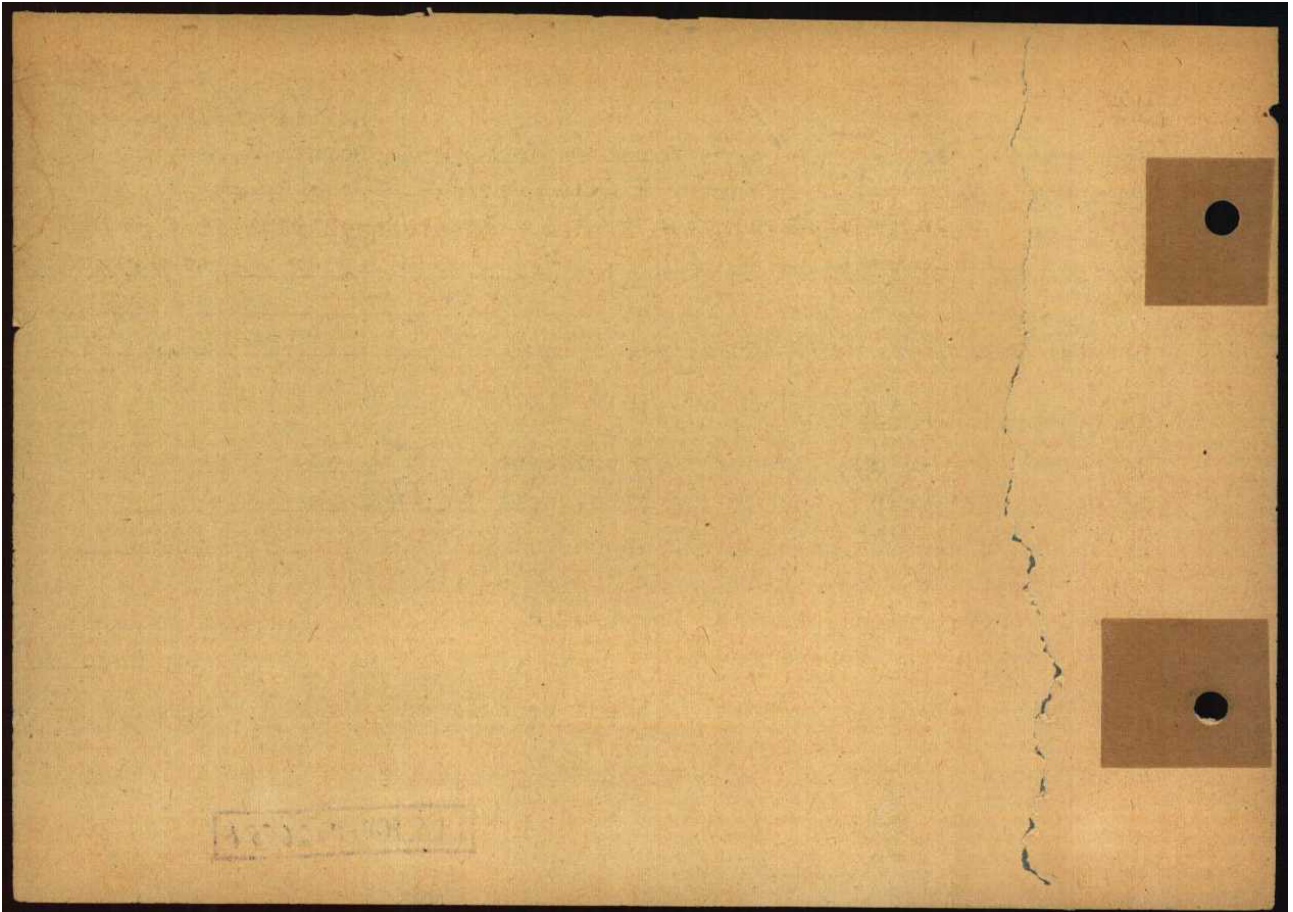
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Prisoner Registration Form

Emil Mohr, born 1.11.1894



Document:

Prisoner registration form from Concentration Camp Buchenwald / 1.1.5.3 / 6647993 / ITS
Digital Archive, Arolsen Archives

Document
front
Please turn
over





Personal Effects Card

Emil Mohr, born 1.11.1894

§175 23784

Vor- und Zuname: Emil Mohr Haft-Nr. 31124

Beruf: Bäcker, Koch geboren am: 1.11.94 in: Quikborn

Anschrifts-Ort: Schwester: Helene Pein, Quikborn in Holstein, Süderstr. Straße Nr. _____

Eingel. am: 4.5.44 Uhr von KL Neugamme Uhr am _____ / _____ Uhr nach _____

Bei Einlieferung abgegeben:

<input checked="" type="checkbox"/> Hut/Mütze	<input checked="" type="checkbox"/> Paar Schuhe/Stiefel	<input type="checkbox"/> Kragenknöpfe	<input type="checkbox"/> Feuerzeug	<input checked="" type="checkbox"/> Koffer	<input checked="" type="checkbox"/> Aktentasche	<input type="checkbox"/> Paket
<input type="checkbox"/> Mantel	<input type="checkbox"/> Paar Strümpfe	<input type="checkbox"/> Halstuch	<input type="checkbox"/> Tabak	<input type="checkbox"/> Pfeife	<input type="checkbox"/> Fremdenpaß	
<input type="checkbox"/> Rock	<input checked="" type="checkbox"/> Paar Damascen ^{Tuch} _{Leber}	<input type="checkbox"/> Taschentuch	<input type="checkbox"/> Zigarren/Zigaretten	<input type="checkbox"/> Arbeitsbuch		
<input type="checkbox"/> Weste/Kletterweste	<input type="checkbox"/> Kragen	<input type="checkbox"/> Paar Handschuhe ^{Tuch} _{Leber}	<input type="checkbox"/> Zig.-Blättchen	<input type="checkbox"/> Invalidenkarte		
<input checked="" type="checkbox"/> Hose	<input type="checkbox"/> Vorhemd	<input type="checkbox"/> Brieftasche mit	<input type="checkbox"/> Ziertuch			
<input checked="" type="checkbox"/> Pullover	<input checked="" type="checkbox"/> Binder/Fliege	<input type="checkbox"/> Papiere	<input type="checkbox"/> Messer	<input type="checkbox"/> Schere		
<input checked="" type="checkbox"/> Oberhemden	<input type="checkbox"/> Paar Ärmelhalter	<input type="checkbox"/> Sporthemd/Hosen	<input type="checkbox"/> Bleistift/Drehblei			
<input checked="" type="checkbox"/> Unterhemden	<input type="checkbox"/> Paar Sockenhalter	<input type="checkbox"/> Abzeichen	<input type="checkbox"/> Geldbörse			
<input type="checkbox"/> Unterhosen	<input type="checkbox"/> Paar Mansch.-Knöpfe	<input type="checkbox"/> Schlüssel a. Ring	<input type="checkbox"/> Kamm			

Wertfachen: ja — nein

Abgabe bestätigt: Emil Mohr I. I. S. FOTO Nr. 8064

Gefäßtenverwalter: Wi

Document:

Personal effects card from Concentration Camp
Buchenwald / 1.1.5.3 / 6647988 / ITS Digital
Archive, Arolsen Archives

Document
back
Please turn
over





Emil Mohr, born 1.11.1894

Emil Mohr, born 1.11.1894

Unterschrift:

abgegeben am:

entnommen am: 6.5.44 2. Kollonne, i. d. 1. Spalte

Umseifig bezeichnetes Eigentum habe ich am
..... 194..... restlos zurückerhalten.

Essetenverwalter:

I T. S. FOTO 806L

Personal effects card from Concentration Camp
Buchenwald / 1.1.5.3 / 6647988 / ITS Digital
Archive, Arolsen Archives

Personal effects card from Concentration Camp
Buchenwald / 1.1.5.3 / 6647988 / ITS Digital
Archive, Arolsen Archives



Worksheet

Page 1/2

- 1 Which document is shown here? Who created it? When? And why? Search for answers in the e-Guide!

- 2 Summarize the most important information in the document on Emil Mohr! Try to put the information together so that you can tell it as a story!



Information about different types of documents is available at <https://eguide.arolsen-archives.org/>

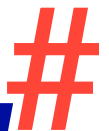


Worksheet

Page 2/2

- 3 Do you have any further questions? What do you expect of the visit to the memorial site?

- 4 Think of ideas for a remembrance project which you might start yourself following your visit to the memorial! Discuss your idea(s) with your teacher! You can find suggestions for projects in the attached information sheet »Take a Stand! What is your documentED Project?«.



You can share your own remembrance project as part of documentED using the hashtag **#weremember**



Take a Stand!

What is your documentED Project?

Starting your own remembrance project is much easier than you think. All you need is a little time and creativity, as well as your smartphone or tablet computer. On this information sheet you will find **five ideas for projects** that require different amounts of time and different technical skills.

Idea 1

Share your Impressions and Thoughts

Share your impressions of the visit to the memorial site or your thoughts on the fate of a prisoner whose documents you have worked with. You can post a photo, a video or a short text using the hashtag #weremember. You can share this on the Twitter, Facebook or Instagram pages of the Arolsen Archives.

🕒 **Time needed: little**
-|- **Difficulty: easy**

! If you want to learn more about the fate of individual prisoners or about Nazi persecution in your home town or region, we recommend that you **search in the online collections of the Arolsen Archives** (collections.arolsen-archives.org/en/search/) and visit your **local town, municipal or district archives**. The staff will certainly be happy to assist you!

Idea 2

A Poster in Memory of a Person

Create a poster, e.g. a timeline, on the life and persecution of a prisoner whose documents you have worked with! You can find tips on how to create a poster here: <https://www.youtube.com/watch?v=FRwFrspIe5s>. You can share this on the Twitter, Facebook or Instagram pages of the Arolsen Archives using the hashtag #weremember!

🕒 **Time needed: medium**
-|- **Difficulty: easy**



Take a Stand!

What is your documentED Project?

Idea 3

A Digital Storymap

With the easy-to-use online tool <https://storymap.knightlab.com/> you can create a storymap on the fate of a prisoner! You can highlight his/her sites of persecution on a digital map and also add pictures. The result is a small interactive online exhibition. You can share your storymap on the Twitter, Facebook or Instagram pages of the Arolsen Archives using the hashtag #weremember.

🕒 **Time needed: medium**
-|- **Difficulty: high**

Idea 4

An Exhibition at your School

Create, at your school, an exhibition on the Nazi crimes and the victims of persecution in your home town or region! Search for additional material on this and reflect on the narrative and structure of the exhibition! For example, you could produce posters with documents and photos as well as texts. You can share your storymap on the Twitter, Facebook or Instagram pages of the Arolsen Archives using the hashtag #weremember.

🕒 **Time needed: high**
-|- **Difficulty: medium**

Idea 5

Help us Clarify Fates and Commemorate!

Help us find the names of individuals persecuted by the Nazis in the online archive of the Arolsen Archives! Sometimes a name listed on a transport list is the last trace of a person murdered by the National Socialists. Finding these people is of particular importance for their families. On a special online platform you can link scanned documents with the names of victims and help keep alive their memory. For more information, please see: aola.to/machmit

🕒 **Time needed: medium**
-|- **Difficulty: medium**

Feedback Sheet, Page 1/2

The following evaluation form is a tool for ensuring and enhancing the quality of the documentED project. That is why we kindly ask teachers to answer the following questions.

Please indicate the extent to which you agree with the following (on a scale of 1-5 ranging from "Do not agree at all" to "Fully agree"). Please tick one box only.

1. The toolkit is well structured.

Do not agree at all ☐ ☐ ☐ ☐ ☐ fully agree

2. The recommendations for teachers are useful with regard to their content.

Do not agree at all ☐ ☐ ☐ ☐ ☐ fully agree

3. The quantity of recommendations for teachers is adequate.

Do not agree at all ☐ ☐ ☐ ☐ ☐ fully agree

4. The didactic approach to using the materials for preparing and following up on the visit to the memorial is suitable.

Do not agree at all ☐ ☐ ☐ ☐ ☐ fully agree

5. The worksheets help students deal with and discuss the documents.

Do not agree at all ☐ ☐ ☐ ☐ ☐ fully agree

6. Students were able to acquire new knowledge or new skills by working with the documents.

Do not agree at all ☐ ☐ ☐ ☐ ☐ fully agree

7. The preparation of the visit to the memorial using this toolkit has been successful in that the students have developed an interest and formulated questions prior to the visit.

Do not agree at all ☐ ☐ ☐ ☐ ☐ fully agree

8. The information sheet "Take a Stand! What is your documentED project?" is useful and the suggestions for projects can be practically applied.

Do not agree at all ☐ ☐ ☐ ☐ ☐ fully agree

Feedback Sheet, Page 2/2

9. Have the students implemented a remembrance project along the lines of "Take a Stand!" following their visit to the memorial?

yes ☐ no ☐

10. If so: please describe the details and results of the project.

11. Do you have any further comments about the documentED project for us? All feedback and criticism is appreciated.

Please send a scan of the form to education@arolsen-archives.org.
Thank you very much! Alternatively, you may send the completed form to the following contact person:

Arolsen Archives
Research and Education
Margit Vogt
Große Allee 5-9
D-34454 Bad Arolsen

Please note: evaluation of the information provided will be anonymous.

More Educational Offers of the Arolsen Archives

The **educational work** of the Arolsen Archives aims to familiarize learners with the history of the victims and survivors of Nazi persecution and promote an **active memory culture** - from a **variety of perspectives** and for young people and adults alike.

Considering that less and less contemporary witnesses can tell us about the Nazi era and the horrors of concentration camps and forced labor, the documents held by the Arolsen Archives on individual fates and paths of persecution are becoming increasingly important.

Our educational activities include:

- Workshops for teachers (curricular and extracurricular)
- Provision of educational materials for use in and outside school
- Seminars and guided tours of the permanent exhibition of the Arolsen Archives
- Consultation on and guidance for educational projects and commemoration initiatives

Please contact us ...

- if you are interested in taking part in a workshop for teachers or if you want us to organize a seminar/workshop in your institution.
- if you would like to come to Bad Arolsen with a group of students to carry out guided research or visit our permanent exhibition.
- if you need advice on or guidance for an educational or commemorative project.

Contact education@arolsen-archives.org