

**TABLE OF CONTENTS
HOLOCAUST STUDIES UNIT
FIFTH GRADE**

Goal:

The overall goal of the fifth grade unit is to acquaint students with, and help them to empathize with, all citizens threatened by the imposition of Nazi authority. Students should appreciate the courage exhibited by ordinary people acting out of conscience, bravery, and morality.

- “Passage to Freedom” is the true story of Sugihara, a Japanese consul who issued fake visas to Shanghai to Lithuanian Jews during the Holocaust. His efforts saved 10,000 Jews from the Nazis. Other Jews were rescued by families who risked their lives to hide Jews in their homes, as in the case of Ellen in *Number the Stars*. After reading both books, discuss the concept of human responsibility and being an “upstander”.

Language Arts and Report Card Connection:

- LA.5.1.7.2 - identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text;**
- LA.5.1.7.3 - determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;**
- LA.5.1.7.4 - identify cause-and-effect relationships in text;**
- LA.5.1.7.5 - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;**
- LA.5.1.7.6 - identify themes or topics across a variety of fiction and nonfiction selections;**
- LA.5.4.2.3 - write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;**

Character Education Correlation:

- Trustworthiness, Caring, Respect, Citizenship, Responsibility

ESOL Strategies:

Read Alouds, Modeling, Visuals, Realia, Alternative Assessment, TPR

Table of Contents:

Teaching Tools..... 2

To borrow class sets of *Number the Stars*, videos, or posters call the Lending Library, Center for Holocaust and Human Rights Education at Florida Atlantic University (561) 297-2929, or FAX a request to the Center at (561)297-2021. A copy of each book is housed in the media center of all schools

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

Number the Stars

Activity One	Chapters One and Two – <i>Quiz 1</i>	3
Activity Two	Chapters Three and Four – <i>Quiz 2</i>	10
Activity Three	Chapters Five through Seven – <i>Main Idea/Cause Effect</i>	16
Activity Four	Chapters Eight through Eleven – <i>Writing Prompt</i>	21
Activity Five	Chapters Twelve through Fifteen – <i>Fact/Opinion</i>	25
Activity Six	Chapters Sixteen, Seventeen, Afterward – <i>Final Quiz 3</i>	28
Activity Seven	Final Quiz, Critical Thinking Projects and Videos.....	39

By fulfilling the mandate and by teaching this novel, you will be 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:

Main Idea
Cause/Effect
Comparison/Contrast
Chronological Order
Fact/Opinion
Context Clues
Predictions

The following are **literary terms** students will comprehend, analyze, and apply through writing:

Setting
Foreshadowing
Narrator
Comparison/Contrast
Symbolism
Main Characters
Characterization

The following are **new concepts** students will be introduced to through novel context:

Constitutional Monarchy
Nazis
Martial Law

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

Gestapo
Compatriots
Communists
Antisemitism
Concentration Camps

ACTIVITY ONE

Objectives

- To understand the main characters, background and the setting of the story.
- To compare and contrast the two main characters of the book.

Materials

- Lowry, L. Number the Stars. New York: Yearling Newberry, 1989.
- Handout: Quiz 1
- Outline map of Western Europe
- Different colored crayons or pencils for map activity
- Venn Diagram

Background on Setting

Tell students the story they are about to read takes place in **Denmark, in 1943**, a country 16,639 sq. miles in size. Twentieth century Denmark has been a peaceful land whose economy is based on farming and fishing. Its government is a constitutional monarchy in which there is a ceremonial head of state. During World War II, when the story takes place, Christian X was the king. Denmark is a country of little disharmony because all people can vote, have guaranteed political rights, and are entitled to practice any religion. Antisemitism (hatred of Jews) has never been a problem there.

On April 9, 1940, the German army overran Denmark. The government agreed to surrender provided that, among other issues, there was no discrimination against Jews. Of a population of 4.5 million people, 8,000 were Jews, who had been fully absorbed into Danish life, lived in Copenhagen. The Germans tried to poison Danish minds by producing antisemitic newspapers, films, and pamphlets. When they tried to burn down a synagogue, the Danish police stopped them.

A resistance movement engaged in sabotage against the Nazi occupiers and harassed soldiers.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

Angered by Denmark's actions in early 1942, the German government ordered Jews to wear a yellow star on their clothes, but the Danish government refused to cooperate with this order. Finally, in August 1942, **Germany declared martial law and took direct control of the government. The Germans chose October for mass arrests of Danish Jews.** At this time many Danes took it upon themselves to hide or aid those who were in jeopardy of being pursued by the Nazis.

Novel Discussion

1. Pre-reading Activity: Ask students what they know about World War II. The class needs to understand that at this time, Adolf Hitler, the leader of the Nazi Party in Germany, believed that the German people, or Arian race, were superior to all others, and that they deserved not only to rule all of Europe, but the whole world. They believed everyone else not like them should be moved out, segregated, and eventually eliminated. Those they considered inferior were the Jews, Gypsies, the handicapped, Jehovah Witnesses, communists, and any others that looked, behaved, or believed differently from them. Because of a particular hatred towards Jews, Jewish people in controlled countries were identified and ordered to wear a yellow star on each piece of their clothing. They were also forced to obey new laws and restrictions of their freedoms. Next, they were removed from their homes to ghettos, then camps where they were eventually enslaved, starved, and murdered. Not all people agreed with Nazi plans; some of these defied the Nazis through acts of resistance and rescue. This story is about a country that defied the laws and a family in particular that helped.
2. Have the students read Chapters 1 aloud. Discuss:
 - **Who are the two main characters of the story?** *Annemarie and Ellen*
 - **What can you tell about the girls so far in Chapter One?** *We can tell they are great friends, they look quite different from each other, and they look out for each other.*
 - **Why do the officers speaking German in the street scare Annemarie and Ellen?** *They are scared by their presence since these men can harass them at any time.*
 - **How might you feel if you were stopped on the street by a soldier simply for running? Would it be an unusual experience for soldiers to be patrolling the streets? How might you feel if you lived in a place where there was a military presence at all times?**
 - **Annemarie not only resents the soldiers for stopping her from running but for other reasons. What are they, and how do Danes in general feel about the German presence?**

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

The Danes hate the Nazis for 1) occupying Denmark for the past three years, 2) imposing rules on them, 3) not speaking proper Danish, 4) imposing a military presence, and 5) imposing food rationing.

- **On page 7, what does it mean by “resistance incidences”?** *Many people upset with the Nazis have formed a resistance group that sabotages plants that produce war materials and railroad lines that bring goods to aid the German war effort. An illegal uncensored newspaper, “The Free Danes” – “De Frie Danske” has been founded by them as well.*
 - **Why would an illegal paper be needed, and how could it be useful?** *To tell the truth about what is happening, help keep up morale, and try to get more people to join them.*
 - **How would the Germans feel about those reading this paper?** *They would think they are troublemakers and arrest them, and possibly ship them to a prison camp.*
 - **How do Annemarie’s parents regard members of the resistance?** *They believe resistance fighters are brave individuals who should do as much harm to the Nazis as they can.*
 - **What kind of things can happen to a country and its people during war time?** *Food may be scarce (like butter and sugar), it may be impossible to transport people or supplies to small cities, laws that were not there before may be enforced, there may be soldiers on the streets.*
 - **Describe the relationship between Mrs. Rosen, Ellen’s mother, and Mrs. Johansen, Annemarie’s mother?** *They are friends who have coffee together regularly.*
 - **What advice does Mrs. Rosen give to Annemarie regarding walking to school?** *Walk another way so that the soldiers don’t notice and remember you; the important point is to be one of a crowd.*
3. Continue reading Chapter 2. Discuss:
- **Who are Annemarie’s sisters?** Kristi and Lise
 - **How are their relationships?** Kristi is little, she loves her and tells her stories. Lise has died in an accident two weeks before her wedding.
 - **How had the family changed in the three years since the German occupation?** *Lise had died in an accident two weeks before her wedding, father seemed older, tired, and more deflated, Peter was now serious and in a hurry.*
 - **How does the country feel about their King, Christian X?** *They love him and are willing to defend and die for him.*
 - **Why did Denmark surrender? Under the circumstances, would you want our country to surrender?** *Denmark surrendered because they did not want bloodshed and death in their*



FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

country. They knew their army was small and could not defeat the Nazis. They knew the Nazis were evil, but very powerful.

- **What is the underlying fear for all Danes?** Not knowing what their fate would be under the Nazis.
 - **How would you feel if our country were invaded by another? What freedoms might be at risk?** (teacher may want to discuss the terrorist attack on the U.S. on 9/11/01.)
 - **Would you think any adults would secretly unite to form an underground army to fight the foreign county which has occupied yours?**
4. Give students a Venn Diagram and ask them to compare Ellen and Annemarie. Venn Diagram handout and answers follow.

Annemarie

Blond
Runner/long
11 years old
Has one living sister
Lives Upstairs
Christian

Ellen

Dark
Stocky
11 years old
Only child
Lives Downstairs
Jewish

5. Have students discuss how they might have reacted to life in Nazi-occupied Europe. What surprised, frightened, or angered them?
6. Have students complete Quiz 1. **Answers to Quiz 1:** 10) B, 11) C, 12) C, 13) A, 14) B 15) Students should explain that Denmark had a small army and did not want its soldiers killed. They knew the Nazis had taken over much of Europe already. 16) Students should explain that countries could get bombed, soldiers could come in and roam the streets and neighborhoods, laws could be enforced, and food supply and transportation could diminish.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

NAME _____

Number the Stars

Quiz 1, Chapters One and Two- Mapping Skills and Comprehension

Directions for Map:

Numbers 1-9: With the attached map, locate, label, and color the following countries and oceans:

1. Denmark - yellow
2. Germany - brown
3. France - orange
4. Belgium - red
5. Sweden - blue
6. Norway - pink
7. Holland - purple
8. The North Sea, Baltic Sea, and Atlantic, green
9. Place a star at Denmark's capital, Copenhagen.

Directions: Numbers 10-14: Circle the correct answer to the following questions:

10. Who are the main characters of the story?

- a. Kirsti and Annemarie
- b. Annemarie and Ellen
- c. Ellen and Lise
- d. Ellen and Kirsti

11. What is the setting of the story?

- a. Denmark, 1999
- b. Germany, 1943
- c. Denmark, 1943
- d. Sweden, 1943

12. What is different about Annemarie and Ellen's characters?

- a. Annemarie and Ellen are 11 years old
- b. Annemarie is Jewish and Ellen is Christian
- c. Ellen is Jewish and Annemarie is Christian
- d. Ellen has a brother and Annemarie has a sister

13. What does the word "Resistance" mean in Chapters 1 and 2?

- a. It means to fight against
- b. It means to hide
- c. It means to hold tight
- d. It means to hate

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

14. In chapters 1 and 2, what is one of the things the men in the Resistance organization do to defend their country?
- a. They contact the local police
 - b. They start an underground newspaper
 - c. They kill soldiers in the street
 - d. They steal guns from soldiers

Directions: 15-16: Use details from the story to answer the following questions in complete sentences:

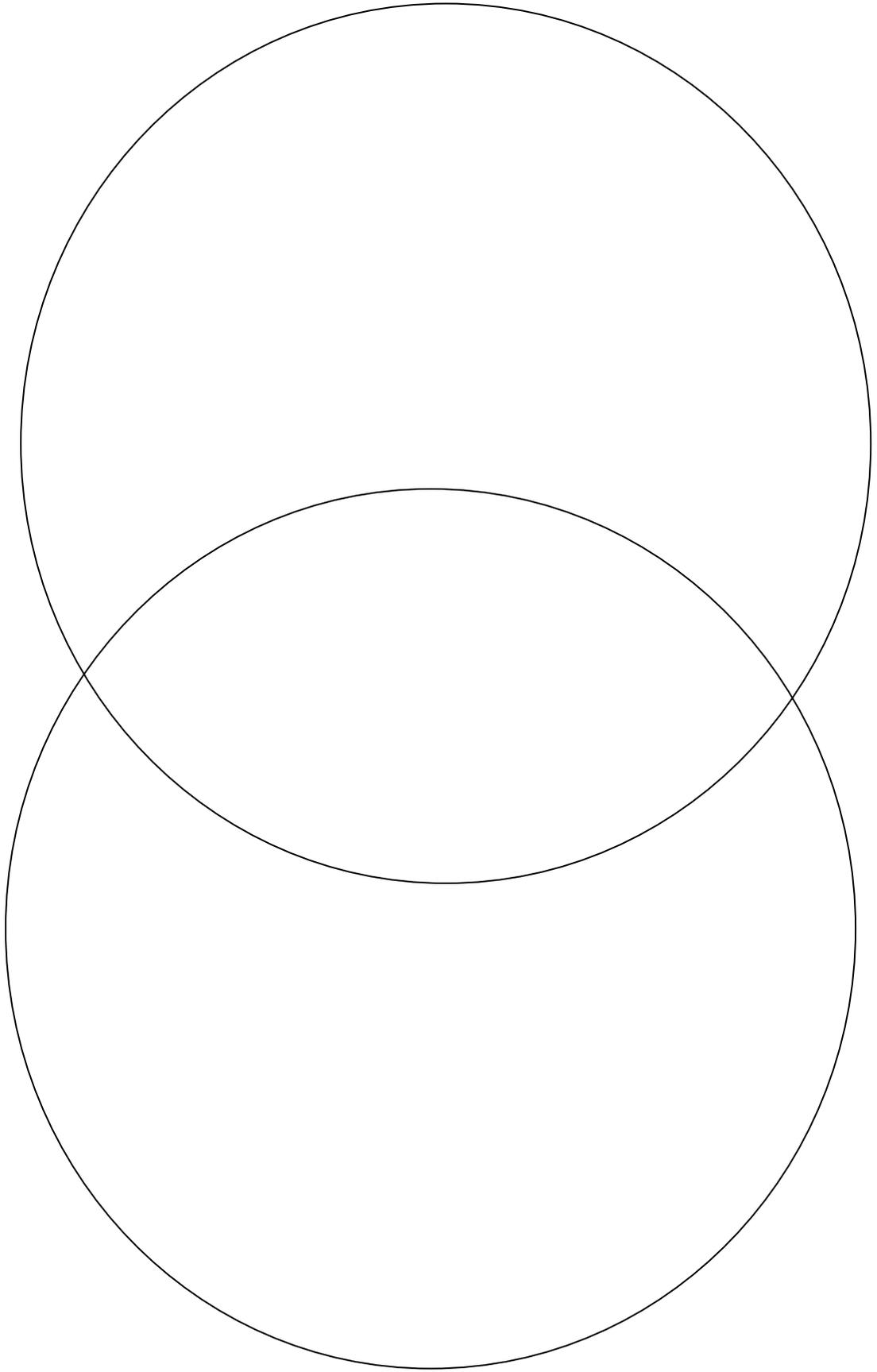
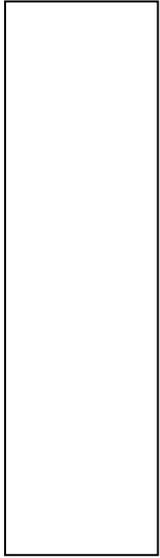
15. Explain why Denmark agreed to surrender to Germany:

16. Explain what changes can happen to a country when another country takes it over by force:



FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM



FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

ACTIVITY TWO

Objective

- To understand the sense of commitment and values revered by the Danish people.
- To understand the meaning of symbol.
- To analyze the feelings of the persecuted and the rescuer.

Materials

- Lowry, L. Number the Stars. New York: Yearling Newberry, 1989.
- Handout: Quiz #2
- Handout: “Symbolically Speaking” in Byrd, C. Number the Stars Curriculum Unit, 1992.
- Handout: “Tivoli Gardens” Adapted from Newbery Newspaper, Perfection Learning

Novel Discussion

1. Have students read Chapters 3 and 4.
2. Elicit how conditions for all Danes continued to grow worse. Not only is there an 8 p.m. curfew; the only plentiful food is potato; also, because fuel and electricity are rationed, families must use candles at night.
 - **Why would the Nazis impose a curfew on all of the population?** *To prevent action by the resistance and to make Danes bend to their will.*
 - **Why is Mrs. Johansen upset when she learns that the Hirsch family shop has been closed and that the sign on the door was in German?** *It meant that the Germans were stepping up their antisemitic activity by closing Jewish businesses.*
 - **What is a swastika that is on the sign?** *Explain the definition of a symbol to students and explain that this one was used by the Nazi Party. Use the handout “Symbolically Speaking.” Students can do research in the media center to complete this assignment.*
 - **How does Mrs. Johansen respond when asked how the Hirschs will manage?** *She says, quite frankly, “Friends will take care of them,” page 24.*
 - **How does this response illustrate the underlying values held by the Danes?** *It shows that the majority of the Danes held each of their citizens as equal, even if they were different or had different religions.*

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

3. Elicit how many students have seen TV coverage of a president or an important entertainment figure arriving at events. Is he or she alone or does that individual have an entourage with him or her? Is it unusual by today's standards for a king or political leader to appear daily, ride without escorts and bodyguards, and speak freely with his fellow citizens? Discuss the following:
- **What might this type of appearance say about the king's character, his leadership, and the times that he moves freely among the Danes?**
 - **How does Annemarie correlate the concept that all Danes are protectors of the king to the situation of the Jews?** *She realizes that as all Danes are the bodyguards of the king so must all Danes be the bodyguards of Jews.*
 - **How does the realization that she is "her brother's keeper" affect her personally?** *When told that she must be Ellen's protector, she realizes that she would die to protect Danish Jews.*
 - **How might history have been different if all people felt this way?** *If other countries took this same attitude, less people may have died.*
 - **There were additional hardships in daily life. When Danes couldn't get leather for shoes, what substitutes were given to Kirsti?** *Fish skin shoes*
 - **Can you understand Kirsti's reaction? Why? Why not?**
 - **Have you ever reacted in a similar way to something you have been made to wear? Were you able to change anyone's mind about it?**
 - **Why was Tivoli Gardens partially destroyed and then closed?** *To punish the Danes and impose Nazi authority.*
 - **Do you think an action like this makes the Danish people more compliant to Nazi demands or more resentful?** *Answers vary.*
 - **What did the Danish navy do to show they resisted the Nazis?** *They blew up their own ships so they couldn't be used by the Germans against the Danes or any other people.*
 - **What might you have advised the navy to do? Have students brainstorm other acts of defiance ordinary Danes might have done to harass the Germans.** *Give them wrong directions, prepare food with too much pepper, etc.*
 - **How do Kirsti and Annemarie show respect for the Rosens' religious beliefs?** *When they are invited to the lighting of the Sabbath candles on Friday night, they remain quiet and realize the importance of Judaism to the Rosens. The teacher should explain the meaning of the candle-lighting ceremony on the Sabbath. Lighting the candles welcomes the Sabbath, the Jewish day of rest, by connecting with God and the first act of creation, which was light.*

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

- **How does the situation of Danish Jews worsen?** *The Nazis seize membership lists of synagogues which give names and addresses.*
 - **How do Danish Jews react?** *Some go into hiding, so they won't be caught in their homes.*
 - **How do the Johansens show their friendship for the Rosens?** *Ellen's parents are taken into hiding by Peter, and Ellen stays with the Johansens.*
 - **What is the plan to hide Ellen?** *Ellen and Annemarie will act as sisters.*
 - **What might have happened if the Rosens would have stayed home?** *The Nazis would have arrested them and taken them to be "relocated." Students should be told that in most cases when Jews were removed from their homes, they were sent to transit centers and eventually to concentration camps where young people were worked to death and children and older people were gassed to death.*
 - **What does Mr. Johansen say that illustrates how he feels about Nazi actions?** *He says, ". . . it is wrong, and it is dangerous and we must help."*
 - **How does he reassure Ellen?** *He says that he's proud to have her as one of his daughters.*
 - **What is he saying about Jews?** *He is saying Jews are members of his family.*
4. Brush up on following vocabulary (adjectives.) Number the Stars has great descriptions and many adjectives. Point them out in this chapter. The following sentences will be on the chapter quiz.
1. P. 18. Like the **other** families in their building, the Johansens had opened the **old** chimney and installed a **little** stove to use for heat when they could find coal to burn.
 2. P. 20. There was a **new** padlock on the door, and a sign.
 3. P. 20. He was a **tall** teenager with **thick** glasses, **stooped** shoulders, and **unruly** hair.
 4. P. 20-21 "And I suppose they took a **big** basket of **pink-frosted** cupcakes with them."
5. Select three or four adjectives to describe each of the main characters. Compare student lists.
6. Have students complete "Tivoli Gardens." Treat this activity as a metacognition exercise where students make connections and inferences as they read the description. Put students in small groups to discuss the similarities and differences of their representations.
7. Have students take Quiz 2. **Answers to Quiz 2:** Numbers 1-4 above, numbers 5-10:
- _____6_____ Ellen is hiding at the Johansen's posing as Annemarie's sister.
- _____1_____ An 8:00 curfew is imposed on all citizens.
- _____5_____ The Rosens go into hiding.
- _____2_____ Mrs. Johansen learns the Hirschs' button store was taken away from them.
- _____3_____ Peter comes to visit the Johansens and warns them about the Nazis.
- _____4_____ The synagogue warned the Rosens that the Nazis may arrest them.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

NAME _____

Number the Stars – Quiz 2, Chapters 3 and 4

Directions: Numbers 1-4: The Novel, Number the Stars has many descriptive words.

Adjectives are words that describe nouns. Underline ALL of the ADJECTIVES in the following sentences:

1. Like the other families in their building, the Johansens had opened the old chimney and installed a little stove to use for heat when they could find coal to burn.
2. There was a new padlock on the door, and a sign.
3. He was a tall teenager with thick glasses, stooped shoulders, and unruly hair.
4. “And I suppose they took a big basket of pink-frosted cupcakes with them.”

Directions: Numbers 5-10: Put the following events in chapter 3 and 4 in the proper chronological order:

- _____ Ellen is hiding at the Johansen’s posing as Annemarie’s sister.
- _____ An 8:00 curfew is imposed on all citizens.
- _____ The Rosens go into hiding.
- _____ Mrs. Johansen learns the Hirschs’ button store was taken away from them.
- _____ Peter comes to visit the Johansens and warns them about the Nazis.
- _____ The synagogue warned the Rosens that the Nazis may arrest them.

Directions: Number 11: Answer the following question in complete sentences. Use details from the story to show support.

Compare and contrast the feelings of Annemarie and Ellen. Explain what they both may be feeling.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

SYMBOLICALLY SPEAKING

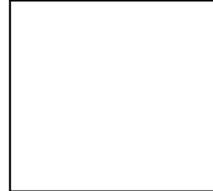
- Symbols represent religions, nations, and racial or political groups.
- Symbols are material objects used to represent an idea or concept that is invisible.
- Symbols can develop a positive or negative connotation, depending on how they are used.

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

STAR OF DAVID



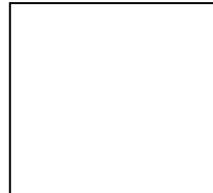
PEACE



CROSS



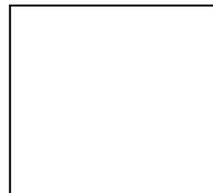
AMERICA / FREEDOM



SWASTIKA



LOVE





TIVOLI GARDENS

Built around a small lake, Tivoli Gardens is a world-famous amusement park. It is built on 20 acres of land in the center of Copenhagen, Denmark. There are restaurants, bandstands, fountains, open-air stages, theaters, concert halls, amusement rides, fairgrounds, and beautiful flower gardens. In the middle of the park march the Tivoli guards, wearing blue uniforms and tall bearskin hats. On certain evenings natives and visitors can see a beautiful fireworks display. They can eat in an outdoor café, visit the pantomime theater, and sail their boats on the lake; visitors can also ride the Ferris wheel. When they reach the top of the wheel, people can look out over all of Copenhagen.

Ellen, Annemarie, and Kirsti imagine their paper dolls spending time at Tivoli Gardens. Tivoli Gardens was closed during the Nazi occupation of Denmark. Annemarie still remembers the music, the ice cream, the carousel, the brightly colored lights, and the fireworks.

Draw and label a representation of Tivoli Gardens from the description above. Try to include all of the different areas of the amusement park.



FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

ACTIVITY THREE

Objectives

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

Materials

- Lowry, L. Number the Stars. New York: Yearling Newberry, 1989.
- Handout: Learning Vocabulary Through Context
- Handouts: “Determining Cause and Effect” and “Getting the Main Idea” in Perfection Learning, 1994.

Novel Discussion

1. Students should read Chapters 5,6, and 7. Discuss:
 - **What would happen if someone were to bang on your front door in the middle of the night?** *Discuss the Johansens’ reaction to this circumstance.*
 - **How does Mr. Johansen demonstrate he can think quickly under stress?** *He takes out the family photo album.*
 - **How does he trick the soldiers into believing that Ellen is his child?** *He shows baby pictures of his dark-haired daughter Lise with her birth date ripped off the picture; he never reacts to the inference that a dark-haired child was fathered by someone else.*
 - **How do the soldiers react? Why?** *They’re angry and frustrated at not having caught Jews.*
 - **How does Annemarie aid in the deception?** *She rips Ellen’s Star of David from her neck and holds it tightly in her hand. (This six pointed star is located on the cover of the novel for further reference).*
 - **Why is this act crucial?** *The soldiers would have known that Ellen was Jewish if she had the Star around her neck.*
 - **Would you do something dangerous to help your best friend?** *Answers vary*

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

- **Do you agree that it is too risky for the girls to go to school? Why? Why not?** *The Johansens are fearful that the Nazis would look for Jewish children at school since they have the names of all Jews from the synagogue records.*
 - **Why are the Nazis after children? What threat do they pose?** *Nazis believe they are potential avengers against those who killed their parents and will produce future generations of Jews.*
 - **Why is Uncle Henrik's house a better place for Ellen than Copenhagen?** *It is possible for Jews to escape by sea to Sweden where the Nazis are not in power.*
 - **Why does Mr. Johansen speak to his brother-in-law in code?** *He doesn't want to tell anyone, including the Nazis, that Ellen is coming to his house.*
 - **On the train, why does the soldier ask, "Are you visiting your brother for the New Year?"** *If someone answers "yes," the soldier would know that they are Jewish since only Jews celebrate the Jewish New Year, which begins on Rosh Hashana*
 - **Why is Annemarie fearful of her little sister?** *She is afraid that young Kirsti might say something to give Ellen away.*
 - **Have the students recall incidents in which younger siblings "spilled the beans". Why does Mrs. Johansen warn the girls about talking to anyone?** *Someone might report them to the Nazi authorities who are on watch for Jews.*
 - **What is the mood at Uncle Henrik's house?** *It is somber: Ellen is concerned about her parents; Mrs. Johansen and Henrik, who usually laugh together, are serious.*
 - **What leads Annemarie to further expect something might happen?** *There will be a funeral for an aunt about whom she has never heard.*
2. Try to decipher the code in Number the Stars. As an extra activity, the teacher might have partners invent a code, write a message in it, and exchange their coded messages with other groups. **What does "... is the weather good for fishing?" on page 53 mean? What does "...she will be bringing you a carton of cigarettes." on page 53 mean? What does "Tomorrow will be a day for fishing." on page 71 mean?**
3. Complete the following student worksheet activities: Learning Vocabulary in Context, (Answers: 1) interrupted 2) breeze 3) comforting 4) frighten 5) best 6) contentedly 7) abruptly Determining Cause and Effect (Answers: 4, 1, 3, 2, 5, 7, 8, 10, 6, 9) and Getting the Main Ideas (Answers: 1-b, 2-d, 3-a, 4-c).

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

Name: _____

Learning Vocabulary From Context

To determine which word fits in the blank, do the following:

- First, read the paragraph all the way through.
- Next, fill in each blank by reading the sentence before and after the blank.
- Focus on the words around the blank.
- Focus on the punctuation around the blank.
- Choose from the box and fill in the blank.

contentedly	breeze	interrupted	frighten
best	comforting	abruptly	

For a while they continued to murmur in the dark, but the murmurs were 1) _____ by yawns. Then Ellen's voice stopped, she turned over, and in a minute her breathing was quiet and slow.

Annemarie stared at the window where the sky was outlined and a tree branch moved slightly in the 2) _____. Everything seemed very familiar, very 3) _____. Dangers were no more than odd imaginings, like ghost stories that children made up to 4) _____ one another: things that couldn't possibly happen. Annemarie felt completely safe here in her own home, with her parents in the next room and her 5) _____ friend asleep beside her. She yawned 6) _____ and closed her eyes. It was hours later, but still dark, when she was awakened 7) _____ by the pounding on the apartment door.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

Name: _____

Determining Cause and Effect

- To determine a cause, ask yourself: “What is the reason?”
- To determine an effect, ask yourself: “What is the result?”

Remember: The CAUSE always happens first, then the EFFECT comes next.
Match the causes and effects below. Write the number of the cause in front of its effect.

CAUSES	EFFECTS
1. Someone was pounding on the apartment door.	_____ The Germans suspected Ellen was not really Lise Johansen.
2. The Germans were looking for Jewish families.	_____ Ellen and Annemarie woke up in the middle of the night.
3. Ellen couldn't get her Star of David necklace undone.	_____ Annemarie pulled on the chain and broke it.
4. Ellen had dark hair.	_____ The soldiers asked Mama and Papa where the Rosens were.
5. Annemarie kept Ellen's necklace hidden in her hand.	_____ The Star of David was imprinted on Annemarie's palm.
6. Papa was afraid the Germans would be looking for Ellen.	_____ Mama told Papa that she and the girls would go to Henrik's without him.
7. Mama didn't want the Germans to suspect anything unusual was going on.	_____ Ellen sat with her nose pressed to the train window.
8. Ellen had never visited the Danish seacoast before.	_____ Mama told Annemarie that she could run ahead of the group.
9. It was a nice, pretty day to travel through the woods.	_____ Papa said that Ellen needed to go and stay with Mrs. Johansen's brother.
10. Annemarie wanted to be the first to see Henrik's house.	_____ The journey took a little longer to get to Uncle Henrik's house.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

Name _____

GETTING THE MAIN IDEA

Read each of the following paragraphs. Then read the four sentences below each paragraph. Circle the letter of the sentence that best states the main idea of the paragraph.

1. Ellen told Annemarie how much she loved the farmhouse and the meadows where Henrik lived. The scene was part of Annemarie's childhood, and she didn't usually pay much attention to how beautiful it was. But now she looked at everything in a new way and realized that Ellen was right. It was a beautiful place.
 - a. Ellen liked visiting Annemarie's uncle.
 - b. Ellen made Annemarie realize how special the farmhouse was.
 - c. Annemarie had spent her childhood at the farmhouse.
 - d. Annemarie realized that Ellen was right.

2. Annemarie listened to her mother and her uncle talking in the kitchen. For a moment, it seemed like her long-ago visits to the farm, with the children in bed upstairs and the adults downstairs talking and laughing. But Annemarie knew that this visit was different – this time no one was laughing.
 - a. Annemarie's mother and uncle were talking in the kitchen.
 - b. No one was laughing.
 - c. At the farm, the children slept upstairs.
 - d. This visit to the farm was different from most visits.

3. When Uncle Henrik talked about going fishing the next day, Annemarie recognized the odd phrase he used. Papa had said the same thing on the telephone. Annemarie wasn't sure what the words meant, but she knew Uncle Henrik wasn't really talking about going fishing. She sat under the apple tree and watched her uncle carefully.
 - a. Annemarie knew that her uncle wasn't really talking about fishing.
 - b. Annemarie liked to watch her uncle.
 - c. Uncle Henrik talked just like Annemarie's father did.
 - d. Uncle Henrik was going fishing the next day.

4. Anne Marie had always loved hearing stories about her mother's childhood. She remembered the names of all the cousins, aunts, and uncles that her mother talked about. But she had never heard of Great-Aunt Birte before. She was sure that Great-Aunt Birte didn't really exist.
 - a. Annemarie loved hearing stories about her family.
 - b. Annemarie's mother told wonderful stories.
 - c. Annemarie realized that Great Aunt Birte wasn't a real person.
 - d. Annemarie had many cousins, aunts, and uncles.

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FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

ACTIVITY FOUR

Objective

- To appreciate the courage exhibited by ordinary people.

Materials

- Lowry, L. Number the Stars. New York: Yearling Newberry, 1989.
- Handout: FCAT Writes! Practice Prompt

Novel Discussion

1. Students should read chapter 8, 9, 10, and 11. Discuss:

- **What seems unusual to Annemarie when people come to her uncle's house to pay their respects to Great Aunt Birte?** *She has never heard of this relative, and none of the visitors speak to each other.*
- **What truth does Annemarie get from Uncle Henrik?** *He tells her they lied to protect her and could not tell her anymore, yet.*
- **What surprise does Ellen get at Aunt-Birdie's funeral?** *Her parents appeared. She clung to them relieved that they are all right and was overjoyed to be with them.*
- **Why do the Nazis come to Uncle Henrik's?** *They are suspicious seeing a number of people gathering there.*
- **How does Mrs. Johansen explain the closed coffin?** *She says her aunt had died of typhus, a communicable disease.*
- **What might have happened to those present had the soldiers opened it? Would there have been different treatment for Mrs. Johansen and Henrik than for the Jews?** *All would have been arrested or sent to a concentration camp where they may have been forced to slave labor and may have died.*
- **How does Annemarie continue to exhibit bravery?** *She isn't intimidated by the soldiers and tells them that the person who died was her aunt. She helps to maintain the deception.*
- **What does Annemarie learn that ties all the pieces of the mystery together?** *After Peter explains that one group will go first and then the Rosens, she figures they are to be taken to Sweden by Uncle Henrik in his boat.*

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

- **How do the local town strangers contribute to the Jews escape from the Nazis (i.e. what was in the empty coffin)?** *People have contributed warm clothing and blankets for the journey; Mrs. Johansen gives Kirstie's red sweater to provide warmth for the infant; a doctor has provided the sleeping medication so the infant doesn't cry; Henrik will provide his boat and food from his farm; Peter will act as a guide.*
- **When Annemarie looks at the Rosens, she thinks of happier times, yet, she realizes that they still have their pride. Why do you think she feels this way?** *Annemarie realizes that even though the Rosens lost all of their personal belongings, they still have each other and hopes of a successful journey to freedom which kept them together.*
- **What emotions/fears do you think each of the Rosens is feeling? All others?**
- **If it were you, what happy memory might sustain you in such a situation?** *Have students write about this memory or about something which makes them proud.*
- **Why do the escapees leave in two separate groups and not have information about the other?** *If some are caught, they wouldn't jeopardize all.*

2. Have students complete the practice FCAT Writes! prompt.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

ACTIVITY FIVE

Objectives

- To appreciate the courage exhibited by ordinary people.
- To distinguish between fact and opinion.

Materials

- Lowry, L. Number the Stars. New York: Yearling Newberry, 1989.
- Handout: “Determining Fact and Opinion” in Perfection Learning, 1994.
- Handout: “Learning Vocabulary Through Context” Adapted from Newbery Newspaper, Perfection Learning

Novel Discussion

1. Students should read Chapters 12, 13, 14, and 15.
 - **Discuss how Mrs. Johansen’s broken ankle could have put the fate of the Jews in jeopardy.** *She was unable to take the packet that had fallen out of Mr. Rosen’s pocket to the boat.*
 - **Do you think Mrs. Johansen should have allowed her daughter to place her life in danger in order to deliver it?** *Answers vary.*
 - **How successful is Mrs. Johansen’s method of camouflaging the packet?** *She hides it in the basket under the food. It is not really successful, since the Nazis find it. But they think it’s nothing.*
 - **What advice is Annemarie given in case she is stopped by the soldiers with dogs?** *She is told to act like an empty-headed girl who simply is taking lunch to her forgetful uncle.*
 - **How does Annemarie keep herself calm while going through the woods?** *In her head, she recounts the story of “Little Red Riding Hood” that she tells to Kirsti.*
 - **When she’s stopped, how does she act?** *She models her behavior after Kirsti; she rambles and is very chatty.*
 - **Predict why you think this “handkerchief” is so important?** *Answers vary.*
 - **How does Annemarie feel after her uncle tells her that everything is fine because of her actions?** *She feels good about herself for helping Jews and those she loves.*
2. Complete Fact/Opinion and Crossword activities: (F/O ans.: 1-F, 2-O, 3-F, 4-O, 5-F, 6-F, 7-O, 8-O, 9-F, 10-F, 11-O, 12-O, 13-F.)

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

NAME _____

Determining Fact and Opinion

Facts are statements which can be proven.

Opinions are **personal** judgements or feelings.

Some of the following sentences are statements of fact. Some are statements of opinion. In the blank before each sentence, write the letter *F* if that sentence is a statement of fact. Write *O* if that sentence is a statement of opinion.

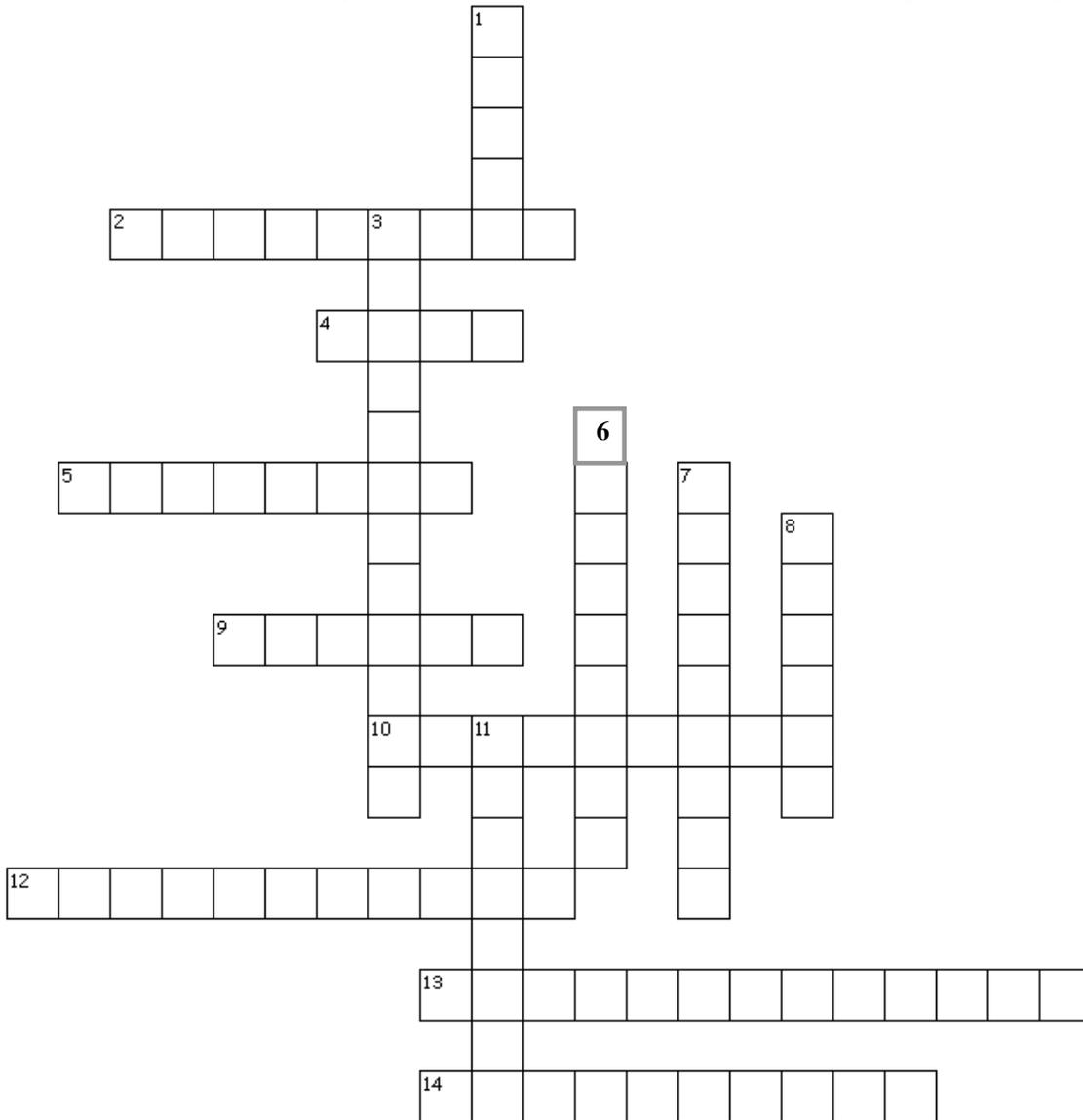
Example: _____ *O* _____ The sound of boots seemed like a nightmare.

- _____ 1. Annemarie helped to pass the teacups around the room.
- _____ 2. Mama was foolish to talk to the soldiers.
- _____ 3. The Nazi officer slapped Mrs. Johansen's face.
- _____ 4. The world is too big and too cruel.
- _____ 5. Mr. Rosen carried the packet.
- _____ 6. Peter led the first group through the door.
- _____ 7. Mr. Rosen was too old to make the trip to Sweden.
- _____ 8. It was harder to wait than it was to go with the Rosens.
- _____ 9. Mrs. Johansen's bed hadn't been slept in.
- _____ 10. There was a dark shape in the middle of the path.
- _____ 11. The Nazis were mean to Annemarie.
- _____ 12. Annemarie is the bravest of them all.
- _____ 13. Annemarie successfully delivered the package.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

LEARNING VOCABULARY THROUGH CONTEXT

Directions: Use your book to look up the words in the word bank for clues to their meanings and fill out puzzle.



Across

- 2. Carried in a leather case (page 44)
- 4. Pulled tight (page 112)
- 5. Limited (page 18)
- 9. Skillfully (page 75)
- 10. Stubborn (page 4)
- 12. The condition of having something taken away (page 133)
- 13. Mockingly (page 21)
- 14. Indicated (page 30)

Down

- 1. Push gently (page 20)
- 3. Irritation (page 57)
- 6. Tease (page 111)
- 7. Spread throughout (page 136)
- 8. A certain time to be inside (page 22)
- 11. An action intended to cause harm (page 8)

OBSTINATE	NUDGE	RATIONED	TANTALIZE	SABOTAGE
DEPRIVATION	TAUT	CURFEW	HOLSTERED	DESIGNATED
DEFTLY	SARCASTICALLY	PERMEATED	EXASPERATION	

Created through the Palm Beach County Schools District teacher resource links at PuzzleMaker.com



FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

ACTIVITY SIX

Objective

- To summarize the end of the novel.
- To understand this rescue in the context of what happened throughout Denmark.
- To relate the moral concept of bravery to our daily lives.
- To evaluate a specific situation of intolerance.

Materials

- Lowry, L. Number the Stars. New York: Yearling Newbery, 1989.
- Handout: “Tell the World,” from Byrd, C. Number the Stars Curriculum Unit, 1992.
- Handout: “Student Reader” adapted from “Newberry Newspaper” Perfection Learning
- Final Quiz: Number the Stars
- United States Holocaust Memorial Museum Artifact Poster Explanation: *Rescue: The Danish Boat*.

Novel Discussion

1. Read Chapter 16, 17 and the Afterward. Discuss:

- **What does Annemarie learn of her importance from her Uncle?** *He tells her that everyone is safe since she brought the handkerchief, which has a chemical blocking the dog’s scent.*
- **List all of the times Annemarie acted brave or courageous?** *Answers vary.*
- **Would you describe the Danes as courageous? How do you explain their actions?**
- **Why does Mrs. Johansen care for the Rosen’s home and possessions?** *She expects that they will return home after the war and will resume their former life.*
- **What would you imagine had happened to the possessions of Jews in other countries?** *Their belongings could have been confiscated by Nazi’s or stolen by other citizens.*
- **What does Annemarie learn of her sister and Peter?** *They were both in the resistance, and Lise was killed by the Nazis.*
- **What does Ellen’s necklace symbolize for Annemarie?** *By wearing it, it symbolizes the continuance of their friendship until Ellen returns.*
- **What differences do we learn between this story and the true historical account?** *The Afterward describes that the character’s names are different but the historical account is true. Use a Venn Diagram to chart the differences.*

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

3. Discuss the last words of the young resistance fighter captured and executed by the Nazis (see p. 137.) **What kind of world must be created?** “One of human decency, without prejudice and open minded.” **Has the world succeeded?** Discuss.
4. Have students complete “Tell the World” where they will create a newspaper front page from what is happening in the book.
5. Have students complete “Student Reader” where they will respond to a letter from another student who is having problems with his/her father.
6. Have students complete the final quiz on Number the Stars. Answers to quiz:
 1. c
 2. d
 3. b
 4. a
 5. d
 6. c
 7. b
 8. c
 9. b
 10. c
 11. a
 12. d
 13. a, b, c
 14. a
 15. b
 16. c
 17. Student answers vary
7. Tell the true story and picture of the real Danish Boat rescue; the teacher should use the USHMM poster of the Danish boat. (Available from the Holocaust Outreach Center 561-297-2929, or receive a personal free copy after filling out the museum questionnaire in the back of the curriculum) Pages 61-66 include information and discussion questions from the teacher’s guide.



FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

NAME _____

Number the Stars – Final Quiz 3, Chapters 16, 17, and Afterward

Directions: Read the question and answers provided and circle the correct answer.

- Why did Annemarie's mother and uncle lie about having a funeral for "Great Aunt Birte"?
 - They wanted to trick Ellen.
 - They forgot about this distant relative.
 - They needed an excuse to gather.
 - They wanted to trick Annemarie.
- What is the only thing Uncle Henrik admits to first?
 - He admits Annemarie has a great aunt.
 - He admits the Nazis are coming.
 - He admits the plan to escape.
 - He admits they lied about Aunt Birte.
- What surprise does Ellen get at Aunt Birte's funeral?
 - She gets a piece of chocolate.
 - She gets to see her parents.
 - She gets to go swimming.
 - She gets to see her own aunt.
- Why do the Nazis come to Uncle Henrik's?
 - They were suspicious of any gathering.
 - They were searching every house.
 - They were taking prisoners.
 - They were paying respects to Aunt Birte.
- How does Mrs. Johansen explain the closed coffin?
 - She said it was already nailed shut.
 - She said they had already looked in it.
 - She said it was stuck.
 - She said her aunt had a contagious disease.
- What might have happened to those present if the soldiers opened the coffin and found nothing?
 - Everyone would have run away for safety.
 - The Nazis would have let them go.
 - Everyone would have been arrested.
 - The Nazis would have called for backup.
- How did the local town strangers contribute to the Jewish people's escape?
 - They lit a candle.
 - They donated clothes and food.
 - They ignored what had been going on.
 - They drove them to the boats.
- What was the plan for the Jews to escape?
 - Take a train to Norway.
 - Hide in basements until the end of the war.
 - Take a fishing boat to Sweden.
 - Hide in attics until the end of the war.
- What was the result of Ms. Johansen's broken ankle?
 - Annemarie had to bandage it herself.
 - Annemarie had to deliver the dropped package.
 - The Nazis found them.
 - The Nazis took her to the hospital.
- How does Annemarie act when the Nazi soldiers with dogs stop her?
 - Like a brave teenager.
 - Like an injured girl.
 - Like a little "stupid" girl.
 - Like a know-it-all.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

11. How does Annemarie keep herself calm while going through the woods?
- a. She tells herself the “Red Ridding Hood” story.
 - b. She recalls Tivoli Gardens.
 - c. She tells herself the “Snow White” story.
 - d. She recalls her favorite song.
12. What does Annemarie learn about the handkerchief?
- a. It was not as important as she thought.
 - b. It was a sign to dock the boat in Sweden.
 - c. It was needed for the baby.
 - d. It was laced with drugs for dogs.
13. Circle each of the times Annemarie acted brave or courageous?
- a. She delivered the lost handkerchief.
 - b. She acted “dumb” in front of the Nazis.
 - c. She took off Ellen’s necklace.
 - d. She let her sister play with them.
14. What do many of the citizens of Denmark do for their Jewish neighbors while they are gone?
- a. They watch over their belongings.
 - b. They make them clothing.
 - c. They put up a memorial.
 - d. They keep all of the newspapers.
15. What does Annemarie learn of her own sister and of Peter?
- a. They were secretly married.
 - b. They were both in the resistance.
 - c. They were still alive.
 - d. They were both Nazis.
16. What does wearing Ellen’s necklace symbolize for Annemarie?
- a. The escape to Sweden
 - b. All the Danes of Denmark
 - c. That their friendship will return some day.
 - d. That the Nazis won’t win.

Directions: Answer the following question with 3-4 complete sentences:

On page 137 in Number the Stars, we read a letter written by Kim Malthe-Bruun, who was killed by the Nazis. He asks that we try to create a world that has an “ideal of human decency.”

Explain what that means, and explain, in detail, a time when you saw or heard in the newspaper of someone that cared for and helped another human being in our world today.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

TEACHER REFERENCE:

RESCUE: THE DANISH BOAT

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

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

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

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

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

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

The “Elsinore Sewing Club,” part of Denmark’s national rescue effort, was the code name for a group of rescuers led by five men: a reporter, a bookbinder, a detective, a bookkeeper, and a physician. The group operated from Elsinore, Denmark, and the surrounding coast. The Øresund,

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

the body of water separating Denmark from Sweden, is only two and a half (2.5) miles wide at this point, thus constituting the shortest escape route. Other escape routes from Denmark to Sweden were up to 12 miles wide. The trip from Denmark to Sweden could take as little as twenty minutes or more than two hours, depending on how direct route conditions allowed. The journey was risky; German patrols regularly searched the Øresund, for persons fleeing from Denmark or transporting contraband into Denmark. If caught, a person risked death.

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

The number of Jews exceeded the means of transportation available to this resistance group. Its members set out to obtain a boat of their own. Using donations from grateful Jews who had already been rescued, the “Sewing Club” bought a motorboat. A second larger boat was bought with donations from the people of the town of Elsinore. The boat shown on the poster was called “Ø2” and was one of the boats purchased by the club. The “Ø2” was constructed around 1930 from oak, mahogany, and teak. Under normal conditions, the boat could carry four to six people comfortably. During rescue missions, as many as 18 persons could be jammed into this small boat for the trip across the Øresund. Sometimes a few additional passengers were also hidden under a tarp. The photograph on this poster of Danish citizens, possibly including members of the resistance, fleeing from Denmark to Sweden, was probably made in the summer of 1944.

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

After most of the Jews were safely in Sweden, the Elsinore “Sewing Club” decided to continue its transportation activities for the benefit of anti-Nazi saboteurs, Danes wanted by the Germans for political crimes, and British and American airmen who had been shot down over Denmark while

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

flying to or returning from bombing missions over Germany. The total number of people saved by the “Sewing Club” was 1,400, including 700 Jews and 700 members of the resistance.

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

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

The first two types of rescuer faced certain problems in common. They were inevitably dependent on the general political and military situation; thus, helping Jews was more successful as liberation approached than in the early days of the war. Later in the war, the time required in hiding was shorter; support from local resistance movements was better organized; and the degree of popular hostility to rescue was muted by imminent German military defeat.

As the war continued, rescuers learned to adapt and work around the German network of informers and collaborators. However, they were never able to develop effective strategies to combat the Germans’ rapid organization and implementation of mass deportations and population transfers. As the war progressed, rescuers were able to identify sympathetic local groups, individuals, and organizations in every country of occupied Europe. For example, low-level clergy,

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

socialists, communists, and nationalist anti-Nazis often assisted them in providing forged identity cards, medical care, and food rations.

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

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

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

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

Rescue operations occurred in Greece where Jews were hidden in the mountains or on outer

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

islands. Later, some Greek Jews were smuggled into neutral Turkey. The Italian army also helped Jews in their occupation zones in France and Yugoslavia and played an important role in rescuing Italian Jews before the Germans occupied Italy in September 1943.

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

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

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

For Further Reading on Denmark:

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

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FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

Europe. New York and London: Free Press, 1988.

Ramati, Alexander. *The Assisi Underground: The Priests Who Rescued Jews*. New York: Stein and Day, 1985.

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

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

Opening Questions:

1. What do you notice about the boat? How many people could this boat carry?
2. Can you locate the map on the larger map of Europe on the poster entitled “Resistance”?
3. What do you think the connection is between the boat and the map on this poster?
4. What do you think the connection is between this boat and the Holocaust?

Further Questions:

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

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

ACTIVITY SEVEN

Objective

- To discuss the novel in a moral/ethical context.

Materials

- Lowry, L. Number the Stars. New York: Yearling Newbery, 1989.
- Handout: “Snappy Scenes” Adapted from Number the Stars Curriculum Unit, 1992 and Barbara Nestler, Banyon Creek Elementary
- Video: “Number the Stars” (15 minutes)
- Video: “Miracle at Midnight” (90 minutes)

Final Critical Thinking Projects/Videos:

Choose from one or more of the following:

1. The Nazis believed that everyone who was different from themselves should be controlled and persecuted. They were successful in changing the minds of many people to believe that only one race of people were the best. Explain why you think they were NOT successful with the way the Danes thought about or behaved toward Jews and others persecuted.
2. People change through time. Annemarie goes through many changes in this book. Think about what kind of person Annemarie was from the beginning to the end of the novel. How does she change? How does she feel about herself?
3. Divide the class into 4 groups. Give each group a situation:
 - Mr. And Mrs. Johansens decide to hide Ellen as their daughter.
 - Annemarie decides to pull Ellen’s necklace off her neck.
 - Henrik decides to put Jews on his fishing boat and go to Sweden.
 - Annemarie decides to run the dropped package to the boat before they leave.

In each situation, a character faces a major decision. Have the group make a list of the impact the decision had on the outcome of the novel, the effect it had on the other characters, and other decisions the character could have made in this situation and those results. Each group should discuss its findings.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

4. A man named Edmund Burke's once said: "The only thing necessary for evil to triumph is for good men to do nothing." Think about what it means to do something when wrong or evil is happening. Now write to explain why you agree or disagree with Mr. Burke's statement.
5. On September 11, 2001, the United States was attacked by evil people. Many heroes like firemen, policemen, and regular citizens did their best to give people hope and help those who were affected. Think about all of the individuals who were involved in rescue and help. Now write about why we need everyone to be a hero whenever evil surrounds us.
6. Show the videos "Number the Stars" and "Miracle at Midnight" and compare and contrast the videos with the book using the previously provided Venn Diagram.
7. Use the directions to "Snappy Scenes" to have students portray the main scenes of the novel in an artistic manner.

FIFTH GRADE HOLOCAUST STUDIES CURRICULUM

SNAPPY SCENES

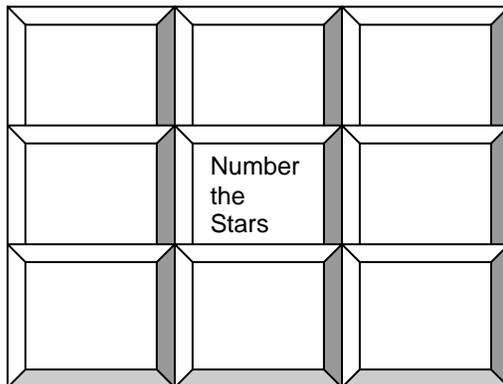
Think about all of the scenes that you think are most important to the development of the story. Could it be the soldiers standing guard on the street corners of Copenhagen? Or soldiers searching Annemarie's house? Which would you choose?

You will need 9 different "scenes" in your visual presentation:

- Title of the Book 5 points
- Describe Story Setting 10 points
- Describe Main Characters 15 points
- Describe Main Events – 1st half of book 15 points
- Describe Main Events – 2nd half of book 15 points
- Create a Map showing the route traveled by the escapees 10 points
- Tell your own opinion of the book 10 points
- Tell the new vocabulary you learned 10 points
- Tell the theme or message of the novel. 10 points

Decorate your presentation any way you like.

Put all the NINE pieces of paper, or tiles, or cloth, together to form a quilt.



Or, put your individual slides together to form an accordion book. Cut six pieces of cardboard, construction paper, into shapes approximately 8 1/2 X 5. Tape pieces together at the sides and display.

