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HOLOCAUST UNITS
Eighth Grade Social Studies – Flying Against the Wind

Textbook Connections: *America’s Past and Promise*, 1998. McDougal Littell.

- Chapter 29, Pages 712-713, “The Holocaust.” In discussing the Nuremberg trials, the book raises the question of people being responsible for their actions. Explore the concept of human responsibility with Activity One.
- Chapter 27, Page 670, “Sports Legends of the 1930s.” The book introduces the subject of the 1936 Olympic Games in Nazi Germany. Read the novel, *Flying Against the Wind* and use Activity Three to learn more about these Olympic games.

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Class sets of the books, *Flying Against the Wind* and *Terrible Things* may be borrowed from the Center for Holocaust and Human Rights Education at Florida Atlantic University by contacting Dr. Rose Gatens. The center also lends videos and posters, or call to schedule a Survivor to speak to your school.

To borrow class sets of books, videos, posters, or to schedule a Holocaust Survivor to speak at your school, please contact:

Dr. Rose Gatens (rgatens@fau.edu)

The Center for Holocaust and Human Rights Education

College of Education, Room 318

Florida Atlantic University

777 Glades Road

Boca Raton, FL 33431

www.coe.fau.edu/main/holocaust/default.htm

(561) 297-2929

Fax: (561) 297-2021

Eighth Grade Social Studies Unit – Flying Against The Wind

GOAL

The overall goal of this unit is to help students understand the role played by non-Jewish Germans who rejected Nazi ideology and risked their own lives to restore human dignity and individual rights.

OBJECTIVES

Students will compare life in England with that of Germany.
Students will understand the growing climate of repression in Germany.
Students will understand the lure of the Nazi party for disaffected German citizens.
Students will analyze the qualities of resistance and courage within an individual.

BENCHMARKS

- A.1.1 Understands how pattern, chronology, sequencing, (including cause and effect) and the identification of historical periods are influenced by frames of reference.
- A.1.2 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.
- A.1.3 Knows how to impose temporal structure on historical narratives.
- A.2.3 Understands important technological developments and how they influenced human society.
- A.3.4 Knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.
- B.1.1 Understands various map forms (including thematic maps).
- B.2.9 Understands how the interaction between physical and human systems affects current conditions on Earth.
- C.2.4 Understands what constitutes personal, political, and economic rights and the major documentary sources of these rights.

GOAL 3 Student Performance Standards

1, 2, 4, 5, 8, 10

ESOL STRATEGIES

Read Alouds, Modeling, Visuals, Realia,
Alternative Assessment, Prior Knowledge

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TEACHING TOOLS

By teaching this novel you will be fulfilling the Holocaust mandate, following state benchmarks, and teaching strategies and skills needed to be successful in reading, writing, and FCAT performance.

The following is a list of FCAT skills that students will practice:

Patterns
Chronological Order
Compare/Contrast
Context Clues
Predictions
Drawing Conclusions

The following are a list of geographical locations covered:

European Countries - Soviet Union, Germany, Poland, Czechoslovakia, Great Britain, France, Belgium, Italy, Switzerland, Austria, Romania, Hungary, Yugoslavia, Albania, Greece, Netherlands, Spain

The following are new concepts students will be introduced to through the literature:

Allegory
Inflation
Liberals
Blitzkrieg
Gestapo
Propaganda
Antisemitism
Resistance
Partisans

Each activity is set up in the same manner:

- **Objectives**
- **Materials**
- **Description of activities/guided reading questions/assessments**
- **Handouts/transparencies**

Please utilize unit vocabulary words, transparencies, handouts, Venn Diagrams, maps, quizzes, answer keys, and writing activities located at the end of each activity.

The back section of the Curriculum includes teacher references, glossary, timeline, and resources.

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ACTIVITY ONE

Objective

- To introduce students to the author and story through background knowledge and discussion.
- To explore concepts learned through storytelling and allegory in The Terrible Things.
- To classify vocabulary included in the novel.

Materials

- Friedman, I. Flying Against the Wind. Brookline, MA: Lodgepole Press, 1995.
- Bunting, E. The Terrible Things. Philadelphia, PA: Jewish Publication Society, 1993.
- Handouts: Vocabulary and Quiz, Timeline

Homework

- Read pages 7-27.
- Students are to make two parallel timelines pertaining to the book (see timeline model on page 6). One line will be “Political Events” and the other will be “Cato’s Events” (those pertaining to the main character in the book). Even though the author includes one at the end of the text, they should select those they feel are most pertinent.

Activities

1. Tell students that they are about to read a book by Ina R. Friedman, Flying Against the Wind. The novel explores the personal stories of Christian and Jews, all under the age of 20, who were endangered by the Nazis in WWII. In this book, students will analyze the moral choices everyone was forced to make. The acknowledgements (pages ix-x) tell us that this book is a biography based upon letters, diaries, and interviews. Ask students: **What is the difference between biography and autobiography?** *An autobiography is a self-told story. A biography is a story about a person told by a different person.*
2. Background Knowledge:
 - **Think of a story you have read in the past that taught a lesson or a moral?** *Answers vary*
 - **Think about fables you have read. Remember, a fable is a short story that teaches a lesson, usually with animals telling the story. Who remembers the lesson/moral of “The Boy Who Cried Wolf?”** *Answers vary*
 - **Now can anyone think about other stories that taught a lesson/moral?** *Answers vary*

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- An **allegory** is another type of story that represents ideas or morals by presenting characters and figures in narrative or pictorial form, often with animals.
 - See if you can pick out the moral in this story, **The Terrible Things**.
3. Read the book The Terrible Things aloud to the class. Discuss:
- **What do the “Terrible Things” represent?** *A group evil in nature, without morals.*
 - **Why do you think the terrible things want to take away certain groups of animals?** *Answers vary, they hate them; they have no real reason.*
 - **Who is the only animal that seems to care?** *Little Rabbit*
 - **What answer did Little Rabbit get when he asked why certain animals were being carried away?** *He was always told that “they” don’t need a reason, and to mind his own business.*
 - **Which group thought the terrible things would never take *them*?** *Answers vary, the rabbits thought they would always be there, but really each group didn’t think it was going to be them until it happened.*
 - **What would have happened if Little Rabbit didn’t hide?** *He would have been taken away as well, and then no one would be left to tell the story.*
 - **What is Little Rabbit’s plan to tell other animals in the forest about the “Terrible Things”?** *As the only survivor, he plans to tell other animals about the terrible things. If they go to another forest, he will warn them to stick together and fight together.*
 - **What is the allegory?** *The non-caring animals may be representing the by-stander attitude in the Holocaust; when the Nazis took groups of individuals away (Jews, Gypsy’s, handicapped, Communists, and others), many people ignored it and did nothing to help. There were few heroes who stood up for others, or helped others by hiding them or fighting for their rights. However, the book we are about to read tells the story of a girl who did.*
 - **Students might be asked to write a letter of advice to Little Rabbit.**
4. Vocabulary: Hand out vocabulary sheet to students. Tell students as they read, they should find the word and fill out the vocabulary worksheet throughout the study of the novel. At the end of the unit, teachers can give the included fill-in-the-blank quiz. Inform students there is also a glossary in the back of the novel.
5. Pre-Reading Discussion:
- **Is the United States described as a country in which every citizen shares the same political and ethical values?** *No.*

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- **How would you describe the people and the government of the United States to a person from another country?** *A democratic country in which all people have rights and freedoms to choose their own political beliefs, religion, place of work and home, and way of life.*
 - **What kind of freedoms would you have if you came from a TOTALITARIAN type of country?** *The citizen would have almost no freedoms. The government has absolute and centralized control over all aspects of life; the individual is subordinated to the state.*
 - **If you had an opinion different from those in power in a totalitarian country and acted upon them, how would you be treated?** *This type of country opposes political and cultural expression. The individual would be suppressed in some way, and in some cases, contained, arrested, or physically punished.*
 - **Name any past or present countries' governments that believe in total control over its people:** *Some include: Nazi Germany's government, the USSR's past government, Cuba's present government, and the former Taliban government in Afghanistan.*
 - **What does the phrase "flying against the wind" connote?** *A hard battle, answers vary*
 - **Who or what would be "flying against the wind"?** *Answers vary*
 - **Would you rather be against the wind or with the wind?** *Answers vary*
 - **Examine the front cover of the book. Among those items displayed are a swastika (the Nazi symbol), music, and flowers. Why do you think these were chosen?** *Answers vary*
 - **Look at the 1st chapter heading. Since the story opens in a prison, it grabs one's attention. How do some books about someone's life begin?** *Usually biographies begin with the person's birth (chronologically).*
6. Read the first paragraph aloud. Discuss:
- **How does this story begin?** *It begins with Cato in prison for crimes of defying the Nazis. The rest of the book will flashback showing how she arrived there.*
 - **What impression does one have of Cato?** *A romantic idealist who appreciates nature.*
7. Read to page 3 with student participation. Discuss:
- **What have you learned about Cato and why she is in prison?** *She's sentenced to death as a spy, 22 years old, grew up in a small fishing village in northern Germany, hopeful, intelligent, curious, courageous, passionate.*
 - **What are the conditions of the prison?** *It is a dark, lonely, rat and lice infested, dirty place.*
8. Students will finish chapters 2-5 for homework.

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Name _____

Flying Against the Wind
Vocabulary, Pages 7-100

Brownshirts

Inflation

Liberals

National Socialist German Workers Party

Nazis

Storm Troopers

Swastika

Baptize

Blasphemy

Sanctuary

Blitzkrieg

Catastrophe

Congenial

Gestapo

Propaganda

Cabaret

Confiscate

Stanchion

Farce

Naïveté

Reproach

Requiem

Synonymous

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NAME _____ DATE _____

Flying Against the Wind Vocabulary Unit Quiz

Directions: Fill in the blank with the vocabulary words in your notebook from this unit. All sentences can be found in the novel Flying Against the Wind.

That year, the government ran out of cash, and it began to print more and more money to pay its bills. The result was wild _____.

Whenever they talked about Adolf Hitler, the leader of the _____, fear clouded their faces.

_____, or Hitler's private police force, interrupted the meetings of other political organizations and murdered their leaders.

Cato began to see more and more _____, the Nazi symbol, on the sides of barns and in the lapels of the farmers as they walked to church on Sunday.

Wherever he went, Jan made friends, joining them for a schnapps in the local _____ and theaters. When he returned, he taught the family the latest in songs and dances.

Since they were unable to obtain any information, the _____ let her go.

According to the _____ spewing from the radio, Poland intended to invade Germany.

Because of the quality of Jan's work and his _____, Jan had received commissions from Minister of Propaganda, Josef Goebbels, as well as other Nazi officials.

To Cato, Easter too, was _____ with music. She was particularly fond of Bach's, "Passion of St Matthew," which dramatizes the story of Easter.

Goebbels boasted of Germany's nonstop conquest of village after village in Western Poland. German Panzer tanks, in a _____, a lightning-like sweep, caught the Polish nation unawares.

Kristallnacht was a _____ for the Jewish business population.

Toasting the victory in taverns and cabarets, they stuffed themselves with cheese stolen from Denmark and gobbled up beef _____ from hungry Poles.

When Heinz finished pasting a sign on the door of the railroad station, he took her hand and drew her towards the _____ in front of the post office.

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ANSWERS

Flying Against the Wind

Vocabulary Quiz

That year, the government ran out of cash, and it began to print more and more money to pay its bills. The result was wild **inflation**.

Whenever they talked about Adolf Hitler, the leader of the **National Socialist German Workers Party**, fear clouded their faces.

Storm Troopers, or Hitler's private police force, interrupted the meetings of other political organizations and murdered their leaders.

Cato began to see more and more **swastikas**, the Nazi symbol, on the sides of barns and in the lapels of the farmers as they walked to church on Sunday.

Wherever he went, Jan made friends, joining them for a schnapps in the local **cabaret** and theaters. When he returned, he taught the family the latest in songs and dances.

Since they were unable to obtain any information, the **Gestapo** let her go.

According to the **propaganda** spewing from the radio, Poland intended to invade Germany.

Because of the quality of Jan's work and his **congeniality**, Jan had received commissions from Minister of Propaganda, Josef Goebbels, as well as other Nazi officials.

To Cato, Easter too, was **synonymous** with music. She was particularly fond of Bach's, "Passion of St Matthew," which dramatizes the story of Easter.

Goebbels boasted of Germany's nonstop conquest of village after village in Western Poland. German Panzer tanks, in a **blitzkrieg**, a lightning-like sweep, caught the Polish nation unawares.

Kristallnacht was a **catastrophe** for the Jewish business population.

Toasting the victory in taverns and cabarets, they stuffed themselves with cheese stolen from Denmark and gobbled up beef **confiscated** from hungry Poles.

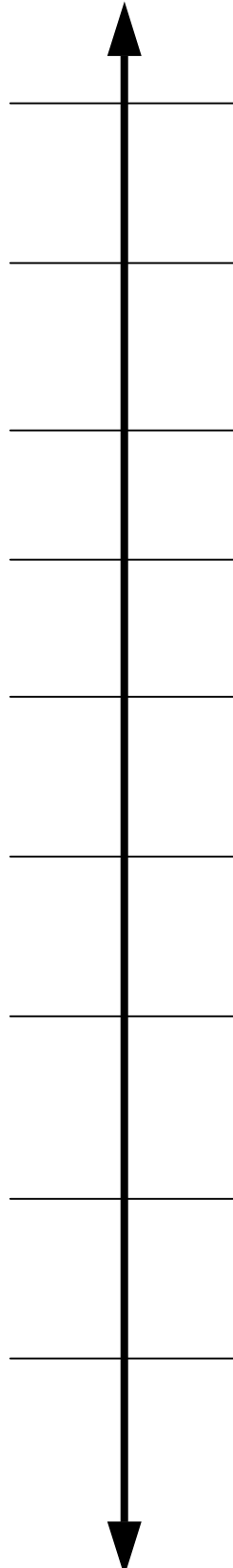
When Heinz finished pasting a sign on the door of the railroad station, he took her hand and drew her towards the **stanchion** in front of the post office.

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NAME _____

Directions: Create two parallel timelines pertaining to the book. One line will be “Political Events” and the other will be “Cato’s Events” (those pertaining to the main character in the book). The author includes a timeline at the end of the text, but you should select those you feel are most pertinent. Include dates and events for each side of the timeline.

Timeline of Political Events



Timeline of Cato's Events

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ACTIVITY TWO

Objective

- To understand the lure of the Nazi Party for disaffected Germans.

Materials

- Friedman, I. Flying Against the Wind. Brookline, MA: Lodgepole Press, 1995.

Homework

- Read pages 29-60.

Activity

1. Students should find and define the following words as they read them in the novel: **baptize, blasphemy, sanctuary.**
2. Discuss pages 1-29 of the novel:
 - **What are some of the ways in which Cato and her family are different from other Germans in their hometown?** *The family are artists and musicians. Explain that Isadora Duncan, with whom her mother had studied, was an American dancer whose expressive dancing style reflected her admiration of the dances of the ancient Greeks and natural phenomena such as the wind and waves. She dressed in non-conventional dance attire, bare feet and sheer flowing dress. Her interpretive dance style was considered revolutionary. Cato's parents are independent thinkers; her father helped to convince his WWI shipmates not to leave port when the war had already been lost.*
 - **Discuss the personality attributes exhibited by Cato and give examples which support each.** *Self-confidence: running naked; intelligence: avid reader, challenges her teacher.*
 - **In what ways is the family affected by world events?** *During the Great Depression, they have a hard time earning a living and surviving through their neighbors' unwillingness to barter. Students might be assigned research projects pertaining to the Depression both in Europe and the United States.*
 - **Why were many Germans attracted to the ideas of the Nazi Party?** *Many of the Nazi party's ideas advocated national pride, a rebuilding of their country, and more government jobs. Many overlooked the party's ideas of racism, or they chose to agree. Hitler used the Jews as a scapegoat on which to blame all of Germany's problems; this helped others to agree to banish and hate the Jews.*

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- **How does violence become an accepted element of the political scene?** *The Nazis believed that violence was the only way to change the government for their take over. Over time, other people bought into this idea as well.*
- **Who are the Storm Troopers?** *Nazi appointed thugs who resort to street fighting to wipe out opposition to Hitler.*
- **Why is Cato so upset with the actions of her cousin Ulrich Modersohn?** *Ulrich sees Hitler as the hope for the future, the provider of a new prosperity, and the Germans as members of a master race, not those people defeated in World War I.*
- **How can one reconcile being a good Christian with being a good Nazi?** *Nazis believe that Nazi policy provides for the greater good even if it violates the tenets of Christianity.*
- **In what ways is Cato perceptive when she realizes that "her family could be in trouble if the Nazis took over Germany"?** *She sees that Nazi philosophy is in conflict with the "live and let live" philosophy which she and her family affirm. Her cousin states, "Under Hitler . . . individuals will not count. Everything will be done for the good of the state" (24).*

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ACTIVITY THREE

Objective

- To understand the growing climate of repression in Germany.

Materials

- Friedman, I. Flying Against the Wind. Brookline, MA: Lodgepole Press, 1995.
- CNN Article/handout
- Quiz

Homework

- Read pages 63-100.

Activities

1. Students should find and define the following words as they read them in the novel: **blitzkrieg, catastrophe, congenial, Gestapo, propaganda.**
2. Students should have read to page 60. Discuss the following questions:
 - **How does Professor Lessing's fate illustrate to Cato the meaning of the phrase "One Nation, One People, One Leader"? What are the implications for German citizens in general, and what are the implications for Cato and her family in particular?** *There is to be no deviance from Nazi policy; difference is no longer tolerated and those who disagree had better keep their opinions to themselves. Opponents of the Nazis face relentless pursuit, arrest, and imprisonment in concentration camps. Hitler abolishes the Weimar Constitution ending free speech, the right to assembly, and political parties. Additionally, there is censorship of the airwaves and newspapers. Children are encouraged to report parental remarks critical of Hitler as part of their patriotic duty.*
 - **How might you feel about reporting your parent to the state?** *Answers vary.*
 - **What might convince you that you owed allegiance to the state above your family?** *Students may say, nothing would make them do that; however, explain to students that children at very young ages had been brainwashed through the new teachings in school and through their membership in the Hitler Youth (which was required).*

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- **Why is control of athletic competitions and youth activities important to the Nazis?** *This power enables them to have control over all youth and provides an opportunity for further mind control activities. The children involved find it a competition and Hitler their leader.*
- **Into what predicament is Cato's family placed?** *If the children do not join, attention will be drawn to the family. However, by joining the family's integrity is jeopardized.*
- **What activities of the Bontes are considered anti-Nazi?** *Listening to the radio, criticizing Hitler, not joining the Hitler Youth, reading banned authors, teaching about the dignity of each individual, and the joy of an open mind.*
- **How do they alter their normal behavior?** *They close the windows when listening to Jewish musicians, and they watch what they do around Ulrich, who had joined the Storm Troopers.*
- **Discuss the changes that occur in the local school.** *Hitler's picture now hangs over the bulletin board, textbooks are being revised, and students are instructed to rip pages from existing ones.*
- **Why would the regime want reference to Jews and those of differing political viewpoints removed?** *The Nazi Party wants Jews to disappear from German life and every mark of their presence removed. Any other person who disagreed with the Nazi ideals of a master race were removed from society as well (such as creative thinkers, free-thought writers of literature, musicians, etc.).*
- **What is significant about the statement made by the Jewish writer Heine 100 years earlier: "Those who burn books soon burn people."** *He foreshadows Nazi actions of burning books by Jewish authors, and, later burning the bodies of exterminated Jews and others.*
- **What might happen to a family who owned books by "banned" authors?** *If a Nazi sympathizer saw them, the residents would be in danger of arrest and eventual sentencing to a concentration camp for "re-education."*
- **Even though her family doesn't practice Christianity, Cato can't understand how Christians can be told to love their neighbors yet, put them in concentration camps. How is this position a paradox?** *Although many religions profess that one should "love and respect one's neighbor" and "be kind to others" some people profess they are religious yet do not follow teachings of their religion. It is unfortunate that many churches indirectly helped the Nazis by staying silent and/or directly by giving information; on the other hand, many churches decided to hide and/or help those victims who were in need. The Confessing*

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*Church, to which Cato's supporter Pastor Tidow belonged, took a stance **against** the Nazis and was not afraid to say so.*

- **The Nazi regime can be described as anti-Christian and anti-feminine. What seems unusual about the suggestion that children could be “baptized” as Nazis and dedicated to Hitler?** *The Nazis had perverted the religious ceremony of “baptism” and changed it to dedicating children not to Christ, but to Hitler. Using a religious ceremony transfers legitimacy to Hitler and helps to perpetuate a cult to Hitler, which may replace Christ in people's lives. Young women are taught homemaking and childcare skills, not professional ones. Women are taught that producing babies is their patriotic duty.*
 - **Why is Cato's behavior at the confirmation considered shocking? What does it indicate about her character?** *She asks a question of the pastor instead of replying with the memorized answer. She shows a questioning mind and desire to remain an independent spirit.*
 - **How and why does Germany mask its treatment of its Jewish minority during the 1936 Olympics?** *Germany is hoping to present itself in the best light, and it is afraid of negative world opinion, so anti-Semitic posters and signs are taken down for the time being.*
 - **How do other countries deal with the camouflage and smokescreens that occur? What dilemmas are faced by Olympic officials regarding participation by athletes?** *Hitler refuses to acknowledge Jessie Owens as a superior athlete and leaves the stadium.*
 - **How does Cato feel about this?** *Answers vary*
 - **What are the ultimate changes for Jews?** *Nothing truly changes for them; they still aren't wanted in Germany. Outward antisemitism appears gone, but reappears when the Games end.*
3. Have students read article from CNN about the 2008 Olympics, and answer study questions.
Answers: 1) C, 2) D, 3) A, 4) B, 5) B, 6) C, 7) C, 8) Answers vary. Extra credit: 2000 SUMMER - Sydney, Australia, 2002 WINTER – Salt Lake City, Utah, 2004 – SUMMER – Athens, Greece, 2006 – WINTER - Torino, Italy, 2008 – SUMMER – Beijing, China
4. The teacher might spend time on a study of the Olympic games in ancient and modern times. Consider using the book The 1936 Olympics, published by the USHMM to accompany an exhibit on this topic. *Available for loan from the Holocaust Outreach Center at FAU 561-297-2929.*
5. Give **Quiz 1** to students. Answer Key: 1) c, 2) b, 3) a, 4) students should have written that the family are artists and musicians, mother is a dancer and the family are independent thinkers. 5) Students should have described her self-confidence by running naked and intelligence by being an avid reader and challenging her teacher. 6) c, 7) b, 8) c, 9) d, 10) a, 11) b, 12) a, 13) b 14) Students should have included listening to the radio, criticizing Hitler, not joining the Hitler Youth, reading banned authors, teaching about the dignity of each individual, and the joy of an open mind.

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The Olympics: A very political game

July 13, 2001 Posted: 11:10 AM EDT (1510 GMT)

By Joe Havelly

CNN

(CNN) -- Ask any member of the International Olympic Committee worth their salt and they'll tell you that politics and sport do not mix.

Human rights groups say giving Beijing the Games would reward political repression and other abuses.

Ask a member of the Beijing 2008 bid committee and they'll probably say the same thing. Of course, a lot depends on what people class as politics.

On the sensitive subject of human rights -- around which most opposition to Beijing's bid has centered -- the Chinese leadership argues the issue is simply not a political one.

Instead they say it is a difference of culture, dressed up as a political stick used to engage in a bout of China-bashing.

On the other hand, pressure groups such as Amnesty International and many (mainly) Western-based politicians argue that the rights issue comes down to one of morality.

For the International Olympic Committee (IOC) to award Beijing the Games is, they say, tantamount to ignoring widespread torture, detention without trial, political repression, summary execution and other denials of basic human rights.

Advocates of a Beijing Olympics contend the games would help improve the human rights situation and hasten political and social change.

It is an argument that will probably continue long after the flame of the 2008 Games has been extinguished, let alone the decision on who will have the pleasure of igniting it.

Principles vs. practice

Under the Olympic charter, one of the objectives of the IOC is to oppose any political abuse of sport and athletes.

But through the history of the modern Olympic movement it is hard to find a 'Games' that hasn't in some way or other been influenced by politics.

Even the original Olympics had their origins in the politics of the time, designed to bring together the competing and often warlike city-states of ancient Greece.

The modern Olympics, too, have been the stage for or been subject to wars, boycotts, protests, walkouts and terrorist attacks -- all of which come under the broad banner of politics.

In 1920, Austria, Bulgaria, Germany, Hungary and Turkey were barred from competition because of their role in World War I. In the post-World War II Games of 1948, staged in London, Germany and Japan were both excluded.

Perhaps one of the most infamous examples of the politicization of the Games was in 1936, when Hitler's Nazi Germany played host to the 11th Summer Olympiad.

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Fanning the flame

Seizing the opportunity to showcase the Third Reich, Hitler poured vast resources into Berlin's sporting facilities and set about putting on a spectacular that would make Germany the envy of the world.

Until then the Games had been modest affairs, short on the pomp and ceremony that has come to characterize the event today.

The Berlin Games were very different -- the first to feature a lavish opening ceremony with parades designed to show off Hitler's newly resurgent Germany.

It was also the first to feature the torch relay from the ruins of Olympia in Greece to the host city -- a tradition which, despite its dubious origins, has been performed at every subsequent Games.

Nonetheless Hitler's efforts to use the Games as a demonstration of the superiority of the "Aryan" race were famously scuppered by black American athlete, Jesse Owens, who scored a string of golds in the 100-meter, 200-meter, long jump and the 4 by 100-meter relay.

Thirty-six years later, when the Games returned to what by then was West Germany, there was another more violent demonstration of the use of the Games as a political platform.

Black September

Few who were alive at the time can forget the stunned silence as the world watched events unfold on one day at the Munich 1972 Games.



Munich 1972: The face of terror comes to the Olympic Games

Early in the morning of September 5, Palestinian gunmen claiming to be from the Black September guerrilla organization stormed into the Israeli quarters of Olympic village.

The gunmen demanded the release of 200 Arab prisoners from Israeli jails and safe passage for themselves and their hostages out of Germany.

By 11 p.m. on the same day, all 11 Israeli hostages, five of the gunmen and one German police officer were dead -- all but two, the result of a botched rescue attempt.

But most political use of the Olympic movement -- and of sport in general -- has tended to focus on boycotts or universally agreed bars on the participation of a specific nation.

South Africa, for example, was excluded from the Olympic movement from 1960 until the Barcelona Games of 1992 because of its apartheid laws.

In 1980, the Moscow Games were hit by a U.S.-led Western boycott called in protest at the Soviet Union's invasion of Afghanistan a year earlier.

Four years later, in a tit-for-tat response characteristic of the Cold War, the Soviet Union then led a boycott of the Games held in Los Angeles, California.



The 1936 Berlin Olympics were used by Hitler as a showcase for Nazi Germany

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High hopes

But there have also been occasions when, instead of protest, the Games have been used to send a message of political hope for the future.

In the Sydney 2000 Games, for example, teams from North and South Korea marched as one at the opening ceremony -- although they competed as separate nations.

In the same Games, a hurriedly agreed compromise allowed the newly emergent nation of East Timor to compete under the Olympic flag.

Now the Olympic movement faces another challenge with the decision over the location of the 2008 Games.

Beijing's loss of its 2000 bid in favor of Sydney was blamed largely on the issue of human rights and, warranted or not, most Olympic delegates agree that a vote for the city this time still carries with it a lot of political baggage.

In the words of British IOC member Craig Reddie: "The issue is, do you want to go to China or not? There is no great political issue in going to Osaka, Toronto, Istanbul or Paris. There is a very considerable political issue in going to Beijing."

Politics and sport might be uncomfortable bedfellows, but, on past experience, at least it seems they are inseparable.

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Link: <http://www.cnn.com/2001/WORLD/asiapcf/east/07/11/china.games.politics/index.html>

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NAME _____ Period _____ Date _____

OLYMPICS – A POLITICAL GAME

Directions: By using context clues in the article, match up the underlined vocabulary word with its definition.

- | | |
|---------------|---|
| 1. tantamount | A. an official policy of racial segregation |
| 2. scuppered | B. just coming into existence |
| 3. apartheid | C. equivalent in effect or value |
| 4. emergent | D. to overwhelm or defeat |

Directions: Circle the best answer to the following questions:

5. Some people feel that accepting China as a site for the Olympics is also accepting
- | | |
|-----------------------------------|------------------------------------|
| a. pain, hate, and torture. | b. denial of basic human rights. |
| c. peace, love, and togetherness. | d. Hitler's idea of a master race. |
6. The article explains that in past Olympics there have been political issues, such as
- | | |
|--------------|----------------|
| a. cheating. | b. explosions. |
| c. boycotts. | d. riots. |
7. Hitler used the Olympic games as a tool to show the world
- | | |
|---|-------------------------------------|
| a. the beauty of his city. | c. Germany's thriving economy. |
| c. the superiority of the 'Aryan' race. | d. his excellent leadership skills. |

By using examples from the article, persuade the IOC committee **for** or **against** having China as the site for the 2008 Olympics.

Eighth Grade Social Studies Unit – Flying Against The Wind

Name _____ Date _____

QUIZ I

Flying Against The Wind – Pages 1-60

Directions: Circle the best answer to the following questions:

1. A world event that is happening during the setting of the novel is
 - a. the Slave Trade.
 - b. the Civil War.
 - c. the Great Depression.
 - d. the Gold Rush.

2. The Nazi Party tries to gain the acceptance of the German people by using the Jews as
 - a. a way to gain more money for Germany.
 - b. a scapegoat on which to blame all of Germany's problems.
 - c. a reason for the increase in economy.
 - d. a reason for Germany's WWI victory.

3. The Storm Troopers were people who
 - a. resorted to street fighting to wipe out opposition to Hitler.
 - b. turned in those who broke laws to the police.
 - c. stationed themselves on the front lines of the war.
 - d. committed themselves to defeating Hitler.

READ
THINK
EXPLAIN

Directions: Write the answer to the question in the box provided.

4. Using details from the story, explain some of the ways in which Cato and her family are different from other Germans in their hometown.

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READ
THINK
EXPLAIN

5. Using details in the novel, distinguish how Cato is self-confident and intelligent.

Directions: Circle the best answer to the following questions:

6. Cato is upset with the actions of her cousin Ulrich Modersohn because
 - a. he says he will turn in his own cousin.
 - b. he sees Germany as a crazy place.
 - c. he says he's leaving town.
 - d. he sees Hitler as the hope for the future.
7. Professor Lessing's fate illustrates
 - a. the fact that some people are able to escape or get away.
 - b. that there is to be no deviance from Nazi policy; difference is no longer tolerated.
 - c. the fact that you can reason with the Nazi policy if you are not a Jew.
 - d. that there is a small chance he can create his own teaching lessons.
8. The destruction of the Weimar Constitution caused
 - a. the beginning of World War II.
 - b. the beginning of the depression.
 - c. the end to free speech, the right to assembly, and political parties.
 - d. the end to protection from the police.
9. Control of athletic competitions and youth activities is important to the Nazis because
 - a. it is Hitler's belief that all youths should be involved in team sports.
 - a. it provides an outlet for the youth to enjoy themselves.
 - c. it is a way to teach army tactics.
 - d. it enables them to have control over all youth.

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10. A family who owned books by “banned” authors would be
- a. in danger of arrest and eventual sentencing to a concentration camp for "re-education."
 - b. in danger of having their house burned down.
 - c. bothered by threats in the mail.
 - d. complying with Hitler’s orders.
11. Cato's behavior at the confirmation indicates
- a. her hatred for the Nazis.
 - b. her questioning mind and her desire to remain an independent spirit.
 - c. her plan to become a spy against the Nazis.
 - d. her love of her parents.
12. One indicator that the schools had changed according to Hitler’s rules was that
- a. books by hated authors were destroyed.
 - b. double religion class was required.
 - c. gym class was optional.
 - d. race-science as a class was canceled.
13. German government and businesses disguised their hatred of Jews and others during the Olympic games because
- a. they were afraid of being taken over by someone’s else’s army.
 - b. they wanted Germany to look good, and were afraid of negative world opinion.
 - c. they wanted to win the war against hatred.
 - d. they realized they were wrong and pulled together for peace.

READ
THINK
EXPLAIN

Directions: Write the answer to the question in the box provided.

14. Using details from the story, distinguish which of the Bontes’ activities were considered anti-Nazi?

Eighth Grade Social Studies Unit – Flying Against The Wind

ACTIVITY FOUR

Objective

- To compare life in England to that in Germany.

Materials

- Friedman, I. Flying Against the Wind. Brookline, MA: Lodgepole Press, 1995.

Homework

- Read pages 101-131.

Activity

1. Students should find and define the following words as they read them in the novel: **cabaret, confiscate, stanchion.**
2. Discuss pages 63-101:
 - **Compare differences Cato sees between Germany and England.** *In England people can listen to what they want on the radio; young men are not militaristic; one can criticize the government; there is no food rationing; there is no censorship of books. However, there is much anti-Semitism in England, and we must not idealize this country.*
 - **Ask how many students have gone out and returned to the United States. Discuss their experience going through customs as compared to Cato's.** *She is strip-searched as are those who are there to meet her. She is told that the poetry book that she has been given as a gift is forbidden since it is in English.*
 - **Why does the Gestapo interrogate her?** *She has pictures of fliers, and they think she might have information useful in the coming war against England.*
 - **Why is this episode suggestive?** *The Germans are collecting information about a future enemy three years prior to any confrontation.*
 - **How is the sense that everyone is living under a microscope reinforced when Cato has a foreign visitor?** *A neighborhood gossip contacts the authorities about the presence of a stranger and automatically presumes that person is a spy.*
 - **How does Cato react to what seems to most Germans to be glorious days of victory?** *She feels disgust and horror seeing Jews being forced to scrub the streets of Vienna, seeing*

Eighth Grade Social Studies Unit – Flying Against The Wind

synagogues and Jewish businesses destroyed during Kristallnacht, and German troops marching into Czechoslovakia.

- **Why are Jewish men and women forced to clean the sidewalks on their hands and knees? *To humiliate them and thus encourage Jews to leave Austria and Germany, to encourage dehumanization of other Jews, to unite Germans against a common enemy, the Jews.***
 - **Why, for many Jews, is Kristallnacht a turning point? *They realize that the state authorities are no longer giving them any protection and that they have no future in Germany.***
3. The teacher should consider inviting a Survivor to discuss his/her experiences prior to the war or presenting students with excerpts from the period such as Peter Gay's My German Question.
- **Have students react to Cato's March 1939 diary entry. Whom does Ulrich represent? *He could represent many things - the German people who turn their backs on those out of step with the rest of the nation or a family member who has turned his back on her.***
 - **Why does she dwell on being alone? *There's no one to stand up for her.***
4. Use Pastor Martin Niemoeller's words as a hand out or transparency. Read and discuss his words.
- **How does Cato's situation and fears relate to Martin Niemoeller's statement and the message of The Terrible Things? *Cato's greatest fear is that no one will stand up for her when it is time. That is why she is so passionate about standing up for others.***
 - **Discuss the psychological reasons for making it appear that Poland is acting as the aggressor against Germany. *To excite the populace to defend their homeland and to shape world opinion in Germany's favor.***
 - **Why do military victories restore "Germany's national honor"? Why are these victories significant? *Answers vary***
 - **Have students speculate about the behavior of the German government. Does it make sense not allowing one of its citizens to emigrate at this time or exempting a worker from military service or working in a defense plant to create a ceramic eagle for Air Minister Göring? *Answers vary***

First they came for the Communists
and the Socialists but I was not one
of them,
so I did not speak out.

Then they came for the Trade
Unionists but I was
not a Trade Unionist,
so I kept quiet.

Then they came for the Jews
but I did not speak out
because I was not Jewish.

And when they came for me,
there was no one left
to speak out for me.

Pastor Niemoeller
With permission of Sibylle Sarah Niemoeller

Eighth Grade Social Studies Unit – Flying Against The Wind

ACTIVITY FIVE

Objective

- To understand how life in a totalitarian nation compels an idealist to action.

Materials

- Friedman, I. Flying Against the Wind. Brookline, MA: Lodgepole Press, 1995.
- Quiz II – Flying Against the Wind

Homework

- Read pages 133-155.

Activity

1. Students should find and define the following words as they read them in the novel: **farce and naiveté**.
2. Discuss pages 101-133:
 - **What seems ironic about the Berliners' emotions when bombing raids take place on Berlin?** *They feel that the British have no right to bomb them even though British civilians are being bombed on a daily basis.*
 - **From the British perspective, in addition to strategic targets, why is it important to bomb civilians?** *They feel they need to bring it back to them on a personal basis; they might feel angry enough to oust Hitler from power and end the bombing.*
 - **Discuss the issue of youth having to serve compulsory services whether in the military or civilian sector. What are the merits of such a program? What might such a program of service in day care, agriculture aid, etc., do for our own country? for the youth?**
 - **How are people's lives impacted by living in a totalitarian regime?** *They can't express their opinions, can't criticize the regime, can't even make a joke about Hitler; there is a stifling of spontaneity.*
 - **How is this lifestyle different from what takes place in our country?** *Answers vary*
 - **Cato raises the question, "What could she, one individual, a teenager, do to combat the Nazis?" What can you do to make changes in your community? What do Cato and her**

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friends do? *They smuggle food and medicine to French slave laborers working in defense plants.*

- **If caught, what repercussions would follow?** *They would be sent to a prisoner of war or concentration camp.*
- **How do Cato and her aunt help a Jewish woman about to be deported from Berlin to a concentration camp?** *They convince the authorities that she has committed suicide when, in fact, she is hiding in their attic.*
- **What other ways does she help Jews?** *She obtains warm clothing for a Jewish girl who will be crossing the Alps to freedom.*
- **What specific things do Cato and her colleagues do to encourage other Germans to accept good government?** *Cato and her colleagues feel that placing posters and leaflets encouraging Germans to read and discuss books about good government and philosophy would eventually bring about the demise of the Nazi regime.*

3. **Einsatzgruppen explanation to which Heinz refers:** These are four mobile killing squads which operate in the USSR following Germany's surprise attack on her ally, the Soviet Union. They follow behind the regular army front line and go into towns and villages to kill Jews and Communist Party officials. The leaders of these four units are all college-educated (Otto Ohlendorf, head of Einsatzgruppen D, had a Ph.D. in economics) and feel they are performing a service, ridding the world of "undesirable" elements, Jews and Communists.

- **Following the war, not only do most Germans say they knew nothing about the Extermination Camps, but men who were of high rank in the government and armed services claim the same thing. Yet Cato is told by Heinz and other soldiers home on leave that Jews are being gassed. Could a population not know what is happening in their midst?** *Discuss answer, for more information read the answers to question #s 17, 19, 20 in the "36 Most Commonly Asked Questions About the Holocaust" located in the back of this curriculum in the teacher reference section.*
- **Why does the sight of the little boy holding the stuffed bear while being placed in the police van on his way to his death compel Cato to join a resistance group?** *She empathizes with this small child who is no threat to the state other than the fact that he's a Jew.*

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- **How is she misled by the commitment of others?** *She doesn't realize that the leaders of the group were Communists, who were under orders from Moscow and were spying for the enemy.*
- **Cato and Heinz produce fliers telling the truth about the war. Eventually they leave the group when asked to advocate treason, not passive resistance. Do you agree with this decision? Why or why not? Does the end justify the means?**

4. Give students Quiz II: Answer Key:

- 1) In England people can listen to what they want on the radio; young men are not militaristic; one can criticize the government; there is no food rationing; there is no censorship of books. However, there is much anti-Semitism in England, and we must not idealize this country.
- 2) B
- 3) C
- 4) C
- 5) After synagogues and Jewish businesses/homes are destroyed by mobs and fires, Jews now realize that the state authorities are no longer giving them any protection and that they have no future in Germany.
- 6) A
- 7) D
- 8) C
- 9) They smuggle food and medicine to French slave laborers working in defense plants. They convince the authorities that one Jewish woman has committed suicide when, in fact, she hid in their attic. She obtains warm clothing for a Jewish girl who will be crossing the Alps to freedom. Cato and her colleagues feel that placing posters and leaflets encouraging Germans to read and discuss books about good government and philosophy would eventually bring about the demise of the Nazi regime.
- 10) B
- 11) C
- 12) A
- 13) B

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Name _____ Date _____

QUIZ II

Flying Against the Wind – Pages 63-101

READ
THINK
EXPLAIN

Directions: Write the answer to the question in the box provided.

1. Using details from the book, explain what differences Cato sees between Germany and England.

Directions: Circle the best answer to the following questions:

2. When Cato passes through customs to come home, rights are violated by the way they
- a. tell her she must wait her turn in line.
 - b. tell her she cannot bring the book she was given into the country.
 - c. tell her she cannot meet her party.
 - d. tell her she cannot bring her suitcase into the country.
3. Cato’s foreign visitor really is a
- a. secret spy for the allies.
 - b. family member visiting from out of town.
 - c. friend of Cato’s from England.
 - d. Nazi supporter pretending to be Cato’s friend.
4. Jewish men and women were forced to clean the sidewalks on their hands and knees
- a. to see if they would break a law in order to arrest them.
 - b. to clean the streets of the graffiti.
 - c. to humiliate, dehumanization, and encourage Jews to leave the country.
 - d. to entice them to fight back and retaliate against Hitler.

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READ
THINK
EXPLAIN

Directions: Write the answer to the question in the box provided.

5. Explain the meaning of Kristallnacht and why it was a turning point for the Jews?

Directions: Circle the best answer to the following questions:

6. In Cato's March 1939 diary entry, Ulrich represents
- a. the German people who turn their backs on others.
 - b. the families attitude towards the Nazis.
 - c. the British attitude towards the Nazis.
 - d. the friend Cato always wanted to have.
7. From the story, you can infer that Cato's biggest fear is?
- a. joining the Hitler youth.
 - b. losing the war to the Nazis.
 - c. being sentenced to death.
 - d. being alone with no one to stand up for her.
8. When living in a totalitarian regime like in this novel, citizens cannot
- a. go shopping for food.
 - b. share houses with others.
 - c. make a joke about Hitler.
 - d. criticize their neighbors.

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Directions: Write the answer to the question in the box provided.

9. Cato raises the question, "What could she, one individual, a teenager, do to combat the Nazis?" Using the examples in the story, explain at least three things Cato and her friends do to help.

Directions: Circle the best answer to the following questions:

10. Einsatzgruppen are
 - a. police agents who search and pick up spies.
 - b. mobile killing squads which follow the Germany Army and kill on site.
 - c. main government agents of the Nazis.
 - d. security people at the train stations.
11. The sight that compels Cato to join a resistance group is when she sees
 - a. an elderly couple separated and arrested.
 - b. a synagogue on fire without anyone helping to put it out.
 - c. a small boy carrying a teddy bear being thrown in a truck.
 - d. a group of teenagers fighting Hitler's police in a town square.
12. Cato and friends leave the resistance group when they find out
 - a. the group advocates treason, not peaceful resistance.
 - b. the group was a undercover Nazi organization.
 - c. they were going to travel to Russia.
 - d. they were going to be discovered and arrested.

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ACTIVITY SIX

Objective

- To understand the Nazis' "judicial process."

Materials

- Friedman, I. Flying Against the Wind. Brookline, MA: Lodgepole Press, 1995.

Homework

- Read pages 157-182.

Activity

1. Students should find and define the following words as they read them in the novel: **reproach, requiem, synonymous.**
2. Discuss pages 131-157:
 - **When Cato's brother Tim is called up for military service, he had no choice but to go since Germany had no designation "conscientious objector." Have students discuss whether a citizen should be given a choice whether he/she chooses to fight for his/her homeland.**
 - **In what way does what is happening to Jews impact Cato's life?** *Her step-mother who is half Jewish flees to the Harz Mountains to hide when Germans of mixed parentage are rounded up.*
 - **How are conditions in prisons intended to wear down an inmate's endurance?** *People are dehumanized and demoralized from the dirt, poor food, lice, dampness, rats, screams of others being tortured.*
 - **Were you to be arrested in America, how would your treatment be different from Cato's?** *You would be informed of your right to an attorney; you would be told the charges against you and your attorney would be allowed to examine the evidence against you as well as cross examine the witnesses; you would be allowed to present a defense; you couldn't be tortured and/or mis-treated; you could have visitors; you could make phone calls; you would have time to exercise; you would be adequately clothed, and sheltered.*
 - **What helps Cato get through her solitary confinement?** *She imagines herself elsewhere and sings to pass the time and keep up her spirits.*

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- **How does she help others?** *She inspires other prisoners by singing Christmas songs, and she conducts herself with dignity and courage.*
- **How else do inmates help each other?** *Cato smuggles out a note in her laundry asking her mother to bring a blanket for Helmut Nievert, who is freezing.*
- **Discuss why Cato and her lawyer are misled into believing that she won't receive a death sentence.** *They aren't told that the penalty for the charge against her has been revised to include death.*
- **Why is her trial a travesty?** *Her lawyer isn't given the chance to refute the prosecutor; the prosecutor is allowed to shout down her defense; she isn't given the chance to speak in her own defense.*
- **Why is her appeal useless?** *Hitler has decided that since Germans are losing his war they deserve to be punished and that anyone connected to helping Russia must die. He also said, "Anyone who lifted a finger against Germany must die."*

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ACTIVITY SEVEN

Objective

- To understand Cato's legacy.

Materials

- Friedman, I. Flying Against the Wind. Brookline, MA: Lodgepole Press, 1995.
- Essay Topics
- Final Test – Flying Against the Wind

Activities

1. Discussion the conclusion of the novel:

- **What does Cato demonstrate about her character when given a chance to escape?** *She is concerned about her friends and couldn't abandon them. She knows if she does so she would be haunted for the rest of her life.*
- **Cato writes, "I know that the love of mankind will not die in me. I will have to the last the conviction that man is still good. That . . . reconciles . . . and comforts me." Compare this statement with that of Anne Frank, "Despite it all I still believe people are really good at heart." Point out that although Anne Frank authored these words, they are not the defining characteristic of her diary.**
- **How does Cato prepare herself to face her impending death?** *She turns to religion and contemplation.*
- **After Cato is killed, how do the Nazis continue to pursue those who want to honor her memory?** *They imprison the man who rings the church bell to honor her as well as the woman who speaks up for him.*
- **We learn that Cato is executed on August 5, 1943, after being allowed to write to her family. She writes, "If only hate were wiped out." Does this wish seem a fitting legacy by which to remember her?**

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Essay Topics

Choose one of the following to develop in a five-paragraph essay.

1. Many people have heroes and heroines. Some have made great discoveries; some have saved human lives; some have overcome an insurmountable obstacle. Cato can be considered a heroine not because of what she discovered or what she conquered, but because of the specific actions she accomplished without much support. **Write an essay explaining the heroic qualities of Cato. In the conclusion, include which attributes of Cato's you would like to emulate.**

2. The Nazis set out to change and mold the opinions of the people of Germany, and they hoped, the rest of the world. First, they restricted and forbid people to see, read, or meet with any groups that opposed Nazi policies. Then, they subjected society to an outpouring of lies and propaganda about those they hated in all newspapers and radio. Last, they required all youth to join youth groups and teens to join the army. Eventually, many citizens were convinced to support the Nazi party. **Write a persuasive essay against censorship and propaganda in the United States. In your conclusion, include how you would combat those who disagree.**

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Name _____

Date _____

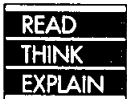
**FINAL TEST
Flying Against The Wind**

Directions: Circle the best answer to the following questions:

1. Who in Cato's family is forced to fight for his/her homeland?
 - a. Tim
 - b. Tom
 - c. John
 - d. Eric

2. How is Cato's family personally impacted by the anti-Jewish laws?
 - a. Her step-mother has to flee when those who are half-Jewish are rounded up.
 - b. She cannot marry her fiancé John Hall because of her father's wishes.
 - c. Her brother is sent to fight in the front of enemy lines.
 - d. Her mother cannot practice dance anymore because of a leg injury.

3. Prisons are intended to wear down an inmate's endurance by the nature of their
 - a. dehumanizing tactics, poor food, and conditions.
 - b. extremely tough exercise program.
 - c. policy against receiving packages from the outside.
 - d. extremely tough security system.



Directions: Write the answer to the question in the box provided.

4. Use details from the book to compare and contrast the treatment Cato received when she was arrested to the treatment one may receive if arrested in America .

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Directions: Circle the best answer to the following questions:

5. Cato gets through her solitary confinement by
 - a. writing letters to her brother.
 - b. singing songs that made her happy in her childhood.
 - c. imagining herself elsewhere and singing to pass the time and keep up her spirits.
 - d. whispering to other prisoners through holes in the walls.
6. Cato inspires others in the prison by
 - a. writing words of encouragement to her family.
 - b. singing Christmas songs and conducting herself with dignity and courage.
 - c. planning an escape route on paper.
 - d. contacting other prisoners' families.
7. Cato helps Helmut Nievert who is freezing by
 - a. smuggling out a note in her laundry asking for a blanket
 - b. lighting a fire with spare prisoner uniforms.
 - c. asking the guard for an extra prisoner uniform.
 - d. giving him her hot coffee.
8. Why was Cato's sentenced to death?
 - a. she spoke out to the judge and received a worse sentence.
 - b. the jury thought she was Jewish.
 - c. she asked for the worst sentence possible.
 - d. the penalty for her charge had been recently changed to include death.
9. One reason why Cato's trial was unfair is because
 - a. she isn't given the chance to speak in her own defense.
 - b. the jury was not chosen fairly.
 - c. the judge was a Nazi.
 - d. the lawyer did not speak up for her.
10. Cato cannot file an appeal because
 - a. she is not a German citizen.
 - b. all types of appeals have been denied.
 - c. traders against Germany must die without appeals.
 - d. her lawyer has quit the case.

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Directions: Write the answer to the question in the box provided.

11. Using details and examples from the book, explain Cato’s reasons for not escaping when given the chance.

Directions: Circle the best answer to the following questions:

12. Cato prepares herself to face impending death by

- a. writing childhood songs.
- b. eating a good last meal.
- c. turning to religion and contemplation.
- d. taking revenge on the guards.

13. After Cato is killed, the Nazis continue to pursue those who want to honor her memory by

- a. taking away her family’s property.
- b. imprisoning the man who rings the church bell to honor her.
- c. burying her in an unmarked grave.
- d. imprisoning her family.