



Institute for Curriculum Services

GALLERY WALK – HISTORY OF ANTISEMITISM

This culminating activity for the lesson on the **History of European Antisemitism — the Longest Hatred** is a Gallery Walk. During a Gallery Walk, students explore multiple texts or images that are placed around the room. This strategy will enable students to examine multiple historical documents (primary and secondary sources, text and visual), to respond to a series of questions and to share their work with peers.

Procedure:

Display the documents around the classroom. These documents should be displayed “gallery style,” at different stations in a way that allows students to disperse themselves around the room. The documents should be arranged in chronological order (see accompanying list). They can be hung on walls or placed on tables. The most important factor is that the stations are spread far enough apart to reduce significant crowding.

Since there are fifteen stations for this activity, you may divide the class into groups of two or three and assign each group two or three stations depending on the number of students in the class. Of course, you may decide to use fewer documents, depending upon the amount of time you have to spend on this lesson or what content you want to emphasize

Instructions for visiting each station. At each station there should be a specific set of questions for the students to complete and two generic questions:

1. What is your reaction to the text and images?
2. Which historical root(s) of antisemitism are revealed in this documents?

Students should write their responses in the space provided on the question sheet.

Report out. After the students have had a chance to visit their stations, they should share their responses with the rest of the class. These should be in the order of the stations, since they are in chronological order which should enable the students to discover the evolution of antisemitism over the centuries in Europe and the intersection of the four contributing historical roots: *religious, economic, social/political, and racial*.

This is a culminating activity which draws upon the PowerPoint presentation, class discussion, and the primary and secondary sources, text and visual, which comprise the fifteen stations.

List of Documents

1. Crusades
2. Lateran Council and Images
3. Medieval Stereotypical Images
4. Expulsions
5. *The Merchant of Venice*
6. Martin Luther
7. Wilhelm Marr and Houston Stewart Chamberlain
8. “Metamorphosis” Cartoon
9. The Dreyfus Affair
10. Pogroms in Russia
11. Map of Antisemitic Actions
12. *The Protocols of the Elders of Zion*
13. Adolf Hitler’s Letter
14. Julius Streicher’s Memo
15. The Nuremberg Laws

The Crusades

What is your reaction to the text and images? What was the purpose of the Crusades? Why did these attacks occur in Europe? Which historical root(s) of antisemitism are revealed in this documents?

Lateran Council and Images

What is your reaction to the text and images? Why did the Church establish these decrees? What effect do you think they had on society? Which historical root(s) of antisemitism are revealed in this documents?

Medieval Stereotypical Images

What is your reaction to the text and images? How do these images reflect medieval attitudes and beliefs? What were the consequences for many Jewish communities? Which historical root(s) of antisemitism are revealed in this documents?

Expulsions

What is your reaction to the text and images? What contributed to the expulsion of the Jews from Western Europe? Where did they eventually settle? Which historical root(s) of antisemitism are revealed in this documents?

The Merchant of Venice

What is your reaction to the text and images? Although Jews had been expelled from England in 1290, how did Shakespeare, writing in 1600, depict Shylock? What might have been his source of information about Jews? Which historical root(s) of antisemitism are revealed in this documents?

Martin Luther

What is your reaction to the text and images? Why did Luther write this pamphlet? Why did treatment of Jews worsen after the Protestant Reformation? Which historical root(s) of antisemitism are revealed in this documents?

Wilhelm Marr and Houston Stewart Chamberlain

What is your reaction to the text and images? How were Marr and Chamberlain's ideas based on a misinterpretation of Charles Darwin? How do their ideas contribute to Nazi ideology in the 20th century? Which historical root(s) of antisemitism are revealed in this documents?

Metamorphosis Cartoon

What is your reaction to the text and images? In what ways does the cartoonist Thomas Theodore Heine depict the changes from the Eastern European Jewish immigrant ragman to the lower middle class clothes merchant to the bourgeois art dealer? What is the message of the cartoon? Which historical root(s) of anti-semitism are revealed in this documents?

The Dreyfus Affair

What is your reaction to the text and images? Summarize the Dreyfus Affair. In what ways was the Dreyfus Affair a setback for Jews? How did the case affect Theodor Herzl? Which historical root(s) of antisemitism are revealed in this documents?

Pogroms in Russia

What is your reaction to the text and images? How were the pogroms a way for the czar to divert popular discontent about appalling conditions and autocratic rule in Russia? Which historical root(s) of antisemitism are revealed in this documents?

Map of Antisemitic Actions

What is your reaction to the text and images? Use data from the map to identify the impact of antisemitic attitudes and actions on Jewish people and communities. Based on the maps, in what different way was antisemitism expressed? Which historical root(s) of antisemitism are revealed in this documents?

The Protocols of the Elders of Zion

What is your reaction to the text and images? What were the *Protocols*? Were they real? How did the *Protocols* reflect a reaction to the increased assimilation of Jews into European society by the end of the 19th and beginning of the 20th centuries? Which historical root(s) of antisemitism are revealed in this documents?

Adolf Hitler's Letter

What is your reaction to the text and images? How does Hitler's letter, written right after the end of World War I, pull together many historic myths and prejudices about Jews and provide a basis for future Nazi anti-semitism and program of genocide?

Julius Streicher's Memo

What is your reaction to the text and images? What is the purpose of Streicher's memo? How does his directive to Nazi party leaders pull together many historic myths and prejudices about Jews and provide a basis for future Nazi antisemitism and program of genocide?

Nuremberg Laws

What is your reaction to the text and images? How were the lives of Jews restricted by these laws? How did they bring together many aspects of anti-Judaism and antisemitism?

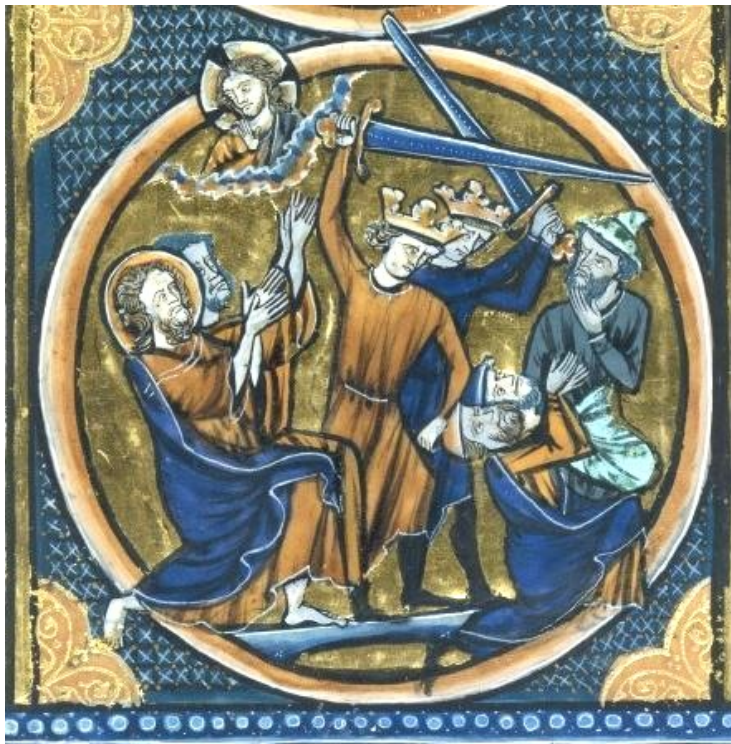
THE CRUSADES

"... they rose in a spirit of cruelty against the Jewish people scattered throughout these cities and slaughtered them without mercy, especially in the Kingdom of Lorraine, asserting it to be the beginning of their expedition and their duty against the enemies of the Christian faith. This slaughter of Jews was done first by citizens of Cologne. These suddenly fell upon a small band of Jews and severely wounded and killed many; they destroyed the houses and synagogues of the Jews and divided among themselves a very large, amount of money. When the Jews saw this cruelty, about two hundred in the silence of the night began flight by boat to Neuss. The pilgrims and crusaders discovered them, and after taking away all their possessions, inflicted on them similar slaughter, leaving not even one alive."

Albert of Aix

Source: August. C. Krey, *The First Crusade: The Accounts of Eyewitnesses and Participants*, (Princeton: 1921), 54-56 as quoted in <https://sourcebooks.fordham.edu/source/1096jews.asp>

Albert of Aix (Aachen), canon of the church of Aachen and historian of the First Crusade. He gathered oral and written testaments of participants in the Crusade and provided a chronicle on the subject, the *Historia expeditionis Hierosolymitanae* ("History of the Expedition to Jerusalem"). His work remains an important source on the First Crusade and the history of the kingdom of Jerusalem until 1120. Albert's history is a compilation of legends and eyewitness reports. Little is known about his life. He himself never visited the Holy Land.



During the Middle Ages, the Catholic Church made use of pictures as a means of instruction, to supplement the knowledge acquired by oral teaching. This is a detail from *Execution of the Faithful*, an illustration in "Bible Moralisée", 1250

Source: Gallica, la Bibliothèque numérique de la BnF

FOURTH LATERAN COUNCIL (November 11, 1215)

Canon 68. Jews appearing in public

... we decree that such Jews and Saracens [Muslims] of both sexes in every Christian province and at all times shall be marked off in the eyes of the public from other peoples through the character of their dress. ... Moreover, during the last three days before Easter and especially on Good Friday, they shall not go forth in public at all, for the reason that some of them on these very days, as we hear, do not blush to go forth better dressed and are not afraid to mock the Christians who maintain the memory of the most holy Passion by wearing signs of mourning.

Source: H. J. Schroeder, *Disciplinary Decrees of the General Councils: Text, Translation and Commentary*, (St. Louis: B. Herder, 1937). pp. 236-296.



Men in medieval Germany wearing the distinctive hats that Jews were forced to wear to distinguish them from Christians.

<http://folksread.com/judaism-the-middle-ages/>



Source: Herrad von Landsperg, *Hortus deliciarum* in Wikipedia



Jews from Worms (Germany) wear the mandatory yellow badge.

Source: Wikipedia

MEDIEVAL STEREOTYPICAL IMAGES



Blood Libel



"Jew Street"



Venice Ghetto

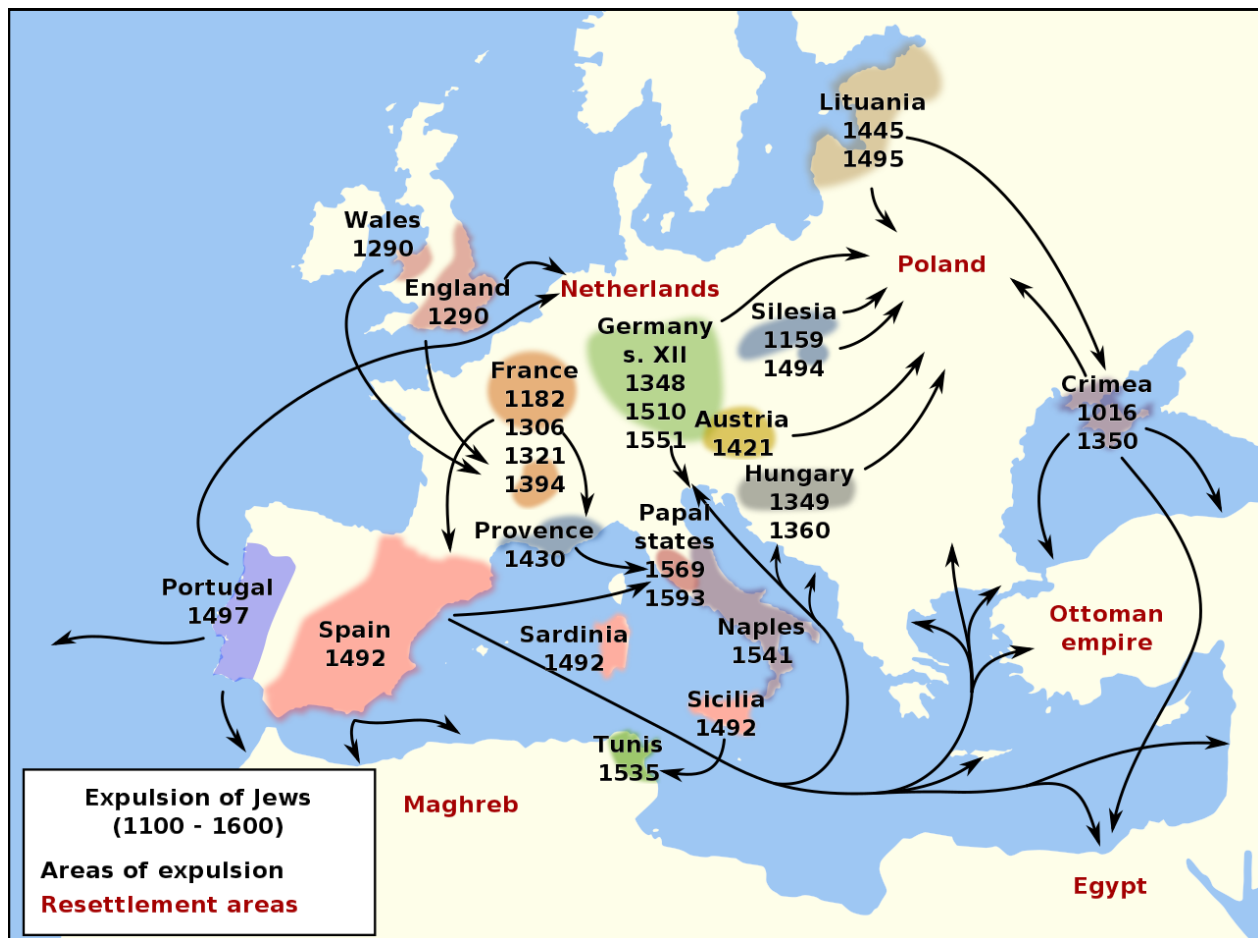


The Black Death



Moneylender

EXPULSIONS



Map source: https://en.wikipedia.org/wiki/Edict_of_Expulsion

Expulsion of the Spanish Jews in 1492: The following account gives a detailed and accurate picture of the expulsion and its immediate consequences for Spanish Jewry. It was written in Hebrew by an Italian Jew in April or May 1495:

After the King [Ferdinand] had captured the city of Granada from the Moors, and it had surrendered to him on the 7th [of January [1492]] ... he ordered the expulsion of all the Jews in all parts of his kingdom-in the kingdoms of Castile, Catalonia, Aragon, Galicia, Majorca, Minorca, the Basque provinces, the islands of Sardinia and Sicily, and the kingdom of Valencia. Even before that the Queen had expelled them from the kingdom of Andalusia.

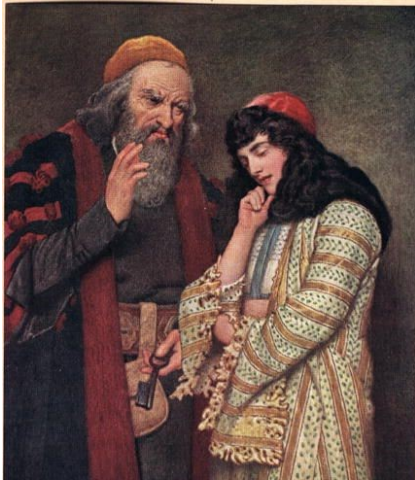
Source: Marcus, Jacob. *The Jew in the Medieval World: A Sourcebook, 315-1791*, (New York: JPS, 1938), 51-55 as quoted in the Fordham Jewish History Sourcebook: The Expulsion from Spain, 1492 CE
<https://sourcebooks.fordham.edu/jewish/1492-jews-spain1.asp>

THE MERCHANT OF VENICE



Chandros portrait of William Shakespeare, c. 1600s

Source: Wikipedia



Shylock and his daughter Portia by James D. Linton, c. 1910.

Source: www.wikigallery.org

In Shakespeare's *The Merchant of Venice*, Shylock is a Jewish moneylender who demands that his contract for a pound of flesh, which is owed to him by a youth who failed to repay a loan, be paid in full. First published in 1600 in England, Shylock's characteristics are based upon long standing stereotypes, which were still popular in a country where Jews had been expelled in 1290. Although some scenes make Shylock sympathetic and show how society and his Christian enemies cruelly mistreat him, in the end, he is punished and forced to convert.

*He hath disgraced me, and
hindered me half a million, laughed at my losses,
mocked at my gains, scorned my nation, thwarted
my bargains, cooled my friends, heated mine enemies—
and what's his reason? I am a Jew. Hath not
a Jew eyes? hath not a Jew hands, organs, dimensions,
senses, affections, passions? Fed with the
same food, hurt with the same weapons, subject to
the same diseases, healed by the same means,
warmed and cooled by the same winter and summer
as a Christian is? If you prick us, do we not
bleed? If you tickle us, do we not laugh? If you
poison us, do we not die? And if you wrong us, shall
we not revenge? If we are like you in the rest, we will
resemble you in that. If a Jew wrong a Christian,
what is his humility? Revenge. If a Christian wrong
a Jew, what should his sufferance be by Christian
example? Why, revenge! The villainy you teach me I
will execute, and it shall go hard but I will better the
instruction.*

Shylock, Act III, scene I

MARTIN LUTHER



Martin Luther (1483–1546) was a German professor of theology, priest and religious reformer whose words and actions set in motion the Protestant Reformation which resulted in the division of Western Christendom between Roman Catholicism and the new Protestant traditions.

At the beginning of his career, Luther was somewhat sympathetic to Jewish resistance to the Catholic Church. However, he expected the Jews to convert to his purified Christianity; when they did not, he turned violently against them. In his writings.

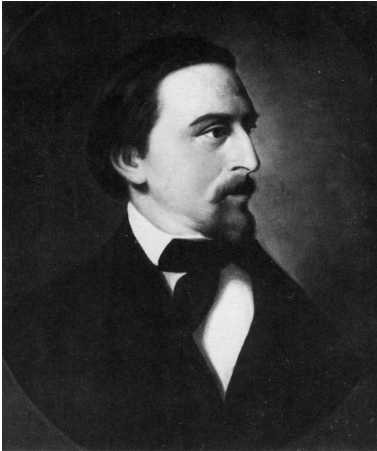
Concerning the Jews and Their Lies, 1543

What shall we Christians do with this rejected and condemned people, the Jews? Since they live among us, we dare not tolerate their conduct, now that we are aware of their lying and reviling and blaspheming. If we do, we become sharers in their lies, cursing and blasphemy. Thus we cannot extinguish the unquenchable fire of divine wrath, of which the prophets speak, nor can we convert the Jews .. I shall give you my sincere advice:

First to set fire to their synagogues or schools and to bury and cover with dirt whatever will not burn, so that no man will ever again see a stone or cinder of them... ...Secondly, their homes should likewise be broken down and destroyed. ...Thirdly, they should be deprived of their prayer-books. ...Fourthly, their rabbis must be forbidden under threat of death to teach any more. ...Fifthly, passport and traveling privileges should be absolutely forbidden. ...Sixthly, they ought to be stopped from usury. ...Seventhly, let the young and strong Jews and Jewesses be given the flail, the ax, the hoe, the spade, the distaff, and spindle, and let them earn their bread by the sweat of their noses. [If there is any danger of Jews doing harm to their gentile overlords] ...let us drive them out of the country for all time ...away with them.

Source: Fordham Medieval Sourcebook: Martin Luther (1483-1546) excerpts from *Concerning The Jews and Their Lies* (1543) https://sourcebooks.fordham.edu/source/_luther-jews.asp

WILHELM MARR & HOUSTON STEWART CHAMBERLAIN



Wilhelm Marr (1819 – 1904) was a German agitator and publicist, who popularized the term "antisemitism"

Marr coined the term *antisemitism* to describe his racial opposition to Jews and founded the League of Antisemites in Berlin in 1879 to combat the threat he imagined they posed. The group tried to turn antisemitism into a popular political movement.

Victory of Judaism over Germandom, (1879)

There is no stopping them. . . .

There will be absolutely no public office, even the highest one, which the Jews will not have usurped ... German culture has proved itself ineffective and powerless against this foreign power. This is a fact; a brutal [inescapable] fact. State, Church, Catholicism, Protestantism, Creed and Dogma, all are brought low before the Jewish tribunal, that is, the irreverent daily press [which the Jews control].

Source: *The Victory of Judaism over Germandom*, as excerpted in Mendes-Flohr, Paul and Jehuda Reinharz, *The Jew in the Modern World*. NY: Oxford University Press, 1995. pp. 331-332

Foundations of the Nineteenth Century (1900)

Certain anthropologists would fain teach us that all races are equally gifted; we point to history and answer: that is a lie! The races of mankind are markedly different in the nature and also in the extent of their gift, and the Germanic races belong to the most highly gifted group, the group usually termed Aryan. Is this human family united and uniform by bonds of blood? I do not know and I do not much care; no affinity binds more closely than elective affinity, and in this sense the Indo-European Aryans certainly form a family.... Physically and mentally the Aryans are pre-eminent among all people; for that reason they are by right... the lords of the world

Source: Chamberlain, Houston Stewart. *Foundations of the Nineteenth Century*, Vol I. NY: John Lane Company, 1912. p. 542.



Houston Stewart Chamberlain (1855 – 1927) was a British-born German philosopher who wrote works about political philosophy and natural science. His racialism ideas influenced Hitler's National Socialist movement

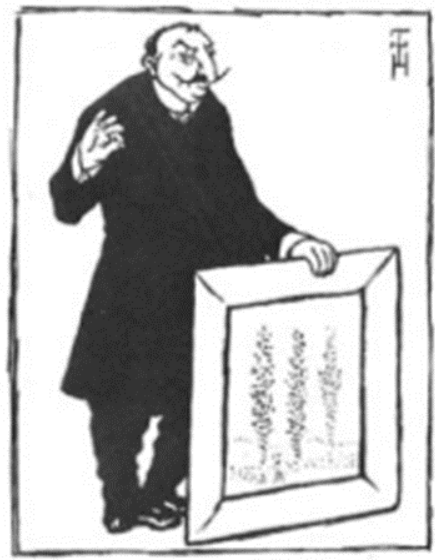
METAMORPHOSIS CARTOON



Moische Pisch



Moritz Wasserstahl



Maurice Lafontaine

This 1903 cartoon *Metamorphosis* by cartoonist Thomas Theodore Heine, from a German weekly satirical magazine, *Simplicissmus*, shows a Russian Jewish immigrant transforming himself from a poor ragman into a member of polite society. Antisemites saw the energy with which Jews made the most of opportunities offered by European society as a threat to their “traditional values.” They believed that an upstart Jew cannot change his true identity as easily as he changes his clothes and his name. To them, neither the Enlightenment nor Emancipation would confer respectability nor hide his Jewish nose.

THE DREYFUS AFFAIR (1894-1906)

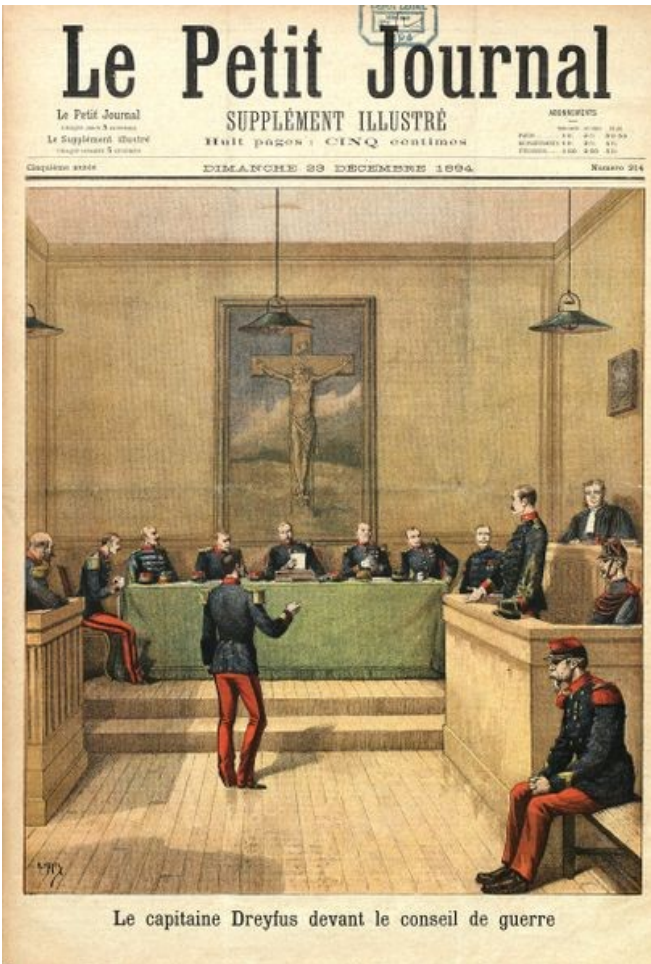
The Dreyfus affair was a watershed event in the history of European antisemitism.

France was the first European country to emancipate Jews (1791), guaranteeing them equality of all of its citizens, regardless of their religion. Yet, in 1894, Captain Alfred Dreyfus, a Jewish officer in the French army, was convicted of treason, allegedly selling French military secrets to the Germans. Dreyfus was from Alsace, a border area that France had ceded to Germany as a result of the France's humiliating defeat in Franco-Prussian war in 1870-71. In the charged political environment of strong nationalistic sentiments, the French military sought a scapegoat to explain the espionage. A wealthy, assimilated Jew seemed perfect. Much of the early publicity surrounding the case came from anti-Semitic groups (especially the newspaper *La Libre Parole*, edited by Édouard Drumont), to whom Dreyfus symbolized the supposed disloyalty of French Jews. Was Dreyfus really French? Or, perhaps, German? Or, maybe part of an "international Jewish conspiracy"?

The antisemitism that characterized the arrest, trial, and retrial of Captain Alfred Dreyfus shocked the assimilated Jews of Western Europe. The fact that the public, including member of the aristocracy and clergy, saw Dreyfus as an outsider seemed to suggest that assimilation was no longer a defense against antisemitism. Even after the real spy was discovered, the Dreyfus Affair continued for several years. The French populace was divided; the future of the Third Republic was threatened. One newspaper published an open letter titled "J'Accuse..." by well-known author Emile Zola in which he defended Dreyfus and accused the military of a major cover-up in the case. Zola was found guilty of libel and fled to Great Britain. In the end, Dreyfus was exonerated, but the impact of the Affair on the lives of European Jews was significant.

The Dreyfus affair also personally impacted a significant figure in Jewish history. Theodor Herzl, a Jewish journalist reporting on the trial of Dreyfus for a Viennese newspaper, observed French mobs shouting "Death to the Jews!" Herzl, who was not a religious Jew, concluded that the only solution to the prevailing antisemitism was to establish a Jewish state. He detailed his vision in his book, *Der Judenstaat* (The Jewish State) in 1896. Herzl is regarded as the father of modern Zionism.

THE DREYFUS AFFAIR (1894-1906)



Dreyfus Petit Journal 1894 Credit: Bibliothèque nationale de France

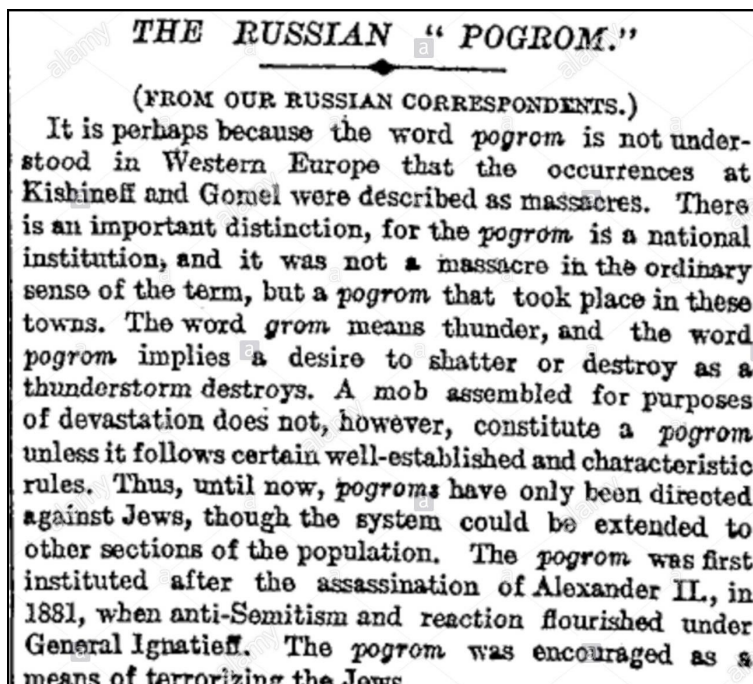
POGROMS IN EASTERN EUROPE



Source: <http://www.berdichev.org/mappaleofsettlement.htm>

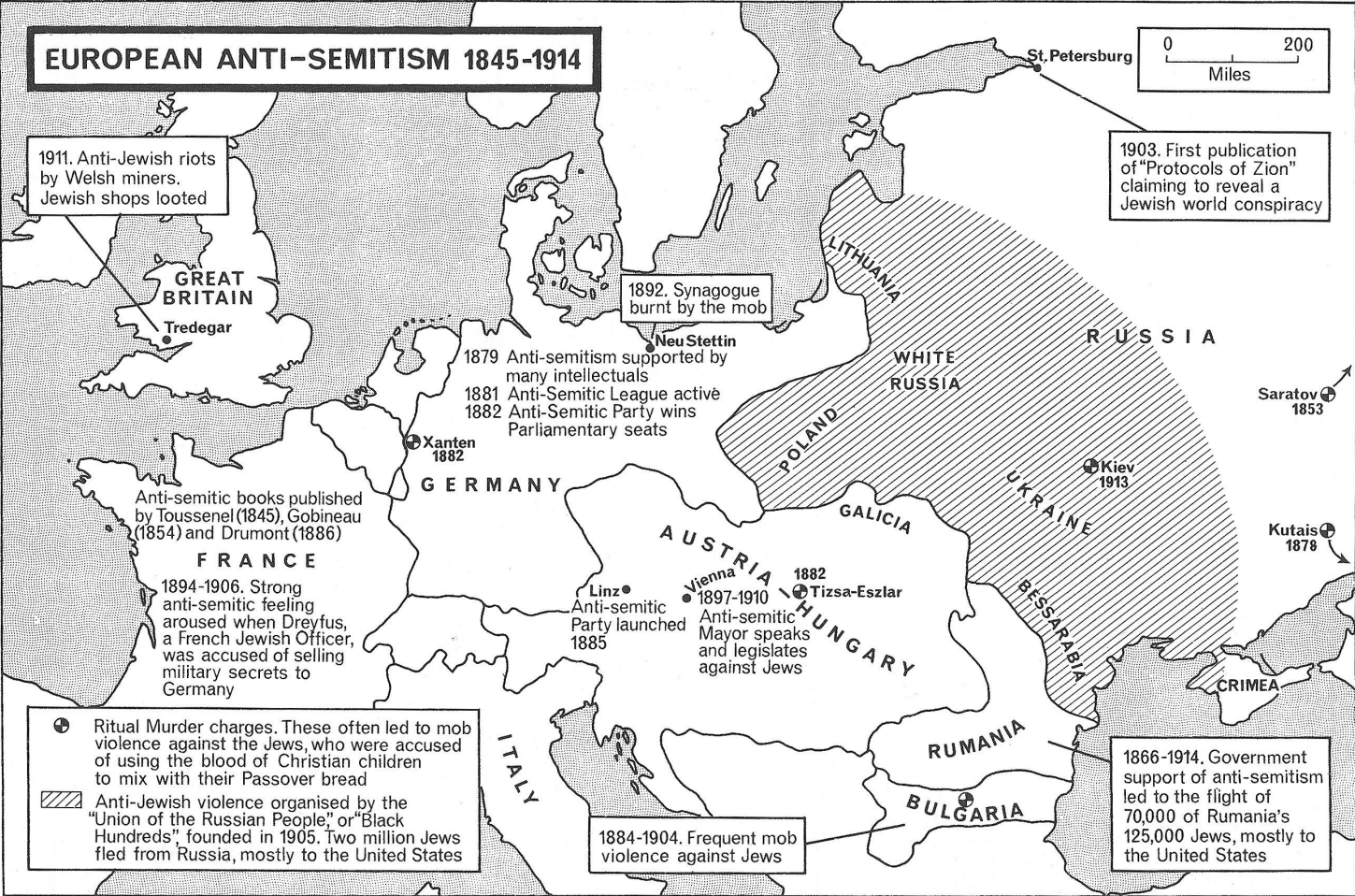


Source: <http://www.encyclopediaofukraine.com/display.asp?linkpath=pages%5CP%5CO%5CPogrom.htm>



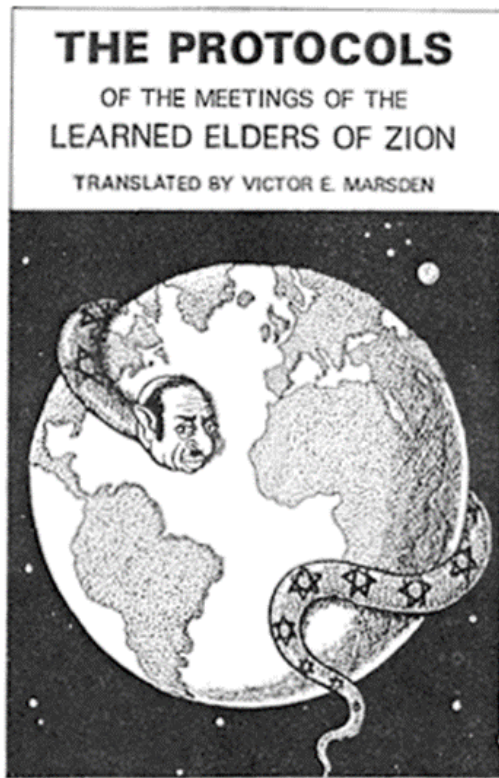
The New York Times December 1903, reproduced in Wikipedia.

EUROPEAN ANTISEMITISM 1845-1914



Source: Gilbert, Martin. *The Routledge Atlas of Jewish History*. 8th ed. London: Routledge, 2010. p. 44.

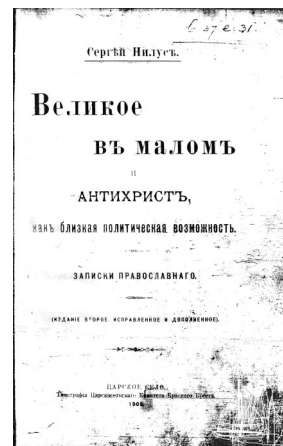
THE PROTOCOLS OF THE ELDERS OF ZION



Originally published in Russia in 1905, this **work of fiction** consists of 24 chapters—"protocols"—that supposedly are minutes from secret meetings of Jewish leaders the so-called Elders of Zion planning world conquest by manipulating the economy, controlling the media, and fostering religious conflict. **The conspiracy and its leaders never existed.** Czarist Russian secret police used this document to try to focus the anger and hostility of Russians who were suffering under poverty, illiteracy, censorship, and lack of civil rights on the Jews

Despite countless exposures of the *Protocols* as a fraud, the myth of a Jewish world conspiracy retained incredible power for Nazis and others who seek to spread hatred of Jews. For example, Henry Ford of the Ford Motor Company brought the *Protocols* to the United States. Between 1920 and 1927, his anti-Semitic newspaper, the *Dearborn Independent*, translated the document into English and printed it along with a series of articles accusing the Jews of using communism, banking, unions, gambling, even jazz music to weaken the American people and their culture.

Today, technology has made the *Protocols* available to anyone with Internet access, and it continues to be circulated in many languages by those who promote hatred, violence, and even genocide.



HITLER'S LETTER TO ADOLF GEMLICH 1919

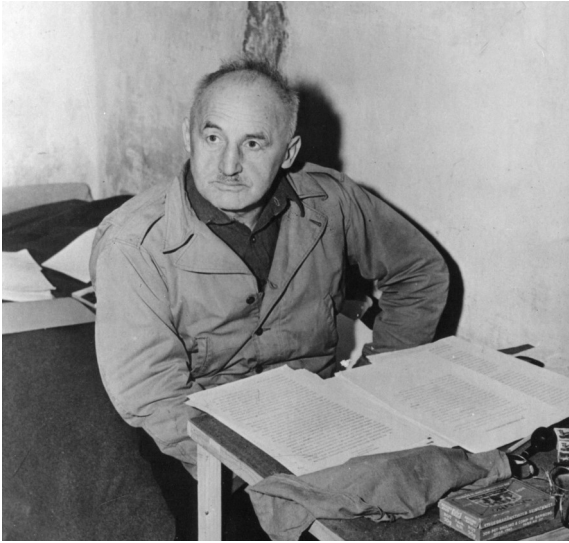
In the politically unsettling period after World War I, the Bavarian state government established a group in May 11, 1919 to keep an eye on political groups and to carry out "educational work in order to combat revolutionary activities among disgruntled army veterans. Adolf Hitler joined the "Information Department" as a propaganda writer and informant and participated in education courses organized by the department. Because of his noted rhetorical gifts, Hitler was appointed as a lecturer. He was asked to respond to Adolf Gemlich, a course participant, in September 16, 1919 on the government's position on the so-called "Jewish Question." The letter is an early example of Hitler's views on Jews before he became the leader of the National Socialist Democratic or Nazi Party in 1921.

If the danger represented by the Jews today finds expression in the undeniable dislike of them felt by a large section of our people, the cause of this dislike is on the whole not to be found in the clear recognition of the corrupting activity of the Jews generally among our people, whether conscious or unconscious; it originates mainly through personal relationship, and from the impression left behind him by the individual Jew which is almost invariably unfavorable. Antisemitism thereby acquires only too easily the character of being a manifestation of emotion. But this is wrong. Antisemitism as a political movement must not be, cannot be, determined by emotional criteria, but only through the recognition of facts. ... Even the Mosaic faith [Judaism], however important for the maintenance of this race, cannot be considered as absolutely decisive in the question of whether or not someone is a Jew. There is hardly a single race whose members belong exclusively to one particular religion.

Through a thousand years of inbreeding, often practiced within a very narrow circle, the Jew has in general preserved his race and character much more rigorously than many of the peoples among whom he lives. And as a result, there is living amongst us a non-German, foreign race, unwilling and unable to sacrifice its racial characteristics, to deny its own feeling, thinking and striving, and which none the less possesses all the political rights that we ourselves have. The feelings of the Jew are concerned with purely material things; his thoughts and desires even more so. ...

The value of the nation is no longer to be measured in terms of the sum of its moral and spiritual forces, but solely on the basis of the wealth of its material goods. From this feeling emerges that concern and striving for money and for the power which can protect it which makes the Jew unscrupulous in his choice of means, ruthless in his use of them to achieve this aim.... Everything which makes men strive for higher things, whether religion, socialism or democracy, is for him only a means to an end, to the satisfaction of a lust for money and domination. His activities produce a racial tuberculosis among nations. ...

JULIUS STREICHER'S MEMO

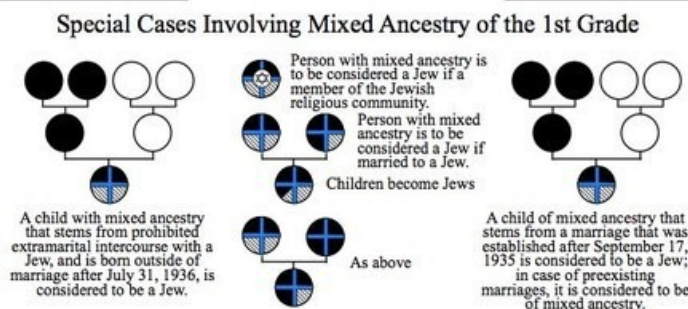
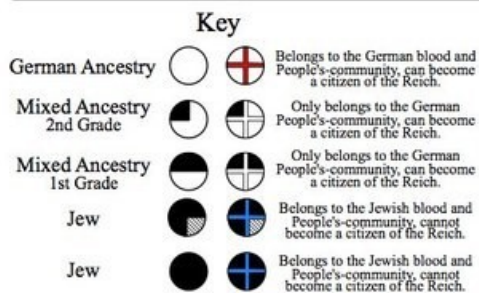
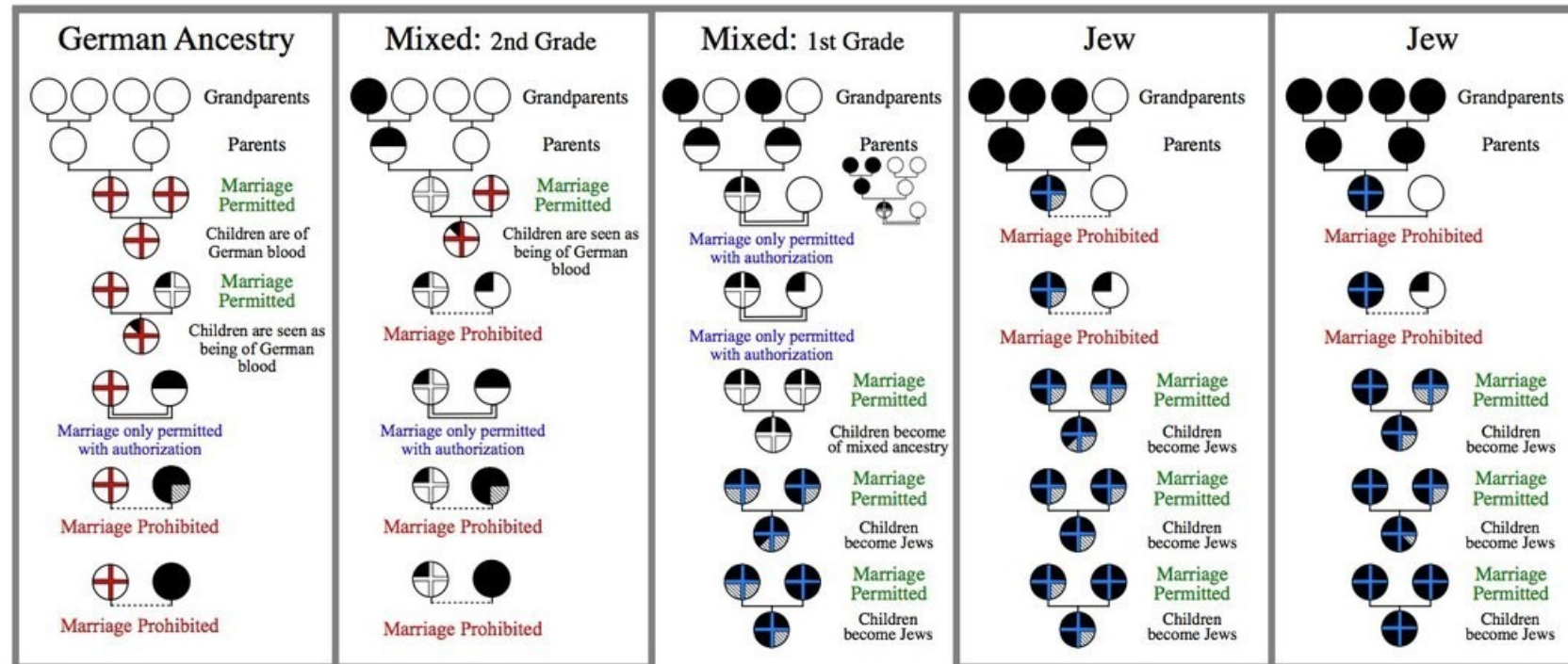


Julius Streicher (1885–1946) was a prominent leader of the Nazi party and publisher of the antisemitic newspaper *Der Stürmer*. In the first months of the National Socialist regime, Streicher chaired the Central Committee to Repulse Jewish Atrocity and Boycott Agitation. In this capacity, he helped to organize the famous one-day boycott of Jewish businesses on April 1, 1933. At the end of the war, Streicher was convicted of crimes against humanity in the Nuremberg trials and was hanged. The following is an excerpt from a memo Streicher sent to local Nazi party leaders on March 31, 1933 with instructions on how to organize the boycott the next day.

German national comrades! The ones who are guilty of this insane crime, this malicious atrocity propaganda and incitement to boycott, are the Jews in Germany. They have called on their racial comrades abroad to fight against the German people. They have transmitted the lies and calumnies (misrepresentations) abroad. Therefore, the Reich leadership of the German movement for freedom have decided, in defense against criminal incitement, to impose a boycott of all Jewish shops, department stores, offices, etc., beginning on Saturday, 1 April 1933, at 10 a.m. We are calling on you, German women and men, to comply with this boycott. Do not buy in Jewish shops and department stores, do not go to Jewish lawyers, avoid Jewish physicians. Show the Jews that they cannot besmirch Germany and disparage [belittle] its honor without punishment. Whoever acts against this appeal proves thereby that he stands on the side of Germany's enemies. Long live the honorable Field Marshal from the Great War, Reich President Paul v. Hindenburg! Long live the Führer and Reich Chancellor Adolf Hitler! Long live the German people and the holy German fatherland!

The Nuremberg Laws 1935/Supplemental Laws

THE NUREMBERG LAWS



Reich Citizen Law from September 15, 1935

1st Act from November 14, 1935

The bestowment of Reich citizenship is decided individually in every single case.

Law for the Protection of the German Blood and Honor from September 15, 1935

1st Act from November 14, 1935

Existing marriages are unaffected

Reich law papers
Nr. 100 from August 16, 1935
Nr. 125 from November 14, 1935

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CHART 387

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The Nuremberg Laws 1935/Supplemental Laws

September 15, 1935

Thoroughly convinced by the knowledge that the purity of German blood is essential for the further existence of the German people and animated by the inflexible will to safe-guard the German nation for the entire future, the Reichstag has resolved upon the following law unanimously, which is promulgated herewith:

- Marriages between Jews and nationals of German or kindred blood are forbidden. Marriages concluded in defiance of this law are void, even if, for the purpose of evading this law, they are concluded abroad.
- Relation outside marriage between Jews and nationals of German or kindred blood are forbidden.
- Jews will not be permitted to employ female nationals of German or kindred blood in their households.

The Reich Citizenship Law of September 15, 1935

- A citizen of the Reich may be only one who is of German or kindred blood, and who, through his behavior, shows that he is both desirous and personally fit to serve loyally the German people and the Reich.
- Only the citizen of the Reich may enjoy full political rights in consonance with the provisions of the laws.

Supplemental Laws:

- Jews must carry ID cards and Jewish passports are marked with a "J"
- Jews may no longer own or bear arms
- Jews may no longer own businesses
- Jews may no longer attend plays, concerts, etc.
- All Jewish businesses are shut down
- Jews may no longer be in certain places at certain times
- Jews must hand over driver's licenses and car registrations
- Jews must sell their businesses and hand over securities and jewels
- Jews may no longer attend universities
- Jews are no longer allowed to work as artisans or skilled laborers (carpenters, tailors, etc.)
- Jewish actors and actresses are no longer allowed to perform.
- Jewish children are no longer allowed to go to public school
- Jewish musicians are no longer allowed to work
- Jewish youth groups are not permitted to hike in groups of more than 20 people
- Jewish doctors are no longer allowed to practice their profession
- All Jewish veterinarians have to close their practice
- Jews who convert to Christianity and are baptized are still Jewish by race
- Jews are no longer allowed to obtain a Ph.D
- Jews cannot be members of the German Red Cross
- Jews are not allowed to use any of the public pools
- All male Jews have to add "Israel" to their first name and all female Jews have to add "Sara"

Sources: Noakes, Jeremy, and Geoffrey Pridham. *Documents on Nazism 1919-1945*. NY: Viking Press, 1974, pp. 463-467, The Nizkor Project, <https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/nazi-germany-and-anti-jewish-policy.pdf>, <https://www.bl.uk/learning/histcitizen/voices/info/decrees/decrees.html>