Arolsen Archives

International Center on Nazi Persecution

# Fragments of a Life

Educational Material on Victims and Survivors of Nazi Persecution from Soviet Russia



#### **Acknowledgements**

#### **Editorial team**

Elisabeth Schwabauer and Mariia Ilkiv in collaboration with Dr. Akim Jah, Arolsen Archives, as well as PhD Ilya Altman and PhD Swetlana Tichankina, Russian Research and Educational Holocaust Center

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https://arolsen-archives.org/en/publications-downloads/#education ☐

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**Cover:** Photo of Soviet forced laborers on their way to a departure station of a deportation train to Germany, March 1943 (German Federal Archives, 183-J22099); map showing the borders of the German and Soviet territories of control in June 1941 (created with QGIS.org, 2020).

#### **Contents**

1)	Introduction	04
2)	The Russian Soviet Federative Socialist Republic (RSFSR) under German Occupation: Holocaust, Concentration Camps and Forced Labor	06
3)	Working with Historical Documents from the Arolsen Archives in an Educational Context	08
4)	Documents on Concentration Camp Prisoners	10
	a) Chaim Korenkow	11
	<b>b)</b> Fedor Michajlitschenko	17
	c) Boris Jegorow	23
5)	Documents on Forced Laborers	29
	a) Alexej Iwanow	30
	b) Ekaterina Stepanowa	37
6)	Documents on Displaced Persons	46
	a) Anatoly Aleksejew, Unaccompanied Child	47
	b) Georgi Michalew, Former Forced Laborer	51
7)	How to Carry out Research in the Arolsen Archives	55

#### Introduction

This educational material deals with the history of Nazi persecution in the occupied territories of the Russian Soviet Federative Socialist Republic (RSFSR), a part of the former Soviet Union. The war of annihilation against the Soviet Union was one of the greatest crimes of Nazi Germany.

The holdings of the Arolsen Archives contain numerous documents on Russian victims of Nazi persecution. The biographical sources on those who were persecuted, abducted, murdered, or exploited through forced labor provide deep insights into events at the time and provide information on the life stories of the victims.

Featuring biographical sources from the Arolsen Archives on various Russian victim groups by way of example, this educational material was developed in cooperation with the Russian Research and Educational Holocaust Center in Moscow and edited for use in historical education. The material presents personal documents that shed a light on the persecution of former concentration camp prisoners, prisoners of war, and forced laborers. The study of these documents also makes it possible to explore the extent, objectives,



Students researching the digital collections of the Arolsen Archives

processes, and mechanisms of Nazi persecution, as well as the situation of survivors after the end of the war. This can take place as part of history lessons, study days, or school projects.

This educational material is primarily aimed at teachers in secondary schools and extracurricular

educational institutions in Russia and other countries wishing to deal with Nazi persecution in Russia. The documents and worksheets provided in this resource can also be downloaded from the website of the Arolsen Archives at https://arolsen-archives.org/en/ <a href="#">C</a>. In addition, the material is suitable as a starting point for educational activities in connection with the millions of documents that are accessible in the online archive of the Arolsen Archives.

This educational material is published in two languages: English and Russian. The Russian version contains some more detailed questions related to online services available only in Russian and a glossary for a better understanding of certain German and English terms used in the documents.

#### Content

This chapter provides an overview of the structure of the individual chapters of this publication and explains the selection of documents as well as

possibilities for further research. The subsequent short introduction to the history of Nazi crimes in the Russian part of the Soviet Union contains contextual information that is helpful for working with the documents. Following this, an article on archival pedagogy provides an overview of the basic considerations and approaches used in pedagogical work with the historical documents that follow. The historical documents at the core of this resource are organized into three thematic chapters – documents on forced laborers, concentration camp prisoners and Displaced Persons.

On the one hand, each chapter consists of a text with summarized information about the documents as well as suggested questions and ideas for further activities that can be handed out to the students. The »Explanations of the sources«, on the other hand, provide didactic information for teachers. They

contain a summary and, where appropriate, an explanation of the key takeaways from the individual documents.

The documents selected serve as examples and do not claim to represent the scope of documents kept in the Arolsen Archives or even the persecution of the individual person in question. We recommend using the online archive of the Arolsen Archives to find additional documents (https://collections.arolsen-archives.org/en/ ☐). Information about the online archive, as well as further possibilities for research in the Arolsen Archives, is available at the end of this publication.

#### **Didactic Considerations**

This educational material is designed for use in learning groups whose members are aged about 15 or over. The historical documents lend themselves to discussion of and reflection on history and promote a mode of learning characterized by discovery and exploration. Due to the varying density of information within the sources, it is only possible to retrieve fragments of the respective biographies or historical events. Dealing with »incomplete« records – as opposed to a fully illustrated biography - is key to the approach used in archival pedagogy and can encourage students to conduct further research online or in regional and local archives.

The materials were selected in such a way that each chapter stands on its own and can be used as a separate teaching unit. We recommend devoting 90 minutes to work on an individual chapter. Furthermore, the material can be used for study days or a project week and is also suitable for the preparation of a commemoration event.

Each chapter contains documents selected in accordance with the principles of archival pedagogy, providing not only a biographical perspective, but also a starting point for dealing with individual aspects of Nazi persecution from a more general perspective.

The material can be used at different levels by individuals and in group settings. The questions included for the documents are suggestions and can be modified depending on the objectives. During work phases, we recommend the use of online tools available from the website of the Arolsen Archives that help explain and contextualize the documents.

The Arolsen Archives are an international center on Nazi persecution with the world's most comprehensive archive on the victims and survivors of National Socialism. The collection has information on about 17.5 million people and belongs to UNESCO's Memory of the World Register. It contains documents on the various victim groups targeted by the Nazi regime and is an important source of knowledge, especially for younger generations. Every year, the Arolsen Archives answer inquiries about some 20,000 victims of Nazi persecution. Research and education are more important than ever in order to inform society today about the Holocaust, concentration camps, forced labor, and the consequences of Nazi crimes. The Arolsen Archives provide impulses for research and education and are involved internationally in a wide variety of projects with research institutions and memorials. A growing number of documents are freely available online.



The Russian Research and Educational Holocaust Center (RREHC)

is the only non-governmental organization in the Russian Federation dedicated to research on the Holocaust and the life of Soviet Jews during World War II, as well as to education and remembrance on the subject. The Holocaust Center has branches or regional representatives in 34 regions of the Russian Federation. The main target group for the Center's educational programs are teachers at secondary schools and universities. New pedagogical materials are constantly being developed; seminars and training courses are offered so that teachers can pass on their newly acquired knowledge to their students. The basis for this work is the extensive archive with its 50 different collections. These include more than 16,000 personal documents of former ghetto prisoners, Jewish fighters in the Second World War, and resistance fighters (letters, diaries, photos etc.) as well as a video collection. Archival documents and personal testimonies of Shoa survivors are the focus of the Center's educational work and pedagogical publications.

Cooperation with a network of foreign partners constitutes a key element in the work of the Holocaust Center, especially as a research and educational institution.

## The Russian Soviet Federative Socialist Republic under German Occupation

With Nazi Germany's invasion of the Soviet Union on 22 June 1941, a war of conquest and annihilation began, with devastating consequences for people living in the occupied territories in Russia and the Western Soviet republics. Germany regarded the war as a fight against the enemy image of »Jewish Bolshevism« propagated by the Nazis and created the idea of an »inferior« Slavic race to justify its numerous crimes. The suspension

Furthermore, from June 1941 until the end of the war, over five million Red Army soldiers and officers were taken prisoner by Germany. More than half of them did not survive, among them numerous Jews. Far from being treated in accordance with the provisions of the Geneva Convention, these prisoners of war were deliberately subjected to poor conditions in prisoner-of-war camps, but also in concentration camps. In accordance with the »death by starvation« strategy pursued by the Nazis, prisoners of war died in the camps or were deliberately murdered. The death rate among Soviet prisoners of war in particular was significantly higher than that of other soldiers captured by the Wehrmacht. In addition to prisoners of war, many Soviet citizens who had been deported to Germany as forced laborers were also subsequently incarcerated in concentration camps.

In order to satisfy the demand for labor necessitated by war production and warfare, the Germans drew on the civilian population of the occupied countries, among others. In this context, inhabitants of the occupied territories were obliged to carry out work for the occupiers, and this resulted in the deportation of hundreds of thousands of young men and women to the German Reich. Initially, the local employment offices set up by the Germans attempted to recruit the required number of people for work deployment in the Reich by means of advertising. Later, when news of the catastrophic working conditions in Germany increasingly reached the Soviet population, hardly anyone volunteered. In raids, people were then seized on the street, in markets, or in cinemas, taken to assembly points, and deported to Germany for forced labor - as in the case of civilians from Poland and other occupied countries. The German economy's growing demand for labor was the reason why not only Soviet civilians, but also prisoners of war came to be exploited as forced laborers. As the war progressed, adults of all ages, and in some cases even children, were abused in this manner. As a rule, these people were brought from the occupied Soviet territories to Germany on freight trains and distributed to different working places via employment offices and local authorities. Their employers were large companies, usually factories, and smaller businesses, for example in the skilled trade or



The untold stories, the murder sites of the Jews in the occupied territories of the former USSR, Yad Vashem: https://www.yadvashem.org/untoldstories ☑

An Interview Archive »Forced Labor 1939–1945« for Education and Research: https://www.zwangsarbeit-archiv.de/en/index.html ☑

Transnational Remembrance of Nazi Forced Labor and Migration: https://transrem.arolsen-archives.org/en/home ☑

of the rules of military jurisdiction in occupied territories left the civilian population at the mercy of the occupying forces. Thus, the advancing soldiers of the German military, the Wehrmacht, could carry out violent attacks on civilians with impunity.

The Wehrmacht units were followed by so-called »Einsatzgruppen.« These consisted of SS and police and functioned as mobile killing units that systematically committed mass murder of the Jewish population in the occupied territories of the Soviet Union. By the end of 1941, the number of Jews shot by the Einsatzgruppen already amounted to about 500,000. In total, almost three million Jews were murdered during the course of the Holocaust in the Soviet Union.

In addition to Jews, the Communist ruling class was also targeted for systematic extermination. According to the »Commissioner's Order« of 6 June 1941, Red Army functionaries categorized as communists were not to be treated as prisoners of war, but were to be singled out and killed.



A group of deported Soviet forced laborers on their arrival in the German city of Meinerzhagen, April 29, 1944 (Meinerzhagen Municipal Archive)

agriculture sector; furthermore, even private households employed forced laborers and profited from them.

In the racial hierarchy of »foreign workers« (i.e. forced laborers from abroad working in Germany), the »Ostarbeiter« (»Eastern workers«), as workers from the Soviet Union were called, were at the lowest level. The Nazi state arranged for these people to be accommodated in special camps,

care, and nutrition of forced laborers from the Soviet Union were extremely poor, and they were also denied protection from air raids, with the result that tens of thousands ultimately died.

Before the end of World War II, during the Yalta Conference in February 1945, the Allied powers agreed that survivors of Nazi persecution from the Soviet Union were to be repatriated. Repatriation was not always voluntary and was sometimes carried out by force. As the liberated prisoners of war and former forced laborers were often under general suspicion of having collaborated with the Nazis once they were back in their home countries, many were afraid of imprisonment or, at the very least, of experiencing some form of discrimination on their return to the Soviet Union. For fear of further punishment, many decided not to return, but to emigrate to a different country instead. The small number of Jewish survivors saw no future for themselves in their places of origin, where usually no family members had survived and whole Jewish communities had been destroyed, and also preferred to resettle in Palestine or a third country. During the postwar years, the Western Allies supported the Displaced Persons (DPs), as these people were called, in their efforts to begin a new life. In the shadow of the emerging Cold War, the United Nations Relief and Rehabilitation Administration (UNRRA), and its successor, the International Refugee Organization (IRO), set up DP camps in the western zones of occupied Germany and in other parts of Europe. Here, those refusing to return home could live and prepare themselves for the future until it became possible for them to emigrate.



The **collections** of the Arolsen Archives contain numerous documents on Russian citizens who were either imprisoned in concentration camps or deported for forced labor during the Nazi era. They include individual registration documents, transport lists, and administrative documents. In addition, a wide range of documents on Displaced Persons (DPs) have been preserved, such as registration cards, forms used to apply for IRO assistance, and passenger lists, which provide information on emigration events; see <a href="https://collections.arolsen-archives.org/en">https://collections.arolsen-archives.org/en</a>

where they were isolated from the German population and often also from other forced laborers who came from different countries. The »Ostarbeiter« were subject to strict regulations and were severely punished for even minor violations. If they happened to leave their workplace without authorization, failed to observe the rules, e.g. if they did not wear the »OST« badge on their clothing, or if they tried to escape, they were imprisoned in so-called work education camps run by the Gestapo (Secret State Police) or were incarcerated in a concentration camp. The living conditions, medical

## Working with Historical Documents from the Arolsen Archives in an Educational Context

Historical documents, such as deportation lists or registration cards of former concentration camp prisoners or forced laborers, can help us learn about the history of Nazi persecution. As remnants of the past, they focus on the victims, their suffering, and their treatment at the hands of the Nazis. Unlike factual texts about history, they offer a direct approach to history. Historical documents can be a starting point for research-based learning where students walk a mile in the shoes of historians and evaluate historical sources themselves. In order to understand the documents, source criticism and source interpretation are essential elements of the educational approach inherent to archival pedagogy. By working with documents, students not only learn about history, but also train their ability to read and evaluate sources, foster their critical skills, and have the opportunity to carry out further research.

#### The Specifics of Historical Documents and the Challenges They Face Us With

Historical documents are produced in a specific context and for a specific purpose. They reflect the views of whoever created them and contain information

that was relevant to the specific function that the document had at the time. This can reveal itself in the way the contents are formulated. For example, in the case of documents surrounding Nazi persecution there may be a strong element of terminology that is discriminatory, trivializing, or euphemistic in nature.

The same applies to index cards and forms, such as questionnaires. They too were created for a concrete purpose and reflect a particular standpoint. Furthermore, the people who filled out such forms were often tied to a particular structure as well as to specific rules that had been defined for the entries they made, i.e. they were restricted in the answers they could give. And finally, it should be taken into account that some of them found themselves in a coercive situation or even pursued their own specific goals when filling out certain documents. In some cases, forms were filled out by third parties, and not by the individuals themselves, nor were they filled out in a person's native language.

Consequently, historical documents have to be deciphered, read critically, interpreted, and put into context before they can be understood. Reading a historical document is quite different from reading a factual text. The examination of a historical document may well not lead to all the facts being established beyond doubt, leaving no questions unan-

swered and no contradictions unresolved. It may, however, give rise to new questions in turn, which can make it necessary for students to consult other sources and carry out further (archival) research of their own.

The steps to be taken when examining documents in an educational context are similar to the methods of historical research and comprise comprehension, source criticism, and source interpretation. Ideally, these steps should be followed when using a document in an educational context, if necessary in an abbreviated form, and appropriate guidance should be given by the teacher or educator.



A view of the concentration camp documents section in the storeroom of the Arolsen Archives

#### Comprehension, Source Criticism and Source Interpretation

Comprehension refers to the process of understanding what kind of document we have before us, i.e. the process of finding out when, for whom, and for what purposes it was created, and what its key message is. Some of this information (the title of the document, for example) can be deduced from the document itself, while other information has to be deciphered, decoded, or interpreted first. Many documents, especially forms or index cards from the former concentration camps or documents

The next step is to investigate the content by performing source criticism. This is the process of evaluating the document in respect of its credibility, its plausibility, and its accuracy. This may involve comparing different sources, e.g. analyzing and explaining contradictory information contained in different documents. In the spirit of research-based learning, this can involve gathering various pieces of information about a person from the different documents and critically comparing them. Questions as to the intention and perspective of the author are also a component part of source criticism.

Finally, source interpretation refers to the process of evaluating the information that has been gathered in the context of a specific question. Source interpretation requires a certain amount of historical knowledge. In a classroom situation, this means that students can use knowledge acquired during previous lessons or can explore the context while they work with the sources. Therefore, at this point, the emphasis is no longer just on the information that was gathered during the comprehension phase, but has now shifted to include broader historical knowledge. This is especially true when working with biographical documents: the focus here is not just on individual biographical details, but on wider issues, such as detention in concentration camps, forced labor, or the situation of Displaced Persons after liberation.

The questions provided for the individual documents in this publication take these three steps into account without following a strict scheme. You can hand out the questions to your students to help them to work with the documents. This will help them to comprehend, criticize, and interpret the documents.



The **e-Guide** is an online tool that describes the most common types of person-related documents that can be found in the Arolsen Archives, including most of the documents shown here. Browsing through the content of this interactive tool on a PC, tablet, or smartphone enables teachers to prepare for working with the documents and enables students to actively acquire contextual knowledge; see https://eguide.arolsen-archives.org/en

concerning forced labor, contain entries that are legible, but which are almost impossible to understand fully without appropriate explanatory information. In order to place a document into its specific historical context and understand the meaning of the terms, abbreviations, and references it contains, it may be necessary to refer to other sources of information. In archives, this kind of information is usually provided in the form of archival descriptions of the respective holdings. Furthermore, for most of the documents in this publication, information can be found in the e-Guide of the Arolsen This online tool, which uses a graphical user interface to describe each document, provides all the information that is needed in order to comprehend the »nature« of the documents.



The website **»Learning from History«** offers a platform for historical and civic education which focuses on twentieth-century history and especially the National Socialist era. The English-language issue of January 29, 2020 (01/20), is dedicated to learning with documents and historical education at the Arolsen Archives: http://lernen-ausder-geschichte.de/Lernen-und-Lehren/Magazin/14714

## Documents on Concentration Camp Prisoners

a)	Chaim Korenkow	11
b)	Fedor Michajlitschenko	17
c)	Boris Jegorow	23



### The Story of Chaim Korenkow

Chaim Korenkow was born in the settlement of Meschtscherski, Moscow district. He lived in his hometown together with his family until Germany invaded the Soviet Union. During the war, Chaim was taken prisoner of war (POW) by the Germans. Because Nazi Germany needed a larger work force to sustain the war economy, Chaim Korenkow, like many other POWs, was taken to Germany for forced labor and had to work in a machine factory. Forced laborers from the Soviet Union were subject to the arbitrary decisions of their employers. Racist ideology, laws, and strict regulations enabled employers to punish forced laborers from the Soviet Union severely, even for the slightest violation of the rules that had been established. Chaim Korenkow's situation was made even more critical by his Jewish origins, which initially went unnoticed by the Nazis. For reasons unknown, he was arrested by the Weimar State Police. In custody, the police learned about his Jewish origins and that is why Chaim Korenkow was transferred to various concentration camps, where he was assigned to perform hard labor under extreme conditions. He was liberated by the US Army.

#### Tasks:



**Summarize** the biographical information about Chaim Korenkow that is provided by the Arrival Form from Buchenwald concentration camp.



**Discuss** the function of the Arrival Form. Identify features of the Arrival Form that reveal the racial politics and prejudice of the Nazi regime.



**Examine** the Concentration Camp Inmates Questionnaire and consult the e-Guide to find out more about this document. Summarize any new information this document contains about Chaim Korenkow's biography.



**Which** questions in the Concentration Camp Inmates Questionnaire are particularly striking to you? **Explain why.** 



**Discuss** which events of the Second World War are reflected in the documents? Explain their impact on the life of Chaim Korenkow.



**Imagine** what Chaim's fate would have been if his Jewish origins had been known when he was captured?

#### **Suggestions for further research:**



Search the online collections of the Arolsen Archives for further documents about Chaim Korenkow: https://collections.arolsen-archives.org/en/search  $\Box$ 



Create a project outline for using these documents to tell the story of Chaim Korenkow's persecution in a memorial service for the victims of the Holocaust at your school. Look on the website of the Holocaust Center Moscow for other projects on the fate of Soviet Jewish POWs for which the documents could also be used: http://holocf.ru



**Document 1:** Arrival Form from Buchenwald concentration camp for Chaim Korenkow, August 28 1942

**Document 2:** Concentration Camp Inmates Questionnaire of the Military Government of Germany for Chaim Korenkow, April 21 1945

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**Document 1:** Arrival Form from Buchenwald Concentration Camp, 1.1.5.3/6329472/ITS Digital Archive, Arolsen Archives. Whenever prisoners arrived at a concentration camp, their personal details were recorded on multiple file cards. First an arrivals form was filled out. All details were recorded on this document.

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**Translation of Document 1:** Arrival Form from Buchenwald Concentration Camp, 1.1.5.3/6329472/ITS Digital Archive, Arolsen Archives. Whenever prisoners arrived at a concentration camp, their personal details were recorded on multiple file cards. First an arrival form was filled out. All details were recorded on this document.

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**Document 2:** Concentration Camp Inmates Questionnaire of the Military Government of Germany, Page 1, 1.1.5.3/6329476/ITS Digital Archive, Arolsen Archives. For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/35 ☑

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**Document 2:** Concentration Camp Inmates Questionnaire of the Military Government of Germany, Page 2, 1.1.5.3/6329476/ITS Digital Archive, Arolsen Archives. For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/35 ☑



## Chaim Korenkow: Explanation of the Documents

#### **Document 1:** Arrival Form from Buchenwald Concentration Camp for Chaim Korenkow, August 28 1942

The document illustrates one of the numerous activities of the administration in the concentration camp, namely the process of registering new arrivals. In addition to personal data, the document contains a reference to the fact that Chaim Korenkow worked as a forced laborer in a factory. His Jewish origins were probably not known to the Nazis at the time he was arrested and deported. Given the sources available about Chaim Korenkow, we are not able to say exactly when the Nazis learned that he was Jewish. The bureaucratic act of registration legitimized his imprisonment in the concentration camp on the grounds of his being »political« and »Jewish«. However, these categorizations relate to Chaim Korenkow's Jewish origins and to his personal background as a Jew, and had nothing to do with any actual wrongdoing. The »protective custody« order meant that Chaim Korenkow could be detained indefinitely without trial. The document shows that prisoners in systems of domination and control were subject to the arbitrary will



Whenever prisoners arrived at a concentration camp, their personal details were recorded on multiple file cards. First an arrival form was filled out. All details were recorded by prisoner functionaries on this document.

of the perpetrators. The treatment that the prisoners received was directly related to the racist, antisemitic, and inhuman ideology of the persecutors. For the Nazis, the exploitation of Chaim Korenkow's manpower was the main goal.

#### **Document 2: Concentration Camp Inmates Questionnaire of the Military Government of Germany for Chaim Korenkow, April 21 1945**

After liberation, the US Army aimed to repatriate former concentration camp inmates to their respective home countries. In order to document those who had been liberated, the US Army used questionnaires which requested personal data, the place and date of arrest, as well as information on where and for how long the person concerned had been in custody. Details of detention, inhumane treatment, and the names of perpetrators, if known, also had to be given. The liberators wanted to gather evidence for the punishment of Nazi crimes. Questions about possible membership of NSDAP (Nazi Party) organizations were important to identify supporters or sympathizers of the Nazi regime who might have been among the former prisoners. The form also enquired about the desired destination of those who were not willing or able to return home once they left the camp. With his or her signature, the liberated prisoner confirmed his or her statement. The release entry recorded on the back of the completed form, the result of a committee's decision, shows that Chaim Korenkow was able to leave the former camp. By using this type of registration, the Allies gave liberated prisoners the opportunity to describe their paths of persecution themselves, to describe the reasons for their imprisonment in their own words, to make known their intentions after



For more information about this document, please consult the e-Guide:

https://eguide.arolsen-archives.org/en/archive/details/35 ☐

liberation, and to claim their nationality. In hindsight, these documents can also be seen as having returned a sense of personal identity to the former prisoners as this had been stolen from them by the perpetrators through registration procedures and incarceration in the camp. The document shows that Chaim Korenkow was able to make his statement freely and express his wish to return to his home country.



## The Story of Fedor Michajlitschenko

Fedor lived in Rostow-on-Don when Germany attacked the Soviet Union in 1941. After the occupation, he was deported from his hometown to Germany for forced labor together with a number of other young people. After his arrival there, he was assigned to the steel factory Gussstahlwerk Witten, which belonged to the Ruhrstahl Aktiengesellschaft and was located in the Western part of Germany. The forced laborers from the Soviet Union who lived in a barracks camp in the city of Witten were separated from forced laborers who had been deported from other countries. Fedor, like other forced laborers from the Soviet Union, was only allowed to leave the camp to go to work, and only in the company of a guard. Furthermore, it was compulsory for all Soviet forced laborers to wear a badge with the label »OST« for »Ostarbeiter« (»worker from the East«, which is how the Germans classified forced laborers from the Soviet Union.) Any violation of the strict rules that applied to forced laborers was punished severely. Those who tried to escape were put in prison or in a concentration camp. This is precisely what happened to Fedor Michajlitschenko, who was arrested by the state police (Gestapo) of the city of Dortmund while attempting to escape. Since he had no identity papers on him, he was taken to the local police prison. A week later, the Dortmund State Police transferred the young man to the concentration camp, where Fedor Michajlitschenko was forced to perform hard work in inhuman conditions. However, he survived and returned to Rostow-on-Don after liberation. During his imprisonment in the concentration camp, Fedor Michajlitschenko looked after and therefore saved a Polish Jewish child, Israel Meir (Lolek) Lau, who was eight years old at the time. Today, Israel Meir Lau lives in Israel and is Chief Rabbi of the city of Tel Aviv. In 2009, Fedor Michajlitschenko was honored as Righteous among the Nations, and his name is engraved on a memorial plaque at the Yad Vashem Memorial in Jerusalem.

#### Tasks:



**Summarize** the biographical information about Fedor Michajlitschenko that can be found on the Prisoner Registration Card. Consult the e-Guide to decipher the terms and abbreviations.



**Describe** the entries and headings in the Prisoner Registration Card. What do these say about Nazi ideology and worldview?



**Analyze** Fedor Michajlitschenko's Personal effects card. Consult the e-Guide for more information about this document. Which piece of information on the Personal Effects Card is particularly remarkable? What could be the explanation behind it?



**Put** the information about Fedor Michajlitschenko **in relation** to your general knowledge about the Nazis and about imprisonment in a concentration camp. Discuss how the order reflected in both documents relates to the reality of imprisonment in a concentration camp.

#### **Suggestions for further research:**



Search the online archive of the Arolsen Archives for further documents about Fedor Michajlitschenko and Israel Meir Lau: https://collections.arolsen-archives.org/en/search 🖸



Read the story of the rescue of Israel Meir Lau on the website of Yad Vashem: https://righteous.yadvashem.org  $\Box$ 7



Which criteria for the award of the title »Righteous among the Nations of the World« were fulfilled by Fedor Michajlitschenko? Find information online about Meir Lau's attempts to find his savior. How did the life of Meir Lau develop after his release?

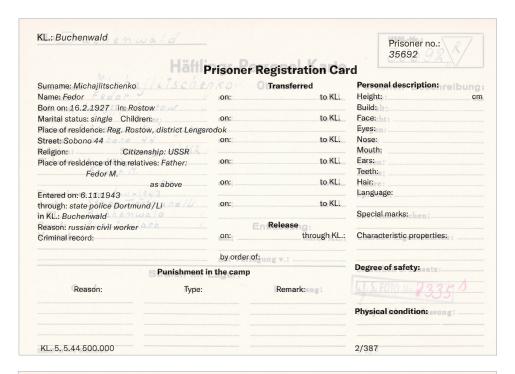


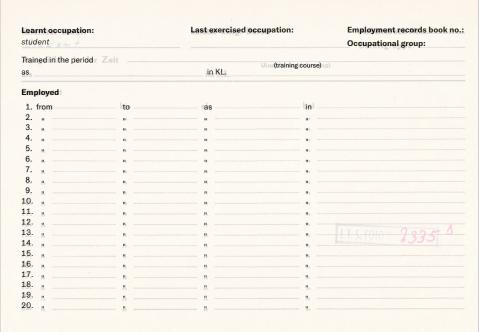
**Document 1:** Prisoner Registration Card from Buchenwald Concentration Camp, Fedor Michajlitschenko, November 1943

**Document 2:** Personal effects card from Buchenwald Concentration Camp, Fedor Michajlitschenko, November 1943

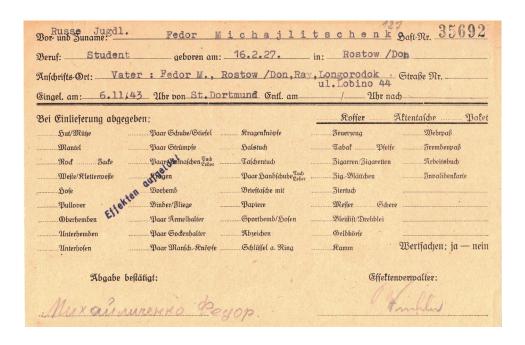
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**Translation of Document 1:** Prisoner Registration Card from Buchenwald Concentration Camp, 1.1.5.3/6621902/ITS Digital Archive, Arolsen Archives. For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/40 ☑





**Translation of Document 2:** Personal Effects Card from Buchenwald Concentration Camp, 1.1.5.3/6621896/ITS Digital Archive, Arolsen Archives. For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/39 ☑



## Fedor Michajlitschenko: Explanation of the Documents

#### **Document 1:** Prisoner Registration Card from Buchenwald Concentration Camp, Fedor Michajlitschenko, November 1943

The Prisoner Registration Card was used by the administration of Buchenwald concentration camp to register Fedor Michajlitschenko and other prisoners and to divide them into »prisoner categories.« Each prisoner was assigned a number that was noted on the top-right of the document. The triangle in the upper right corner refers to the category »political,« the »R« to the nationality »Russian«. As almost all non-German prisoners automatically received the category »political,« this does not necessarily mean that Fedor had previously been politically active in the resistance movement against the Nazis. Instead, Fedor Michajlitschenko's registration card shows how prisoners were categorized arbitrarily in accordance with the alleged reason for their imprisonment. For the concentration camp administration, the knowledge that he was a »Russian civilian worker« was sufficient to justify his imprisonment. Fedor Michajlitschenko



For more information about this document, please consult the e-Guide:

https://eguide.arolsen-archives.org/en/archive/details/40 ☐

fled from his workplace and first had to pay for this with a prison sentence, followed by incarceration in a concentration camp. This kind of treatment was intended to intimidate forced laborers and demonstrate the consequences of attempting to escape or violating the rules.

#### Document 2: Personal effects card from Buchenwald Concentration Camp, Fedor Michajlitschenko, November 1943

The Personal Effects Card from Buchenwald concentration camp shows how the authorities of the concentration camps handled the personal belongings of the prisoners. The personal things that belonged to the inmates, such as the clothing and personal items they had with them when they entered the camp, were usually documented on these cards. These belongings were taken away from the prisoners and kept in the »Effektenkammer,« the »personal effects storage room.« The most important personal data is documented at the top of the card, including the prisoner's profession, date and place of birth, as well as his or her home address. The prisoner category is noted at the top-left: »Russian Youth.« However, no personal items are noted on this card. Instead, we see that the words »Effekten aufgelöst« (»Effects dispersed«) are stamped on the card. This stamp was usually used on the cards of Jewish prisoners and inmates from Eastern Europe. This meant that both the personal belongings and the clothing belonging to the person were confiscated on the spot. For the concentration camp administration there was no reason to keep a record of these belongings. In the eyes of the Nazi bureaucracy, Fedor Michajlitschenko had no right to reclaim his personal belongings because he was from Eastern Europe. When Fedor Michajlitschenko arrived in Buchenwald, he was forced to hand over all his



For more information about this document, please consult the e-Guide:

https://eguide.arolsen-archives.org/en/archive/details/39 🗹

personal belongings. We will never know what he actually brought with him. The fact that the form was still filled out is a prime example of how Nazi bureaucracy aimed to retain a semblance of legality. Thus, the document illustrates the racist and inhuman treatment of prisoners from Eastern Europe by the Nazi regime.



## The Story of Boris Jegorow

Boris Jegorow was born in Petrograd (renamed Leningrad in 1924 and now known as Saint Petersburg) where he spent his childhood. After Nazi Germany's invasion of the Soviet Union in 1941, Boris Jegorow was drafted into the Red Army to defend the country. During the fighting, he was captured by the Germans and, together with other Red Army prisoners of war (POW), deported to Germany for forced labor. He ended up in one of the largest POW camps in Germany. There, Soviet POWs were separated from POWs from other countries and subjected to harsh living conditions; hunger, a complete lack of medical care, terrible sanitary conditions, and hard work led to high mortality rates. Against this background, many POWs tried to escape. Boris Jegorow fled from the labor detail to which he was assigned. He was arrested by the State Police (Gestapo) in Munich and taken to an Augsburg sub-camp of the Dachau concentration camp as punishment for his attempted escape. Now a concentration camp prisoner, along with others, Boris Jegorow had to work in an aircraft construction factory that belonged to the Messerschmitt company. After a bombing raid, the camp was destroyed, and the prisoners were transferred to another camp. Boris Jegorow managed to escape again. The manhunt for him was the subject of a special feature published by the German police's criminal investigation department. He was arrested again and brought back to the Dachau concentration camp. His further fate is unknown.

#### Tasks:



**Summarize** the information about Boris Jegorow that can be found on the registry office card of Dachau concentration camp. Use the e-Guide to decipher abbreviations and unknown terms.



**Explain** the motives behind the perpetrators' notes on the card. What impact might these have had on Boris's life in the concentration camp?



**Analyze** the prisoner registration form. What other biographical data on Boris Jegorow can you find? Consult the e-Guide to find more information about this type of document.



**Discuss** which entries on the prisoner registration form caught your attention. Explain why so much emphasis was placed on the prisoner's appearance.



**Evaluate** the situation of Soviet POWs based on the two documents and bring it into context with your general knowledge about Nazi forced labor. What questions would you ask Boris Jegorow? Design a fictional interview with him.

#### **Suggestions for further research:**



Find out more about POW camp Stalag VII A in Moosburg and its Soviet prisoners: https://www.moosburg.org/info/stalag/indeng.html  $\square$ 



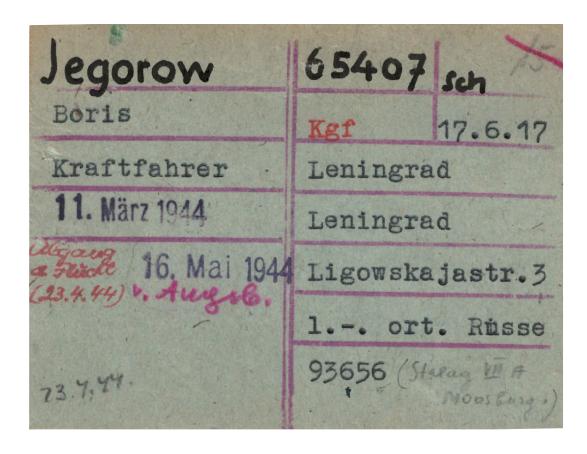
Prepare an exhibition at your school to commemorate the prisoners of war. Search for more documents and other suitable material...

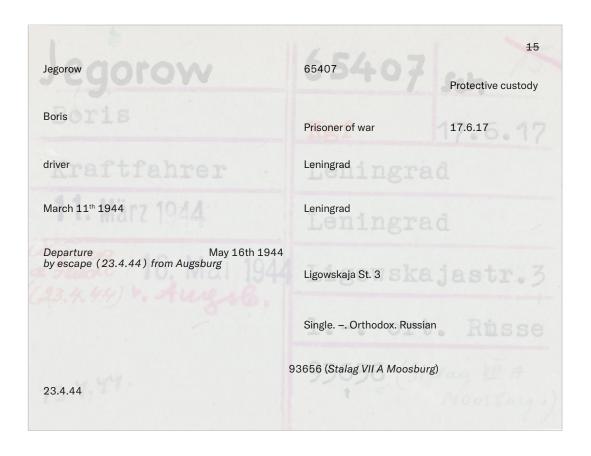
- ... in the online collections of the Arolsen Archives at https://collections.arolsen-archives.org/en/search/  $\ensuremath{\square}$
- ... on the website of the United States Holocaust Memorial Museum at https://encyclopedia.ushmm.org/content/en/article/nazi-persecution-of-soviet-prisoners-of-war
- ... in the photo and audiovisual archive of the International Committee of the Red Cross at https://avarchives.icrc.org/.  $\Box$



**Document 1:** Registry office card from Dachau concentration camp, Boris Jegorow

**Document 2:** Prisoner registration form from Dachau concentration camp, Boris Jegorow





**Translation of Document 1:** Registry office card from Dachau Concentration Camp, 1.1.6.7/10669602/ITS Digital Archive, Arolsen Archives. For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/7

		alag VII A Moosburg
Kc: entrationslager Dacha	Art der Haft;Sch Russe	Gef. Nr.: 65407
Name und Vorname: Jegorow	Boris	
geb.: 17.6.17 zu: Lening	rad . Krs.dass	HASSE
Wohnort: W.O. Ligowskajas		
Beruf: Kraftfahrer		
Staatsangehörigkeit: Russe		
Name der Eltern: Iwah und Olga geb. Tja	tkina	Rasse. arisch
Wohnort: W.O.		Aleability Helianth
Name der Bhefrau:		Rasse:
Kinder: keine Alleiniger Ernährer der Famili		
Vorbildung:		
Milmardienstzeit:	von — bis	<b>建筑</b> 25 (1995) (1995)
K sdienstzeit;	von — bis	g - mondamen
Grösse: 172 Nase; gerade	Haare; blond	Gestalt: stark
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Sprache: russisch	Augen: blau	Zähne: vollst.
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Rentenempfänger:		
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Grund:		
Parteizugehörigkeit:	von — bis	
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Mitglied v. Unterorganisationen:		P. S.
Kriminelle Vorstrafen:	-	
Politische Vorstrafen;		
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**Document 2:** Prisoner registration form from Dachau Concentration Camp, 1.1.6.2/10112881/ ITS Digital Archive, Arolsen Archives. For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/3 ☑

	F	Prisoner of war identification	number 93656 Stalag VI A M
Concentration camp D	achau ager Type of deter	ntion: protective custody	Russian Prisoner no.: 654
Surname and name:	Jegorow O T O W	Boris 18	
Born on: 17.6.17	in: Leningrad, reg	tion of USSR	
Place of residence:	as above Ligowskaja St. i	no. 3/9 Nr. 3/9	
Occupation:	driver		Religion: orthodox
Citizenship: hörigkeit;	Russian		Marital status: single
Parents' names:	Iwan and Olga nee Tjatkina		Race: Aryan 180h
Place of residence:	as above		
Wifes' name: Bhefrau			Race:
Place of residence:			
Children: none	A Sole provider for the family	or parents: der Eltern:	
ducational background			
Period of military service	<b>:</b>	from – until is	
Period of war service:		from – until is	
leight: 172			Build: strong
Mouth: small	BarBeard: -	(Face:   oval	Ears: egular
anguage: Russian		Eyes: blue	Teeth: complete
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## Boris Jegorow: Explanation of the Documents

#### **Document 1:** Registry office card from Dachau Concentration Camp, Boris Jegorow

The registry office card was issued for Boris Jegorow in the Dachau concentration camp. It illustrates the inhumane mechanisms of the camp administration. Despite its small size, this card contains many details about the persecution of the prisoner. In addition to the personal data, the exact dates of Boris Jegorow's arrival from Stalag VII A Moosburg in Dachau on March 11 1944 and the information reported to the main camp about his escape from the Augsburg sub-camp were recorded. The handwritten note in red (»Departure by escape«) was added later and contains the exact date on which Boris Jegorow fled from the camp. The card also shows the category of the prisoner – »Kgf« (= »Kriegsgefangener« = »prisoner of war« or POW) and »Sch« (= »Schutzhäftling« = »protective custody«). The category »protective custody« was usually used for political prisoners, so the assignment of this category to a prisoner of war clearly shows the ideological aspect of how the Nazis perceived Soviet POWs, who had no rights whatsoever. The Nazis regarded them as a particular threat because they regarded the soldiers of the Red Army not only as Slavic »subhumans,« but also as political opponents and part of the »Bolshevik threat.« Moreover, the creation of an additional category for Soviet POWs (»Kgf«) reveals that it was important for



For more information about this document, please consult the e Guide:

https://eguide.arolsen-archives.org/en/archive/details/7 🗹

the camp administration to distinguish them from other prisoners in the concentration camp. The information about the prisoner category and about Boris Jegorow's escape enabled the perpetrators to engage in many forms of discrimination and punishment.

#### **Document 2: Prisoner registration form from Dachau Concentration Camp, Boris Jegorow**

Prisoner registration forms were created by prisoner clerks for newcomers to a concentration camp in order to document all the relevant information about the inmates. They reveal very clearly the Nazi regime's attitude towards Soviet POWs: in the upper right section it is noted that Boris Jegorow was transferred to the Dachau concentration camp from the prisoner-of-war camp Stalag VII A Moosburg on March 11 1944. Arguing that the USSR had not signed the Geneva Convention on POWs, Nazi Germany imprisoned Soviet POWs in concentration camps or used them for forced labor. Imprisonment and terrible working conditions left them little chance of survival. In addition, this document shows how much attention was paid to racial features of the inmates, for the appearance of the prisoner is described in detail. The prisoner registration form was prepared by the Political Department of the camp, which was also in charge of preventing escape attempts. Therefore, it was important to describe potential escapees as accurately as possible. Still, these documents also contain contradictions. For instance, Boris Jegorow's registration form lists his race as "Aryan« (possibly due to certain physical characteristics), but this did



For more information about this document, please consult the e-Guide:

https://eguide.arolsen-archives.org/en/archive/details/3 ☐

not align with Nazi ideology, which held that Slavs were an inferior race and were even »subhuman« – which ultimately shows how arbitrary Nazi racial categorizations could be. Once the prisoner registration form was filled in, the document had to be signed by the inmate (in the lower left corner). The document also shows that Soviet POWs were forced to work and were subjected to severe punishments in the concentration camps.

# Documents on Forced Laborers

1)	Alexej Iwanow
•	Ekaterina Stenanowa

30 37



### The Story of Alexei Iwanow

Alexei Iwanow was living in Borotna, Leningrad region, when German Wehrmacht troops marched into his village in the late summer of 1941. The occupying forces organized local labor offices to recruit workers for the war industry in Germany. German arms production and agriculture were in especially urgent need of workers. Residents between the ages of 14 and 65 had to register at these offices. Since initial attempts to recruit voluntary workers were not very successful, forced recruitment and raids were soon carried out in order to provide enough workers for the German economy. Alexei Iwanow was deported to Germany in this context. After arrival and registration, Alexei was placed in a forced labor camp, where insufficient rations and maltreatment by German supervisors became part of his everyday life. Like other forced laborers, he had no influence on the choice of workplace and was forced to change to another employer if local authorities decided that there was a greater need for labor elsewhere. Soviet forced laborers were completely at the mercy of arbitrary decisions made by the Gestapo and other police services, which were enforced by means of discriminatory special decrees. It is unknown whether Alexei survived the war.

#### Tasks:



**Summarize** the essential information contained in the index card of the German »Foreigner Police« for »civilian workers from Soviet Russia« concerning Alexei Iwanow. Consult the e-Guide to decipher the terms and abbreviations.



**Discuss** why the German »Foreigner Police« made entries about workplaces on the index card? Identify the change of Alexei's workplace and find the places on a map. What do you notice about the photograph? Why was it included, together with fingerprints?



Analyze the correspondence between the authorities involved in the process of relocating Alexei Iwanow to another workplace. Discuss the purpose of the correspondence and Alexei's position in this bureaucratic act. From which perspective were the documents written? Are they plausible?



Based on the two documents and your previous historical knowledge, **think about** what effect the period of forced labor might have had on the life of Alexei Iwanow.

#### **Suggestions for further research:**



Learn about the daily life of forced laborers and differences in the way different national groups were treated on the website of the Nazi Forced Labor Documentation Centre: https://www.ns-zwangsarbeit.de/en/forced-labour-in-the-daily-round 🖸



Find out whether forced laborers were deported to Germany from your hometown. If so, search for their names in the deportation lists on the Memorial International website at https://ost-west.memo.ru  $\Box$  and in the online archive of the Arolsen Archives: https://collections.arolsen-archives.org/en/search  $\Box$  Use the results for a poster exhibition at your school.

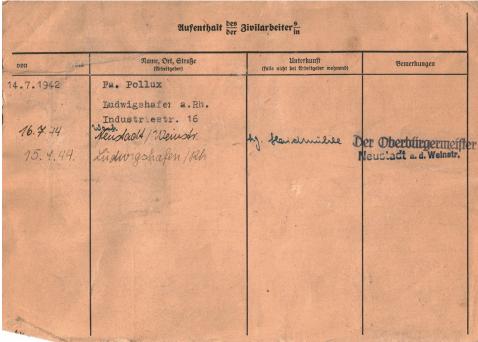


Consider how you could try to trace the fate of Alexei Iwanow!

**Document 1:** Index card of the German »Foreigner Police« for »civilian workers from Soviet Russia« for Alexei Iwanow, July

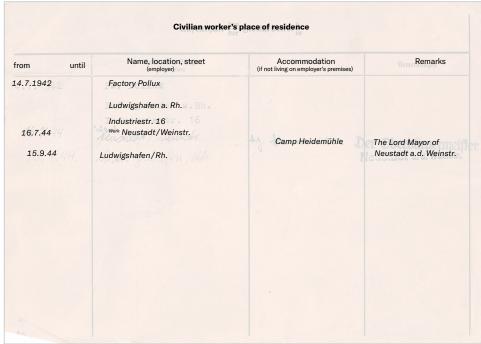
**Document 2:** Correspondence between the Police Headquarters in Ludwigshafen am Rhein and the Lord Mayor of Neustadt a.d. Weinstraße, July 26–27 1942, concerning Alexei Iwanow (2 pages).





**Document 1:** Index card of the German »Foreigner Police« for »civilian workers from Soviet Russia, « 2.2.2.1/72821761/ITS Digital Archive, Arolsen Archives.



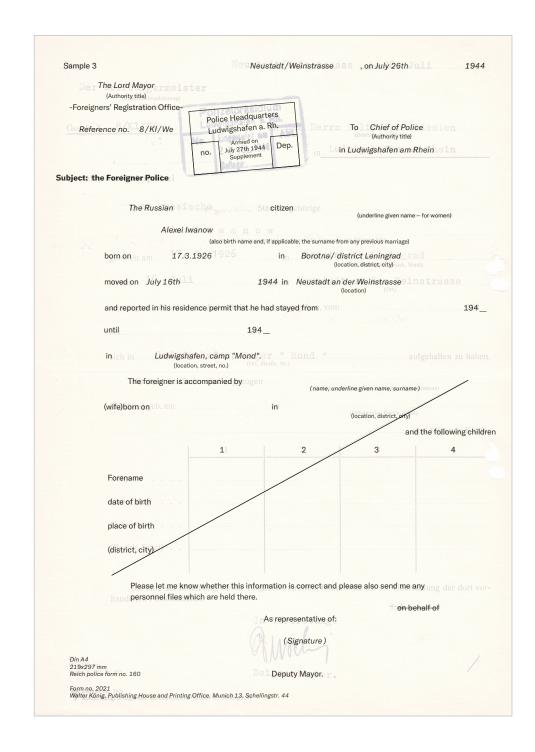


**Translation of Document 1:** Index card of the German »Foreigner Police« for »civilian workers from Soviet Russia,« 2.2.2.1/72821761/ITS Digital Archive, Arolsen Archives.

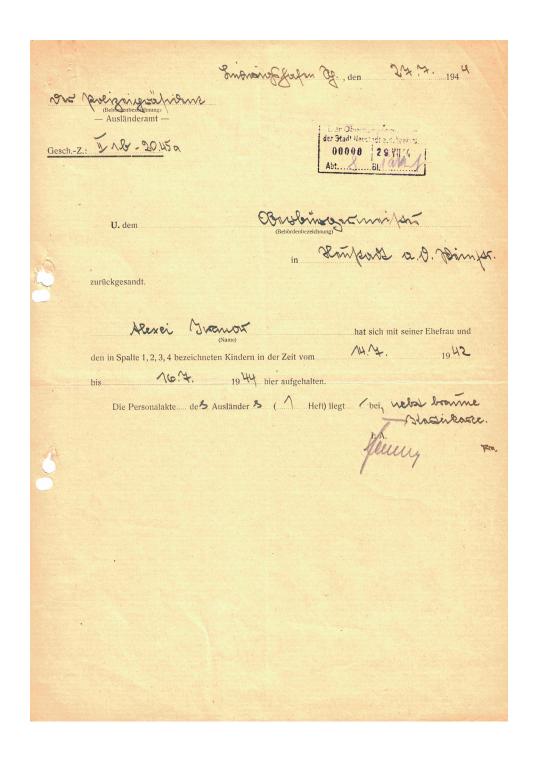
For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/234 ♂

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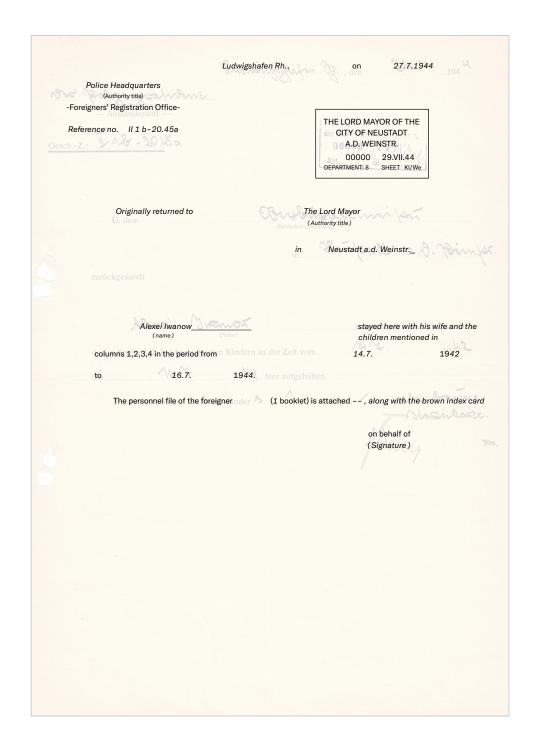
**Document 2:** Correspondence between the Police Headquarters in Ludwigshafen am Rhein and the Lord Mayor of Neustadt a.d. Weinstraße, Page 1, 2.2.2.1/72821764/ ITS Digital Archive, Arolsen Archives



**Translation of Document 2:** Correspondence between the Police Headquarters in Ludwigshafen am Rhein and the Lord Mayor of Neustadt a.d. Weinstraße, Page 1, 2.2.2.1/72821764/ ITS Digital Archive, Arolsen Archives



**Document 2:** Correspondence between the Police Headquarters in Ludwigshafen am Rhein and the Lord Mayor of Neustadt a.d. Weinstraße, Page 2, 2.2.2.1/72821764/ ITS Digital Archive, Arolsen Archives



**Translation of Document 2:** Correspondence between the Police Headquarters in Ludwigshafen am Rhein and the Lord Mayor of Neustadt a.d. Weinstraße, Page 2, 2.2.2.1/72821764/ ITS Digital Archive, Arolsen Archives



# Alexei Iwanow: Explanation of the Documents

## **Document 1:** Index card of the German »Foreigner Police« for »civilian workers from Soviet Russia« for Alexei Iwanow, July 1942

Index cards for »civilian workers from Soviet Russia« issued by the German »Foreigner Police« show that separate form were developed for the registration of forced laborers from the Soviet Union. The personal data contained in these forms, as well as the information about work deployment in Germany, were intended to facilitate the administration of workers. Other entries on the cards, such as the person's fingerprints and the number of the work identity card, make it clear that the information on the cards, while relevant in various contexts, was predominantly used by the police in order to monitor people very closely. The information on the index card was also used by the police to identify an individual quickly when a forced laborer escaped. The »OST« (»East«) badge was



For more information about this document, please consult the e-Guide:

https://eguide.arolsen-archives.org/en/archive/details/234 🗹

intended to make it possible not only to distinguish Soviet citizens from Germans, but also to distinguish them from forced laborers from other countries. The document makes it clear that forced laborers from the Soviet Union were singled out for special discrimination.

Document 2: Correspondence between the Police Headquarters in Ludwigshafen am Rhein and the Lord Mayor of Neustadt a.d. Weinstraße, July 26–27 1942, concerning Alexei Iwanow (2 pages).

The correspondence between the Police Headquarters in Ludwigshafen and the Lord Mayor of Neustadt a.d. Weinstraße am Rhein, dated July 26–27 1942, shows the extensive bureaucratic system that was involved in the process of transferring forced laborers to another place of work. In particular, the letter from the Lord Mayor refers to the need to verify the accuracy of the information about the period Alexei Iwanow spent in the »Mond« camp in the city of Ludwigshafen. In response to this request, the Police Headquarters confirmed that Alexei Iwanow had been in Ludwigshafen between July 14 1942 and July 16 1944. This correspondence seems to show that a number of bureaucratic institutions had to be involved in order to clarify even the smallest of details about a forced laborer. In addition, it is also noticeable that the authorities tried to give the impression that the process of employment in general, and the transfer of the forced laborer to a new workplace in particular, was a legal process involving the employer's consent.



## The Story of Ekaterina Stepanowa

Ekaterina Stepanowa was born in Staraja Russa, Leningrad (today Novgorod) region. After the Nazi occupation of this region, the Germans started deporting physically healthy inhabitants for forced labor because Germany needed workers, especially in the arms industry and agriculture. Among those deported were children and young people like Ekaterina Stepanowa from Staraja Russa. Upon arrival, the employment offices assigned deportees to employers who were in need of labor. Ekaterina was sent to a forced laborers' camp in the city of Cottbus. Employers were obliged to monitor and report the whereabouts of each forced laborer to the police and to the »Foreigner Police« department. Ekaterina Stepanowa, like all forced laborers from the Soviet Union, was strictly supervised during working hours. In the camp, she was obliged to wear a badge spelling »OST« (»East«) on her clothing, identifying her as a forced laborer from the Soviet Union. All »Ostarbeiter« (»Eastern workers«), as the Soviet forced laborers were called by the Nazis, had to live in terrible conditions and were excluded from all contact with the general public. Leaving the camp or using public transport was strictly forbidden and was only possible with special permission in exceptional cases. In February 1945, many forced laborers died in a bombing raid on Cottbus carried out by the US Air Force, which destroyed large parts of the city. It is not known whether Ekaterina Stepanowa survived and returned to her homeland.

#### Tasks:



What kind of information is provided on the Notification of Residence for Laborers from Soviet Russia? **What can you learn** about the biography of Ekaterina Stepanowa, what do you find interesting? Learn about the function of this document, and explain the possible reasons for the entries using the e-Guide of the Arolsen Archives.



**Analyze** the correspondence between Ekaterina Stepanowa's employers and the »Foreigner Police« department. Discuss the intention of the two letters and the perspective of the respective author. Think about what this document tells us about forced laborers' freedom of movement?



**Characterize** the attitude of the employer and the camp management towards Ekaterina Stepanowa. Discuss which of Ekaterina's human rights have been violated.



**Use the information** in both documents and your knowledge about forced labor in Nazi Germany to write a diary entry about one page long describing the day when Ekaterina had to pick up some shoes from a neighboring town.

#### **Suggestions for further research:**



Listen to some of the interviews with former forced laborers and find information about their daily life and about how much freedom they had to move around outside the camp:  $\frac{1}{2}$ 

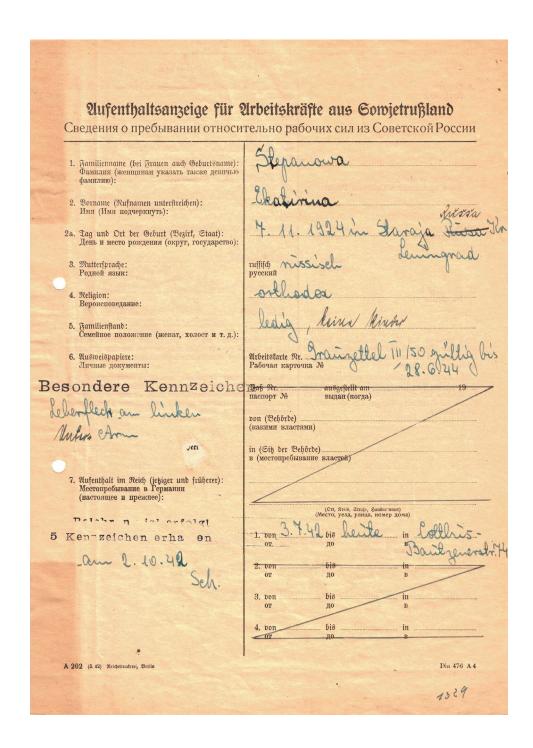


Search for the names of the persons interviewed in the online archive of the Arolsen Archives: https://collections.arolsen-archives.org/en/search  $\Box$ .



**Document 1:** Notification of Residence for Laborers from Soviet Russia, Ekaterina Stepanowa, October 2 1942

**Document 2:** Correspondence between the municipal building authority and the German »Foreigner Police« department concerning one-off permission for Ekaterina Stepanowa to leave the camp on January 11 1944



**Document 1:** Notification of Residence for Laborers from Soviet Russia, Page 1, 2.2.2.1/75117504/ ITS Digital Archive, Arolsen Archives. For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/232 ☑

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**Document 1:** Notification of Residence for Laborers from Soviet Russia, Page 2, 2.2.2.1/75117504/ ITS Digital Archive, Arolsen Archives. For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/232 ☑

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	(location, street, street number, district)
	(Место, улица, номер дома, округ)
10. Occupation: current: пастоящая:	H kitchen helper
previous:	pupil chillens
11. Employed at:	(Kitchen) Camp administration - Neu Holland
На службе у:	Cottbus, Bautzenerstr. 74  (employer, location, street, no.)
I hereby confirm that the information provided above was given by me in good conscience. I am aware that false information will lead to police	I hereby confirm that the information provided above was given by me in good conscience. I am aware that false information will lead to police action.
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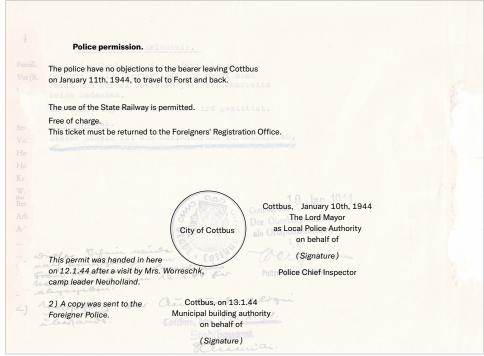
**Translation of Document 1:** Notification of Residence for Laborers from Soviet Russia, Page 2, 2.2.2.1/75117504/ITS Digital Archive, Arolsen Archives. For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/232 🖸





**Document 2:** Correspondence between the municipal building authority and the German »Foreigner Police« department of the city of Cottbus, 2.2.2.1/75117507/ ITS Digital Archive, Arolsen Archives





**Translation of Document 2:** Correspondence between the municipal building authority and the German »Foreigner Police« department of the city of Cottbus, 2.2.2.1/75117507/ ITS Digital Archive, Arolsen Archives



# Ekaterina Stepanowa: Explanation of the Documents

## **Document 1:** Notification of Residence for Laborers from Soviet Russia, Ekaterina Stepanowa, October 2nd 1942

The Notification of Residence for Laborers from Soviet Russia was one of several documents issued in a long bureaucratic procedure that was initiated on the arrival of forced laborers in Germany. This document contains several details that shed light on the control mechanisms that Nazi Germany established with regard to foreign forced laborers. For example, every employer was obliged to report the forced laborers who worked in his or her company to the local authorities. The personal data and the address of the forced laborer, the names of their parents, their profession, and their previous occupation were all recorded precisely. Ekaterina was a student when she was deported to Germany. Her profession was registered as whitchen help. Additions in different handwriting on the document show that the accuracy of the information was considered important and was checked repeatedly. In the field wldentification papers there is a note on the issue of the so-called wgrey card, another document that was issued for each forced laborer for identification purposes. Distinguishing features, such as a mole on Ekaterina's left forearm, were also documented. This kind of information was supposed to make it easier to find



For more information about this document, please consult the e-Guide:

https://eguide.arolsen-archives.org/en/archive/details/232 [2]

her if she escaped. Ekaterina was given 5 »OST« badges to attach to her clothing. The document contains an indication that Ekaterina was instructed on how to comply with regulations and laws. With her handwritten signature, she was supposed to confirm that she was aware of the consequences of not complying with these obligations.

## Document 2: Correspondence between the municipal building authority and the German »Foreigner Police« department concerning one-off permission for Ekaterina Stepanowa to leave the camp on January 11 1944

Forced laborers from the Soviet Union were only allowed to leave the camp to travel to and from their place of work. The correspondence between the municipal building authority and the German »Foreigner Police« department shows that a special permit was required for Ekaterina Stepanowa when she was supposed to pick up some shoes in the company of the camp leader. Five authorities were involved in the procedure: her employer, the municipal building authority, the camp administration, the local police, and the »Foreigner Police« responsible for controlling forced laborers. The correspondence shows how much effort was put into completely restricting forced laborers' freedom of movement and preventing workers from escaping. Permission was granted to Ekaterina Stepanowa; but she was only allowed to travel to a nearby place by train, which was otherwise forbidden. In addition, after Ekaterina Stepanowa returned to the camp, her employer had to return the permit to the »Foreigner Police« with a note stating that the trip had been without incident. So although the official documents referred to the workers from the Soviet Union as »Eastern workers« or »civilian workers«, an analysis of the documents shows that they were not even granted basic workers' or human rights, such as the right to free choice of work, the right to freedom of movement, or the right to respect for their human dignity.

# Documents on Displaced Persons

a)	Anatoly Aleksejew, Unaccompanied Child	47
b)	Georgi Michalew, Former Forced Laborer	51



# The Story of Anatoly Aleksejew

Anatoly Aleksejew (Alekseew) was born in Kalinin, Russia, and later lived in Kiev. The Germans, who had occupied Kiev in September 1941, demanded certain contingents of laborers from the local authorities to work in the war industry in the Reich. To meet these demands, women, elderly persons, and even minors like Anatoly were selected and deported to Germany. Upon arrival in Germany, the thirteen-year-old boy was assigned to work in a factory along with other forced laborers. His life was shaped by work. Shifts lasted for ten to eleven hours a day, regardless of age, and the working conditions were inhumane. After liberation, Anatoly was classified as an unaccompanied child, just like thousands of other minors who had no parents or other relatives with them. To cater to the needs of this vulnerable group, special Displaced Children Centers were established, where children like Anatoly were taken care of by social workers. For each unaccompanied child, welfare officials created a case file which documented the search for relatives and the plans for the child's future. Since Anatoly no longer had any relatives, he was ultimately repatriated to the Soviet Union together with other unaccompanied children. His further fate is unknown.

#### Tasks:



**Summarize** the biographical information about Anatoly Aleksejew provided by the DP Supplementary Record.



**Discuss** why the DP Supplementary Record was created and what the information it contains about Anatoly could be used for.



**Find** Anatoly's name on the list of repatriated children. What information does the list reflect? Evaluate the list in terms of the age and home addresses of the children.



**Which** pieces of information contained in the list of repatriated children **do you find** most remarkable?



How does the story of Anatoly fit into what you know about the Second World War? **Evaluate** the situation of persecuted children and discuss the consequences this may have had on their later lives.

#### **Suggestions for further research:**



Find out who took care of unaccompanied children after they were returned to the Soviet Union. Do such facilities exist in your city or region today? Write an article for the local newspaper about the fate of such children after the Second World War.



Think about how you can use the documents to commemorate the fate of (child) victims of Nazi persecution. You can search for documents on other people who were deported to Germany from your town or region in the online collections of the Arolsen Archives: https://collections.arolsen-archives.org/en/search



**Document 1:** DP Supplementary Record for Identifying and Tracing Special Categories of Displaced Persons, May 1946 (Questionnaire from the Child Search Branch file), Anatoly Aleksejew

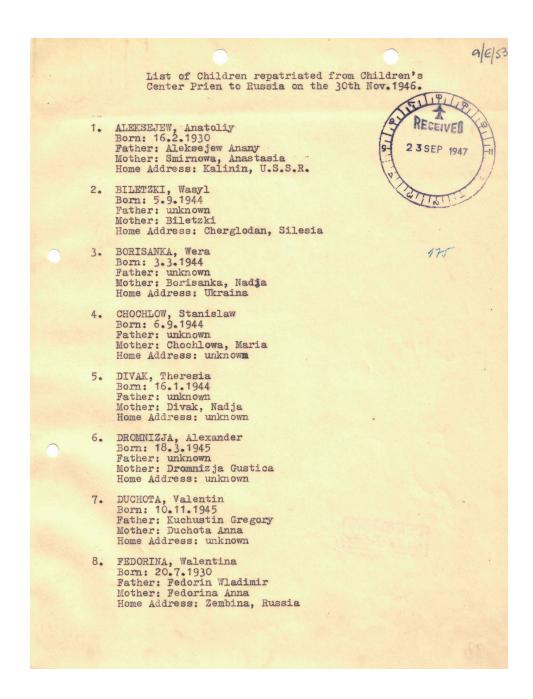
**Document 2:** List of Children repatriated from Children's Center Prien to Russia on November 30 1946

#### 1/2 Anatoly Aleksejew

S. CX319
D. P. SUPPLEMENTARY RECORD FOR IDENTIFYING AND TRACING SPECIAL CATEGORIES OF DISPLACED PERSONS  00101000
(1) Registration Number: For Coding Purposes:
(2) Sex: Mele (3) Status: Child
(4) ALEKSEEW (5) Anatoly
(6) - February 16, 1930 (7) Kalinin, Russia
(8) Russian Ukranian (9) Greek Orthodox (10) School boy
(11) Father: ALEKSEEW, Anany, laborer, died 1933 Mother: SMIRNOWA, Anastasia, died 1931
(12) Sister: Maria, born 1928, died when a baby
(13) Kiow, Russian Ukrania
(14-15-16) The boy lived with his grandmother after the death of his mother. The grandmother died in 1943, and early in 1943 the boy was taken to Germany for forced labor. He worked at Gorburg for about two years. Liberated at Kilmbach, where he entered a D. P. Camp, Team 175. Transferred to D. P. Children's Center, Kloster Indersdorf, April 5, 1946.
(17) (18) (19) (20) See attached
(21) Russian (22) Polish, Ukranian (23)
(24) (25) '
(26) Ukranian elementary school for five years. (27)
(28) (29)
(30) Wishes to emigrate to America and be a laborer there.
Information prepared by: Welfare, Team 182
May, 1946
Left to Camp Weyarn to avait the Russian transport
18-10-1946.

**Document 1:** DP Supplementary Record for Identifying and Tracing Special Categories of Displaced Persons, 6.3.2.1/84142643/ITS Digital Archive, Arolsen Archives. This type of document was used for the registration of people who, due to their age or health, could not provide precise information about themselves. This was especially the case for unaccompanied children. For a sample of the complete document and descriptions of all the field numbers it contains, see https://collections.arolsen-archives.org/archive/6-1-1\_8323015/?p=1&doc\_id=82496442

#### 2/2 **Anatoly Aleksejew**



**Document 2:** List of Children repatriated from Children's Center Prien to Russia, 3.1.1.2/82023572/ITS Digital Archive, Arolsen Archives



## Anatoly Aleksejew: Explanation of the Documents

**Document 1:** DP Supplementary Record for Identifying and Tracing Special Categories of Displaced Persons, May 1946 (Questionnaire from the Child Search Branch file), Anatoly Aleksejew

The DP Supplementary Record for Identifying and Tracing Special Categories of Displaced Persons illustrates the work of the welfare officers who worked for UNRRA (United Nations Relief and Rehabilitation Administration) and the IRO (International Refugee Organization). It specifically shows how they identified and registered unaccompanied children in DP Children's Centers. These centers were established mainly in the American occupation zone, but also in the French and British zones. The document shows how important the information obtained during the interview with a child was when it came to the search for parents or other relatives. If no parents or family members could be found, the welfare officers had to decide how to proceed with regard to a child's future. In the early years following the end of the war, children could be returned to their countries of origin, i.e. be repatriated at the



In the DP camps in the British and US zones, UNRRA and later IRO employees used these supplementary records for people who, due to their age or health, could not provide precise information about themselves when they were registered. This was especially the case for unaccompanied children who had been found without their parents or other relatives after the war. With the help of the information on the supplementary record, employees of the Child Tracing Branch attempted to identify the children and find their family members.

request of national repatriation commissions. The handwritten note on the document refers to the repatriation procedure. The children scheduled for repatriation were taken to a DP Children's Center and sent on to the Soviet occupation zone from there. If children over 18 years of age (in later years, the threshold was lowered to 16 years) wanted to emigrate to another country, welfare officers worked with various national organizations in countries that were willing to accept unaccompanied children, support them, and find foster families to take them in (for example in the US). The document shows that a child's wish to go to a particular country, as noted during the interview, could not always be fulfilled.

## **Document 2: List of Children repatriated from Children's Center Prien to Russia on November 30 1946**

The list of children repatriated to Russia from the Prien Children's Center on November 30 1946, illustrates how repatriation was prepared. Among the unaccompanied children were some who had been deported to Germany for forced labor, either alone or with their parents. However, there were also very young children who had been born in Germany, both during and after the war. Their mothers had often died as a result of forced labor, or had had their children taken away from them by the Nazis. The list also contains information on the identity of the children scheduled for repatriation. Soviet



For information on how the four occupying powers – the USA, Great Britain, France, and the Soviet Union – regulated the aid provided to the DPs, please refer to the background information provided in the e-Guide: https://eguide.arolsen-archives.org/en/additional-resources/background-information-on-displaced-persons-documents

repatriation officers visited both the adult DP camps and the DP Children's Centers to search for Soviet citizens, and they registered the names of those who were to be repatriated to the Soviet Union. Further steps, such as when and where the persons scheduled for repatriation were to be handed over to the care of the respective national authorities, for example, were jointly coordinated by the Allies.



# The Story of Georgi Michalew

Georgi Michalew was born in Pskov, Russia. Later the Michalew family moved to Strelna near Leningrad. The invasion of the Soviet Union by Nazi Germany completely changed the lives of 16-year-old Georgi and his parents. In September 1941, the Germans succeeded in occupying Strelna. For the Michalew family, as for the other citizens of the city, a time of persecution and displacement began. Georgi and his parents tried to get back to Pskov and reached the village of Opotschka (today it belongs to the Pskov region), where the Germans forced them to work. In July 1944, in the face of the approaching Red Army, the Germans deported the Michalew family for forced labor. On their arrival in the German city of Regensburg, they were registered as "Ostarbeiter" ("workers from the East"), as this is how forced laborers from the Soviet Union were classified by the Germans. The Michalew family then had to work at a railway maintenance depot. Following liberation by the US Army, Georgi and his parents were registered as Displaced Persons (DPs). The family did not want to return to the USSR and decided to emigrate overseas. For this reason, Georgi's father submitted an application for support for his family to the International Refugee Organization (IRO). Up until their emigration, Georgi and his parents lived in a Displaced Persons Camp in southern Germany. Later, they finally resettled in Australia. Georgi's further fate is unknown.

#### Tasks:



What kind of information can you **find** on Georgi Michalew's DP 2 card? Use the e-Guide to decipher the document and the meaning of the various entries.



**Discuss** what caught your attention while studying the DP 2 card. Is there anything that seems particularly noteworthy?



**Describe** the categories on the nominal roll of persons departing from Resettlement Center Schweinfurt to Australia. Locate the stations mentioned in the document on the IRO's »emigration pipeline«: https://eguide.arolsen-archives.org/fileadmin/eguidewebsite/downloads/IRO\_Pipeline\_dt\_und\_engl.pdf 🖸



**Evaluate** the nominal roll, which includes Georgi Michalew's name, with regard to the age, gender, origin, and occupation of the DPs listed. Which piece of information contained in the document do you find particularly remarkable? Can you think of a possible explanation?



**Discuss** the emigration of the Michalew family in regard to your knowledge about the aftermath of the Second World War. What might Georgi Michalew have to say about his situation after liberation and about his emigration to Australia? Create a fictitious letter to a friend who stayed behind in Europe.

#### **Suggestions for further research:**



Search the online collections of the Arolsen Archives for more documents about Georgi Michalew and his parents: https://collections.arolsen-archives.org/en/search  $\Box$ 



Draw the paths taken by Georgi Michalew and his parents on a map and make a note of the dates of the decisive events in their lives. Present the results on the website of your school or in an online blog.



**Document 1:** DP 2 card for Georgi Michalew, dated August 10 1946

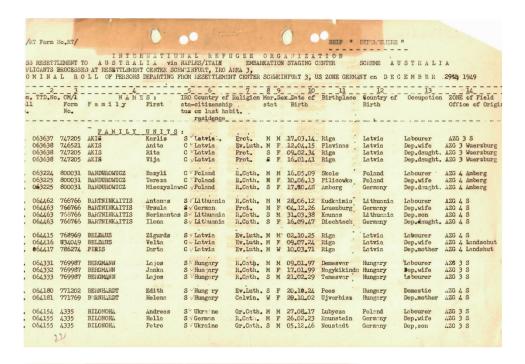
**Document 2:** Nominal roll of persons departing from Resettlement Center Schweinfurt to Australia via Naples/Italy aboard the »Oxfordshire, « December 29 1949

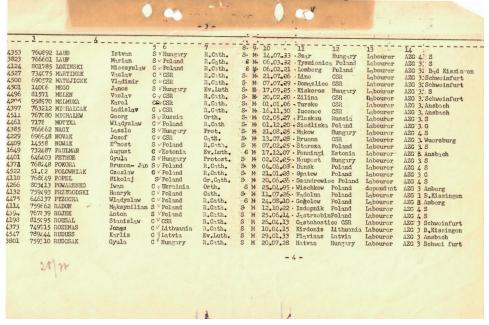
### 1/2 Georgi Michalew

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**Document 1:** DP 2 card, 3.1.1.1/68266163/ITS Digital Archive, Arolsen Archives. For more information about this document, please consult the e-Guide: https://eguide.arolsen-archives.org/en/archive/details/162  $\Box$ 7

#### 2/2 Georgi Michalew





**Document 2:** Nominal roll of persons departing from Resettlement Center Schweinfurt to Australia, Page 1 and Page 4, 3.1.3.2/81781431 and 3.1.3.2/81781433/ITS Digital Archive, Arolsen Archives



# Georgi Michalew: Explanation of the Documents

#### **Document 1: DP 2 card for Georgi Michalew, dated August 10 1946**

When the war ended, the registration of survivors was one of the first tasks faced by the Allies and various international aid organizations. The DP 2 card was the first personal document issued to liberated concentration camp prisoners and forced laborers once they had regained their freedom. After years of persecution and dehumanization, they became individuals again. The document entitled a DP to receive food, clothing, and medical care. It also served as an identity paper for use at Allied checkpoints. The exact form of the registration varied in the different occupation zones; however, as the Soviet Union did not recognize the DP status, there were no special registration forms for DPs. Georgi Michalew's card was issued in the US occupation zone and provides us with several hints on how DPs were seen and treated by the occupying forces. For instance, the card shows that each person was free to claim his or her nationality as well as a desired destination, i.e. the place to which he or she wanted to emigrate. How-



For more information about this document, please consult the e-Guide:

https://eguide.arolsen-archives.org/en/archive/details/162 [2]

ever, not every DP was actually able to reach his or her »Desired Destination,« mainly due to the individual immigration requirements of different countries. Still, international relief organizations supported them in their search for a host country.

## **Document 2:** Nominal roll of persons departing from Resettlement Center Schweinfurt to Australia via Naples/Italy aboard the »Oxfordshire, « December 29 1949

The wishes expressed by DPs to go to a particular country could not always be fulfilled. Even for the IRO, the search for an accepting country was not always easy, as the borders of many countries were only gradually opening to DPs. Many countries regulated the admission of DPs in accordance with their need for labor, e.g. in industry or other sectors of the economy. This document shows that Australia needed large numbers of workers and recruited them from the DP population stranded in Europe. The list of passengers, sorted by name, and their division into groups such as »single men« shows that the admission of DPs was supposed to be in line with the demographic and economic objectives of the country in question. In the run-up to resettlement, the DPs had to submit an application to the IRO, the so-called Care and Maintenance Application (CM/1). What followed was a lengthy procedure including detailed examinations in DP camps as well as language courses and vocational training. Once all requirements had been met and all the necessary documents were in place, departure from the Resettlement Center was organized. Embarkation for overseas emigration took place in major ports of Germany and Italy.



The History Workshop Leonid Lewin in Minsk offers educational materials (in Russian) on the topic of DPs: http://gwminsk.com/education ☐

For further information concerning the various paths of DPs, ranging from repatriation to emigration, please refer to the background information provided in the e-Guide: https://eguide.arolsen-archives.org/en/additional-resources/background-information-on-displaced-persons-documents

## How to Carry out Research in the Arolsen Archives

The Arolsen Archives are an international center on Nazi persecution with the world's most comprehensive archive on the victims and survivors of National Socialism. The collection has information on about 17.5 million people and belongs to UNESCO's Memory of the World. It contains documents on the various victim groups targeted by the Nazi regime and is an important source of knowledge for society today.

The digital collections of the Arolsen Archives are primarily used for name searches. However, a growing part of our holdings can also be searched for places and other information. Searching the digital collections enables you to place documents from different holdings into a wider context, allowing you to engage with life stories or explore local histories, for example. A range of different search tools are available:



#### **Search the Online Archive**

Currently, over 27 million original documents are available in our online archive: https://collections.arolsen-archives.org/en/search  $\Box$  We aim to make the en-tire holdings of the Arolsen Archives available on the internet by 2025.



#### **Submit an Inquiry**

To a limited extent, the Arolsen Archives can answer research-related inquiries on individual persons, locations, and subjects. Please use our online form to submit your inquiry: https://arolsen-archives.org/en/contact



#### Visit our Reading Room in Bad Arolsen, Germany

Research in our holdings can be conducted at digital workstations in our reading room. Our Reference Services staff are always on hand to provide the support you need. If you would like to visit us, please contact us via our online form: https://arolsen-archives.org/en/contact 🖸

## **Educational Offers**

In order to increase the visibility of the documents held by the Arolsen Archives, we are working on various projects that focus on spreading knowledge about the history of Nazi persecution. A growing number of these projects, including materials we produce for schools, follow a digital approach and aim to foster the active participation of students in learning with our documents: https://arolsen-archives.org/en/learn-participate  $\Box$ 



#### **Contact**

education@arolsen-archives.org  $\square$  https://arolsen-archives.org  $\square$ 

After the end of the Second World War, the Soviet Union had millions of victims to mourn. Among them were fallen soldiers, murdered Jews, as well as millions of prisoners of war and civilians who had been deported to Germany for forced labor. They died of systematic exploitation, violence and malnutrition.

This publication is dedicated to personal stories of the victims, but also of the survivors who came from the German-occupied Russian part of the Soviet Union. It features historical sources that, although they do not provide complete biographies, allow fragments of a life to be reconstructed. Additional texts provide insights into various aspects of Nazi persecution with regard to different victim groups as well as the situation of survivors after the war. Also included are biographical texts, classroom tasks, suggestions for further research and background information for teachers. This educational material is suitable for use in school and project settings and encourages students to reflect on the past and learn through an interactive exploration of historical sources.

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