

The
HOLOCAUST

NEVER FORGET

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**MINI
STUDY GUIDE**

THE HOLOCAUST: NEVER FORGET



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Forward

This guide offers a variety of questions and activities to support teaching of *The Holocaust: Never Forget*. Teachers may choose to use all of the materials or to select specific questions or activities that meet students' individual needs and grade requirements.

Cross-curricular activities follow up on topics introduced in the book. These activities allow teachers to differentiate learning and to provide multiple ways of assessing students' understanding of the information in each chapter.

The author, a former teacher, has written books and texts for most of the major American publishers during her thirty-year career in education publishing. She also has an extensive background in assessment from her academic work and teaching experience.

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Warm-Up Activities

The following activities—or variations on them—offer a quick orientation to the Holocaust and a preview of some topics covered in the book.

Cover Photographs

The images on the cover each have a connection to the Holocaust. As you review each one, write down your ideas about the photograph:

What seems to be going on?

What might this photograph reveal about the Holocaust?

You will see these same photographs in the book. (The exception is the yellow star, known as the "Star of David," the "Shield of David," and "Magen David.") As you read the text, you can compare your initial ideas about the photograph with what you learn about each object or event.

Test Your Prior Knowledge

What do you know about the Holocaust? Can you answer one or more of the following questions?

What was the Holocaust?

When did the Holocaust occur?

Where did the Holocaust occur?

Chapter Assessments/ Activities

CHAPTER 1

Understanding the Holocaust

Assessment

What does the meaning of the word *Shoah* suggest about the Holocaust? *(The meaning, "Whirlwind of Destruction," is a metaphor that suggests the Holocaust was like a devastating tornado that crushes everything in its path.)*

What do the names applied to Adolph Hitler suggest about him? *(The names suggest that he was an inhuman, immoral, evil force.)*

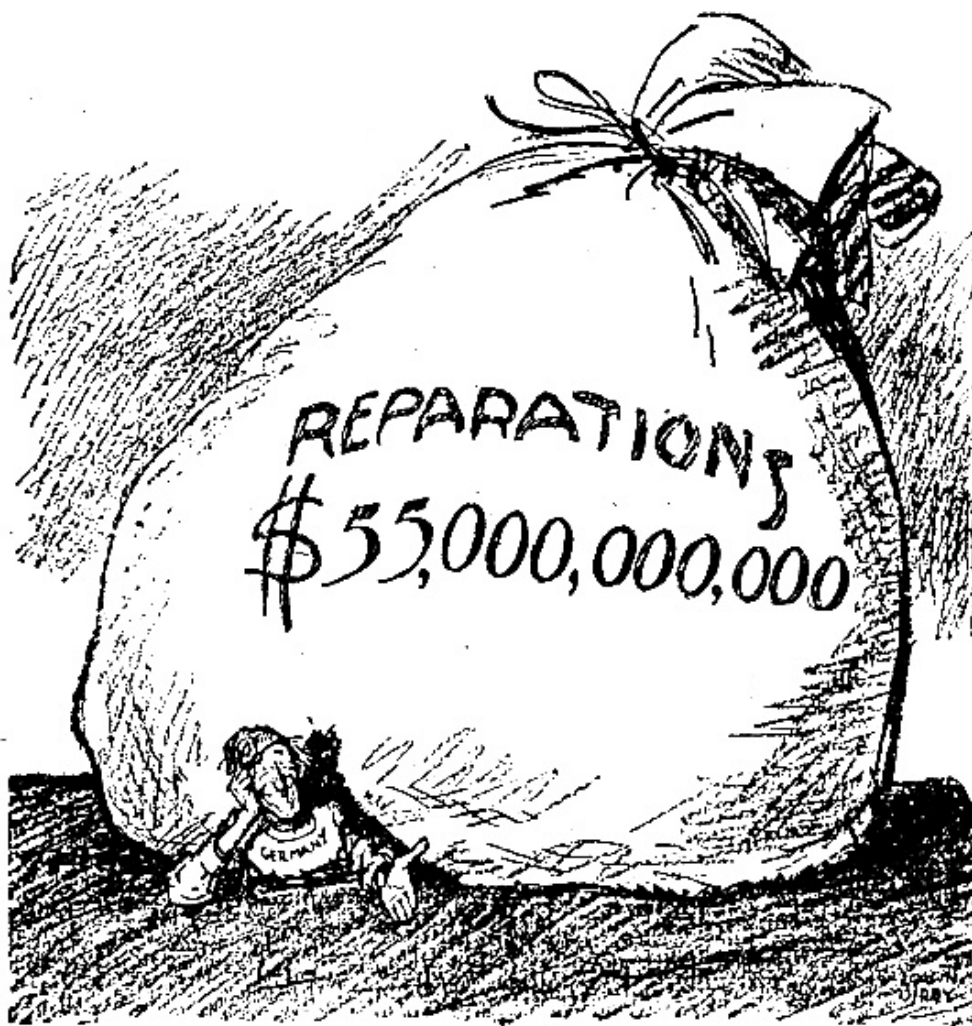
Who were the Nazis? *(They were members of Hitler's party, who hoped to make Germany a world power and get rid of Germany's Jews.)*

What was the "final solution"? *(The Nazis' plan, worked out at the Wannsee Conference to get rid of every Jewish man, woman, and child.)*

What does the testimony of Eva Edmands contribute to the informational text? *(Her testimony offers details that illustrate what the Anschluss was like for Jewish citizens of Austria. It helps the reader to understand the emotional toll of the Nazi takeover.)*

Activities

POLITICAL CARTOON Study the cartoon below from the *New York World*. (The newspaper is no longer in existence.) With a partner, discuss these questions: What is the purpose of the cartoon? What impact does it have? What commentary is the cartoon making? Share your insights with a group or during a class discussion.



"Let's see
you collect
it."

—New York
World.

WRITING Write a journal entry for March 12, 1938, when the Nazis marched into Austria and took over the country. The entry should be from the viewpoint of someone who experienced the *Anschluss*. The journal writer might have been a bystander, a victim, or a party to the takeover.

CHART Find out about propaganda techniques, such as stereotyping, character assassination, name calling, bandwagon appeal, use of slogans, and fear mongering. Use this information to create a chart showing how a dictator like Hitler could use these techniques to gain and hold power.

POSTER Research one of the following topics:

- World War I
- The Great Depression
- World War II
- Adolph Hitler

Use your research to create a poster or to write a report.

CHAPTER 2

The Road to Destruction

Assessment

What actions did Hitler take against the Jews during his first year in power? *(He promoted a boycott of Jewish businesses and shops and issued a series of anti-Jewish measures.)*

The photograph on page 11 also appears on the cover. What does the photograph contribute to the text? *(It illustrates the size and scope of the book burnings and the extent of participation by citizens. It helps the reader to understand what the book burnings were like.)*

What does the meaning of the word *Kristallnacht* suggest about the event? *(Kristallnacht, meaning "night of the broken glass," is a metaphor for the horrific rampage that broke windows, merchandise, and belongings throughout the Jewish community.)*

What does survivor testimony (pages 12–14) add to the informational text? *(This testimony offers details that illustrate what the life was like for the Jews of Germany and Poland, as the Nazis intensified their persecution. It helps the reader to understand the emotional toll of their ordeal.)*

The photograph on page 14 also appeared on the cover. What does the photograph contribute to the text? *(It illustrates the force the Nazis brought to bear against the Jews in the Warsaw Ghetto during the uprising. It helps the reader to understand the*

intense suppression of any effort to stand up to the power of the Nazis and the dire consequences: deportation to killing camps.)

Why do you think the Nazis assigned the name *Einsatzgruppen*, or "task forces", to their mobile killing units? *(This name minimizes the real purpose of the Einsatzgruppen: to the hunt down and murder Jews.)*

Activities

RADIO REPORT Write a radio report about one of the events cited in this chapter. Additional research may be necessary to provide adequate details for your report. Read the report during a simulated radio broadcast.

DRAMA Work with a small group to create a one-act play that focuses on one family's experience of an event described in the chapter.

Chapter Assessments/ Activities

CHAPTER 3

The Camps

Assessment

What did the Nazis hope to gain by setting up concentration camps? Identify three possible purposes. (*They hoped to contain political prisoners, frighten opponents, and gain free labor.*)

What does the photograph of Mauthausen (page 20) convey about the concentration camps? How does it enhance your understanding of the text? (Possible answer: *It shows how huge and inhumane these endeavors were.*)

What is the impact of survivor testimony about the Nazi camps? (*Answers will vary.*)

How do the chart and photograph on page 26 enhance the text? (*Both bring home the murderous brutality of the Nazis.*)

Activity

Read a book by or about a young victim of the Holocaust and his or her ordeal. Possible choices: *The Diary of Anne Frank*; *I Have Lived a Thousand Years* (Livia Bitton-Jackson); *Surviving the Angel of Death* (Eva Mozes Kor); *Night* (Elie Wiesel)

After reading, write a letter to the victim. Or create a sculpture.

Chapter Assessments/ Activities

CHAPTER 4

The Other Victims

Assessment

For what reasons might the Nazis have used a system of colored cloth triangles for identifying the different victim groups? *(The system supported the Nazi efforts for racial purity; it promoted separation of these groups; it enabled guards to differentiate.)*

Identify two or more important ideas about the victims of Nazi bigotry introduced in the opening of the chapter. *(The victims covered a wide range of civilians belonging to different religious and cultural groups; victims included potential threats to the Nazis, such as political opponents.)*

The text states, "The Nazis often used fake science or fake medicine to justify brutality and murder." (page 31, paragraph 2) What evidence in Chapter 4 supports this claim? *(The camps were set up under the auspices of the Reich committee for Scientific Research of Heredity and Severe Constitutional Diseases. It was a cover to murder tens of thousands of people because of their handicaps.)*

Identify the author's main purpose in Chapter 4. *(The main purpose is to inform readers about the wide range of victims of Nazi prejudice.)*

Activities

DISCUSSION GROUPS Examine one of the following topics with a small group:

- The Nazi misuse of science and medicine to promote their goals;
- The Nazi obsession with racial purity;
- This couplet, quoted at the very opening of the chapter: *Jews kaput, Gypsies too; and then the Ukrainians, then comes you.* Why is the couplet so haunting?

Share your examination with the class. (Social Studies: Global Consequences of World War II)

ARTWORK Create a collage or quilt in paper or other material to memorialize the numerous groups of people who died at the hand of the Nazis.

(Social Studies: Theme 9: Global Connections)

PAPERCLIP PROJECT Find out about the Paperclip Project that was carried out at Whitwell Middle School in Whitwell, Tennessee. Learn why paperclips were chosen as part of the project and how the project evolved. Write a paper or create a poster or artwork based on your findings.

Chapter Assessments/ Activities

CHAPTER 5

Rescuers

Assessment

The text asks the question, "Why did certain non-Jews take their hunted neighbors into their homes, while others turned their backs?"(page 39, paragraph 3) How does the text answer both sides of this question, about those who did and those who did not help? *(Many people were terrified to help, as the Nazis sent to concentration camps or murdered rescuers who were found out and their families. Those who helped followed their hearts, their upbringing, and/or their religious training.)*

In what way are those rescuers highlighted in this chapter representative of many others who risked and even sacrificed their lives for their hunted neighbors? *(An unknown number of rescuers from all walks of life, like those highlighted in this chapter, helped their hunted neighbors.)*

The text states, "The fate of Jews differed widely from country to country in occupied Europe." (page 44, paragraph 3) How does the chapter support this claim? *(The survival rate of Jews was high in Denmark, Finland, Bulgaria, and Italy, while the Nazis wiped out most Jews from Poland, Hungary, and Czechoslovakia.)*

Why was there such a huge difference in the survival rates of Jews across Europe? *(The attitude of citizens was a vital factor; citizens were tolerant in countries where most Jews survived, while Eastern Europe had a long history of anti-Semitism.)*

Activities

SCHINDLER'S LIST Watch *Schindler's List*. Write your response or discuss with classmates the following questions:

- Did the movie help you understand the horrors of the Holocaust? Explain.
- Did the movie help you understand the dangers that rescuers faced? Explain.

SHORT STORY Research one of the rescuers mentioned briefly in the Chapter 5 introduction. Write a short story, short play, or research paper about that rescuer. (Social Studies: Theme 10: Civic Ideals and Practices)

ARTWORK Create a tribute to one rescuer or several. The tribute might involve any art form, including painting, drawing, sculpture, photography, music, installation, mixed media.

Chapter Assessments/ Activities

CHAPTER 6

The Liberation and After

Assessment

Why were the Nazis unable to hide their crimes? *(They tried to cover up their crimes, but the evidence was vast, and they did not have enough time to hide it all before the Allies arrived.)*

Why did the world refuse to believe Soviet reports at first? *(The accounts were so horrific that they seemed unbelievable; the Nazis claimed the reports were propaganda.)*

How does the testimony of soldiers who liberated Nazi camps (page 48) enhance and support the text? *(Their testimony supports the horror and extent of the Nazi crimes.)*

How do the photographs on pages 50 and 51 help explain the story of survivors right after the liberation of the camps? *(The photographs illustrate the devastating toll of the Nazis' rampage, and the survivors' long path and will to return to normalcy.)*

What is the author's purpose in the feature "Two Celebrated Survivors"?

(The author's purpose is to inform readers about how Wiesel and Wiesenthal made the world aware of the Holocaust, so that victims' suffering and deaths would never be forgotten.)

Activities

ARTWORK Select one example of survivor testimony from Chapter 6. Use the testimony as the basis for creating an artwork.

JUDGMENT AT NUREMBERG Watch *Judgment at Nuremberg*. Discuss with classmates the following questions:

- How did the movie enhance your understanding of the Nuremberg trials?
- How did the movie help you better understand the Holocaust?

Chapter Assessments/ Activities

CHAPTER 7

Never Again

Assessment

Why do you think Holocaust memorials have been built in so many places worldwide? *(Many people have worked to keep the memory of the Holocaust alive; in part, to make sure that the same events are never repeated again.)*

Why did the United Nations adopt the Universal Declaration of Human Rights shortly after World War II? *(The purpose was to establish a worldwide understanding and agreement concerning the basic rights of all people.)*

How does the chart on genocide (page 61) contribute to the discussion about the continuing heartbreak of hate crime and genocide since World War II?
(The chart shows that millions of people have been murdered out of hatred since the war, because of differences in race, religion, ethnic background, or politics.)

What are some lessons that the Holocaust teaches about fighting bigotry and hate? *(Take action; take united action, because united action against hate is powerful; take action before the forces of hate grow strong.)*

Activities

SCULPTURE Create a sculpture to memorialize the Holocaust.

DISCUSSION Hold a class or group discussion about the attitudes survey on pages 63 and 64. Review and talk about each question on the survey. Consider: Why is it important to be aware of our attitudes?

WRITING Write a short story about the "Chanukah miracle" in Billings, Montana. As an alternative, create a picture book for children about the event. (Social Studies: Theme 10: Civic Ideals and Practices)

Book Follow-Up

Discussion

The following activities offer an opportunity for readers to process book materials and to think about what they have learned from their reading.

Cover Photographs

Think about your initial ideas about the photographs on the book cover. How has your understanding of these images changed?

Why do you think each image was chosen for the cover?

Consider other images in the book. Do you think any other images would have been suitable, or even preferable, for the cover? Explain.

Movies about the Holocaust

Movies on the Holocaust offer a powerful orientation to the subject. *The Diary of Anne Frank*, *Judgment at Nuremberg*, and *Schindler's List* are available online and in some libraries. After watching the movie, discuss these questions:

What did you learn about the Holocaust from the movie?

How did the Holocaust affect the life of each individual?

How does the experience of watching this movie differ from reading a book about the Holocaust?

Write a review of the movie for other students.

Choose a scene from one of the movies for a Readers Playhouse. Perform a dramatic reading of the scene with other students. (Many screenplays are available online or at the library.)

Art and the Holocaust

Check out the student artwork at:

<http://remember.org/imagine/imagine1>

As the website points out: "The inspiration behind this art is a teacher, Anne Williams. She challenges her classes to use imagination instead of explanation, to use their creativity as a response to history. The results have focused on a topic she shares with her sixth grade students: the Holocaust. Their art and poetry bring a vision that adults often don't see."

After viewing the website, create your own artwork as a response to learning about the Holocaust.

Music and the Holocaust

You can listen to music inspired by the Holocaust at:

<http://www.ushmm.org/exhibition/music/>

Discuss the impact of this music. How does the experience of listening to this music differ from reading a book about the Holocaust?