

**Facing the Challenges!**



# **The Holocaust Student Packet**

Name \_\_\_\_\_

Mrs. McGovern

Processwriting Period 7

May 2013

**I. Creative Writing – Genre: Prose, Poetry, Play, or Short Story**  
Students are to complete a writing piece which is historically accurate without retelling of events. They should provide thorough analysis & interpretation. All pieces should be clear and grammatically correct. Students' writings should show an organization of material mastered.

**The Question:**

In the face of the terror and brutality of the Holocaust, many Jewish parents sought to save their children by placing them with friends, strangers, or institutions. Making such a decision, they had to surmount immense difficulties and not all efforts were successful. Finding an individual willing to take in a Jewish child, when the penalty for such an undertaking in German-occupied Europe often meant death for both rescuer and Jew, was far from easy, and children frequently had to move from home to home in search of safe refuge from the police, informers, and blackmailers. With the risks high, and the danger of discovery ever present, hidden children, whether physically in hiding or passing as non-Jews, endured great hardships, ranging from the painful separation from their parents and siblings to the anxiety of living under an assumed identity to the fear of being cast out by their foster families. Some were able to record their experiences in diaries and art; many others had to remain silent.

Explore and research to find one or more of the individuals (parents, children, or rescuers) associated with this history.



The student's writing piece should answer the following essential question:

**What were the challenges they faced and how did they respond to these challenges?**



## II. Anne Frank's "Give"

Students are to read the essay "Give" by Anne Frank.

**Summarize** Anne Frank's essay and give a **thorough personal analysis/reaction** in a five paragraph essay. Make sure to prove your reactions by citing with examples and quotations from the essay.

- I. Introduction – Hook, thesis, (why are you writing?)
- II. Explain what the essay, "Give" is about.
- III. Explain the message/moral lessons Anne is trying to convey to the world.
- IV. Explain your reaction to Anne's essay in detail using facts and examples.
- V. How does this essay relate to today, 60 years later? Does it? Explain with examples.

## **“GIVE!”**

**By Anne Frank**

**Do any of those people in their warm and cozy living rooms have any idea what kind of life a beggar leads? Do any of those "good" and "kind" people ever wonder about the lives of so many of the children and adults around them? Granted, everyone has given a coin to a beggar at some time or another, though they usually just shove it into his hand and slam the door. And in most cases the generous donors think it's disgusting to touch that hand! Am I right or not? Then, afterwards, people are amazed that beggars are so shameless! Wouldn't you be shameless too if you were treated more like a dog than a human being?**

**It's terrible, really terrible, that people treat each other this way in a country like Holland, which claims to have such a good social system and so many decent, upstanding citizens. In the eyes of most of the well-to-do, a beggar is an inferior being, somebody who's scruffy and unwashed, pushy and rude. But have they ever asked themselves how beggars got to be that way?**

**You should try comparing one of those beggar children with your own children! What's the difference? Yours are pretty and neat, the others are ugly and ragged! Is that all? Yes, that's all, that's the only difference. If you dressed one of those urchins in nice clothes and taught him good manners, there wouldn't be a whit of difference!**

**Everyone is born equal; we all come into the world helpless and innocent. We all breathe the same air, and many of us believe in the same God. And yet...and yet, to many people this one small difference is a huge one! It's huge because many people have never realized what the difference is, for if they had they would have discovered long ago that there's actually no difference at all! Everyone is born equal; we will all die and shed our earthly glory.**

**Riches, power and fame last for only a few short years. Why do we cling so desperately to these fleeting things? Why can't people who have money more than enough for their own needs give the rest to their fellow human beings? Why should anyone have to have such a hard life for those few short years on earth?**

**But above all, a gift should never be flung in anyone's face— - every person has a right to kindness. Why should you be nicer to a rich lady than to a poor one? Has anyone ever studied the difference in their characters?**

**Human greatness does not lie in wealth or power, but in character and goodness. People are just people, and all people have faults and shortcomings, but all of us are born with a basic goodness. If we were to start by adding to that goodness instead of stifling it, by giving poor people the feeling that they too are human beings, we wouldn't necessarily have to give money or material things, since not everyone has them to give.**

**Everything starts in small ways, so in this case you can begin in small ways too. On streetcars, for example, don't just offer your seat to rich mothers, think of the poor ones too. And say "excuse me" when you step on a poor person's toe, just as you say it to a rich one.**

**It takes so little effort, yet it means so much. Why shouldn't you show a little kindness to those poor urchins who are already so deprived? We all know that "example is better than precept." So set a good example, and it won't take long for others to follow. More and more people will become kind and generous, until finally no one will ever again look down on those without money. Oh, if only we were already that far! If only Holland, then Europe, and finally the whole world realized how unfair it was being, if only the time would come when people treated each other with genuine good will, in the realization that we're all equal and that worldly things are transitory!**

**How wonderful it is that no one has to wait, but can start right now to gradually change the world! How wonderful it is that everyone, great and small, can immediately help bring about justice by giving of themselves! As with so many things, most people seek justice in very different quarters, and grumble because they themselves receive so little of it.**

**Open your eyes, be fair in your own dealings first! Give whatever there is to give! You can always—always—give something, even if it's a simple act of kindness! If everyone were to give in this way and didn't scrimp on kindly words, there would be much more love and justice in the world!**

**Give and you shall receive, much more than you ever thought possible. Give and give again. Keep hoping, keep trying, and keep giving! People who give will never be poor!**

**If you follow this advice, within a few generations, people will never have to feel sorry for poor little beggar children again, because there won't be any! The world has plenty of room, riches, money and beauty. God has created enough for each and every one of us. Let us begin by dividing it more fairly.**

III. Holocaust Questions: Each answer must be in complete sentences. Remember to borrow from the question! Each question should fill about a page in your journal. YOU MUST CITE THE SOURCE FOR YOUR ANSWER IN MLA STYLE!

1. What is the Holocaust?
2. Where and when did it happen?
3. What can we learn from the Holocaust?
4. How can we make a difference in today's society?
5. Why is it so important to study the Holocaust?
6. What does studying the Holocaust mean to you as a person?
7. Define the terms:

Racism

Prejudice

Genocide

Bystander

Perpetrator

Intolerance

Survivor



8. Imagine that you know of a friend who is being discriminated against in your community because of their race, religion, or belief. What could you do? Explain in detail.
9. Why is it so important to have freedom?
10. Why is it so important to help protect the rights of all people, even those in the minority?

**IV.**

**Break the Waves**

**By Olaf Pyttik**

**One team, one stream, one common goal.**

**No strong, no weak, just harmony**

**One call, one voice, one body and one soul.**

**These lines that we have often used**

**Are now just words that we abused**

**To satisfy our longing for control.**

**Maybe we followed all along**

**Just our desire to be strong.**

**Most everyone here will agree**

**That every person should be free**

**To take their life and live it as they choose.**

**But equally we must confess**

**That in our minds we have suppressed**

**The people who oppose our point of view.**

**This is where every wave begins**

**Discrimination starts from within**

**When will we learn to share our lives with others?**

**To integrate and tolerate each thought?**

**When will we show respect for one another?**

**Only together we will find a way to break the waves**

**We know that every history**

**Has shown a certain tendency**

**To constantly repeat itself again**

**Successfully we have ignored**

**Mistakes that have been done before**

**We paint new pictures into ancient frames**

**As we become the current cast**

**In a production of the past,**

**When will we learn**

**When will we learn?**

**To share our lives with others?**

**To integrate and tolerate each thought?**

**When will we show**

**When will we show?**

**Respect for one another?**

**Only together we will find a way to break the wave!**





## Break the Waves

By Olaf Pyttik

Open-ended Questions:



Olaf Pyttik states, “We know that every history has shown a certain tendency to constantly repeat itself again. Successfully we have ignored mistakes that have been done before. We paint new pictures into ancient frames, as we become the current cast, in a production of the past.”

- Explain what the quotation means as it relates to the Holocaust.
  - In what ways do we become the current cast in yesterday’s history. Does history repeat itself? If we don’t learn from history, are we bound to repeat it?
  - Do you agree that “discrimination start from within”. Explain your reaction.
  - Can we, as a nation, ever truly “Break the Waves?”
- Use information from your research to support your responses.**

Students are to read and then listen to “Break the Waves” and respond in their reader’s log (open ended format). Responses should infer meaning with effective details. They are to be unified, coherent and well-developed.

**reader’s log.**

## V. Pastor Niemoller's Quotation

**They (the Nazis) first came for the communists,  
and I did not speak up because I was not a communist;**

**They came for the socialists,  
and I did not speak up because I was not a socialist;**

**They came for the union leaders (Gewerkschaftler),  
and I did not speak up because I wasn't a union leader;**

**They came for the Jews,  
and I did not speak up because I wasn't a Jew.**

**Then they came for me,  
and there was no one left to speak up for me.**

New Jersey Commission on Holocaust Education. Unit 1: Reading #17

### Quotation from Pastor Martin Niemoller

Martin Niemoller was a Lutheran pastor in Germany who was imprisoned by the Nazis for speaking out against their atrocities. A historically accurate version of a famous quotation from Pastor Niemoller (c. 1946) follows. Numerous versions of this quotation have appeared over the years, many of which have contained inaccuracies.

After reading the quotation, answer the questions in open-ended format.

1. What is the meaning of Pastor Niemoller's quotation?
2. Does it have relevance in today's world? Explain

## VI. “The Mayor’s Choice”

### WHAT WOULD YOU DO IF YOU WERE THIS MAYOR?

One clear evening, three Greek commandos from a neighboring village enter a village and kill four German soldiers. Soon they are all caught and held by the Nazis.

The German commanding officer asks to see the mayor of the village. The mayor is an unusual man. He is a pacifist, a man who does not believe in any killing, even in war. The officer explains to the mayor about the twenty-to-one rule of German occupying forces. In compliance with this rule, eighty Greek males from the village had been rounded up. The officer states that they will all be shot at sunrise the next morning. These same men are right now digging a large ditch in the village courtyard. Tomorrow morning, they will descend into that ditch, which will be surrounded by machine guns. At the officer’s signal, the eighty men will all be executed.

The mayor is horrified by this suggestion and pleads for the lives of his townspeople. The German officer smiles and then offers the mayor a deal. He informs the mayor that he can save the lives of his people only if he agrees to the following action: On that same morning, the three partisans will be placed near the ditch with their hands tied behind their backs. The German officer will take an empty rifle and hand it to the mayor. If the mayor wishes to save the lives of his townspeople in the ditch, he must bash in the heads of the three rebels until they are dead. The German officer explains that the mayor will have the night to consider his offer.

The next morning, the scene is set just as the German officer pictured it. Eighty men look up from the ditch and wonder what will happen to them. The courtyard is filled with weeping wives and confused children. All wait for the mayor’s decision.

This story is adapted from the movie version of John Fowles' *The Magus*.  
New Jersey Commission on Holocaust Education. Unit 1: Reading #9

### **Questions: Examine your choices**

- 1. What alternatives were available to the mayor?**
- 2. What should the mayor have done?**
- 3. Are the partisans ultimately responsible if any of the townspeople die?**
- 4. What would you have done if you were the  
mayor?**



## VII. "Anna's Dilemma"

### What Would You Do?

Not all Germans supported the Nazi Program. Some actively opposed it. Others were silent in their opposition. Some were put to the test.

Source: Furman, Harry, ed. "Anna's Dilemma: What Would You Do?" *The Holocaust and Genocide: A Search for Conscience-An Anthology for Students*. Harry Furman, ed. NY: Anti-Defamation League, 1983

Anna is a German citizen who lives with her husband, Wilhelm, and their three small children in a comfortable home in Munich, Germany. Munich in 1938 is a center of Nazi activity in Germany. Anna's husband is a high-ranking civil service employee and a member of the Nazi party. Wilhelm's high-paying job was a reward for his loyalty to the party. Although Anna leads a comfortable life and is happily married, she disagrees with the Nazi philosophy and her husband's party activities. She especially deplores the anti-Jewish laws and decrees that Hitler's government has imposed.

During her childhood Anna's family developed deep friendships with a number of Jewish families in their town, and Anna learned to respect their cultural and religious differences. By 1938, the Nuremberg Laws are in effect and Kristallnacht ("Night of Broken Glass") has recently occurred. Jews in Germany have systematically been stripped of their political, economic, and social rights. Some Jews are attempting to leave the country to avoid what they consider to be eventual catastrophe.

One night, a friend of Anna's approaches her and explains that he is secretly hiding Jews in Munich until he can find transportation for them to leave Germany. This is risky business because it is considered a racial crime against the Volk, the German people. Anna's friend asks her to help him by hiding two members of a Jewish family who are wanted by the Nazis. He explains that because of Wilhelm's position, nobody would suspect Anna. Also, Anna's property includes a rarely used guest house located in a wooded corner. Anna is offered about 500 dollars for her cooperation.

Anna is aware that, if caught, she and her family could face serious consequences. Also, she could jeopardize her husband's good job and her family's security. On the other hand, she realizes that what the Nazis are doing to the Jews, with widespread public support, is morally wrong. She has long believed that those who remain silent when human rights are being violated are also guilty. Anna's friend tells her that he will come back the next morning for her decision.

## **Questions for discussion: Anna's Dilemma**

- 1. What is Anna's responsibility to her husband?  
To her Children?  
To the Jews?  
To the government and/or law?  
Which is greatest? Explain.**
- 2. Should Anna agree to hide Jews?**
- 3. How frequently do you think this kind of situation occurred? Why?**
- 4. Evaluate the following statement:  
"All that is necessary for evil to win out over good is for good men to do nothing." How does this relate to Anna's dilemma?**

# Rubric: Facing the Challenges I. Writing Piece & II through VII Reader's Log

## I. Writing Piece

Individual Performance	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score ___/16
Writing piece in a chosen genre (prose, poetry, play, or short story)	Attempts to complete writing piece but retells historical events	Completes writing piece but retells historical events	Completes writing piece but attempts to be historically accurate with few retellings	Completes writing piece and is historically accurate without retelling of events	
Analysis and interpretation	Provides little if any analysis & interpretation	Provides some analysis & interpretation	Student provides analysis & interpretation	Student provides thorough analysis & interpretation	
Organization	Little organization of material present	Some organization of material present	Organization of material present	Organization of material mastered	
Material clear and grammatically correct	Material unclear with grammatical errors	Material clear with grammatical errors	Material clear with few grammatical errors	Material clear and grammatically correct	

**Points 13 -16 =A**

**9 - 12 = B**

**5 - 8 = C**

**1 - 4 = D**

Individual Performance	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score _/24
II. Anne Frank's "Give"	Briefly reacts to Anne Frank's essay, "Give"	Summarizes Anne Frank's essay, "Give" without any personal reaction	Summarizes Anne Frank's essay, "Give" and briefly states personal reaction	Summarizes Anne Frank's essay, "Give" and gives a thorough personal analysis/reaction in a five paragraph essay	
III. Ten Holocaust Questions	Completes ten questions with a lack of elaboration present	Completes ten questions with an uneven development of details	Completes ten questions completeness of required elements	Completes ten questions with explanation/support	
IV. "Break the Waves"	Completes questions. Response is incomplete and/or incorrect	Completes questions. Attempts to infer meaning with details.	Completes questions. Infers meaning with details. Response is moderately fluent	Completes questions. Infers meaning with effective details. Response is unified, coherent and well-developed	
V. Pastor Niemoller's quotation	Completes two questions. Responses are incomplete and/or incorrect	Completes two questions. Attempts to infer meaning with details.	Completes two questions. Infers meaning with details. Responses are moderately fluent.	Completes two questions. Infers meaning with effective details. Responses are unified, coherent and well-developed	
VI. "The Mayor's Choice"	Completes three questions. Responses are incomplete and/or incorrect	Completes three questions. Attempts to infer meaning with details	Completes three questions. Infers meaning with details. Responses are moderately fluent.	Completes three questions. Responses are unified, coherent, and well-developed	
VII. "Anna's Dilemma"	Completes four questions. Responses are incomplete and/or incorrect	Completes four questions. Attempts to infer meaning with details.	Completes four questions. Infers meaning with details. Responses are moderately fluent.	Completes four questions. Responses are unified, coherent, and well-developed.	

Points

19 - 24 = A

13 - 18 = B

7 - 12 = C

1 - 6 = D



# VIII. The Cage by Ruth Minsky Sender

Points  
 4=A  
 3=B  
 2=C  
 1=D

Individual Performance	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score ___/4
VIII. <i>The Cage</i> by Ruth Minsky Sender Reactionary Paper	Briefly reacts to Ruth Minsky Sender's memoir - <i>The Cage</i>	Summarizes Ruth Minsky Sender's memoir - <i>The Cage</i> without any personal reaction	Summarizes Ruth Minsky Sender's memoir - <i>The Cage</i> and briefly states personal reaction	Gives a thorough personal analysis/reaction in a one page typed reactionary essay.	

Name _____ Date _____ Process writing/literature teacher _____ Period _____	
I Writing : Creative writing piece Points _____ Test grade _____	<b>Grade</b>
II – VII Reader’s Log Points _____ Test grade _____	<b>Grade</b>
VIII. <i>The Cage</i> by Ruth Minsky Sender Points _____ Test grade _____	<b>Grade</b>