

HOLOCAUST STUDIES UNIT
Ninth Grade English Curriculum - Assignment Rescue

GOAL:

The overall goal of the ninth grade Language Arts unit is to acquaint the students with the autobiography of an altruistic American who saved many lives in Vichy France.

TEXTBOOK CONNECTIONS:

Prentice Hall Literature, Gold Level, Unit 7, Page 685, *Georgia O'Keeffe* (Expository Essay)

1. This unit compares biographies and autobiographies. This concept is also included in the *Assignment Rescue* curriculum as students explore the biography of Varian Fry.
2. Georgia O'Keefe was widely criticized in the art-world for her modern style but continued to paint in her own vision. In Nazi Germany, Joseph Goebbels, Nazi Minister for Popular Enlightenment and Propoganda denounced all modern, innovative, and abstract art as "Degenerate Art". This "art cultivation" was intended to promote "Aryan" culture and "purify" Germany. Art that was not approved by the Reich was banned.

For more information about "Degenerative Art", go to www.ushmm.org and search "Culture in the Third Reich".

3. Varian Fry was an American journalist who helped rescue over 2,000 distinguished artists and intellectuals from France.

LANGUAGE ARTS BENCHMARK:

LA.910.4.2.3

- write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

CHARACTER EDUCATION CORRELATION:

PILLARS: Responsibility, Citizenship, Fairness, and Caring

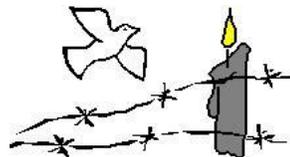
ESOL STRATEGIES:

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

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

**TABLE OF CONTENTS
NINTH GRADE ENGLISH
HOLOCAUST STUDIES UNIT
*Assignment Rescue***

Activity One	KWL and Introduction of <u>Assignment: Rescue</u> v-viii	3
Activity Two	<u>Assignment: Rescue</u> – Discuss pages 1-33, Quiz	11
Activity Three	<u>Assignment: Rescue</u> – Discuss pages 34-63.	15
Activity Four	<u>Assignment: Rescue</u> – Discuss pages 64-92.	20
Activity Five	<u>Assignment: Rescue</u> – Discuss pages 93-121, Quiz	23
Activity Six	<u>Assignment: Rescue</u> – Discuss pages 121-161, Oral Report	29
Activity Seven	<u>Assignment: Rescue</u> – Discuss pages 162-18.	33
	Final Test and Projects	
Activity Eight	<u>Assignment: Rescue</u> – Video: Compare and Contrast	43



To borrow class sets of books, videos, posters, or to schedule a Survivor to speak at your school, please contact the Center for Holocaust and Human Rights Education at (561)-297-2929 or e-mail at rgatens@fau.edu

ACTIVITY ONE

Objectives

- To differentiate between a biography and an autobiography.
- To place the story of Varian Fry in its historic context.
- To investigate how the Holocaust unfolded in France.

Materials

- Fry, V. Assignment: Rescue. New York: Scholastic. 1945.
- Overheads/Handouts: “France and Germany Relationship,” “KWL Chart,” “Maps of Europe - Maps101.com”

Homework

- Read Assignment: Rescue, pages 1-33.

Activities

1. Place the word BIOGRAPHY and AUTOBIOGRAPHY on the chalkboard and elicit from the students their differences. Ask students to classify *The Diary of Anne Frank* as to whether it is a biography or autobiography and to name other biographies and autobiographies they have read or with which they are familiar. The teacher may wish to differentiate between a memoir and an autobiography.
2. Use the KWL chart as a transparency and elicit responses from students.
3. Map Activity: Use the maps of Europe and France (pages 8-10) as transparencies. First, point out the extent of territory controlled by the Nazis during their domination of Europe in 1940. To do this, point out Germany and Poland then move west through Belgium, the Netherlands, and the Czech Republic, and finally to Northern France (Vichy France). Also, point out Italy

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

and Russia, who were allies with Germany in the beginning of the war until Hitler attacked them as well. The France map can be used to show the setting of the novel. Ask students:

- **What problems do you think the native population in France encountered when the Nazis took control?** *Students should be guided to include the loss of political rights, restrictions such as not being able to listen to certain radio stations, the lack of control over what was taught in schools, requirements such as identity papers or food rationing, loss of national treasures taken by Germany, industry dedicated to serving the Nazi war machine, workers taken for forced labor, propaganda, censorship, persecution of certain groups previously left relatively undisturbed, and changes in the values considered important to the society.*
 - **What was happening in the United States around this time period?** *After teacher elicits answers, show transparency (page 6) and discuss.*
 - **How might you respond if you were a visitor or a non-native resident of a country in which a take over was happening?** *All visitors or foreigners would be forced to leave to return to their home countries or be subject to the new laws of that land.*
4. During the duration of this unit, students should keep a journal. Decide whether journals will be used for homework or classwork. Students will be expected to reflect about class discussions, readings, and reactions to materials in addition to assigned journal topics. Students should be instructed to date each entry and to number each page. A student may respond to the day's lesson, relate a personal experience, include poetry, prose, or art. The teacher should always read and respond to journals on a regular basis.
 5. Read aloud and discuss the "Introduction" by Dr. Albert O. Hirschman. Show and discuss "France and Germany's relationship" transparency (page 5) at this time.
 6. Students should note that the autobiography deals with a limited time in Fry's life, August 1940 until August 1941. His original assignment called for a three-week stay. Fry, 32 years old at the time, was a writer who had gone to Germany and had seen Jews being attacked by Nazi thugs. He built a network to help rescue imperiled world-renowned politicians, artists, writers, scientists, and musicians. His experience left him deeply shaken. Discuss:

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

- **Why is Article 19 of the pact signed by France and Germany significant for those who have been marginalized by the Nazis?** *It required the French government to hand over to the Nazis any non-French citizen living on French soil.*
- **What is the implication for fleeing non-French political leaders? Jews? Opponents of the Nazi regime?** *Threatened with return to Germany where they faced probable internment in a concentration camp.*

Relationship of France and Germany

France and Germany had a long tradition of enmity. This relationship was fueled by:

- 1) The Franco-Prussian War in which Prussia (Germany) defeated the French.**
- 2) The French demand for reparations and German territory as part of the Versailles Treaty which ended World War I.**
- 3) The decisive and rapid German defeat of France in 1940 resulting in the surrender of France in the railroad car in which Germany had surrendered in 1918.**

When France fell in 1940:

- 1) France was divided into two areas: the north controlled directly by the German Nazis (Occupied France), and the south (Vichy France) by Marshal Petain, a French military hero. He really was just a puppet for the Germans. The Nazis kept watch and control of the South as well.**
- 2) France, with its liberal traditions, had become the home for many fleeing peoples persecuted in their own countries. With France's surrender, these refugees sought an avenue of escape.**
- 3) The Vichy government adopted racist laws reflecting the strength of antisemitism in France and cooperated with the**

Nazis in their deportation of Jews. It is important to note that the gendarmes were rounding up Jews, even if they were non-French Jews, before the Nazis arrived.

THE UNITED STATES IN 1940

- The United States entered the war after the Japanese bombing of Pearl Harbor in 1941.
- Commanded the Homefront: President Franklin D. Roosevelt.
- Commanded the Troops in Europe: Dwight D. Eisenhower.
- Commanded the Troops in the Pacific: Gen. Douglas MacArthur and Adm. Chester Nimitz.
- Money from war production pulled the U.S. out of the **Great Depression**.
- By 1943, unemployment almost disappeared, as most men were drafted and sent off to war.
- Women were needed to replace men who had gone off to war. Women and African Americans filled 55% of their jobs. First, single women were recruited to the workforce. Next, married women were allowed to work.
- **“Rationing”** affected the food we ate, the clothes we wore, the toys with which children played.
- **Segregation** for blacks in schools and in many public places, including the military, was still widely accepted throughout the nation. It was required by law in most southern states which still operated under the 1896 Plessy v. Ferguson ruling of “Separate but Equal” accommodations. This ruling would not be overturned until 1954.
- **Japanese** immigrants and their descendants, suspected of loyalty to their homelands, were stripped of their property and sent to *internment camps* within our nation.

1940’s Facts

Population 132,122,000
Unemployed in 1940 – 8,120,000
National Debt \$43 Billion
Average Yearly Salary \$1,299
Minimum Wage \$.43 per hour

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

Penicillin was discovered – 1940
Antarctica is discovered to be a continent
Life expectancy 68.2 female, 60.8 male
Auto deaths 34,500

Information gathered by: Goodwine, Susan. Kingwood College Library: American Cultural History, The Twentieth Century
<<http://www.nhmccd.cc.tx.us/contracts/lrc/kc/decade40.html#events>>

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

K

What We Know

W

What We Want to Learn

L

What We Learned

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE



AXIS POWERS: GERMANY, ITALY, LIBYA

ALLIED POWERS: USSR, GREAT BRITAIN, USA (1941)

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

Printed with permission of MAPS101.com



NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

Printed with permission of MAPS101.com



NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

Printed with permission of

MAPS101.com

ACTIVITY TWO

Objective

- To understand Fry's motivation for undertaking this assignment.

Materials

- Fry, V. Assignment: Rescue. New York: Scholastic. 1945.
- Videos: *The Dictator*, *Casablanca*: both videos are available on loan through the Florida Atlantic University Holocaust Outreach Center at 561-297-2929.

Homework

- Read Assignment: Rescue, pages. 34-63.
- Vocabulary Lesson: Choose 10 words from pages 1-63 which you have never seen before and guess at their meaning according to the sentences and context clues surrounding them.

Activities

1. The teacher might show an excerpt from Charlie Chaplin's The Dictator, a film which can be used to point out some of the common misconceptions contemporaries may have held about Hitler. This film also provides a vehicle for discussion of satire as a manner of commentary. On page one, Fry points out that many people "wanted to think of Hitler as the little man with the funny mustache."
2. Discuss Pages 1-33 of Assignment Rescue:
 - **What is the difference between how Hitler appeared and the climate he created.**
Hitler appeared to be the savior of the economy in Germany and raised the national feelings of trust and pride in their country. The climate he created was one of fear, hatred, confusion, and misleading promises to the population.
 - **Discuss the actions that Fry had experienced that helped to create what he called an "air of hatred and oppression."**
He experienced the great pogrom against the Jews, encouraging emigration whether to Palestine or Madagascar, mentioning possible extermination of Jews, knowing that the puppet Vichy government handed "enemies" over to the Gestapo.

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

- **How did Fry react to those facing the Nazi onslaught? How was U. S. Immigration policy another obstacle to refugees fleeing from Nazism?** *The State Department placed strict limits on the number of immigrants; only a certain number were allowed each year, but President Roosevelt was convinced to grant a limited number of emergency visas.*
 - **What conditions made American policy anti-immigrant?** *The United States was in a depression, at first, itself. The policy was complicated, difficult, and numbers were cut to not cause problems.*
 - **What was the purpose and significance of the Emergency Rescue Committee?** *The main purpose was to get 200 prominent artists, writers, musicians, union leaders, scientists, intellectuals, and political figures out of France before they were seized by the Third Reich; the Committee did not give help specifically to Jews although many they helped were Jews. It is important to point out the ERC was **not** a governmentally funded group. Fry was supported by this private group and also another; the YMCA provided him with a letter of introduction identifying him as a relief worker.*
3. If time permits, the teacher might want to show an excerpt from the film Casablanca. Consider the propaganda value of the movie at the time it was released as well as its theme, rescue of a political figure from the Nazis. Later, the teacher may want to contrast the romantic Hollywood concept with the reality of Fry's experience. Continue discussing the novel:
- **Why was Fry chosen and why did he accept the assignment? What made him an unlikely choice for this assignment?** *He had the time, a letter from the Y.M.C.A. endorsing his work with refugees, he could get a visa, but he had poor French language skills, also, no experience as an underground or secret agent. He was a New York writer with no training in relief work, but he was familiar with contemporary politics and knew the job had to be done. He accepted because he felt it was his duty since so many of these people had given him pleasure. He learns that people without papers are arrested and ultimately end up in concentration camps or dead.*
 - **Look at his picture found in the center of the book; compare him with Humphrey Bogart. Does he fit the image one has of a secret agent? A hero? What can be learned from this?** *Answer varies*

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

4. Using the maps on pages 8-10, have students articulate the advantages/disadvantages Marseilles provides in helping refugees to escape. Discuss the method(s) to be used for escape. Trace over the Pyrenees Mountains to Spain and the escape route by sea from Marseilles to North Africa. Spain and Portugal were neutral countries so refugees were able to leave Europe from there. Discuss who were part of the Axis and Allied powers. Continue discussion:
- **What problems existed for refugees?** *France was reluctant to give exit visas necessary to leave France; a transit visa was needed to travel to Spain and Portugal; it was problematic to get paperwork and transportation arranged together.*
 - **In what way was Bohn helpful?** *Bohn advises Fry to have a cover operation and to be wary of the police.*
 - **How successful were Fry's early attempts at helping refugees?** *He was successful in getting people to Lisbon and having them wait for a ship to the U.S.*
 - **How and why did Fry react the way he did when the police came to see him?** *Fry was worried they would see signs of his illegal activity and would arrest him.*
 - **What would have happened to an undercover agent?** *Any undercover agent would have been turned over to the Nazis, and he or she would have been imprisoned in a concentration camp or killed immediately.*
 - **What were conditions like in a concentration camp?** *Conditions were unsanitary, crowded, without medical care, devoid of solid food, and prisoners were forced to work or were beaten for insubordination.*
 - **How is this different from a death camp?** *In a death camp conditions were the same, except so many were earmarked for death by gas immediately when they entered the camp others were selected according to their health, demeanor, or size.*
5. Divide the class into small groups; students will discuss and develop categories useful in evaluating behavior. They will categorize the behavior of those people they encounter in the story. The teacher might guide them to classify in terms of perpetrator, bystander, rescuer, and/or other categories they may generate. **Assess the behavior/manner of the police inspector; what evidence is there of his sentiments? Is it unusual for a person to feel one way yet know that he or she will soon have to act in another? What examples can they provide from life experiences or literature they have read?** *Answer varies.*

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

- **What was the American Relief Center and its role in helping Fry achieve his mission?** *It served as a cover for his illicit mission and provided him with leads to locate the people on his list.*
 - **What methods did Fry and his staff employ to guard refugees against liability?** *They never listed their address; spoke of certain subjects only in the bathroom with the water running; enclosed messages within toothpaste tubes; moved their offices so they would not be close to the Gestapo; and destroyed all incriminating papers.*
6. Ask students about their interest level in Fry's story. They should be made aware that although Fry may have had some harrowing experiences, much of his job was hard work and routine. The teacher should use this as an opportunity to discuss the issue of values and skills. This might be used as an opportunity for a teacher to discuss some of the characteristics needed for pursuit of careers.

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

ACTIVITY THREE

Objective

- To understand how necessity made Fry adapt to his mission.

Materials

- Fry, V. Assignment: Rescue. New York: Scholastic. 1945.
- Quiz pages 1-63

Homework

- Read Assignment: Rescue, pages 64-92.

Activities

1. Discuss pages 31-64:

- **How did Fry deal with the limited time he had to accomplish his mission?** *He decided to take bigger risks even though he could get caught.*
- **What other suggestions would you have made to help him accomplish his task?**
Answer varies
- **How did the committee accomplish the three tasks they had to solve?** *First, they obtained Polish and Lithuanian passports and Chinese visas; then they found an artist to create identity cards; last, they obtained money unknown to the police.*
- **Why and how was Fry forced to operate outside the law?** *The U. S. Consul would not meet with him when he arrived and would not issue a visa unless that person had an exit visa. He realized he could not do his job if he did not create escape routes and underground operations since the French and American governments undercut his actions.*
- **How did "everyday" people help cooperate with and protect the refugees?** *There was a doctor who would lie and say someone had been too ill to apply for his certificate, thus getting the person a late visa. Another regular police officer showed him a list of three men who needed to be warned that the Gestapo wanted them to be arrested.*

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

- **What is at stake for these French citizens?** *The teacher should make students aware of the penalties imposed by the Nazis on civilian populations for helping Jews and others classified as enemies of the state. The American would have been placed in a war prisoners work camp; the Jews may have been shot on the spot or sent to a concentration camp in Poland.*
- **How and why does Fry begin to take greater risks?** *He sends groups to the frontier accompanied by an experienced underground worker; had they been caught, Fry could no longer claim that he had nothing to do with helping refugees get out of France. When Bohn's plan to send those who will be recognized in Spain to Gibraltar by ship is thwarted, Fry makes his own plan.*
- **Who were Franz Werfel and Thomas Mann, and why would Hitler want to have them arrested?** *Werfel and Mann were prominent German novelists who were anti-Nazi and wrote about it. Anyone against the Third Reich in Germany was prosecuted to every extent of the law.*
- **What is the incentive behind Fry deciding to lead a trip out of France himself?** *Werfel and Mann were too recognizable to get an exit visa, so he decided to take them over the Pyrenees Mountains by foot. This would give him the opportunity to send a truthful report to New York, find out what happened to the refugees who had been arrested, and speak to the British about getting a boat.*

2. Review study questions from previous activities and give students Quiz 1 (page 17-18).

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

Assignment: Rescue

Quiz 1 Pages 1-63

Name _____ Class _____

Directions: Circle the best answer from the following questions. You may use the novel from pages 1-63 to answer each question.

1. Who was the leader of the Vichy government in Southern France (1940)?
 - a. François Mitterrand
 - b. Marshal Porter
 - c. Charles de Gaulle
 - d. Marshal Petain

2. What was the significance of Article 19?
 - a. It stated the French would surrender any refugee German citizen wanted by the Nazis.
 - b. It stated all foreigners must leave France and return to their home states, unharmed.
 - c. It proposed a peace treaty with Germany and France.
 - d. It proposed the deportation of all foreign and French Jews to Poland.

3. The purpose of the Emergency Rescue Committee was to:
 - a. Attempt to rescue all refugees in open waters.
 - b. Attempt to rescue any prisoners in concentration camps.
 - c. Attempt to help prominent Europeans who were targets of the Nazis.
 - d. Attempt to help all incoming immigrants to the United States.

4. What was the American Relief Center (Centre Americain de Secours) in Marseilles?
 - a. It was merely a simple relief center for needs of refugees.
 - b. It was actually a cover for Fry's operation to rescue refugees out of France.
 - c. It was merely a center to help Americans who were stranded in France.
 - d. It was actually a center to aid both Americans and foreigners persecuted by the Nazis.

5. How were people picked for Fry's list?
 - a. Their names were given by family in the United States.
 - b. Their names were picked by the founders of the Emergency Rescue Committee.
 - c. Their names were chosen by Fry.
 - d. Their names were chosen by the French Vichy government.

6. What was **not** a method Fry and his staff employed to guard refugees?
 - a. They spoke of certain subjects only in the bathroom with the water running.
 - b. They enclosed messages within toothpaste tubes.
 - c. They moved their offices to an open area near the Gestapo.
 - d. They used fake Chinese passports and visas.

7. What would have happened if undercover agents were arrested in Vichy, France?
 - a. He/she would have been given to the Nazis for deportation to a concentration camp.

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

- b. He/she would have been given a warning.
- c. He/she could have been sent back to his/her home country.
- d. He/she would have been expelled from Vichy France to the occupied zone.

Read the selection from page 21 and answer the two questions that follow:

After about fifteen minutes, he said, “Well, I can see nothing wrong. You have a proper letter from a neutral organization. Everything you are doing seems to be legal.”

“Oh, I assure you it is,” I said.

“We get many reports at Police Headquarters,” he said. “People who are angry because their requests for visas are turned down, people who want to collect a reward for turning in a secret agent or spy, people who will squeal on anyone just to get in good with the police. You understand, we have to check out all these reports, in case some high official of the government in Vichy starts asking questions.”

He paused. His voice became very low. “If I had found anything suspicious, it would be necessary for me to arrest you here and now.”

He paused again, looking me straight in the eye. “You understand?” he said.

I stared back at him. Then I nodded. “Yes, I understand.”

- 8. From the passage above, what can you infer from the inspector?
 - a. That the inspector is also helping refugees.
 - b. That the inspector is against Fry.
 - c. That the inspector is going to arrest Fry without cause.
 - d. That the inspector is giving Fry time and a warning since he knows Fry is helping refugees.

- 9. Which of the following people did not help Varian and his mission?
 - a. Beamish
 - b. Lena
 - c. Walter
 - d. Miriam

- 10. What was the original plan for Franz Werfel and Heinrich Mann?
 - a. They were to become a part of the American Relief Center.
 - b. They were to be transported by boat, since they were so recognizable.
 - c. They were to be deported back to Germany.
 - d. They were to become double agents for the Gestapo.

READ
THINK
EXPLAIN

- 11. Explore the advantages and disadvantages of Fry deciding to lead a trip out of France himself. Use details from the text to explain your answer.

ANSWERS FOR QUIZ 1 – ASSIGNMENT RESCUE

1. D
2. A
3. C
4. B
5. B
6. C
7. A
8. A
9. D
10. B

Short Answer Essay

11. Many people are getting arrested on their own. A guide would enable more people to pass. Traveling by foot would help the Franz/Heinrich situation. The Pyrenees Mountains by foot would give him the opportunity to send a truthful report to New York, find out what happened to the refugees who had been arrested, and speak to the British about getting a boat. The disadvantages would be that he is in the direct line of fire and may get arrested himself. Also, he would not be at home base to aid the other refugees.

Varian's staff advised him to have a cover operation and to be wary of the police, help him obtain visas, tell him where to exit the country with the refugees, obtain food and supplies. Later, others help him filter more money from the committee and get fake visas and passports.

ACTIVITY FOUR

Objective

- To understand the plight of those fleeing Hitler.

Materials

- Fry, V. Assignment: Rescue. New York: Scholastic. 1945.
- Map of Europe showing the location of the Pyrenees Mountains.
- Videos: *Raoul Wallenberg: Between the Lines, The Courage to Care, The Other Side of Faith, They Risked Their Lives, Weapons of the Spirit*

Homework

- Read Assignment: Rescue, pages 93-121.

Activities

1. Writing Project: As an extra credit project or writing assignment, students should research and give brief reports on the careers of Franz Werfel and Thomas Mann. The class should discuss why the Nazis desired to restrict the movements of these men. Consider researching on the Internet. **Why do totalitarian governments try to stifle ideas not sympathetic to their own? Ask students to give examples of other writers whose works they know who have been gagged. Was the government successful in keeping out ideas? Several examples might include Voltaire, Upton Sinclair, and Socrates.**
2. Discuss pages 64-93:
 - **How do "righteous" Frenchmen aid Fry's efforts?** *He is helped once again by a French official who advises him to "go over the hill" with the refugees while he still can and shows Fry the best route. Other French border guards help find the best way to avoid the border check points. They explain how the Spanish guard post is more sympathetic to the refugees.*

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

These are other examples of individuals subverting the official collaborative policy of the Vichy government.

- **How do the five refugees get through the border on foot?** *They are told a certain way to go, but French guards see them. They are told to go to the Spanish post where one man recognizes Mann as the son of an admired writer and actually drives them away.*
- **Discuss those who Fry helps. Who are they?** *They are prominent people, some writers, politicians, only some of them Jews.*
- **Ask students about the plight of the ordinary Jew; were rescue efforts being undertaken in their behalf? Why not?** *The teacher should remind the students that the national policy of most nations was to avoid giving emigration slots to Jews; conferences held at Evian and Bermuda resulted in nations refusing to take in Jewish refugees. America and Britain closed down access. America even refused to admit Jewish children. Only the Dominican Republic openly granted Jews visas.*
- **How and why does Fry's behavior seem more like that of a foreign agent?** *Because at the end, even American diplomats were unsupportive, Fry took it upon himself.*
- **What does Varian buy that helps him gain information and friends?** *Cigarettes*
- **Why does Varian meet with British agents and what do they discuss?** *Varian meets with them to discuss getting a boat for refugees; they agree, only if he will save some of their officers as well.*
- **What does Fry find out when he returns to Marseilles?** *A few of his refugees were taken in and are being held indefinitely. The gendarme questions the American Consul about their activities.*
- **What advice did Fry receive from the American Consul?** *He would only tell him to leave France before he gets arrested or expelled.*
- **How did he respond?** *Fry would not leave – he asked for a reprieve and to plead his case with the embassy, but to no avail.*
- **What might explain the behavior of the U.S. government with regard to Fry's activities?** *Fry's illegal activities angered the States. They felt since he was not working for the government but for a private group, they were not responsible. They did not want to create problems with the Vichy French authorities.*
- **What might explain the behavior of the U.S. government with regard to helping refugees in general? To helping Jews?** *The teacher should explain that at this time the United States*

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

was a neutral power and would not risk its neutrality by aiding enemies of any other nation. Additionally, U.S. emigration policy sought to exclude Jews. Students should be referred to David Wyman's, The Abandonment of the Jews. Immigration laws at the time were harsh and discriminatory. They favored people from Northern and Western Europe. Quotas for anyone else were very small. Many people were fearful that the refugees posed an economic and security threat to America since we had just emerged from the Great Depression. However, a limited number of “emergency visas” were allowed for certain notable refugees.

- **Have small groups generate examples of how Fry can be described as a creative thinker who "thinks on his feet."** *When Spain closes its entire frontier and documents required for entry to Spain and Portugal are changing on a daily basis, Fry makes accommodations. He helps to obtain freedom for the friends of the German underground leader who were held at Vernet concentration camp, and this was done by eliciting the wiles of a woman who got the prisoners out for one day only. He then quickly got Bohn to get a boat and shipped the prisoners out. Unfortunately, the boat ran into bad weather and was turned back.*
 - **Why does Bohn leave?** *They both SHOULD have left, but Bohn is the only one who goes back to family. Fry believes he is needed now more than ever.*
 - **What is your definition of patriotism?** *Answer varies*
 - **Would you consider the people who helped Fry, patriotic?** *Answer varies*
 - **Can you be patriotic while taking a position contrary to that of your government?** *Answer varies*
 - **Is a soldier who refuses to carry out what he believes is an immoral order, patriotic?** *Answer varies*
3. Discuss the pictures in the middle of the book. How does having actual pictures of an event help make it real? Do the students believe the story more after seeing the pictures? Could the pictures be used as incriminating evidence?
 4. The teacher should also consider showing one or parts of several videos dealing with rescue; these might include Raoul Wallenberg: Between the Lines, The Courage to Care, The Other Side of Faith, They Risked their Lives, and Weapons of the Spirit. Teacher guides are available with many of these videos.
 5. Additional Writing Project: Students could read Rescue: The Story of How Gentiles Saved Jews in the Holocaust and write a reaction paper comparing it and the quote from the last speech of Martin Luther King, Jr. found on the page opposite page 1 of Rescue. They should plan to refer

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

to examples of how gentiles helped Jews and the application of the mode of behavior to their own lives. **Why did some people react with humanity while others turned their backs on Jews and other refugees? Has your definition of being a hero changed?** *Students could explain the concept of brotherhood and steps needed to be taken to develop this concept in people.*

ACTIVITY FIVE

Objective

- To appreciate the dedication of those determined to help escapees from Nazi Europe.

Materials

- Fry, V. Assignment: Rescue. New York: Scholastic. 1945.
- Quiz 2 pages 63-121.

Homework

- Read Assignment: Rescue, pages 121-154.

Activities

1. Discuss pages 94-121:

- **What are the new regulations imposed on the French? What are their impact on Fry's work?** *The names of all visa applicants had to be sent to Madrid; French police were given the right to intern persons " dangerous to public safety" without trial; foreigners between 18-55 could be used for labor gangs; anti-Jewish laws were adopted; all foreign Jews could be placed in concentration camps; people were forbidden to listen to English radio broadcasts; the Kundt Commission was empowered to look at internees for those who should be sent to Germany.*
- **In what manner did Fry respond to these changes?** *He realized that he had to reorganize his work. He would have to support many of the refugees and keep them out of jails and/or concentration camps. He rehired his staff to include French citizens who did not know of his underground work.*

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

- **What happens when the police search Fry's new office?** *Fry burns the map behind the mirror before they get there, and the police find nothing; however, Fry and Beamish find false ID cards in the oven when they leave and do not know who put them there.*
 - **What went wrong with Fry's first boat-escape?** *He was double-crossed by the middleman and the boat owner who ran off with his money.*
 - **What was Villa Air-Bel?** *Beamish's home where Fry and several refugees who were to wait for visas stayed and struggled to have a semblance of culture and art, which was their life.*
 - **What was the "F" Route, and how had conditions changed along it?** *The "F" route was named for Fittko, Fry's trusted friend and fellow refugee, who posed as a Frenchman living in a border town. He had "visitors" and, at the least, brought them across the French boarder into Spain.*
 - **Discuss the "gutsy" way in which Fry dealt with Vichy regarding refugees interned in French concentration camps. Why was this not enough?** *He traveled to Vichy, which was risky because he did not have travel papers; he wrote a report about the conditions of the concentration camps; he tried to speak to the Minister of the Interior and the Charge d'affairs at the American Embassy. No one would help them.*
2. Review discussion questions and give students Quiz 2 (pages 25-26).

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

Assignment: Rescue Quiz 2 Pages 64-121

Name _____ Class _____

Directions: Circle the best answer from the following questions. You may use the novel from pages 64-121 to answer each question.

1. Choose one way "righteous" Frenchmen aid Fry's efforts?
 - a. A French girl hides refugees in her home.
 - b. A Spanish guard gives them cigarettes for free.
 - c. A French official tells them to travel the best route "over the hill" while they still can.
 - d. An American Consul gives him additional monies and updates his passport.

2. How do the five refugees get through the border on foot?
 - a. They spend the night in the mountains and cross before dawn.
 - b. They are recognized, Mann is known as the son of an admired writer, and they are freed.
 - c. They receive help from French farmers who show them a route, guard free.
 - d. They do not get through on foot and are detained at the guard house.

3. What deal do Fry and the British government create?
 - a. Britain will renew Fry's passport and give him money for his cause.
 - b. Britain will give Fry money for a boat if he helps smuggle out captured soldiers.
 - c. Fry will become a double agent for extra cash.
 - d. Fry will move to Britain to aid refugees there.

4. What does Fry find out when he returns to Marseilles?
 - a. Many of his refugees were taken in and are being held indefinitely.
 - b. The gendarme asked the American Consul to extradite Fry.
 - c. Three members of his staff have been arrested.
 - d. More money has arrived to help aid refugees.

5. What advice did Fry receive from the American Consul?
 - a. They advised him to charter a boat to Africa for his refugees.
 - b. They told him to continue his work in secret, closer to the border.
 - c. They asked him to help Britain and their captured men.
 - d. They told him to leave France before he gets arrested or expelled.

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

6. Which of the following people were **not** on Fry's staff?
 - a. Bonn
 - b. Miriam
 - c. Heinrich
 - d. Beamish

7. What was **not** one the new regulations imposed on the French?
 - a. French police were given the right to intern people "dangerous to public safety" without trial.
 - b. French-Jewish citizens were forced to leave Vichy France.
 - c. Anti-Jewish laws were adopted; All foreign Jews could be placed in concentration camps.
 - d. People were forbidden to listen to English radio broadcasts.

8. What happens when the police search Fry's new office?
 - a. Fry burns the map behind the mirror before they get there, and the police find nothing.
 - b. Fry and Beamish are taken to the Gestapo for questioning.
 - c. Fry and Beamish find false ID cards in the oven when they leave.
 - d. A and C are both correct.

9. What was the problem with the first boat escape?
 - a. Fry was double-crossed by the middleman and the boat owner who ran off with his money.
 - b. The boat was not big enough for all of the refugees.
 - c. The boat broke down after all of the refugees boarded.
 - d. Fry was wrong about the path chosen, and the boat was caught and confiscated.

10. What was Villa Air-Bel?
 - a. A code word for confirmation of a successful escape.
 - b. A passage in which refugees got out through the farm fields.
 - c. A safe-haven for Beamish, Fry and several refugee artists who were in wait for visas.
 - d. A hotel in which Fry's office was located.

11. What was the "F" Route?
 - a. A route named for Fittko who brought refugees across the French boarder into Spain.
 - b. The route that runs through the Pyrenees Mountains.
 - c. The route that runs from Lisbon to America.
 - d. A route which Fry himself used to transport refugees by foot.

12. What does Fry do to help refugees interned in French concentration camps.
 - a. He traveled to Vichy, wrote a report to the US, and spoke to agents at the American Embassy.
 - b. He attempted an escape himself, through the barbed wire of a near by concentration camp.
 - c. He tricked the commandant of the camp to release the prisoners under his care.
 - d. He traveled to Paris and paid money to get them out.



Identify three ways Varian's staff helped him save refugees? Use details from the text to explain your answer.

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

READ
THINK
EXPLAIN

Explain the behavior of the U.S. government with regard to Fry's activities? Use details from the story to explain the U.S. involvement as regards to Fry's plans.

READ
THINK
EXPLAIN

Choosing scenes from the story, generate examples of how Fry can be described as a creative person who "thinks on his feet."

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

ANSWERS FOR QUIZ 2

1. C
2. B
3. B
4. A
5. D
6. C
7. B
8. D
9. A
10. C
11. A
12. A

13. Fry’s illegal activities angered the States. They felt since he was not working for the government but for a private group, they were not responsible. They did not want to stir problems with the Vichy French authorities. The United States was a neutral power and would not risk its neutrality by aiding enemies of any other nation. Additionally, U.S. emigration policy sought to exclude Jews. Immigration laws at the time were harsh and discriminatory. They favored people from Northern and Western Europe. Quotas for anyone else were very small. Many people were fearful that the refugees posed an economic and security threat to America since we had just emerged from the Great Depression. However, a limited number of “emergency visas” were allowed for certain notable refugees.

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

14. When Spain closes its entire frontier and documents required for entry to Spain and Portugal are changing on a daily basis, Fry makes accommodations. He helps to obtain freedom for the friends of the German underground leader who were held at Vernet concentration camp, and this was done by eliciting the wiles of a woman who got the prisoners out for one day only. He then quickly got Bohn to get a boat and shipped the prisoners out. Unfortunately, the boat ran into bad weather and was turned back.

15. Answers vary

ACTIVITY SIX

Objective

- To appreciate the commitment to help individuals fleeing for their lives.

Materials

- Fry, V. Assignment: Rescue. New York: Scholastic. 1945.
- Oral Report Project Handout

Homework

- Read Assignment: Rescue, pages 155-183.

Activities

1. Discuss pages 121-155:

- **What were some of the techniques that Fry and his friends used to rid themselves of incriminating evidence?** *They burned things and/or flushed them down the toilet.*
- **Why, under what authority, and how were Fry and his helpers arrested at Villa Air-Bel?** *They were arrested under “suspicion of communism,” but this was a cover to really let the police look around.*
- **What would be different if that arrest were to occur in the United States today?** *The police today would not be able to search and seize without due cause.*

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

- **What protection did being an American afford Fry?** *He was able to get the attention of the American Council to at least buy them time, or get them out of prison or questioning.*
 - **Why were they put on the Sinaia?** *There were no other places for a prison, so the French hired the boat to hold prisoners.*
 - **What guarantees under our Constitution were the prisoners on the S.S. Sinaia denied?** *The premises were searched without a proper search warrant; they were not read their rights prior to their arrest; they were not allowed a phone call; they did not know the charges against them; they were held on ship, not a "habitable" place; they were fed substandard food; they were held longer than 48 hours without knowing the charges against them.*
2. The teacher should bring in a U.S. history book to class so that they may refer to the Constitution usually included at the end of the textbook.
- **Why does Fry believe that things will be getting worse for those remaining in France?** *Vichy collaborates in arresting people the Nazis demand; the arrest took place without warning. Also rumors fly that Vichy France will soon be occupied by the Germans.*
 - **What is the “new” escape route Fry uses?** *He uses an escape route by boat through the Mediterranean to North Africa.*
 - **How effective is the method used for getting British soldiers and refugees out of France with the death net of Nazism closing in on those trying to get out?** *They think it is a safe method to place them on ships bound for French ports such as Beirut, Algiers, and Casablanca, when in fact, it does not work.*
 - **What difficulties do the escapees encounter?** *They are arrested on the other end since there is no network in place to help them in the port of destination, and they become stuck.*
 - **What was the fate of Breitscheid's and Hilferding?** *They were arrested, sent to Vichy, then back to Germany – both died mysterious, murderous deaths.*
3. Assign students to present oral reports on some of those saved by Fry (page 31). Have the students present their oral reports. *(Have the student giving Chagall's oral report show examples of the art created by Chagall after his escape from Vichy France.)* Assess the reports with the assessment tool provided (page 32).

Oral Report Project

As an individual or as a group, choose one of the following people and research that person in the library or on the Internet. Then, report back to the class with your findings.

Hannah Arendt, writer

Andre Breton, writer

Marcel Duchamp, artist

Hans and Lisa Fittko, political activists

Hans Habe, author

Konrad Heiden, writer

Fritz Kahn, medicine

Wilfred Lam, artist

Lotte Leonard, singer

Emilio Lusso, editor and publisher

Andre Masson, artist

Otto Meyerhof, Nobel-winner biochemist

Giuseppe Modigliani, Italian Socialist

Peter Pringsheim, physicist

Franz Werfel, author

Hans Aufricht, motion picture producer

Marc Chagall, artist

Max Ernst, artist

Oscar Goldberg, Hebrew scholar

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

Jacques Hadamard, "Einstein of France"

Erich Itor-Kahn, musician

Siegfried Kracauer, film critic

Wanda Landowska, harpsichordist

Jacques Lipchitz, sculptor

Heinrich Mann, writer

Alfredo Mendizabel, Catholic philosopher

Boris Mirkins, Sorbonne professor

Hans Natonek, anti-Nazi Czech writer

Victor Serge, Russian revolutionary

Josef Witlin, Polish poet

Title/Name of Report _____

Assessment Rubric of Student Oral Report

Group Members' Names:

- _____ 10 pts. Explained the personal biography of the person.
- _____ 10 pts. Explained the profession of the person at the time of rescue.
- _____ 10 pts. Explained how he or she was saved.
- _____ 10 pts. Explained how his or her life was affected.
- _____ 10 pts. Explained what he or she does now and some examples of his or her work.
- _____ 10 pts. Oral Speaking Ability
- _____ 10 pts. Written Notes/Report
- _____ 10 pts. Proof of Research
- _____ 10 pts. Team Work
- _____ 10 pts. Group "Self-Evaluation"

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

Comments:

Final Grade _____/100 points

ACTIVITY SEVEN

Objective

- To understand how Fry's mission comes to an end.

Materials

- Fry, V. Assignment: Rescue. New York: Scholastic. 1945.
- Final Quiz pages 121-183
- Wojcicki, E. Writing & Discussion Ideas: Human Nature Discussion Question & Ideas for Project in Assignment: Rescue Study Guide

Homework

- Students should begin one of the project activities.

Activities

1. Discuss remainder of novel:

- **How do you think Fry feels when he reads the excerpt from Mrs. Breitscheid's memoir?**
Answer varies
- **How might you have felt in these circumstances?** *Answer varies*

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

- **What, if anything, could he have done to help them?** *Fry has tried all he could to help them. The American Consul, he knows, would have done nothing.*
- **Define and discuss resistance and the forms it might take. How did the French express their opposition to the occupation?** *Writing “VH” on the walls and calling the Germans “potato bugs” and “vacuum cleaners.”*
- **What else might they have done?** *More French could have secretly hid or aided the persecuted.*
- **What were the risks for the civilian population? Is this a "black or white" situation?** *It was a big decision to help others, since the risks were to be placed in a concentration camp one’s self or, worse, death.*
- **The teacher may want to provide students with a moral dilemma involving choiceless choices. Students should realize that risk-free is not the definition of being human.**
- **How does Fry succeed in having Chagall released when other Jews were taken away, sent to concentration camps, or placed in forced labor?** *He tells the officials that the arrest of one of the world's greatest artists would be embarrassing to the Vichy government.*
- **Contrast the moral views of justice of Captain de Rodellec du Porzic to those held by Fry. Can someone's beliefs be moral even if they are abhorrent to another? Ask for students to brainstorm some examples of this.** *Captain de Rodellec du Porzic believes in society over the individual; he believes innocent men may be arrested so that not one criminal is freed. Human Rights are overlooked by the government in order to create the type of society it wants: the opposite of democracy and due process.*
- **Describe the circumstances and manner in which Fry finally leaves France. What role did the American Embassy play in his expulsion?** *Fry is asked to leave France by the police, and after discussion, they give Fry one month. Fry stays longer than this and then is wanted by the police. They escort him to the boarder and put him on a train. Fry finds out it was both the Gestapo and the American Embassy who collaborated for his extradition.*
- **To the end, there were some French who behaved as "their brother's keepers." Ask students to recall some of these people and what they did that reinforces one's faith in humanity. Students should be asked to put themselves in Fry's place and assess the feelings that were going through his mind as he was leaving France. He admits to feeling sad, but sad doesn't describe all the emotions he must have been feeling.**

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

- **What happened to refugees of Jewish ancestry shortly after Fry's departure?** *All Jews, whether in occupied or unoccupied zones, were deported to Poland to concentration/death camps.*
 - **In what ways does Fry continue to help others after his return to the United States?** *His center in Marseilles continues to help people until the US enters the war. Fry, from the United States, helps the war effort by giving information to the army concerning routes to take through Spain and France.*
 - **How does the reality of Fry's experience compare to that depicted in the movie Casablanca?** *Answer varies*
 - **Tell students that although Fry died in 1967, he received two posthumous awards: in 1991 the USHMM (United States Holocaust Memorial Museum) awarded him the Eisenhower Liberation Medal and in 1996 he became the first American to be honored as a "Righteous among the Nations" at Yad Vashem by the nation of Israel.**
2. **COOPERATIVE GROUP ACTIVITY:** Purpose: For students to use the cards on page 36 to discuss in groups and report to the class after 10 minutes. Write directions on board:

Directions:

- **Divide class into three large groups.**
 - **Have groups choose a speaker and recorder.**
 - **Hand out one card to each group.**
 - **Speaker is to read the card to the group. The speaker then asks opinions from group members after he or she calls on them.**
 - **The recorder writes down group answers and opinions.**
 - **Speakers report aloud to the other two groups or choose another group member who will.**
3. Review study questions with students and then give Final Test (page 37-39).
4. Handout project assignment page for homework (page 40).

GROUP DISCUSSIONS/REPORTS

Group ONE

- **In light of the fate of those he was not able to help escape and those he was able to help, write your own assessment of Fry's mission. Was it a success or failure? On what basis?**
-

Group TWO

- **Refer to the Introduction; do you agree or disagree with Beamish's assessment, "...he is now honored for what he was, 'a hero for our time.'" How should we define heroism?**
- **What are the qualities heroes should engender? Who are modern heroes?**

Group THREE

- **Is the sports figure a hero in the same sense as Fry?**
- **How do sports heroes compare with heroes in time of war?**
- **Does war create situations in which heroism can flourish or can heroism exist in the every day world? Can altruism be learned? Taught? How?**

Assignment: Rescue
Final Test Pages 121-183

Name _____ Class _____

Directions: Circle the best answer from the following questions. You may use the novel from pages 121-183 to answer each question.

1. Why, under what authority, and how were Fry and his helpers arrested at Villa Air-Bel?
 - a. They were arrested by the French police for suspected communism.
 - b. They were arrested by the Gestapo for hiding wanted refugees.
 - c. They were arrested by the French police for trafficking money.
 - d. They were arrested by the Nazis for using illegal passports.
2. What protection did being an American afford Fry?
 - a. He was untouchable to the French police or Gestapo.
 - b. The French offered him free room and food at the hotel.
 - c. The French were not able to search his hotel room.
 - d. He was able to contact the American Council for arrest protection.
3. Why were they put on the Sinaia?
 - a. The French were going to deport them to Africa.
 - b. They were trying to scare them into suicide.
 - c. The French had arrested so many, they ran out of prisons.
 - d. They were torturing them for information.
4. Why does Fry believe that things will be getting worse for those remaining in France?
 - a. Vichy police collaborate in arresting people the Nazis demand.

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

- b. All arrests take place without warning.
 - c. Rumors fly that Vichy France will soon be occupied by the Germans.
 - d. All of the above
5. What is the “new” escape route Fry uses?
- a. The “F” route through France farms and then across the border
 - b. A passage through the Mediterranean Sea to North African cities
 - c. A passage through Monaco to Italy
 - d. The only route that works for the remainder of his stay
6. Who profited from exiting French and landing in Beirut, Algiers, and Casablanca?
- a. French citizens
 - b. The Gestapo
 - c. British soldiers
 - d. British soldiers and other refugees
7. What difficulties do the escapees encounter?
- a. They must travel with no food or water.
 - b. They are arrested on the other end since there is nowhere for them to go at their destination.
 - c. They must travel without sleeping arrangements.
 - d. They are asked for their passports and visas as soon as they exit the boat.
8. What was the fate of the Breitscheid and Hilferding?
- a. They escaped through the new boat route to North Africa.
 - b. They escaped through the “F” route.
 - c. They were arrested and exported back to Germany where they were murdered.
 - d. They were arrested and shot on the spot.
9. Which of the following is a form of resistance?
- a. Helping a refugee by giving money or food
 - b. Sabotaging a police agent’s car or machinery
 - c. Writing “VH” on the walls and/or calling the Germans "potato bugs" and such
 - d. All of the above
10. How does Fry succeed in having Chagall released when other Jews were taken away, sent to concentration camps, or placed in forced labor?
- a. He explains how arresting one of the world's greatest artists is an embarrassment to Vichy.
 - b. He takes a train to Vichy and meets with the commander of the police.
 - c. He rescues him from a holding cell in Vichy.
 - d. He informs the police that Chagall’s wife is ill and demands the attention of her husband.

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

11. What were the judicial views of Captain de Rodellec du Porzic?
- a. He believed that everyone should be entitled to a free defense in proper courts of law.
 - b. He believed the good of society is more important than any individual.
 - c. He believed that arresting 100 men just to catch one is just and fine.
 - d. B and C are correct.
12. Describe the circumstances and manner in which Fry finally leaves France.
- a. He is asked to leave within six months.
 - b. He is forced to leave by death warnings from the Nazis themselves.
 - c. He is forced to leave by a decision made jointly by the American and French Council.
 - d. He is asked to leave after he finishes his job with the refugees.
13. In what ways does Fry continue to help others after his return to the United States?
- a. He gives information to the army concerning routes through France and Spain.
 - b. He contacts his American Rescue Staff each day from the States.
 - c. He writes letters to the government telling them of the atrocities happening in France.
 - d. He sends money to the Rescue Staff for the remaining years of the war.



To the end, there were some French who behaved as "their brother's keepers." Recall some of these people and what they did that reinforces one's faith in humanity. Lastly, put yourself in Fry's place and assess the feelings that were going through his mind as he was leaving France. If he knew what was to happen to the Jews before he left, do you think he would have tried to stay?

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

Answers vary for the essay. Make sure students point out various members of Fry's staff and their efforts to help and how Fry must have felt when he learned the worst happened after he had left.

FINAL ESSAY ASSIGNMENT: RESCUE

Directions: PLEASE READ each of the following essay questions CAREFULLY and choose one to write about.

KEYS for a good essay:

1. Make sure you answer each question or prompt asked of you before you conclude your paper.
 2. Have a plan.... Organize first so you do not miss an important point.
 3. Use the same language/wording that is in the question to ensure you are keeping with the topic and not straying off.
 4. Include quotes, instances, and/or passages in the novel to back up your opinion or point.
 5. Watch grammar and spelling.
-
1. No one likes to be different. It is difficult to stand up to your peers and disagree with them. Varian Fry did just that---it seemed like almost everyone was against him; yet he was committed to his ideals and continued trying to save lives. Think of a time in your life when you stood up for what you believed in, even by facing ridicule from your peers. Describe the situation in a **five-paragraph essay**.

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

2. One man/woman can make a difference. In America today, people sometimes feel like they cannot make a difference. Everything is so big, powerful, and difficult to change. But, it can be done. Varian Fry is an example of that. Think of other situations in your life or lives of your family or friends where one person's help has made a difference. Write a **five-paragraph essay** about your experience.
3. Can you think of situations in American history when leaders have taken an unpopular position and followed their ideals? (A couple of ideas: think about the Civil War, American civil rights movement). Can you think of any contemporary situations? Write a **five-paragraph essay** about your ideas.
4. Varian Fry is an American hero. What is a hero? What qualities do heroes have? Think of other people you think of as heroes and explain why you feel the way you do. These people can be personal heroes in your life, heroes you have seen in movies or read about in books. Pick a hero and defend your choice in a **five-paragraph essay**.
5. In the 1930s many Americans feared that immigrants would compete for scarce jobs. What was the economic situation in the U.S. in the 1930s? Can you understand why Americans might have had an anti-immigration attitude? What is the economic situation today? How do Americans feel about immigrants today? Compare and write your thoughts in a **five-paragraph essay**.

Name _____

ASSIGNMENT: YOUR PROJECTS

Directions: Choose one of the following assignments. Due Date _____.

1. Explain in a poem what you believe was the most difficult part of Varian Fry's work in France. Include your opinion of what you would have found hard to do.
2. Create a 2-page screenplay of the following scene: Imagine you are Varian Fry and you just arrived in France thinking you only had to rescue 200 people. Within two hours, you realize there were thousands to be rescued - - what do you do.
3. Using a Venn diagram, compare and contrast 6 points of Fry's life in France to his life as a writer in New York. Hint: Imagine what kind of dangers he was exposed to on a daily basis in France and compare them with his life as a journalist in NY.
4. React to the following statement in a 5 paragraph persuasive essay: Breckinridge Long, State Dept. Assistant Secretary, said "Nobody, anywhere has a right to enter the U.S. unless the U.S. desires."
5. React to the following statement in a 5 paragraph explanatory essay, "Truth is stranger than fiction." Include some truths that you think are stranger than fiction.

NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

6. Imagine you are Varian Fry. Make a map of France and plan an escape route. If you plan to go to North Africa, you need to be careful of the Germans patrolling the Mediterranean Sea. If you are planning an escape through Spain and Portugal, make maps to show how you would escape. Besides the map, include written directions explaining why you chose those routes.
7. Create a map of all the European countries involved in W.W. II. Indicate which countries are on the Allied side and which countries are on the Axis side. After researching, label the map with symbols regarding: troop size, troop training, natural resources available, guns, planes, ammunition. Make sure your map has the proper key and landmarks.
8. Devise a passport for yourself. You can pick any nationality you like, but if you pick a foreign passport, make sure you have at least some of the words in that foreign language. Include a picture of yourself, your birthplace, birth date, occupation, date and place of issuance of the passport, and your complete name.
9. Create a visa for yourself. Investigate what kinds of information are needed for the visa by looking up the country you want to go to on the Internet. Search Yahoo or Alta Vista with key words “country” and “visa.”
10. Make a poster that shows the contributions of Jewish refugees to America and to the world.
11. Access the Internet and find out information about what immigrants today need to enter the U.S.? Explain it in an advertisement to be used abroad.

Find out more about the International Rescue Committee on the Web at: <http://www.intrescom.org>. Printed by permission from Wojcicki, E. Writing & Discussion Ideas: Human Nature Discussion Question & Ideas for Projects in Assignment: Rescue

ACTIVITY EIGHT

Objective

- To broaden one’s understanding of the role played by Fry.

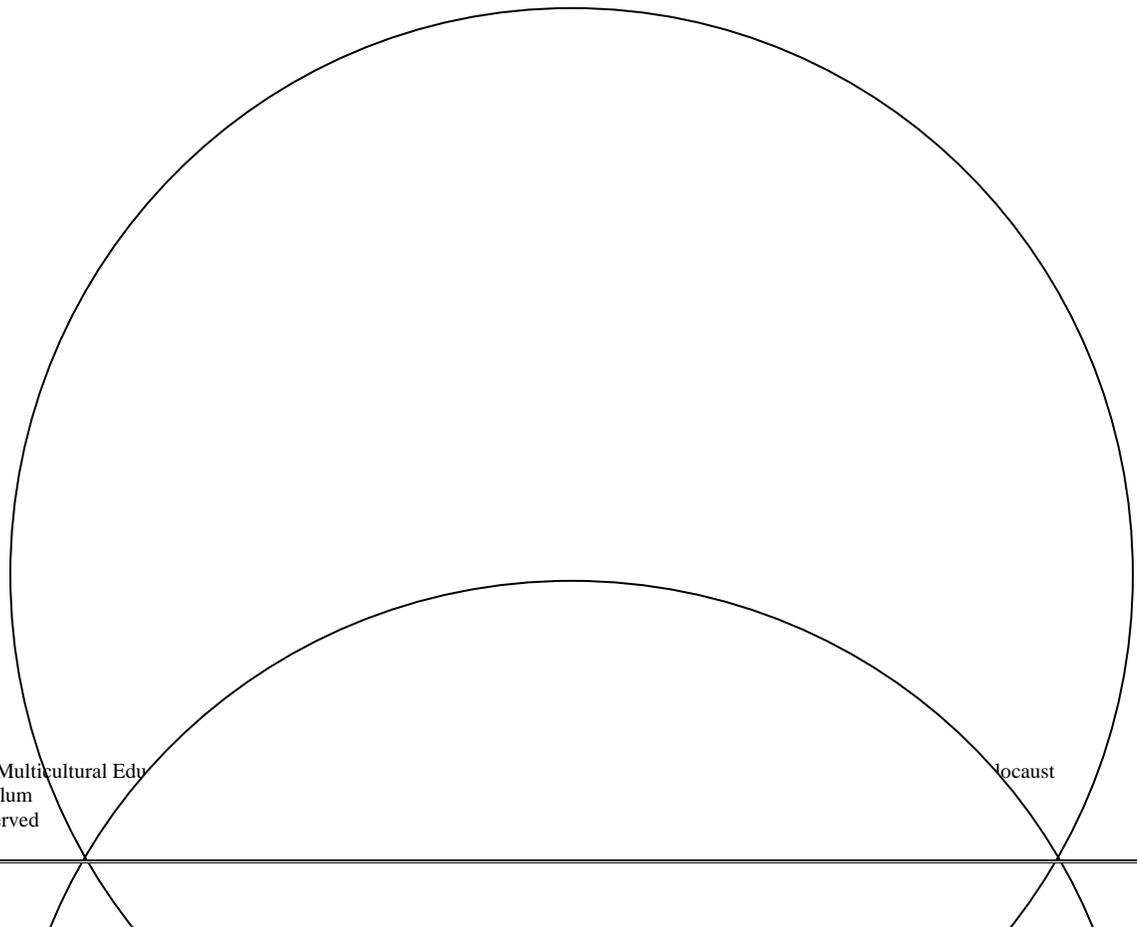
Materials

- Videos: Assignment: Rescue, Varian Fry, and/or Varian’s War

Activities

1. Chose any of the suggested videos: Assignment: Rescue is a 26 minute documentary, Varian Fry, The Artist’s Schindler is another 50 minute documentary, and Varian’s War is a made-for-television movie by Showtime.1
2. Discuss the added dimensions provided through the film or use a Venn diagram to discuss the similarities and differences.
3. Have students complete the Final Essay Projects by choosing TWO of the project titles.

VENN DIAGRAM



NINTH GRADE ENGLISH CURRICULUM – ASSIGNMENT RESCUE

