

# Table of Contents

<b>Introduction</b> .....	3
<b>Historical Background—The Holocaust</b> .....	5
<b>Parent Letter</b> .....	6
<i>Number the Stars</i> by Lois Lowry (Ashton Scholastic, Inc. 1993).....	7
Summary—Background Information on Denmark—Connecting Activities—Annmarie: Our Heroine—Character Emotions—An Ode to Annemarie—What Do the History Books Say?—Holocaust Events	
<i>Anne Frank: Beyond the Diary</i> by Ruud van der Rol and Rian Verhoeven (Puffin, 1995) .....	16
Summary—Sample Plan—Overview of Activities—Anti-Jewish Laws—Room in Hiding—A Diary—Character Analysis—Anne’s Obituary, Eulogy and Epitaph—Anne Frank’s Presentation	
<i>The Good Liar</i> by Gregory Maguire (University of Queensland Press, 1996).....	25
Summary—Sample Plan—Overview of Activities—Good and Bad—What Is a Mensch?—Predictions—Madame Cauverin’s Interview	
<b>Across the Curriculum</b> .....	31
<b>English:</b>	Holocaust Cinquain—Famous Quotations—Dear Prime Minister—Pretend—Crack the Code—Create a Web—Fact or Opinion—Making the Mark—Good Traits and Bad Traits—People of the Holocaust—The ABC’s of the Holocaust—Name the Character—Create a Story—Newscast from Berlin—Prejudice—Holocaust Crossword Puzzle—Literature Related Activities
<b>SOSE:</b>	The Purpose of Passports—Star of David—Avenue of the Righteous—Take a Risk—Tough Times—The Takeover—Nuremberg Law—Supplementary Activities
<b>Art:</b>	Holocaust Poster—Holocaust Tile
<b>Mathematics:</b>	Measure My Head—Facts and Figures
<b>Culminating Activities</b> .....	71
Concluding the Holocaust—Holocaust Who’s Who—Holocaust Words—Holocaust Courage	
<b>Bibliography</b> .....	75
<b>Resource Materials</b> .....	76
<b>Answer Key</b> .....	77

# Introduction

*Holocaust* is a compelling thematic unit which gives students a realistic view of one of the world's most horrible atrocities—the Holocaust. Its 80 pages are filled with a wide variety of lesson ideas and reproducible pages designed for use with students at a challenging level. At its core this literature-based thematic unit has three high-quality literature selections—*Number the Stars*, *Anne Frank: Beyond the Diary* and *The Good Liar*. For each of these books, activities are included which set the stage for reading, encourage the enjoyment of the book and extend the concepts gained. In addition, the theme is connected to the curriculum with activities in English, mathematics, SOSE and art. Many of the activities are additional timesavers for the busy teacher. Highlighting this complete teacher resource are culminating activities. These activities allow students to synthesise and apply the knowledge beyond the classroom.

This thematic unit includes the following:

- ❑ **Literature selections**—summaries of three books with related lessons (complete with reproducible pages) that cross the curriculum
- ❑ **Curriculum connections**—poetry and writing suggestions plus activities in language arts, logic and maths, social studies and art
- ❑ **Group projects**—activities to foster cooperative learning
- ❑ **Literature-related activities**—additional Holocaust-related books with ideas and activities
- ❑ **Supplementary activities**—ideas and general activities that relate to the Holocaust
- ❑ **Culminating activities**—ideas which require students to synthesise their learning
- ❑ **A bibliography**—a list suggesting additional literature books related to the Holocaust
- ❑ **Resource materials**—names addresses and websites of Holocaust related organisations.

**To keep this valuable resource intact so that it can be used year after year, you may wish to punch holes in the pages and store them in a three-ring binder.**

# Historical Background— The Holocaust

The study of this particular series of events—this era of human history called the Holocaust—is a serious and sombre undertaking. Any period of war necessarily involves the deaths of human beings, tragic and inevitably violent. The Holocaust remains a period of brutality so extreme as to constitute nothing less than a debasement of the human spirit. For this reason alone, humanity at large must not forget what happened.

The word *holocaust* means complete destruction of life, usually by fire. Since World War II the term has acquired an even more ominous meaning—the deliberate massacre of six million Jews by the criminal regime of Adolf Hitler and his Nazi Party. As dictator of Germany, one of the most cultured nations of the continent, Hitler's goal was to exterminate all Jews in Europe. He succeeded in killing two-thirds of them before he ended his own life in his bomb-proof bunker under the German Chancellery in Berlin at the end of the war.

Discrimination against Jews began as soon as Hitler took power. Between 1933 and 1939, the Nazis boycotted Jewish businesses, established quotas in the professions and schools, outlawed marriages between Jews and Gentiles and built Dachau, Buchenwald and Oranienburg—the first concentration camps. A number of historians date the beginning of the Holocaust itself to the night of 9 November 1938, when Hitler's Storm Troopers went on a rampage, burning 267 synagogues, arresting 20,000 people and smashing Jewish places of business in an orgy of terror which has since been called *Kristallnacht*—'the night of broken glass'. To make the horror of this night even worse, the Nazis then forced the Jews to pay an 'atonement' fine of \$400 million for the damage which had been done by the regime to the Jews' own property.

For Europe, World War II began in September 1939, with the unprovoked Nazi invasion of Poland. The United States did not enter the war until December 1941. After Germany conquered Poland, Reinhard Heydrich, the Nazi chief of security police, decreed that all Polish Jews were to be confined in a ghetto. Seven hundred thousand Jews died there during the next two years and when Germany attacked the Soviet Union in June 1941, 'strike squads' were sent in against Soviet Jewish citizens. In one atrocity alone, 33,771 Jews were machine-gunned on 29 September 1941.

In January 1942, Hitler called the Wannsee Conference to debate what he called the 'final solution of the Jewish question'. As a result, during the next three years Jews represented over half of those exterminated in the concentration camps. Gypsies, Slavs and political prisoners made up most of the rest. Several camps, including Auschwitz, were primarily extermination camps built to kill people. The Nazis were proud of their efficiency in murder and their methods included using cyanide or carbon monoxide gas, electrocution and phenol injections, among others.

The concentration camps have come to stand for the worst that humans can do. The Nazis debased and depersonalised the inmates, treating them as though they were not people at all, crowding them into cattle cars, carrying them to the camps without water, food or sanitary facilities. Camp directors and guards abused them physically and verbally in the worst ways possible, splitting up families, sending men and boys to one place and women and girls to another. In Auschwitz the infamous medical director, Dr Josef Mengele, deciding with one look at the incoming prisoners which ones would live, personally selected over 400,000 for death and gruesome, horrifying experiments.

# Historical Background— The Holocaust *(cont.)*

Everything the Jews owned—money, clothing, books, jewellery, even the hair on their heads and the gold fillings in their teeth—was taken from them. (It is estimated that 155 kilos of gold a day was extracted from prisoners' mouths at Auschwitz alone.) Without blankets or pillows, they slept on wooden shelves, crowded so closely together they could not turn over in their sleep.

Prisoners were forced into slave labour until they could no longer work and then they were killed. They were identified by the numbers tattooed on their arms. Hundreds of thousands died of typhus or other terrible diseases which flourish when people are forced to live together in unsanitary conditions. Entire families by the thousands were wiped out.

Having no weapons and weakened by disease and malnutrition, the Jews were isolated from other nations, with little resource except to hide if they were able to find sympathetic patrons among the Nazi-dominated populations of Europe. Escape became impossible after the early years. Sixty thousand managed to join with partisan groups who fiercely resisted the Nazis throughout the war and uprisings occurred in several of the larger ghettos, including the one in Warsaw, Poland.

Those killed included men, women, children, babies, old people and the handicapped. They included doctors, teachers, librarians, lawyers, business people, store clerks, housewives, students, farmers and secretaries. People from every walk of life were killed, regardless of who they were, how wealthy or how poor they were or how good or how bad they were. They were all the same to the twisted criminals who ran the Nazi government and its camps.

The Holocaust is one of the darkest chapters in all of human history—a time when evil was let loose on the inhabitants of a whole continent and became the official government policy of a modern European nation. The enormity of the crimes committed has so traumatised the Western world that shame, sorrow and guilt still shadow our existence. The written records, photographs of atrocities and testimonials by those who survived the horrors remain today an overwhelming experience, difficult to face but necessary to confront if new generations are to be spared a return to such debasement of humanity.

