

Holocaust Studies

Curriculum Guide

Grades 6-8



Multicultural & ESOL Program Services Education Department
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



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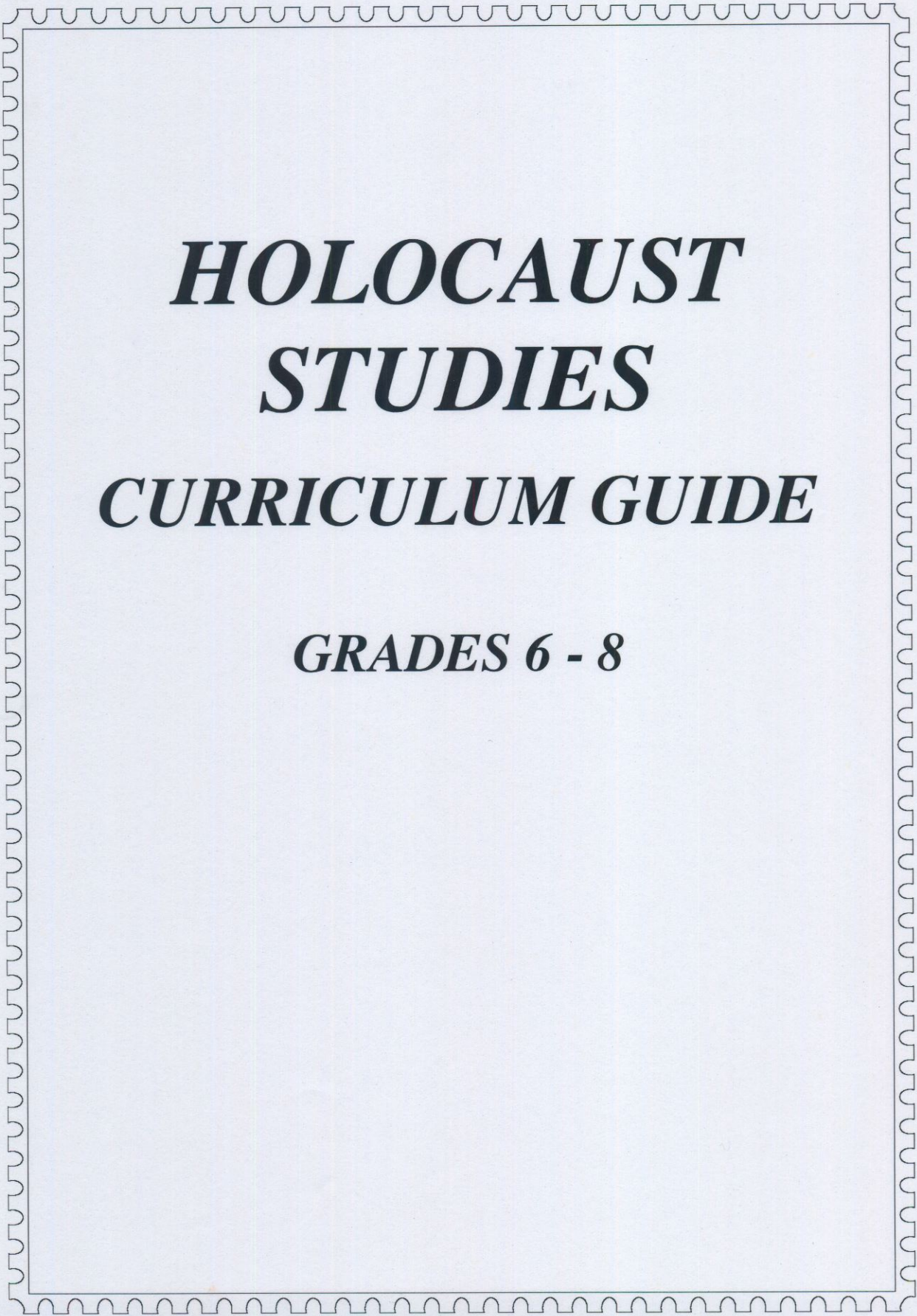
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Broward County  Public Schools



***HOLOCAUST
STUDIES
CURRICULUM GUIDE***

GRADES 6 - 8

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES 6-8**

INTRODUCTION

The *Holocaust Studies Curriculum Guide for Grades 6-8*, was developed in order to facilitate the integration and infusion of Holocaust Studies into the middle school curriculum. Lesson plans are indicated for interdisciplinary and cross-curricular use. Grade levels are suggested but are flexible and can be adapted for other levels. Many of the resources listed are available in classrooms and media centers in the Broward County Public Schools. Each school's media center has a copy of *The Holocaust: Many Voices, Many Visions - A Bibliography of Selected Multimedia Materials*. Teachers may obtain videos, books and supplementary resources from the The Center for Holocaust and Human Rights Education, Florida Atlantic University, 777 Glades Road, Boca Raton, Florida 33431-0991, www.coe.fau.edu/main/holocaust, and the Mania Nudel Holocaust Learning Center at the David Posnack Jewish Community Center, 5850 Pine Island Road, Davie, Florida 33328.

Information from the Simon Wiesenthal Center Library and Archives will help provide background information and definitions to aid teachers in planning their Holocaust unit. Careful attention was paid to assure that the materials met the highest criteria, but the nature of the subject and the possible emotional impact means that teachers must take special care to preview all materials. This is particularly true of supplemental materials found for the study of the Holocaust. Age, grade level and content area suggestions need to be considered, as well. Each class is unique and what is appropriate for one class might not be suitable for another. The teaching of the Holocaust across the curriculum begins with preparatory lessons in the primary and intermediate years and continues through the middle and high school grades.

The development of this curriculum guide, coupled with staff development and the purchase of additional supplementary materials, is indicative of the Broward County Public Schools' commitment to fulfill this mandate. This effort places Broward County at the forefront of a national movement to implement appropriate and thorough instruction in the multicultural arena.

The Broward County Public School System will continue its mission to ensure that this process is ongoing. We hope that this guide is one of your most valuable resources in the instruction of the Holocaust.

INFUSION OF HOLOCAUST STUDIES MATRIX

Themes/Topics	Social Studies	Humanities	Language Arts	Character Education (Responsibility, Kindness, Respect, Honesty, Cooperation, Tolerance, Self-Control)	Research/Critical Thinking
<p>Pre K-2</p> <p>Understand, respect, and appreciate differences; Belonging; Learn to get along; Treat others with compassion; Sensitivity to the needs of others; Recognition of strengths in differences; Stereotyping.</p>	<p>Similarities and differences of people and communities; Variations in families; Customs and values of diverse groups.</p>	<p>Use of art forms and music to understand family and cultural celebrations; Use of art to express human emotions.</p>	<p>Reading and writing in response to literature; Writing to express feelings.</p>	<p>How rules affect the way people live; Living and working together; How people abide by rules of conduct and resolve their conflicts; Promotion of tolerance, understanding acceptance, and cooperation.</p>	<p>Access information using tables, charts, and graphs; Use of technology; Observe, identify, order, and describe; Compare and contrast.</p>
<p>3-5</p> <p>Confront change; Evaluate customs and values of groups in conflict; Recognize and resist conditions detrimental to human development and opportunity; Understand the role of rescuer; Appreciate courage of others acting out of conscience.</p>	<p>Changes over time; Becoming a responsible, respectful member of a democratic society; Understand how democratic processes help solve problems; Understand how customs and values create different types of communities; Immigration; Map skills; Geography.</p>	<p>Use art forms and music to gain an understanding of cultures from the past to the present; Use of art to express human emotions.</p>	<p>Reading and writing for various purposes; Use of journals, diaries, and other forms of literature to gain an understanding of history; Evaluation of literature in a moral/ethical context; Writing to express feelings.</p>	<p>Solving problems and conflicts peaceably; Decision making and participation in a democracy; Ethical and unethical uses of power; Incurring danger to help someone else; Understanding sense of commitment and involvement; Promotion of tolerance, understanding, acceptance and cooperation.</p>	<p>Locate, manipulate and summarize information from oral, visual, and written sources; Use of technology; Access information using tables, charts, and graphs; Observe, identify, order, and describe; Compare and contrast.</p>

Adapted by Linda Medvin, Resource Teacher for Holocaust Studies, Multicultural & ESOL Program Services Education Department, Broward County Public Schools.
Matrix from: The Holocaust-Many Voices, Many Visions: A Bibliography of Selected Multimedia Materials.

INFUSION OF HOLOCAUST STUDIES MATRIX

Theme/Topics	Social Studies	Humanities	Language Arts	Character Education	Research/Critical Thinking
<p>6-8</p> <p>Confront change and loss; Respond to unfairness and danger; Understand display of courage and resourcefulness; Develop sensitivity to needs, feelings, and interests of others; Understand how outside events control lives; Understand the difference between education and indoctrination; Understand racial ideology; Understand the role of rescuer and concept of righteous individuals; Understand stereotyping; Appreciate enduring intolerable situations; Understand strategies for coping; Place experiences in context; Understand family relationships and loyalty; Develop understanding of human nature.</p>	<p>How lives can be changed by people and events; Political and social decisions that affect the quality of life; How diverse groups adapt to new environments; Importance of participation in the community; Chronology of events; Analyze the use of symbols; Historic background; Familiarize with the history of anti-Semitism; Map skills; Geography.</p>	<p>Use of art forms and music to gain an understanding of cultures from the past and present; Use of art to express human emotions.</p>	<p>Read and interpret primary resources; Write journals in response to historical and geographic problems; Write accurate research papers with correct documentation; Place literature in historical context; Evaluate literature in a moral/ethical context; Write to express feelings.</p>	<p>Ethical and unethical uses of power; Being responsible for members of the community; Reject stereotyping and prejudice; Appreciate conflicted feelings; Moral conscience motivating courageous acts; Understand the concepts of spiritual, moral, cultural and physical resistance; Understand the Holocaust through a survivor; Identify lessons learned from remembering the Holocaust; Promotion of tolerance, understanding, acceptance and cooperation.</p>	<p>Use technology to observe and analyze the interrelationships between humans and their environments; Access information using tables, charts and graphs; Observe, identify, order, and describe; Compare and contrast.</p>

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Five Questions About the Holocaust

1. What was the Holocaust?

The Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by the Nazi Germany and its collaborators between 1933 and 1945. In 1933 approximately nine million Jews lived in the 21 countries of Europe that would be occupied by Germany during World War II. By 1945 two out of every three European Jews had been killed. Jews were the primary victims -- six million were murdered; Roma (Gypsies), the handicapped and Poles were also targeted for destruction or decimation for racial, ethnic or national reasons. Millions more, including Soviet prisoners of war, political dissidents, homosexuals and Jehovah's Witnesses suffered grievous oppression and death under Nazi tyranny.

2. Who were the Nazis?

"Nazi" is a short term for the National Socialist German Workers Party, a right-wing political party formed in 1919 primarily by unemployed German veterans of World War I. Adolf Hitler became head of the party in 1921, and under his leadership the party eventually became a powerful political force in German elections by the early 1930's. The Nazi party ideology was strongly anti-Communist, anti-Semitic, racist, nationalistic, imperialistic and militaristic.

In 1933, the Nazi Party assumed power in Germany and Adolf Hitler was appointed Chancellor. He ended German democracy and severely restricted basic rights, such as freedom of speech, press and assembly. He established a brutal dictatorship through a reign of terror. This created an atmosphere of fear, distrust and suspicion in which people betrayed their neighbors and which helped the Nazis to obtain the acquiescence of social institutions such as the civil service, the educational system, churches, the judiciary, industry, business and other professions.

3. Why did the Nazis want to kill large numbers of innocent people?

The Nazis believed that Germans were "racially superior" and that there was a struggle for survival between them and "inferior races." Jews, Roma (Gypsies) and the handicapped were seen as a serious biological threat to the purity of the "German (Aryan) Race" and therefore had to be "exterminated." The Nazis blamed the Jews for Germany's defeat in World War I, for its economic problems and for the spread of Communist parties throughout Europe. Slavic peoples (Poles, Russians and others) were also considered "inferior" and destined to serve as slave labor for their German masters. Communists, Socialists, Jehovah's Witnesses, homosexuals and Free Masons were persecuted, imprisoned and often killed on political and behavioral (rather than racial) grounds. Sometimes the distinction was not very clear. Millions of Soviet Prisoners of War perished from starvation, disease and forced labor or were killed for racial political reasons.

4. How did the Nazis carry out their policy of genocide?

In the late 1930's the Nazis killed thousands of handicapped Germans by lethal injection and poisonous gas. After the German invasion of the Soviet Union in June 1941, mobile killing units following in the wake of the German Army began shooting massive numbers of Jews and Roma (Gypsies) in open fields and ravines on the outskirts of conquered cities and towns. Eventually the Nazis created a more secluded and organized method of killing enormous numbers of civilians -- six extermination centers were established in occupied Poland where large-scale murder by gas and body disposal through cremation were conducted systematically. Victims were deported to these centers from Western Europe and from the ghettos in Eastern Europe which the Nazis had established. In addition, millions died in the ghettos and concentration camps as a result of forced labor, starvation, exposure, brutality, disease and execution.

5. How did the world respond to the Holocaust?

The United States and Great Britain as well as other nations outside Nazi Europe received numerous press reports in the 1930's about the persecution of Jews. By 1942 the governments of the United States and Great Britain had confirmed reports about "the Final Solution" -- Germany's intent to kill all the Jews of the Europe. However, influenced by anti-Semitism and fear of a massive influx of refugees, neither country modified their refugee policies. Their stated intention to defeat Germany militarily took precedence over rescue efforts, and therefore no specific attempts to stop or slow the genocide were made until mounting pressure eventually forced the United States to undertake limited rescue efforts in 1944.

In Europe, rampant anti-Semitism incited citizens of many German occupied countries to collaborate with the Nazis in the genocidal policies. There were, however, individuals and groups in every occupied nation who, at great personal risk, helped hide those targeted by the Nazis. One nation, Denmark, saved most of its Jews in a nighttime rescue operation in 1943 in which Jews were ferried in fishing boats to safety in neutral Sweden.

TIMELINE OF THE HOLOCAUST: 1933 - 1945

1933	January 30	Adolph Hitler became chancellor of Germany.
	March 22	Nazis opened first concentration camp: Dachau.
	May 10	Public book burning target works by Jews and opponents of the Nazis.
	July 14	Nazi Party established as one and only legal party in Germany.
1934	January 26	German-Polish non-aggression pact signed.
1935	September 15	Nuremburg Laws passed.
1936	March	Germany occupied Rhineland. Routing the Versailles Treaty.
	August	Olympic Games held in Berlin.
1938	March 13	Anchluss: Annexation of Austria.
	July 6-13	Evian Conference: Organized by President Franklin Roosevelt and held at Evian-les-Ban in France, in 1938, to discuss the plight of Jews trying to escape Nazi persecution; 32 nations were represented but the conference did little to solve the problem.
	September 29	Munich Conference: Allies grant Germany Sudetenland (part of Czechoslovakia).
	November 9-10	Kristallnacht: Night of Broken Glass, the organized pogrom against Jews in Germany and Austria.
1939	May	British White Paper: Jewish emigration to Palestine limited.
	August 23	Soviet-German Non-aggression Pact signed.
	September	Germany invaded Poland. Great Britain and France declared war on Germany. Soviet Army invaded Poland.

	October	First ghetto established in Poland.
	February 12	Germany began deporting Jews to occupied Poland.
1940	Spring	Germany conquered Denmark, Norway, Belgium, Holland Luxembourg, and France.
	April 27	Himmler ordered creation of Auschwitz concentration camp.
	October 16	Order for creation of Warsaw ghetto.
1941	March 24	Germany invaded North Africa.
	June 22	Operation Barbarossa: Invasion of the Soviet Union.
	July 31	Heydrich appointed to implement the extermination of European Jews known as the "Final Solution."
	December 7	Japan attacked Pearl Harbor.
	December 11	Germany and Italy declared war on the United States.
1942	January 20	Wannsee Conference: Plans for "Final Solution" are made. "Final Solution" was the Nazi code word for the physical extermination of European Jews.
	Spring-Summer	Liquidation of Polish ghettos: Jews deported to extermination camps.
	November 19-20	Battle of Stalingrad.
1943	April 19	Bermuda Conference: Meeting between representatives from the United States and Britain in which the problems of refugees of Nazi persecution were discussed.
	April 19-May 16	Warsaw ghetto uprising.

	October 2	Danes rescued more than 7,200 Jews from Nazis.
1944	May-July	Deportation of Hungarian Jews to Auschwitz.
	June 6	D-Day: Allies invaded Normandy.
	July	Soviet troops liberated Majdanek camp in Poland.
1945	January 27	Soviet troops liberated Auschwitz-Birkenau.
	April-May	Allies liberated Buchenwald, Bergen-Belsen, Dachau, Mauthausen, and Theresienstadt concentration camps.
	April 30	Hitler committed suicide.
	May 7	Germany surrendered unconditionally to Allies.
	May 8	V-E Day: Victory in Europe.
	November	Nuremberg Trials began.

**HOLOCAUST STUDIES
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**HOLOCAUST STUDIES
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Topic: The Holocaust

Objectives: To provide background information and instructional strategies to facilitate the integration and infusion of The Holocaust in an interdisciplinary manner.

Areas of Infusion: Language Arts, Social Studies, Character Education

Sunshine State Standards

LA.A.1.3.1	LA.C.1.3.2
LA.A.1.3.2	LA.C.2.3.1
LA.A.1.3.3	LA.D.2.3.2
LA.A.1.3.4	LA.D.2.3.4
LA.A.2.3.1	LA.D.2.3.6
LA.A.2.3.2	LA.E.2.3.1
LA.A.2.3.4	LA.E.2.3.8
LA.A.2.3.5	SS.A.1.3.1
LA.A.2.3.6	SS.A.2.3.2
LA.A.2.3.8	SS.A.3.3.3
LA.B.2.3.1	SS.B.1.3.1
LA.B.2.3.3	SS.B.1.3.2
LA.B.2.3.4	SS.B.2.3.5

Benchmark: LA.A.1.3.1: The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.

Corresponding Grade Level Expectations:

Sixth

Predicts ideas or events that may take place in the text, gives rationale for predictions, and confirms and discusses predictions as the story progresses.

Uses prereading strategies before reading (for example, a KWL or skimming text headings, bold type, and other text features).

Makes predictions about purpose and organization using background knowledge and text structure knowledge.

Reads and predicts from graphic representations (for example, illustrations, diagrams, graphs, maps).

Seventh

Extends and applies previously learned prereading knowledge and skills of the sixth grade with increasingly complex reading selections and assignments and tasks.

Eighth

Refines and applies previously learned prereading knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks.

Benchmark: LA.A.1.3.2: The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

Corresponding Grade Level Expectations:**Sixth**

Uses context and word structure clues to interpret words and ideas in text.
Makes inferences and generalizations about what is read.
Uses graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.

Seventh

Uses context and word structure clues to interpret words and ideas in text.
Makes inferences and generalizations about what is read.
Uses graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.
Compares and contrasts similar information contained in different text selections.

Eighth

Extends previously learned knowledge and skills of the seventh grade with increasingly complex reading selections and assignments and tasks (for example, using context and word structure, making inferences and generalizations, using graphic organizers and note-making, comparing and contrasting).

Benchmark: LA.A.1.3.3: The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

Corresponding Grade Level Expectations:**Sixth**

Identifies word parts such as prefixes, suffixes, and root words.
Uses word origins as a strategy in understanding historical influences on word meanings.
Selects appropriate meaning for a word according to context.
Analyzes word relationships such as analogies.

Distinguishes denotative and connotative meanings of words.
Studies word meanings consistently (for example, across curricular content).

Seventh

Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary.

Eighth

Extends the vocabulary-building expectations of the seventh grade using eighth grade or higher level vocabulary.

Benchmark: LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

Corresponding Grade Level Expectations:

Sixth

Monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.

Restates text by note-making or summarizing.

Examines other sources to clarify meaning (for example, encyclopedia, web site, or expert).

Uses a graphic organizer to clarify meaning of text.

Seventh

Monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.

Restates or paraphrases text by summarizing.

Uses the text's structure or progression of ideas to locate and recall information (for example, cause and effect chronology).

Analyzes information from one textual source to create a report.

Eighth

Refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, monitoring comprehension, modifying understanding, summarizing, using text structure for recall, analyzing information to create a report).

Benchmark: LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

Corresponding Grade Level Expectations:

Sixth

Determines a text's major ideas and how those ideas are supported with details.

Draws inferences and supports them with text evidence and experience (for example, conclusions or generalizations).

Paraphrases and summarizes text to recall, inform, or organize ideas.

Analyzes ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).

Seventh

Extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).

Eighth

Refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).

Benchmark: LA.A.2.3.2: The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.

Corresponding Grade Level Expectations:

Sixth

Discusses the meaning and role of point of view in a variety of texts.

States the author's purpose and relates it to specific details from the text.

Seventh

Understands ways the author's perspective or point of view affects a text.

States the author's purpose and relates it to specific details from the text.

Eighth

Understands ways the author's perspective or point of view affects a text.

States the author's purpose and relates it to specific statements from text.

Benchmark: LA.A.2.3.4: The student uses a variety of reading materials to develop personal preferences in reading.

Corresponding Grade Level Expectations:

Sixth

Develops personal reading preferences through exploring a variety of prose, poetry and nonfiction.

Seventh

Develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.

Eighth

Develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.

Benchmark: LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

Corresponding Grade Level Expectations:

Sixth

Forms and revises questions for investigations (including but not limited to questions arising from readings).

Uses print and electronic sources to locate books, documents, and articles.

Organizes and interprets information from a variety of sources for a school or real-world task.

Seventh

Extends previously learned knowledge and skills of the sixth grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).

Eighth

Refines previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).

Benchmark: LA.A.2.3.6: The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.

Corresponding Grade Level Expectations:

Sixth

Chooses reference materials appropriate to research purpose.

Uses multiple sources to locate information relevant to research questions (including electronic texts, experts, print resources).

Seventh

Gathers information from a variety of sources, including primary sources (for example, magazines and newspapers).

Evaluates and uses information from a variety of sources (including primary sources) when researching content area topics.

Eighth

Gathers information from a variety of sources, including primary sources.
Evaluates and uses information from a variety of sources when researching content area topics (including but not limited to primary sources).

Benchmark: LA.A.2.3.8: The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

Corresponding Grade Level Expectations:

Sixth

Distinguishes between fact and opinion.
Examines texts for identification of strong versus weak arguments.
Uses resources, such as expert opinion, to check the validity of information obtained from research.
Identifies and examines the influence of personal values on the conclusions an author draws.

Seventh

Cites, examines, and discusses the use of and differences between fact and opinion within a text.
Knows differences between strong versus weak arguments and relevant and irrelevant information in reading selections.
Understands the use of comparison and contrast in a text.
Understands the influence of personal values on the conclusions an author draws.

Eighth

Extends previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, differences between fact and opinion, strong versus weak arguments, relevant and irrelevant information, comparison and contrast, influence of personal values).

Benchmark: LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

Corresponding Grade Level Expectations:

Sixth

Writes notes, outlines, comments, and observations that reflect comprehension of sixth grade level or higher content from a variety of media.

Seventh

Writes notes, outlines, comments, and observations that reflect comprehension of seventh grade level or higher content from a variety of media.

Eighth

Writes notes, outlines, comments, and observations that reflect comprehension of eighth grade level or higher content from a variety of media.

Benchmark: LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

Corresponding Grade Level Expectations:**Sixth**

Selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).

Seventh

Selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).

Eighth

Selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).

Benchmark: LA.B.2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge.

Corresponding Grade Level Expectations:**Sixth**

Uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.

Seventh

Uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.

Eighth

Uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information).

Benchmark: LA.C.1.3.2: The student selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

Corresponding Grade Level Expectations:

Sixth

Listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.

Seventh

Listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.

Eighth

Listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.

Benchmark: LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message

Corresponding Grade Level Expectations:

Sixth

Summarizes main concept and lists supporting details in a nonprint message.
Identifies biases, stereotypes, and persuasive techniques in a nonprint message.

Seventh

Summarizes main concept and lists supporting details in a nonprint message.
Identifies biases and stereotypes in a nonprint message.
Responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence).

Eighth

Summarizes the main concept and lists supporting details in a nonprint message.
Identifies biases and stereotypes in a nonprint message.
Responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence, juxtaposition).

Benchmark: LA.D.2.3.2: The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

Corresponding Grade Level Expectations:

Sixth

Uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

Seventh

Uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

Eighth

Uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

Benchmark: LA.D.2.3.4: The student understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.

Corresponding Grade Level Expectations:**Sixth**

Understands ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.

Seventh

Selects communication tools that will enhance understanding.

Knows ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.

Eighth

Selects communication tools that will enhance understanding.

Understands ways the tools of graphics, pictures, color, motion, music and computer technology affect communication across the media.

Evaluates strengths and weaknesses of multimedia tools in presentations.

Benchmark: LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information.

Corresponding Grade Level Expectations:**Sixth**

Understands ways mass media may enhance or manipulate information

Seventh

Understands ways mass media may enhance or manipulate information.

Eighth

Understands ways mass media may enhance or manipulate information.

Benchmark: LA.E.2.3.1: The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

Corresponding Grade Level Expectations:

Sixth

Knows the motives for a character's actions.

Knows the events in the plot related to the central conflict.

Knows the point of view of a literary work and how it affects the story line.

Knows how cause-and-effect relationships affect the development of a plot.

Seventh

Knows the reasons for a character's actions.

Knows the events in the plot related to the central conflict.

Knows ways cause-and-effect relationships affect the development of a plot.

Knows ways the tone of a literary work is used to support its story line.

Knows and describes from various characters' points of view a situation related to the central conflict in a literary work.

Eighth

Knows the reasons for a character's actions.

Knows the events in the plot related to the central conflict and identifies the rising action and climax/resolution where applicable.

Knows ways the tone of a literary work is used to support its story line.

Knows from various characters' points of view a situation related to the central conflict in a literary work.

Benchmark:LA.E.2.3.8: The student knows how a literary selection can expand or enrich personal viewpoints or experiences.

Corresponding Grade Level Expectations:

Sixth

Reads and discusses literature with differing viewpoints to enhance perspective.

Seventh

Reads and discusses literature with differing viewpoints to enhance perspective.

Eighth

Reads and discusses literature with differing viewpoints to enhance perspective.

Benchmark:SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Corresponding Grade Level Expectations:

Sixth

Understands that historical events are subject to different interpretations.
Understands chronology (for example, knows how to construct and label a timeline of events).

Seventh

Extends and refines understanding that historical events are subject to different interpretations (for example, patterns, chronology, sequencing including cause and effect and the identification of historical periods).

Eighth

Understands ways patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Benchmark: SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations.

Corresponding Grade Level Expectations:

Sixth

Knows ways major historical developments have influenced selected groups over time.

Seventh

Extends and refines knowledge of ways major historical developments have influenced selected groups over time.

Eighth

Content addressed in sixth and seventh grades.

Benchmark: SS.A.3.3.3: The student knows how physical and human geographic factors have influenced major historical events and movements.

Corresponding Grade Level Expectations:

Sixth

Knows ways geographical factors have influenced selected cultures.

Seventh

Extends and refines understanding of ways geographical factors have influenced major historical events and movements in selected cultures (for example, mountain ranges in Europe and the Americas).

Eighth

Content addressed in sixth and seventh grades.

Benchmark: SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

Corresponding Grade Level Expectations:

Sixth

Knows various map forms and other geographic representations (for example, maps, globes, aerial photographs, satellite-produced images).

Uses various map forms to acquire information (for example, location, distance, direction, scale, symbol).

Uses various map forms to process and report geographic information (for example, patterns of land use, connections between places, patterns and processes of migration and diffusion).

Seventh

Extends and refines knowledge of various map forms and other geographic representations (for map projections, Geographic Information Systems technologies).

Extends and refines use of various map forms and other geographic representations to acquire, process, and report geographic information (for example, patterns of population, economics, rainfall, vegetation, landforms).

Eighth

Extends and refines use of various map forms and other geographic representations, tools, and technologies to acquire, process, and report geographic information about the United States.

Benchmark: SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments.

Corresponding Grade Level Expectations:

Sixth

Develops and uses mental maps of selected regions (for example, from memory the student identifies the continent on which a country is located).

Seventh

Extends and refines ability to use mental maps of selected regions (for example, mountains chains, bodies of water).

Eighth

Extends and refines ability to use mental maps of the United States and Florida (for example, from memory identifies the three largest population centers and their general location).

Benchmark: SS.B.2.3.5: The student understands the geographical factors that affect the cohesiveness and integration of countries.

Corresponding Grade Level Expectations:

Sixth

Understands the various geographic factors that may divide or unite a country (for example, mountains, rivers, valleys).

Seventh

Extends and refines understanding of the various geographic factors that may divide or unite a country.

Eighth

Content addressed in sixth and seventh grades.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES 6-8**

Student Resources:

Handouts: The Holocaust KWL, Holocaust Time Line, The Holocaust Venn Diagram, Questions about the Holocaust, Holocaust Questions, Holocaust Resource Log, The Holocaust Main Idea, The Holocaust Personal Glossary, The Holocaust Fact or Opinion, and Holocaust Word Search.

Teacher Resources: *The Holocaust: A Bibliography of Selected Multimedia Materials, School Board of Broward County, Florida*

36 Questions and Answers, Simon Wiesenthal Center Library and Archives.

www.cia.gov/cia/publications/factbook/reference_maps

Mania Nudel Holocaust Learning Center at David Posnack Jewish Community Center, 5850 Pine Island Road, Davie, Florida, (954) 434-0499.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES 6-8**

Procedures/Activities

Objectives: To understand the importance of recording thoughts and feelings especially in relation to our surroundings.
To provide journal writing experiences.

- Explain to the students that much of the information we have about the Holocaust comes from diaries, letters and journals kept by men, women, and children. The most well known is Anne Frank: The Diary of a Young Girl.
- Diaries, letters, and journals have become ways for us to look into the past to see what life was like during this time in history. Remind students that during this time (1933-1945) there were no televisions, computers, or video cameras. Telephones were not as widely used as the way we use them today. Radio was the main method of communication.
- Suggest that e-mail and chat rooms are present day ways to communicate thoughts and feelings.
- Keeping a journal during the study of the Holocaust is a good way for teachers and students to gain insight into this time period. It also allows for self-discovery and serves as an emotional outlet for many of the moral and human issues that are presented during the course of study.
- Journals can also be used to:
 - Set and clarify learning goals.
 - Work through issues and find solutions.
 - Record encounters, feelings, dreams, and ideas.
 - Provide a record of material presented.
- Journal writing is different from other kinds of writing. There are no set rules for writing in a journal. It can also lead to self-discovery and understanding of others.
- Some suggestions for journal writing include:
 - Write for yourself.
 - Be spontaneous and write fast to keep the thoughts flowing.
 - Don't censor your thoughts and/or feelings.

- Don't be judgmental of your thoughts.
- In order to make journal writing a successful activity for the study of the Holocaust it is important to set aside 5-10 minutes every day. Teachers and students will benefit from keeping a journal and should all write at the designated time. Encourage students to write at other times as well.
- Students should have the opportunity to share their journals.
- All the journal writers (adults and students) should be allowed privacy. Writings should not be subjected to grammar, punctuation, spelling or content scrutiny.
- Journal writing is a very effective way of allowing students to deal with the large amount of information as well as the emotional issues that are presented in the study of the Holocaust.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES 6-8**

Procedures/Activities

Objective: To provide overview of information and vocabulary, to continue study of the Holocaust.

- The creation of a Holocaust notebook is helpful for keeping all materials and the journal together.
- In order to assess any prior knowledge of the student use the KWL format. Ask students to fill in what they already KNOW about the Holocaust. Ask them what they want to LEARN. Students can complete their chart as they continue the study of the Holocaust. Brainstorm with the students to create a class KWL on chart paper or spare board. Complete on an ongoing basis.
- Use available classroom world maps or atlas to locate countries important to the Holocaust.
- Axis Powers:
 - Germany
 - Italy
 - Japan
- Allies:
 - The United States
 - The Soviet Union
 - Great Britain
 - Canada
- Discuss the location of the Axis Powers and the Allies.
 - What continents are they located on?
 - What are the major bodies of water?
 - Are any of the Axis countries neighbors? Name them.
 - Are any of the Allies countries neighbors? Name them.
 - Create a map key distinguishing the Axis Powers and Allies.
 - Have the map reflect the two sets of powers.

- The appendix in the Holocaust Curriculum Guide contains material essential to establishing a foundation for Holocaust study. Review and use with other classroom materials for activities.
- As part of the student's Holocaust notebook, the following handouts could be utilized:
 - Holocaust Time Line – significant Holocaust dates and events can be shown in comparison to world dates and events.
 - Holocaust Compare/Contrast – using the Venn diagram format students can compare/contrast such topics as:
 - Jews and other victims of the Holocaust.
 - Life of a Jewish child/Life of a non-Jewish child.
 - Life in different countries during the years of the Holocaust (i.e. Germany/Poland, France/Denmark.)
 - Questions about the Holocaust – can also be used on an ongoing basis. As students come across specific events, the graphic can be used for the event.
 - The Holocaust Questions – can be used as a pre and post test for the Holocaust lessons.
 - The Resource Log – students can use to keep a record of Holocaust materials that they use. Students might have books, magazine articles, or current events that can be shared or used for classroom activities.
- Introduce the glossary words. Explain that there are many other words, phrases and people that are important to the study of the Holocaust. Have students keep a Holocaust Personal Glossary of words, phrases and people that they encounter in their readings, in videos or films or on the Internet. This allows for sharing of ideas and materials. Check on a regular basis before sharing. (As always, please be aware of the sensitive nature of much of the material before introducing to the whole group.)
- The Holocaust Fact or Opinion – is an additional handout for assessment. It also allows for classroom discussion and other activities.
- The Holocaust Word Search – can be used for word recognition and vocabulary reinforcement.

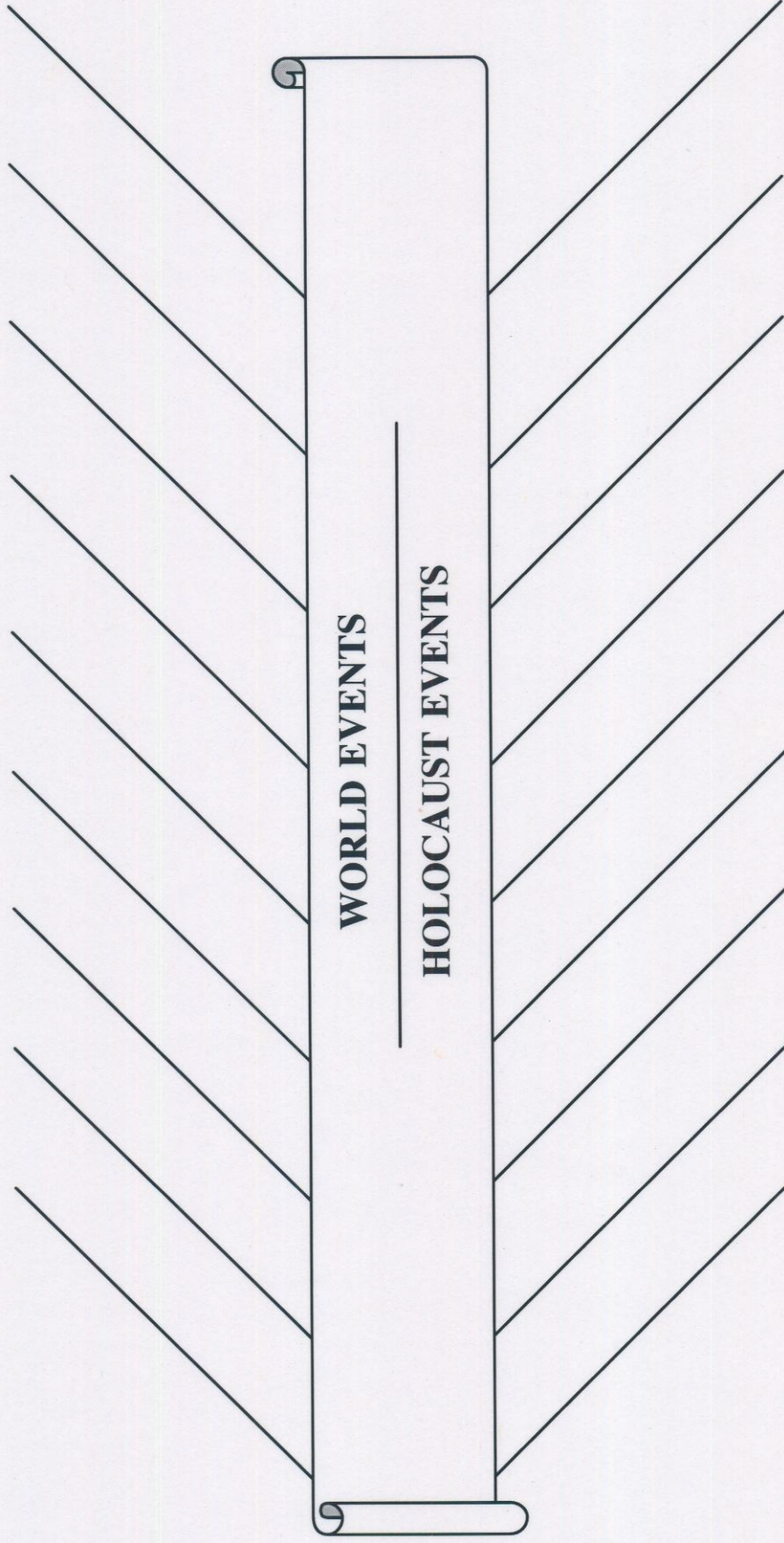
**THE HOLOCAUST
KWL**

K
What I Know

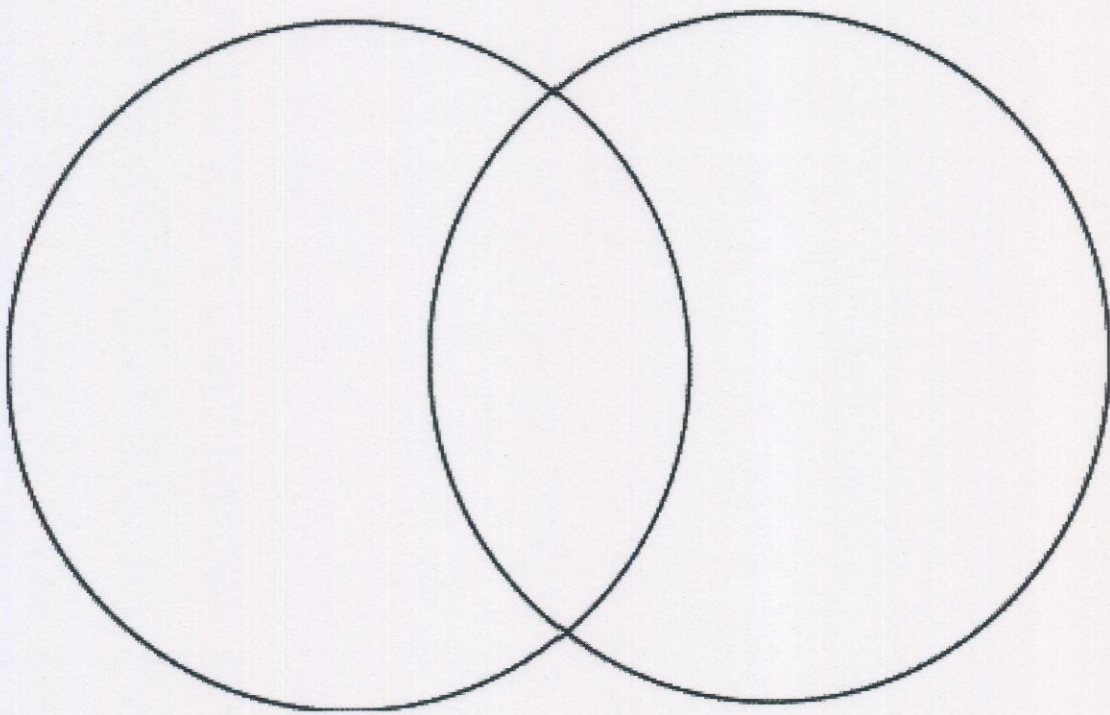
W
**What I Want to
Know**

L
What I Learned

THE HOLOCAUST
Time Line

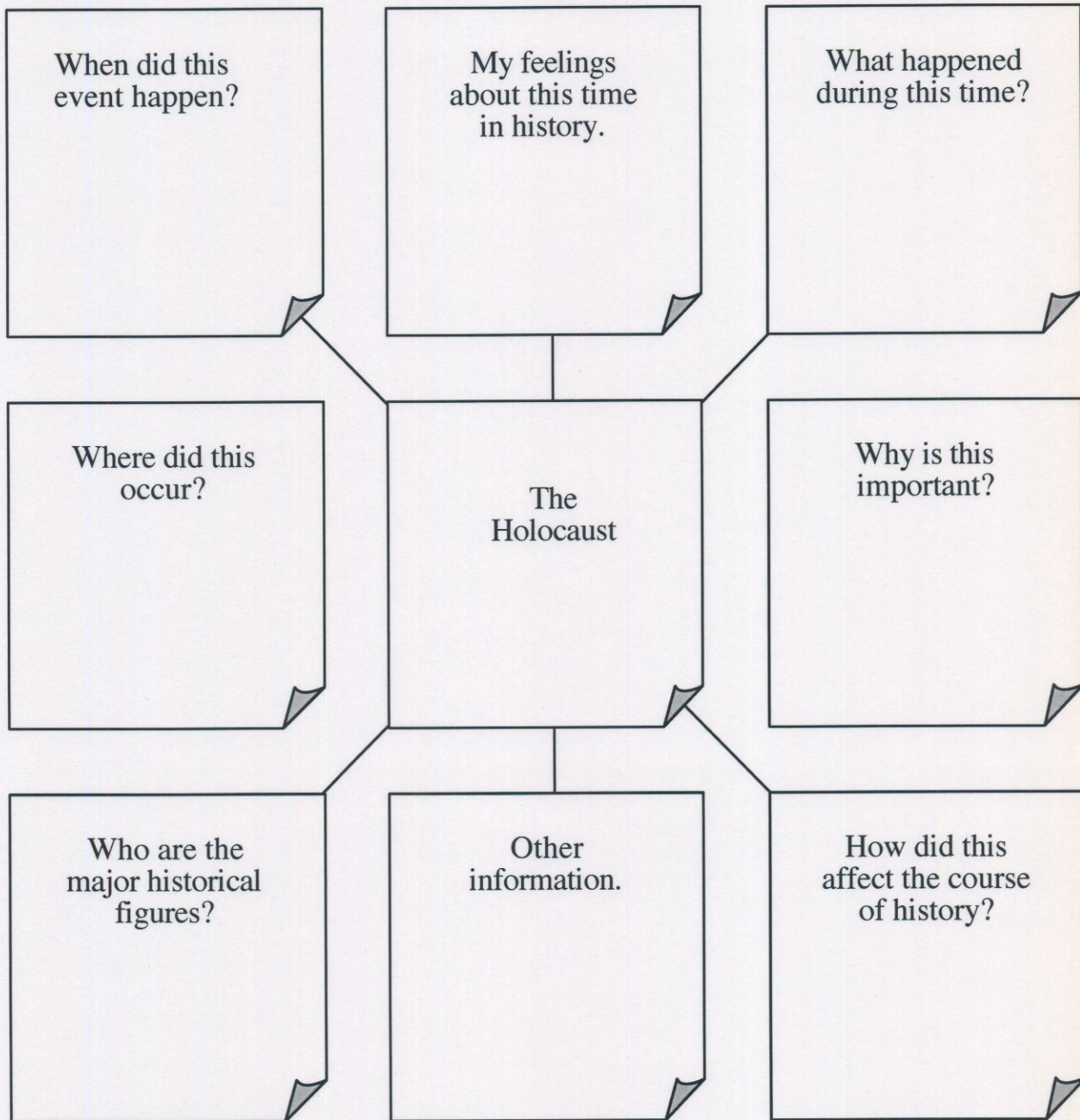


THE HOLOCAUST
Venn Diagram



THE HOLOCAUST

Questions About the Holocaust



HOLOCAUST QUESTIONS

1. What does the word "holocaust" mean?
2. What was the Holocaust?
3. How many Jewish people perished during the Holocaust?
 - a. _____ Two million people
 - b. _____ Five hundred thousand
 - c. _____ Six million people
4. How many people, altogether, perished during the Holocaust?
 - a. _____ One million people
 - b. _____ Eleven million people
 - c. _____ Five million people
5. During what period did the Holocaust take place?
 - a. _____ 1800-1850
 - b. _____ 1850-1900
 - c. _____ 1900-1925
 - d. _____ 1933-1945
 - e. _____ 1945-1956
6. All Germans were Nazis.
_____ True _____ False
7. The Jews did not resist, that is, they did not try to fight back.
_____ True _____ False
8. All concentration camps were "killing centers."
_____ True _____ False
9. The Jews were the only people whom the Nazis purposely murdered.
_____ True _____ False
10. Since the conclusion of World War II, and the end of the Holocaust, no genocide has taken place in the world.
_____ True _____ False
11. Non-Jews helped to rescue Jews.
_____ True _____ False
12. What were the Nuremberg Laws?

HOLOCAUST RESOURCE LOG



LIBRARY/MEDIA CENTER



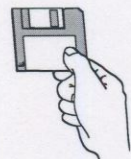
ON THE INTERNET



MAGAZINE OR NEWSPAPER ARTICLES



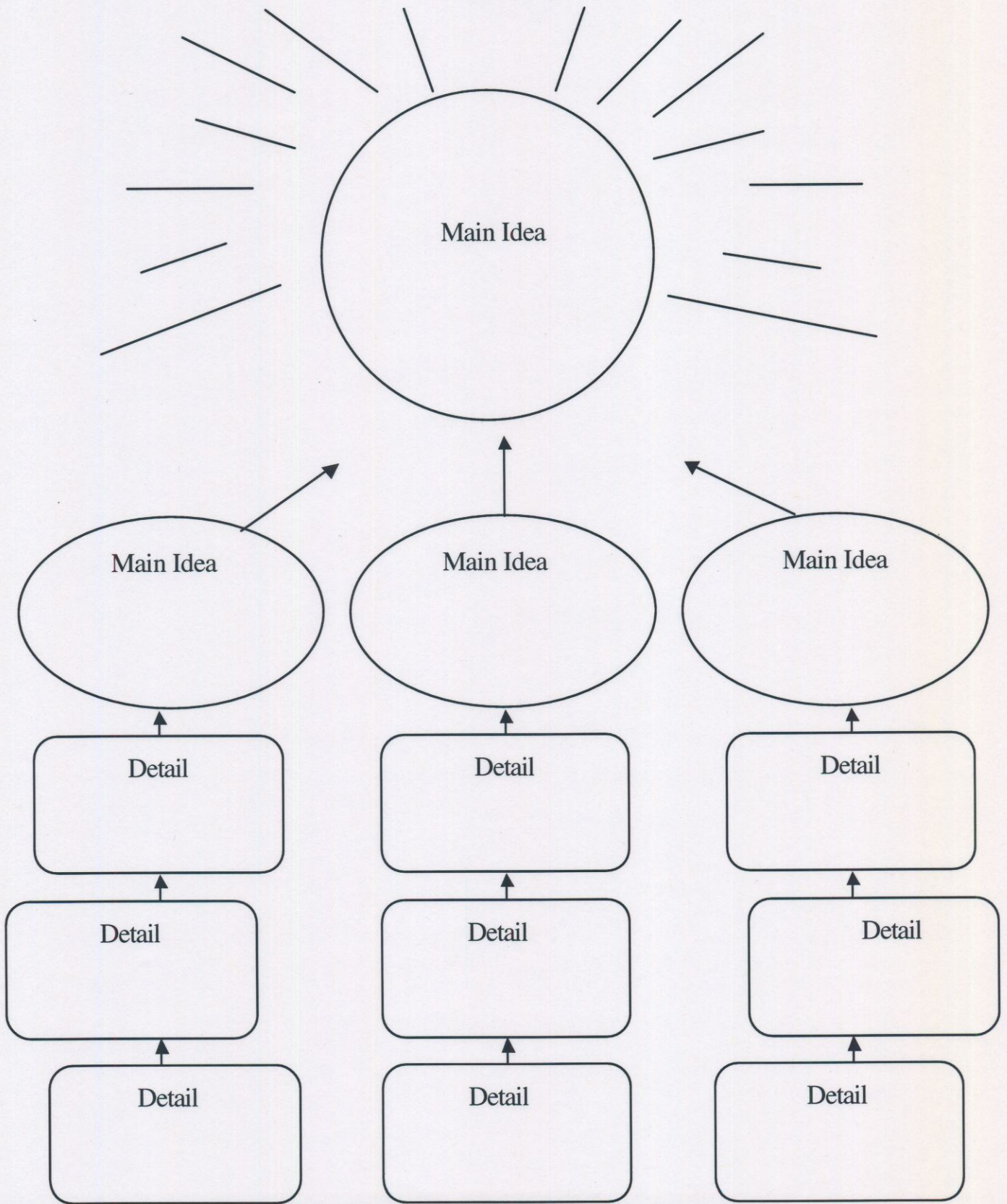
VIDEOS



SOFTWARE

THE HOLOCAUST

Main Idea



THE HOLOCAUST

Fact or Opinion

A fact is something that can be proven to be true. An opinion is something that cannot be proven true. Read the following statements about the Holocaust. Label with an **F** for fact or an **O** for opinion.

- _____ 1. The Jewish people should have left Europe.
- _____ 2. Laws were passed that deprived Jews of German citizenship.
- _____ 3. All Germans hated the Jews.
- _____ 4. Jewish shops and businesses were burned, looted, and destroyed.
- _____ 5. Many Jews were murdered during the Holocaust.
- _____ 6. Other countries should have done more to help save the Jewish people.
- _____ 7. The Nazi Party was proclaimed by law to be the only legal political party in Germany.
- _____ 8. All Jews in German occupied areas were required to wear the yellow Star of David.
- _____ 9. If Jewish people had cooperated with Hitler and his Nazi Party, they would not have been killed.
- _____ 10. American troops joined other countries in trying to stop the German aggression and atrocities against Jews.

HOLOCAUST WORD SEARCH

K	R	I	S	T	A	L	L	N	A	C	H	T	P	C
Z	G	A	H	C	S	R	A	T	I	O	N	N	G	O
O	E	X	D	E	A	T	H	C	A	M	P	S	A	N
H	N	I	D	U	S	P	O	L	A	N	D	N	R	C
R	O	S	E	T	G	I	E	J	E	W	S	U	M	E
E	C	L	P	N	E	T	F	G	E	S	P	R	E	N
M	I	C	O	P	S	A	I	T	O	O	A	E	D	T
E	D	A	R	C	T	L	N	N	G	A	R	M	R	R
I	E	H	T	V	A	Y	A	G	Y	R	T	B	E	A
N	J	I	A	Y	D	U	L	H	P	Y	I	E	S	T
K	M	T	T	S	O	B	S	E	S	A	S	R	I	I
A	L	L	I	E	S	S	O	T	I	N	A	G	S	O
M	E	E	O	W	E	T	L	T	E	I	N	L	T	N
P	P	R	N	A	Z	I	U	O	S	A	S	A	A	C
F	N	E	S	W	A	S	T	I	K	A	M	W	N	A
A	N	T	I	S	E	M	I	T	I	S	M	S	C	M
A	P	F	P	R	I	S	O	N	E	R	S	S	E	P
Z	R	A	C	E	A	N	N	E	F	R	A	N	K	S
J	E	H	O	V	A	H	S	W	I	T	N	E	S	S
D	J	J	E	H	T	H	I	R	D	R	E	I	C	H
E	U	E	T	H	N	I	C	A	U	S	T	R	I	A
A	D	R	E	S	I	S	B	T	A	N	C	E	A	I
T	I	B	E	R	L	I	N	J	A	J	A	P	A	N
H	C	I	G	R	E	A	T	B	R	I	T	A	I	N
G	E	R	M	A	N	Y	R	E	S	C	U	E	R	C
D	D	A	Y	S	O	V	I	E	T	U	N	I	O	N

- | | | | |
|---|--|---|---|
| Allies
Anne Frank
Anti Semitism
Armed Resistance
Aryan
Austria
Axis
Berlin
Concentration Camps
DDay
Death | Death Camps
Deportation
Ethnic
Final Solution
Genocide
Germany
Gestapo
Ghetto
Great Britain
Gypsies
Hitler | Holocaust
Italy
Japan
Jehovahs Witnesses
Jews
Kristallnacht
Mein Kampf
Nazi
Nuremberg Laws
Partisans
Poland | Prejudice
Prisoners
Race
Ration
Rescuer
Scapegoat
Soviet Union
SS
Swastika
Third Reich
US |
|---|--|---|---|

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES 6-8**

HOLOCAUST GLOSSARY

<u>Allies</u>	The nations (United States, Great Britain, and the Soviet Union) fighting Nazi Germany, Italy and Japan during World War II.
<u>Anti-Semitism</u>	Hateful feelings, attitudes and actions towards Jews.
<u>Armed Resistance</u>	Revolts in ghettos and camps using weapons and force.
<u>Aryan</u>	Term used by the Nazis to describe a race of people they viewed as being racially superior. "Aryan" was originally applied to people who spoke any Indo-European language. The Nazi, however, primarily applied the term to people of Northern European racial background. Their aim was to avoid what they considered the "bastardization of the German race" and to preserve the purity of European blood.
<u>Axis</u>	The Axis powers originally included Nazi Germany, Italy, and Japan who signed a pact in Berlin on September 27, 1940. They were later joined by Bulgaria, Croatia, Hungary, and Slovakia.
<u>Concentration Camps</u>	Camps where large numbers of people were held prisoner. Immediately upon their assumption of power on January 30, 1933, the Nazis established concentration camps for the imprisonment of all "enemies" of their regime: actual and potential political opponents (e.g. communists, socialists, monarchists), Jehovah's Witnesses, Gypsies, homosexuals, and other "asocials." Beginning in 1938, Jews were targeted for internment solely because they were Jews. Before then, only Jews who fit one of the earlier categories were interned in camps. The first three concentration camps established were Dachau (near Munich), Buchenwald (near Weimar) and Sachsenhausen (near Berlin).
<u>Death Camps</u>	Camps built to kill Jews and others.

<u>Deportation</u>	Forced removal of Jews from their homes in Nazi occupied lands under the pretense of resettlements.
<u>Extermination Camps</u>	Nazi camps for the mass killing of Jews and others (e.g. Gypsies, Russian prisoners-of-war, ill prisoners). Known as "death camps," these included: Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka. All were located in occupied Poland.
<u>Final Solution</u>	Nazi code word for the physical extermination of European Jews. The cover name for the plan to destroy the Jews of Europe the "Final Solution of the Jewish Question." Beginning in December 1941, Jews were rounded up and sent to extermination camps in the East. The program was deceptively disguised as "resettlement in the East."
<u>Genocide</u>	The planned killing of an entire cultural or racial group of people. The deliberate and systematic destruction of a religious, racial, national, or cultural group.
<u>Gestapo</u>	The Nazi Secret State Police, also referred to as <i>SS</i> . Abbreviation usually written with two lightning symbols for <i>Schutzstaffeln</i> (Defense Protective Units). Originally organized as Hitler's personal bodyguard, the <i>SS</i> was transformed into a giant organization by Heinrich Himmler. Although various <i>SS</i> units were assigned to the battlefield, the organization is best known for carrying out the destruction of European Jewry.
<u>Ghetto</u>	A section of a city where all Jews from the surrounding areas were forced to reside. Surrounded by barbed wire or walls, the ghettos were often sealed so that people were prevented from leaving or entering. Established mostly in Eastern Europe (e.g. Lodz, Warsaw, Vilna, Riga, Minsk), the Ghettos were characterized by overcrowding, starvation and forced labor. All were eventually destroyed as the Jews were deported to death camps.
<u>Gypsies</u>	A nomadic people, believed to have come originally from northwest India, from where they immigrated to Persia by the fourteenth century. By the 16 th century, they had spread throughout Europe, where they were persecuted almost as relentlessly as the Jews. The gypsies occupied a special place in Nazi racist theories. The gypsies were

viewed as racially inferior and “asocials” by the Nazis. They were imprisoned and killed by the Nazis. It is believed that approximately 500,000 perished during the Holocaust.

Hitler, Adolf

Born in Austria, he settled in Germany in 1913. At the outbreak of World War I, Hitler enlisted in the Bavarian Army, became corporal and received the Iron Cross for bravery. Returning to Munich after the war, he joined the newly formed German Workers Party. In November 1923, he unsuccessfully attempted to forcibly bring Germany under nationalist control. When his coup, known as the “Beer-Hall Putsch,” failed Hitler was arrested and sentenced to 5 years in prison. It was during this time that he wrote Mein Kampf. Serving only 9 months of his sentence, Hitler quickly reentered German politics and soon outpolled his political rivals in national elections. In January 1933, President Hindenburg appointed Hitler chancellor of a coalition cabinet. Hitler, who took office on January 30, 1933, immediately set up a dictatorship. In 1934, the chancellorship and presidency were united in the person of the Fuhrer. Soon, all other parties were outlawed and opposition was brutally suppressed. By 1938, Hitler implemented his dream of a “Greater Germany” first annexing Austria, the Sudetenland and Czechoslovakia. On September 1, 1939, Hitler’s armies invaded Poland. By this time the western democracies realized that no agreement with Hitler could be honored and World War II had begun. Although initially victorious on all fronts, Hitler’s armies began suffering setbacks shortly after the United States joined the war in December 1941. Although the war was obviously lost by early 1945, Hitler insisted that Germany fight to the death. On April 30, 1945, Hitler committed suicide rather than be captured alive.

Holocaust

The systematic and deliberate massacre of Jews by Adolf Hitler and the Nazi party. The destruction of some 6 million Jews by the Nazis and their followers in Europe between the years 1933-1945. Other individuals and groups suffered grievously during this period, but only the Jews were marked for complete and utter annihilation.

holocaust

Complete destruction of life, usually by fire.

<u>Jehovah's Witnesses</u>	A religion that originated in the United States. The Witnesses base their beliefs on the Bible and have no official ministers. Recognizing only the kingdom of God, the Witnesses refuse to salute the flag, to bear arms in war, and to participate in affairs of government. This belief brought them into conflict with National Socialism. They were considered enemies of the state and were persecuted by the Nazis.
<u>Jewish Badge</u>	A distinctive sign which Jews were compelled to wear in Nazi Germany and in Nazi-occupied countries. It often took the form of a yellow Star of David.
<u>Kristallnacht</u>	Night of the Broken Glass: pogrom unleashed by the Nazis on November 9-10, 1938. Throughout Germany and Austria, synagogues and other Jewish institutions were burned, Jewish stores were destroyed, and their contents looted. At the same time, approximately 35,000 Jewish men were sent to concentration camps.
<u>Mein Kampf</u>	This autobiographical book (My Struggle) by Hitler was written while he was imprisoned. Hitler propounds his ideas, beliefs, and plans for the future of Germany. Everything, including his foreign policy, is permeated by his "racial ideology."
<u>Nazi</u>	National Socialist German Workers Party
<u>Nuremberg Laws</u>	Two anti-Jewish statutes enacted September 1935 during the Nazi party's national convention in Nuremberg. The first, the Reich Citizenship Law, deprived German Jews of their citizenship and all rights pertinent thereto. The second, the Law for the Protection of German Blood and Honor, outlawed marriages of Jews and non-Jews, forbade Jews from employing German females of childbearing age, and prohibited Jews from displaying the German flag. Many additional regulations were attached to the two main statutes, which provided the basis for removing Jews from all spheres of German political, social and economic life. The Nuremberg Laws carefully established definitions of Jewishness based on bloodlines.
<u>Partisans</u>	Irregular troops engaged in guerrilla warfare, often behind enemy lines. During World War II, this term was applied to resistance fighters in Nazi-occupied countries.

Passive Resistance

Defiance without using force.

Prejudice

An adverse judgement or opinion formed unfairly or before one knows the facts.

Righteous Among
the Nations

Term applied to non-Jews who, at the risk of their own lives, saved Jews from their Nazi persecutors.

Scapegoat

Someone to blame for others' problems and mistakes.

Swastika

Symbol of the Nazi party.

Third Reich

Official name of the Nazi regime ruled from 1933-1945 under Adolf Hitler.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES 6-8**

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6**

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES 6-8**

Grade: 6

Topic: Surviving the Holocaust

Objective: To introduce students to first person accounts of Holocaust survival

Time frame: 50 minutes per lesson

Areas of Infusion: Language Arts, Social Studies, Mathematics, Character Education

Sunshine State Standards

MA.A.1.3.3	LA.A.2.3.2
MA.A.3.3.2	LA.A.2.3.3
MA.A.3.3.3	LA.A.2.3.5
MA.A.4.3.1	LA.A.2.3.6
MA.B.1.3.4	LA.A.2.3.8
MA.B.2.3.1	LA.B.1.3.1
MA.B.2.3.2	LA.B.1.3.2
MA.B.3.3.1	LA.B.1.3.3
MA.B.4.3.2	LA.B.2.3.1
SS.A.1.3.1	LA.B.2.3.2
SS.A.2.3.2	LA.B.2.3.3
SS.A.3.3.2	LA.B.2.3.4
SS.A.3.3.3	LA.C.1.3.1
SS.A.3.3.4	LA.C.1.3.2
SS.B.1.3.1	LA.C.2.3.1
SS.B.1.3.2	LA.C.3.3.2
SS.B.1.3.3	LA.D.2.3.2
SS.B.2.3.5	LA.D.2.3.6
LA.A.1.3.1	LA.E.1.3.3
LA.A.1.3.2	LA.E.2.3.1
LA.A.1.3.3	LA.E.2.3.2
LA.A.1.3.4	LA.E.2.3.6
LA.A.2.3.1	

Benchmark: MA.A.1.3.3: The student understands concrete and symbolic representations of rational numbers and irrational numbers in real-world situations.

Corresponding Grade Level Expectations:

Knows examples of positive rational numbers in real-world situations.

Describes the meanings of positive rational numbers using part/whole relationships and relative size comparisons in real-world situations.

Constructs models to represent positive rational numbers.

Benchmark: MA.A.3.3.2: The student selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations.

Corresponding Grade Level Expectations:

Knows the appropriate operations to solve real-world problems involving whole numbers, decimals, and fractions.

Solves real-world problems involving whole numbers, fractions, decimals, and common percents using one or two-step problems.

Applies order of operations when solving problems (parentheses, multiplication, division, addition, and subtraction).

Knows proportional relationships and describes such relationships in words, tables, or graphs.

Benchmark: MA.A.3.3.3: The student adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Corresponding Grade Level Expectations:

Solves one-or two-step real-world problems involving whole numbers and decimals using appropriate methods of computation (for example, mental computation, paper and pencil, and calculator).

Justifies the choice of method for calculations, such as mental computation, concrete materials, algorithms, or calculators.

Benchmark: MA.A.4.3.1: The student uses estimation strategies to predict results and to check the reasonableness of results.

Corresponding Grade Level Expectations:

Knows an appropriate estimation technique for a given situation using whole numbers (for example, clustering, compatible number, front-end).

Estimates to predict results and to check reasonableness of results.

Determines whether an exact answer is needed or an estimate would be sufficient.

Benchmark: MA.B.1.3.4: The student constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.

Corresponding Grade Level Expectations:

Knows proportional relationships in scale drawings.

Uses scale drawings to solve real-world problems including distance (as in map reading).

Benchmark: MA.B.2.3.1: The student uses direct (measured) and indirect (not measured) measures to compare a given characteristic in either metric or customary units.

Corresponding Grade Level Expectations:

Compares objects according to their length, weight or mass, and capacity using customary or metric units.

Measures length, weight or mass, and capacity using appropriate measure instruments.

Benchmark: MA.B.2.3.2: The student solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system.

Corresponding Grade Level Expectations:

Changes one customary or metric unit of measurement to another within the same system.

Uses concrete manipulatives or constructs models of square units (such as square inch and square meter) for measuring area and cubic units (such as cubic centimeter or cubic yard) for measuring volume.

Benchmark: MA.B.3.3.1: The student solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units.

Corresponding Grade Level Expectations:

Estimates the measure (length, weight or mass, and capacity) of an object or figure and then compares the estimate with the actual measurement of the object or figure.

Knows whether an exact answer is needed or an estimate is sufficient.

Estimate solutions to real-world problems by estimating the length, volume or capacity, weight or mass, perimeter, or area of objects or shapes in either customary or metric units.

Estimates solutions to real-world problems involving measurement, including estimates of time, temperature and money.

Benchmark: MA.B.4.3.2: The student selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

Corresponding Grade Level Expectations:

Selects an appropriate measurement tool (for example, scales, rulers, thermometers, measuring cups, protractors, gauges).

Determines the interval of a scale and reads the scales on a variety of measuring instruments.

Measures accurately with the measurement tools.

Benchmark: SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Corresponding Grade Level Expectations:

Understands that historical events are subject to different interpretations.

Understands chronology (for example, knows how to construct and label a timeline of events).

Benchmark: SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations.

Corresponding Grade Level Expectation:

Knows ways major historical developments have influenced selected groups over time.

Benchmark: SS.A.3.3.2: The student understands the historical events that have shaped the development of cultures throughout the world.

Corresponding Grade Level Expectation:

Understands selected historical events that have shaped the development of selected cultures.

Benchmark: SS.A.3.3.3: The student knows how physical and human geographic factors have influenced major historical events and movements.

Corresponding Grade Level Expectation:

Knows ways geographical factors have influenced selected cultures.

Benchmark: SS.A.3.3.4: The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.

Corresponding Grade Level Expectation:

Knows aspects of the lives and accomplishments of significant men and women in selected regions since the Renaissance.

Benchmark:SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

Corresponding Grade Level Expectations:

Knows various map forms and other geographic representations (for example, maps, globes, aerial photographs, satellite-produced images).

Uses various map forms to acquire information (for example, location, distance, direction, scale, symbol).

Uses various map forms to process and report geographic information (for example, patterns of land use, connections between places, patterns and processes of migration and diffusion).

Benchmark: SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments.

Corresponding Grade Level Expectation:

Develops and uses mental maps of selected regions (for example, from memory the student identifies the continent on which a country is located).

Benchmark: SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface.

Corresponding Grade Level Expectations:

Understands that people create social, political, and economic geographic divisions of the Earth's surface (for example, national borders).

Knows selected social, political, and economic divisions in selected regions (for example, national borders in the Eastern hemisphere).

Benchmark: SS.B.2.3.5: The student understands the geographical factors that affect the cohesiveness and integration of countries.

Corresponding Grade Level Expectation:

Understands the various geographic factors that may divide or unite a country (for example, mountains, rivers, valleys).

Benchmark: LA.A.1.3.1: The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.

Corresponding Grade Level Expectations:

Predicts ideas or events that may take place in the text, gives rationale for predictions, and confirms and discusses predictions as the story progresses.

Uses prereading strategies before reading (for example, a KWL or skimming text headings, bold type, and other text features).

Makes predictions about purpose and organization using background knowledge and text structure knowledge.

Reads and predicts from graphic representations (for example, illustrations, diagrams, graphs, maps).

Benchmark: LA.A.1.3.2: The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

Corresponding Grade Level Expectations:

Uses context and word structure clues to interpret words and ideas in text.

Makes inferences and generalizations about what is read.

Uses graphic organizers and note making to clarify meaning and to illustrate organizational pattern of texts.

Benchmark: LA.A.1.3.3: The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

Corresponding Grade Level Expectations:

Identifies word parts such as prefixes, suffixes, and root words.

Uses word origins as a strategy in understanding historical influences on word meanings.

Selects appropriate meaning for a word according to context.

Analyzes word relationships such as analogies.

Distinguishes denotative and connotative meanings of words.

Studies word meanings consistently (for example, across curricular content).

Benchmark: LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

Corresponding Grade Level Expectations:

Monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.

Restates text by note making or summarizing.

Examines other sources to clarify meaning (for example, encyclopedia, web site, or expert).

Uses a graphic organizer to clarify meaning of text.

Benchmark: LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns or organization.

Corresponding Grade Level Expectations:

Determines a text's major ideas and how those ideas are supported with details.

Draws inferences and supports them with text evidence and experience (for example, conclusions or generalizations).

Paraphrases and summarizes text to recall, inform, or organize ideas.

Analyzes ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).

Benchmark: LA.A.2.3.2: The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.

Corresponding Grade Level Expectations:

Discusses the meaning and role of point of view in a variety of texts.

States the author's purpose and relates it to specific details from the text.

Benchmark: LA.A.2.3.3: The student recognizes logical, ethical, and emotional appeals in texts.

Corresponding Grade Level Expectation:

Recognizes persuasive techniques in text.

Benchmark: LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

Corresponding Grade Level Expectations:

Forms and revises questions for investigations (including but not limited to questions arising from readings).

Uses print and electronic sources to locate books, documents, and articles.

Organizes and interprets information from a variety of sources for a school or real-world task.

Benchmark: LA.A.2.3.6: The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.

Corresponding Grade Level Expectations:

Chooses reference materials appropriate to research purpose.

Uses multiple sources to locate information relevant to research questions (including electronic texts, experts, print resources).

Benchmark: LA.A.2.3.8: The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion,

identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

Corresponding Grade Level Expectations:

Distinguishes between fact and opinion.

Examines texts for identification of strong versus weak arguments.

Uses resources, such as expert opinion, to check the validity of information obtained from research.

Identifies and examines the influence of personal values on the conclusions an author draws.

Benchmark: LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing.

Corresponding Grade Level Expectations:

Knows possible prewriting strategies for different writing tasks.

Uses prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).

Experiments with various prewriting strategies to accommodate individual learning style.

Benchmark: LA.B.1.3.2: The student drafts and revises writing that

- is focused, purposeful, and reflects insight into the writing situation;
- conveys a sense of completeness and wholeness with adherence to the main idea;
- has an organizational pattern that provides for a logical progression of ideas;
- has support that is substantial, specific, relevant, concrete, and/or illustrative;
- demonstrates a commitment to and an involvement with the subject;
- has clarity in presentation of ideas;
- uses creative writing strategies appropriate to the purpose of the paper;
- demonstrates a command of language (word choice) with freshness of expression;
- has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
- has few, if any, convention errors in mechanics, usage, punctuation.

Corresponding Grade Level Expectations:

Focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).

Uses an appropriate organizational pattern having a beginning, middle, end and transitional devices.

Demonstrates a commitment to and an involvement with the subject that engages the reader.

Demonstrates a command of the language including precise word choice and use of appropriate figurative language.

Uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).

Proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.

Revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.

Benchmark: LA.B.1.3.3: The student produces final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and semicolons;
- correct capitalization;
- effective sentence structure;
- correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and
- correct formatting.

Corresponding Grade Level Expectations:

Uses resources such as dictionary and thesaurus to confirm spelling.

Uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).

Uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).

Uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).

Uses a variety of sentence structures (including but not limited to parallel structure).

Uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

Benchmark: LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

Corresponding Grade Level Expectation:

Writes notes, outlines, comments, and observations that reflect comprehension of sixth grade level or higher content from a variety of media.

Benchmark: LA.B.2.3.2: The student organizes information using alphabetical, chronological, and numerical systems.

Corresponding Grade Level Expectation:

Logically sequences information using alphabetical, chronological, and numerical systems.

Benchmark: LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

Corresponding Grade Level Expectation:

Selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).

Benchmark: LA.B.2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge.

Corresponding Grade Level Expectation:

Uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.

Benchmark: LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

Corresponding Grade Level Expectations:

Follows verbal directions.

Paraphrases information.

Expands and enhances personal interest through listening.

Benchmark: LA.C.1.3.2: The student selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

Corresponding Grade Level Expectation:

Listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.

Benchmark: LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.

Corresponding Grade Level Expectations:

Summarizes main concept and lists supporting details in a nonprint message.

Identifies biases, stereotypes, and persuasive techniques in a nonprint message.

Benchmark: LA.C.3.3.2: The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.

Corresponding Grade Level Expectations:

Participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).

Participates as a contributor and occasionally acts as a leader in a group discussion.

Benchmark: LA.D.2.3.2: The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

Corresponding Grade Level Expectation:

Uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

Benchmark: LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information.

Corresponding Grade Level Expectation:

Understands ways mass media may enhance or manipulate information.

Benchmark: LA.E.1.3.3: The student understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Corresponding Grade Level Expectations:

Recognizes and understands elements of author's craft (including but not limited to symbolism, figurative language, flashback, foreshadowing).

Understands the role of point of view in a literary or informational text.

Benchmark: LA.E.2.3.1: The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

Corresponding Grade Level Expectations:

Knows the motives for a character's actions.

Knows the events in the plot related to the central conflict.

Knows the point of view of a literary work and how it affects the story line.

Knows how cause-and-effect relationships affect the development of a plot.

Benchmark: LA.E.2.3.2: The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

Corresponding Grade Level Expectations:

Selects a key passage that reflects personal convictions.

Explains or demonstrates how phrases, sentences, or passages relate to personal life.

Benchmark: LA.E.2.3.6: The student identifies specific questions of personal importance and seeks to answer them through literature.

Corresponding Grade Level Expectation:

Gains a better understanding of self through the reading of literature.

**HOLOCAUST STUDIES
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Student Resources:

Day One:

Leitner, I. (1992). *The Big Lie A True Story*. New York: Scholastic, Inc.

Handouts: The Holocaust KWL
 The Holocaust Resource Log
 The Holocaust Personal Glossary

Day Two:

Handout: Pack Your Belongings!

Day Three:

Leitner, I. (1992). *The Big Lie A True Story*. New York: Scholastic, Inc

Day Four:

Handouts: Calorie Tally

Day Five:

Handout: Venn Diagram

Day Six:

Leitner, I. (1992). *The Big Lie A True Story*. New York: Scholastic, Inc

Teacher Resources:

*The Holocaust: A Bibliography of Selected Multimedia
Materials, School Board of Broward County, Florida*

www.cia.gov/cia/publications/factbook/reference_maps

United States Holocaust Memorial Museum
www.ushmm.org

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Procedures/Activities:

Day One *The Big Lie*

Objectives: To introduce strategies to facilitate study of the Holocaust.
 To distinguish between primary and secondary sources.
 To increase map skills.

- Use the Instructional Strategies: Journal Writing section of the curriculum guide to help students understand the importance of recording their thoughts and feelings by keeping a journal.
- Have students keep a journal during this unit.
- Use the Instructional Strategies: Information/Vocabulary section of the curriculum guide for educational strategies and classroom activities.
- Encourage students to keep a personal glossary of words they learn during this unit of study.
- Use a classroom atlas, www.cia.gov/cia/publications/factbook/reference_maps, textbook maps or other available maps to locate the settings in the story.
- Introduce the unit using a KWL strategy. Allow students time during the class period to add to the L (What I Learned) column on their chart.
- Encourage students to use additional resources to learn about the Holocaust. Have students keep a Holocaust Resource Log (Instructional Strategies section) detailing resources they have been able to find. *The Holocaust: A Bibliography of Selected Multimedia Materials* produced by The School Board of Broward County will be helpful in determining content and age appropriate materials for classroom use. (Due to the nature of the subject and possible emotional impact, please continue to preview and monitor materials).

- This is a true story written by the author. Use a Venn diagram to compare and contrast between a primary source and a secondary source.
 - Whom does the author dedicate the book to?
 - What is the author's purpose?
- Look at the photograph in the front of the book.
 - Who is the photograph of?
 - How old do the students estimate her age to be?
- Make note of the illustrations.
 - What can they tell the reader about the story?
- Have students keep a list of the dates and the events from the story. Students will be able to construct a time line of the dates and events.
- Introduce *The Big Lie*. Teachers may choose to read the first chapter aloud to students to model some of the pronunciations and establish the basics of the story.
 - What is the location of the story?
 - Locate the country on the map using a classroom atlas, www.cia.gov/cia/publications/factbook/reference_maps, or other available map.
- How many siblings does the author have?
 - How old is the baby of the family?
 - Who is the oldest child in the family?
- Where is the father of the family?
 - How long has he been there?
 - Why did he go?
 - When will the family be reunited?
- Locate the United States on a map.
 - What ocean separates the family?
- Sanyi, the family's friend has come from Budapest, about 300 kilometers from Kisvarda.
 - By using a map and scale, approximate how many miles are equivalent to the kilometers he has traveled to warn the family.

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Day Two

Objectives: To understand the changes in daily life.
To understand how to establish priorities.

Read Chapter 2.

- What are the orders from Budapest based on?
 - Use the glossary for the definition of the Nuremberg Laws.
- Have students make a list of some of the rules that they have to follow on a daily basis.
 - What are the consequences of not following the rules?
 - How do the consequences compare to what could happen to the author and her family?
- What was the purpose of the yellow star?
- Where was the family's radio?
 - Why was this important?
- The family is told, "Get your family together. Take food and clothing. Take enough, but be outside in ten minutes."
 - Does the family know where they are going?
- Use the handout *Pack Your Belongings!*
 - Ask students what they would pack?
 - Why did they choose these items? (Students living in Florida might find it easier to understand if they can remember evacuating for a hurricane.)
- Why is it important to clean their new quarters?

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Day Three

- Objectives:**
- To understand and solve real world problems using appropriate methods of computation.
 - To use estimation in problem solving and computation.
 - To understand the value of possessions.
 - To comprehend the feeling of not understanding the language.

Read Chapter 3.

- What was May 28th?
 - What happened on that day?
- Each person can take 50 kilos of belongings. Ask students what articles they would pack to equal that amount. Have students list the articles and the weight of each article and the total weight.
- Why did they gather their best clothing?
- What is the author's most valued possession?
 - Have students decide what their most valued possession is. Why? Give details.
- Why did they have to bring food?
 - What did they bring?
- What language did the soldiers speak?
What language did the people from the town speak?
 - Discuss with students how they feel when they are told to do something in a language they do not understand.
- What is different about the train at the station?

- Using the United States Holocaust Memorial Museum website, www.ushmm.org, find a photograph of a railway car.
- Discuss with the students how they would feel if they were packed into a car similar to the one in the picture. This can also be used as a writing activity.
- Approximate the size of the car.
 - Ask students how many people were forced into the car.
 - Have students calculate the amount of space per person. Using tape or other markings, have students mark off the equivalent space.
 - How would they feel if they had to spend three days in that space under the conditions described by the author?
- Using a map and a scale, determine the distance of the journey from Kisvarda to Auschwitz.
 - How many days did it take to get there?
 - Approximately how many miles did they travel each day?

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Day Four

Objectives: To understand different kinds of separation.
To sense life as a prisoner.

Read Chapter Four.

- What happened to all personal belongings?
 - Discuss with students how they would feel if this happened to them after they agonized over what to pack.
- Who was the German officer?
 - What was he doing?
 - Who was sent to the left?
 - Who was sent to the right?
 - Discuss with students how they would feel if they were separated from their loved ones in this way.
- Where were the sisters taken?
- What was the women's reaction to having their hair cut off?
 - Did the sisters recognize each other?
 - Have students try to visualize how they would look without hair. Write a descriptive paragraph.

Read Chapter Five.

- What was Auschwitz?
- Who were most of the prisoners?
- Why were the author and her family in Auschwitz?

- What did they do to warrant being held as prisoners?
- What were the barracks called?
 - How many prisoners were in each block?
 - How many prisoners were there in Lager C?
- What did the prisoners sleep on?
 - How many others slept with the author?
- What did the prisoners eat?
- Use the handout *Calorie Tally* to have students keep a list of what they eat for a full day.
 - Use the *Food Calorie Counter* to help students keep track of the number of calories they eat during the day.
 - How many calories is the average, per day, for the class?
- Who is Philip?
 - Why would a message from him keep the sisters' spirits alive?
- Discuss the risks Philip took to contact his sisters.
- Who is Chicha?
 - How did she achieve victory?
- Have students try to stand absolutely still.
 - How long is it until they begin to feel uncomfortable.
 - Remind them: One movement of a hand or your head and you could be beaten.
 - How long can you last?

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Day Five

Objectives: To increase map skills.
To understand resistance.
To understand the survivors after liberation.

Read Chapter Six.

- Use the map to locate eastern Germany
 - Approximate how far the sisters traveled.
- What is the weather like in Germany in late 1944?
- Use a Venn Diagram to compare and contrast the two camps, Auschwitz and Birnbaumel.
- How did the author show resistance?
- When did the Germans decide to move the prisoners?
 - Where did they move them?
 - What method of transportation did the soldiers use?
- Why was the column of prisoners shorter as the journey progressed?
- Discuss with students why do they feel that the sisters left the certain for the unknown when they ran away?
- What do students think would have happened if the dog had detected their scent?
- Why did the Germans run away?
- How did the sisters react to the food in the pantry?

- Describe what broke the silence.

Read Chapter Seven.

- Did all the sisters survive?
- Use the map to find the approximate location of the sisters' liberation.
- How did the liberators treat the sisters?
- Why did they want them to leave?
- Did the sisters want to return to Kisvarda? Why?
- What is the significance of the railroad tracks?
 - How was this journey different?
- Where was the train going?
 - Locate the city on the map.
- Why were the people so eager for information?
- What kinds of questions did they ask?
- Who helped the sisters?
 - Where was he from?
 - What language did they converse in?
- When did the sisters leave for the United States?
 - When did they arrive?
 - What other significant event occurred on that date?
 - How many days did they travel?
 - Who greeted them on their arrival?
- What happened to the rest of the family?
- How many members of the family were there in the beginning of the story?
 - How many survived?

**HOLOCAUST STUDIES
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Day Six

- Objectives:** To understand historical background of the Holocaust.
To identify and locate the Axis and Allied powers.
To personalize the number of victims of the Holocaust.

Read the Afterword.

The Afterword provides historical background about some of the events that led to the Holocaust and during the war years.

- What was the “Method of the Big Lie?”
- Use a transparency, powerpoint, or write the following on the board:

Any lie offered with an air of assurance and that is repeated loudly and often enough is bound to be believed.

 - Discuss whether this story proves or disproves the statement. Support with specifics.
- What was the code phrase for the destruction of the entire Jewish people?
- Who were the countries that comprised the Axis Powers?
 - Locate the countries on a map.
- What was the pact of nonaggression?
 - What countries agreed to this?
 - Who were the leaders of the countries?

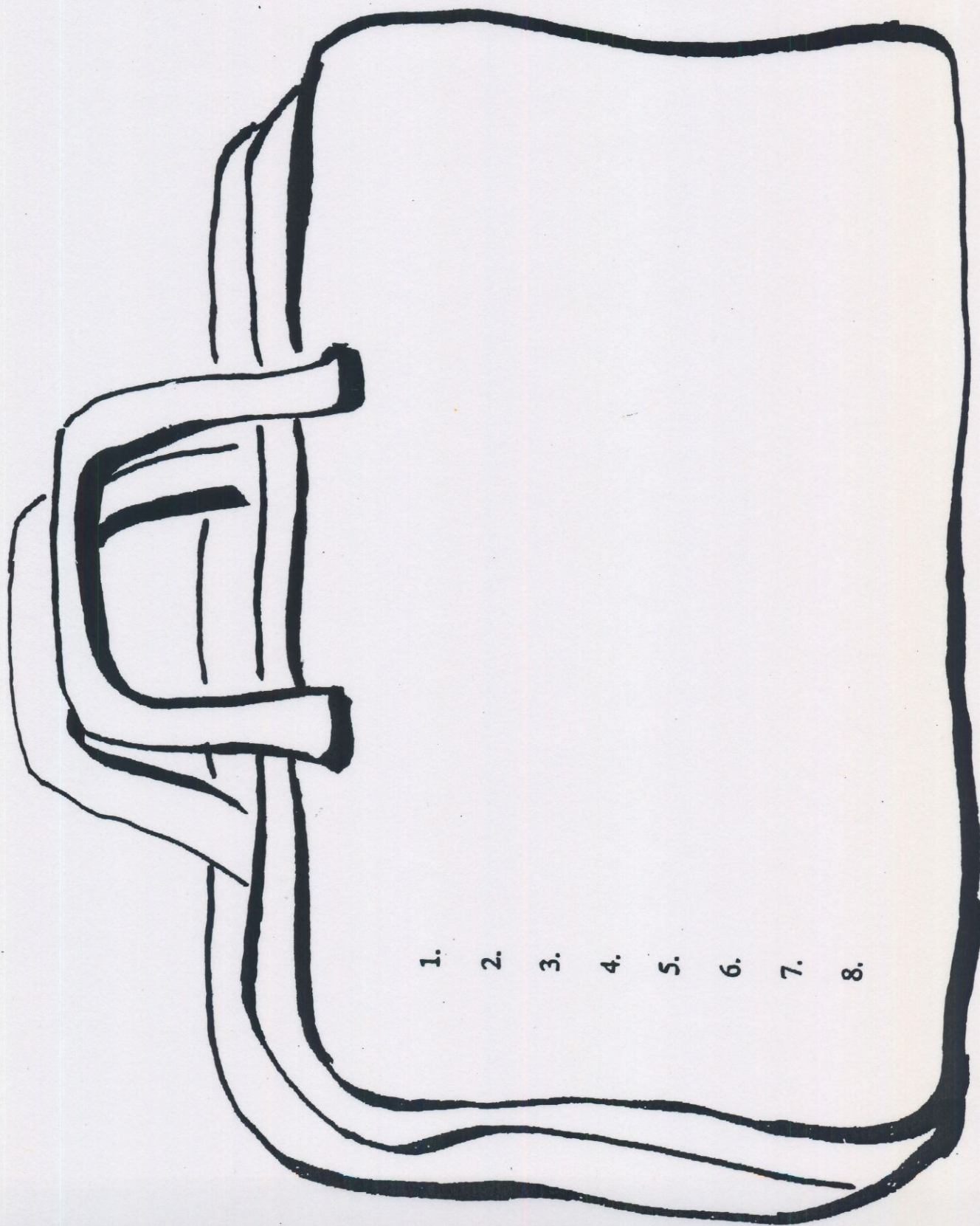
- Did both countries honor the nonaggression pact?
 - Who broke it?
 - When?
- Who were the countries that fought against the Axis powers?
 - What were they called?
 - List the countries and locate them on a map.
- When did the United States enter the war?
- Were the Germans able to complete the “Final Solution”?
 - Approximately how many Jewish men, women, and children were murdered by the Nazis?
- About one and one half million of the six million Jews murdered were children. Attempt to personalize the Holocaust by putting the numbers into perspective.
 - The number of children killed during the Holocaust would fit into:
 - How many school districts the size of Broward County?
 - How many stadiums the size of Pro Player?
 - How many schools?
 - How many school busses?
 - How many classrooms?

Assessment:

- Students can keep a personal journal.
- Students can write a diary of one of the characters in the book.
- Students can recreate the book as a play.
- Students can locate cities, countries, and geographic features on a map.
- Students solve real life problems using the principles of mathematics.
- Students have an understanding of the historical background of the Holocaust.
- Students can arrange dates chronologically in time line format.

- Students can read other stories of survivors.
- Students can use other resources in print and non-print formats to learn about the Holocaust and other historic periods.

Pack Your Belongings!



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Calorie Tally

List each item of food you eat during the day and add up the total number of calories.

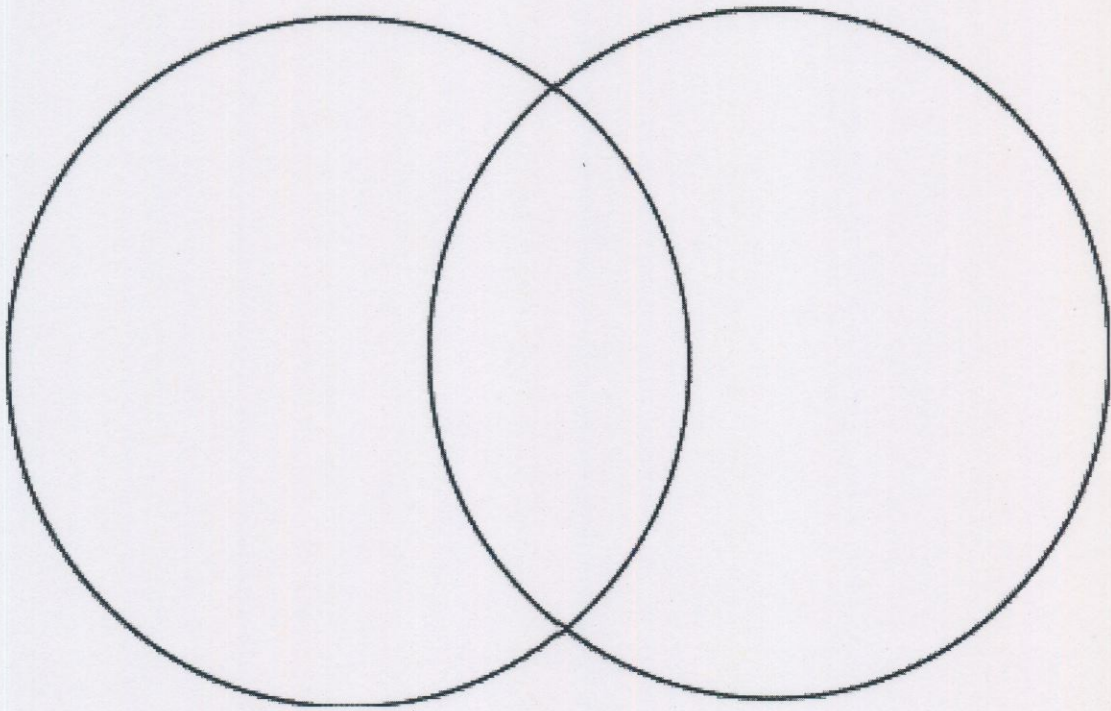
	Food	Calories
Breakfast	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
		Total: _____
Lunch	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
		Total: _____
Dinner	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
		Total: _____
Snacks	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
		Total: _____
		Total Calories for the Day: _____

Food Calorie Counter

Apple	70	Honey (1 Tbsp.)	65
Apple Juice	125	Hot Dog	150
Apple Pie	373	Ice Cream	150
Applesauce (sweetened)	100	Jam (1 Tbsp.)	55
Applesauce (unsweetened)	50	Knockwurst (6 oz.)	500
Asparagus	20	Lamb (6 oz.)	600
Bagel	125	Lemonade	100
Banana	64	Liver (6 oz.)	400
Banana Cream Pie	300	Macaroni (1/2 C.) boiled	95
Beans (Baked)	160	Margarine (1 Tbsp.)	75
Beans (Green)	14	Mayonnaise (1 Tbsp.)	110
Beans (Lima)	100	Meatloaf (2 slices)	500
Beef (4 oz.)	450	Milk (8 oz.)	160
Beef (ground/hamburger)	550	Nuts (1/4 C.)	650
Beef (sirloin)	400	Onion Rings	145
Beef (ribs)	600	Orange	65
Beef (steak)	400	Orange Juice	115
Beef (corned)	300	Pancakes (1)	55
Beets	45	Pastry (average)	250
Blintzes (2)	300	Peaches	35
Blueberries (1/2 C.)	90	Peanut Butter (1 Tbsp.)	95
Bologna (4 oz.)	300	Pears	100
Bread (1 slice)	60	Peas (1/2 C.)	70
Bread with Margarine	100	Pickle	15
Butter (1 Tbsp.)	100	Pie (average)	325
Cabbage (1 C.)	15	Pizza (1 slice)	250
Cake	200	Popcorn (1 C.)	55
Candy	125	Potato Chips (10)	115
Cantaloupe	55	Potatoes (average)	100
Carrots (1 raw)	20	Raisins (1/4 C.)	115
Cereal (1 C.)	100	Rice (1 C.)	185
Cheese	102	Rolls	160
Cottage Cheese (1 C.)	240	Salad	50
Cherries (1 C.)	80	Salad Dressing (1 Tbsp.)	105
Chicken (broiled 6 oz.)	230	Salami (4 oz.)	350
Chicken (fried)	300	Soup (average)	130
Coffee	2	Spaghetti (1 C.)	195
Cookies (1 average)	70	Spinach (1 C.)	40
Corn	70	Strawberries	100
Crackers (1 average-assort.)	15	Sugar (1 tsp.)	30
Doughnuts (1 average-assort.)	165	Syrups (average)	50
Duck (6 oz.)	500	Tea	1
Egg (1 fried or scrambled)	110	Tomato	35
Fish cakes (2)	300	Tuna Fish (4 oz.)	225
Fish sticks (6)	250	Turkey (6 oz.)	300
Fruit salad	200	Veal (6 oz.)	450
Gelatin	260	Waffle (1)	215
Grapefruit	60	Watermelon	25
Grapes (1 C.)	95	Yogurt (1 C.)	120

The Big Lie

Venn Diagram



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**G
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7**

**HOLOCAUST STUDIES
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Grade: 7

Topic: The Courage of Ordinary People

Objectives: To acquaint students with and help them to empathize with all citizens especially Jewish citizens who were threatened by the imposition of Nazi authority.
To appreciate the courage exhibited by ordinary people acting out of conscience.

Time Frame: 50 minutes per lesson

Areas of Infusion: Language Arts, Social Studies, Character Education

Sunshine State Standards

LA.A.1.3.1	LA.C.3.3.2
LA.A.1.3.2	LA.D.2.3.2
LA.A.1.3.3	LA.D.2.3.6
LA.A.1.3.4	LA.E.1.3.2
LA.A.2.3.1	LA.E.1.3.3
LA.A.2.3.3	LA.E.2.3.1
LA.A.2.3.5	LA.E.2.3.2
LA.A.2.3.6	LA.E.2.3.8
LA.A.2.3.8	SS.A.1.3.1
LA.B.1.3.1	SS.A.2.3.2
LA.B.1.3.2	SS.A.3.3.2
LA.B.1.3.3	SS.A.3.3.3
LA.B.2.3.1	SS.B.1.3.1
LA.B.2.3.3	SS.B.1.3.2
LA.B.2.3.4	SS.B.1.3.3
LA.C.1.3.3	SS.B.2.3.5
LA.C.1.3.4	SS.C.1.3.6
LA.C.2.3.1	SS.C.2.3.6

Benchmark: LA.A.1.3.1: The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.

Corresponding Grade Level Expectation:

Extends and applies previously learned prereading knowledge and skills of the sixth grade with increasingly complex reading selections and assignments and tasks.

Benchmark: LA.A.1.3.2: The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

Corresponding Grade Level Expectations:

Uses context and word structure clues to interpret words and ideas in text.

Makes inferences and generalizations about what is read.

Uses graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.

Compares and contrasts similar information contained in different text selections.

Benchmark LA.A.1.3.3: The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

Corresponding Grade Level Expectation:

Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary.

Benchmark: LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note-taking, summarizing, outlining, and writing a grade level-appropriate report.

Corresponding Grade Level Expectations:

Monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.

Restates or paraphrases text by summarizing.

Uses the text's structure or progression of ideas to locate and recall information (for example, cause and effect chronology).

Analyzes information from one textual source to create a report.

Benchmark: LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

Corresponding Grade Level Expectation:

Extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).

Benchmark: LA.A.2.3.3: The student recognizes logical, ethical, and emotional appeals in texts.

Corresponding Grade Level Expectations:

Identifies persuasive and propaganda techniques in text.

Delineates the strengths and weaknesses of an argument in persuasive text.

Recognizes ethical and unethical statements in text.

Benchmark: LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

Corresponding Grade Level Expectation:

Extends previously learned knowledge and skills of the sixth grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).

Benchmark: LA.A.2.3.6: The student uses a variety of reference materials, including indexes, magazines, newspapers and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.

Corresponding Grade Level Expectations:

Gathers information from a variety of sources, including primary sources (for example, magazines and newspapers).

Evaluates and uses information from a variety of sources (including primary sources) when researching content area topics.

Benchmark: LA.A.2.3.8: The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws.

Corresponding Grade Level Expectations:

Cites, examines, and discusses the use of and differences between fact and opinion within a text.

Knows differences between strong versus weak arguments and relevant and irrelevant information in reading selections.

Understands the use of comparison and contrast in a text.

Understands the influence of personal values on the conclusions an author draws.

Benchmark: LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing.

Corresponding Grade Level Expectations:

Knows possible prewriting strategies for different writing tasks.

Uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).

Experiments with various prewriting strategies to accommodate individual learning style.

Benchmark: LA.B.1.3.2: The student drafts and revises writing that

- is focused, purposeful, and reflects insight into the writing situation;
- conveys a sense of completeness and wholeness with adherence to the main idea;
- has an organizational pattern that provides for a logical progression of ideas;
- has support that is substantial, specific, relevant, concrete, and/or illustrative;
- demonstrates a commitment to and an involvement with the subject;
- has clarity in presentation of ideas;
- uses creative writing strategies appropriate to the purpose of the paper;
- demonstrates a command of language (word choice) with freshness of expression;
- has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
- has few, if any, convention errors in mechanics, usage, punctuation.

Corresponding Grade Level Expectations:

Focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).

Uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).

Uses supporting ideas, details, and facts from a variety of sources to develop and elaborate topic.

Demonstrates a commitment to and an involvement with the subject that engages the reader.

Demonstrates a command of the language (including but not limited to precise word choice, appropriate figurative language).

Uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).

Proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.

Analyzes and revises draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning.

Benchmark: LA.B.1.3.3: The student produces final documents that have been edited for:

- correct spelling;
- correct punctuation, including commas, colons, and semicolons;
- correct capitalization;
- effective sentence structure;
- correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure including parallel structure; and
- correct formatting.

Corresponding Grade Level Expectations:

Uses resources such as dictionary and thesaurus to confirm spelling.

Uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).

Uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).

Uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).

Uses a variety of sentence structures (including but not limited to parallel structure, compound and complex sentences).

Benchmark: LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

Corresponding Grade Level Expectation:

Writes notes, outlines, comments, and observations that reflect comprehension of seventh grade level or higher content from a variety of media.

Benchmark: LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

Corresponding Grade Level Expectation:

Selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).

Benchmark: LA.B.2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge.

Corresponding Grade Level Expectation:

Uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.

Benchmark: LA.C.1.3.3: The student acknowledges the feelings and messages sent in a conversation.

Corresponding Grade Level Expectation:

Recognizes verbal and nonverbal cues and responds appropriately.

Benchmark: LA.C.1.3.4: The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

Corresponding Grade Level Expectations:

Demonstrates effective listening behaviors for a variety of purposes (for example, using eye contact, note-making, appropriate posture).

Asks appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussion.

Summarizes main points and supporting details orally or in writing.

Uses information gained for a variety of purposes.

Benchmark: LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.

Corresponding Grade Level Expectations:

Summarizes main concept and lists supporting details in a nonprint message.

Identifies biases and stereotypes in a nonprint message.

Responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence).

Benchmark: LA.C.3.3.2: The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.

Corresponding Grade Level Expectations:

Participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).

Alternates between roles of contributor and leader in a group discussion.

Benchmark: LA.D.2.3.2: The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

Corresponding Grade Level Expectations:

Uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

Benchmark: LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information.

Corresponding Grade Level Expectation:

Understands ways mass media may enhance or manipulate information.

Benchmark: LA.E.1.3.2: The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.

Corresponding Grade Level Expectations:

Compares and contrasts characters from various texts.

Compares and contrasts settings from various texts.

Compares and contrasts plot elements from various texts.

Knows the primary conflicts and explains their resolutions in a variety of text types.

Benchmark: LA.E.1.3.3: The student understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative

language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Corresponding Grade Level Expectations:

- Knows ways the author's word choice contributes to the meaning of a text.
- Identifies symbolism and figurative language used effectively in fiction and nonfiction.
- Knows the role of point of view or persona in a literary or informational text.
- Identifies literary devices (for example, foreshadowing, flashbacks, irony).
- Understands the mood in a literary work.
- Identifies persuasion techniques in literary works.

Benchmark:LA.E.2.3.1: The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

Corresponding Grade Level Expectations:

- Knows the reasons for a character's actions.
- Knows the events in the plot related to the central conflict.
- Knows ways cause-and-effect relationships affect the development of a plot.
- Knows ways the tone of a literary work is used to support its story line.
- Knows and describes from various characters' points of view a situation related to the central conflict in a literary work.

Benchmark:LA.E.2.3.2: The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

Corresponding Grade Level Expectations:

- Selects a key passage that reflects personal convictions.
- Explains or demonstrates how phrases, sentences, or passages relate to personal life.

Benchmark:LA.E.2.3.8: The student knows how a literary selection can expand or enrich personal viewpoints or experiences.

Corresponding Grade Level Expectation:

- Reads and discusses literature with differing viewpoints to enhance perspective.

Benchmark:SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Corresponding Grade Level Expectation:

Extends and refines understanding that historical events are subject to different interpretations (for example, patterns, chronology, sequencing including cause and effect and the identification of historical periods).

Benchmark: SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations.

Corresponding Grade Level Expectation:

Extends and refines knowledge of ways major historical developments have influenced selected groups over time.

Benchmark: SS.A.3.3.2: The student understands the historical events that have shaped the development of cultures throughout the world.

Corresponding Grade Level Expectation:

Understands selected historical events that have shaped the development of selected cultures throughout the world.

Benchmark:SS.A.3.3.3: The student knows how physical and human geographic factors have influenced major historical events and movements.

Corresponding Grade Level Expectation:

Extends and refines understanding of ways geographical factors have influenced major historical events and movements in selected cultures (for example, mountain ranges in Europe and the Americas).

Benchmark:SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

Corresponding Grade Level Expectations:

Extends and refines knowledge of various map forms and other geographic representations (for map projections, Geographic Information Systems technologies).

Extends and refines use of various map forms and other geographic representations to acquire, process, and report geographic information (for example, patterns of population, economics, rainfall, vegetation, landforms).

Benchmark: SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments.

Corresponding Grade Level Expectation:

Extends and refines ability to use mental maps of selected regions (for example, mountain chains, bodies of water).

Benchmark: SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface.

Corresponding Grade Level Expectation:

Understands the social, political, and economic divisions in selected regions (for example, national borders in the Western Hemisphere).

Benchmark: SS.B.2.3.5: The student understands the geographical factors that affect the cohesiveness and integration of countries.

Corresponding Grade Level Expectation:

Extends and refines understanding of the various geographic factors that may divided or unite a country.

Benchmark: SS.C.1.3.6: The student understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

Corresponding Grade Level Expectation:

Content addressed in eighth grade.

Benchmark SS.C.2.3.6: The student understands the importance of participation in community service, civic improvement, and political activities.

Corresponding Grade Level Expectation:

Content addressed in eighth grade.

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Student Resources:

Day One:

Lowry, L., (1989). *Number the Stars*. New York: Yearling Newberry.

Day Two:

Handout: What Do Symbols Say?

Day Three:

Handouts: Cause and Effect and Getting the Main Idea

Day Four:

Lowry, L., (1989). *Number the Stars*. New York: Yearling Newberry.
Outline map of Western Europe

Day Five:

Handout: Fact and Opinion

Day Six:

United States Holocaust Memorial Museum Artifact Photograph. *Rescue: The Danish Boat*

Day Seven:

Handouts: Story Scenes and News for the World

Teacher Resources: *The Holocaust: A Bibliography of Selected Multimedia Materials, School Board of Broward County, Florida.*

www.cia.gov/cia/publications/factbook/reference_maps

United States Holocaust Memorial Museum
www.ushmm.org

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Procedures/Activities:

Day One

Objectives: To introduce the main characters and the setting of the story.
To compare and contrast the two main characters of the book.

- Explain to students that the story takes place in Denmark, a country that is 16,639 square miles in size. It has been a peaceful land whose economy is based on farming and fishing. The government is a Constitutional Monarchy. There is a ceremonial head of state. Christian X was the king during World War II. There is little disharmony because all people can vote, have guaranteed political rights, and are entitled to practice any religion they choose. There has never been a problem with anti-Semitism (hatred of Jews). On April 9, 1940, the German army invaded Denmark. The government agreed to surrender under certain conditions. One was that there be no discrimination against Jews. Of a population of 4.5 million people, 8,000 were Jews. Most lived in Copenhagen and were totally absorbed into Danish life. The Germans tried to poison Danish minds by producing anti-Semitic newspapers, films, and pamphlets. The Danish police stopped them from burning down a synagogue. There was an active Resistance movement engaged in sabotage against the Nazi occupiers. In 1942, angered by these actions, the German government ordered Jews to wear a yellow star on their clothing. The Danish government refused to cooperate with this order. Finally, in August 1942 Germany declared martial law and took direct control of the government. The Germans chose October for mass arrests of the Danish Jews.
- Using a map of western Europe have students locate, label and color the following:
 - Denmark-yellow
 - Sweden-red
 - Germany-blue
 - Norway-green
 - France-orange

- Holland-purple
- Belgium-pink
- Locate and label the North Sea and the Baltic Sea.
- Locate, label, and place a star on Denmark's capital, Copenhagen.
- Define and give examples of the central elements in most literature: character, plot and setting.
- How would students feel if a soldier stopped them on the street for running? Would it be an unusual experience for soldiers to be patrolling the street? How might they feel if they lived in a place where there was a military presence at all times?
- Read chapters one and two.
- Use a Venn diagram to compare Ellen and Annemarie.

Annemarie

Blonde

Runner

11 years old

Has 1 living sister

Lives upstairs

Christian

Ellen

Dark

Stocky

11 years old

Only child

Lives downstairs

Jewish

- Annemarie resents the soldiers for stopping her from running but for other reasons, too. What are they? How do Danes in general feel about the German presence?
- How have some Danes reacted to the occupation?
 - Why would an illegal paper be needed, and how could it be useful?
 - How would the Germans feel about reading this paper?
 - What might happen to someone caught reading it?
 - How do Annemarie's parents regard members of the Resistance?
 - How would you feel if our country were invaded by another country?
 - What freedoms might be at risk?
 - What would you think about the adults you know working secretly to undermine a foreign country that has occupied yours?

- What is the relationship between Mrs. Rosen and Mrs. Johansen?
- What advice does Mrs. Rosen give to Annemarie regarding walking to school?
- What is the fear of all Danes?
- Was surrender to Germany a sensible decision? Would you want our country to surrender?
- How had the family changed in the three years since the German occupation?
- How might students have reacted in Nazi occupied Europe?

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Day Two

Objective: To understand the sense of commitment and values revered by the Danish people.

- Read chapters three and four.
- How did conditions for all Danes continue to grow worse? Why would the Nazis impose a curfew on the population?
- Why is Mrs. Johansen upset when she learns that the Hirsch family shop has been closed and the sign on the door is in German? What is a swastika that is on the sign?
- Use the handout *What Do Symbols Say?* Students can research in the media center and/or on the computer.
- How does Mrs. Johansen respond when asked how the Hirsches would manage?
- Ask how many of the students have seen TV coverage of political or entertainment figures arrive at an event. Is he/she usually alone?
 - Is it unusual by today's standards for a king or political leader to appear daily, ride without escorts and bodyguards, and speak freely with his subjects?
 - What might this say about the King's character and leadership? And the times that he moves freely among the Danes?
 - How does Annemarie correlate the concept that all Danes are protectors of the King to the situation with the Jews?
 - How does the realization that she is "her brother's keeper" affect her personally?
 - How might history have been different if all people felt this way?

- There were additional hardships in daily life.
 - What substitutes did the Danes make for shoe leather?
 - Can you understand Kirsti's reaction?
 - Have you ever reacted in a similar way to something you have been made to wear?
 - Were you able to change anyone's mind about it?

- Why was Tivoli Gardens partially destroyed and then closed?
 - Would these actions make the Danish people more compliant to Nazi demands or more resentful?

- Why is blowing up their ships an act of defiance by the Danish Navy?
 - What might you have advised the Navy to do?
 - Have students brainstorm other acts of defiance ordinary Danes might have done to harass the Germans.

- How do Kirsti and Annemarie show respect for the Rosen's religious beliefs?

- How does the situation of Danish Jews worsen?
 - How do Danish Jews react?
 - How do the Johansen's show their friendship for the Rosens?
 - What might have happened if the Rosens had been home?
(In most cases when Jews were removed from their homes, they were sent to transit centers and eventually to concentration camps where young people were worked to death and children and older people were gassed to death.)

- What does Mrs. Johansen say that illustrates how he feels about Nazi actions?
 - How does he reassure Ellen?
 - What is he saying about Jews?

- Select three or four adjectives to describe each of the main characters.
Compare student lists.

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Day Three

Objectives: To understand the complex arrangements necessary for rescue.
To distinguish cause and effect.
To identify the main idea.

Read chapters five, six, seven and eight.

- Ask students what would happen if someone were to bang on their front door in the middle of the night. Discuss the Johansen's reaction.
 - How does Mr. Johansen demonstrate he can think quickly under stress?
 - How does he trick the soldiers into believing that Ellen is his child?
 - How do the soldiers react?
- How does Annemarie aid in the deception?
 - Why is it a crucial act?
 - Would you do something dangerous to help your best friend?
- Do you think it is too risky for the girls to go to school?
 - Why are the Nazis after children?
 - What threat do they pose?
- Why is Uncle Henrik's house a better place for Ellen than Copenhagen?
 - Why does Mr. Johansen speak to his brother-in-law in code?
 - Try to decipher the code.
(Student learning groups can invent a code write coded messages and exchange their coded message with other groups.)
- While on the train, why does the soldier ask if they are visiting someone for the new year?
 - Why is Annemarie fearful of her little sister?

- Have students recall incidents when younger siblings “spilled the beans.”
- Why does Mrs. Johansen warn the girls about talking to anyone?
- What is the mood at Uncle Henrik’s house?
 - What leads Annemarie to think something might happen?
- Complete the activities: *Cause and Effect* and *Getting the Main Idea*.

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Day Four

Objective: To appreciate the courage exhibited by ordinary people.

Read chapters nine, ten and eleven.

- What seems unusual to Annemarie when people come to her uncle's house to pay respects to great Aunt Birte?
 - How would you feel if you had been Ellen when her parents appear?

- Why do the Nazis come to Uncle Henrik's?
 - How does Mrs. Johansen explain the closed coffin?
 - What might have happened to those present had the soldiers opened it?
 - Would there have been different treatment for Mrs. Johansen and Henrik than for the Jews?
 - How does Annemarie continue to exhibit bravery?

- What does Annemarie learn that ties all the pieces of the mystery together? How have strangers contributed to helping Jews escape from the Nazis?

- When Annemarie looks at the Rosens, she thinks of happier times; yet she realizes that they still have their pride.
 - Why do you think she feels this way?
 - What emotions do you think each of the Rosens is feeling? Peter? Mrs. Johansen?
 - What happy memory might sustain you in such a situation?
 - Have students write about this memory or something of which they are proud.

- Why do escapees leave in two separate groups? Why does each group not have information about the other group?

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Day Five

Objectives: To appreciate the courage exhibited by ordinary people.
To determine fact and opinion.

Read chapters 12, 13, 14, 15.

- Discuss how Mrs. Johansen's broken ankle could have put the fate of the Jews in jeopardy.
 - Should Mrs. Johansen have allowed her daughter to place her life in danger in order to deliver the packet?
 - How successful is Mrs. Johansen's method for camouflaging the packet?
 - What advice is Annemarie given in case she is stopped by the soldiers with dogs?

- How does Annemarie keep herself calm while going through the woods?
 - When she is stopped, how does she act?
 - What is found in the basket in addition to food?
 - Does this surprise you?
 - What did you expect them to find?
 - Have students write about a fearful situation they have experienced.
 - How did they handle their fear? What was the outcome?

- How does Annemarie feel after her uncle tells her that everything is fine because of her actions?
 - Discuss bravery.
 - Have students write about a time when they acted bravely or were proud of their own actions.

- Complete *Fact and Opinion*. Discuss the answers.

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Day Six

Objective: To understand this rescue in the context of what happened throughout Denmark.

- What is the importance of Annemarie's actions?
 - Do you agree with Henrik's definition of bravery? "Not thinking about the dangers. Just thinking about what you must do".
 - Are there aspects of bravery that are left out of the definition?
 - Would you define Annemarie as brave? Discuss and give examples to support your point of view.
 - Is there a difference between bravery and courage?
 - Would you define the Danes as courageous?
 - Why do you think the Danes acted as they did?
 - What choices did the rescuers have to make?

- Find a picture of a Danish boat at www.ushmm.org. Have students speculate about the Rosen's life in Sweden.

- Why does Mrs. Johansen care for the Rosen's home and possessions?
 - What would you imagine had happened to the possessions of Jews in other countries?

- Discuss the last words of the young Resistance fighter captured and executed by the Nazis (see p. 137).
 - What kind of world must be created?
 - Has the world succeeded? Discuss.

Rescue and Rescuers

The boat reproduced on the poster is one of three that belonged to the "Elsinore (Helsingore) Sewing Club," a resistance group that was part of the larger rescue operation in Denmark. This group smuggled Danish Jews and other Danes fleeing the Germans to safety in neutral Sweden.

Denmark was invaded by the Germans at 4:00 a.m. on April 9, 1940. By 6:00 a.m., two hours later, the Danish government had capitulated. Dr. Werner Best, former senior aid to Reinhard Heydrich, head of the Central Office for Reich Security, was named German minister to Copenhagen.

Until 1943, the Danes were granted a high degree of self-rule, provided that they produced agricultural and industrial products for Nazi Germany and suppressed anti-German movements within Denmark. Although the Danish government cooperated with the Germans to a certain extent, Danish authorities resisted German attempts to impose anti-Jewish regulations in Denmark. A Danish resistance movement was organized immediately to oppose the persecution of Jews.

At the time of the German invasion, there were about 8,000 Jews in Denmark, most of whom resided in Copenhagen. Approximately 1,400 of them were German Jewish refugees who had fled to Denmark before World War II.

In August 1943, the German occupation government introduced new emergency laws. The Danish government rejected these laws and resigned in protest. German forces entered Copenhagen, declaring martial law. On 26 September 1943, a member of the German administration secretly informed the Danish resistance that the Gestapo planned to round up all Jews and deport them to the Theresienstadt ghetto in occupied Czechoslovakia.

Forewarned of the impending deportation, the Danes began a nationwide effort to rescue the 8,000 Jews in Denmark. Using small fishing boats, such as the boat on the poster, 6,000 Jews, 1,300 part-Jews, and 680 non-Jewish family members were smuggled (usually at night) into Sweden between the last days of September and the first days of October 1943. Although neutral Sweden was not involved in the armed conflict, the Swedish government announced over Stockholm radio its willingness to accept Denmark's Jews.

The "Elsinore Sewing Club," part of Denmark's national rescue effort, was the code name for a group of rescuers led by five men: a reporter, a bookbinder, a detective, a bookkeeper, and a physician. The group operated from Elsinore, Denmark, and the surrounding coast. The Øresund, the body of water separating Denmark from Sweden, is only two and a half (2.5) miles wide at this point, thus constituting the shortest escape route. Other escape routes from Denmark to Sweden were up to 12 miles wide. The trip from Denmark to Sweden could take as little as twenty minutes or more than two hours, depending on how direct a route conditions allowed. The journey was risky; German patrols regularly searched the Øresund for persons fleeing from Denmark or transporting contraband into Denmark. If caught, a person risked death.

The "Elsinore Sewing Club" operated the boats, generally at night, from October 1943 until May 1944, when the Gestapo caught several of its members. At first, the "Sewing Club" relied on fishermen to transport the Jews to Sweden. For a short time, the group was even able to hide Jews in German railway trains that were ferried from Denmark to Sweden. These trains imported war materials from Sweden to Germany via Denmark. The Gestapo discovered the plan, and the "Sewing Club" again had to rely solely on help from fishermen.

The number of Jews exceeded the means of transportation available to this resistance group. Its members set out to obtain a boat of their own. Using donations from grateful Jews who had already been rescued, the "Sewing Club" brought a motorboat. A second, larger boat was bought with donations from the people of the town of Elsinore. The boat shown on the poster was called "Ø2" and was one of the boats purchased by the club. The "Ø2" was constructed around 1930 from oak, mahogany, and teak. Under normal conditions, the boat could carry four to six people comfortably. During rescue missions, as many as 18 persons could be jammed into this small boat for the trip across the Øresund. Sometimes a few additional passengers were also hidden under a tarp.

The Danish rescue effort was not completely successful. A small number of rescue boats capsized or were intercepted by German patrol boats. However, of the 8,000 Jews residing in Denmark, fewer than 500 were deported to Theresienstadt by the Germans. Of that number, 423 survived the war, a tribute to Danish tenacity in protecting their deportees even inside the ghetto. The Danish Red Cross sent food and provisions to their compatriots at Theresienstadt and also constantly asked the German bureaucracy to forward mail to them. At a time when the rest of the world silently watched the destruction of the European Jews, the

Danes took a heroic and active stand to thwart the deportation and murder of their countrymen, the Danish Jews.

After most of the Jews were safely in Sweden, the Elsinore "Sewing Club" decided to continue its transportation activities for the benefit of anti-Nazi saboteurs, Danes wanted by the Germans for political crimes, and British and American airmen who had been shot down over Denmark while flying to or returning from bombing missions over Germany. The total number of people saved by the "Sewing Club" was 1,400, including 700 Jews and 700 members of the resistance.

Although the focus of this poster is on Denmark, it can be used to introduce a broader consideration of acts of rescue across Europe during the Holocaust. It is generally assumed that an individual was powerless against Nazi terror and that there were genuine limitations to what could be done to impede the Nazi aim of mass murder. And while it is true that very few people participated in rescue efforts, there were some in every country of occupied Europe who showed great courage and compassion in helping Jewish, Gypsy, and other victims of Nazi terror. For the most part, these individuals did not plan to become heroes. The names of these rescuers are generally not recorded and their deeds often remain anonymous, except in the memories of those they saved. They helped by providing hiding places, underground escape routes, false papers, food, clothing, money, contact with the outside world, and sometimes even weapons. If caught or betrayed, these rescuers invariably faced torture, deportation to concentration camps, and execution. Their behavior was atypical even in their own communities; rescuers represented only a tiny number of people of the thirteen nations occupied by Nazi Germany. Obviously, stories of individual and collective rescue are important and uplifting; nevertheless, rescue was not the norm: thousands were saved while millions were killed; hundreds were rescuers, but millions stood silently by.

The rescuers can be broadly divided into three separate categories: (1) individuals acting autonomously; (2) individuals acting as part of organized groups, for example, Christian clergy, socialists, and communists, among others; and (3) rescue by coordinated national behavior, as for example, the rescue of Denmark's and Bulgaria's Jews.

The first two types of rescuer faced certain problems in common. They were inevitably dependent on the general political and military situation; thus, helping Jews was more successful as liberation approached than in the early days

of the war. Later in the war, the time required in hiding was shorter, support from local resistance movements was better organized, and the degree of popular hostility to rescue was muted by imminent German military defeat.

As the war continued, rescuers learned to adapt and work around the German network of informers and collaborators. However, they were never able to develop effective strategies to combat the Germans' rapid organization and implementation of mass deportations and population transfers. As the war progressed, rescuers were able to identify sympathetic local groups, individuals, and organizations in every country of occupied Europe. For example, low-level clergy, socialists, communists, and nationalist anti-Nazis often assisted them in providing forged identity cards, medical care, and food rations.

Individual rescuers faced greater pressures than did groups. Despite the overwhelming odds against them, individual rescue sometimes succeeded, especially if Jewish fugitives seeking assistance could pass as natives in language, manner, and appearance; if the hideout was skillfully camouflaged; if the local population was sympathetic; if geography and distance from neighboring homes aided concealment; and if organized groups or sympathetic friends provided additional safehouses and forged ration papers for essentials like food and clothing.

Many priests, nuns, and laymen hid Jews in monasteries and convents, schools, and hospitals and protected them with false baptismal certificates. However, many priests converted the children to Catholicism. After the war, many Jewish children in France and the Netherlands were never returned to Jewish families, even after lengthy court battles. Nevertheless, other clergymen went to great lengths to protect the Jewish education and religious identity of their temporary wards. Nearly 12,000 Jewish children were rescued by clergymen in France, who arranged safehouses and even smuggled small numbers of them into Switzerland and Spain. Le Chambon-sur-Lignon, a small French Protestant village, became a mountain hideout for about 5,000 Jews. Le Chambon was as remarkable as the mass rescue of Danish Jews in that the entire town supported the rescue enterprise and accepted arrest and torture rather than betray the Jews that they hid. The tradition of French Catholic persecution of the Huguenot minority led to the villagers' identification with the Jewish fugitives, and unambiguous anti-Nazi behavior was identified with moral survival and ethical integrity in the town of Le Chambon. The Confessing Church in Germany also provided temporary asylum for Jews, providing in effect, way stations on an underground railway leading to safety in neutral Switzerland.

Lay Catholics such as the German Dr. Gertrude Luckner, also extended help to Jews and non-Aryan Christians inside Nazi Germany. She was deported to the Ravensbrück concentration camp and after the war was honored by the Israeli government. It must be noted that much of this Christian help was actually rendered to fellow Christians (converted Jews), who were classified as Jews due to their ancestry under Nazi racial laws.

Many clergymen protested the mistreatment and deportation of Jews as violations of divine and human laws. The Catholic pastor of St. Hedwig's Cathedral in Berlin, Bernard Lichtenburg, prayed publicly for Jews until he was arrested and died en route to Dachau concentration camp.

Rescue operations occurred in Greece, where Jews were hidden in the mountains or on outer islands. Later, some Greek Jews were smuggled into neutral Turkey. The Italian army also helped Jews in their occupation zones in France and Yugoslavia, and played an important role in rescuing Italian Jews before the Germans occupied Italy in September 1943.

Even some policeman helped persecuted Jews. Dr. Giovanni Palatucci, the chief of police in Fiume, was deported to Dachau and killed for having helped Italian Jews and the police officer, Mario di Marco, was arrested and beaten by the Gestapo for helping the Jews in Rome. In Greece, sympathetic policemen issued false identify papers for almost 6,000 Jews.

Many Jews were saved by hiding and also by assistance in illegal frontier crossings. Anne Frank's family hid in the concealed annex of an Amsterdam office with the help of a Christian friend; similarly, the family of Emanuel Ringelblum, the historian of the Warsaw ghetto, was hidden in Warsaw in an underground bunker camouflaged by a Polish gardener's greenhouse. Both the Franks and Ringelblums were eventually denounced, caught and later perished. About 20,000 Polish Jews, however, were able to survive in hiding and under false papers in Warsaw (outside the ghetto). Likewise, several thousand German Jews were hidden in Berlin, Hamburg, and other localities throughout the Reich.

Although Yad Vashem (Israel's Memorial to the Six Million Jews) has honored more than 1,300 "righteous of the nations" since 1953, it is impossible to generalize about these individuals, except for their rare compassion and courage. These individuals provide a moral beacon of decency for posterity.

For Further Reading on Rescue:

Block, Gay and Malka Drucker. *Rescuers: Portraits of Moral Courage in the Holocaust*. New York: Holmes and Meier, 1992.

Friedman, Philip. *Their Brothers' Keepers*. New York: Holocaust Library, 1978.

Gutman, Yisrael and Efraim Zuroff, eds. *Rescue Attempts During the Holocaust*. Jerusalem: Yad Vashem, 1977.

Hallie, Philip. *Lest Innocent Blood Be Shed: The Story of the Village of Le Chambon and How Goodness Happened There*. New York: Harper and Row, 1985.

Huneke, Douglas K. *The Moses of Rovno*. New York: Dodd and Mead, 1985.

"Moral Courage during the Holocaust," special issue of *Dimensions* 5, no. 3 (1990): pp. 3-25.

Mochizuki, K. (1997) *Passage to Freedom: The Sugihara Story*. New York: Lee & Low Books, Inc.

Oliner, Samuel P. and Pearl M. *The Altruistic Personality: Rescuers of Jews in Nazi Europe*. New York and London: Free Press, 1988.

Rittner, Carol and Sondra Myers, eds. *The Courage to Care: Rescuers of Jews during the Holocaust*. New York: New York University Press, 1986.

Tec, Nechama. *When Light Pierced the Darkness: Christian Rescue of Jews in Nazi-Occupied Poland*. New York: Oxford University Press, 1986.

SUGGESTIONS FOR CLASSROOM DISCUSSION USING PHOTOGRAPH OF “DANISH RESCUE BOAT”

Opening Questions:

- (1) What do you notice about the boat? How many people could this boat carry?
- (2) What do you think is the connection between this boat and the Holocaust?

Further Questions:

- (1) What clues from this photograph indicate why the Danes might have assisted with rescue?
- (2) How might this boat conceal people escaping from the Germans?
- (3) What other means of escape might be open to people fleeing from the Germans?
- (4) What factors might hinder people escaping from the Germans?
- (5) What factors might help people escaping from the Germans?
- (6) What risks were there for people aiding those escaping from the Germans?
- (7) What factors might convince someone to help those fleeing from the Germans?

**HOLOCAUST STUDIES
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Day Seven

Objective: To discuss the novel in a moral/ethical context.

- Discuss why the Nazis aren't successful in changing the way the Danes think about or behave toward Jews.
- Discuss the development of the character of Annemarie from the beginning to the end of the novel.
 - How does she change?
 - How does she feel about herself?
- Divide the class into small groups.
 - Have each group select a situation in which a character faces a major decision.
 - Brainstorm and list the impact the decision had on the outcome of the novel and the effect it had on the other characters.
 - List other decisions the character could have made in the same situation. What result would it have?
 - Discuss each group's findings with the entire class.
- Use a transparency, or powerpoint of or write the following on the board:

**The only thing necessary for evil to triumph
is for good men to do nothing.**

Edmund Burke

- Discuss whether this novel proves or disproves it.
- Support with specific situations.
- The class could read about other groups or individuals that are involved in rescue.
 - Discuss how heroic acts give man hope in even the darkest times.

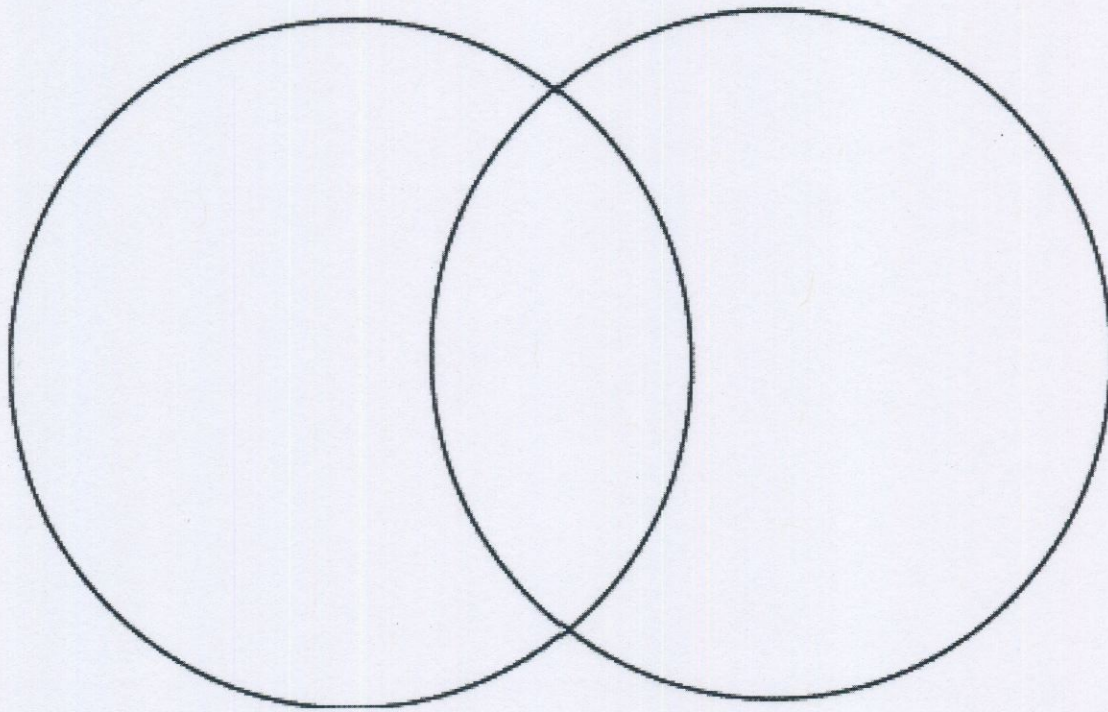
- If possible, arrangements should be made for a survivor who had been rescued to speak to the class.

Assessment

- Students can write a diary of the experiences of one of the characters in the book.
- Students can recreate the book as a play.
- Students can research and write about someone they define as courageous and is a role model.
 - Students should define courage and the nature of heroism and be able to justify their choice. (Should morality or ethical behavior be essential in the choice of a hero or can a person be a hero without these standards?) Have students name some heroes.
 - How can ordinary people in everyday life be heroes?
 - How can you be a hero in a small way in your daily life?
 - Have each student make a brief oral presentation of their hero to the class.
- In the role of Ellen, have each student write a letter to Annemarie from Sweden or have Annemarie write to Ellen.
- Have the class select the aspect of the book that most appealed to them (emotional content, adventure story, heroism, love story) and write several paragraphs to support their point of view.
- Have students select one character from the book and write journal entries as that character.
- Have students design a medal or create a monument to commemorate the courageous Danes and to let the world honor the Danish rescue of the Jews.
- Have students create their own edition of the newspaper, *The Free Danes*, for the day following the rescue of the Jews.
- Use the *Story Scenes* and the *News for the World* activity.

Number The Stars





Venn Diagram



WHAT DO SYMBOLS SAY?

Symbols have played a major role in religions, nations, and racial or political groups. Symbols are material objects used to represent an idea or concept that is invisible. Symbols can develop a positive or negative *connotation*, depending on how they are used.

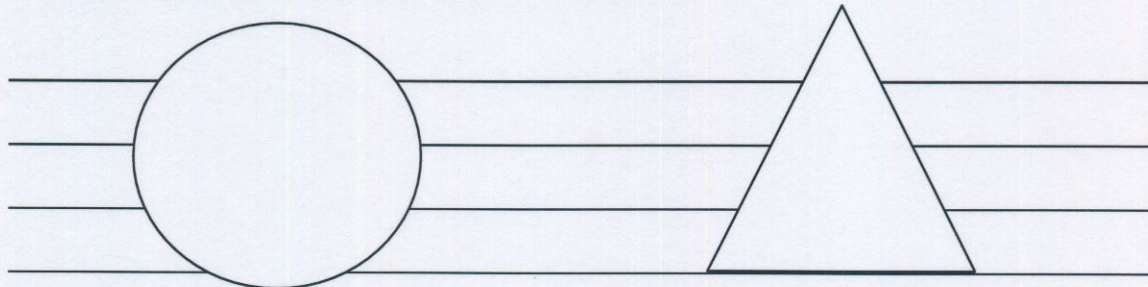
Draw each of the following symbols. Tell what each of them symbolizes. Tell if the symbol has a positive or negative *connotation* for you and explain carefully why you have this opinion.

<p>Dove/Peace</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Recycle</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Universal No</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Olympic Torch</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

CAUSE AND EFFECT

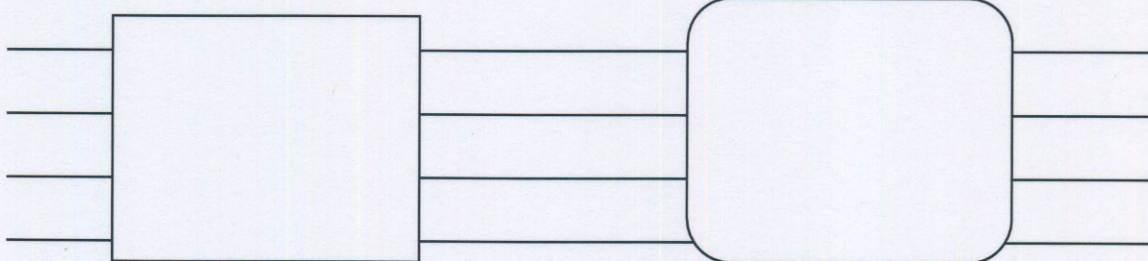
The events in Number the Stars directly affect one another.

Write a cause and effect for each event below.



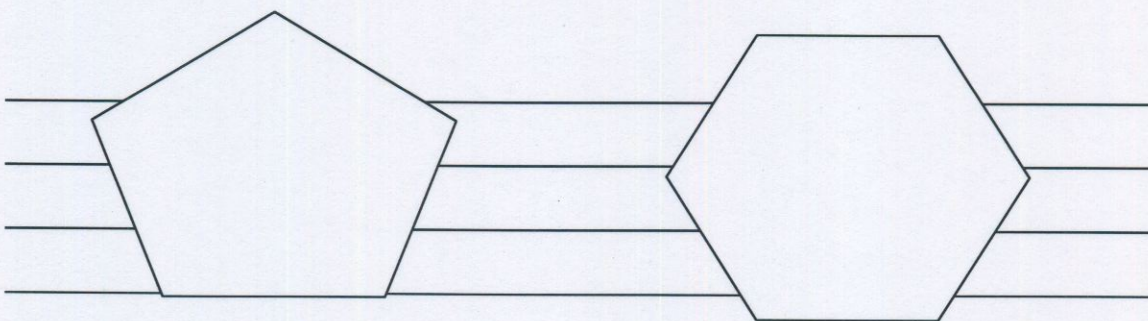
The Hirsch family shop is closed.

Annemarie is stopped by the soldiers.



Tivoli Gardens is partially destroyed and then closed.

German soldiers bang on the Johansen's door in the middle of the night.



Mrs. Johansen breaks her ankle.

Annemarie brings a package to Uncle Henrik's boat.

GETTING THE MAIN IDEA

Read the paragraphs below. Write a complete sentence that states the main idea of the paragraph.

1. Annemarie has always loved hearing stories about her mother's childhood. She remembered the names of all the cousins, aunts, and uncles that her mother talked about. But she had never heard of Great-aunt Birte before. She was sure that Great-aunt Birte didn't really exist.

2. Ellen told Annemarie how much she loved the farmhouse and the meadows where Henrik lived. The scene was part of Annemarie's childhood, and she didn't usually pay much attention to how beautiful it was. But now she looked at everything in a new way and realized that Ellen was right. It was a beautiful place.

GETTING THE MAIN IDEA (Continued)

3. Annemarie listened to her mother and her uncle talking in the kitchen. For a moment, it seemed like her long-ago visits to the farm, with the children in bed upstairs and the adults downstairs talking and laughing. But Annemarie know that this visit was different - this time no one was laughing.

4. When Uncle Henrik talked about going fishing the next day, Annemarie recognized the odd phrase he used. Papa had said the same thing on the telephone. Annemarie wasn't sure what the words meant, but she knew Uncle Henrik wasn't really talking about fishing. She sat under the apple tree and watched her uncle carefully.

FACT AND OPINION

The following sentences are a fact or an opinion.

Label each sentence with **F** for fact or **O** for opinion.

Example: O The sound of boots seemed like a nightmare.

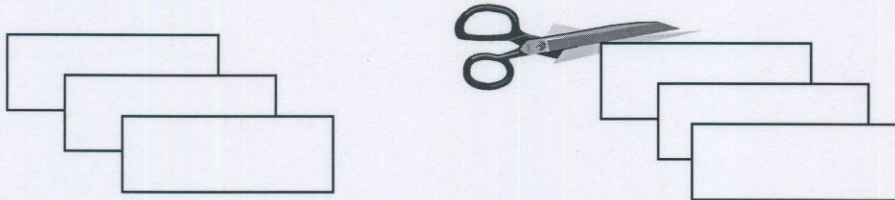
- 1. Annemarie Johansen and Ellen Rosen lived in Denmark.
- 2. Mrs. Johansen was slapped by the German soldier.
- 3. Annemarie helped serve tea.
- 4. The people of Denmark loved King Christian.
- 5. Annemarie was braver than Ellen.
- 6. Ellen invites Annemarie and Kirsti to watch her mother light candles.
- 7. Copenhagen was the best place to live in Denmark.
- 8. Mama was silly to speak with the German soldiers.

STORY SCENES

Make a list of the scenes that you think are most important to the development of the story. Could it be the soldiers standing guard on the street corners of Copenhagen? Or soldiers searching Annemarie's house? Which would you choose?

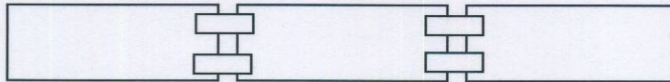
Make an accordion book that presents these scenes.

1. Cut six pieces of cardboard, construction paper, or tagboard into shapes approximately 5" x 7". You may select different designs to individualize your Story Scenes. Design a scene on each piece and write a short summary of the scene.

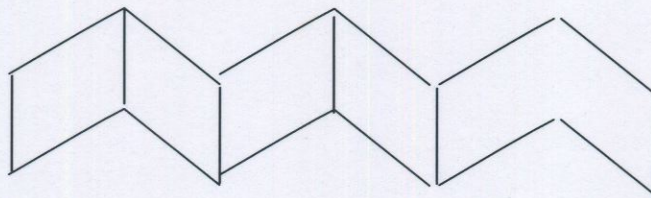


2. Tape the six pieces together at the sides as in the diagram. Use mending tape on both sides to strengthen the illustrations.

TAPE BOTH SIDES



3. Display and explain your accordion book for the class.



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**HOLOCAUST STUDIES
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Grade: 8

Topic: Anne Frank

Objectives: To understand the impact of the Holocaust on individuals.
To acquaint students with and help them empathize with ordinary citizens threatened by Nazi authority.

Time Frame: 50 minutes per lesson.

Areas of Infusion: Language Arts, Social Studies, Visual Arts, Physical Education, Character Education (Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control, Tolerance, Cooperation)

Sunshine State Standards

LA.A.1.3.1	LA.C.2.3.1	LA.E.2.3.4	VA.B.1.3.2
LA.A.1.3.2	LA.C.3.3.1	LA.E.2.3.5	VA.D.1.3.3
LA.A.1.3.3	LA.C.3.3.2	LA.E.2.3.6	
LA.A.1.3.4	LA.C.3.3.3	LA.E.2.3.8	
LA.A.2.3.1	LA.D.1.3.2	PE.A.3.3.1	
LA.A.2.3.3	LA.D.1.3.4	PE.B.1.3.2	
LA.A.2.3.4	LA.D.2.3.1	PE.C.2.3.5	
LA.A.2.3.5	LA.D.2.3.2	SS.A.1.3.1	
LA.A.2.3.6	LA.D.2.3.3	SS.A.1.3.2	
LA.A.2.3.8	LA.D.2.3.4	SS.A.2.3.2	
LA.B.1.3.1	LA.D.2.3.6	SS.A.3.3.1	
LA.B.1.3.3	LA.E.1.3.1	SS.A.3.3.3	
LA.B.2.3.1	LA.E.1.3.2	SS.A.3.3.4	
LA.B.2.3.3	LA.E.1.3.3	SS.B.2.3.5	
LA.B.2.3.4	LA.E.1.3.4	SS.C.1.3.6	
LA.C.1.3.1	LA.E.1.3.5	VA.A.1.3.1	
LA.C.1.3.2	LA.E.2.3.1	VA.A.1.3.3	
LA.C.1.3.3	LA.E.2.3.2	VA.A.1.3.4	
LA.C.1.3.4	LA.E.2.3.3	VA.B.1.3.1	

Benchmark: LA.A.1.3.1: The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.

Corresponding Grade Level Expectation:

Refines and applies previously learned prereading knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks.

Benchmark: LA.A.1.3.2: The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

Corresponding Grade Level Expectation:

Extends previously learned knowledge and skills of the seventh grade with increasingly complex reading selections and assignments and tasks (for example, using context and word structure, making inferences and generalizations, using graphic organizers and note-making, comparing and contrasting).

Benchmark: LA.A.1.3.3: The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

Corresponding Grade Level Expectation:

Extends the vocabulary-building expectations of the seventh grade using eighth grade or higher level vocabulary.

Benchmark: LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

Corresponding Grade Level Expectation:

Refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, monitoring comprehension, modifying understanding, summarizing, using text structure for recall, analyzing information to create a report).

Benchmark LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

Corresponding Grade Level Expectation:

Refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).

Benchmark LA.A.2.3.3: The student recognizes logical, ethical, and emotional appeals in texts.

Corresponding Grade Level Expectations:

Knows persuasive and propaganda techniques in text.

Delineates the strengths and weaknesses of an argument in persuasive text.

Knows the difference between logical and illogical, and ethical and unethical statements in a piece of text.

Benchmark LA.A.2.3.4: The student uses a variety of reading materials to develop personal preferences in reading.

Corresponding Grade Level Expectation:

Develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.

Benchmark LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

Corresponding Grade Level Expectation:

Refines previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).

Benchmark LA.A.2.3.6: The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.

Corresponding Grade Level Expectations:

Gathers information from a variety of sources, including primary sources.

Evaluates and uses information from a variety of sources when researching content area topics (including but not limited to primary sources).

Benchmark LA.A.2.3.8: The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

Corresponding Grade Level Expectation:

Extends previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, differences between fact and opinion, strong versus weak arguments, relevant and irrelevant information, comparison and contrast, influence of personal values).

Benchmark LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing.

Corresponding Grade Level Expectations:

Knows possible prewriting strategies for different writing tasks.

Uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).

Experiments with various prewriting strategies to accommodate individual learning style.

Benchmark LA.B.1.3.3: The student produces final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and semicolons;
- correct capitalization;
- effective sentence structure;
- correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and
- correct formatting.

Corresponding Grade Level Expectations:

Uses resources such as dictionary and thesaurus to confirm spelling.

Uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).

Uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).

Uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).

Uses a variety of sentence structures including parallel structure, compound and complex sentences.

Uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

Benchmark LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

Corresponding Grade Level Expectation:

Writes notes, outlines, comments, and observations that reflect comprehension of eighth grade level or higher content from a variety of media.

Benchmark LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

Corresponding Grade Level Expectation:

Selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).

Benchmark LA.B. 2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge.

Corresponding Grade Level Expectation:

Uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.

Benchmark LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

Corresponding Grade Level Expectations:

Follows verbal directions.

Formulates questions and conducts an interview.

Paraphrases information.

Expands and enhances personal interest through listening.

Benchmark LA.C.1.3.2: The student selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

Corresponding Grade Level Expectation:

Listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.

Benchmark LA.C.1.3.3: The student acknowledges the feelings and messages sent in a conversation.

Corresponding Grade Level Expectation:

Recognizes verbal and nonverbal cues and responds appropriately.

Benchmark LA.C.1.3.4: The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

Corresponding Grade Level Expectations:

Demonstrates effective listening behaviors for a variety of purposes (for example, eye contact, note-making, appropriate posture).

Asks appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussions.

Summarizes main points and supporting details orally or in writing.

Uses information gained for a variety of purposes.

Benchmark LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.

Corresponding Grade Level Expectations:

Summarizes the main concept and lists supporting details in a nonprint message.

Identifies biases and stereotypes in a nonprint message.

Responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence, juxtaposition).

Benchmark LA.C.3.3.1: The student understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

Corresponding Grade Level Expectations:

Evaluates classroom presentations according to volume, stress, pacing, and pronunciation.

Uses a rating sheet to compare and contrast effective and ineffective presentations according to volume, stress, pacing and pronunciation.

Organizes and effectively delivers a speech using a beginning, middle, and end.

Benchmark LA.C.3.3.2: The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.

Corresponding Grade Level Expectations:

Participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).

Alternates between roles of contributor and leader in a group discussion.

Benchmark LA.C.3.3.3: The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

Corresponding Grade Level Expectations:

Identifies the occasion, audience, and purpose for speaking.

Uses appropriate grammar, word choice, and pacing.

Uses language that is clear, audible, and suitable.

Delivers an effective informational, persuasive, or technical speech.

Benchmark LA.D.1.3.2: The student demonstrates an awareness that language and literature are primary means by which culture is transmitted.

Corresponding Grade Level Expectations:

Understands ways culture and time period influence a literary work.

Compares and contrasts literature from different time periods and cultures to understand concepts and themes.

Benchmark LA.D.1.3.4: The student understands that languages change over time.

Corresponding Grade Level Expectations:

Explores the origin and historical development of words and usage patterns.

Identifies slang, both past and present.

Analyzes words and sentence patterns that have changed in meaning over the years.

Benchmark LA.D.2.3.1: The student selects language that shapes reactions, perceptions and beliefs.

Corresponding Grade Level Expectations:

Uses words and images that best express intended messages.

Uses language appropriate to purpose and audience.

Benchmark LA.D.2.3.2: The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

Corresponding Grade Level Expectation:

Uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

Benchmark LA.D.2.3.3: The student distinguishes between emotional and logical argument.

Corresponding Grade Level Expectations:

Distinguishes between emotional and logical arguments in written, oral and visual communication.

Understands differences between propaganda and logical reasoning strategies.

Benchmark LA.D.2.3.4: The student understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.

Corresponding Grade Level Expectations:

Selects communication tools that will enhance understanding.

Understands ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.

Evaluates strengths and weaknesses of multimedia tools in presentations.

Benchmark LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information.

Corresponding Grade Level Expectation:

Understands ways mass media may enhance or manipulate information.

Benchmark LA.E.1.3.1: The student identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures.

Corresponding Grade Level Expectations:

Identifies universal themes in various types of literature.

Compares and contrasts themes in classic and contemporary literature.

Benchmark LA.E.1.3.2: The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.

Corresponding Grade Level Expectations:

Compares and contrasts characters from various texts.

Compares and contrasts settings from various texts.

Compares and contrasts plot elements from various texts.

Differentiates between major and minor conflicts and their resolutions in a variety of texts.

Benchmark LA.E.1.3.3: The student understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Corresponding Grade Level Expectations:

Knows ways the author's word choice contributes to the meaning of a text.

Analyzes and describes the use of symbolism and figurative language in fiction or nonfiction.

Knows the role of point of view or persona in a literary or informational text.

Knows how foreshadowing and flashbacks contribute to plot development of the text.

Recognizes the types of irony used in texts.

Infers the mood in a literary work.

Analyzes and explains persuasion techniques in literary works.

Benchmark LA.E.1.3.4: The student knows how mood or meaning is conveyed in poetry, such as, word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm.

Corresponding Grade Level Expectations:

Knows ways effective word choice, uses of dialect and sensory or figurative language contribute to the mood or meaning of a poem.

Understands the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).

Describes how line length, punctuation, and rhythm contribute to the overall effect of a poem.

Benchmark LA.E.1.3.5: The student identifies common themes in literature.

Corresponding Grade Level Expectations:

Recognizes and summarizes possible themes in a variety of literary works, including classic literature.

Identifies and explains themes which appear across cultures.

Discusses recurring and timeless themes in literary works.

Benchmark LA.E.2.3.1: The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

Corresponding Grade Level Expectations:

Knows the reasons for a character's actions.

Knows the events in the plot related to the central conflict and identifies the rising action and climax/resolution where applicable.

Knows ways the tone of a literary work is used to support its story line.

Knows from various characters' points of view a situation related to the central conflict in a literary work.

Benchmark LA.E.2.3.2: The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

Corresponding Grade Level Expectations:

Selects a key passage that reflects his/her personal convictions.

Explains or demonstrates how phrases, sentences, or passages relate to personal life.

Benchmark LA.E.2.3.3: The student knows that a literary text may elicit a wide variety of valid responses.

Corresponding Grade Level Expectation:

Knows that a text may elicit a variety of valid responses.

Benchmark LA.E.2.3.4: The student knows ways in which literature reflects the diverse voices of people from various backgrounds.

Corresponding Grade Level Expectation:

Reads literature by authors from various cultural and historical backgrounds.

Benchmark LA.E.2.3.5: The student recognizes different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.

Corresponding Grade Level Expectations:

Knows different literary approaches that are used in the study of literature.

Supports a particular literary approach or interpretation of a text with information from other texts (for example, historical or personal).

Benchmark LA.E.2.3.6: The student identifies specific questions of personal importance and seeks to answer them through literature.

Corresponding Grade Level Expectations:

Gains a better understanding of self through the reading of literature.

Explains the influence of a particular text on personal growth and development.

Benchmark LA.E.2.3.8: The student knows how a literary selection can expand or enrich personal viewpoints or experiences.

Corresponding Grade Level Expectation:

Reads and discusses literature with differing viewpoints to enhance perspective.

Benchmark PE.A.3.3.1: The student knows the potential fitness benefits of various activities.

Corresponding Grade Level Expectations:

Analyzes and discusses, using qualitative and quantitative data, football and golf in terms of their contributions to physical fitness.

Writes an essay about the long term physiological, and psychological benefits that may result from regular participation in physical activity.

Benchmark PE.B.1.3.2: The student describes and applies the principles of training and conditioning for specific physical activities.

Corresponding Grade Level Expectations:

Describes/devises/implements a conditioning program for a school team and evaluates the program on a weekly basis.

Creates an individual fitness plan which includes the principles of training and conditioning and journals their progress on a weekly basis.

Benchmark PE.C.2.3.5: The student knows the ways in which exercising at home can assist in improving physical ability and performance.

Corresponding Grade Level Expectations:

Creates a home exercise program for the entire family and models this behavior.

Is able to list home activities that can provide physical activity and fitness benefits (e.g., gardening, washing the car, walking to the store).

Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Corresponding Grade Level Expectation:

Understands ways patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Benchmark SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.

Corresponding Grade Level Expectations:

Extends and refines ability to analyze and draw conclusions from the events on timelines, charts, tables, and graphs.

Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations.

Corresponding Grade Level Expectation:

Content addressed in sixth and seventh grades.

Benchmark SS.A.3.3.1: The student understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).

Corresponding Grade Level Expectation:

Content addressed in sixth and seventh grades.

Benchmark SS.A.3.3.3: The student knows how physical and human geographic factors have influenced major historical events and movements.

Corresponding Grade Level Expectation:

Content addressed in sixth and seventh grades.

Benchmark SS.A.3.3.4: The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.

Corresponding Grade Level Expectation:

Content addressed in sixth and seventh grades.

Benchmark SS.B.2.3.5: The student understands the geographical factors that affect the cohesiveness and integration of countries.

Corresponding Grade Level Expectation:

Content addressed in sixth and seventh grades.

Benchmark SS.C.1.3.6: The student understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

Corresponding Grade Level Expectation:

Understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good (for example, government in the sunshine law, limits on campaign contributions).

Benchmark VA.A.1.3.1: The student uses two-dimensional and three-dimensional media, techniques, tools and processes to solve specific visual art problems with refinement and control.

Corresponding Grade Level Expectations:

Researches, experiments with, compares and explores different kinds of drawing, painting, printmaking and graphic design techniques.

Explores different drawing, painting, printmaking and graphic design media, methods and applications using elements of art and principles of design.

Utilizes various drawing, painting, printmaking and graphic design techniques.

Benchmark VA.A.1.3.3: The student understands what makes various organizational elements and principles of design effective in the communication of ideas.

Corresponding Grade Level Expectations:

Identifies and analyzes principles of art and elements of design in order to effectively communicate a specific idea.

Utilizes organizational elements and principles of design in a project which solves a specific problem through individual, creative interpretation.

Benchmark VA.A.1.3.4: The student creates two-dimensional and three-dimensional works of art that reflect competency and craftsmanship.

Corresponding Grade Level Expectation:

Researches and applies appropriate and effective techniques of art in order to plan and produce quality work through various stages until completion.

Benchmark VA.B.1.3.1: The student knows how different subjects, themes and symbols (through context, value and aesthetic) convey intended meanings or ideas in works of art.

Corresponding Grade Level Expectations:

Researches and explores different subjects, symbols and themes in order to analyze their meanings and effectiveness.

Interprets and communicates by creating a work of art which successfully conveys a specific idea.

Benchmark VA.B.1.3.2: The student knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

Corresponding Grade Level Expectation:

Applies the elements and principles of art to deliver a specific message.
Demonstrates skill in use of media, techniques and processes in the communication of experiences and ideas.

Benchmark VA.D.1.3.3: The student understands how an artist's intent plays a crucial role in aesthetic value of an object.

Corresponding Grade Level Expectations:

Understands that the viewer's interpretation is based on the experiences and message conveyed by the artist.
Estimates the success and effectiveness of a particular artist.

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Student Resources:

Day One – Day Twelve:

Frank, A. (1967). *Anne Frank: The Diary of a Young Girl*. New York: Doubleday.

Handouts: Venn Diagram

Assessment

Handouts: Anne Frank Timeline
Cause and Effect
Suggested Vocabulary

Teacher Resources:

The Holocaust: A Bibliography of Selected Multimedia Materials, School Board of Broward County, Florida.

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Procedures/Activities:

Day One: *Anne Frank: The Diary of a Young Girl*

Objectives: To introduce strategies to facilitate study of the Holocaust.
To provide background information about Anne Frank.
To increase map skills.

- Use the Instructional Strategies: Journal Writing section of the curriculum guide to help students understand the importance of recording their thoughts and feelings by keeping a journal.
- Have students keep a journal during the study of *Anne Frank: The Diary of a Young Girl*.
- Allow class time to allow students to write in their journal.
- Encourage students to keep a personal glossary of words they learn during this unit of study.
- Use a classroom atlas, textbook maps or other available maps to locate the setting of the story. Continue to note the locations that Anne writes about.
- Introduce the unit using a KWL strategy. Allow students time during the class period to add to the L (What I Learned) column on their chart.
- Discuss what the students might already know about Anne Frank. Use chart paper or a spare board to make a list. While reading, keep track of whether their prior knowledge is correct or not.
- Discuss the following questions to pique some interest in the story:
 - What do you know about World War II?
 - What do you know about Hitler and Nazi Germany?
 - Are you interested in stories about real-life heroes?
 - Would you ever treat someone badly because of his or her race or religion?
 - Are you interested in stories that reveal injustice?

- Would you be able to spend more than two years hiding in an attic?
 - Are you interested in stories about real teens that must cope with evil?
 - Would you allow others to destroy your life because they do not like your race or religion?
 - Are you interested in people who demonstrate courage?
 - Would you ever want to change history?
- Encourage students to use additional resources to learn about the Holocaust. Have students keep the Holocaust Resource Log (Instructional Strategies section) detailing resources they have been able to find. *The Holocaust: A Bibliography of Selected Multimedia Materials* produced by The School Board of Broward County will be helpful in determining content and age appropriate material for classroom use. (Due to the nature of the subject and possible emotional impact, please continue to preview and monitor materials).
 - Background information about Anne Frank can be shared with students at the beginning of the unit or throughout the study of the novel. Students can use resources from the media center, classroom texts, the Internet and other print and non-print materials to gather additional information. (Due to the nature of the subject and possible emotional impact, please continue to preview and monitor materials).
 - Students can use the Holocaust Resource Log found in the Instructional Strategies section to keep a record of the materials they find.
 - Background: Anne Frank celebrated her thirteenth birthday on June 12, 1942. Her favorite gift was a red plaid diary. Anne Frank and her family lived in Amsterdam at this time. In 1933, the Frank family had been forced to flee from Germany by Hitler's anti-Jewish policies. Within a month of Anne's birthday, the political climate in Amsterdam forced the family into hiding. They moved into the "Secret Annex", a hidden section of the building where Anne's father Otto had his business. Anne's diary details the more than two years in which the Franks shared their hiding space with four non-family members. Much of her writing focuses on the interactions among the people in the "Secret Annex." Anne focuses on her relationship with her mother and on her hopes and fears for the future. The "Secret Annex" was raided on August 4, 1944 and all the inhabitants taken away. All of them were eventually taken to concentration camps. All perished except for Otto Frank.

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Day Two:

Objectives:

To introduce *Anne Frank: The Diary of a Young Girl*.

To recognize that Anne is a teenager with the same concerns and hopes as students.

To understand the value of journal writing.

- Read the Preface and Introduction to *Anne Frank: The Diary of a Young Girl*. Who has written this introduction?
- Read pages 1-56. Students may read silently or aloud as a class or in small groups. Reading may also be assigned for homework.
- What is the significance of June 14, 1942?
 - How old is Anne?
- What does Anne receive on this day?
- Who is Kitty?
- What role does Anne hope the diary will play in her life?
- What reason does Anne give for writing in the diary?
- What does Anne mean by “paper is more patient than man?”
- Discuss with the students the importance of keeping a diary.
 - How many kept a journal or diary before beginning this unit of study?
 - What type of things can they write in their diary/journal?
- Why would someone want to keep a journal/diary?
- Explain to students that a diary is a record of what is happening in the time frame it is being written in. Students should understand that Anne’s entries were a personal, social, and historical record of her time in hiding.
- Describe what Anne’s life was like?

- How did Anne relate to her peers?
- Anne writes about her school experiences. Use a Venn diagram to compare Anne's experiences with the experiences of the students in the class.
- What is Mr. Frank's reaction when Anne stays out past curfew?
 - Is he overreacting?
 - What might be the consequences for Anne and her family?
- How does Anne react when Mr. Frank tells her the family is going into hiding?
 - Why doesn't he tell them where they are going?
- What changes the original plan?
- What does the family take with them into hiding?
- What would each student pack if they faced the same situation?
 - Students might be able to relate this to evacuation due to a hurricane.
- Discuss the following:
 - What is the one thing that you can't pack that you would miss the most?
 - Why?
- How can they go into hiding without alerting others?
- Why is it important to dress in layers?
 - What season is it?
 - Why is this incongruous?
- How does the Frank family make it seem like they have disappeared?
- Why is it important for the authorities to believe they are gone?
- How does Mr. Van Daan and the Frank's neighbors indicate that they have left the country?
- How does the family react to their move to the "Secret Annex"?
- What does the family do when they move in?
- Describe how Anne sees her new home. Following Anne's description draw the "Secret Annex".

- What are some of the things that have to be done to prevent discovery?
- What frightens Anne most about her new home?

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Day Three:

Objectives: To understand Anne's relationship with her family.
To understand Anne's relationship with the other occupants of the "Secret Annex".

- Read pages 57-79. Students may read silently or aloud as a class or in small groups. Reading may also be assigned for homework.
- Why does Anne think she is fortunate compared to others?
- Describe and discuss Anne's relationship with the members of her family.
- Are Anne's complaints about her family legitimate?
- Describe the first impressions Anne has of Peter and the Van Daans.
- How does Mrs. Van Daan react to Anne?
- How does Anne aggravate negative situations?
- Discuss what kind of advice the students would give Anne to help diffuse these situations.
- Why does Anne write so often about arguments?
- Describe the manner in which the inhabitants of the "Secret Annex" relate to one another. Give examples.
- How does Anne get along with her mother?
- How does Anne see her parents differently than she did before?
- Who are Miep, Mr. Kraler, Mr. Vossen and Elli?
- Discuss why they are willing to help.
- What will happen if they are discovered hiding Jews?
- Why is Anne depressed by the news that Elli brings from the outside?

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Day Four

Objectives: To understand the daily life of the residents of the “Secret Annex”.

- Discuss how the residents spend their time in the “Secret Annex”. Have students make a chart of a typical twenty-four hour period. Have students make a chart of a twenty-four hour period in their life. Compare and contrast the two charts. Keep the charts so that other activities can be added at a later time.
- How do the residents improvise on their hiding place?
- Are the people of the “Secret Annex” frightened?
- What are some of their daily fears?
- What fears other than discovery haunt the residents?
- What do they do to prevent the realization of their fears?
- Discuss what would be the hardest part of living under the same conditions.
- Determine the meaning of “gallows humor”. Explain that people often react to tense situations by making jokes rather than by being serious. In what way does the “Prospectus and Guide to the Secret Annex” illustrate that concept?
- Have students note examples of figurative language, sarcasm, humor, satire and irony in Anne’s writing.

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Day Five

Objectives: To understand the relationship of the members of the "Secret Annex".
To appreciate Anne's emotional state.

- Read pages 80-114. Students may read silently or aloud as a class or in small groups. Reading may also be assigned for homework.
- Why is Mr. Dussel taken into hiding at this time?
- Why is it surprising that he would postpone going into hiding?
- What is the relationship between the two roommates?
- What arrangements do they work out for using the room?
- How does each adjust to sharing?
- Why is it understandable that there is bickering and jokes among the residents?
- Describe Anne's emotional state.
- Which of Anne's actions are typical of teenage girls? Which are not?
- Why does Anne think it is better to talk to herself than to others at the dinner table?
- What are some of the ways that the residents help to pass the time?
- Why does people watching become so important to Anne?
- What are some of the things that Anne sees from her window that concern and/or interest her?
- How does the daily war on the outside affect Anne and her family?
- What is the invasion they are waiting for?
- How did the residents of the "Secret Annex" get news of the war?

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Day Six

Objectives: To understand the importance of the communication to the residents of the "Secret Annex".

To understand the significance of seasonal holidays.

- Discuss the roll media plays in shaping thoughts and actions. Why would the Nazis limit access to thoughts and ideas?
- Explain that during World War II there was no television, as we know it today. People got their entertainment and news from radio. The radio was especially important to the residents of the "Secret Annex" because of their isolation and the importance of the war to their lives.
- Why would the radio be a source of morale?
- How can the radio create a risk for those in hiding?
- In cooperative groups, allow students to choose a significant event that Anne has written about or that occurred during this time period. Students can research the event by using class texts, the Internet, and other print and non-print resources. Have the group write a newscast about the event. Important things to include are:
 - Who made the news?
 - What did the group or person do?
 - Where was it done?
 - When was it done?
 - How or why did it happen?
 - Fill in appropriate details.
 - Allow group members to choose an editor. The editor will check the accuracy and clarity.
 - Group members will also need to choose an anchor(s). The anchor(s) will read or tell the news.
 - A director will be needed to give the anchor(s) direction.
 - Allow each group to broadcast their news into a tape recorder. Play back the news for the whole class to hear.
- Discuss the significance of Chanukah and Saint Nicholas Day to the residents of the "Secret Annex".

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Day Seven

- Objectives:**
- To appreciate Anne's insight into people.
 - To realize how stress affects different people in different ways.
 - To understand the support system of the residents of the "Secret Annex".
- Read pages 114-174. Students may read silently or aloud as a class or in small groups. Reading may also be assigned for homework.
 - What does Anne mean when she writes, "Misfortunes never come singly."
 - Have students brainstorm other adages such as, "An apple a day keeps the doctor away" or "The early bird catches the worm."
 - Encourage students from various cultures and backgrounds to contribute in their own language.
 - Anne asks why people are always trying to hide their real feelings. Discuss some specific examples to support Anne's feelings.
 - How does Anne control her unhappiness?
 - Discuss some of the changes resulting from the continuance of the war.
 - What are some of the deprivations?
 - Why is Anne upbeat about these happenings?
 - In what way might food shortages impact the safety of the residents of the "Secret Annex"?
 - Discuss some of the ways in which stress affects individuals in tension filled situations.
 - How does Anne react?
 - How would the students act in the same or similar situation?
 - What are some of the hobbies and interests that are new to Anne since going into hiding?

- Define and discuss propaganda. Have students brainstorm examples of propaganda. Allow students to write news stories using the principles of propaganda.
- How do the residents of the “Secret Annex” get what they need to survive?
- What is the Underground? What is the Resistance?
 - Why are people joining these groups?
- What are some of the risks they take?
- Anne describes everyone’s first wish when he or she comes out of hiding.
 - Have students write about what their first wish might be if they were in the same situation.

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Day Eight

Objectives:

To understand the relationship between Peter and Anne.

To understand the relationship between Anne and Margot.

- What does Anne think about boys?
- What is Anne's first impression of Peter?
- What does Peter look like?
 - Write a description based on Anne's diary.
- What do Peter and Anne talk about during the time they spend together?
- How does Peter respond to Anne's interest in him?
- How does Anne's relationship with Peter change?
 - Give specific examples.
- Who is Margot?
 - What is her reaction to Anne's friendship with Peter?
- What is the relationship between the two sisters?
 - How do we discover this?
- Use a Venn diagram to compare and contrast Anne and Margot.
- Does Anne believe she will marry Peter?
- What changes Anne's feelings about Peter?
- Use a Venn diagram to compare and contrast Anne and Peter.
- Anne describes herself as "two Annes". What is the difference between the two?

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Day Nine

Objective: To understand Anne's relationship with each of her parents.

- Anne seems to have some issues with her mother. Why?
 - Support with examples from Anne's diary.
- What are Anne's feelings about her father?
 - Support with examples from Anne's diary.
- What is her name for him?
- Are Anne's complaints about her family legitimate?
 - Ask students what kind of advice they would give Anne if they were in her position.
- Mr. Frank writes a poem for Anne's birthday.
 - What does it tell us about the Frank family?
- What does Anne mean when she writes, "Take a bit more trouble with your young people first" in reference to her mother?
- Define and discuss melancholy.
 - How do Anne and Mrs. Frank deal with this feeling?
- Anne feels that she has earned her independence from parental guidance.
 - Is this justified?
- Anne reevaluates her relationship with her father.
 - What is surprising about her revelations?
- Anne writes, "A friend can't take a mother's place."
 - What does she mean by this?
- Did Mr. and Mrs. Frank play favorites with Margot and Anne?
- Create a three way Venn diagram for Anne Frank, Edith Frank and Otto Frank.

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Day Ten

Objective: To understand the strain of hiding on the residents of the “Secret Annex”.

- Read pages 175-204. Students may read silently or aloud as a class or in small groups. Reading may also be assigned for homework.
- In what ways does Anne feel discriminated against because of her age?
- Discuss how age can be both a positive and a negative.
- Discuss how close proximity can amplify conflict between generations.
 - Discuss with students how they cope with similar conflict in their own lives.
- How much of Anne’s criticism of others is because she is the youngest person in the “Secret Annex”?
- Anne compares herself to the Anne in 1942.
 - List the adjectives she uses in 1942 and 1944.
 - Have students compare themselves to the way they were two years ago.
 - Discuss if it is possible to really assess the change in yourself.
- Discuss the difference between good-natured kidding and nasty attacks.
- What does Anne mean when she writes of “food cycles”?
- How does the shortage of food have a positive side?
- The residents of the “Secret Annex” were confined to a small space and had very little opportunity to move around.
 - What were some of the things that Anne wanted to do?
- Why does the rash of burglaries cause alarm for the hidden residents?
- The residents of the “Secret Annex” have a discussion about what to do in the event of discovery.
 - What do they decide?

- Discuss what Anne means when she writes, “Sometime this terrible war will be over. Surely the time will come when we are people again, and not just Jews”.
 - What does this say about Jews, prejudice, and/or tolerance?
 - What does it say about the behavior of individuals?
 - What does it say about the behavior of the Germans?
 - What does it say about the behavior of the world?

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES 6-8**

Day Eleven

Objective: To understand that Anne is a teenager with hopes and concerns much like teens today.

- Read pages 205-241. Students may read silently or aloud as a class or in small groups. Reading may also be assigned for homework.
- What is Anne's career ambition?
- What are Anne's hobbies?
- Why does Anne have so many hobbies?
- Why does Anne think nature is the best cure for loneliness?
- Anne wonders whether the family should have gone into hiding. Why do you think she questions this decision?
- What does Anne believe is the way to achieve happiness?
 - Discuss if Anne's beliefs are similar to the students'.
- How is Anne affected by news from the outside?
- What does Anne think about rather than all of the misery in the world?
- Why does Anne think it would be funny for people to read about her life in hiding sometime after the war?
- Use a Venn diagram to compare and contrast the public and private Anne Frank.
- How has Anne changed by the end of the diary?
- What has she learned?
- What has she taught the others?

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES 6-8**

Day Twelve

Objective: To bring closure to life in the “Secret Annex”.

- Read pages 242-258. Students may read silently or aloud as a class or in small groups. Reading may also be assigned for homework.
- What is the last entry in Anne’s diary?
- What happened to the “Secret Annex” on August 4, 1944?
- What happened to Meip, Elli, Koophious and the others that helped the residents of the “Secret Annex”?
- What was the fate of the inhabitants of the “Secret Annex”?
- Why do we have Anne’s diary today?
- Discuss what Anne means when she writes, “In spite of everything I still believe that people are really good at heart.”
- How does Anne adjust to the prolonged confinement in the “Secret Annex”?
- What is Anne’s lesson for the readers of her diary?
- Anne wanted to “go on living after my death!”
 - Discuss with students whether they think she has accomplished this task.
- Allow students to write about their own feelings about *Anne Frank: The Diary of a Young Girl* and what the book meant to each student.
 - Continue with a short explanation of why the students felt this way about this book.
 - In small groups allow students to share the statements.
 - Ask students to add to their writings from the others’ comments.
 - How does this change their original feelings about the book?

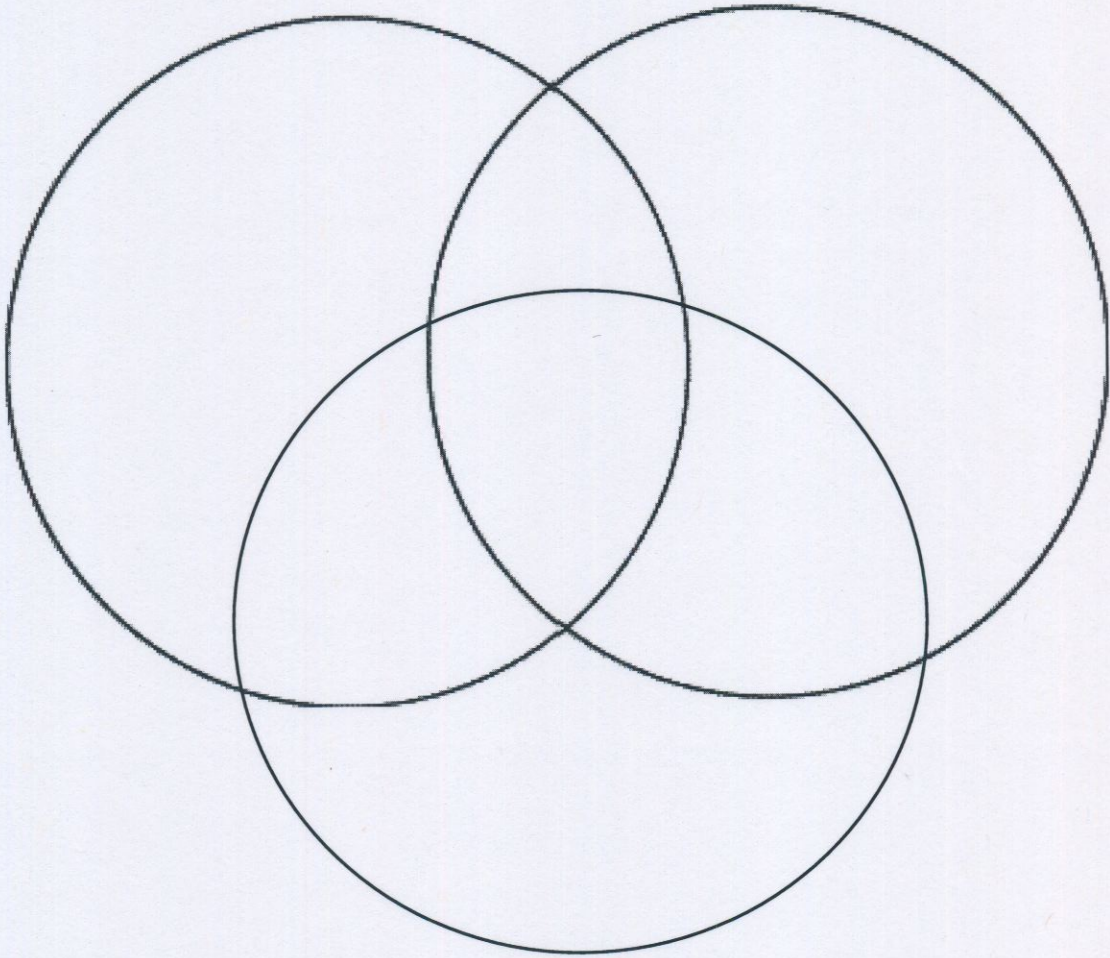
Assessment:

- Students can research one of the historical figures mentioned in the diary and present the information to the class in a broadcast format.
- Students can illustrate a scene from the diary.
- Students can write a diary entry from the point of view of one of the other inhabitants of the “Secret Annex”.
- Students can write about how Anne’s story can be interpreted as both a tragedy and a triumph.
- Students can make a scale drawing or model of the “Secret Annex”.
- Students can draw a cartoon to show their opinion about the Holocaust.
- Students can write and illustrate a story for younger students based on Anne Frank.
- Students can write a newspaper article about the arrest of the residents of the “Secret Annex”.
- Students can plan an exercise program for the residents of the “Secret Annex”. (Be sure to consider times and space for safe activity.)
- Students can choose quotes from the diary and combine with illustrations.
- Students can choose a character and describe two of the character’s traits.
 - Examples from the diary will support the traits.
- Students can design a visual presentation of Anne’s life.
- Students can role-play some of the problems that Anne and the others faced in hiding. Students will provide a solution to the problem.
- Students can follow the progress of the war as Anne wrote about it.
- Students can label a map with important places as indicated in the diary.
- Students can create a timeline of important events in *Anne Frank: The Diary of a Young Girl*.
- Students can relate the cause and effect of events in the diary.

- Students can increase their vocabulary usage in both the oral and written context.

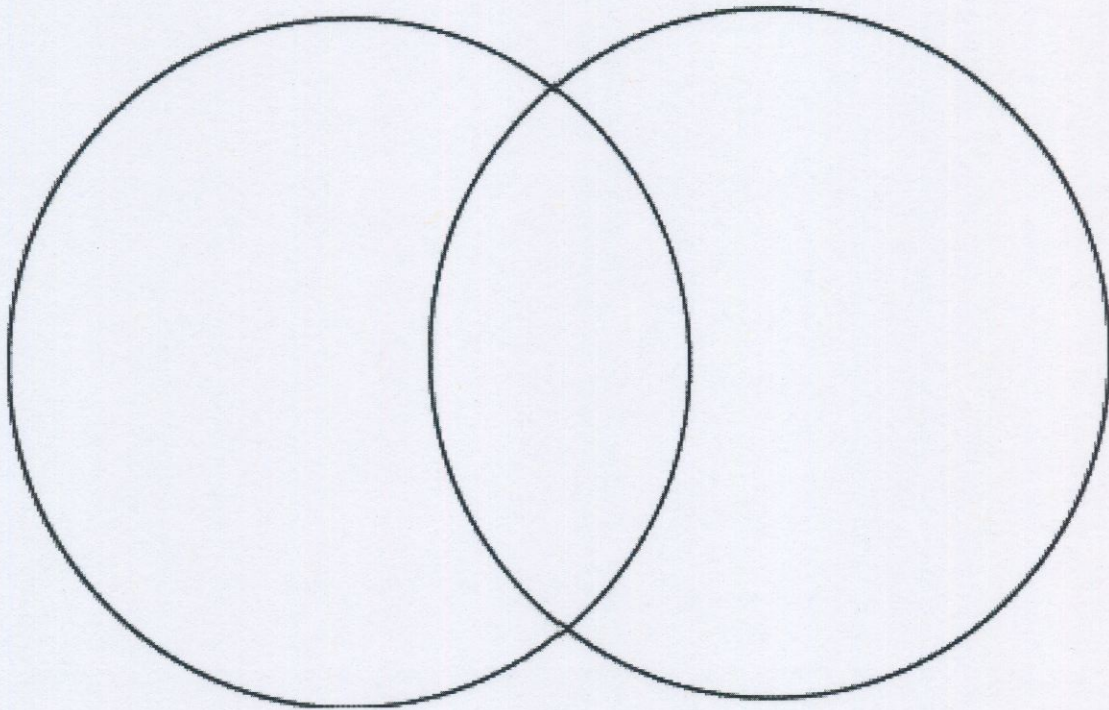
Anne Frank: The Diary of a Young Girl

Venn Diagram



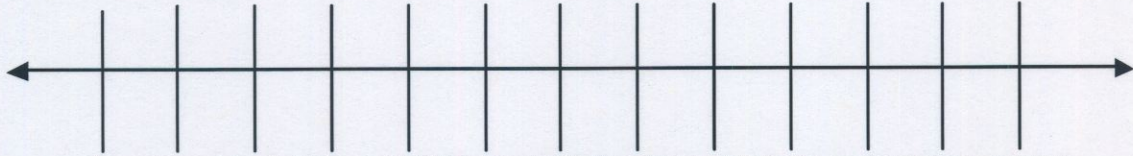
Anne Frank: The Diary of a Young Girl

Venn Diagram



Anne Frank Timeline

The following are important events in the study of *Anne Frank: The Diary of a Young Girl*. There is also a list of important dates. Match the dates with the event. Place dates on timeline in correct order.



_____	Anneliese Frank is born in Frankfurt, Germany, on June 12.	
_____	Germany attacks Poland on September 1 and begins World War II.	1944
_____	Anne's diary is published in Germany.	1980
_____	June 6, the Allied armies launch the invasion of Europe; August, the eight are arrested and sent to Westerbork; September, the Franks are shipped to the death camps at Auschwitz-Birkenau in Poland, and Mr. Van Daan is executed at Auschwitz; October, Anne and Margot are transferred to Bergen-Belsen in Germany; December, Mr. Dussel dies in Neuengamme concentration camp.	1940
_____	Anne receives a diary for her thirteenth birthday; the Franks go into hiding in the Secret Annex.	1929
_____	The German army defeats the Dutch army and marches into Amsterdam. The Franks are trapped.	1942
_____	Otto Frank dies in Switzerland.	1956
_____	<i>The Diary of Anne Frank</i> , a play based on Anne's diary opens in New York City and wins the Tony Award for best drama.	1947
_____	Anne's diary is published in Amsterdam.	1945
_____	Adolf Hitler becomes Germany's leader; the first edicts restricting rights of Jews are implemented; the first concentration camp opens; Otto Frank travels to Amsterdam to locate a home outside Germany for his family.	1952
_____	Edith Frank dies at Auschwitz; Mrs. Van Daan dies in Theresienstadt concentration camp; Margot Frank dies of typhus at Bergen-Belsen; Anne Frank dies of typhus in Bergen-Belsen; Peter Van Daan dies in Mauthausen concentration camp; Otto Frank, the only survivor from the Annex, returns to Amsterdam and is given Anne's diary. World War II ends.	1939
_____	The play wins the Pulitzer Prize in drama.	1933
_____	Titled <i>Anne Frank: The Diary of a Young Girl</i> , Anne's diary is published in England and the United States.	1955
_____		1950

Anne Frank: The Diary of a Young Girl

Cause and Effect

In life, actions cause reactions. The following are actions from *Anne Frank: The Diary of a Young Girl*. Write the effect for each of the following causes:



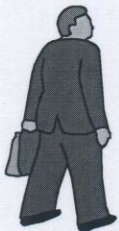
- Anne wakes screaming from a nightmare that the Germans have found the residents of the “Secret Annex”.



- Miep shows Otto Frank Anne’s diary.



- People work in the warehouse of Mr. Frank’s business each day. The warehouse is below the “Secret Annex”.



- The Frank and Van Daan families learn that Mr. Dussel needs a hiding place.



- The families hear a crash, Peter falls, and the lampshade crashes to the floor.

Anne Frank: The Diary of a Young Girl

Suggested Vocabulary

abyss
asylum
black market
bluff
brigade
bromine
brooch
cabarets
calamity
capitulation
carillon
charwoman
cheeky
clandestine
compensation
concertina
coquetry
cynical
degradation
deportation
despair
discord
divan
dungarees
epilogue

epistle
fanatic
fatalistic
fatuus
grouser
impudence
indignation
ingenuity
lenient
loathe
lumbago
melancholy
monotonous
morale
obstinate
occupation
oppressive
optimist
palpitations
pedantic
persevere
pessimist
pogrom
propaganda
prospectus

pseudonym
ration book
rebuke
recede
rucksack
sabotage
saboteurs
sallies
shamming
speculation
stifle
supercilious
superfluous
surreptitiously
tram
tumult
ventilate
vermin
virtuoso
virtuous
waned
waxed
wrath

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36 Questions and Answers

- 1. When speaking about the "Holocaust," what time period are we referring to?**

Answer: The "Holocaust" refers to the period from January 30, 1933, when Hitler became Chancellor of Germany, to May 8 1945 (V-E Day), when the war in Europe ended.

- 2. How many Jews were murdered during the Holocaust?**

Answer: While it is impossible to ascertain the exact number of Jewish victims, statistics indicate that the total was over 5,860,000. Six million is the round figure accepted by most authorities.

- 3. How many non-Jewish civilians were murdered during World War II?**

Answer: While it is impossible to ascertain the exact number, the recognized figure is approximately 5,000,000. Among the groups which the Nazis and their collaborators murdered and persecuted were: Gypsies, Serbs, Polish intelligentsia, resistance fighters from all the nations, German opponents of Nazism, homosexuals, Jehovah's Witnesses, habitual criminals, and the "anti-social," e.g. beggars, vagrants, and hawkers.

- 4. Which Jewish communities suffered losses during the Holocaust?**

Answer: Every Jewish community in occupied Europe suffered losses during the Holocaust. The Jewish communities in North Africa were persecuted, but the Jews in these countries were neither deported to the death camps, nor were they systematically murdered.

- 5. How many Jews were murdered in each country and what percentage of the pre-war Jewish population did they constitute?**

Answer: (Source: *Encyclopedia of the Holocaust*)

Austria	50,000	27.0%	Italy	7,680	17.3%
Belgium	28,900	44.0%	Lativa	71,500	78.1%
Bohemia/Moravia	78,150	66.1%	Lithuania	143,000	85.1%
Bulgaria	0	0.0%	Luxembourg	1,950	5.7%
Denmark	60	0.7%	Netherlands	100,000	71.4%
Estonia	2,000	44.4%	Norway	762	44.8%
Finland	7	0.3%	Poland	3,000,000	90.9%
France	77,320	22.1%	Romania	287,000	47.1%
Germany	141,500	25.0%	Slovakia	71,000	79.8%
Greece	67,000	86.6%	Soviet Union	1,100,000	36.4%
Hungary	569,000	69.0%	Yugoslavia	63,300	81.2%

36 Questions and Answers

6. What is a mass murder camp? How many were there? Where were they located?

Answer: A mass murder camp is a concentration camp with special apparatus specifically designed for systematic murder. six such camps existed: Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka. All were located in Poland.

7. What does the term “Final Solution” mean and what is its origin?

Answer: The term “Final Solution” (Endlösung) refers to Germany’s plan to murder all the Jews of Europe. The term was used at the Wannsee conference (Berlin; January 20, 1942) where German officials discussed its implementation.

8. When did the “Final Solution” actually begin?

Answer: While thousands of Jews were murdered by the Nazis or died as a direct result of discriminatory measures instituted against Jews during the initial years of the Third Reich, the systematic murder of Jews did not begin until the German invasion of the Soviet Union in June 1941.

9. How did the German define who was Jewish?

Answer: On November 14, 1935, the Nazis issued the following definition of a Jew: Anyone with three Jewish grandparents; someone with two Jewish grandparents who belonged to the Jewish community on September 15, 1935, or joined thereafter; was married to a Jew or Jewess on September 15, 1935, or married on thereafter; was the offspring of a marriage or extramarital liaison with a Jew on or after September 15, 1935.

10. How did the German treat those who had some Jewish blood but were not classified as Jews?

Answer: Those who were not classified as Jews but who had some Jewish blood but were categorized as *Mischlinge* (hybrids) and were divided into two groups:

Mischlinge of the first degree – those with two Jewish grandparents;

Mischlinge of the second degree – those with one Jewish grandparent.

The *Mischlinge* were officially excluded from membership in the Nazis Party and all Party organizations (e.g. SA, SS, etc.). Although they were drafted into the German Army, they could not attain the rank of officers. They were also barred from the civil service and from certain professions. (Individual *Mischlinge* were, however, granted exemptions under certain circumstances.) Nazi officials considered plans to sterilize *Mischlinge*, but this was never done. During World War II, first-degree *Mischlinge*, incarcerated in concentration camps, were deported to death camps.

11. What were the first measures taken by the Nazis against the Jews?

Answer: The first measure against the Jews included:

April 7, 1933: A boycott of Jewish shops and businesses by the Nazis.

April 7, 1933: The law for the Re-establishment of the Civil Service expelled all non-Aryans (defined on April 11, 1933) as anyone with a Jewish parent or grandparent) from the civil service. Initially, exceptions were made for those working since August 1914, German veterans of World War I; and, those who had lost a father or son fighting for Germany or her allies in World War I.

April 7, 1933: The law regarding admission to the legal profession prohibited the admission of lawyers of non-Aryan descent to the Bar. It also denied non-Aryan members of the Bar the right to practice law. (Exceptions were made in the cases noted above in the law regarding the civil service.) Similar laws were passed regarding Jewish law assessors, jurors, and commercial judges.

April 22, 1933: The decree regarding physicians' services with the national health plan denied reimbursement of expenses to those patients who consulted non-Aryan doctors. Jewish doctors who were war veterans or had suffered from the war were excluded.

April 25, 1933: The law against the overcrowding of German schools restricted Jewish enrollment in German high schools to 1.5% of the student body. In communities where they constituted more than 5% of the populations, Jews were allowed to constitute up to 5% of the student body. Initially, exceptions were made in the case of children of Jewish war veterans, who were not considered part of the quota. In the framework of this law, a Jewish student was a child with two non-Aryan parents.

12. Did the Nazis plan to murder the Jews from the beginning of their regime?

Answer: This question is one of the most difficult to answer. While Hitler made several references to killing Jews, both in his early writings (*Mein Kampf*) and in various speeches during the 1930's, it is fairly certain that the Nazis had no operative plan for the systematic annihilation of the Jews before 1941. The decision on the systematic murder of the Jews was apparently made in the late winter or the early spring of 1941 in conjunction with the decision to invade the Soviet Union.

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13. When was the first concentration camp established and who were the first inmates?

Answer: The first concentration camp, Dachau, opened on March 22, 1933. The camp's first inmates were primarily political prisoners (e.g. Communist or Social Democrats); habitual criminals; homosexuals; Jehovah's Witnesses; and "anti-socials" (beggars, vagrants, hawkers). Others considered problematic by the Nazis (e.g. Jewish writers and journalists, lawyers, unpopular industrialists, and political officials) were also included.

14. Which groups of people in Germany were considered enemies of the state by the Nazis and were, therefore, persecuted?

Answer: The following groups of individuals were considered enemies of the Third Reich and were, therefore, persecuted by the Nazi authorities: Jews, Gypsies, Social Democrats, other opposing politicians, opponents of Nazism, Jehovah's Witnesses, homosexuals, habitual criminals, and "anti-socials" (e.g. beggars, vagrants, hawkers), and the mentally ill. Any individual who was considered a threat to the Nazis was in danger of being persecuted.

15. What was the difference between the persecution of the Jews and the persecution of other groups classified by the Nazis as enemies of the Third Reich?

Answer: The Jews were the only group singled out for total systematic annihilation by the Nazis. To escape the death sentence imposed by the Nazis, the Jews could only leave Nazi-controlled Europe. Every single Jew was to be killed according to the Nazis' plan. In the case of other criminals or enemies of the Third Reich, their families were usually not held accountable. Thus, if a person were executed or sent to a concentration camp, it did not mean that each member of his family would meet the same fate. Moreover, in most situations the Nazis' enemies were classified as such because of their actions or political affiliation (actions and/or opinions which could be revised). In the case of the Jews, it was because of their racial origin, which could never be changed.

16. Why were the Jews singled out for extermination?

Answer: The explanation of the Nazis' implacable hatred of the Jew rests on their distorted world view which saw history as a racial struggle. They considered the Jews a race whose goal was world domination and who, therefore, were an obstruction to Aryan dominance. They believed that all of history was a fight between races which should culminate in the triumph of the superior Aryan race. Therefore they considered it their duty to eliminate the Jews, whom they regarded as a threat.

Moreover, in their eyes, the Jews' racial origin made them habitual criminals who could never be rehabilitated and were, therefore, hopelessly corrupt and inferior. There is no doubt that other factors contributed toward Nazi hatred of the Jews and their distorted image of the Jewish people. One factor was the centuries-old tradition of Christian anti-Semitism which propagated a negative stereotype of the Jew as a Christ-killer, agent of the devil, and practitioner of witchcraft. Another factor was the political and racial anti-Semitism of the latter half of the nineteenth and early part of the twentieth centuries, which singled out the Jew as both a threat and a member of an inferior race. These factors combined to point to the Jew as a target for persecution and ultimate destruction by the Nazis.

17. What did people in Germany know about the persecution of Jews and other enemies of Nazism?

Answer: Certain initial aspects of Nazi persecution of Jews and other opponents were common knowledge in Germany. Thus, for example, everyone knew about the Boycott of April 1, 1933, the Laws of April, and the Nuremberg Laws, because they were fully publicized. Moreover, offenders were often publicly punished and shamed. The same holds true for subsequent anti-Jewish measures. *Kristallnacht* (The Night of the Broken Glass) was a public pogrom, carried out in full view of the entire population. While information on the concentration camps was not publicized a great deal of information was available to the German public, and the treatment of the inmates was generally known, although exact details were not easily obtained.

As for the implementation of the "Final Solution" and the murder of other undesirable elements, the situation was different. The Nazis attempted to keep the murders a secret and, therefore, took precautionary measures to ensure that they would not be publicized. Their efforts, however, were only partially successful. Thus, for example, public protests by various clergymen led to the halt of their euthanasia program in August of 1941. These protests were obviously the result of the fact that many persons were aware that the Nazis were killing the mentally ill in special institutions.

As far as the Jews were concerned, it was common knowledge in Germany that they had disappeared after having been sent to the East. It was not exactly clear to large segments of the German population what had happened to them. On the other hand, there were thousands upon thousands of Germans who participated in and/or witnessed the implementation of the "Final Solution" either as a member of the SS, the *Einsatzgruppen*, death camp or concentration camp guards, police in occupied Europe, or with the *Wehrmacht*.

18. Did all Germans support Hitler's plan for the persecution of the Jews?

Answer: Although the entire German population was not in agreement with Hitler's persecution of the Jews, there is no evidence of any large scale protest regarding their treatment. There were Germans who defied the April 1, 1933 boycott and purposely bought in Jewish stores, and there were those who aided Jews to escape and to hide, but their number was very small. Even some of those who opposed Hitler were in agreement with his anti-Jewish policies. Among the clergy, *Dompropst* Bernhard Lichtenberg of Berlin publicly prayed for the Jews daily and was, therefore, sent to a concentration camp by the Nazis. Other priest were deported for their failure to cooperate with Nazi anti-Semitic policies, but the majority of the clergy complied with the directives against German Jewry and did not openly protest.

19. Did the people of occupied Europe know about Nazi plans for the Jews? What was their attitude? Did they cooperate with the Nazis against the Jews?

Answer: The attitude of the local population vis-à-vis the persecution and destruction of the Jews varied from zealous collaboration with the Nazis to active assistance to Jews. Thus, it is difficult to make generalizations. The situation also varied from country to country. In Eastern Europe and especially in Poland, Russia, and Baltic States (Estonia, Latvia, and Lithuania), there was much more knowledge of the "Final Solution" because it was implemented in those areas. Elsewhere, the local population had less information on the details of the "Final Solution."

In every country they occupied, with the exception of Denmark, the Nazis found many locals who were willing to cooperate fully in the murder of the Jews. This was particularly true in Eastern Europe, where there was a long standing tradition of virulent anti-Semitism, and where various national groups, which had been under Soviet domination (Latvians, Lithuanians, and Ukrainians), fostered hopes that the Germans would restore their independence. In several countries in Europe, there were local fascist movements which allied themselves with the Nazis and participated in anti-Jewish actions; for example, the Iron Guard in Romania and the Arrow Guard in Slovakia. On the other hand, in every country in Europe, there were courageous individuals who risked their lives to save Jews. In several countries, there were groups which aided Jews, e.g. Joop Westerweel's group in the Netherlands, *Zegota* in Poland, and the Assisi underground in Italy.

20. Did the Allies and the people in the Free World know about the events going on in Europe?

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Answer: The various steps taken by the Nazis prior to the "Final Solution" were all taken publicly and were, therefore, reported in the press. Foreign correspondents commented on all the major anti-Jewish actions taken by the Nazis in Germany, Austria, and Czechoslovakia prior to the World War II. Once the war began, obtaining information became more difficult, but reports, nonetheless, were published regarding the fate of the Jews. Thus, although the Nazis did not publicize the "Final Solution," less than one year after the systematic murder of the Jews was initiated, details began to filter out the West. The first report which spoke of a plan for the mass murder of Jews was smuggled out of Poland by the *Bund* (a Jewish socialist political organization) and reached England in the spring of 1942. The details of this report reached the Allies from Vatican sources as well as from informants in Switzerland and the Polish underground. (Jan Karski, an emissary of the Polish underground, who had been smuggled in and out the Belzec death camp and had seen the mass murders, personally meet with Franklin Roosevelt and British Foreign Minister Anthony Eden.) Eventually, the American Government confirmed the reports to Jewish leaders in late November 1942. They were publicized immediately thereafter. While the details were neither complete nor wholly accurate, the Allies were aware of most what the Germans had done to the Jews at a relatively early date.

21. What was the response of the Allies to the persecution of the Jews? Could they have done anything to help?

Answer: The response of the Allies to the persecution and destruction of European Jewry was inadequate. Only in January 1944 was an agency, the War Refugee Board established for the express purpose of saving the victims of Nazi persecution. Prior to that date, little action was taken. On December 17, 1942, the Allies issued a condemnation of Nazi atrocities against the Jews, but this was the only such declaration made prior to 1944.

Moreover, no attempt was made to call upon the local population in Europe to refrain from assisting the Nazis in their systematic murder of the Jews. Even following the establishment of the War Refugee Board and the initiation of various rescue efforts, the Allies refused to bomb the death camp of Auschwitz and/or the railway lines leading to that camp, despite the fact that Allied bombers were at that time engaged in bombing factories very close to the camp and were well aware of its existence and function.

Other practical measures which were not taken concerned the refugee problem. Tens of thousands of Jews sought to enter the United States, but they were barred from doing so by the stringent American immigration policy. Even the relatively

small quotas of visas which existed were often not filled, although the number of applicants was usually many times the number of available places. Conferences held in Evian, France (1938) and Bermuda (1943) to solve the refugee problem did not contribute to a solution. At the former, the countries invited by the United States and Great Britain were told that no country would be asked to change its immigration laws. Moreover, the British agreed to participate only if Palestine was not considered. At Bermuda, the delegates did not deal with the fate of those still in Nazi hands, but rather with those who had already escaped to neutral lands. Practical measures which could have aided in the rescue of Jews included the following:

1. Permission for temporary admission of refugees
2. Relaxation of stringent entry requirements
3. Frequent and unequivocal warnings to Germany and local populations
4. All over Europe that those participating in the annihilation of Jews would be held strictly accountable
5. Bombing the death camp at Auschwitz

22. Who are the “Righteous Among the Nations”?

Answer: “Righteous Among the Nations,” or “Righteous Gentiles,” refers to those non-Jews who aided Jews during the Holocaust. There were “Righteous Among the Nations” in every country overrun or allied with the Nazis, and their deeds often led to the rescue of Jewish lives. Yad Vashem the Israeli national remembrance authority for the Holocaust, bestows special honors upon these individuals. To date, after carefully evaluating each case, Yad Vashem has recognized approximately 10,000 “Righteous Gentiles” in three different categories of recognition. The country with the most “Righteous Gentiles” is Poland. The country with the highest proportion (per capita) is the Netherlands. The figure of 10,000 is far from complete, as many cases were never reported, frequently because those who were helped have died. Moreover, this figure only includes those who actually risked their lives to save Jews, and not those who merely extended aid.

23. Were Jews in the Free World aware of the persecution and destruction of European Jewry and, if so, what was their response?

Answer: The news of the persecution and destruction of European Jewry must be divided into two periods. The measures taken by the Nazis prior to the “Final Solution” were all taken publicly and were, therefore, in all the newspapers. Foreign correspondents reported on all major anti-Jewish actions taken by the Nazis in Germany, Austria, and Czechoslovakia prior to World War II. Once the

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war began, obtaining information became more difficult, but, nonetheless, reports were published regarding the fate of the Jews.

The “Final Solution” was not openly publicized by the Nazis, and thus it took longer for information to reach the “Free World.” Nevertheless, by December 1942, news of the mass murders and the plan to annihilate European Jewry was publicized in the Jewish press. The response of the Jews in the “Free World” must also be divided into two periods, before and after the publication of information on the “Final Solution”. Efforts during the early years of the Nazi regime concentrated on facilitating emigration from Germany (although there were those who initially opposed emigration as a solution) and combating German anti-Semitism. Unfortunately, the views on how to best achieve these goals differed and effective action was often hampered by the lack of internal unity. Moreover, very few Jewish leaders actually realized the scope of the danger. Following the publication of the news of the “Final Solution,” attempts were made to launch rescue attempts via neutral states and to send aid to Jews under Nazi rule. These attempts, which were far from adequate, were further hampered by lack of assistance and obstruction from government channels. Additional attempts to achieve internal unity during this period failed.

24. Did the Jews in Europe realize what was going to happen to them?

Answer: Regarding the knowledge of the “Final Solution” by its potential victims, several key points must be kept in mind. First of all, the Nazis did not publicize the “Final Solution,” nor did they ever openly speak about it. Every attempt was made to fool the victims and, thereby, prevent or minimize resistance. Thus, deportees were always told that they were going to be “resettled.” They were led to believe that conditions “in the East” (where they were being sent) would be better than those in ghettos. Following arrival in certain concentration camps, the inmates were forced to write home about the wonderful conditions in their new place of residence. The Germans made every effort to ensure secrecy. In addition, the notion that human beings – let alone the civilized Germans – could build camps with special apparatus for mass murder seemed unbelievable in those days. Since German troops liberated the Jews from the Czar in World War I, Germans were regarded by many Jews as a liberal, civilized people. Escapees who did return to the ghetto frequently encountered disbelief when they related their experiences. Even Jews who had heard of the camps had difficulty believing reports of what the Germans were doing there. Inasmuch as each of the Jewish communities in Europe was almost completely isolated, there was a limited number of places with available information. Thus, there is no doubt that many European Jews were not aware of the “Final Solution,” a fact

that has been corroborated by German documents and the testimonies of survivors.

25. How many Jews were able to escape from Europe prior to the Holocaust?

Answer: It is difficult to arrive at an exact figure for the number of Jews who were able to escape from Europe prior to World War II, since the available statistics are incomplete. From 1933-1939, 355,278 German and Austrian Jews left their homes. (Some immigrated to countries later overrun by the Nazis.) In the same period, 80,860 Polish Jews immigrated to Palestine and 51,747 European Jews arrived in Argentina, Brazil, and Uruguay. During the years 1938-1939, approximately 35,000 emigrated from Bohemia and Moravia (Czechoslovakia). Shanghai, the only place in the world for which one did not need an entry visa, received approximately 20,000 European Jews (mostly of German origin) who fled their homelands. Immigration figures for countries of refuge during this period are not available. In addition, many countries did not provide a breakdown of immigration statistics according to ethnic groups. It is impossible, therefore, to ascertain the exact number of Jewish refugees.

26. What effort was made to save the Jews fleeing from Germany before World War II began?

Answer: Various organizations attempted to facilitate the emigration of the Jews (and non-Jews persecuted as Jews) from Germany. among the most active were the Jewish Agency for Palestine, the American Jewish Joint Distribution Committee, HICEM, the Central British Fund for German Jewry, the *Reichsvertretung der Deutschen Juden* (Reich Representation of German Jews), which represented German Jewry, and other non-Jewish groups such as the League of Nations High Commission of Refugees (Jewish and other) coming from Germany, and the American Friends Service Committee. Among the programs launched were the "Transfer Agreement" between the Jewish Agency and the German government whereby immigrants to Palestine were allowed to transfer their funds to that country in conjunction with the import of German goods to Palestine. Other efforts focused on retaining prospective emigrants in order to increase the number of those eligible for visas, since some countries barred the entry of members of certain professions. Other groups attempted to help in various phases of refugee work: selection of candidates for emigration, transportation of refugees, aid in immigrant absorption, etc.

Some groups attempted to facilitate increased emigration by enlisting the aid of governments and international organizations in seeking refugee havens. The League of Nations established the aid of governments and international

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organizations in seeking refugee havens. The League of Nations established an agency to aid refugees but its success was extremely limited due to a lack of political power and adequate funding. The United States and Great Britain convened a conference in 1938 at Evian, France, seeking a solution to the refugee problem. With the exception of the Dominican Republic, the nations assembled refused to change their stringent immigration regulations, which were instrumental in preventing large-scale immigration.

In 1939, the Intergovernmental Committee on Refugees, which had been established at the Evian Conference, initiated negotiations with leading German officials in an attempt to arrange for the relocation of a significant portion of German Jewry. However, these talks failed. Efforts were made for the illegal entry of Jewish immigrants to Palestine as early as July 1934, but were later halted until July 1938. Large-scale efforts were resumed under the *Mosad-le-Aliya Bet*, Revisionist Zionists, and private parties. Attempts were also made, with some success, to facilitate the illegal entry of refugees to various countries in Latin America.

27. Why were so few refugees able to flee Europe prior to the outbreak of World War II?

Answer: The key reason for the relatively low number of refugees leaving Europe prior to World War II was the stringent immigration policies adopted by the prospective host countries. In the United States, for example, the number of immigrants was limited to 153,744 per year, divided by country of origin. Moreover, the entry requirements were so stringent that available quotas were often not filled. Schemes to facilitate immigration opposed the entry of additional refugees. Other countries, particularly those in Latin America, adopted immigration policies that were similar or even more restrictive, thus closing the doors to prospective immigrants from the Third Reich.

Great Britain, while somewhat more liberal than the United States on the entry of immigrants, took measure to severely limit Jewish immigration to Palestine. In May 1939, the British issued a "White Paper" stipulating that only 75,000 Jewish immigrants would be allowed to enter Palestine over the course of the next five years (10,000 a year, plus an additional 25,000). This decision prevented hundreds of thousands of Jews from escaping Europe.

The countries most able to accept large numbers of refugees consistently refused to open their gates. Although a solution to the refugee problem was the agenda of the Evian Conference, only the Dominican Republic was willing to approve large-scale immigration. The United States and Great Britain proposed resettle-

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ment havens in under-developed areas (e.g. Guyana, formerly British Guiana, and the Philippines), but these were not suitable alternatives. Two important factors should be noted. During the period prior to the outbreak of World War II, the Germans were in favor of Jewish emigration. At that time, there were no operative plans to kill the Jews. The goal was to induce them to leave, if necessary, by the use of force. It is also important to recognize the attitude of German Jewry. While many German Jews were initially reluctant to emigrate, the majority sought to do so following Kristallnacht (The Night of Broken Glass), November 9-10, 1938. Had havens been available, more people would certainly have emigrated.

28. What was Hitler's ultimate goal in launching World War II?

Answer: Hitler's ultimate goal in launching World War II was the establishment of an Aryan empire from Germany to the Urals. He considered this area the natural territory of the German people, an area to which they were entitled by right, the *Lebensraum* (living space) that Germany needed so badly for its farmers to have enough soil. Hitler maintained that these areas were needed for the Aryan race to preserve itself and assure its dominance.

There is no question that Hitler knew that, by launching the war in the East, the Nazis would be forced to deal with serious racial problems in view of the composition of the population in the eastern areas. Thus, Nazis had detailed plans for the subjugation of the Slavs, who would be reduced to serfdom status and whose primary function would be to serve as a source of cheap labor for Aryan farmers. Those elements of the local populations, who were of high racial stock, would be taken to Germany where they would be raised as Aryans.

In Hitler's mind, the solution of the Jewish problem was also linked to the conquest of the eastern territories. These areas had large Jewish populations and they would have to be dealt with accordingly. While at this point there was still no operative plan for mass annihilation, it was clear to Hitler that some sort of comprehensive solution would have to be found. There was also talk of establishing a Jewish reservation either in Madagascar or near Lublin, Poland. When he made the decisive decision to invade the Soviet Union, Hitler also gave instructions to embark upon the "Final Solution," the systematic murder of European Jewry.

29. Was there any opposition to the Nazis within Germany?

Answer: Throughout the course of the Third Reich, there were different groups who opposed the Nazi regime and certain Nazi policies. They engaged in resistance at different times and with various methods, aims, and scope. From the

beginning, leftist political groups and a number of disappointed conservatives were in opposition; at a later date, church groups, government officials and businessmen also joined. After the tide of the war was reversed, elements within the military played an active role in opposing Hitler. At no point, however, was there a unified resistance movement within Germany.

30. Did the Jews try to fight against the Nazis? To what extent were such efforts successful?

Answer: Despite the difficult conditions, to which Jews were subjected in Nazi-occupied Europe, many engaged in armed resistance against Nazis. This resistance can be divided into three basic types of armed activities: ghetto revolts, resistance in concentration and death camps, and partisan warfare.

The Warsaw Ghetto revolt, which lasted for about five weeks beginning on April 19, 1943, is probably the best-known example of armed Jewish resistance, but there were, many ghetto revolts in which Jews fought against the Nazis.

Despite the terrible conditions in the death, concentration, and labor camps, Jewish inmates fought against the Nazis at the following sites: Treblinka (August 2, 1943); Babi Yar (September 29, 1943); Sobibor (October 14, 1943); Janowska (November 19, 1943); and Auschwitz (October 7, 1944).

Jewish partisan units were active in many areas, including Baranovichi, Minsk, Naliboki forest, and Vilna. While the sum total of armed resistance efforts by Jews was not militarily overwhelming and did not play a significant role in the defeat of Nazi Germany, these acts of resistance did lead to the rescue of an undetermined number of Jews, Nazi casualties, and untold damage to German property and self-esteem.

31. What was the *Judenrat*?

Answer: The *Judenrat* was the council of Jews, appointed by the Nazis in each Jewish community or ghetto. According to the directive from Reinhard Heydrich of the SS on September 21, 1939, a *Judenrat* was to be established in every concentration of Jews in the occupied areas of Poland. They were led by noted community leaders. Enforcement of Nazi decrees affecting Jews and administration of the affairs of the Jewish community were the responsibilities of the *Judenrat*. These functions placed the *Judenrat* in a highly responsible, but controversial position, and many of their actions continue to be the subject of debate among historians. While the intentions of the heads of councils were rarely challenged, their tactics and methods have been questioned. Among the most controversial were Mordechai Rumkowski in Lodz and Jacob Gens in Vilna, both

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of whom justified the sacrifice of some Jews in order to save others. Leaders and members of the *Judenrat* were guided, for the most part, by a sense of communal responsibility, but lacked the power and the means to successfully thwart Nazi plans of annihilation of all Jews.

32. Did international organizations, such as the Red Cross, aid victims of Nazi persecution?

Answer: During the course of World War II, the International Red Cross (IRC) did very little to aid the Jewish victims of Nazi persecution. Its activities can basically be divided into three periods:

1. September, 1939 – June 22, 1941:

The IRC confined its activities to sending food packages to those in distress in Nazi-occupied Europe. Packages were distributed in accordance with the directives of German Red Cross. Throughout this time, the IRC complied with the German contention that those in ghettos and camps constituted a threat to the security of the Reich and, therefore, were not allowed to receive aid from the IRC.

2. June 22, 1941 – Summer 1944:

Despite numerous requests by Jewish organizations, the IRC refused to publicly protest the mass annihilation of Jews and non-Jews in the camps, or to intervene on their behalf. It maintained that any public action on behalf of those under Nazi rule would ultimately prove detrimental to their welfare. At the same time, the IRC attempted to send food parcels to those individuals whose addresses it possessed.

3. Summer 1944 – May 1945:

Following intervention by such prominent figures as President Franklin Roosevelt and the King of Sweden, the IRC appealed to Miklos Horthy, Regent of Hungary, to stop the deportation of Hungarian Jews.

The IRC did insist that it is allowed to visit concentration camps, and a delegation did visit the “model ghetto” of Terezin (Theresienstadt). The IRC request came following the receipt of information about the harsh living conditions in the camp.

The IRC requested permission to investigate the situation, but the Germans only agreed to allow the visit nine months after submission of the request. This delay provided time to the Nazis to complete a “beautification” program, designed to fool the delegation into thinking that conditions at Terezin were quite good and that inmates were allowed to live out their lives in relative tranquility.

(Courtesy of the Simon Wiesenthal Center Library and Archives)

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In reality, most prisoners were subsequently deported to Auschwitz.

The visit, which took place on July 23, 1944, was followed by a favorable report on Terezin to the members of the IRC. Jewish organizations protested vigorously, demanding that another delegation visit the camp. Such a visit was not permitted until shortly before the end of the war.

33. How did Germany's allies, the Japanese and the Italians, treat the Jews in the lands they occupied?

Answer: Neither the Italians nor the Japanese, both of whom were Germany's allies during World War II, cooperated regarding the "Final Solution". Although the Italians did, upon German urging, institute discriminatory legislation against Italian Jews, Mussolini's government refused to participate in the "Final Solution" and consistently refused to deport its Jewish residents. Moreover, in their occupied areas of France, Greece, and Yugoslavia, the Italians protected the Jews and did not allow them to be deported. However, when the Germans overthrew the Badoglio government in 1943, the Jews of Italy, as well as those under Italian protection in occupied areas, were subject to the "Final Solution."

The Japanese were also relatively tolerant toward the Jews in their country as well as in the areas that they occupied. Despite pressure by their German allies urging them to take stringent measures against Jews, the Japanese refused to do so. Refugees were allowed to enter Japan until the spring of 1941, and Jews in Japanese-occupied China were treated well. In the summer and fall of 1941, refugees in Japan were transferred to Shanghai but no measures were taken against them until early 1943, when they were forced to move into the Hongkew Ghetto. While conditions were hardly satisfactory they were far superior to those in the ghettos under German control.

34. What was the attitude of the churches vis-à-vis the persecution of the Jews? Did the Pope ever speak out against the Nazis?

Answer: The head of the Catholic Church at the time of the Nazi rise to power was Pope Pius XI. Throughout his reign, he limited his concern to Catholic non-Aryans. Although he stated that the myths of "race" and "blood" were contrary to Christian teaching (in a papal encyclical, March 1937), he neither mentioned nor criticized anti-Semitism. His successor, Pius XII (Cardinal Pacelli) was a Germanophile who maintained his neutrality throughout the course of World War II. Although as early as 1942 the Vatican received detailed information on the murder of Jews in concentration camps, the Pope confined his public statements to expressions of sympathy for the victims of injustice and to calls for a

(Courtesy of the Simon Wiesenthal Center Library and Archives)

more humane conduct of the war.

Despite the lack of response by Pope Pius XII, several papal nuncios played an important role in rescue efforts, particularly the nuncios in Hungary, Romania, Slovakia, and Turkey. It is not clear to what, if any, extent they operated upon instructions from the Vatican. In Germany, the Catholic Church did not oppose the Nazis' anti-Semitic campaign. Church records were supplied to state authorities that assisted in the detection of people of Jewish origin, and efforts to aid the persecuted were confined to Catholic non-Aryans. While Catholic clergymen protested the Nazi euthanasia program, few, with the exception of Bernard Lichtenberg, spoke out against the murder of the Jews.

In Western Europe, Catholic clergy spoke out publicly against the persecution of the Jews and actively helped in the rescue of Jews. In Eastern Europe, however, the Catholic clergy was generally more reluctant to help. Dr. Jozef Tiso, the head of state of Slovakia and a Catholic priest, actively cooperated with the Germans as did many other Catholic priests. The response of Protestant and Eastern Orthodox churches varied. In Germany, for example, Nazi supporters within Protestant churches complied with the anti-Jewish legislation and even excluded Christians of Jewish origin from membership. Pastor Martin Niemoller's Confessing Church defended the rights of Christians of Jewish origin within the church, but did not publicly protest their persecution, nor did it condemn the measures taken against the Jews, with the exception of a memorandum sent to Hitler in May 1936.

In occupied Europe, the position of the Protestant churches varied. In several countries (Denmark, France, the Netherlands, and Norway) local churches and/or leading clergymen issued public protest when the Nazis began deporting Jews. In other countries (Bulgaria, Greece, and Yugoslavia), Orthodox Church leaders intervened on behalf of the Jews and took steps which, in certain cases, led to the rescue of many Jews.

Non-Catholic leaders in Austria, Belgium, Bohemia-Moravia, Finland, Italy, Poland, and the Soviet Union did not issue any public protests on behalf of the Jews.

35. How many Nazi criminals were there? How many were brought to justice?

Answer: We do not know the exact number of Nazi criminals since the available documentation is incomplete. The Nazis themselves destroyed many incriminating documents and there are still many criminals who are unidentified and/or unindicted.

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Those who committed war crimes include those individuals who initiated, planned and directed the killing operations, as well as those with whose knowledge, agreement, and passive participation the murder of European Jewry was carried out.

Those who actually implemented the "Final Solution" include the leaders of Nazi Germany, the heads of the Nazi Party, and the Reich Security Main Office. Also included are hundreds of thousands of members of the Gestapo, the SS, the *Einsatzgruppen*, the police and the armed forces, as well as those bureaucrats who were involved in the persecution and destruction of European Jewry. In addition, there were thousands of individuals throughout occupied Europe who cooperated with the Nazis in killing Jews and other innocent civilians.

We do not have complete statistics on the number of criminals brought to justice, but the number is certainly far less than the total of those who were involved in the "Final Solution." The leaders of the Third Reich, who were caught by the Allies, were tried by the International Military Tribunal in Nuremberg from November 20, 1945 to October 1, 1946. Afterwards, the allied occupation authorities continued to try Nazis, with the most significant trials held in the American zone (the Subsequent Nuremberg Proceedings). In total, 5,025 Nazi criminals were convicted between 1945-1949 in the American, British, and French zones, in addition to an unspecified number of people who were tried in the Soviet zone. In addition, The United Nations War Crimes Commission prepared lists of war criminals who were later tried by the judicial authorities of allied countries and those countries under Nazi rule during the war. The latter countries have conducted a large number of trials regarding crimes committed in their lands. The Polish tribunals, for example, tried approximately 40,000 persons, and large numbers of criminals were tried in other countries. In all, about 80,000 Germans have been convicted for committing crimes against humanity, while the number of local collaborators is in the tens of thousands. Special mention should be made of Simon Wiesenthal, whose activities led to the capture of over one thousand Nazi criminals.

Courts in Germany began, in some cases, to function as early as 1945. By 1969, almost 80,000 Germans had been investigated and over 6,000 had been convicted. In 1958, West Germany established a special agency in Ludwigsburg to aid in the investigation of crimes committed by Germans outside Germany, an agency which, since its establishment, has been involved in hundreds of major investigations. One of the major problems regarding the trial of war criminals in West Germany (as well as in Austria) has been the fact that the sentences have been disproportionately lenient for the crimes committed. Some trials were also

conducted in the German Democratic Republic, yet no statistics exists as to the number of those convicted or the extent of their sentences.

36. What were the Nuremberg Trials?

Answer: The term “Nuremberg Trials” refers to two sets of trials of Nazi war criminals conducted after the war. The first trials were held November 20, 1945 to October 1, 1946, before the International Military Tribunal (IMT), which was made up of representatives of France, Great Britain, the Soviet Union, and the United States. It consisted of the trials of the political, military and economic leaders of the Third Reich captured by the Allies. Among the defendants were: Goring, Rosenberg, Streicher, Kaltenbrunner, Seyss-Inquart, Speer, Ribbentrop and Hess (many of the most prominent Nazis – Hitler, Himmler, and Goebbels – committed suicide and were not brought to trial). The second set of trials, known as the Subsequent Nuremberg Proceedings, was conducted before the Nuremberg Military Tribunals (NMT), established by the Office of the United States Government for Germany (OMGUS). While the judges on the NMT were American citizens, the tribunal considered itself international. Twelve high-ranking officials were tried, among whom were cabinet ministers, diplomats, doctors involved in medical experiments, and SS officers involved in crimes in concentration camps or in genocide in Nazi-occupied areas.