

**State of Florida
Resource Manual
On
Holocaust Education

Grades 4-6**

A Study in
Character Education



A project of the
Commissioner's Task Force on Holocaust Education

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Commissioner of Education



April 5, 2004

Dear Educator:

We are pleased to present a resource manual created by the Commissioner's Task Force on Holocaust Education. This is a manual provided to teachers of intermediate students in grades 4-6 to use when discussing the Holocaust and addressing the sensitive topics of intolerance, prejudice, and war.

The contents of some of these novels are sensitive, and educators should preview the materials before presenting them to the students. We encourage you to utilize this manual and help your students gain a deeper understanding and empathy for those who have survived these events. The Holocaust and the effects of war and prejudice carry vital lessons that must be taught if our communities, our states, and our world are to overcome barriers to greater learning.

I encourage you to use this new and unique resource as a starting point to teach students what it means to be a responsible and respectful individual. Together, let us build bridges and foster unity within our community, country, and the world.

Sincerely,

A handwritten signature in cursive script that reads "Jim Horne".

Jim Horne

JH/ab

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MESSAGE FROM THE COMMISSIONER'S TASK FORCE ON HOLOCAUST EDUCATION TO FLORIDA EDUCATORS

With the publication of this Resource Manual for grades 4-6, the Holocaust Task Force has now completed manuals for all grades except 7-8, and we expect that Resource Manual to be ready in the near future. Great effort has gone into this project to assure historical accuracy as well as pedagogical value. I hope that this manual will help you enrich your teaching experience and will speak to your students.

What you do in your classroom is vital to the future of our democracy. Only through understanding the common humanity of all peoples, regardless of race, ethnicity or religion can we continue our great American tradition of tolerance and mutual respect.

That is the ultimate lesson of the Holocaust – a universal message that we must always be on guard against the touch of xenophobia that is in each of us, that we must reach down into our better selves and recognize our common humanity. That is the reason that our Florida Legislature has mandated Holocaust studies, as well as African American studies.

I hope this new 4-6 Resource Manual serves you well.

Rabbi Bruce Warshal
Holocaust Task Force Chair

ACKNOWLEDGEMENTS

This *State of Florida Resource Manual on Holocaust Education for Grades 4-6* was written by Marliese G. Hogan, Ed.D., and Pamela F. Marcus, Ed.D. This manual can serve as a valuable resource for teachers to introduce the events of the Holocaust and teach the effects of racism and war.

We would like to recognize the Commissioner's Task Force on Holocaust Education for their efforts. Members of the Task Force are:

Martia Barmasian	Dr. Miriam Klein Kassenoff
Dr. Alan Berger	Walter Loebenberg
Mitchell Bloomer	John Loftus
Noreen Brand	Linda Medvin
Dr. Patrick Coggins	Dr. Anita Meinbach
Dr. John Davies	Dr. David Mosrie
Dr. Mark Farber	Father Pat O'Neil
Charles Garcia	Connie Packman
Dr. Geoffrey Giles	Susan Rosenblum
Dr. Mel Gillespie	Merle Saferstein
Tom Glaser	Dr. Marvin Seperson
Stephen Goldman	Eileen Shapiro
Gene Greenzweig	Dr. Ken Wald
Dr. Ellen Heckler	Tess Wise
Rita G. Hofrichter	Harold Wishna
Tom Harkan	Rositta Kenigsberg, Founding Chair
Dr. Joe A. Iannone	Rabbi Bruce Warshal, Chair

Special thanks to Holocaust survivor Rita G. Hofrichter for her contribution to this project. Additional thanks to Rositta Kenigsberg and Merle Saferstein for their tireless efforts in the completion of this resource manual.

Notes to the Teacher

Building peace in our world is a monumental task. We cannot erase from our collective memory the horrors of war, prejudice, and discrimination. Unfortunately, there are still instances of racism, violence and discrimination in our society today. While the Holocaust took place over fifty years ago, it is our responsibility to make children aware of the horrors that can accompany racism and intolerance of ethnic and religious differences. We can begin to do this by educating our children about the past. This resource can provide teachers the opportunity to discuss the Holocaust through literature and carefully structured age appropriate activities that encourage children to think critically about ways to coexist within a diverse society.

This manual was developed for use with students in grades 4-6. The objectives for each unit are cognitive and affective in nature. The students learn about the Holocaust through historical fiction, biographies, and informational reading selections. This manual is intended to bridge the gap between character education-the focus of the K-3 State of Florida Resource Manual on Holocaust Education-and the secondary grades, where the Holocaust is presented through a content approach. It is intended that through literature, the students in Grades Four through Six will gain an understanding of the historical significance of the Holocaust, learn historical facts, and develop respect and appreciation for diversity and human rights.

Four themes are addressed through the manual: Courage and Commitment, Determination and Perseverance, Altruism and Dignity, and Human Responsibility and Morality. Within each unit, literature selections are provided for grades 4-6 based on recommended grade levels. Objectives provide a basis for class discussion and assignments. Teachers may choose to use all the selections within a theme or choose the literature selections which are most appropriate for their students. The selections may be utilized out of sequence since there is no chronological order.

Each unit contains a story summary, a suggested list of vocabulary words, discussion questions directly related to the literature selection, reading/language arts related activities and related content area activities. The questions within the discussion section follow the reading selection sequentially, correlating with the chapters. Thus, teachers may discuss the questions with students chapter by chapter. Some units contain questions which are more summative in nature.

It is important to discuss the literature with the students in order to develop a deeper understanding of the novel. The discussion questions are the core element of each lesson and allow students to reflect and analyze the themes of the novels.

Teachers are given a menu of language arts and reading activities as well as activities that span across other content areas. The language arts and reading activities are directly linked to the literature selection and the lesson objectives. Therefore, these activities should be completed during or after reading the literature. The other content area activities relate to the objectives and may be completed before, after or during the

reading. It is recommended that teachers afford their students the opportunity to read the literature, since it presents the framework for each lesson.

The language arts and reading activities provide opportunities for narrative, expository, persuasive, and expressive writing. Suggestions of additional reading selections for comparison activities are found within several literature units. Students are able to further explore issues, themes, and perspectives. Graphic organizers are included within some units. The content area activities focus upon research, requiring analysis, synthesis, and evaluation of gathered data. Additional activities require students to organize and present factual information in a clear and meaningful format.

REQUIRED PUBLIC SCHOOL INSTRUCTION OF THE HISTORY OF THE HOLOCAUST

FLORIDA STATUTE 1003.42

- (2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:
 - (f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

Unit 1

Courage and Commitment

Lowry, L. (1989). Number the Stars. NY: Bantam Doubleday Dell Books for Young Readers.

STORY SUMMARY

Filled with heroism and adventure, this book tells the story of a very special friendship between Annemarie and Ellen. Both girls must cope with the invasion of German soldiers in Denmark during World War II, but the difference is that Ellen is Jewish and in great peril. Annemarie and her family become rescuers, and their courage and determination to help the Jews of Denmark will inspire young readers.

OBJECTIVES

The student will:

1. Understand that cultures evolve.
2. Recognize that all cultures share similar customs and traditions.
3. Understand that extreme circumstances can unite people towards a common goal.
4. Realize that ordinary people can become heroes.
5. Think critically about questions involving war, rescue, courage, and commitment.
6. Analyze different points of view.

SUNSHINE STATE STANDARDS LANGUAGE ARTS

- LA.A.1.2.2** Uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection
- LA.A.2.2.2** Identifies the author’s purpose and/or point of view in a simple text.
- LA.A.2.2.5** Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.
- LA.B.1.2.1** Prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.
- LA.B.2.2.1** Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.
- LA.B.2.2.3** Writes for a variety of occasions, audiences, and purposes.

SUNSHINE STATE STANDARDS SOCIAL STUDIES

- SS.A.1.2.1** Understands how individuals, ideas, decisions, and events can influence history.

- SS.A.1.2.2** Uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.
- SS.A.2.2.3** Understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g. pastoral and agrarian families of early civilizations, families of ancient times, and medieval families)
- SS.A.2.3.1** Understands how language, ideas, and institutions of one culture can influence other cultures (e.g. through trade, exploration, and immigration)
- SS.A.2.3.2** Knows how major historical developments have had an impact on the development of civilizations.
- SS.B.1.2.1** Uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
- SS.B.1.2.2** Knows how regions are constructed according to physical criteria and human criteria.
- SS.B.1.2.3** Locates and describes the physical and cultural features of major world political regions.

VOCABULARY

Baltic Sea	curfew	mourning	skirted
belligerently	dubiously	Nazi occupation	Star of David
bouquets	glowering	resistance	synagogue
congregation	Hebrew	sabotage	Tivoli Gardens
contempt	lanky	Scandinavian	trousseau

DISCUSSION QUESTIONS

1. Why was Annemarie's little sister, Kirsti, unafraid of the German soldiers?
2. What makes people friends?
3. The people of Denmark could not match the military strength of the Germans, but the book tells about how the Danish people resisted the German occupation in other ways. In what ways did the Danish people resist?
4. When soldiers stormed Annemarie's apartment, Ellen's necklace would have given her away. Why?
5. Annemarie is confused when she knows the grownups are lying. This is not what she has been taught. Under what circumstances could lying be acceptable?

6. In what ways did the Johansen family outsmart the German soldiers?
7. Was it wise of the Johansens to place their own family in danger? Was it something that they needed to do? Explain.
8. Why are some people afraid to get involved in the lives of others?
9. Describe the word “intimidation.” Provide examples of intimidation by reviewing the chapters in the book.
10. What qualities do you admire in Mr. and Mrs. Johansen? Annemarie? Ellen? Kirsti, Peter, Mr. and Mrs. Rosen, and Uncle Henrik?

RELATED LANGUAGE ARTS AND READING ACTIVITIES

Critical Thinking:

- Work with another student and write five *What if...* questions. Then meet with another pair of students and trade questions. Respond to each other’s questions and discuss your responses. Example: *What if Ellen had been wearing her Star of David necklace when the Germans came?*
- Use the following sentence starter and complete it in 5 different ways. Use your critical thinking skills and strive for sensitive responses.

“I used to think that _____, but now I think _____.”

Compare and Contrast:

- While the book *Number the Stars* was written in 1989, it describes life in Denmark during the 1940s. Describe life for the main characters if they were alive today. Annemarie and Ellen would now be in their sixties; what changes would have taken place in their lives and in their community.
- During the war, people displayed all kinds of traits, both bad and good. Develop a chart with two columns. In the first column make a list of “bad qualities.” Find the opposite of each bad quality and place its antonym or “good quality” in the second column.

Writing About Literature:

- In the book’s *Afterword*, the author writes, “The gift of a world of human decency – is the one that all countries hunger for still.” What do you think the author means by “human decency?” Create a web listing all traits and actions of characters in the book that fit your definition. Using the web, describe what “human decency” means to you in three to four paragraphs.
- Assume you are Jewish. What would you like people to know about you? If you are Jewish, write about your customs and family celebrations.
- Write a question you would like to ask:
 - a German soldier in Denmark
 - a Danish citizen
 - a rescuer of Jews
 - a Jewish girl/boy living in Copenhagen during World War II

- a person who has survived the Holocaust
- Annemarie, ten years after the events in the book
- Ellen, ten years later
- Kirstie, ten years later

Prediction:

- Prior to reading the chapters (1-17), look at the chapter title. Chapter 1 is called “Why are you running?” Predict what the chapter will be about. Write your prediction in a T-chart column. After reading the chapter, write what the chapter was about. Compare pre-reading prediction to the post-reading activity. Analyze why your prediction differed.

Author’s Point of View:

- In the afterword, the author Lois Lowry discusses what was real in her story and what was fiction. Analyze and reflect on how Kim Malthé-Bruun influenced Lois Lowry’s writing of this book. Include this information in writing a book review of *Number the Stars*.

Moral Dilemma:

- When the Rosens asked the Johansens to take Ellen into their family, they placed the Johansen family in great danger. Engage students in moral dilemma reasoning. Use the various situations throughout the book to present dilemmas. Use the following steps (Kohlberg):
 - Present the dilemma.
 - List the facts of the situation.
 - Individually, each student chooses an alternative. In writing, state three reasons for the decision.
 - Small group discussion. Explore the consequences of the identified alternatives.
 - Participate in a full group discussion of conclusions and reasons. Ask: “What should the character do and why?”
 - Re-evaluate original student positions. If individual students change their minds, ask them to state reasons for change.

Research:

- Under which heading in an encyclopedia would you look for the following information:
 - Contagious diseases
 - When the war began and ended
 - Information on Jewish holidays
 - Resistance movements
 - Information about the city of Copenhagen
 - The methods used by people in Denmark to save the Jews

Provide information on where the information was located and write a short paragraph on what you learned.

RELATED CONTENT AREA ACTIVITIES

Social Studies/Science Research:

- Conduct research to determine the land size of Denmark. Compare its size to one of our states.

- Conduct research to learn the following about Denmark: capital city, a favorite sport, a favorite food, a favorite recreation, the main language spoken, neighboring countries.
- Research the effects of the disease *typhus*. Why did the Nazi soldier change his mind about looking inside the “casket” when he heard that Aunt Birte had died of that particular disease?

Creative Thinking:

- Code words are often used to mislead people. Write a message to a friend in code.

Estimation:

- Mrs. Johansen took Annemarie, Ellen, and Kirstie on the train from Copenhagen to Gilleleje. The train ride was dangerous because German soldiers patrolled the people on the train. How far is it from Copenhagen to Gilleleje? Estimate how long the train ride would have taken the family if there were no stops. What if there were three or more stops along the way. How long was the family in danger?

Social Studies/Compare and Contrast:

- Compare King Christian X of Denmark to Adolf Hitler. How were they alike? Give 3 similarities. How were they different? Give 3 differences. In general, discuss patterns of major similarities and differences. Provide a conclusion or interpretation.

Sachs, Marilyn (1973). A Pocket Full Of Seeds. New York: Penguin Books, U.S.A.

STORY SUMMARY

It is 1944 in Aix-les-Bains, France. Nicole Nieman is hiding from the Nazis. Her mother, father, and younger sister have been taken forcibly from their home by the Nazis while Nicole is in school. She now finds herself waiting, grieving, and hoping for her family's safe return.

Nicole's story begins in 1938 and spans the years until February 1944. It chronicles the changes in Nicole's life as the war rages in Europe and her reality changes. Nicole loses the innocence of youth as she faces prejudice and the loss of friends as they flee the Nazis. She gains strength and insight into human courage and spirit as she awaits the end of the war.

OBJECTIVES

The student will:

1. Understand that families were separated during the Holocaust.
2. Recognize that Jews resisted the Nazis and helped each other during the Holocaust.
3. Understand that personal prejudice, discrimination, and stereotyping affect one's treatment of others.
4. Understand that individuals face difficult choices when faced with adversity.
5. Acknowledge that individuals survived the Holocaust because of the actions of others willing to make sacrifices.
6. Understand that Christians resisted the Nazis and helped Jews and were imprisoned.

SUNSHINE STATE STANDARDS LANGUAGE ARTS

LA.A.1.2.1 Uses table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant details and facts, and arranges events in chronological order.

LA.A.2.2.8 Selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

LA.B.2.2.1 The student writes text, notes, outline, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

LA.E.1.2.2 Understands the development of plot and how conflicts are resolved in a story.

LA.E.1.2.4 Knows that the attitudes and values that exist in a time period affect the works that are written during that time period.

LA.E.2.2.1 Recognizes cause-and-effect relationships in text.

SUNSHINE STATE STANDARDS SOCIAL STUDIES

SS.A.1.2.1 Understands how individuals, ideas, decisions, and events can influence history.

SS.A.1.2.2 Uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between a primary and secondary source.

SS.D.1.2.2 Understands that scarcity of resources requires choices on many levels, from the individual to societal.

VOCABULARY

agitators	commentators	grieving	nuisance	symbolic
armistice	convert	jitterbug	Passover	synagogue
beguiling	doiles	mewling	ravished	veranda
cataracts	exposure	nourishment	standoffish	yarmulkes

Passover: a Jewish holiday commemorating the exodus from Egypt and slavery.

yarmulkas: skullcaps worn to cover one's head during prayer; head covering worn by men during prayer.

synagogue: a temple or place of worship where Jewish people gather for prayer and religious celebration.

DISCUSSION QUESTIONS

1. Why does Nicole become angry with Mademoiselle Legrand for reprimanding her for dancing with her friends?
2. How does Nicole define grief? What does it mean to her? Have you ever had to deal with the grief of losing someone? How did you feel and act? Compare your feelings and actions to those of Nicole.
3. Why do you think Nicole imagines conversing with her mother? How does it help her?
4. Nicole and Jacqueline spent their early years living with the Durand family. How do they feel when they go live with Maman and Papa?
5. Nicole is used to expressing her opinion. She is an outspoken person. Find examples to support the statement above. How does Nicole's outspoken behavior cause a challenge for both Nicole and her mother?
6. Nicole and Jacqueline learn from Maman that their family is Jewish. How does Nicole react?

7. Nicole faces prejudice for the first time when Lucie calls her a "Dirty Jew." Nicole giggles instead of reacting angrily. Why does she react that way? Why does she later feel that she should have said or done something differently?
8. How did Maman and Papa react to the name calling incident? Why do they react so differently from Nicole? Why is Nicole so puzzled by Lucie's statement?
9. Nicole says to Maman and Papa that she doesn't "... think I want to be Jewish..." and "I want to be like everybody else." (Refer to page 47-49.) What do Papa and Maman say about being Jewish in Europe?
10. Maman visits Mlle. Legrand to complain about Lucie's statement. How does Mlle. Legrand respond? Why?
11. In their own way, the Neiman family fights against Hitler. In what ways do they resist the Nazis?
12. Nicole cannot understand how Monsieur Bonnet can laugh when his wife died and his children are missing. She is "disgusted" by M. Bonnet. What does Maman explain about grief and hope? How does this relate to Nicole's dancing in the first chapter?
13. Maman grows worried as the Germans become more aggressive in Aix-les-Bains. What happens to some of the families in the town?
14. Nicole celebrates her first Passover Seder with her family and the Rostens. How does this holiday meal bring Nicole a greater understanding of her traditions and heritage?
15. Papa and Maman disagree about leaving France for safety in Switzerland. Papa believes that the family will be fine and that the war will end soon. Maman wants to leave. How does Papa's resistance to leaving impact his family?
16. Nicole returns home from school to find her home ransacked and her family gone. Mme. Barras tells Nicole to leave quickly because the Germans are looking for her and that they will return. How do you suppose Nicole feels? What does she do?
17. How does Nicole feel when her family's friends will not help her? Why do they refuse when Mlle. Legrand helps Nicole?
18. Mme. Sorrel finds Nicole and delivers a message to her from Maman. What does Nicole learn about the whereabouts of her family? How does Maman's message affect Nicole?
19. Nicole is resolved/committed to remain in Aix-les-Bains to wait for her family. Is this an important decision? Why/Why not?
20. How are the themes of hope and courage interwoven (expressed) in the story of the Nieman family? Give examples.

RELATED READING AND LANGUAGE ARTS ACTIVITIES

Group Discussion/Author's Craft:

The story begins in February 1944 and returns to a point in the past, May 1938. What device does the author use to tell Nicole's story? (flashback) Why do you think the author, Marilyn Sachs, would choose to write the story in this manner? What would be the advantages or disadvantages of such an approach?

Reading Strategies:

- Each chapter is given a date in time. Compose a title for each chapter focusing upon the main idea or essential message. Be creative using interesting adjectives and adverbs.
- Using the chapter headings, create a timeline of events that happened within the story.

Plot and Character Development:

- Analyze the elements of Nicole's story. Make your own graphic organizer composed of the characters, the setting, the problem, and the resolution.
- What hurdles did Nicole face in the story? How did she respond to each hurdle? Divide a paper into two columns. Title one column "Hurdle" and the other column "Response." List each hurdle and beside it Nicole's response to each obstacle she faced. After listing each hurdle and response, write your opinion about Nicole's character and her actions.
- Using the chapter headings, create a timeline of events that happened within the story.

Writing About Literature:

- Pretend to be Jacqueline, Nicole's sister. Write about the events that took place from Jacqueline's point-of-view. Use real events and examples found within the story.
- Nicole decided to remain in Aix-les-Bains until her family came home. She misses them very much, but she is hopeful that they will return. Although it is difficult to understand Nicole's feelings unless you have had her experience, try to think of what she would say to her family if she could contact them. Compose three letters, one especially for Maman, Papa, and Jacqueline individually. What would be your message for each person?
- Nicole could not understand M. Bonnet's behavior until her experience with Mlle. Legrand in the first chapter. Now that Nicole has had a similar experience, she has greater understanding for M. Bonnet. Write a dialogue between Nicole and M. Bonnet where Nicole explains to M. Bonnet her new understanding about grief and hope.
- Mlle. Legrand provided a safe refuge for Nicole. Write a free verse poem or a prose tribute to Mlle. Legrand. Plan your writing. Include the reason for the tribute within the piece of writing.

Prediction/Epilogue:

- World War II ends in 1945. Some families were fortunate to be reunited after the war; some were not so fortunate. All families were greatly affected by the events of the war and the Holocaust. Pretend to be Marilyn Sachs and you are writing an epilogue after the final chapter in the book. Write the epilogue (a short explanation of the events which took place after the final chapter) telling what happens to Nicole after the war. Is she reunited with her family? Explain.

RELATED CONTENT AREA ACTIVITIES

Economics:

- Chocolate and eggs were scarce during the war. Food was rationed. What is rationing? How would it affect the way people lived? How would it affect the health of individuals? Other goods besides food were scarce and often rationed. What goods were rationed? Why?

History:

- Refer to the dates of each chapter. Research the events of the war for each year. Create a timeline or flow chart depicting key events of the war during each period of time.

History of Human Rights and Resistance Research:

- France was invaded by Germany and then divided into two sections. The northern part of France was ruled directly by Germany. The southern part of France was known as Vichy France. This part of France was allowed to rule itself because of its leaders' cooperation with Germany. Aix-les-Bains was a part of Vichy France. Compare and contrast the treatment of the Jews in occupied France to Vichy France. Prepare a compare/contrast chart or Venn Diagram.
- Many Jewish people escaped to Switzerland. Why did they flee to Switzerland? How did the Swiss treat the refugees who entered Switzerland? Switzerland took the position of being "neutral" during World War II. What does neutral mean? After many years, scholars of history now know that Switzerland was not as neutral as had been believed. Research and find out what scholars discovered (Switzerland banked monies for the Germans during the war including confiscated monies and riches from millions of Jews). What are the consequences for Switzerland? Use the Internet to find articles related to this issue.
- Jews resisted the Nazis by providing a safe haven for those trying to escape. Nicole's family hosted many Jewish refugees as they passed through Aix-les-Bains. Find out about other types of resistance.
- Learn about the French Underground, the resistance movement in France. What did they do during the war? In what ways did they help people? What were the dangers if they were caught?
- The Neiman family told Nicole about the discrimination and prejudice Jews faced in Europe. The prejudice and discrimination against Jews is called antisemitism. Do research and find out about the ways Jews were discriminated against in certain countries such as Germany and Poland and find examples of ways other groups were discriminated against during this time. For example, the Romanis (known commonly as Gypsies), the handicapped, and political opponents of the Nazi regime.
- The Neimans were confident that they were accepted by French Christians and felt safe as French Jews. Were they correct to feel that way? Find out about antisemitism in France. How were the Jews living in France affected by prejudice?
- Many families were separated during the Holocaust and were uprooted from their communities never to return. Where did these people go? Who helped them find their missing family members? Find out about the organizations that helped Jewish people after the war. In what ways did they help? What happened if they did return to their communities?

Multiculturalism:

- The Nieman Family and the Rostens celebrated Passover. Research this Jewish holiday. Why is it celebrated and how is it celebrated? How is this holiday related to the concept of freedom?

Filipovic, Zlata *Zlata's Diary: A Child's Life in Sarajevo.* (1994). New York, NY: Penguin Books

STORY SUMMARY

This diary tells the true story of Zlata Filipovic. It chronicles her hopes, her feelings, and her fears as she faces the war in Sarajevo. Her life turns from the concerns of an ordinary eleven year-old girl worrying about school, friends, and family to fears of death, destruction, and questions about her family's future.

OBJECTIVES

The student will:

1. Understand that war affects the lives of ordinary people in extraordinary ways.
2. Recognize the life-altering and lasting effects of war upon individuals and whole societies.
3. Examine the lasting effects of political and governmental policies upon the individual lives of men, women, and children.
4. Develop empathy and understanding for others in distress.
5. Recognize that people can show dignity and courage under adversity. Identify the hardships of war/conflict.

SUNSHINE STATE STANDARDS LANGUAGE ARTS

LA.A.2.3.1 Determines the main idea or essential message in text and identifies relevant details and facts, and patterns of organization.

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

LA.A.2.3.3 Recognizes logical, ethical, and emotional appeals in texts.

LA.B.1.3.2 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 involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates command of the 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, and punctuation.

LA.B.2.3.1 Writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

LA.D.2.3.3 Distinguishes between emotional and logical arguments.

LA.E.1.3.5 Identifies common themes in literature.

- LA.E.2.3.1** Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or storyline.
- LA.E.2.3.2** Responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.
- LA.E.2.3.8** Knows how a literary selection can expand or enrich personal viewpoints.

SUNSHINE STATE STANDARDS SOCIAL STUDIES

- SS.A.1.3.1** Understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

VOCABULARY

Bosnia-Herzegovina	international	politics
cellar	journalist	refuge
convoy	national	Sarajevo
diary	observer	translator
United Nations		
United Nations Children’s Fund		
United Nations Protection Force		

DISCUSSION QUESTIONS

1. Life was becoming increasingly difficult in Sarajevo. Bombings and shortages of food were increasing. Neighbors and friends were leaving the city. How did these events affect Zlata’s family? How were their lives changed?
2. How would you feel if your life had been restricted to your home, your street, or your neighborhood? What hardships would you have faced? How do you think you would have coped with the restrictions and isolation? How did Zlata cope with her situation?
3. Zlata decided to name her diary Mimmy after remembering that Anne Frank had named her own diary. Why did Zlata name her diary? Why did she think about Anne Frank as her life changed due to the war?
4. Why did the celebration of birthdays become more important to Zlata, her family, and her friends as the fighting in Sarajevo worsened?
5. Think about Zlata’s statement, "No one and nothing here is normal." What do you think this statement means? Explain your answer using examples from the book.
6. Zlata sees her friends and family leaving Sarajevo. How do these partings make her feel?
7. Zlata frequently comments that her childhood is being taken away from her. Explain. How might you feel if you were living in similar circumstances? Would you feel the same way?

8. Zlata often compared herself to Anne Frank. She worried about having a similar fate to that of Anne Frank. Who was Anne Frank? Why did Zlata compare herself to Anne? In what ways are their lives alike/different?
9. During the war, relationships among family and friends became ever more important. In what ways did family and friends support and help each other?
10. What is the significance (importance) of Zlata's diary? In what ways does it explain the consequences and hardships of war?
11. What lessons can be learned from Zlata's diary? How can you apply these lessons to your life?
12. Why is Zlata's story of interest to young people? Why was her diary published?

RELATED READING AND LANGUAGE ARTS ACTIVITIES

Diary Writing:

- Brainstorm the reasons why some people keep a diary. Write diary entries for a week. At the end of the week, discuss the diary writing experience. How did this experience affect your life? Why would a diary help someone sort out his/her feelings and thoughts about life's events? In what ways was Mimmy helpful to Zlata?

Character and Plot Development:

- Sequence the changes in Zlata's life as the fighting in Sarajevo increased. How did her life change? Create a flow chart or timeline. Dated entries may be used for sequencing.
- Take flow chart or timeline and pick three events. List the ways in which these events effected Zlata.
- Zlata learned many lessons about life as she struggled to cope with life during the war. Reread her diary and find examples of Zlata's perceptions of the war and its effects upon her, her family, and her friends. List the examples and explain what each means in your own words.

Writing About Literature:

- Compose a letter to Zlata. In this letter, write about your feelings and observations about Zlata's experiences. Relate them to experiences in your own life.
- Although it is difficult for one to truly understand the fears and feelings that Zlata may have experienced, one can try to imagine words that may have offered some comfort. Compose a letter or free verse poem (no rhyme) of encouragement.
- Reread diary entries from *Zlata's Diary*. In a friendly letter, pretend to be Mimmy and respond to Zlata's thoughts and observations about life. Select two entries and respond.
- Zlata writes, "An imitation wedding, Mimmy, that's what it was - an imitation of life. People in Sarajevo do it all the time. We imitate life to make things easier" in her letter of Thursday, August 26, 1993. In a journal entry, explain what you think she means. In what ways does that happen in your own life?
- Six key themes recur within Zlata's diary: separation, deprivation, boredom, fear, impatience, and disappointment. Make a chart, find examples to support each theme, and list your examples. Using these themes and examples, write an essay about the effects of war upon the lives of ordinary citizens.
- Have students read the editorial page in the paper. Discuss ways in which the writers express their point of view, arguments, and whether they use logical, ethical or emotional

appeals. Then have students take the persona of an editor writing an editorial about the significance of Zlata's diary. Discuss how they will present their point of view and have them write an editorial.

Contrasting Literary Works:

- Read the *Diary of Anne Frank*. Learn about Anne's experiences from her own words. How do Anne's experiences compare to Zlata's experiences? Create a chart or Venn diagram comparing and contrasting the experiences.

Cause/Effect:

- Make a cause and effect chart listing events which impacted/changed Zlata's life. For example: no electricity-candlelight; bombs falling-hiding in the cellar.

RELATED CONTENT AREA ACTIVITIES

Research:

- Research the war in Sarajevo. Why was there a war? Who were the warring factions? What was the outcome of the war? Prepare an oral report.
- Learn about the United Nations. Find out about the organization's purpose and mission. When was the United Nations created? What was its role in Bosnia-Herzegovina? Visit the official United Nation's website at www.un.org for information about the United Nations.
- Many people fled from the fighting and became refugees. They joined convoys leaving Sarajevo. Where did they go? What was life like for a refugee? What were the hardships? Where did the refugees from Sarajevo settle?
- Find out about UNICEF (United Nations Children's Fund). What is its international role? What part did it play in Sarajevo?
- Locate Sarajevo on a map. What was life like at the time of the 1984 Olympics in Sarajevo before the war? What is life like now in Sarajevo? Visit www.peaceflame.nl/ as a possible Internet source.

Compare/Contrast:

- Can any comparisons be made between the Holocaust and the war in Bosnia? What are the similarities (i.e., ethnic cleansing) and the differences? What lessons can be learned from studying both historical events as they relate to human rights?

Unit 2

Determination And Perseverance

Bishop, C. H. (1978). *Twenty and Ten*. NY: Penguin Books, U.S.A.

STORY SUMMARY

Based on a true story, *Twenty and Ten* is about rescue and determination. During World War II, the Germans occupied France and Jews were hunted down and sent to concentration camps. A Catholic nun has taken charge of twenty French children high up in the mountains. Here they all live in relative safety, learning and playing. All the children are in fifth grade, except for Louis, who is only four years old. One day, a young man comes to the refuge to ask Sister Gabriel to hide ten Jewish children from the wrath of the Nazis. Sister Gabriel gathers the twenty children and asks them if they think they will be able to keep the secret. All the children instantly agree to help the Jewish children. Sister tells them that they must never ever betray the children, no matter what happens. The children eagerly share their meager rations of food and accept the children as friends and playmates. When Sister Gabriel goes down the mountain and into town to replenish their food supplies, the children set out for a picnic. From their vantage point, they see two Nazis in the valley heading towards their house on the hill. Four of the children had discovered a cave only a day before, and it is this very cave they now think of as a hideaway for the Jewish children. When the Nazis arrive, they set out to question the children, but the children do not even talk to them. The Nazis persevere and try to trick the children, but the children are clever enough to see through the various ploys. Finally, the Nazis try to work on little Louis. The children fear that Louis will give the Jewish children away, after all, he is only four.

Although set in a time and place that is far different from the life of fifth graders today, the theme holds universal appeal. Heroism, drama, suspense, and a happy ending make for enjoyable and fascinating reading.

OBJECTIVES

The student will:

1. Understand an author's purpose in writing.
2. Understand the concept of determination and perseverance.
3. Examine stereotypical behaviors.
4. Evaluate conditions for heroism.
5. Use the reading process effectively.

SUNSHINE STATE STANDARDS LANGUAGE ARTS

LA.A.1.2.1 Uses table of contents, index, headings, captions, illustrations, and major words to predict content and purpose of a reading selection.

LA.A.1.2.2 Selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.

- LA.A.2.2.1** Recognizes cause-and-effect relationships in literary texts.
- LA.A.2.2.7** Recognizes the use of comparison and contrast in text.
- LA.A.2.2.8** Selects and uses a variety of appropriate reference materials, including multiple representations of information such as maps, charts, and photos, to gather information for research projects.
- LA.B.2.2.1** Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.
- LA.B.2.2.2** Drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a middle, beginning, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness and wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; uses a variety of sentence structures; and generally follows the conventions of punctuation and spelling; demonstrates command of the 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, and punctuation.
- LA.B.2.2.3** Writes for a variety of occasions, audiences, and purposes.
- LA.B.2.2.6** Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.
- LA.E.1.2.2** Understands the development of plot and how conflicts are resolved in a story.
- LA.E.1.2.3** Knows the similarities and differences among the characters, settings, and events presented in the various texts.
- LA.E.2.2.2** Recognizes and explains the effects of language such as sensory words, rhymes, and choice of vocabulary, and story structure such as patterns, used in children's texts.
- LA.E.2.2.3** Responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.

SUNSHINE STATE STANDARDS SOCIAL STUDIES

- SS.A.1.2.2** Uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.
- SS.A.2.2.3** Understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g. pastoral and agrarian families of early civilizations, families of ancient times, and medieval families).

SS.A.2.2.4 Understands the emergence of different laws and systems of government (e.g. monarchy and republic).

VOCABULARY

admonished	ferociously	mournfully	petrified	retorted
caressed	frankincense	mute	ration cards	rutabagas
census	impudent	myrrh	refugees	tormentor
compressed	“motus”-mum	Nazis	reproachfully	triumphfully

DISCUSSION QUESTIONS

1. What is different about the French children and the children in your class?
2. What is the same about the French children and the children in your class?
3. What would you do if you were asked to share your meager rations of food?
4. Why do the children admire Sister Gabriel?
5. Can children be brave?
6. How do the twenty children show friendship to the ten Jewish children?
7. In what ways do the children show their quick thinking?
8. How do the German soldiers try to trick the children?
9. Why do the soldiers think that chocolate bars and oranges will make the children talk?
10. What made the children so strong and determined?
11. What does it mean to have a strong character?

RELATED LANGUAGE ARTS AND READING ACTIVITIES

Reciprocal Teaching:

- Work in cooperative groups to participate in a reciprocal teaching activity. Prior to reading a chapter, predict what the chapter will be about. Consider the title, the pictures, or any other information from the text (Prediction). Next, as you are reading, write down any words, phrases, or terms that you do not understand. Work with the members in your group to clarify these words or phrases. Do not use a dictionary for this activity (Clarification). After you have finished the chapter, draw a picture of what you visualize (Picturing). Then, as a group, write three questions that your teacher might ask of you (Teacher-Like Questioning). Finally, write a summary sentence about the chapter you have just read (Summarizing).

Writing About Literature:

- People become heroes for all kinds of reasons. Sometimes it is because a terrible situation brings out the best in a person. Sometimes it is because they set out to accomplish something important. Think of someone who is your hero. Write about your hero and state why you respect that person. Also tell if your hero is someone you know, and whether or not you will try to be like that person
- Maintain a reading response journal. Use different starters to begin your daily writing. Examples may be:
 - One way that I am different from the children in the book is....
 - One way that I am like the children in the book is...
 - You can learn a lot from...
 - I feel sad when I think of...
 - I feel encouraged when...
 - If I could have three wishes, they would be...
 - If I could give the world some advice, it would be...
 - I think people should be judged by...
 - I think people should not be judged by...
 - I like to make up my own mind about...
 - I choose friends because of...
 - I have never told anyone that...
 - Some day I would like...

Constructing Meaning:

- Write responses to the following questions either by chapter or about the entire book: Who? What? When? Where? Why? How?

Elaboration:

- The illustrator of the book is William Pene Du Bois. The pictures in the book help you visualize what is taking place. Use the pictures in the book to write more vividly. Begin by looking at the picture on the cover. Then write one descriptive sentence so that a reader would be able to form a mental picture. Then rewrite the sentence by replacing certain words or adding others. Here is an example: **Original Sentence:** A German soldier is sitting on a rock and children are hiding in a cave. **Rewritten Sentence:** Gun nearby, the German Nazi is perched on a boulder as the frightened Jewish children carefully hide themselves in a nearby cave. Look at the other illustrations and rewrite your original sentences until a reader can form a mental picture in his or her mind. Use a thesaurus as a resource.

Poetry:

- Use the technique of recipe poetry to write about something in the book. Recipe poetry consists of eight lines that provide a list of items. The items lead up to a theme or idea. The theme is discovered in the last line. Use the ABCD rhyming pattern. Here is an example of a pattern:

Beating hearts and trembling hands	List and describe two items
Soldiers, hill	List two more items
Grim faces	Describe another item
Children standing on the hill	Action line that rhymes with second line
Night, Cave	Add two more items

Dare

Add another interesting item

Hiding Jewish children

Add something unusual

This is fear!

Reveal the theme. Rhyme it with line six.

Moral Dilemma:

- Examine the word *dilemma*. In a dilemma, you must make a choice between two difficult situations. In the book *Twenty and Ten*, Sister Gabriel must choose whether or not to hide the ten Jewish children. If she does not hide them, they will most certainly meet with a terrible fate. If she does hide them and she gets caught, she will not only jeopardize her own life but the lives of the twenty other children. The book tells of several dilemmas. Choose a dilemma, then create a dilemma chart. Make a list of negative and positive results that could be the result of your choice. Your chart should look like this:

Dilemma Chart

Choices	Negative Effects	Positive Effects

- Demonstrate your full understanding of the above dilemma. You may give each effect a number value where you rate the most serious effects with a number from one (for the least serious) to ten (for the most serious). Add the totals for the positive effects and the totals for the negative effect. Then make an informed decision as to what the character should do. Write a letter of advice to the character.

Summarization and Synthesis:

- Synthesize the information in the book. In your synthesis, describe the way the twenty children were changed as a result of their involvement with the ten Jewish children. Create a chart:

How the Children Changed

	At the beginning	Cause(s) of Change	At the end
Security			
Relationships			
Hopes			
Dreams			
Goals			
Maturity			
Understanding			
Playfulness			

RELATED CONTENT AREA ACTIVITIES

Examining Stereotypes:

- Prejudicial statements against a person or against a group of people have not stopped even though World War II has long since ended. We learned a great deal about Hitler and his terrible propoganda, but we have not learned enough. The word *stereotype* gives us plenty of reason to worry. Stereotyping occurs when an individual is judged because he or she is a member of a group. Stereotypical remarks can be made about age, gender, ethnicity,

culture, religion, nationality, etc. Perhaps you have been affected by stereotyping. An intelligent way to respond is to use a four-step process.

The process involves these steps:

- Restate the prejudice
 - State your belief
 - Look for the positive
 - Move on.
- Let's put this process in perspective. Perhaps you have been stereotyped because of age. A person may have said, "Kids nowadays are so rude." To restate this prejudice, you might say, "Some people feel that children today are not as polite as children used to be." Then, state your belief. You might say, "It is true that some children are rude, but rudeness is not confined to children only. Adults can also be rude." Now look for the positive. You might say, "Kids are easily influenced, so good examples are very important. Adults can set good examples for children by being polite and patient." Now move on by saying, "Kids can be lots of fun."
 - Role-play various situations whereby one person makes a prejudiced statement and a partner responds to it by using the above process.

History:

- Use a sequential map or graphic organizer to describe the events leading up to and after D-Day. How would D-Day have affected the children in the book?
- Hitler decided to make a scapegoat out of the Jewish people. He blamed Germany's problems on them. His goal was to eliminate all the Jews in Western Europe. Create a timeline of events perpetrated by Hitler that affected the Jewish people. Construct your timeline with at least 10 entries. Look at timelines in books and magazines to obtain ideas.
- Write a newspaper story or produce a radio broadcast on D-Day.

Social Studies/Mapping:

- Draw a map of France and identify the sites where Allied troops landed on the beaches of Normandy. Include dates and investigate casualties.

Research:

- The Jewish children hid in the cave at night. Explore the concept of caves. What kind of conditions might prevail? What temperatures might prevail in the cave during the day and during the night? Research climate conditions in France. What caves have stalactites? Stalagmites? Go to the Internet and search the web for "Caves in France." Write a report on what you have learned.
- Research the world's major religions. State how the religion began, where it is practiced, who founded the religion, and include at least five basic beliefs. Provide this information in a report or speech.

Affective Education:

- This is an activity that requires absolute silence. In groups of ten (or as a class), you are to imagine that you are hiding from the Nazi soldiers in a cave. The soldiers are directly above you, and you must remain silent as long as they are near. The teacher will give a signal, and thereafter you may not make a sound. You cannot cough, laugh, talk, or sneeze. Maintain this silence until the teacher tells you that you have passed the test! In writing, tell about how you felt and what went through your mind. (Note to teacher: Stress that this can in no way mimic what the children really experienced during their ordeal. It is merely an example of how difficult it is to maintain absolute silence.)

Science:

- In the book *Twenty and Ten*, the twenty children are receiving food rations. Coupon books were distributed to people (except for Jews) to use instead of money to obtain food. The food was “rationed,” which means that each person got a share of meat, fruit, or potatoes. The shares were very small. Research information on the food pyramid. What types of food must we eat to maintain a healthy balance?

Yolen, Jane (1988). *The Devil's Arithmetic*. New York: Penguin.

STORY SUMMARY

Hannah is tired of hearing about the Holocaust at her family gatherings. The Holocaust was a long time ago, and Hannah wants to live in the present. Then comes the day when she is mysteriously transported back to the 1940s. She finds herself in a little village in Poland, and her name is Chaya. When the Nazi soldiers force everyone onto the train that is heading towards a concentration camp, Hannah/Chaya cannot make any sense of it. When the unspeakable horrors are brought home, Hannah/Chaya realizes why it is necessary to remember the past.

OBJECTIVES

The student will:

1. Understand why it is important to remember events from history.
2. Recognize that propaganda can be used to promote hatred and prejudice.
3. Analyze the concepts of "courage" and "commitment."
4. Recognize that human beings have an instinct to survive.
5. Consider the consequences of passiveness.

SUNSHINE STATE STANDARDS LANGUAGE ARTS GRADES 3-5

- LA.A.1.2.2** Selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.
- LA.A.2.2.1** Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
- LA.A.2.2.2** Identifies the author's purpose in a simple text.
- LA.A.2.2.6** Recognizes the difference between fact and opinion in a text.
- LA.A.2.2.7** Recognizes the use of comparison and contrast in text.
- LA.B.2.2.1** Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.
- LA.B.2.2.3** Writes for a variety of occasions, audiences, and purposes.
- LA.D.1.2.2** Understands that language formality varies according to situations and audiences.
- LA.D.2.2.2** Understands that a variety of messages can be conveyed through mass media.

SUNSHINE STATE STANDARDS SOCIAL STUDIES

- SS.A.1.2.1** Understands how individuals, ideas, decisions, and events can influence history.
- SS.A.1.2.2** Uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.
- SS.A.5.2.6** Understands the political circumstances leading to the involvement of the U.S. in World War II and the significant military events and personalities that shaped the course of the war.
- SS.A.5.2.7** Knows the economic, political, and social transformations that have taken place in the United States since World War II.
- SS.A.5.2.8** Knows the political and military aspects of United States foreign relations since World War II.

VOCABULARY

afikoman	cholera	Hebrew	mikvah	schmatte	Yiddish
badchan	goyish	kaddish	Nazis	seder	Zugangi
barracks	gruesome	klezemer	ominous	shul	
boxcar	guttural	Kosher	Passover	yarmulke	
canopy	haggadah	midden	Rabbi	Yahrzeit	

DISCUSSION QUESTIONS

1. Hannah does not understand what has happened to her. As Chaya, Hannah says and does some very unusual things. What are some things that the villagers think is unusual about Chaya?
2. Hannah/Chaya prepares to attend her uncle's wedding. How do the wedding preparations differ from those today?
3. The rabbi encourages his people to cooperate with the Nazis. Why?
4. How does Rivka show her friendship?
5. What lessons of survival does Hannah/Chaya learn from Rivka and others?
6. Why is it a death sentence to become sick?
7. Rivka remembered the number on her arm as if it told a story. What do the numbers tell about the people? Why do you think the book is called *The Devil's Arithmetic*?
8. Why was the *midden* important for the children?
9. What was the message that Rivka asked the others to carry into the future?

10. When Rivka was “chosen,” Hannah/Chaya put on Rivka’s kerchief and went in her place. This meant that she would die instead of Rivka. Why would Chaya give her life so that Rivka could live?
11. The title of this unit is **Determination and Perseverance**. Why do you think this book was included under the unit title of *Determination and Perseverance*?

RELATED READING AND LANGUAGE ARTS ACTIVITIES

Vocabulary:

- Keep a vocabulary journal of the words found in the book that may need clarification or additional study. Using available resources and a study buddy, work to make your vocabulary words and those of your partner meaningful. Then place the words in categories such as political, foreign language, conceptual, geographical, euphemisms.

Concept of Language:

- Work in a discussion group and study the euphemisms used in the book. A euphemism is taking a word or a phrase that is negative and substituting it with a word or phrase that sounds positive. Example: **chosen**. This word was used to describe who would be selected to die. What were the political reasons for using these words? Compare modern-day euphemisms to those used in the book.

Use of Propaganda:

- Hitler was a masterful manipulator who used the media to his advantage. He used various types of propaganda to gain approval. Study the different type of propaganda techniques. Find examples of these different types in history and in modern-day happenings.

Writing About Literature:

- In order of importance, rank the following concepts: *hate, evil, murder, destruction, harm, deceit, prejudice, selfishness, passivity, starvation, slavery, hunger, disease*. Explain your reasoning. (It is good if students have a problem with ranking. Ask them to write a paragraph explaining why ranking these words is difficult for them.)
- The answer is *never again*. Write ten statements that would result in the response of “never again.” Complete the following sentence in 5 different ways:
Before I read this book, I thought that _____, but now I know that _____.
- The Holocaust leaves many unanswered questions. What question would you ask of each of the following people? (Be sure you understand each one’s role before you ask the question.)
 - Hannah in *The Devil’s Arithmetic*
 - Chaya in *The Devil’s Arithmetic*
 - A rescuer
 - A concentration camp guard
 - Adolf Hitler
 - A Nazi soldier
 - An Allied Forces liberator
 - A Holocaust survivor
 - President Franklin Roosevelt
 - President Harry S. Truman
 - Sir Winston Churchill

- Read book reviews of several children's books. Discuss the author's point of view regarding the book and what kind of language is used to express that point of view. Look for factual statements and opinions in the reviews. Write down one of each. Using this information, write a book review of *The Devil's Arithmetic*. Give it a rating from 1 – 5. Explain your reasoning.

Compare and Contrast:

- Create a Venn Diagram to compare and contrast Hannah and Chaya.

Poetry:

- Describe Hannah in a biopoem. Then do the same for Chaya.
 - Name
 - Four traits
 - Related to
 - Who has
 - Who needs
 - Who fears
 - Who gives
 - Who would like to
 - Resident of

RELATED CONTENT AREA ACTIVITIES

Social Studies/Mathematics:

- People who worked to save Jewish lives were called rescuers. They risked deportation to the camps and death if they were caught. Yet, they were brave and courageous people who risked their lives and the lives of their family members. Denmark had a Jewish population of 8,000. Fisherman smuggled 7,220 Jews and brought them to Sweden for safety. Jewish children were hidden in France, nearly 12,000 of them. Polish rescuers saved 20,000 Jews; some were hidden in the Warsaw Zoo! Based on these numbers, estimate how many Jews were saved by rescuers? Answer (39,220) What percentage were saved? Answer (Less than 1%)

Leadership/Art:

- Trace a life-size figure of a man on chart paper. Draw in the man's features. Create a name for this man who is destined to be a great leader of a great nation. On a separate sheet of paper indicate how your leader will use his eyes to the benefit of his people. How will he use his ears? His brain? His heart? His mouth? His hands? His feet?

Science/Research:

- Many things were discovered or invented during the years of World War II. The atomic bomb was arguably the most important invention of the 20th Century. Conduct research and make a list of some of the inventions and discoveries. Then choose one of these inventions and write an in-depth report.

Social Studies/History/Research:

- With a partner, create and develop a timeline on at least five major events leading up to the Holocaust. Using various sources, research the events and write a short paragraph about each that explains what happened and how it might have contributed to the occurrence of the Holocaust.

- What countries made up the Allied Forces? What countries made up the Axis? Conduct research and hold a panel discussion giving reasons of why countries joined the Allied Forces or the Axis.

Cultural Comparisons:

- When Hannah became Chaya in the book, *The Devil's Arithmetic*, she talks about movies and other things that were not part of the culture that prevailed in Poland in the 1940s. Make a list of things that are commonplace today that would not have been available in the 1940s.

Morpurgo, M. (1990). *Waiting for Anya*. New York, NY: Puffin Books

STORY SUMMARY

Lescun is a quiet, rural village in France, which borders upon Spain. Within this village lives twelve-year-old Jo and his family who own and tend sheep in the valley. Jo lives with his grandfather, mother, and little sister, Christine. Jo's father no longer lives at home. He is a French prisoner-of-war, interred by the Germans and sentenced to hard labor. Jo helps his family by tending the sheep as they all wait for his father to return home and the war to end. He has a chance meeting with a man named Benjamin that will set a series of events into motion that will change Jo's life forever.

Jo soon learns that the man's name is Benjamin. He is the Widow Horcada's Jewish son-in-law. Benjamin is hiding at the Widow's farm helping Jewish children sneak over the border to safety in Spain. Benjamin and his daughter, Anya, were separated as they fled from the Nazis. They had agreed to meet at the Widow's farm if they were separated.

As Benjamin waits for Anya, he helps other children reach safety. Jo is sworn to secrecy.

As time passes, it grows more and more difficult to get the children across the border undetected, hide the children, and feed the children. The numbers keep growing. Needing help, Benjamin and the Widow Horcada turn to Jo. Knowing the consequences for helping Jews escape is death, Jo decides to help, keeping his actions secret from his family and friends. German soldiers, who patrol the border looking for escapees, occupy the village. This further heightens the danger to Jo, Benjamin, and the Widow Horcada. Children keep arriving and escape is impossible.

The suspense intensifies as the need for secrecy and safety forces all "good" people to band together to save the children. Soon Jo's family joins the efforts. Together, they devise a plan to lead the children to safety that requires the cooperation of all the citizens of Lescun.

OBJECTIVES

The students will:

1. Recognize the impact individual actions have upon others.
2. Acknowledge that individuals have responsibility for their own actions.
3. Desire to act morally and responsibly.
4. Acknowledge that the actions of ordinary people in extraordinary circumstances saved lives.
5. Think about the contributions made by others in seeking better conditions for all people.
6. Recognize the bravery, determination, perseverance, and altruism of individuals who helped Jews escape.
7. Describe how the war affected ordinary citizens in occupied countries.
8. Identify ways individuals resisted the Nazis and German occupation.

9. Describe the ways Jews were hidden during the war.

SUNSHINE STATE STANDARDS LANGUAGE ARTS

- LA.A.2.3.1** Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- LA.A.2.3.8** Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
- LA.B.1.3.1** Organizes information before writing according to the type and purpose of writing.
- LA.E.2.2.1** Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, non-fiction, poetry, and drama.]
- LA.E.1.3.2** Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.
- LA.E.2.3.1** Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or storyline.
- LA.B.1.3.1** Organizes information before writing according to the type and purpose of writing.

SUNSHINE STATE STANDARDS SOCIAL STUDIES

- SS.A.1.3.1** Understands how patterns, chronology, sequencing (including cause and effect) and the identification of historical periods are influenced by frames of reference.
- SS.A.1.3.2** 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, and graphs.

DISCUSSION QUESTIONS

1. Discuss the life-style of the people of Lescun. Describe the situation in the village. Had life in the village of Lescun changed since the Germans occupied France? In what ways had life changed and/or remained the same?
2. How were the lives of the villagers affected? How did the changes in Lescun affect their feelings, attitudes, and their behavior? Were there acts of resistance? What were those acts?
3. Jo discovers Benjamin and follows him to Widow Horcada's secluded farm. In what ways does this discovery change Jo's life?

4. Many people who lived in the rural countryside lived on secluded farms. How does the author's characterization of Widow Horcada as "sinister," the "Black Widow" and residing as an "outsider" of the village add to the mood and the plot of the story? Do you think the villagers really know her? Explain.
5. Benjamin is hiding from the Nazis on his mother-in-law's farm. While he is waiting for Anya, he helps children reach safety in Spain. Widow Horcada is protecting her son-in-law and waiting for her Jewish granddaughter. She provides a safe haven for the runaway children. Both Benjamin and the Widow have strong personal reasons to put themselves in danger. Why would Jo agree to keep silent and to help? What do you think motivates Jo?
6. At times it seems as if the author tries to make us feel sympathetic towards the German Corporal. How is the Corporal portrayed? Why would the author present an antagonist in this way? Who you think this character represents? Why are Jo's feelings towards the Corporal so confused?
7. Why was secrecy so important to the welfare of those in hiding? What steps did Jo and Grandpere take to secure their secret?
8. What might it be like to remain in hiding for long periods of time? What if you had to hide in order to be safe from your enemies? How would you feel and how might you react?
9. Do you think the children lived in "fear" or in "hope?" Would this affect the way you lived? In what ways would your outlook on life affect your behavior?
10. Why would the villagers agree to be part of the plan to move the children towards the border? In what ways would this be dangerous to the safety of the children and to those who kept their secret?
11. Why does the Corporal distract the soldier from looking in the hut where the children are hidden? In doing so, he made a choice that opposed his duty to the German cause. Explain the significance of his choice. What are the consequences?
12. The conclusion to this book may be described as being "bittersweet." Explain.
13. What is the significance of Anya's arrival in Lescun at the close of the war? What does she represent (hope, survival)?

RELATED READING AND LANGUAGE ARTS ACTIVITIES

Character Study:

- Identify the main characters of the book. Brainstorm the attributes or character traits of each character. Select two characters and web the character traits identified. Locate evidence from the book that supports these character traits and place it on the web.
- Think about the main characters within the book. Using a chart, list all the examples of heroic behavior that each character evidenced. Based on your chart, choose which character you think was the most heroic.

Writing about Literature:

- Based on the chart you have made, which character was the most heroic? Was it Jo, Benjamin, or the Widow Horcada? Write an essay presenting your point of view. Present evidence/examples from the book to support your position.
- Using the web you have created based on character traits, write a descriptive essay on one of the characters.
- Respond to this quotation found on page 81, "Jo was quite used by now to keeping secrets. One more would not be that difficult." Explain what this means and significance it has regarding the plot in the book.

Poetry/Opposing Diamante:

- Compose an opposing diamante. Contrast such concepts as bravery vs. fear, ally vs. enemy, love vs. hate, selflessness vs. self-interest, action vs. inaction, justice vs. injustice. Brainstorm additional opposite pairs. Allow the students a choice of concepts. Use format described below.
 - first topic (noun)
 - two adjectives describing the first topic
 - three action words ending in -ing that relate to the first topic
 - four nouns or phrases, two related to the first topic and two related to the opposing topic
 - three -ing words related to the opposing topic
 - two adjectives related to the opposing topic
 - second topic (noun)

Plot Development/Conflict:

- Students will identify the events which compose the conflict within the story. List the events chronologically which lead to the solution of the primary conflict within the book. How is the conflict/problem resolved? Create a flow chart showing your work.

Literature Discussion Web:

- Students will consider two sides of an issue. Place an issue statement/question to be discussed in the center of the web. On the left side of the web list all the "no" reasons and on the right side of the web list all the "yes" reasons. Have the students individually complete the web and then pair with other students to compare reasons and positions. Pair with another set of students to compare and contrast. Finally, have the group present its position to the class. Discussion question: By helping Widow Horcadia and Benjamin, did Jo do the right thing for his family? (Reutzel, D. & Cooter, B. (1992). *Teaching children to read*: 3rd edition. Upper Saddle River, NJ: Merrill.)

Cause and Effect:

- Create a flow chart of events within the story demonstrating cause and effect.

Research:

- In *Waiting for Anya*, the people of the village of Lescun banded together to help the children flee from the Germans. In reality, a French village named Le Chambon-sur-Lignon rescued 2,000 Jewish people by smuggling them out of the area or by hiding them within their homes (Landau, 1994). Research this act of resistance and compare/contrast it to the author's story. (Landau, R.S. (1994). *The Nazi Holocaust*. Chicago, IL,: Ivan R. Dee, Inc.)

RELATED CONTENT AREA ACTIVITIES

Research/Critical Thinking:

- Research the role of the press during World War II. During the occupation of France, the Germans controlled newspapers. In what ways would this control by the Germans affect the news? Do you believe that the news would be reported objectively? Research the role or a "free press." What is it? What is its role? Why would a "free press" be an essential component of an open society? Find other examples in other countries where government interests controlled the media. Compare and contrast the effects.
- Explore the role that Radio London played during World War II. Determine the importance of reporting factual information versus slanted reporting. Write and perform a re-enactment of a radio broadcast that might have aired during World War II. Include factual information that represents events that occurred in Europe during that time period.
- Verify the accuracy of the historical information contained within the novel. Make a list of key events and names. Locate sources and determine if the events were accurately and objectively incorporated into the story.

History/Research:

- Investigate Spain and its role during the war. Why was it considered a safe harbor for the Jewish children? What other countries in Europe had a similar political stand towards Germany?
- After being conquered by Germany, France was divided into two territories. The Germans directly governed the northern section of France. The southern territory was not directly ruled by the Germans, but by a French government cooperating with the Germans known as Vichy France (as your research, locate a map of France during that time period). The leader of Vichy France was Marechal Petain. Compare and contrast the ways each territory was governed. Research the Vichy Government and Marechal Petain.

Health/Science/Research:

- Research the properties of salt as a preservative. Find out about the salting of cheese and other foods.
- Conduct research on nutrition. One of the children in the story was an "underdeveloped 15 year-old." What are the effects of poor nutrition and starvation? Are the effects reversible over time or are many of the effects permanent?
- Investigate the disease tuberculosis. Jo's father was released from the prisoner-of-war camp because he had contracted tuberculosis. What other diseases were common during World War II? How were they treated? How are those diseases treated today?

Unit 3

Altruism And Dignity

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

STORY SUMMARY

Passage to Freedom is a true story of heroism and altruism. It is the story of Chiune Sugihara, a Japanese diplomat, and his family stationed in Lithuania in 1940. The Nazis had moved into Poland and Jews feared for their lives. Jewish refugees by the hundreds came to the embassy to ask for visas to travel through the Soviet Union to Japan. From Japan, they would immigrate to other countries.

Sugihara asks the Japanese government for permission to aid the desperate families. He asks three times, and the Japanese government refuses. Sugihara faces a moral dilemma, to obey the government or to obey his own sense of morality. With the support of his family, Chiune Sugihara writes hundreds of visas enabling Jewish refugees to escape the Nazis. His heroism had personal consequences for himself and his family. Sugihara is truly one of the "Righteous Among Nations."

OBJECTIVES

The student will:

1. Recognize the bravery, determination, perseverance, and altruism of individuals who helped Jews escape from the Nazis.
2. Understand that individuals survived because of the actions of others.
3. Recognize one's responsibility for one's actions.
4. Develop empathy and understanding for others in distress.
5. Desire to act morally and responsibly.

SUNSHINE STATE STANDARDS LANGUAGE ARTS

LA.A.2.2.1 Reads text and determines the main idea or central message, identifies relevant supporting details and facts, and arranges events in chronological order.

LA.A.2.2.2 Identifies the author's purpose in simple text.

LA.A.2.2.8 Selects and uses a variety of appropriate reference materials, including multiple representations of information such as maps, charts, and photos to gather information for research projects.

LA.B.1.2.2 Drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a middle, beginning, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness and wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun

forms; uses a variety of sentence structures; generally follows the conventions of punctuation and spelling.; demonstrates command of the 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, and punctuation.

LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.

LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.

LA.E. 1.2.4 Knows the attitudes and the values that exist in a time period affect the works that are written during that time period.

LA.E.2.2.1 Recognizes cause-and-effect relationships on literary texts.

LA.E.2.2.2 Responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to real life.

SUNSHINE STATE STANDARDS SOCIAL STUDIES

SS.A.1.2.1 Understands how individuals, ideas, decisions, and events can influence history.

SS.B.1.2.1 Uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

SS.B.2.2.2 Understands how the physical environment supports and constrains human activities.

VOCABULARY

burst	disobey	permission	superiors
cable	freedom	refugees	translate
diplomat	passage	representative	visa

DISCUSSION QUESTIONS

1. One of the story elements is the author's style. Included in the author's style is the point-of-view in which the story is written. From what point-of-view is the story being told? Why do you suppose the story is being told this way?
2. Why was Hiroki so impressed by the children pressing themselves against the gates?
3. Who were the "bad men" that Hiroki's mother told him about when he asked why the people had come to see his father?

4. Why had the refugees come to the embassy? Why would they think that Sugihara would help them?
5. How do you suppose the men, women, and children were feeling as they waited to see if Sugihara would help them? How do you think you would feel?
6. Why did Chiune Sugihara have to ask permission from the Japanese government before he issued the visas? Why do you think Sugihara asked three times?
7. Why did the Japanese government refuse?
8. What is a dilemma? Chiune Sugihara faced a dilemma. Describe the dilemma he faced.
9. What is meant by the following quotation: "I have to do something, I may have to disobey my government, but if I don't, I will be disobeying God?"
10. Why was the support of his family important to Sugihara? Do you suppose he would have helped the refugees without his family approval? Could he have helped the refugees without his family helping him?
11. What consequences might Sugihara and his family face if they help the refugees?
12. Describe the way Sugihara helped the people. What hardships did he face each day he wrote the visas?
13. Sugihara was ordered to leave Lithuania by the Soviet Union and Japan. How did this affect the refugees? What last act of resistance and help did Sugihara perform?
14. What affect do you think Sugihara's actions had upon Hiroki? Read the Afterword on the inside cover. Did you make the correct inferences and draw the correct conclusions?
15. Is Sugihara the only hero in this true story? Who were the other heroes? Why?
16. What lessons are to be learned from this true story?

RELATED LANGUAGE ARTS AND READING ACTIVITIES

Reading Critically for Information:

- Pretend to be a newspaper reporter stationed outside the Sugihara home. Compose a headline which tells the main idea of the story, compose another headline to tell the author's purpose, and write a third headline which demonstrates a cause-and-effect relationship within the story.
- What kind of person was Sugihara? Make a list of adjectives describing him. Beside each adjective, list evidence from the story that supports your word choice. Compose a paragraph describing Sugihara's character.
- Sequence the major events in the story. Create a timeline listing the events from the beginning, middle, and end of the story. Use illustrations to enhance your timeline

Writing About Literature:

- A monument exists in Sugihara's birthplace of Yaotsu, Japan. Compose a tribute or dedication which might be engraved upon the monument.
- As one of the survivors helped by Sugihara, write a letter to him telling about your life and how his deeds affected you and your family.
- Hiroki and his brother played in the yard with the refugee children. Pretend that you are one of those children. Incorporating all of the story elements, take the persona of a refugee child waiting with your family for a visa, your ticket to freedom. Write about your experience including information about your family, your feelings, and your plans for the future.
- Pretend to be Sugihara. You are deciding whether or not to help the Jewish refugees. Write a journal entry describing your feelings and explaining your decision to help as many refugees as possible.
- Think about a dilemma you faced or one that was faced by a character in a book you have read. What was the dilemma? What were the choices and the consequences of those choices? Is it difficult to face a dilemma? Why can it be a very difficult situation? Create a web with your experiences. Choose three choices and consequences and write an essay explaining the dilemma and the difficulty of the situation.

Poetry:

- Create an acrostic poem about Sugihara using the word *freedom* or *passage*. Write the word *freedom* or *passage* going down the page. Begin each line of the poem with a word starting with the corresponding letter.
- Write a Part of Speech poem about Sugihara. Use the following format:
 - Title
 - An article and a noun
 - Two adjectives joined by a conjunction
 - Two verbs joined by a conjunction
 - An adverb
 - A noun that related to the first noun

Interpreting Meaning:

- Analyze the following proverbs located on the inside cover of the book: "If you save the life of one person, it is as if you saved the entire world" -Jewish Proverb; "Even a hunter cannot kill a bird that comes to him for refuge." -Japanese Proverb. What does each proverb mean? How do they relate to the book, *Passage to Freedom*? Find other proverbs or sayings that could be used by the book's author to complement the story.

Book Comparison:

- Read the novel *The Night Crossing* by Karen Ackerman, which tells the story of one family's escape from Nazi occupied Austria in 1938. In what ways is Clara's story similar to *Passage of Freedom*? In what ways does it make the danger of being a refugee more understandable? Create a story map for each story.
- Pretend to be Sugihara. You are deciding whether or not to help the Jewish refugees. Write a journal entry describing your feelings and explaining your decision to help as many refugees as possible.

RELATED CONTENT AREA ACTIVITIES

Geography:

- Locate the former Soviet Union, Lithuania, and Japan on a map. Why would the Polish Jews want to go through the Soviet Union to Japan? Find out several facts about those countries during World War II. Which country was an ally of Germany?

Diplomacy:

- Chiune Sugihara was a Japanese diplomat living in Lithuania. Research the role of a foreign diplomat. What do diplomats in foreign embassies do? What is the purpose of an embassy?

History:

- The book is entitled *Passage to Freedom*. In your opinion, why did the author select that title? Have there been any other individuals throughout history that helped oppressed people find freedom? Brainstorm and make a list.
- Compare Harriet Tubman and the Underground Railroad to Chiune Sugihara and the issuing of visas to fleeing Polish Jews. Can a comparison be made? If so, what are the similarities? What are the differences? Think of other comparisons in history.

Social Studies:

- Chiune Sugihara was given an award from Yad Vashem (Holocaust Museum in Israel) called the "Righteous Among Nations" Award. Find out about Yad Vashem and the award. What criteria are used to determine who receives this award? What is the significance of this award?

Biographical Research:

- Do further reading and research about the Sugihara family after leaving Lithuania for Berlin. What happened to the family after they returned to Japan? Why did they receive the treatment they were given? How has the perspective of the Japanese government towards Sugihara's actions changed over time? Why?
- Other families were able to escape from the Nazis with the help of other diplomats. One such person was Raoul Wallenberg of Sweden. He saved 100,000 Jews during the war. Read about his life in the book series called *People Who Have Helped the World: Raoul Wallenberg* by Michael Nicholson and David Winner. Compare his actions to the actions of Sugihara.

Human Rights:

- Define the word *humanitarian*. This word may be used to describe Sugihara and Raoul Wallenberg. Read about other humanitarians and their contributions to the world. Compare their personal characteristics and their deeds. What do they have in common?

**Drucker, M., & Halperin M. (1993). *Jacob's Rescue*.
New York: Bantam Doubleday Dell Books for Young
Readers**

STORY SUMMARY

When the Nazi soldiers invade Warsaw, Poland, Jacob's whole life changes overnight. He exchanges a very comfortable, almost luxurious, lifestyle with one of poverty and hunger.

Jacob's first move is to the Warsaw ghetto. When it looks as if he cannot survive there, his aunt makes arrangements for him to escape through the ghetto wall. Once outside, he meets Alex Roslan who takes him home to live with his Christian family. Jacob soon earns the friendship of Marishka and Genyek, the two children of Alex and Mela. While both parents are committed to saving Alex and later his brothers, Mela is very fearful of the consequences. She understands that the entire family has been placed in great peril.

Jacob faces daily challenges, but he does not lose heart. When Jacob becomes deathly ill, Alex schemes to obtain the needed medical attention. Alex sacrifices all his money and belongings. His Christian family continues to make many sacrifices on Jacob's behalf, and he learns to love them with all his heart.

OBJECTIVES

The student will:

1. Acknowledge the importance of trust and loyalty.
2. Develop an understanding of the concept of caring.
3. Develop a concern for the well-being of others.
4. Understand the concepts of altruism and dignity.
5. Construct meaning from literature.

SUNSHINE STATE STANDARDS LANGUAGE ARTS

- LA.A.1.2.2** Selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.
- LA.A.1.2.3** Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, antonyms, synonyms, and word relationships.
- LA.D.2.2.1** Understands that word choice can shape reactions, perceptions, and beliefs.
- LA.D.2.2.2** Understands that a variety of messages can be conveyed through mass media.

LA.E.1.2.3 Knows the similarities and differences among the characters, settings, and events presented in various texts.

LA.E.2.2.3 Responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.

SUNSHINE STATE STANDARDS SOCIAL STUDIES

SS.A.1.2.1 Understands how individuals, ideas, decisions, and events can influence history.

SS.A.1.2.2 Uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.

SS.A.5.2.6 Understands the political circumstances leading to the involvement of the U.S. in World War II and the significant military events and personalities that shaped the course of the war.

SS.A.5.2.7 Knows the economic, political, and social transformations that have taken place in the United States since World War II.

SS.A.5.2.8 Knows the political and military aspects of United States foreign relations since World War II.

VOCABULARY

Babushka	ghetto	Nazis	scarlet fever
coaxed	Haggadah	partisans	threadbare
contraption	invincible	Passover	tirade
flinched	knapsack	refugees	vodka
Gestapo	Matzo Ball	retreat	Yiddish

DISCUSSION QUESTIONS

1. Why had Marishka's father waited all these years to tell her about his mysterious childhood?
2. How could Aunt Hannah send Jacob away to live with a Christian family?
3. Why do you suppose Marishka was so much taller than Jacob was even though they were the same age?
4. Why do you think Genyek resented Jacob at first?
5. What event(s) caused Genyek and Jacob to become friends?
6. Why would the neighbors betray the Roslans?

7. Why is it necessary for the family to move so frequently?
8. Why did Alex take the risk of hiding Jewish children?
9. Why was Mela angry with Alex?
10. Why was Jacob envious of his own little brother?
11. How do you think Sholom's death affected Jacob?
12. Why do you think the doctor would run the risk of operating on Jacob?
13. In what ways do you know the family truly loves Jacob?
14. How do you know that Jacob loves the Roslans?
15. Do you think Jacob wanted to go to Israel?

RELATED LANGUAGE ARTS AND READING ACTIVITIES

Vocabulary Development:

- Using the book, *Jacob's Rescue*, write 30-50 vocabulary words on strips of paper. Work with a group of four students. Place the words face down. The first student selects one of the words and creates a meaningful sentence. Then the second, third, and fourth student do the same thing. Challenge: Choose two words and use in a sentence. Super Challenge: Use three words and use in a sentence.
- Assign a vocabulary word to groups of two to three students. Have students look up the definition of the word, part of speech, the prefixes, suffixes, and root of the word. Students should also find and be aware of any multiple meanings a word might have. Each group is responsible for teaching the word to the class using visual, auditory, kinesthetic or mnemonic cues. Have students use the following steps in presenting their lesson:
 - Present word and its definition as seen in the book. Use word in a sentence to illustrate meaning.
 - Give any other meanings the word might have.
 - Give prefixes, suffixes, and root of the word if applicable.
 - Present cue to help class learn the word. This can be in the form of a drawing, acting out the meaning of the word, a mnemonic device, etc.
 Students should be assessed on their presentation and their knowledge of the word. Place any visual cues around the room to help students remember definitions. Refer back to mnemonic devices, prefixes, and suffixes to help students recall meaning of words.

Listing:

- Alex was a role model for Jacob. List five people whom your parents would like you to use as role models. Then list five people your parents would not like you to use as role models. Make a chart:
 - My parents would want me to be like ... because of these traits: (list 5 reasons).
 - My parents would not want me to be like...because of these traits: (list 5 reasons).

Media/Propaganda:

- Adolph Hitler used propaganda techniques to influence the people. He was able to control the newspapers and the media. Have students look at examples of media, then compare and contrast the advantages and disadvantages of the following using a chart or Venn Diagram: newspapers, magazines, radio, and television. The news media is much more developed and sophisticated than it was 50+ years ago. Would Hitler still be able to control the news media as he did back then? Explain your answer.
- How can the news media be used to combat problems of corruption and evil? What can they do to prevent crimes from occurring? Have students read about Woodward and Bernstein and their discovery of the crimes Nixon committed. Have students list why it is so important that news be impartial and inform people of what is happening. Present lists to the class. Note similar answers and summarize reasons at the end of the discussion.
- Newspaper reporters must report on world events in an objective and honest way. During World War II, many reporters were afraid to write honestly about what they saw and heard. Using similes and your creativity, think of some original similes to the following sentence starters:
A good newspaper reporter is...
 - as brave as _____
 - as honest as _____
 - intelligent as _____
 - as detailed as _____
 - as curious as _____
 - as persistent as _____

Add some others of your own.

Character Traits and Setting:

- Create a biographical art project. Draw a body outline of one of the characters in the book. Use a large sheet of bulletin board/construction paper. Use paints, markers, or crayons to draw individual features and appropriate clothing. Carefully cut out the shape, and use the back of the cutout to draw a full portrait of yourself. Then trace and cut out a second figure on white paper. On the top half of this second figure, write a report about your character. Include the name, physical attributes, character traits, interests, activities, and deeds of the person selected. On the bottom half of the second figure, write about you in terms of your physical attributes, character traits, interests, activities, and deeds. Staple all parts together so it can be opened like a book, and display the figures in the classroom. Alternatively you can work in groups of 2–4 students and create multiple “pages” of your “biographical book.”
- Jacob lived in a ghetto before his rescuers saved him. Describe the ghetto in a five senses report.
 - The ghetto is: _____
 - It sounds like: _____
 - It smells like: _____
 - It looks like: _____
 - It made Jacob feel like: _____

RELATED CONTENT AREA ACTIVITIES

Social Studies:

- A Nazi is put on trial for sending people like Jacob's parents to death camps. Write the opening and closing remarks of the attorney for the prosecution.
- Conduct research on the Warsaw ghetto. Take careful notes and use them to create an illustrated timeline of events leading up to the establishment of the ghetto and its eventual demise. Be sure to include factual information on the Warsaw Uprising.

Technology:

- For this activity, you may use a computer program or your own creative genius! Using the month of your birth (example June), create an 8 ½ x 11 calendar page. Using the length of the paper, write the name of the month across the top in large bold letters. Then create a grid and add the days of the week horizontally. Next, look to see on what day of the week you should begin with day 1. Complete your calendar creating square boxes for each of the days in the month. Now write in a daily activity that will remind you of the need to be a good neighbor or friend. For example, on Day 1, you might suggest an activity that asks for a "friendship recipe." On Day 2, you could suggest that you would read the recipe to your class. When you arrive at the day of your birthday, make sure you find a way to celebrate your freedom and your friendship!

History:

- Create a list of famous or infamous people who were involved in World War II. Place these names in Column I. Then, create a list of what roles they played. Place this information in Column II. Example:

Column I

President Dwight D. Eisenhower

Column II

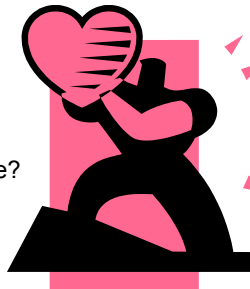
General

This will be your answer key. Now, scramble the names in Column I so that the names and the roles are not matched. Work with other students in your class and exchange lists to accurately match up the historical information.

Heroism:

- Choose a person (hero/heroine) who has rescued (a) Jewish life or lives. Describe this person by answering the following questions:

Eyes: What was his/her vision
Brain: What did he/she think?
Mouth: What did he/she say?
Heart: What did this person love?
Shoulder: What are his/her strengths?
Left Hand: What did he/she do (5 actions)?



Right Hand: What were his/her contributions?
Achilles Tendon: What were this person's weaknesses?
Then place this person on a road. Use the road as a timeline of this person's life.

Block, G., & Drucker, M. (1992). *Rescuers: Portraits of Moral Courage in the Holocaust*. NY: Holmes & Meier Publishers, Inc.

STORY SUMMARY

This book tells of 49 seemingly ordinary people whose sense of righteousness and morality caused them to put their own lives on the line for the sake of others. Each person had the courage to reject the fanaticism of Hitler and his henchmen, which was not an easy decision. Those who harbored or rescued Jews were subject to the same fate of annihilation.

It was so much safer not to act upon the crimes that Hitler and the Gestapo committed. Bystanders could go on with their lives and not fear the Nazi boots, the fury of the SS officers, or the sinister sirens. However, because the bystanders did nothing, Hitler was able to murder millions of people. The 49 heroes in this book were compelled to act, and in doing so, they set an example for all the rest. They distinguished themselves with their bravery and humanity. Yad Vashem, the Holocaust memorial in Jerusalem, bestows a great honor upon those whose remarkable daring saved lives. For each of them, a tree is planted along the path called Avenue of the Righteous, as these people truly are the "Righteous Among Nations."

OBJECTIVES

The student will:

1. Understand how war, conflict, and prejudice can bring out the best and the worst in people.
2. Understand how propaganda can be used to influence and manipulate people.
3. Understand the world in terms of spatial terms.
4. Explain the concepts of bystander and rescuer.
5. Provide examples of heroism in concrete and abstract terms.

SUNSHINE STATE STANDARDS LANGUAGE ARTS

- LA.A.1.3.1.** Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.3** Recognizes logical, ethical, and emotional appeals in texts.
- LA.A.2.3.6.** 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.

- LA.A.2.3.8.** 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.
- LA.B.2.3.1** Writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
- LA.B.2.3.4.** Uses electronic technology including databases and software to gather information and communicate new knowledge.
- LA.D.2.3.6.** Understands specific ways that mass media can potentially enhance or manipulate information.
- LA.E.2.3.2** Responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

SUNSHINE STATE STANDARDS SOCIAL STUDIES AND MATH

- SS.A.1.3.1.** Understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
- SS.B.1.3.** Understands how factors such as culture and technology influence the perception of places and regions.
- SS.B.2.3.** Understands the patterns and processes of migration and diffusion throughout the world.
- MA.B.4.3.2.** Selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

VOCABULARY

anti-semitism	compliance	rescuers	Yad Vashem
bounty	deportation	Talmud	
collaborator	passive	tuberculosis	

DISCUSSION QUESTIONS

1. What are some characteristics that Holocaust rescuers share?
2. What might cause a bystander to become a rescuer?
3. Semmie Riekerk, a rescuer from The Netherlands said, "A human being is like a piano. Circumstances play the keys." What did he mean by that?

4. The tiny country of Holland is credited with having the greatest number of rescuers. Yet, Holland lost most of its Jewish population. Why did a country with so many rescuers lose so many people?
5. How did Hitler use the tool of propaganda to persuade people to "hate the Jews?"
6. Why do you think so many of the rescuers immigrated to other countries after the war was over?
7. Why did so many Germans, good Germans, follow Hitler?
8. Why was the fear of betrayal so great? Why would neighbors turn in rescuers?
9. Why did some of the survivors feel guilty that they "did not do enough?"
10. Why do people do things that risk their lives?
11. Why did the French cooperate with Germany against the Jews more than any other country?
12. One of the rescuers, Libuse Fries, cannot go to Yad Vashem to receive her medal because her country Czechoslovakia has no diplomatic relations with Israel. What does it mean for a country to have "diplomatic relations?"

RELATED LANGUAGE ARTS AND READING ACTIVITIES

Vocabulary:

- Use as many vocabulary words as possible (see list) to write one paragraph about what life would be like for a Jewish child or adult in hiding.
- Look at the list of vocabulary words. Find them in the book (provide list of page numbers). Use the sentences and passages to determine the meaning and part of speech of the word. Write down how you came to that conclusion, what indicated the meaning of the word. Look up the definitions of the words in the dictionary. How close were you to the correct definition?

Writing about literature:

- "Whosoever saves a single life is as one who saved an entire world." These words from the Talmud help to impart the significance of helping others. Write a response to this quotation from the viewpoint of a bystander and the perspective of a rescuer.
- Describe what it feels like to be a rescuer in a five senses report.
- In his first inaugural address in 1933, President Franklin Delano Roosevelt said, "The only thing we have to fear is fear itself." Write this quote at the top of the page and write your interpretation of it. Then, relate an incident when you felt fear. Finally, write about one of the rescuers and how he or she would have responded to President Roosevelt's quote.

Creative Thinking:

- **Originality** - *Responding in new or original ways.* What group or item did you name that no one else named?

- **Elaboration** - *Adding detail to make a product more complete.* What kind of features could you add to a hiding place to make it more efficient and effective and to minimize the possibility of detection.
- **Planning** - *Determining a task to be done, the steps to take, materials needed, and possible problems.* Plan an exciting way to present the book *Rescuers* to another class. The students have not read the book, and you will want to create enthusiasm.
- **Forecasting** - *Determining cause and effect.* Review information on 10 of the 49 rescuers. Create a T-chart. On the left hand side, write "CAUSE," and on the right hand side, write "EFFECT." List the name of the rescuer or rescuers, and write what caused the person(s) to become involved. Then, list the effect of the person(s) becoming (a) rescuer(s). Example: CAUSE: Johannes and Janke DeVries could not stand by and watch as children were taken from their homes. EFFECT: They took two Jewish children into their home and treated them as if they were their own.

Propaganda:

- Conduct research to determine how Hitler used propaganda to bring about prejudice, discrimination, and hatred of the Jewish people and other minority groups. Report your findings in a "Who, what, where, why, and how" report.

Interviewing:

- Prepare to interview one or two of the rescuers from the book. List the questions you would ask. Prepare for the interview by obtaining background information on the country where the rescue took place.

Data Bank Preparation:

- Use the computer to create a RESCUER data bank. Include the following information: Name, Country, Age, Deed, Outcome, Remembered for.

Analysis:

- Use the "cubing" process to explore a topic from six different dimensions. The topic will be HEROISM. Instead of a cube, enlarge the Star of David on this page. Use one of the six points to describe your topic of heroism. Look at it closely using your mind and your senses. Next, on one of the other points, compare it to something similar and something different. On the third point, associate it. What does it make you think of? On the fourth point, analyze it. Tell how heroism happens. On the fifth point, apply it. What can you do with heroism? How is it used? On the last point, argue for or against it. Take a stand. Use any kind of reasoning, logical, emotional, linear, divergent, etc. Create a bulletin board, and hang your Star of David from a Tree of Life.

RELATED CONTENT AREA ACTIVITIES

Research:

- The following information has been provided by Yad Vashem. The numbers reflect the number of people who have earned the honor of "Righteous Among Nations" by country and ethnic origin as of January 1991.

Country	Number
Belgium	476
Germany	251
Italy	142
Hungary	160
Czechoslovakia	117
Greece	117
Austria	69
Yugoslavia	76
Romania	37
Byelorussia and Ukraine	192
Lithuania	156
Latvia	13
Estonia	1
Switzerland	13
Norway	3
Albania	3
Spain	3
Luxembourg	2
Brazil	1
Portugal	1
Japan	1
Turkey	1
TOTAL	9,295

❖ The entire Danish nation was recognized.

- Use this information to research the following information:
- Determine the general population of each of the countries.
- Determine the Jewish population in each of the countries.
- Determine the percentages of rescuers in each country based on the general population.
- Conduct research to determine the name of the person identified as a rescuer in Estonia, Brazil, Portugal, Japan, and Turkey.
- Determine why the entire country of Denmark was recognized.

Geography:

- The rescuers come from different places in the world. Locate a large world map and mark each rescuer's country of origin. Extend a string from Germany to the country of the rescuer.
- The rescuers in the book came from a number of different countries: The Netherlands, Belgium, France, Germany, Poland, Czechoslovakia, Hungary, Yugoslavia, Bulgaria, Soviet Union/Ukraine. Identify one of the rescuers and give information on the country where the rescue took place by listing 4-6 things a person visiting that country might see. Example: 1. Marion P. van Binsbergen Pritchard lived

in a lowland country. 2. The capital of the country is Amsterdam. 3. The country is known for its canals and its dykes. 4. Windmills still dot the countryside. Do this for all of the countries mentioned.

Propaganda:

- Conduct research to determine how Hitler used propaganda to bring about prejudice, discrimination, and hatred of the Jewish people and other minority groups. Report your findings in a “Who, what, where, why, and how” report.

Historical Perspective:

- Draw the name of one of the rescuers in a circle in the middle of the page. Connect the circle to four squares. List the names of four famous or infamous leaders during World War II. Write a conversation that the rescuer might have with one of the leaders listed.

Unit 4

Responsibility and Morality

Bunting, Eve (1990). *The Wall*. New York. Houghton Mifflin, USA.

STORY SUMMARY

The Wall is a story that remembers loved ones that have fallen in war and how those who are alive honor those who have died. This story poignantly demonstrates how war affects different generations.

A father takes his young son to visit the Vietnam War Memorial in search of his father's name, who was a fallen soldier who gave his life in Vietnam. As they look for the name of George Munoz inscribed upon the wall, they observe others and reflect upon the ways others seek to remember their loved ones and honor those who died in the war.

OBJECTIVES

The student will:

1. Understand that wars and conflicts have life-changing consequences.
2. Understand the concept of remembrance.
3. Identify the ways societies and individuals remember and honor those who lost their lives in war and made sacrifices for a cause.
4. Relate the concept of remembrance to the events of the Holocaust.

SUNSHINE STATE STANDARDS LANGUAGE ARTS

LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

LA.A.2.2.3 Identifies the author's purpose in simple text.

LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.

LA.B.2.2.2 Organizes information using alphabetical and numerical systems.

LA.E.2.2.3 Responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.

LA.E.2.2.4 Identifies the major theme in a story or nonfiction text.

LA.E.2.2.5 Forms his or her own ideas about what has been read in literary text and uses specific information from the text to support these ideas.

SUNSHINE STATE STANDARDS SOCIAL STUDIES

SS.A. 1.2.1 Understands how individuals, ideas, decisions, and events can influence history.

SS.A. 1.2.2 Uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers, and reading maps and graphs) and knows the difference between a primary and secondary source.

VOCABULARY

inscription	memorial	remembrance	Vietnam War
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DISCUSSION QUESTIONS

1. Why have the boy and his father gone to the Vietnam War Memorial?
2. Why do people leave items beside the wall?
3. If you visited the wall, what would you leave?
4. What feelings or emotions do the boy and his father feel? Support your answer with evidence from the story.
5. Why does the boy's father trace his father's name on the wall?
6. Miss Gerber says, "The names are the names of the dead. But the wall is for all of us." What does she mean? Explain.
7. Why does a country create a memorial for its soldiers?
8. Do individuals create memorials? In what ways do people remember others? What kinds of things do people do?
9. The father explains to his son that he is proud that his father's name is upon the wall. The son replies, "But I'd rather have my grandpa here, taking me to the river, telling me to button my jacket because it's cold. I'd rather have him here." Explain what the boy means. Why would he rather know his grandfather?
10. What do the boy and his father do at the wall to remember and honor George Munoz?
11. What is the theme of this book? Explain.

RELATED READING AND LANGUAGE ARTS ACTIVITIES

Main Idea:

- Compose a new title for the book using the main elements of the plot, setting, and characters' actions. Write an explanation justifying why you wrote that title. Use passages and events from the book to illustrate your point.

Journal Writing:

- Pretend you are the boy in the story and you have gone to visit the memorial. What are your thoughts? How do you feel? Would you visit the memorial as an adult?
- What does the word remembrance mean to you? Write about an event that has importance to you. Compare how you felt to how the characters in the book felt.
- Why do you suppose the creator of the Vietnam War Memorial chose to use a wall inscribed with names as the design for the memorial? What is the significance of the names? Share your responses with the class.

Writing an Essay:

- There are many ways to honor people for the deeds they have done. Sometimes there are holidays, such as Memorial Day, Veteran's Day, and Dr. Martin Luther King's Birthday. There are also other ways people or events are remembered and honored. Brainstorm the ways people are remembered or memorialized for their positive actions or contributions (i.e. stamps, bridges, buildings, statues, schools, roads, stadiums, etc.). Choose three, and using an umbrella or web, plan and write an essay explaining how these memorialize people. After the essay is completed, find a partner and read and evaluate each other's essays using a checklist.

Written Expression/Visual Arts:

- If you were asked to create a memorial for a fallen soldier, what would it look like? Design this memorial and write about its significance or importance.
- Create a memorial for a loved one. Draw a picture of the memorial and compose an inscription. Place the inscription upon the memorial.

Poetry:

- Create an acrostic poem using the word *remember*. Write the word vertically. Begin each line of the poem with the first letter in the word. For example, line one begins with a word with the letter "r," line two begins with a word with the letter "e."

Sequencing:

- Create a timeline of the events within the story.

RELATED CONTENT AREA ACTIVITIES**Research for Social Studies/History/Current Events:**

- Research the making of the Vietnam Memorial. Using the "Five W's-who, what, where, when, why," pretend to be a newspaper reporter and write an article based upon your research. Also find out about the Vietnam Women's Memorial. List important information about this memorial. Use the Internet.
(Website: <http://www.geocities.com/kattshouse/memorials.html>)
- Memorials are created by designers. The designer of the Vietnam Veterans Memorial Wall was Maya Ying Lin. The designers of the memorial at the Pentagon are Julie Beckman and Keith Kaseman. Find out about these designers and others who designed other memorials. What inspired them to create these memorials in the ways that they did?
- There are other memorials besides the Vietnam War Memorial in Washington, D.C. that honor the soldiers who fought in other wars. Name the memorials and tell about them. Create a chart organizing the who, what, where, when, and why. Locate the memorials on a map of Washington D. C. Make your own map showing the location of each. Examples: Korean War Veterans Memorial; African American Civil War Memorial.
- At the present time, there is no national memorial for the soldiers who served in World War

II. One is presently in the planning stages and will be erected in Washington, D.C. Learn about the memorial and the process for creating the memorial. Find out why it took so long to build a memorial honoring soldiers for service in a war that ended in 1945.

- Beside national memorials, there are local memorials in one's hometown or community. Find out about your local memorials. Make a list and create a poster telling about the memorials.
- The United States Holocaust Memorial Museum in Washington, D.C. (www.ushmm.org) and Yad Vashem in Israel (www.yad-vashem.org.il) are museums dedicated to those who perished and survived the Holocaust. Learn about each museum. What is their purpose? What can people learn about the Holocaust from these museums?
- Holocaust Remembrance Day (Yom Hashoah) is celebrated each year. What is the significance of this day? Why was this day created by an act of the United States Congress? Utilize the website for the United States Holocaust Memorial Museum to gather information. Is Holocaust Remembrance Day recognized in your community? If so, how? If not, why?
- On September 11, 2001, the World Trade Center was destroyed. Along with the destruction of the World Trade Center, a plane crashed into the Pentagon in Washington, D.C. A memorial to honor those who died in the Pentagon crash and the World Trade Center is being designed. Find out about the memorials. What will they be like?

Uchida, Yoshiko (1992). *Journey Home*. New York: Aladdin Paperbacks

STORY SUMMARY

Soon after the December 7 attack on Pearl Harbor in 1941, the United States government decided to remove and detain Japanese American citizens residing on the West Coast of the United States for military security reasons. By Presidential order in April 1942, American citizens of Japanese descent and Japanese aliens were given orders to pack their belongings, leave their homes and businesses, and report to War Relocation Camps in remote areas of the western United States. This historical fiction book tells the story of Yuki Sakane and her family who were interred in a camp named Topaz in the Utah desert; their relocation to Salt Lake City, and their eventual return to Berkeley, California. It recounts their confusion, despair, hope, and determination in the time of war and the return to peace.

OBJECTIVES

The student will:

1. Recognize that personal prejudices, discrimination, and stereotyping have long-range effects.
2. Become aware that political policies and laws may be based upon prejudice and stereotyping.
3. Develop awareness that war affects complete societies as well as individuals. Find similarities and differences between the experiences and treatment of Japanese Americans and Jews in Europe.
4. Reflect upon and develop a concept of human rights.
5. Develop awareness that people/societies can choose not to repeat the errors/crimes of the past by reflecting upon past wrongs.

SUNSHINE STATE STANDARDS LANGUAGE ARTS

LA.A.2.2.2 Identifies the author's purpose in simple text.

LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

LA.A.2.2.8 Selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos to gather information for research projects.

LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.

LA.B.2.2.2 Organizes information using alphabetical and numerical systems.

LA.D.1.2.2 Understands that language formality varies according to situation and audiences.

- LA.D.2.2.1** Understands that word choice can shape reactions, perceptions, and beliefs.
- LA.E.1.2.2** Understands the development of plot and how conflicts are resolved in a story.
- LA.E.1.2.3** Knows the similarities and differences among the characters, settings, and events presented in various texts
- LA.E.1.2.4** Knows that the attitudes and values that exist in a time period affect the works that are written in that time period.
- LA.E.2.2.4** Identifies the major theme in a story or nonfiction text.
- LA.E.2.2.5** Forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support those ideas.

SUNSHINE STATE STANDARDS SOCIAL STUDIES

- SS.A.1.2.1** Understands how individuals, ideas, decisions, and events can influence history.
- SS.A.1.2.2** Uses a variety of methods and sources bombing of to understand history (such as interpreting diaries, letters, newspapers: and reading maps and graphs) and knows the difference between primary and secondary sources.

VOCABULARY

barrack	flabbergasted	invalid	shrapnel	trousers
bungalow	genial	latrine	sponsor	uprooted
excluded	inconspicuous	parsonage	stifling	volunteer
exclusion	indignantly	shabby	tantalizing	vouch

DISCUSSION QUESTIONS

1. In what ways was Yuki's life affected by the bombing of Pearl Harbor?
2. What restrictions were imposed upon Japanese Americans? Make a list. Why were the restrictions imposed? When were the restrictions imposed?
3. How did Yuki feel about the way her family was treated? How do you suppose you would feel if your loyalty to your country was questioned based upon your heritage, ethnicity, or religion?
4. Yuki felt uncomfortable in Salt Lake City after being released from Topaz. She believed that people saw her as the enemy because she was of Japanese heritage. How do you suppose she felt? Explain.
5. How did discrimination and prejudice affect the lives of Yuki, her family, and friends, both Japanese and white American?
6. Yuki's brother Ken voluntarily joins the forces fighting in Europe. How do you suppose he feels about fighting for the United States while his family is detained and relocated?

7. "I wish this darn war would hurry up and end so we can all go back to California," Yuki said wistfully. "Then everything will be perfect again." (Refer to page 24) Do you agree with Yuki? Will everything be perfect again? Why or why not? How will things be changed? What would have caused these changes?
8. Because of her relocations, Yuki has had to say good-bye to so many people. How have these partings affected her?
9. When the exclusion order banning the Japanese Americans from the West Coast was revoked, the Sakane family and friends decide to leave Salt Lake City and return to Berkeley, California. On the train ride home, Yuki "...tried hard to be small and quiet and inconspicuous so no one would notice her or hate her for being Japanese." She and her family "had to be careful not to annoy anybody." (Refer to page 43) Think about Yuki's experience. How do you think you would feel? What thoughts might you be thinking?
10. On the train ride to Berkeley, Yuki comes face to face with prejudice. She is told by a woman with two small children "... go back to where you belong." Reflect upon Yuki's encounter. Why would the woman behave in such a manner? She did not even know Yuki. Can you explain this behavior?
11. Mrs. Jamieson has always been Yuki's friend. Mr. Oka would not talk with Mrs. Jamieson. Why would Mr. Oka, who could speak English, pretend he couldn't speak English? Why is Mr. Oka so angry? What would cause him to behave so angrily? What have been some of his experiences in the United States?
12. Mimi was once Yuki's best friend. Now Yuki's best friend is Emi. What caused the change?
13. What changes does Yuki face upon her return to Berkeley? Are things as she left them?
14. Yuki's family and friends decide to buy a grocery store together and to try to rebuild their lives. What happens to the grocery store?
15. Although Yuki's happiness is put in jeopardy because of prejudice and mistrust, something good blooms within this tragedy. What is the good that happens? How does this affect Yuki? Is there a lesson to be learned? Explain.
16. Ken returns from the war. He has been wounded in his leg as well as in his soul. How has his soul been wounded? Why does he feel this way? Yuki longs for the Ken she knew before the war. Will he ever return to the person he was before the war?
17. Mr. Oka learns a lesson about forgiveness from the Olssens. What is this lesson, and how does it change Mr. Oka? How does the lesson help Ken?
18. Ken has some guilt about surviving the war while his friend did not. He is a survivor, but so are Yuki, her mother, her father, and her friends. In what ways are they survivors? What does it mean to be a survivor?

RELATED LANGUAGE ARTS AND READING ACTIVITIES

Poetry:

- Mrs. Sakane was a poet. She enjoyed writing poetry. Haiku and Tanka are two forms of Japanese poetry. The key focus of the poetry form is nature. Haiku consists of three lines of poetry. The first line consists of five syllables, the second line contains seven syllables, and the third line has five syllables. Tanka has five lines. The first three lines follow the Haiku format. Line four of the Tanka has five syllables, and the final line consists of seven syllables. Have the students take the persona of Yuki and write poetry about the desert or California.

Persuasive Writing:

- Write a persuasive letter to the War Relocation Authority requesting release from Topaz. Choose three key points relevant to your position and elaborate.

Plot/Character Development:

- Create a flow chart or timeline sequencing the key events in the book.
- Describe the hurdles or problems Yuki had to overcome. Make two columns on a sheet of paper. Label one column, Hurdles (Problems) and the other column, Solutions. List each hurdle or problem that Yuki faced. Beside each hurdle, list the way Yuki overcame the problem (solution).
- Take the persona of Yuki. Reflect back upon her experiences at the beginning, middle, and end of the story. Compose three journal entries as Yuki, describing or elaborating upon events at the beginning, middle, and end of the story.

Author's Purpose/Point-of-View:

- Think about Yoshiko Uchida's purpose for writing *Journey Home* and her point-of-view. Write a short newspaper article explaining her position.
- The camps were called relocation centers or War Relocation Authority Camps by the government and concentration camps by the Japanese Americans. Why did the government use one name and the Japanese Americans use the other name to identify the camps? Think about the author of *Journey Home*. What word does Yoshiko Uchida use to describe the camps? Why would she use that terminology? What role does her ethnicity play in her point-of-view? Do her personal values influence her writing? What role do you think personal values and beliefs have in an author's writing?

Research:

- Think about Yoshiko Uchida. Locate information about her and learn about her life. What does she write about and why? What other books has she written? What are her major themes? Does the fact that she is Japanese American affect her writing? In what ways might it affect her point-of-view? Report your finding to the class.
- Check the accuracy of the historical information included in the book using other sources written about the treatment of the Japanese Americans. Check biographies, other historical fiction books, and other nonfiction materials. Compare actual events to those described in the book. Is the information accurate and fairly reported?

Word Choice/Author's Style:

- The author used certain key words to create a mood and to emphasize her theme. She used words such as concentration camp, enemy alien, and exclusion. Review the book and make a list of phrases and words that were used to influence the reader. Were those choices accurate? Discuss your list with entire class and be prepared to explain your thinking.

Contrasting Literature:

- Read the book *Under the Blood-Red Sun* by Graham Salisbury. Tomikazu's world changed when the Japanese attacked Pearl Harbor. Born in Hawaii of Japanese parents, he witnesses the attack firsthand. Make a T-chart of similarities and differences between this book and the book *Journey Home*.

RELATED CONTENT AREA ACTIVITIES**History/Research:**

- Research the bombing of Pearl Harbor on December 7, 1941. What were the consequences for Japanese citizens and aliens after the invasion by Japan? How did Pearl Harbor affect the attitude and behavior of those Americans who were not Japanese? How did the United States government respond? Explain the difference between a primary source (actual materials from a time period) and a secondary source (information written by others about a topic).
- Research the Exclusion Order that required all persons of Japanese ancestry to evacuate the West Coast. What was the immediate impact upon those individuals and families?
- Learn about the War Relocation Camps. How many were there and where were they located? Some camps were Topaz (Utah), Jerome (Arkansas), and Tule Lake (California). What was daily life like? Were there schools? Did people work at jobs? Find ten or more facts about at least two of the camps. Describe life in the camps.
- Check the accuracy of the historical information included in the book using other sources written about the treatment of the Japanese Americans. Check biographies, other historical fiction books, and other nonfiction materials. Compare actual events to those described in the book. Is the information accurate and fairly reported?
- Do a web search about the experiences of the Japanese Americans during World War II. Visit the Smithsonian National Museum of American History on the Internet at AmericanHistory.si.edu/perfectunion/collect/index/.hl. Click on "collection search" and type in Topaz. Gather information by looking at the photographs and reading the information given. After reflecting upon the photographs, post your opinion on the website at Americanhistory.si.edu/peffectunion/memory/topic.asp. Note: Teachers should preview all Internet sites prior and during instruction.

Human Rights:

- Discuss the role fear and prejudice played in the treatment of Japanese Americans. Compare the role that prejudice and fear played in the Holocaust.

Debate:

- Debate the pros/cons of the United States government's position on putting the Japanese Americans into War Relocation Camps. Why did the government issue the evacuation order? Was that decision based on fact or fear? Take a position and present your position. Use facts and evidence to support your position.

Interviews:

- Conduct interviews with Japanese Americans who experienced life in the camps or read biographical stories about individuals who were interred in the camps. Learn about their experiences. Norman Mineta, Secretary of Transportation under President George Herbert Walker Bush, was in a camp as a young boy. Find out about his experiences and how it influenced his life.

Science/Geography:

- Camp Topaz was located in the desert in Utah. Learn about desert conditions. What is the climate and geography like? Why do you think the government would choose the desert for a relocation camp?

Civics:

- Think about September 11, 2001 (9/11). Are there similarities between the treatment of the Japanese Americans during World War II and Muslim Americans after 9/11? What are the differences? Why do you suppose Muslim Americans are now being treated like the Japanese Americans were treated by the United States government during World War II?

Gary Provost and Gail Levine Provost (1988). *David and Max*. Philadelphia: The Jewish Publication Society

STORY SUMMARY

David's relationship with his grandfather is very special. Even though they are generations apart, Max Levene, as David calls his grandfather, understands David better than just about anyone. They have shared many good times and much laughter. Max Levene seems to be able to find so much joy in everything he does. When the entire family rents a little cottage on Plum Island on the coast near New Hampshire for two weeks, David comes to know his grandfather in a different way – as a Holocaust survivor. As a result, David raises some difficult questions. Then, when David's grandfather dies suddenly, he must face the prospect of life without him.

OBJECTIVES

The student will:

1. Understand that friendships can be intergenerational.
2. Recognize that friendship involves honesty, loyalty, and responsibility.
3. Analyze why some people want to block out events from the past.
4. Examine different types of emotions.
5. Judge whether it is right to deceive someone under certain circumstances.
6. Understand that people react and respond differently to events and circumstances in life.
7. Examine events that led up to the Holocaust.
8. Analyze the qualities of leadership

SUNSHINE STATE STANDARDS LANGUAGE ARTS

- LA.A.1.3.2** Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.5** 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.
- LA.A.2.3.6** 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.
- LA.A.2.3.7** Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- LA.B.1.3.1** 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 involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates command of the 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, and punctuation.

LA.B.2.3.1 Organizes information before writing according to the type and purpose of writing.

LA.B.2.3.4 Uses electronic technology including databases and software to gather information and communicate new knowledge.

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

VOCABULARY

Antics	catamaran	“kvetching”	rabbi
Bar Mitzvah	convulsed	lunged	rugalach
Blintzes	dysentery	“meshuggeneh”	sanctuary
Boardwalk	jetty	mourners	“Schlemiel”

DISCUSSION QUESTIONS

1. What makes the relationship of David and Max different? Special? Meaningful?
2. David feels disappointment when he does not make the basketball team. How does he cope with his disappointment?
3. David feels compelled to tell Candy the truth about how her dog died. Do you think David did the right thing?
4. Nettie is about the meanest woman in town. Why would someone become mean and nasty?
5. Why does David’s grandfather fish without bait? Does it make sense for him to go fishing?
6. David is the only one who believes his grandfather has seen his old friend B.B. Why does David believe him when no one else does?
7. Why was David so reluctant to learn about the Holocaust?
8. How did the knowledge of his grandfather’s suffering change David?
9. Why was David intent on having Joe Ballantine visit his father?
10. What important lesson did Joe Ballantine learn?

RELATED LANGUAGE ARTS AND READING ACTIVITIES

Vocabulary/Art:

- Make a list of the Yiddish words found in the story. Conduct research to determine their meaning. Illustrate the meanings.

Character Study:

- Relationships among people are very complex. Use the sociogram to explore the relationships that exist among and between David, Candy, and Max Levine. In the circles, write the characters names, then write how each feels about the other on the corresponding arrows.
- In life we are often evaluated for our performances. Students receive report card grades for their conduct and for their academic success. Using the Report Card form, choose certain traits/characteristics that you will evaluate. Then rank these traits from 1 to 5 with 5 being the highest and 1 being the lowest. Consider report cards for David, David's mother, David's grandparents, Candy, Nettie, and Joe Ballantine.
- When David's grandfather died unexpectedly, David went through the grieving process. The process is complex, and people move through these stages at their own pace. While the topic of death and dying is difficult to teach, there are ways to help prepare students for tragedy and loss. Teaching the stages of grief can facilitate discussion and enhance understanding and empathy. It can also help students understand why David's maternal grandmother could not cope with the news that so many of her relatives had died during the Holocaust. The stages are:
 - *Shock and denial* – People feel numb and deny what has happened.
 - *Anger* – At this stage, people ask why did this have to happen to them. Shock and denial is replaced with anger.
 - *Bargaining* – People think of what could have been done to change what happened.
 - *Depression* – An immense feeling of sadness and despair takes over.
 - *Acceptance* – There is an acceptance of what has happened and people look for the good. Happy memories sustain them.
- David experienced all these emotions. Review the book's content and look for examples of shock/denial, anger, bargaining, depression, and acceptance. Write a paragraph on each of the stages as they affected David.

Oral Language/Exploring Feelings:

- David was able to talk about his feelings to Candy, his parents, and his grandparents. Some people have a difficult time talking about their feelings. Discuss *coping patterns* with students and the use of positive responses to difficult problems. In small groups, ask students to give specific examples for the following coping patterns:
 - Reading a good book
 - Writing poems, plays, and stories
 - Saying "no" to negative thoughts and negative behavior
 - Saying "yes" to positive thoughts and positive behavior
 - Using music
 - Using sports
 - Spending time with a friend or friends
 - Getting involved in a project

Charting:

- Complete the chart below with words that begin with the letter in each row. Select words that you can find in the story or that have a relationship to the story. A few have been done for you.

	Person	Place	Thing	Emotion	Characteristic
D					
A				Anger	
V					
I		Island			
D					

Alphabet Poetry:

- Begin by selecting a topic (wisely). Consider *Friendship*, *Basketball*, *Vacation*, or select another topic that pertains to the story. Then using all the letters of the alphabet, carefully choose a word that pertains to the topic. The length of the lines should depend on rhythm and effect. Example:

Vacation

Action, Beaches, Coastline,
 Diving, Eating,
 Fishing, Gallivanting,
 Harbor,
 Joy,
 Etc., Etc.

Writing:

- David led a very active life. He loved playing basketball, fishing, biking, swimming, etc. Trace your feet on two pieces of plain white paper, one for each foot. Within the shape of the left foot, write about the interesting places your feet have been. Within the shape of the right foot, write about some places you would like for your feet to go in the future.
- When David's grandfather died suddenly, there were undoubtedly many things that were left unspoken. Write a letter to someone you love and tell him/her of all the things you are thankful for. In your writing, tell about your love/affection for that person and why he/she has made your life special.
- David's friendship with Max Levene (his grandfather) was very special. Create a friendship recipe listing all of the "ingredients" of friendship. Choose three and write an expository essay explaining why these are important.

Research:

- David tried to find Joe Ballantine by acting as a detective. He used the telephone book as a resource. Use the resources listed below to find at least one previously unknown fact about the Holocaust. Provide the name of the resource and the fact. Internet information will require a URL or website.
 - The Internet
 - Reference Books
 - CD-ROM

- Professional Journal
- Encyclopedia
- Atlas
- Dictionary
- Other reference

RELATED CONTENT AREA ACTIVITIES

Research/Physical Education:

- David was very interested in the sport of basketball. Whenever he was upset or angry, he would head for the basketball court to work out. Physical exercise is a healthy way to relieve stress and anxiety. Dr. James Naismith invented basketball in 1891. Conduct research and read about the original game of basketball. Compare it to today's game. Then use higher-level thinking skills to determine who you consider to be the greatest basketball player ever. Why did you choose this person as an example?

History/Research:

- David knew very little about the Holocaust and the suffering of his people. Research the Holocaust and then create a timeline that provides important information on the events that led up to the Holocaust.
- Germany built a vast war machine and set out to settle old scores with enemies. Adolf Hitler's goal was to conquer all of Europe. Germany is a relatively small nation. Why do you think Hitler felt confident that he could defeat other European powers? What were the names of countries that were defeated by Germany? Were these countries larger or smaller than Germany?
- In the 1930s, some very powerful world leaders emerged. Franklin D. Roosevelt (United States), Winston Churchill (Great Britain), Joseph Stalin (Russia), Adolf Hitler (Germany), and Josip Broz Tito (Yugoslavia) had a tremendous impact on history. Group the students into 5 teams. Each team is responsible for producing a poster of pictures and a brief biography of their particular leader.

Cross-cultural Connections:

- Some gifts cannot be bought in stores. The gift of friendship is one of these. David's Nana loved to cook and bake for her family. She gave freely of her time and talent to prepare special kinds of food. David's grandfather shared many happy times with David. Candy cancelled a date with her girlfriends to help David locate Joe Ballantine. The holidays of Christmas, Hanukkah, Kwanzaa, and Ramadan are all about caring, sharing, and giving. Brainstorm ideas for gifts that involve helping others. List all of the ideas on chart paper and display in the classroom. Then ask students to produce a gift coupon and create a rhyme to go with it.

Mathematics:

- David was a good problem-solver. Have students work in groups of five or six to solve the following problems one by one under teacher's direction. The group that finishes first is awarded 6 points, 5 points for the group that finishes second, 4 points for group that finishes third, etc. Everyone earns at least one point! Students must raise a quiet hand as their groups finish in order to earn the points. Teacher will then check their answers.

The following numbers are to be used for all the activities:

1 4 6 7 9

1. Distribute the following question strips (face down) to each group one by one. Ask members of the group to turn them over upon your command.
2. Using the numbers above, what is the sum of the smallest two-digit number and the largest two-digit number? Answer: $14 + 97 = 111$.
3. What is the sum of the smallest five-digit even number and the smallest five-digit odd number? Answer: $14,796 + 14,679 = 29,475$.
4. What is the product of the largest two-digit even number and the largest two-digit odd number? Answer: $96 \times 97 = 9,312$.
5. What is the sum of the three largest five-digit numbers you can make using these numbers? Answer: $97,641 + 97,614 + 97,461 = 292,716$.
6. What is the total of all the different two-digit numbers that can be made using these numbers? (Be organized! You'll need these for #6). Answer: 1,188 (14, 16, 17, 19, 41, 46, 47, 49, 61, 64, 67, 69, 71, 74, 76, 79, 91, 94, 96, 97).
7. Arrange all the two-digit numbers in order from smallest to largest. (Hint: You should have 20 numbers.) Answer: 14, 16, 17, 19, 41, 46, 47, 49, 61, 64, 67, 69, 71, 74, 76, 79, 91, 94, 96, 97.
8. What two-digit prime numbers can be made from these numbers? (8 numbers). Answer: 17, 19, 47, 67, 71, 79, 91, 97.
9. What is the difference between the largest five-digit number and the smallest five-digit number? Answer: $97,641 - 14,679 = 82,962$.
10. Using all five numbers one time each, find the largest sum using a three-digit number and a two-digit number. Answer: $971 + 64 = 1,035$ or $961 + 74 = 1,035$.
11. Place the digits in a position where they create a true equation. Use each number only one time! $\underline{\quad} + \underline{\quad} - \underline{\quad} = \underline{\quad} \times \underline{\quad}$. Answer: $6 + 7 - 4 = 9 \times 1$ (various).

(Activity adapted from *Flexible Figures* by Judy Bliggenstorfer in *Challenge Magazine*, 1998, Good Apple, Issue 78.)

Technology:

- David tried to find Joe Ballantine by acting as a detective. He used the telephone book as a resource. Use the resources listed below to find at least one previously unknown fact about the Holocaust. Provide the name of the resource and the fact. Internet information will require a URL or website.
 - The Internet
 - Reference Books
 - CD-ROM
 - Professional Journal
 - Encyclopedia
 - Atlas
 - Dictionary
 - Other reference

Appendices

Teacher References

**The following historical
summary is background
information for use and
knowledge of the
teacher only.**

**This overview should not be
introduced to students.**

THE HOLOCAUST: A HISTORICAL SUMMARY

Source: United State Holocaust Memorial Museum

The Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims – six million were murdered; Gypsies, the handicapped, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi tyranny.

The concentration camp is most commonly associated with the Holocaust and remains an enduring system of the Nazi regime. The first camps opened soon after the Nazis took power in January 1933; they continued as a basic part of Nazi rule until May 8, 1945, when the war, and the Nazi regime, ended.

The events of the Holocaust occurred in two main phases: 1933-1939 and 1939-1945.

I. 1933-1939

On January 30, 1933, Adolf Hitler was named Chancellor, the most powerful position in the German government, by the aged President Hindenburg, who hoped Hitler could lead the nation out of its grave political and economic crisis. Hitler was the leader of the right-wing National Socialist German Workers Party (called the "Nazi Party" for short); it was, by 1933, one of the strongest parties in Germany, even though – reflecting the country's multiparty system – the Nazis had only won a plurality of 33 percent of the votes in the 1932 elections to the German parliament (Reichstag).

Once in power, Hitler moved quickly to end German democracy. He convinced his cabinet to invoke emergency clauses of the constitution that permitted the suspension of individual freedoms of press, speech, and assembly. Special security forces – the Special State Police (the *Gestapo*), the Storm Troopers (SA), and the Security Police (SS) – murdered or arrested leaders of opposition political parties (Communists, socialist, and liberals). The Enabling Act of March 23, 1933, forced through a *Reichstag* already purged of many political opponents, gave dictatorial powers to Hitler.

Also in 1933, the Nazis began to put into practice their racial ideology. Echoing ideas popular in Germany as well as most other western nations well before the 1930s, the Nazis believed that the Germans were "racially superior" and that there was a struggle for survival between them and "inferior races." They saw Jews, Roma (Gypsies), and the handicapped as a serious biological threat to the purity of the "German (Aryan)¹ Race," what they called the "master race."

Jews, who numbered nearly 600,000 in Germany (less than one percent of the total population in 1933), were the principal target of Nazi hatred. The Nazis mistakenly identified Jews as a race and defined this race as "inferior." They also spewed hate-mongering propaganda that unfairly blamed Jews for Germany's economic depression and the country's defeat in World War I (1914-1918).

In 1933, new German laws forced Jews to quit their civil service jobs, university and law court positions, and other areas of public life. In April 1933, a boycott of Jewish businesses was

instituted. In 1935, laws proclaimed at Nremberg made Jews second-class citizens. These “Nuremberg Laws” defined Jews not by their religion or by how they wanted to identify themselves but by the religious affiliation of their grandparents. Between 1937 and 1939, new anti-Jewish regulations segregated Jews further and made daily life very difficult for them: Jews could not attend public schools, go to theaters, cinemas, or vacation resorts, or reside, or even walk, in certain sections of German cities.

Also between 1937 and 1939, Jews were forced from Germany’s economic life: the Nazis either seized Jewish businesses and properties outright or forced Jews to sell them at bargain prices. In November 1938, this economic attack against German and Austrian¹ Jews changed into the physical destruction of synagogues and Jewish-owned stores, the arrest of Jewish men, the destruction of homes, and the murder of individuals. This centrally organized riot (pogrom) became known as *Kristallnacht* (the “Night of Broken Glass”).

Although Jews were the main target of Nazi hatred, the Nazis persecuted other groups they viewed as racially or genetically “inferior.” Nazi racial ideology was buttressed by scientists who advocated “selective breeding” (eugenics) to “improve” the human race. Laws passed between 1933 and 1935 aimed to reduce the future number of genetic “inferiors” through involuntary sterilization programs: about 500 children of mixed (African-German) racial backgrounds² and 320,000 to 350,000 individuals judged physically or mentally handicapped were subjected to surgical or radiation procedures so they could not have children. Supporters of sterilization also argued that the handicapped burdened the community with the costs of their care. Many of Germany’s 30,000 Gypsies were also eventually sterilized and prohibited, along with Blacks, from intermarrying with Germans. Reflecting traditional prejudices, new laws combined traditional prejudices with the new racism of the Nazis which defined Gypsies, by “race,” as “criminal and asocial.”

Another consequence of Hitler’s ruthless dictatorship in the 1930s was the arrest of political opponents and trade unionists and others the Nazis labeled “undesirables” and “enemies of the state.” Some five to fifteen thousand homosexuals were imprisoned in concentration camps; under the 1935 Nazi-revised criminal code, the mere denunciation of a man as “homosexual” could result in arrest, trial, and conviction. Jehovah’s Witnesses, who numbered 20,000 in Germany, were banned as an organization as early as April 1933, since the beliefs of this religious group prohibited them from swearing any oath to the state or serving in the German military. Their literature was confiscated, and they lost jobs, unemployment benefits, pensions, and all social welfare benefits. Many Witnesses were sent to prisons and concentration camps in Nazi Germany, and their children were sent to juvenile detention homes and orphanages.

Between 1933 and 1936, thousands of people, mostly political prisoners and Jehovah’s Witnesses, were imprisoned in concentration camps, while several thousand German Gypsies were confined in special municipal camps. The first systematic round-ups of German and Austrian Jews occurred after *Kristallnacht*, when approximately 30,000 Jewish men were

¹ On March 11, 1938, Hitler sent his army into Austria, and on March 13 the incorporation (*Anschluss*) of Austria with the German empire (*Reich*) was proclaimed in Vienna. Most of the population welcomed the *Anschluss* and expressed their fervor in widespread riots and attacks against the Austrian Jews numbering 180,000 (90 percent of whom lived in Vienna).

² These children, called “the Rhineland bastards” by Germans, were the offspring of German women and African soldiers from French colonies who were stationed in the Rhineland, a demilitarized zone the Allies established after World War I as a buffer between Germany and western Europe.

deported to Dachau and other concentration camps and several hundred Jewish women were sent to local jails. At the end of 1938, the waves of arrests also included several thousand German and Austrian Gypsies.

Between 1933 and 1939, about half the German Jewish population and more than two-thirds of Austrian Jews (1938-39) fled Nazi persecution. They emigrated mainly to Palestine, the United States, Latin America, Shanghai (which required no visa for entry), and eastern and western Europe (where many would be caught again in the Nazi net during the war). Jews who remained under Nazi rule were either unwilling to uproot themselves or unable to obtain visas, sponsors in host countries, or funds for emigration. Most foreign countries, including the United States, Canada, Britain, and France, were unwilling to admit very large numbers of refugees.

II. 1939-1945

On September 1, 1939, Germany invaded Poland and World War II began. Within days, the Polish army was defeated, and the Nazis began their campaign to destroy Polish culture and enslave the Polish people, whom they viewed as “subhuman.” Killing Polish leaders was the first step: German soldiers carried out massacres of university professors, artists, writers, politicians, and many Catholic priests. To create new living space for the “superior Germanic race,” large segments of the Polish population were resettled, and German families moved into the emptied lands. Thousands of other Poles, including Jews, were imprisoned in concentration camps. The Nazis also “kidnapped” as many as 50,000 “Aryan-looking” Polish children from their parents and took them to Germany to be adopted by German families. Many of these children were later rejected as not capable of Germanization and sent to special children’s camps, where some died of starvation, lethal injection, and disease.

As the war began in 1939, Hitler initiated an order to kill institutionalized, handicapped patients deemed “incurable.” Special commissions of physicians reviewed questionnaires filled out by all state hospitals and then decided if a patient should be killed. The doomed were then transferred to six institutions in Germany and Austria, where specially constructed gas chambers were used to kill them. After public protests in 1941, the Nazi leadership continued this euphemistically termed “euthanasia” program in secret. Babies, small children, and other victims were thereafter killed by lethal injection and pills and by forced starvation.

The “euthanasia” program contained all the elements later required for mass murder of European Jews and Gypsies in Nazi death camps: an articulated decision to kill, specially trained personnel, the apparatus for killing gas, and the use of euphemistic language like “euthanasia” that psychologically distanced the murderers from their victims and hid the criminal character of the killings from the public.

In 1940 German forces continued their conquest of much of Europe, easily defeating Denmark, Norway, the Netherlands, Belgium, Luxembourg, and France. On June 22, 1941, the German army invaded the Soviet Union and by September was approaching Moscow. In the meantime, Italy, Romania, and Hungary had joined the Axis powers led by Germany and opposed by the Allied Powers (British Commonwealth, Free France, the United States, and the Soviet Union).

In the months following Germany’s invasion of the Soviet Union, Jews, political leaders, Communists, and many Gypsies were killed in mass executions. The overwhelming majority of those killed were Jews. These murders were carried out at improvised sites throughout the Soviet Union by members of mobile killing squads (*Einsatzgruppen*) who followed in the wake of the invading Germany army. The most famous of these sites is Babi Yar, near Kiev, where an

estimated 33,000 persons, mostly Jews, were murdered. German terror extended to institutionalized handicapped and psychiatric patients in the Soviet Union; it also resulted in the mass murder of more than three million Soviet prisoners of war.

World War II brought major changes to the concentration camp system. Large numbers of new prisoners, deported from all German-occupied countries, now flooded the camps. Often entire groups were committed to the camps, such as members of underground resistance organizations who were rounded up in a sweep across western Europe under the 1941 “Night and Fog” decree.

To accommodate the massive increase in the number of prisoners, hundreds of new camps were established in occupied territories of eastern and western Europe.

During the war, ghettos, transit camps, and forced labor camps, in addition to the concentration camps, were created by the Germans and their collaborators to imprison Jews, Gypsies, and other victims of racial and ethnic hatred as well as political opponents and resistance fighters. Following the invasion of Poland, three million Polish Jews were forced into approximately 400 newly established ghettos, where they were segregated from the rest of the population. Large numbers of Jews were also deported from other cities and countries, including Germany, to ghettos in Poland and German-occupied territories further east.

In Polish cities under Nazi occupation, like Warsaw and Lodz, Jews were confined in sealed ghettos where starvation, overcrowding, exposure to cold, and contagious diseases killed tens of thousands of people. In Warsaw and elsewhere, ghettoized Jews made every effort, often at great risk, to maintain their cultural, communal, and religious lives. The ghettos also provided a forced labor pool for Germans, and many forced laborers (who worked on road gangs, in construction, or other hard labor related to the German war effort) died from exhaustion or maltreatment.

Between 1942-1944, the Germans moved to eliminate the ghettos in occupied Poland and elsewhere, deporting ghetto residents to “extermination camps” – killing centers equipped with gassing facilities – located in Poland. After the meeting of senior German government officials in late January 1942 at a villa in the Berlin suburb of Wannsee, the decision to implement “the final solution of the Jewish question” became formal state policy, and Jews from western Europe were also sent to killing centers in the East.

The six killing sites, chosen because of their closeness to rail lines and their location in semi-rural areas, were at Belzec, Sobibor, Treblinka, Chelmno, Majdanek, and Auschwitz-Birkenau. Chelmno was the first camp in which mass executions were carried out by gas, piped into mobile gas vans; 320,000 persons were killed there between December 1941 and March 1943 and between June to July 1944. A killing center using gas vans and later gas chambers operated at Belzec, where more than 600,000 persons were killed between May 1942 and August 1943. Sobibor opened in May 1942 and closed one day after a rebellion of the prisoners on October 14, 1943; up to 200,000 persons were killed by gassing. Treblinka opened in July 1942 and closed in November 1943; a revolt by the prisoners in early August 1943 destroyed much of the facility. At least 750,000 persons were killed at Treblinka, physically the largest of the killing centers. Almost all of the victims at Chelmno, Belzec, Sobibor, and Treblinka were Jews; a few were Gypsies. Very few individuals survived these four killing centers, where most victims were murdered immediately after arrival.

Auschwitz-Birkenau, which also served as a concentration camp and slave labor camp, became the killing center where the largest numbers of European Jews and Gypsies were killed. After an experimental gassing there in September 1941 of 250 malnourished and ill Polish prisoners and 600 Russian POWs, mass murder became a daily routine; more than 1.25 million people were killed at Auschwitz-Birkenau, 9 out of 10 of them Jews. In addition, Gypsies, Soviet POWs, and ill prisoners of all nationalities died in the gas chambers. Between May 14 and July 18, 1944, 437,402 Hungarian Jews were deported to Auschwitz in 8 trains. This was probably the largest single mass deportation during the Holocaust. A similar system was implemented at Majdanek, which also doubled as a concentration camp and where 275,000 persons were killed in the gas chambers or died from malnutrition, brutality, and disease.

The methods of murder were the same in all the killing centers, which were operated by the SS. The victims arrived in railroad freight cars and passenger trains, mostly from ghettos and camps in occupied Poland, but also from almost every other eastern and western European country. On arrival, men were separated from women and children. Prisoners were forced to undress and hand over all valuables. They were then driven naked into the gas chambers, which were disguised as shower rooms, and either carbon monoxide or Zyklon B (a form of crystalline prussic acid, also used as an insecticide in some camps) was used to asphyxiate them. The minority selected for forced labor were, after initial quarantine, vulnerable to malnutrition, exposure, epidemics, medical experiments, and brutality; many perished as a result.

The Germans carried out their systematic murderous activities with the active help of local collaborators in many countries and the acquiescence or indifference of millions of bystanders. However, there were instances of organized resistance. For example, in the fall of 1943, the Danish resistance, with the support of the local population, rescued nearly the entire Jewish community in Denmark from the threat of deportation to the east by smuggling them via a dramatic life boat to safety in neutral Sweden. Individuals in many other countries also risked their lives to save Jews and other individuals subject to Nazi persecution. One of the most famous was Raoul Wallenberg, a Swedish diplomat, who led the rescue effort that saved the lives of tens of thousands of Hungarian Jews in 1944.

Resistance movements existed in almost every concentration camp and ghetto of Europe. In addition to the armed revolts at Sobibor and Treblinka, Jewish resistance in the Warsaw ghetto led to a courageous uprising in April-May 1943, despite a predictable doomed outcome because of superior German force. In general, rescue or aid to Holocaust victims was not a priority of resistance organizations whose principal goal was to fight the war against the Germans. Nonetheless, such groups and Jewish partisans (resistance fighters) sometimes cooperated with each other to save Jews. On April 19, 1943, for instance, members of the National Committee for the Defense of Jews, in cooperation with Christian railroad workers and the general underground in Belgium, attacked a train leaving the Belgian transit camp of Malines headed for Auschwitz and succeeded in assisting hundreds of Jewish deportees to escape.

After the war turned against Germany and the Allied armies approached German soil in late 1944, the SS decided to evacuate outlying concentration camps. The Germans tried to cover up the evidence of genocide and deported prisoners to camps inside Germany to prevent their liberation. Many inmates died during the long journeys on foot known as "death marches." During the final days, in the spring of 1945, conditions in the remaining concentration camps exacted a terrible toll in human lives. Even concentration camps never intended for extermination, such as Bergen-Belsen, became death traps for thousands, including Anne Frank, who died there of typhus in March 1945.

In May 1945, Nazi Germany collapsed, the SS guards fled, and the camps ceased to exist as extermination, forced labor, or concentration camps. Some of the concentration camps, including Bergen-Belsen, Dachau, and Landsberg, all in Allied occupied Germany, were turned into camps for displaced persons (DPs), which included former Holocaust victims unable to be repatriated.

The Nazi legacy was a vast empire of murder, pillage, and exploitation that had affected every country of occupied Europe. The toll in lives was enormous. The full magnitude and the moral and ethical implications of this tragic era are only now beginning to be understood more fully.

CHILDREN AND THE HOLOCAUST

Source: United State Holocaust Memorial Museum

Up to one-and-a-half million children were murdered by the Nazis and their collaborations between 1933 and 1945. The overwhelming majority of them were Jewish. Thousands of Roma (Gypsy) children, disabled children, and Polish children were also among the victims.

The deaths of these children were not accidental: they were the deliberate result of actions taken by the German government under the leadership of Chancellor Adolf Hitler. The children were killed in various ways. Many were shot; many more were asphyxiated with poisonous gas in concentration camps or subjected to lethal injections. Other perished from disease, starvation, exposure, torture, and/or severe physical exhaustion from slave labor. Still others died as a result of medical experiments conducted on them by German doctors in the camps.

During the Holocaust, children – ranging in age from infants to older teens – were, like their parents, persecuted and killed not for anything they had done. Rather, Hitler and the Nazi government believed that so-called “Aryan” Germans were a superior race. The Nazis labeled other people they considered inferior as “non-Aryans.” People belonging to non-Aryan groups, including children, were targeted by the Nazis for elimination from German society. The Nazis killed children to create a biologically pure society.

Even children who fit the Aryan stereotype suffered at the hands of the Nazis during World War II. Non-Jewish children in occupied countries whose physical appearance fit the Nazi notion of a “master race” (fair skin, blond-haired, blue-eyed) were at times kidnapped from their homes and taken to Germany to be adopted by German families. As many as 50,000 Polish children alone may have been separated from their families in this manner. Some of these children were later rejected and sent to special children’s camps where they died of starvation or as a result of the terrible living conditions within the camps. Others were killed by lethal injections at the concentration camps of Majdanek and Auschwitz.

The experiences of children who were victims of Nazi hatred varied widely. Factors such as age, gender, family wealth, and where a child lived affected their experiences under German domination. Generally, babies and younger children deported to ghettos and camps had almost no chance of surviving. Children in their teens, or younger children who looked more mature than their years, had a better chance of survival since they might be selected for slave labor rather than for death. Some teens participated in resistance activities as well.

Children who were victims of the Holocaust came from all over Europe. They had different languages, customs, and religious beliefs. Some came from wealthy families; others from poor homes. Many ended their schooling early to work in a craft or trade; others looked forward to continuing their education at the university level. Still, whatever their differences, they shared one commonality; by the 1930s, with the rise of the Nazis power in Germany, they all became potential victims and their lives were forever changed.

Nazi Germany, 1933-39

Soon after the Nazis gained power in German, Jewish children found life increasingly difficult. Due to legislation prohibiting Jews from engaging in various professions, their parents lost jobs and businesses. As a result, many families were left with little money. Jewish children were not

allowed to participate in sports and social activities with their “Aryan” classmates and neighbors. They could not go to museums, movies, public playgrounds, or even swimming pools. Even when they were permitted to go to school, teachers often treated them with scorn and encouraged their humiliation by other students. Frequently, Jewish students were subject to being taunted and teased, picked upon and beaten up. Eventually, Jewish and Gypsy children were expelled from German schools.

Gypsy children, like Jewish children, faced many hardships in Nazi Germany. Along with their parents, they were rounded up and forced to live behind barbed wire in special municipal internment camps under police guard. Beginning in 1938, Gypsy teenagers were arrested and sent to concentration camps.

Murder Under Cover of War

With the outbreak of World War II in September 1939, life became much harder for children all over Europe. European children of all backgrounds suffered because of the war, experiencing displacement, inadequate diets, the absence of fathers and brothers, loss of family members, trauma, and confusion. However, only certain groups of children were singled out for “extinction.”

Wartime, Hitler suggested, “was the best time for the elimination of the incurably ill.” Among the first victims of the Nazis were disabled persons, and children were not exempt. Many Germans, influenced by Nazi ideas, did not want to be reminded of individuals who did not measure up to their idealized concept of a “master race.” The physically and mentally handicapped were viewed by the Nazis as unproductive to society, a threat to Aryan genetic purity, and ultimately unworthy of life. Beginning almost simultaneously with the start of World War II, a “euthanasia” program was authorized personally by Adolf Hitler to systematically murder disabled Germans. Like disabled adults, children with disabilities were either injected with lethal drugs or asphyxiated by inhaling carbon monoxide fumes pumped into sealed mobile vans and gas chambers. Medical doctors cooperated in these so-called “mercy killings” in six institutions, and secretly at other centers in Germany. Though some were Jewish, most of the children murdered in this fashion were non-Jewish Germans.

With the onset of war, Jewish children in Germany suffered increasing deprivations. Nazi government officials confiscated many items of value from Jewish homes, including radios, telephones, cameras, and cars. Even more importantly, food rations were curtailed for Jews as were clothing ration cards. Jewish children felt more and more isolated. Similarly, as Germany conquered various European countries in their war effort – from Poland and parts of Soviet Union in the east, to Denmark, Norway, Belgium, France, and the Netherlands in the west – more and more Jewish children came under German control and, with their parents, experienced persecution, forced separations, and very often, murder.

Throughout eastern Europe, Jewish families were forced to give up their homes and relocate into ghettos – restricted areas set up by the Nazis as “Jewish residential districts.” Most of the ghettos were located in German-occupied Poland; most were established in the poorer, more dilapidated sections of towns and cities. Ghettos were fenced in, typically with barbed wire or brick walls. Entry and exit were by permit or pass only; like a prison, armed guards stood at gates. Families inside the ghettos lived under horrid conditions. Typically, many families would be crowded into a few rooms where there was little if any heat, food, or privacy. It was difficult to keep clean. Many people in the ghettos perished from malnutrition, starvation, exposure, and

epidemics. Typhus, a contagious disease spread by body lice, was common, as was typhoid, spread through contaminated drinking water.

Some children managed to escape deportation to ghettos by going into hiding with their families or by hiding alone, aided by non-Jewish friends and neighbors. Children in hiding often took on a secret life, sometimes remaining in one room for months or even years. Some hid in woodpiles, attics, or barns; others were locked in cupboards or concealed closets, coming out infrequently and only at night. Boys had it more difficult, because they were circumcised and could therefore be identified.

Children were often forced to live lives independent of their families. Many children who found refuge with others outside the ghettos had to assume new identities and conform to local religious customs that were different from their own in order to survive. Some Jewish children managed to pass as Catholics and were hidden in Catholic schools, orphanages, and convents in countries across Europe.

Everyday children became orphaned and many had to take care of even younger children. In the ghettos of Warsaw and other cities, many orphans lived on the streets, begging for bread and food from others in the ghetto who likewise had little or none to spare. Exposed to severe weather, frostbite, disease, and starvation, these children did not survive for long. Many froze to death.

In order to survive, children had to be resourceful and make themselves useful. In Lodz, healthy children could survive by working. Small children in the largest ghetto in occupied Poland, Warsaw, sometimes helped smuggle food to their families and friends by crawling through narrow openings in the ghetto wall. They did so at considerable risk, as smugglers who were caught were severely punished.

Deportation To Concentration Camps

The Nazis started emptying the ghettos in 1942 and deporting the victims to concentration camps. Children were often the target of special round-ups for deportation to the camps. The victims were told they were being resettled in the “East.” The journey to the camps was difficult for everyone. Jammed into rail cars until there was no room for anyone to move, young children were often thrown on top of other people. Suffocating heat in the summer and freezing cold in the winter made the deportation journey even more brutal. During the trip, which often lasted several days, there was no food except for what people managed to bring along. There was also no water or bathroom facilities and parents were powerless to defend their children.

Two concentration camps (Auschwitz-Birkenau and Majdanek) and four other camps (Chelmno, Sobibor, Belzec, and Treblinka) functioned as “killing centers.” All were located near railroad lines in occupied Poland, and poison gas – either carbon monoxide or Zyklon B – was the primary weapon of murder. At Chelmno, Sobibor, Belzec, and Treblinka, nearly everyone was killed soon after arrival. At Auschwitz and Majdanek, individuals were “selected” to live or to die. Stronger, healthier people – including many teenagers – were often selected for slave labor, forced to work eleven-hour shifts with minimum provisions for clothing, food, and shelter. Some who survived the camp “selection” process were used for medical experiments by German physicians.

The great majority of people deported to killing centers did not survive. For those who did survive the selection process, children and adults alike, life in the camps presented new

challenges, humiliations, and deprivations. One became a prisoner: clothing and all possessions were removed. Hair was shaved off. Ill-fitting prison uniforms were distributed. One's name was replaced with a number often tattooed on the arm. Many people scarcely recognized their own family members after they had been processed in the camps.

Camp "inmates" were crowded into barracks fitted with wooden bunk beds stacked three or four on top of each other, and several people had to fit per level on the plank beds that had neither mattresses nor blankets. Lice were everywhere and contributed to the spread of disease, which was an ever-present enemy. Standing in roll calls for extended periods in all kinds of weather and working long hours took its toll on everyone. Daily rations of food consisted of a small piece of bread and coffee or soup. As a result of these brutal living conditions, many people died. Few lasted more than a month or two. Even among those that survived, one's vulnerability to "selection" had not ended at the point of arrival. The sick, the feeble, and those too exhausted to work were periodically identified and selected for gassing.

Liberation

Near the end of the war in 1945, the German concentration camps were liberated by Allied soldiers. By this time, many of the children who had entered camps as teenagers were now young adults. For most, the food and gestures of kindness offered by liberating soldiers were the links to life itself. Children who had survived in hiding now searched the camps trying to locate family members who might also have survived. Returning to hometowns, they had hopes that a former neighbor might know of other survivors.

It was rare for an entire family to survive the Holocaust. One or both parents were likely to have been killed; brothers and sisters had been lost; grandparents were dead. Anticipated reunions with family members gave surviving children some hope, but for many, the terrible reality was that they were now alone. Many found themselves sole survivors of once large extended families. A few were eventually able to locate missing family members.

Life as it had been before the Holocaust was forever altered. Though some individual survivors attempted to return to their former places of residence, Jewish and Gypsy communities no longer existed in most of Europe. Family homes had, in many instances, been taken over by others; personal possessions had been plundered. Because returning to one's home in hopes of reclaiming what had been lost was fraught with extreme danger, many young survivors eventually ended up instead in children's centers or displaced persons camps.

The future was as uncertain as the present was unstable. Many young people had had their schooling interrupted and could not easily resume their studies. Merely surviving took precedence over other concerns. Owning nothing and belonging nowhere, many children left Europe and, with assistance provided by immigrant aid societies or sponsorship from relatives abroad, they emigrated, usually to the United States, South Africa, and/or Palestine, which, after 1948, became the State of Israel. There, in these newly adopted countries, they slowly developed new lives.

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Social Studies School Service

District Holocaust Education Contacts

Alachua	Deborah Gallagher 620 E. University Ave. Gainesville, Florida 32601	Phone: 352/955-7621 Email: gallagdd@sbac.edu
Baker	Robin Mobley 392 S. Boulevard East Macclenny, Florida 32063	Phone: 904/259-0427 Email: rmobley@baker.k12.fl.us
Bay	Lendy Willis 1311 Balboa Ave. Panama City, Florida 32401	Phone: 850/872-4100 Email: willilr@mail.bay.k12.fl.us
Bradford	Eugenia Whitehead 611 N. Orange St. 32091 Starke, Florida 32091	Phone: 904/966-6810 Email: whitehea_e@firm.edu
Brevard	Irene Ramnarine 2700 Judge Fran Jamieson Way Viera, Florida 32940	Phone: 321/631-1911 Email: ramnarinei@brevard.k12.fl.us
Broward	Linda Medvin M.E.T.R.I.C. Bldg. 1441 S. Federal Highway Ft. Lauderdale, Florida 33316	Phone: 754/761-2453 Email: lmedvin@hotmail.com
Calhoun	Wynette Peacock 337 River St. Blountstown, Florida 32424	Phone: 850/674-8734 Email: peacock_w@firm.edu
Charlotte	Francis Holleran 1445 Education Way Port Charlotte, Florida 33948	Phone: 941/255-0808 Email: francis_hollerman@ccps.k12.fl.us
Citrus	Charal Bauer 1007 W. Main St. Inverness, Florida 33450	Phone: 352/726-1931 x2247 Email: bauerc@citrus.k12.fl.us
Clay	Lyle Bandy 23 S. Green St. Green Cove Springs, Florida 32043	Phone: 904/272-8100 x2461 Email: lbandy@mail.clay.k12.fl.us
Collier	Jack Bovee 5775 Osceola Tr. Naples, Florida 34109	Phone: 239/254-4607 Email: boveeja@collier.k12.fl.us

Columbia	Barbara Thomas 372 West Duval St Lake City, Florida 32055	Phone: 386/755-8048 Email: thomas_b4@firm.edu
DeSoto	Tamara O' Donnell 310 Whidden Street Arcadia, Florida 34266	Phone: 239/494-4222 Email: tammy.o'donnell@desoto.k12.fl.us
Dixie	Kenneth Baumer PO Box 890 Cross City, Florida 32628	Phone: 352/498-1301 Email: baumer_ke@dixie.k12.fl.us
Duval	Michelle Green 1701 Prudential Drive Jacksonville, Florida 32207	Phone: 904/390-2130 Email: greenm2@educationcentral.org
Escambia	Laura Snow JE Hall Center 30 E. Texar Drive Pensacola, Florida 32503	Phone: 850/469-5392 Email: lsnow@escambia.k12.fl.us
Flagler	Mary Haas PO Box 755 Bunnell, Florida 32110	Phone: 386/437-7526 Email: haasm@flagler.k12.fl.us
Franklin	Brenda Wilson 155 Avenue E. Apalachicola, Florida 32320	Phone: 850/653-8831 Email: wilson_b4@firm.edu
Gadsden	Edna Forehand 35 Martin Luther King Blvd Quincy, Florida 32351	Phone: 850/627-9651 Email: forehand_e@firm.edu
Gilchrist	James A. Surrency 310 NW 11 Avenue Trenton, Florida 32693	Phone: 352/463-3153 Email: surrency_j@firm.edu
Glades	Mazie Ford PO Box 459 Glades, Florida 33471	Phone: 863/946-0055 Email: ford_m3@firm.edu
Gulf	Sara Joe Wooten 150 Middle School Road Port St. Joe, Florida 32456	Phone: 850/229-6940 Email: wooten_s@firm.edu
Hamilton	Rex Mitchell PO Box 1059 Jasper, Florida 32052	Phone: 386/792-3681 Email: mitchell_r01@firm.edu

Hardee	Marie Dasher PO Drawer 1678 Wachula, Florida 33873	Phone: 863/773-9058 Email: mdasher@hardee.k12.fl.us
Hendry	Scott Cooper PO Box 1980 LaBelle, Florida 33975	Phone: 863/674-4555 Email: cooperr@hendry.k12.fl.us
Hernando	Mary Krabel 919 N. Broad St. Brooksville, Florida 34601	Phone: 352/797-7052 Email: krabel_m@hcsb.k12.fl.us
Highlands	Sandy Smith 426 School St. Sebring, Florida 33870	Phone: 863/471-5571 Email: smiths@highlands.fl.us
Hillsborough	Dennis Holt 901 East Kennedy Blvd Tampa, Florida 33602	Phone: 813/272-4016 Email: dennis.holt@sdhc.k12.fl.us
Holmes	Sheri Brooks 1473 Ammons Rd. Ponce De Leon, Florida 32455	Phone: 850/836-4296 Email: brooks_sl@firn.edu
Indian River	Karen VanDeVoorde 1990 25th St. Vero Beach, Florida 32960	Phone: 772/564-3000 Email: karen.vandevoorde@indian-river.k12.fl.us
Jackson	Frank Waller PO Box 5958 Marianna, Florida 32446	Phone: 850/482-1211 Email: frank.waller@jcsb.org
Jefferson	Cynthia Shrestha 1490 W. Washington St. Monticello, Florida 32344	Phone: 850/342-0100 Email: shrestha_c@firn.edu
Lafayette	Betina Hurst 160 North East Hornet Drive Mayo, Florida 32066	Phone: 386/294-1351 Email: bhurst@fc.lafayette.k12.fl.us
Lake	Karen Kennen 201 W. Burleigh Blvd. Tavares, Florida 32778	Phone: 352/343-3531 x368 Email: kennenk@lake.k12.fl.us
Lee	Constance Jones 2523 Market St. Ft. Meyers, Florida 33901	Phone: 239/ 337-8307 Email: constanceaj@lee.k12.fl.us

Leon	Michael Odom 3955 W. Pensacola St. Tallahassee, Florida 32304	Phone: 850/488-0093 x307 Email: odomm@mail.leon.k12.fl.us
Levy	Rick Turner PO Drawer 129 Bronson, Florida 32621	Phone: 352/486-5231 Email: turnerr@levy.k12.fl.us
Liberty	Sue Summers PO Box 429 Bristol, Florida 32321	Phone: 850/643-2249 Email: summers_g@firm.edu
Madison	Julia Waldrep 312 NE Duval St. Madison, Florida 32340	Phone: 850/973-5022 Email: waldrej@madison.k12.fl.us
Manatee	Elaine Graham PO Box 9069 Bradenton, Florida 34206	Phone: 941/708-8770 x2244 Email: grahme@manatee.k12.fl.us
Marion	Mary Lou Van Note 512 SE 3rd Street Ocala, Florida 34471	Phone: 352/671-7548 Email: vannotem@marion.k12.fl.us
Martin	Frank Raffone 500 E. Ocean Blvd. Stuart, Florida 34471	Phone: 772/219-1200 Email: raffonef@martin.k12.fl.us
Miami-Dade	Miriam Klein Kassenoff 1500 Biscayne Blvd. Miami, Florida 33132	Phone: 305/995-1201 Email: mimik@webtv.net
Monroe	Kathleen Guevremont 241 Trumbo Road Key West, Florida 33041	Phone: 305/293-1400 Email: guevremontk@monroe.k12.fl.us
Nassau	Iris Coleman 1201 Atlantic Ave. Fernandina Beach, Florida 32034	Phone: 904/491-9871 Email: iris.coleman@nassau.k12.fl.us
Okaloosa	Sheila Lightbourne 120 Lowery Pl., SE Fort Walton Beach, Florida 32548	Phone: 850/833-3170 Email: nihilltaylor@okaloosa.k12.fl.us
Okeechobee	Sharon Suits 700 SW 2 Ave. Okeechobee, Florida 34974	Phone: 863/462-5000 x273 Email: suitss@ocsb.okee.k12.fl.us

Orange	Mitch Bloomer 851 N. Maitland Ave. Maitland, Florida 32751	Phone: 407/628-0555 Email: mitchell@holocaustedu.org
Osceola	Linda Oliverio 817 Bill Beck Blvd. Kissimmee, Florida 34744	Phone: 407/870-4919 Email: oliveriol@osceola.k12.fl.us
Palm Beach	Eileen Shapiro 3388 Forest Hill Blvd. Suite A 204 West Palm Beach, Florida 33406	Phone: 561/434-8169 Email: eshapiro@mail.palmbeach.k12.fl.us
Pasco	Kathleen Steiner 7227 Land O'Lakes Blvd. Land O'Lakes, Florida 34369	Phone: 813/996-3600 Email: ksteiner@pasco.k12.fl.us
Pinellas	Sheila Keller 301 4th St. SW Largo, Florida 33770	Phone: 727/586-1818 Email: kellers@pinellas.k12.fl.us
Polk	Carrie Oldem 1925 S. Floral Ave. PO Box 391 Bartow, Florida 33831	Phone: 863/534-0660 Email:
Putnam	Paula Forsyth 200 S. 7th St. Palatka, Florida 32177	Phone: 386/329-0527 Email: forsyth_p@firm.edu
Saint Johns	Diane Solms 40 Orange St. St. Augustine, Florida 32084	Phone: 904/819-7536 Email: solmsd@stjohns.k12.fl.us
Saint Lucie	Mary Krause 532 N. 13th St. Ft. Pierce, Florida 34950	Phone: 772/468-5158 Email: krause_m@stlucie.k12.fl.us
Santa Rosa	Jackie Brown 603 Canal St. Milton, Florida 32570	Phone: 850/934-4010 x403 Email: brownj@mail.santarosa.k12.fl.us
Sarasota	Bernadette Bennett 1960 Landings Blvd. Sarasota, Florida 34231	Phone: 941/927-9000 x4100 Email: bernadette_bennett@sarasota.k12.fl.us
Seminole	Sue Dessert (middle&high) 400 E. Lake Mary Blvd. Sanford, Florida 32773	Phone: 407/320-0194 Email: sue_dessert@scps.k12.fl.us

Seminole 2	Debbie Rogier (Elementary) 400 E. Lake Mary Blvd. Sanford, Florida 32773	Phone: 407/320-0193 Email: debbie_rogier@scps.k12.fl.us
Sumter	Jim Mariucci 2680 WC 476 Bushnell, Florida 33513	Phone: 352/793-2315 x213 Email: mariucj@sumter.k12.fl.us
Suwannee	Mel McMullen 702 2nd St. NW Live Oak, Florida 32060	Phone: 386/364-2624 Email: mmcullen@suwannee.k12.fl.us
Taylor	Wanda Kemp 318 N. Clark St. Perry, Florida 32347	Phone: 850/838-2541 Email: wanda.kemp@taylor.k12.fl.us
Union	Bobbie Morgan 55 SW 6th St. Lake Butler, Florida 32054	Phone: 386/496-4179 Email: morganb@union.k12.fl.us
Volusia	Jason Caros PO Box 2410 Daytona Beach, Florida 32115	Phone: 386/255-6475 Email: jcaros@mail.volusia.k12.fl.us
Wakulla	Beth O'Donnell PO Box 100 Crawfordville, Florida 32326	Phone: 850/926-7131 Email: odonnellb@wakulla.k12.fl.us
Walton	Marsha Pugh 145 Park St. DeFuniak Springs, Florida 32435	Phone: 850/892-8310 Email: pughm@walton.k12.fl.us
Washington	Michael Welch 652 3rd St. Chipley, Florida 32428	Phone: 850/638-6222 Email: welch_m@firm.edu

**Florida Commissioner's Task Force on Holocaust Education
Affiliated Centers**

www.firn.edu/doe/holocaust

Florida Atlantic University

Raddock Eminent Scholar Chair for Holocaust Studies

Dr. Alan Berger

Dr. Rose Gatens, Center Director

777 Glades Road

Boca Raton, Florida 33431-0991

Phone: 561/297-2979

Fax: 561/297-2199

Holocaust Memorial Resources and Education Center of Central Florida

Mitchell Bloomer, Center Director

851 North Maitland Avenue

Maitland, Florida 32751

Phone: 407/628-0555

Fax: 407/628-1079

Florida State University Center for Professional Development

Karen Bickley, Director of Credit Programs

555 West Pensacola Street

Tallahassee, Florida 32306-1640

Phone: 850/644-1882

Fax: 850/644-2589

University of Miami/Miami-Dade Public Schools Holocaust Studies

Dr. Miriam Kassenoff

5700 Collins Avenue

Miami Beach, Florida 33141

Phone: 305/955-1951

Holocaust Documentation and Education Center, Inc.

Rositta E. Kenigsberg, Executive Vice President

Merle Saferstein, Director of Educational Outreach

13899 Biscayne Boulevard, Suite 404

North Miami Beach, Florida 33181

Phone: 305/919-5690

Fax: 305/919-5691

University of Florida Center for Jewish Studies

Dr. Ken Wald

P.O. Box 118020

Gainesville, Florida 32611

Phone: 352/392-9245

Fax: 352/392-5378

Florida Holocaust Museum

Noreen Brand, Education Director

44 5th Street South

St. Petersburg, Florida 33701

Phone: 727/820-0100

Fax: 727/894-8096