

Georgia Commission on the Holocaust Presents

ANNE FRANK IN THE WORLD:  
1929-1945

Classroom Connections: Teacher Support Materials



Written and Compiled for the Georgia Commission on the Holocaust by  
Marjory F. Segal, 2003

This workbook is designed to act as a companion piece to the Anne Frank in the World Exhibit located in Kennesaw, Georgia.

It has been designed to be used as pre-visit lessons and follow-up activities to enhance the students experience in visiting the Exhibit

The Anne Frank Project includes:

The Anne Frank Exhibit  
Video Presentation-"The Short Life of Anne Frank"  
Middle and High School Student Artwork  
Sculpture Series by Artist Devorah Sperber  
Virtual Tour of the Anne Frank House in Amsterdam  
Timeline  
Bookstore  
Comment Book



Scroll Room of the Anne Frank in the World Exhibit

## AREAS OF CONTENT

### Section I \*Getting Started

Anticipation Guide  
Anne Frank Overview  
Anne's Famous Quote  
Remember-24 Languages  
Discussion Starters

### Section II \*Background Materials

Stages of the Holocaust  
Answers Teachers Must Know

### Section III \*Vocabulary Study

The Word is the Thing (Holocaust)  
Word Wizards (General)  
Word Search (Diary)

### Section IV \*Consider This

Anne's Life—Time Line  
Anne Frank Lives On—Making Connections

### Section V \*The Righteous

The Righteous Gentiles  
Pola Arbiser  
Spotlight on the Righteous  
The Starfish Slinger

### Section VI \*The Writing Connection

Anne and You  
A Cinquain  
An ABC Story  
To Anne...  
Father Knows Best...  
Characterization: Bag It!

### Section VII \*Wrapping It Up

Creative Exchange  
Wall of Scrolls—Quotes  
Universal Human Rights  
Life Is...  
A Time For Reflection  
Free Materials for the Asking

**SECTION**

**I**

**GETTING**

**STARTED**

## WHAT'S AN ANTICIPATION GUIDE?

When students begin a new unit, they often don't take the time to assess what they already know or feel about the subject. An Anticipation Guide helps students to take stock of information on hand and to develop a relevance or connection to the new subject matter. This is accomplished by a silent survey followed by a class discussion which provides an audience and forum for sharing. It is imperative for the teacher to establish a completely nonthreatening and uncritical atmosphere for the students to honestly express their opinions.

## ANTICIPATION GUIDE

There are no right or wrong answers to the following "agree" or "disagree" opinion items. There are only honest individual thoughts and the reasons for those feelings. Consider each of the ten items and put an "X" in one of the four columns next to the item. If you know nothing about an item or have no opinion about it, put your "X" in the "?" column. If you "agree" or "disagree," be sure to jot down your reason for feeling that way in the "Reason" column.

<u>Statement</u>	<u>Agree</u>	<u>Disagree</u>	<u>?</u>	<u>Reason</u>
1. Some people hate others just because they are different.	___	___	___	_____
2. Adolf Hitler was Jewish.	___	___	___	_____
3. Anne Frank must have been an almost perfect young lady.	___	___	___	_____
4. The Holocaust only affected Jewish people.	___	___	___	_____
5. Anti-Semitism began during World War II and the period of the Holocaust.	___	___	___	_____
6. Germany was the only country which was responsible for the Holocaust.	___	___	___	_____
7. Only other Jewish people tried to help Jews during the Holocaust.	___	___	___	_____

8. Because Germany lost World War I, Hitler was able to convince German citizens that the Jews were responsible for the country's problems. \_\_\_\_\_

9. The United States tried to stop the Holocaust. \_\_\_\_\_

10. Hitler's main goal was to kill all of the Jews in Europe. \_\_\_\_\_

## Going into Hiding

A young victim of the Holocaust and author of a diary.

Anne Frank and her family left Germany for Amsterdam in the Netherlands soon after the Nazis seized power in 1933. Like many other Dutch Jews they went into hiding during the German occupation of the Netherlands. On July 5, 1942, Anne's sixteen - year - old sister Margot received a letter from the Zentralstelle für Jüdische Auswanderung (Central Office for Jewish Emigration), ordering her to a place for forced labor. The next day the Franks moved into the vacant annex of the family's office, with the knowledge and help of four of Anne's father Otto's employees: Victor Kugler, Johannes Kleiman, Elli Voskuil, and Miap Gies. A week later they were joined by the family of Otto Frank's partner, the Herta van Pels. On November 16, 1942, an eighth person came to hide in the annex, Fritz Pfeffer.

## Discovery and Arrest

On August 4, 1944 the SD in Amsterdam was informed that Jews were hiding in the annex at Prinsengracht 263 and the eight Jews were found and arrested. Kleiman and Kugler were also arrested and interned in the Netherlands. The eight Jews were sent to Westerbork, and from there the Franks were sent to Auschwitz on the last transport to leave the Dutch camp. Anne's mother Edith died in Auschwitz, and Anne and her sister were sent to Bergen-Belsen at the end of October 1944. Both died March 1945 of typhus. Otto Frank survived Auschwitz and was liberated by the Soviets on January 27, 1945.

## Keeping a Diary

Anne had been given a diary for her thirteenth birthday, on June 12, 1942, and immediately began making entries addressed to her imaginary friend Kitty. In the annex she continued to write. She wrote her own development, her family relationships, the experience of hiding, and the events around her and her reactions to them. She also wrote stories and a "Book of Beautiful Phrases," full of quotations she liked. After the eight Jews had been arrested, Miap Gies took the diary and other papers she found in the annex. When Otto Frank returned from Auschwitz, she gave them back to him.

## Publication of the Diary of Anne Frank

In 1947 the diary, under the title The Annex, was first published. It has since appeared in over fifty editions, in numerous languages, in roughly twenty million copies. A stage version based on it premiered on Broadway on October 5, 1955 and won the Pulitzer prize for best play of the year. A film version followed in 1959. In the words of Eleanor Roosevelt, the diary was called "a remarkable book. Written by a young girl - and the young are not afraid of telling the truth - it is one of the wisest and most moving commentaries on war and its impact on human beings that I have ever read." For many people the diary is their first confrontation with the Nazi persecution of the Jews, and throughout the world, Anne Frank has become a symbol of the millions of victims of the Holocaust.

## The Anne Frank House and Foundation

In 1960 the annex on Prinsengracht 263 was made into a museum about the struggle against antisemitism and racism. The Anne Frank Foundation maintains a documentation center, produces teaching aids, and organizes traveling exhibits. The number of visitors to Anne Frank House continues to increase each year and in 1988 over 550,000 came from around the world. The original diary is on loan to the house from the Anne Frank Foundation, and is on display there. Her other papers are in the Rijksinstituut voor Oorlogsdocumentatie (Netherlands State Institute for War Documentation). A book of Anne's stories Tales from the Secret Annex, (English edition, 1956) was also published.

## Courtesy of:

"Encyclopedia of the Holocaust"

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*“Het is een groot-wonder  
dat ik niet al m’n verwachtingen  
heb opgegeven, want ze lijken  
absurd en onuitvoerbaar.  
Toch houd ik ze vast, ondanks  
alles, omdat ik nog steeds  
aan de innerlijke goedheid van  
de mens geloof.”*

*--Anne Frank*

*“It’s really a wonder  
that I haven’t dropped all my ideals  
because they seem so  
absurd and impossible to carry out.  
Yet I keep them, because  
in spite of everything  
I still believe that people are  
really good at heart.*

*—Anne Frank*

# Remember the lessons of the Holocaust!

ENGLISH

Acuerdense

SPANISH

Zapamientaj

POLISH

Memoria

LATIN

Hov tuong

VIETNAMESE

Yhyama

AZERI

Lembranca

PORTUGUESE

tsu: del gwati

CHEROKEE

Naalaala

TAGALOG-PHILIPPINO

Kujtohu

ALBANIAN

Souvenir

Recuerda

SPANISH

Pamatujes

FRENCH

CZECH

Xpu-ha

MAYAN

Sich erinnern an

GERMAN

Nho

VIETNAMESE

# **FOOD FOR THOUGHT**

## **DISCUSSION STARTERS**

### **JOURNAL TOPICS**

**When recognizable hero figures are quoted, students often listen and, perhaps, contemplate. Here are two such pieces from the past that pierce the present:**

**"Avoiding is no safer than exposure."**

**Helen Keller**

**(The difference is avoiding something is a blind alley and exposure is an open road)**

**"We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people."**

**Martin Luther King**

# **SECTION II**

# **BACKGROUND MATERIALS**

## STAGES OF THE HOLOCAUST

### **1933 Hitler Elected**

#### **Boycott of Jewish Businesses**

Hitler announced a boycott of all Jewish businesses. Jews were isolated socially and economically from German society.

1935

### **Nuremberg Laws**

Laws were passed depriving German Jews of their citizenship and banning marriages between Jews and non Jews. All Jews were forced to wear a yellow Star of David so they could be easily identified.

1938

### **Kristallnacht**

On November 10, 1938, Nazi officials unleash a savage nationwide campaign of terror against Germany's Jewish population. Many Jews were killed and hundreds of Jewish shops and synagogues were destroyed. Thirty thousands Jews were arrested and sent to prison camps.

1939

### **World War II Began Jewish Ghettos**

Ghettos, or confined areas within a city, were established in occupied Eastern Europe. Jews from throughout Europe were forced from their homes and required to live in ghettos.

1942- 1945

### **Deportations Throughout Europe**

Nazis systematically rounded up Jews throughout Europe and transported them to death camps in Eastern Europe.

**Solution**

In late January at a meeting in the Berlin suburb of Wannsee, Nazi officials agreed to proceed with a plan to kill all European Jews. Death camps were built specifically for that purpose: deportations of Jews throughout Europe took place. Six million Jews were killed.

1944-1945

**Liberation**

Allied troops liberated (freed) approximately 300,000 Jews from the concentration and death camps.

1945

### **World War II Ended**

**36 Questions  
About the  
Holocaust**

1. [When speaking about the "Holocaust," what time period are we referring to?](#)
2. [How many Jews were murdered during the Holocaust?](#)
3. [How many non-Jewish civilians were murdered during World War II?](#)
4. [Which Jewish communities suffered losses during the Holocaust?](#)
5. [How many Jews were murdered in each country and what percentage of the pre-war Jewish population did they constitute?](#)
6. [What is a death camp? How many were there? Where were they located?](#)
7. [What does the term "Final Solution" mean and what is its origin?](#)
8. [When did the "Final Solution" actually begin?](#)
9. [How did the Germans define who was Jewish?](#)
10. [How did the Germans treat those who had some Jewish blood but were not classified as Jews?](#)
11. [What were the first measures taken by the Nazis against the Jews?](#)
12. [Did the Nazis plan to murder the Jews from the beginning of their regime?](#)
13. [When was the first concentration camp established and who were the first inmates?](#)
14. [Which groups of people in Germany were considered enemies of the state by the Nazis and were, therefore, persecuted?](#)
15. [What was the difference between the persecution of the Jews and the persecution of other groups classified by the Nazis as enemies of the Third Reich?](#)
16. [Why were the Jews singled out for extermination?](#)
17. [What did people in Germany know about the persecution of Jews and other enemies of Nazism?](#)
18. [Did all Germans support Hitler's plan for the persecution of the Jews?](#)
19. [Did the people of occupied Europe know about Nazi plans for the Jews? What was their attitude? Did they cooperate with the Nazis against the Jews?](#)
20. [Did the Allies and the people in the Free World know about the events going on in Europe?](#)
21. [What was the response of the Allies to the persecution of the Jews? Could they have done anything to help?](#)
22. [Who are the "Righteous Among the Nations"?](#)
23. [Were Jews in the Free World aware of the persecution and destruction of European Jewry and, if so, what was their response?](#)
24. [Did the Jews in Europe realize what was going to happen to them?](#)
25. [How many Jews were able to escape from Europe prior to the Holocaust?](#)
26. [What efforts were made to save the Jews fleeing from Germany before World War II began?](#)
27. [Why were so few refugees able to flee Europe prior to the outbreak of World War II?](#)
28. [What was Hitler's ultimate goal in launching World War II?](#)
29. [Was there any opposition to the Nazis within Germany?](#)
30. [Did the Jews try to fight against the Nazis? To what extent were such efforts successful?](#)
31. [What was the Judenrat?](#)
32. [Did international organizations, such as the Red Cross, aid victims of Nazi persecution?](#)
33. [How did Germany's allies, the Japanese and the Italians, treat the Jews in the lands they occupied?](#)
34. [What was the attitude of the churches vis-a-vis the persecution of the Jews? Did the Pope ever speak out against the Nazis?](#)
35. [How many Nazi criminals were there? How many were brought to justice?](#)
36. [What were the Nuremberg Trials?](#)

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**1. When speaking about the "Holocaust," what time period are we referring to?**

**Answer:** The "Holocaust" refers to the period from January 30, 1933, when Hitler became Chancellor of Germany, to May 8, 1945 (V-E Day), the end of the war in Europe.

**2. How many Jews were murdered during the Holocaust?**

**Answer:** While it is impossible to ascertain the exact number of Jewish victims, statistics indicate that the total was over 5,860,000. Six million is the round figure accepted by most authorities.

**3. How many non-Jewish civilians were murdered during World War II?**

**Answer:** While it is impossible to ascertain the exact number, the recognized figure is approximately 5,000,000. Among the groups which the Nazis and their collaborators murdered and persecuted were: Gypsies, Serbs, Polish intelligentsia, resistance fighters from all the nations, German opponents of Nazism, homosexuals, Jehovah's Witnesses, habitual criminals, and the "anti-social," e.g. beggars, vagrants, and hawkers.

**4. Which Jewish communities suffered losses during the Holocaust?**

**Answer:** Every Jewish community in occupied Europe suffered losses during the Holocaust. The Jewish communities in North Africa were persecuted, but the Jews in these countries were neither deported to the death camps, nor were they systematically murdered.

**5. How many Jews were murdered in each country and what percentage of the pre-war Jewish population did they constitute?**

**Answer:** (Source: **Encyclopedia of the Holocaust**)

Austria 50,000 -- 27.0%  
Italy 7,680 -- 17.3%  
Belgium 28,900 -- 44.0%  
Latvia 71,500 -- 78.1%  
Bohemia/Moravia 78,150 -- 66.1%  
Lithuania 143,000 -- 85.1%  
Bulgaria 0 -- 0.0%  
Luxembourg 1,950 -- 55.7%  
Denmark 60 -- 0.7%  
Netherlands 100,000 -- 71.4%  
Estonia 2,000 -- 44.4%  
Norway 762 -- 44.8%  
Finland 7 -- 0.3%  
Poland 3,000,000 -- 90.9%  
France 77,320 -- 22.1%  
Romania 287,000 -- 47.1%  
Germany 141,500 -- 25.0%  
Slovakia 71,000 -- 79.8%  
Greece 67,000 -- 86.6%  
Soviet Union 1,100,000 -- 36.4%  
Hungary 569,000 -- 69.0%  
Yugoslavia 63,300 -- 81.2%

**6. What is a death camp? How many were there? Where were they located?**

**Answer:** A death (or mass murder) camp is a concentration camp with special apparatus specifically designed for systematic murder. Six such camps existed: Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka. All were located in Poland.

**7. What does the term "Final Solution" mean and what is its origin?**

**Answer:** The term "Final Solution" (*Endlösung*) refers to Germany's plan to

murder all the Jews of Europe. The term was used at the Wannsee Conference (Berlin; January 20, 1942) where German officials discussed its implementation.

**8. When did the "Final Solution" actually begin?**

**Answer:** While thousands of Jews were murdered by the Nazis or died as a direct result of discriminatory measures instituted against Jews during the initial years of the Third Reich, the systematic murder of Jews did not begin until the German invasion of the Soviet Union in June 1941.

**9. How did the Germans define who was Jewish?**

**Answer:** On November 14, 1935, the Nazis issued the following definition of a Jew: Anyone with three Jewish grandparents; someone with two Jewish grandparents who belonged to the Jewish community on September 15, 1935, or joined thereafter; was married to a Jew or Jewess on September 15, 1935, or married one thereafter; was the offspring of a marriage or extramarital liaison with a Jew on or after September 15, 1935.

**10. How did the Germans treat those who had some Jewish blood but were not classified as Jews?**

**Answer:** Those who were not classified as Jews but who had some Jewish blood were categorized as *Mischlinge* (hybrids) and were divided into two groups:

*Mischlinge* of the first degree--those with two Jewish grandparents;

*Mischlinge* of the second degree--those with one Jewish grandparent.

The *Mischlinge* were officially excluded from membership in the Nazi Party and all Party organizations (e.g. SA, SS, etc.). Although they were drafted into the Germany Army, they could not attain the rank of officers. They were also barred from the civil service and from certain professions. (Individual *Mischlinge* were, however, granted exemptions under certain circumstances.) Nazi officials considered plans to sterilize *Mischlinge*, but this was never done. During World War II, first-degree *Mischlinge*, incarcerated in concentration camps, were deported to death camps.

**11. What were the first measures taken by the Nazis against the Jews?**

**Answer:** The first measures against the Jews included:

April 1, 1933: A boycott of Jewish shops and businesses by the Nazis.

April 7, 1933: The law for the Re-establishment of the Civil Service expelled all non-Aryans (defined on April 11, 1933 as anyone with a Jewish parent or grandparent) from the civil service. Initially, exceptions were made for those working since August 1914; German veterans of World War I; and, those who had lost a father or son fighting for Germany or her allies in World War I.

April 7, 1933: The law regarding admission to the legal profession prohibited the admission of lawyers of non-Aryan descent to the Bar. It also denied non-Aryan members of the Bar the right to practice law. (Exceptions were made in the cases noted above in the law regarding the civil service.) Similar laws were passed regarding Jewish law assessors, jurors, and commercial judges.



April 22, 1933: The decree regarding physicians' services with the national health plan denied reimbursement of expenses to those patients who consulted non-Aryan doctors. Jewish doctors who were war veterans or had suffered from the war were excluded.

April 25, 1933: The law against the overcrowding of German schools restricted Jewish enrollment in German high schools to 1.5% of the student body. In communities where they constituted more than 5% of the population, Jews were allowed to constitute up to 5% of the student body. Initially, exceptions were made in the case of children of Jewish war veterans, who were not considered part of the quota. In the framework of this law, a Jewish student was a child with two non-Aryan parents.

**12. Did the Nazis plan to murder the Jews from the beginning of their regime?**

**Answer:** This question is one of the most difficult to answer. While Hitler made several references to killing Jews, both in his early writings (*Mein Kampf*) and in various speeches during the 1930s, it is fairly certain that the Nazis had no operative plan for the systematic annihilation of the Jews before 1941. The decision on the systematic murder of the Jews was apparently made in the late winter or the early spring of 1941 in conjunction with the decision to invade the Soviet Union.

**13. When was the first concentration camp established and who were the first inmates?**

**Answer:** The first concentration camp, Dachau, opened on March 22, 1933. The camp's first inmates were primarily political prisoners (e.g. Communists or Social Democrats); habitual criminals; homosexuals; Jehovah's Witnesses; and "anti-socials" (beggars, vagrants, hawkers). Others considered problematic by the Nazis (e.g. Jewish writers and journalists, lawyers, unpopular industrialists, and political officials) were also included.

**14. Which groups of people in Germany were considered enemies of the state by the Nazis and were, therefore, persecuted?**

**Answer:** The following groups of individuals were considered enemies of the Third Reich and were, therefore, persecuted by the Nazi authorities: Jews, Gypsies, Social Democrats, other opposing politicians, opponents of Nazism, Jehovah's Witnesses, homosexuals, habitual criminals, and "anti-socials" (e.g. beggars, vagrants, hawkers), and the mentally ill. Any individual who was considered a threat to the Nazis was in danger of being persecuted.

**15. What was the difference between the persecution of the Jews and the persecution of other groups classified by the Nazis as enemies of the Third Reich?**

**Answer:** The Jews were the only group singled out for total systematic annihilation by the Nazis. To escape the death sentence imposed by the Nazis, the Jews could only leave Nazi-controlled Europe. Every single Jew was to be killed according to the Nazis' plan. In the case of other criminals or enemies of the Third Reich, their families were usually not held accountable. Thus, if a person were executed or sent to a concentration camp, it did not mean that each member of his family would meet the same fate. Moreover, in most situations the Nazis' enemies were classified as such because of their actions or political affiliation (actions and/or opinions which could be revised). In the case of the Jews, it was because of their racial origin, which could never be changed.

**16. Why were the Jews singled out for extermination?**

**Answer:** The explanation of the Nazis' implacable hatred of the Jew rests on their distorted world view which saw history as a racial struggle. They considered the Jews a race whose goal was world domination and who, therefore, were an obstruction to Aryan dominance. They believed that all of history was a fight between races which should culminate in the triumph of the superior Aryan race. Therefore, they considered it their duty to eliminate the Jews, whom they regarded as a threat. Moreover, in their eyes, the Jews' racial origin made them habitual criminals who could never be rehabilitated and were, therefore, hopelessly corrupt and inferior.

There is no doubt that other factors contributed toward Nazi hatred of the Jews and their distorted image of the Jewish people. These included the centuries-old tradition of Christian antisemitism which propagated a negative stereotype of the Jew as a Christ-killer, agent of the devil, and practitioner of witchcraft. Also significant was the political antisemitism of the latter half of the nineteenth and early part of the twentieth centuries, which singled out the Jew as a threat to the established order of society. These combined to point to the Jew as a target for persecution and ultimate destruction by the Nazis.

#### **17. What did people in Germany know about the persecution of Jews and other enemies of Nazism?**

**Answer:** Certain initial aspects of Nazi persecution of Jews and other opponents were common knowledge in Germany. Thus, for example, everyone knew about the Boycott of April 1, 1933, the Laws of April, and the Nuremberg Laws, because they were fully publicized. Moreover, offenders were often publicly punished and shamed. The same holds true for subsequent anti-Jewish measures. *Kristallnacht* (The Night of the Broken Glass) was a public pogrom, carried out in full view of the entire population. While information on the concentration camps was not publicized, a great deal of information was available to the German public, and the treatment of the inmates was generally known, although exact details were not easily obtained.

As for the implementation of the "Final Solution" and the murder of other undesirable elements, the situation was different. The Nazis attempted to keep the murders a secret and, therefore, took precautionary measures to ensure that they would not be publicized. Their efforts, however, were only partially successful. Thus, for example, public protests by various clergymen led to the halt of their euthanasia program in August of 1941. These protests were obviously the result of the fact that many persons were aware that the Nazis were killing the mentally ill in special institutions.

As far as the Jews were concerned, it was common knowledge in Germany that they had disappeared after having been sent to the East. It was not exactly clear to large segments of the German population what had happened to them. On the other hand, there were thousands upon thousands of Germans who participated in and/or witnessed the implementation of the "Final Solution" either as members of the SS, the *Einsatzgruppen*, death camp or concentration camp guards, police in occupied Europe, or with the *Wehrmacht*.

**18. Did all Germans support Hitler's plan for the persecution of the Jews?**

**Answer:** Although the entire German population was not in agreement with Hitler's persecution of the Jews, there is no evidence of any large scale protest regarding their treatment. There were Germans who defied the April 1, 1933 boycott and purposely bought in Jewish stores, and there were those who aided Jews to escape and to hide, but their number was very small. Even some of those who opposed Hitler were in agreement with his anti-Jewish policies. Among the clergy, *Dompfropst* Bernhard Lichtenberg of Berlin publicly prayed for the Jews daily and was, therefore, sent to a concentration camp by the Nazis. Other priests were deported for their failure to cooperate with Nazi antisemitic policies, but the majority of the clergy complied with the directives against German Jewry and did not openly protest.

**19. Did the people of occupied Europe know about Nazi plans for the Jews?**

**What was their attitude? Did they cooperate with the Nazis against the Jews?**

**Answer:** The attitude of the local population vis-a-vis the persecution and destruction of the Jews varied from zealous collaboration with the Nazis to active assistance to Jews. Thus, it is difficult to make generalizations. The situation also varied from country to country. In Eastern Europe and especially in Poland, Russia, and the Baltic States (Estonia, Latvia, and Lithuania), there was much more knowledge of the "Final Solution" because it was implemented in those areas. Elsewhere, the local population had less information on the details of the "Final Solution."

In every country they occupied, with the exception of Denmark and Bulgaria, the Nazis found many locals who were willing to cooperate fully in the murder of the Jews. This was particularly true in Eastern Europe, where there was a long standing tradition of virulent antisemitism, and where various national groups, which had been under Soviet domination (Latvians, Lithuanians, and Ukrainians), fostered hopes that the Germans would restore their independence. In several countries in Europe, there were local fascist movements which allied themselves with the Nazis and participated in anti-Jewish actions; for example, the Iron Guard in Romania and the Arrow Guard in Slovakia. On the other hand, in every country in Europe, there were courageous individuals who risked their lives to save Jews. In several countries, there were groups which aided Jews, e.g. Joop Westerweel's group in the Netherlands, *Zegota* in Poland, and the Assisi underground in Italy.

**20. Did the Allies and the people in the Free World know about the events going on in Europe?**

**Answer:** The various steps taken by the Nazis prior to the "Final Solution" were all taken publicly and were, therefore, reported in the press. Foreign correspondents commented on all the major anti-Jewish actions taken by the Nazis in Germany, Austria, and Czechoslovakia prior to World War II. Once the war began, obtaining information became more difficult, but reports, nonetheless, were published regarding the fate of the Jews. Thus, although the Nazis did not publicize the "Final Solution," less than one year after the systematic murder of the Jews was initiated, details began to filter out to the West. The first report which spoke of a plan for the mass murder of Jews was smuggled out of Poland by the *Bund* (a Jewish socialist political organization) and reached England in the spring of 1942. The details of this report reached the Allies from Vatican sources as well as from informants in Switzerland and the Polish underground. (Jan Karski, an emissary of the Polish underground, personally met with Franklin Roosevelt

and British Foreign Minister Anthony Eden). Eventually, the American Government confirmed the reports to Jewish leaders in late November 1942. They were publicized immediately thereafter. While the details were neither complete nor wholly accurate, the Allies were aware of most of what the Germans had done to the Jews at a relatively early date.

**21. What was the response of the Allies to the persecution of the Jews? Could they have done anything to help?**

**Answer:** The response of the Allies to the persecution and destruction of European Jewry was inadequate. Only in January 1944 was an agency, the War Refugee Board, established for the express purpose of saving the victims of Nazi persecution. Prior to that date, little action was taken. On December 17, 1942, the Allies issued a condemnation of Nazi atrocities against the Jews, but this was the only such declaration made prior to 1944.

Moreover, no attempt was made to call upon the local population in Europe to refrain from assisting the Nazis in their systematic murder of the Jews. Even following the establishment of the War Refugee Board and the initiation of various rescue efforts, the Allies refused to bomb the death camp of Auschwitz and/or the railway lines leading to that camp, despite the fact that Allied bombers were at that time engaged in bombing factories very close to the camp and were well aware of its existence and function.

Other practical measures which were not taken concerned the refugee problem. Tens of thousands of Jews sought to enter the United States, but they were barred from doing so by the stringent American immigration policy. Even the relatively small quotas of visas which existed were often not filled, although the number of applicants was usually many times the number of available places. Conferences held in Evian, France (1938) and Bermuda (1943) to solve the refugee problem did not contribute to a solution. At the former, the countries invited by the United States and Great Britain were told that no country would be asked to change its immigration laws. Moreover, the British agreed to participate only if Palestine were not considered. At Bermuda, the delegates did not deal with the fate of those still in Nazi hands, but rather with those who had already escaped to neutral lands. Practical measures which could have aided in the rescue of Jews included the following:

- Permission for temporary admission of refugees
- Relaxation of stringent entry requirements
- Frequent and unequivocal warnings to Germany and local populations all over Europe that those participating in the annihilation of Jews would be held strictly accountable
- Bombing the death camp at Auschwitz

**22. Who are the "Righteous Among the Nations"?**

**Answer:** "Righteous Among the Nations," or "Righteous Gentiles," refers to those non-Jews who aided Jews during the Holocaust. There were "Righteous Among the Nations" in every country overrun or allied with the Nazis, and their deeds often led to the rescue of Jewish lives. Yad Vashem, the Israeli national remembrance authority for the Holocaust, bestows special honors upon these individuals. To date, after carefully evaluating each case, Yad Vashem has recognized approximately 10,000 "Righteous

Gentiles" in three different categories of recognition. The country with the most "Righteous Gentiles" is Poland. The country with the highest proportion (per capita) is the Netherlands. The figure of 10,000 is far from complete as many cases were never reported, frequently because those who were helped have died. Moreover, this figure only includes those who actually risked their lives to save Jews, and not those who merely extended aid.

**23. Were Jews in the Free World aware of the persecution and destruction of European Jewry and, if so, what was their response?**

**Answer:** The news of the persecution and destruction of European Jewry must be divided into two periods. The measures taken by the Nazis prior to the "Final Solution" were all taken publicly and were, therefore, in all the newspapers. Foreign correspondents reported on all major anti-Jewish actions taken by the Nazis in Germany, Austria, and Czechoslovakia prior to World War II. Once the war began, obtaining information became more difficult, but, nonetheless, reports were published regarding the fate of the Jews.

The "Final Solution" was not openly publicized by the Nazis, and thus it took longer for information to reach the "Free World." Nevertheless, by December 1942, news of the mass murders and the plan to annihilate European Jewry was publicized in the Jewish press.

The response of the Jews in the "Free World" must also be divided into two periods, before and after the publication of information on the "Final Solution." Efforts during the early years of the Nazi regime concentrated on facilitating emigration from Germany (although there were those who initially opposed emigration as a solution) and combatting German antisemitism. Unfortunately, the views on how to best achieve these goals differed and effective action was often hampered by the lack of internal unity. Moreover, very few Jewish leaders actually realized the scope of the danger. Following the publication of the news of the "Final Solution," attempts were made to launch rescue attempts via neutral states and to send aid to Jews under Nazi rule. These attempts, which were far from adequate, were further hampered by the lack of assistance and obstruction from government channels. Additional attempts to achieve internal unity during this period failed.

**24. Did the Jews in Europe realize what was going to happen to them?**

**Answer:** Regarding the knowledge of the "Final Solution" by its potential victims, several key points must be kept in mind. First of all, the Nazis did not publicize the "Final Solution," nor did they ever openly speak about it. Every attempt was made to fool the victims and, thereby, prevent or minimize resistance. Thus, deportees were always told that they were going to be "resettled." They were led to believe that conditions "in the East" (where they were being sent) would be better than those in ghettos. Following arrival in certain concentration camps, the inmates were forced to write home about the wonderful conditions in their new place of residence. The Germans made every effort to ensure secrecy. In addition, the notion that human beings--let alone the civilized Germans--could build camps with special apparatus for mass murder seemed unbelievable in those days. Since German troops liberated the Jews from the Czar in World War I, Germans were regarded by many Jews as a liberal, civilized people. Escapees who did

return to the ghetto frequently encountered disbelief when they related their experiences. Even Jews who had heard of the camps had difficulty believing reports of what the Germans were doing there. Inasmuch as each of the Jewish communities in Europe was almost completely isolated, there was a limited number of places with available information. Thus, there is no doubt that many European Jews were not aware of the "Final Solution," a fact that has been corroborated by German documents and the testimonies of survivors.

**25. How many Jews were able to escape from Europe prior to the Holocaust?**

**Answer:** It is difficult to arrive at an exact figure for the number of Jews who were able to escape from Europe prior to World War II, since the available statistics are incomplete. From 1933-1939, 355,278 German and Austrian Jews left their homes. (Some immigrated to countries later overrun by the Nazis.) In the same period, 80,860 Polish Jews immigrated to Palestine and 51,747 European Jews arrived in Argentina, Brazil, and Uruguay. During the years 1938-1939, approximately 35,000 emigrated from Bohemia and Moravia (Czechoslovakia). Shanghai, the only place in the world for which one did not need an entry visa, received approximately 20,000 European Jews (mostly of German origin) who fled their homelands. Immigration figures for countries of refuge during this period are not available. In addition, many countries did not provide a breakdown of immigration statistics according to ethnic groups. It is impossible, therefore, to ascertain.

**26. What efforts were made to save the Jews fleeing from Germany before World War II began?**

**Answer:** Various organizations attempted to facilitate the emigration of the Jews (and non-Jews persecuted as Jews) from Germany. Among the most active were the Jewish Agency for Palestine, the American Jewish Joint Distribution Committee, HICEM, the Central British Fund for German Jewry, the *Reichsvertretung der Deutschen Juden* (Reich Representation of German Jews), which represented German Jewry, and other non-Jewish groups such as the League of Nations High Commission for Refugees (Jewish and other) coming from Germany, and the American Friends Service Committee. Among the programs launched were the "Transfer Agreement" between the Jewish Agency and the German government whereby immigrants to Palestine were allowed to transfer their funds to that country in conjunction with the import of German goods to Palestine. Other efforts focused on retraining prospective emigrants in order to increase the number of those eligible for visas, since some countries barred the entry of members of certain professions. Other groups attempted to help in various phases of refugee work: selection of candidates for emigration, transportation of refugees, aid in immigrant absorption, etc. Some groups attempted to facilitate increased emigration by enlisting the aid of governments and international organizations in seeking refugee havens. The League of Nations established an agency to aid refugees but its success was extremely limited due to a lack of political power and adequate funding.

The United States and Great Britain convened a conference in 1938 at Evian, France, seeking a solution to the refugee problem. With the exception of the Dominican Republic, the nations assembled refused to change their stringent immigration regulations, which were instrumental in preventing large-scale immigration.

In 1939, the Intergovernmental Committee on Refugees, which had been established at the Evian Conference, initiated negotiations with leading German officials in an attempt to arrange for the relocation of a significant portion of German Jewry. However, these talks failed. Efforts were made for the illegal entry of Jewish immigrants to Palestine as early as July 1934, but were later halted until July 1938. Large-scale efforts were resumed under the *Mosad le-Aliya Bet*, Revisionist Zionists, and private parties. Attempts were also made, with some success, to facilitate the illegal entry of refugees to various countries in Latin America.

**27. Why were so few refugees able to flee Europe prior to the outbreak of World War II?**

**Answer:** The key reason for the relatively low number of refugees leaving Europe prior to World War II was the stringent immigration policies adopted by the prospective host countries. In the United States, for example, the number of immigrants was limited to 153,744 per year, divided by country of origin. Moreover, the entry requirements were so stringent that available quotas were often not filled. Schemes to facilitate immigration outside the quotas never materialized as the majority of the American public consistently opposed the entry of additional refugees. Other countries, particularly those in Latin America, adopted immigration policies that were similar or even more restrictive, thus closing the doors to prospective immigrants from the Third Reich.

Great Britain, while somewhat more liberal than the United States on the entry of immigrants, took measures to severely limit Jewish immigration to Palestine. In May 1939, the British issued a "White Paper" stipulating that only 75,000 Jewish immigrants would be allowed to enter Palestine over the course of the next five years (10,000 a year, plus an additional 25,000). This decision prevented hundreds of thousands of Jews from escaping Europe.

The countries most able to accept large numbers of refugees consistently refused to open their gates. Although a solution to the refugee problem was the agenda of the Evian Conference, only the Dominican Republic was willing to approve large-scale immigration. The United States and Great Britain proposed resettlement havens in under-developed areas (e.g. Guyana, formerly British Guiana, and the Philippines), but these were not suitable alternatives.

Two important factors should be noted. During the period prior to the outbreak of World War II, the Germans were in favor of Jewish emigration. At that time, there were no operative plans to kill the Jews. The goal was to induce them to leave, if necessary, by the use of force. It is also important to recognize the attitude of German Jewry. While many German Jews were initially reluctant to emigrate, the majority sought to do so following *Kristallnacht* (The Night of Broken Glass), November 9-10, 1938. Had havens been available, more people would certainly have emigrated.

**28. What was Hitler's ultimate goal in launching World War II?**

**Answer:** Hitler's ultimate goal in launching World War II was the establishment of an Aryan empire from Germany to the Urals. He considered this area the natural territory of the German people, an area to

which they were entitled by right, the *Lebensraum* (living space) that Germany needed so badly for its farmers to have enough soil. Hitler maintained that these areas were needed for the Aryan race to preserve itself and assure its dominance.

There is no question that Hitler knew that, by launching the war in the East, the Nazis would be forced to deal with serious racial problems in view of the composition of the population in the Eastern areas. Thus, the Nazis had detailed plans for the subjugation of the Slavs, who would be reduced to serfdom status and whose primary function would be to serve as a source of cheap labor for Aryan farmers. Those elements of the local population, who were of higher racial stock, would be taken to Germany where they would be raised as Aryans.

In Hitler's mind, the solution of the Jewish problem was also linked to the conquest of the eastern territories. These areas had large Jewish populations and they would have to be dealt with accordingly. While at this point there was still no operative plan for mass annihilation, it was clear to Hitler that some sort of comprehensive solution would have to be found. There was also talk of establishing a Jewish reservation either in Madagascar or near Lublin, Poland. When he made the decisive decision to invade the Soviet Union, Hitler also gave instructions to embark upon the "Final Solution," the systematic murder of European Jewry.

**29. Was there any opposition to the Nazis within Germany?**

**Answer:** Throughout the course of the Third Reich, there were different groups who opposed the Nazi regime and certain Nazi policies. They engaged in resistance at different times and with various methods, aims, and scope.

From the beginning, leftist political groups and a number of disappointed conservatives were in opposition; at a later date, church groups, government officials, students and businessmen also joined. After the tide of the war was reversed, elements within the military played an active role in opposing Hitler. At no point, however, was there a unified resistance movement within Germany.

**30. Did the Jews try to fight against the Nazis? To what extent were such efforts successful?**

**Answer:** Despite the difficult conditions to which Jews were subjected in Nazi-occupied Europe, many engaged in armed resistance against the Nazis. This resistance can be divided into three basic types of armed activities: ghetto revolts, resistance in concentration and death camps, and partisan warfare.

The Warsaw Ghetto revolt, which lasted for about five weeks beginning on April 19, 1943, is probably the best-known example of armed Jewish resistance, but there were many ghetto revolts in which Jews fought against the Nazis.

Despite the terrible conditions in the death, concentration, and labor camps, Jewish inmates fought against the Nazis at the following sites: Treblinka (August 2, 1943); Babi Yar (September 29, 1943); Sobibór (October 14,



1943); Janowska (November 19, 1943); and Auschwitz (October 7, 1944).

Jewish partisan units were active in many areas, including Baranovichi, Minsk, Naliboki forest, and Vilna. While the sum total of armed resistance efforts by Jews was not militarily overwhelming and did not play a significant role in the defeat of Nazi Germany, these acts of resistance did lead to the rescue of an undetermined number of Jews, Nazi casualties, and untold damage to German property and self-esteem.

**31. What was the *Judenrat*?**

**Answer:** The *Judenrat* was the council of Jews, appointed by the Nazis in each Jewish community or ghetto. According to the directive from Reinhard Heydrich of the SS on September 21, 1939, a *Judenrat* was to be established in every concentration of Jews in the occupied areas of Poland. They were led by noted community leaders. Enforcement of Nazi decrees affecting Jews and administration of the affairs of the Jewish community were the responsibilities of the *Judenrat*. These functions placed the *Judenrat* in a highly responsible, but controversial position, and many of their actions continue to be the subject of debate among historians. While the intentions of the heads of councils were rarely challenged, their tactics and methods have been questioned. Among the most controversial were Mordechai Rumkowski in Lodz and Jacob Gens in Vilna, both of whom justified the sacrifice of some Jews in order to save others. Leaders and members of the *Judenrat* were guided, for the most part, by a sense of communal responsibility, but lacked the power and the means to successfully thwart Nazi plans for annihilation of all Jews.

**32. Did international organizations, such as the Red Cross, aid victims of Nazi persecution?**

**Answer:** During the course of World War II, the International Red Cross (IRC) did very little to aid the Jewish victims of Nazi persecution. Its activities can basically be divided into three periods:

*1. September, 1939 - June 22, 1941:*

The IRC confined its activities to sending food packages to those in distress in Nazi-occupied Europe. Packages were distributed in accordance with the directives of the German Red Cross. Throughout this time, the IRC complied with the German contention that those in ghettos and camps constituted a threat to the security of the Reich and, therefore, were not allowed to receive aid from the IRC.

*2. June 22, 1941 - Summer 1944:*

Despite numerous requests by Jewish organizations, the IRC refused to publicly protest the mass annihilation of Jews and non-Jews in the camps, or to intervene on their behalf. It maintained that any public action on behalf of those under Nazi rule would ultimately prove detrimental to their welfare. At the same time, the IRC attempted to send food parcels to those individuals whose addresses it possessed.

*3. Summer 1944 - May 1945:*

Following intervention by such prominent figures as President Franklin Roosevelt and the King of Sweden, the IRC appealed to Miklós Horthy,

Regent of Hungary, to stop the deportation of Hungarian Jews.

The IRC did insist that it be allowed to visit concentration camps, and a delegation did visit the "model ghetto" of Terezin (Theresienstadt). The IRC request came following the receipt of information about the harsh living conditions in the camp.

The IRC requested permission to investigate the situation, but the Germans only agreed to allow the visit nine months after submission of the request. This delay provided time for the Nazis to complete a "beautification" program, designed to fool the delegation into thinking that conditions at Terezin were quite good and that inmates were allowed to live out their lives in relative tranquility.

The visit, which took place on July 23, 1944, was followed by a favorable report on Terezin to the members of the IRC which Jewish organizations protested vigorously, demanding that another delegation visit the camp. Such a visit was not permitted until shortly before the end of the war. In reality, the majority were subsequently deported to Auschwitz where they were murdered.

**33. How did Germany's allies, the Japanese and the Italians, treat the Jews in the lands they occupied?**

**Answer:** Neither the Italians nor the Japanese, both of whom were Germany's allies during World War II, cooperated regarding the "Final Solution." Although the Italians did, upon German urging, institute discriminatory legislation against Italian Jews, Mussolini's government refused to participate in the "Final Solution" and consistently refused to deport its Jewish residents. Moreover, in their occupied areas of France, Greece, and Yugoslavia, the Italians protected the Jews and did not allow them to be deported. However, when the Germans overthrew the Badoglio government in 1943, the Jews of Italy, as well as those under Italian protection in occupied areas, were subject to the "Final Solution."

The Japanese were also relatively tolerant toward the Jews in their country as well as in the areas which they occupied. Despite pressure by their German allies urging them to take stringent measures against Jews, the Japanese refused to do so. Refugees were allowed to enter Japan until the spring of 1941, and Jews in Japanese-occupied China were treated well. In the summer and fall of 1941, refugees in Japan were transferred to Shanghai but no measures were taken against them until early 1943, when they were forced to move into the Hongkew Ghetto. While conditions were hardly satisfactory, they were far superior to those in the ghettos under German control.

**34. What was the attitude of the churches vis-a-vis the persecution of the Jews? Did the Pope ever speak out against the Nazis?**

**Answer:** The head of the Catholic Church at the time of the Nazi rise to power was Pope Pius XI. Although he stated that the myths of "race" and "blood" were contrary to Christian teaching (in a papal encyclical, March 1937), he neither mentioned nor criticized antisemitism. His successor, Pius XII (Cardinal Pacelli) was a Germanophile who maintained his neutrality

throughout the course of World War II. Although as early as 1942 the Vatican received detailed information on the murder of Jews in concentration camps, the Pope confined his public statements to expressions of sympathy for the victims of injustice and to calls for a more humane conduct of the war.

Despite the lack of response by Pope Pius XII, several papal nuncios played an important role in rescue efforts, particularly the nuncios in Hungary, Romania, Slovakia, and Turkey. It is not clear to what, if any, extent they operated upon instructions from the Vatican. In Germany, the Catholic Church did not oppose the Nazis' antisemitic campaign. Church records were supplied to state authorities which assisted in the detection of people of Jewish origin, and efforts to aid the persecuted were confined to Catholic non-Aryans. While Catholic clergymen protested the Nazi euthanasia program, few, with the exception of Bernhard Lichtenberg, spoke out against the murder of the Jews.

In Western Europe, Catholic clergy spoke out publicly against the persecution of the Jews and actively helped in the rescue of Jews. In Eastern Europe, however, the Catholic clergy was generally more reluctant to help. Dr. Jozef Tiso, the head of state of Slovakia and a Catholic priest, actively cooperated with the Germans as did many other Catholic priests.

The response of Protestant and Eastern Orthodox churches varied. In Germany, for example, Nazi supporters within Protestant churches complied with the anti-Jewish legislation and even excluded Christians of Jewish origin from membership. Pastor Martin Niemöller's Confessing Church defended the rights of Christians of Jewish origin within the church, but did not publicly protest their persecution, nor did it condemn the measures taken against the Jews, with the exception of a memorandum sent to Hitler in May 1936.

In occupied Europe, the position of the Protestant churches varied. In several countries (Denmark, France, the Netherlands, and Norway) local churches and/or leading clergymen issued public protests when the Nazis began deporting Jews. In other countries (Bulgaria, Greece, and Yugoslavia), some Orthodox church leaders intervened on behalf of the Jews and took steps which, in certain cases, led to the rescue of many Jews.

**35. How many Nazi criminals were there? How many were brought to justice?**

**Answer:** We do not know the exact number of Nazi criminals since the available documentation is incomplete. The Nazis themselves destroyed many incriminating documents and there are still many criminals who are unidentified and/or unindicted.

Those who committed war crimes include those individuals who initiated, planned and directed the killing operations, as well as those with whose knowledge, agreement, and passive participation the murder of European Jewry was carried out.

Those who actually implemented the "Final Solution" include the leaders of Nazi Germany, the heads of the Nazi Party, and the Reich Security Main

Office. Also included are hundreds of thousands of members of the Gestapo, the SS, the *Einsatzgruppen*, the police and the armed forces, as well as those bureaucrats who were involved in the persecution and destruction of European Jewry. In addition, there were thousands of individuals throughout occupied Europe who cooperated with the Nazis in killing Jews and other innocent civilians.

We do not have complete statistics on the number of criminals brought to justice, but the number is certainly far less than the total of those who were involved in the "Final Solution." The leaders of the Third Reich, who were caught by the Allies, were tried by the International Military Tribunal in Nuremberg from November 20, 1945 to October 1, 1946. Afterwards, the Allied occupation authorities continued to try Nazis, with the most significant trials held in the American zone (the Subsequent Nuremberg Proceedings). In total, 5,025 Nazi criminals were convicted between 1945-1949 in the American, British and French zones, in addition to an unspecified number of people who were tried in the Soviet zone. In addition, the United Nations War Crimes Commission prepared lists of war criminals who were later tried by the judicial authorities of Allied countries and those countries under Nazi rule during the war. The latter countries have conducted a large number of trials regarding crimes committed in their lands. The Polish tribunals, for example, tried approximately 40,000 persons, and large numbers of criminals were tried in other countries. In all, about 80,000 Germans have been convicted for committing crimes against humanity, while the number of local collaborators is in the tens of thousands. Special mention should be made of Simon Wiesenthal, whose activities led to the capture of over one thousand Nazi criminals.

Courts in Germany began, in some cases, to function as early as 1945. By 1969, almost 80,000 Germans had been investigated and over 6,000 had been convicted. In 1958, the Federal Republic of Germany (FRG; West Germany) established a special agency in Ludwigsburg to aid in the investigation of crimes committed by Germans outside Germany, an agency which, since its establishment, has been involved in hundreds of major investigations. One of the major problems regarding the trial of war criminals in the FRG (as well as in Austria) has been the fact that the sentences have been disproportionately lenient for the crimes committed. Some trials were also conducted in the former German Democratic Republic (GDR; East Germany), yet no statistics exist as to the number of those convicted or the extent of their sentences.

### **36. What were the Nuremberg trials?**

**Answer:** The term "Nuremberg Trials" refers to two sets of trials of Nazi war criminals conducted after the war. The first trials were held November 20, 1945 to October 1, 1946, before the International Military Tribunal (IMT), which was made up of representatives of France, Great Britain, the Soviet Union, and the United States. It consisted of the trials of the political, military and economic leaders of the Third Reich captured by the Allies. Among the defendants were: G"ring, Rosenberg, Streicher, Kaltenbrunner, Seyss-Inquart, Speer, Ribbentrop and Hess (many of the most prominent Nazis -- Hitler, Himmler, and Goebbels -- committed suicide and were not brought to trial). The second set of trials, known as the Subsequent Nuremberg Proceedings, was conducted before the Nuremberg Military

Tribunals (NMT), established by the Office of the United States Government for Germany (OMGUS). While the judges on the NMT were American citizens, the tribunal considered itself international. Twelve high-ranking officials were tried, among whom were cabinet ministers, diplomats, doctors involved in medical experiments, and SS officers involved in crimes in concentration camps or in genocide in Nazi-occupied areas.

**SECTION**

**III**

**VOCABULARY  
STUDY**

# THE *WORD* IS THE THING....

AS STUDENTS TRAVEL THE ANNE FRANK IN THE WORLD EXHIBIT, THEY WILL ENCOUNTER THE FOLLOWING VOCABULARY WORDS:

ALLIED FORCES—PRIMARILY THE UNITED STATES, BRITAIN, AND RUSSIA.

ANTI-SEMITISM—EXTREME AND IRRATIONAL SOCIAL REJECTION OF JEWS.

ARYAN—PURE WHITE GERMANS—NON-JEWISH CAUCASIANS CONSIDERED RACIALLY SUPERIOR.

ASSIMILATE—TO BECOME LIKE. BOTH GERMAN AND DUTCH JEWS HAD ASSIMILATED THE NON-JEWISH CULTURE AROUND THEM.

AXIS POWERS—GERMANY, JAPAN, ITALY.

BOYCOTT—REFUSAL TO DO BUSINESS WITH JEWISH SHOPKEEPERS AND SERVICE PEOPLE (ORGANIZED BY THE NAZIS ON APRIL 1, 1933).

COMMUNISM—POLITICAL SYSTEM IN WHICH EVERYONE CONTRIBUTES TO THE SOCIETY BASED ON THEIR ABILITY TO DO SO AND RECEIVES BASED ON THEIR NEED.

CONCENTRATION CAMP—FACILITY FOR IMPRISONMENT OF ALL “ENEMIES” OF THE NAZI REGIME (SEE VICTIMS).

D-DAY (DECISION DAY)—JUNE 6, 1944, AMERICAN AND BRITISH TROOPS LANDED IN NORMANDY, FRANCE. THIS BEGAN THE LIBERATION OF WESTERN EUROPE.

DEMOCRACY—GOVERNMENT BY THE PEOPLE, DIRECTLY OR THROUGH ELECTED REPRESENTATIVES.

DISCRIMINATION—TREATMENT OF OTHERS ON THE BASIS OF PREJUDICE OR UNFAIRNESS.

**EINSATZGRUPPEN**—MOBILE MILITARY UNITS OF THE SS THAT FOLLOWED THE GERMAN ARMIES INTO RUSSIA AND RUSSIAN OCCUPIED LANDS IN JUNE OF 1941. THESE UNITS PRIMARILY HANDLED THE MASS EXECUTION OF JEWS.

**EUTHANASIA PROJECT**—STATE SPONSORED KILLING OF THE MENTALLY HANDICAPPED.

**EXTERMINATION CAMP**—(DEATH CAMP)—LOCATIONS IN POLAND CREATED BY NAZIS TO CARRY OUT THE MASS MURDER OF JEWS AND OTHERS.

**FASCISM**—DICTATORSHIP WHERE STATE AND BUSINESS LEADERSHIP ARE MERGED. THERE IS EXTREME NATIONALISM PRESENT.

**FINAL SOLUTION**—THE NAZI CODE NAME FOR THEIR PLAN TO KILL ALL EUROPEAN JEWS.

**GENOCIDE**—PURPOSEFUL, ORGANIZED DESTRUCTION OF A RELIGIOUS, RACIAL, NATIONAL, OR CULTURAL GROUP.

**GESTAPO**—NAZI POLICE.

**GHETTO**—SECTION OF A CITY WHERE ALL JEWS FROM SURROUNDING AREAS WERE FORCED TO LIVE, FENCED-IN BY BARBED WIRE OR WALLS.

**GREAT DEPRESSION**—WORLDWIDE ECONOMIC COLLAPSE FOLLOWING THE STOCK MARKET CRASH IN 1929. MANY PEOPLE WERE UNEMPLOYED WHILE MANY BUSINESSES FAILED.

**HITLER YOUTH** (HITLER JUGEND)—PROGRAM TO CONVERT YOUTH INTO NATIONAL SOCIALISTS.

**HOLOCAUST**—PLANNED, SYSTEMATIC ATTEMPT BY NAZIS AND THEIR SUPPORTERS TO ELIMINATE ALL JEWS.

**JEWISH COUNCIL**—(JUDENRAT)—GROUP OF PROMINENT JEWS FORCED TO FORM A COUNCIL AND REPRESENT ALL JEWS IN THE COMMUNITY AS WELL AS TO CARRY OUT THE INSTRUCTION OF THE NAZIS.



**KRISTALLNACHT**—NOVEMBER 9-11, 1938—SCORES OF SYNAGOGUES AND THOUSANDS OF JEWISH-OWNED SHOPS ALL OVER GERMANY AND AUSTRIA WERE RANSACKED AND BURNED.

**NATIONAL SOCIALISM**—OPEN REJECTION OF PARLIAMENTARY OR DEMOCRATIC METHODS OF GOVERNMENT.

**NATIONALISM**—DEVOTION ONLY TO THE INTERESTS OF A PARTICULAR NATION.

**NAZI**—MEMBER OF THE NATIONAL SOCIALIST GERMAN WORKERS PARTY FOUNDED IN 1919.

**NEW RACISM**—REFUSAL TO ACCEPT THE “BLENDING OF CULTURES.”

**NUREMBERG LAWS**—TWO ANTI -JEWISH LAWS ENACTED IN SEPTEMBER OF 1935 DURING THE NAZI PARTY'S NATIONAL CONVENTION IN NUREMBERG. (1) REICH CITIZENSHIP LAW—DEPRIVED GERMAN JEWS OF THEIR CITIZENSHIP AND ALL RELATED RIGHTS. (2) LAW FOR THE PROTECTION OF GERMAN BLOOD AND HONOR—PROHIBITED MARRIAGES BETWEEN JEWS AND NON-JEWS, FORBADE JEWS TO FLY THE GERMAN FLAG, AND STOPPED JEWS FROM EMPLOYING GERMAN FEMALES OF CHILDBEARING AGE.

**PREJUDICE**—AN OPINION OR JUDGMENT MADE BEFORE FACTS AND GOOD REASONS BASED ON EXPERIENCE ARE OBTAINED.

**PROPAGANDA**—A PLAN FOR SPREADING OPINIONS WHICH DO NOT ALWAYS REFLECT THE TRUTH.

**RACISM**—THE IDEA THAT ONE'S OWN ETHNIC GROUP IS SUPERIOR TO ALL OTHERS.

**RAZZIA**—A RAID.

**RIGHTEOUS GENTILES**—NON-JEWS WHO HELPED SAVE JEWISH LIVES DURING THE HOLOCAUST.

SA—STORMTROOPS OF THE EARLY NAZI PARTY.

SCAPEGOAT—PERSON OR THING MADE TO TAKE THE BLAME FOR THE MISTAKES OF OTHERS. NAZIS USED GERMAN JEWS AS SCAPEGOATS FOR THEIR ECONOMIC, SOCIAL, AND POLITICAL PROBLEMS AFTER WORLD WAR I.

SECRET ANNEX—HIDING PLACE FOR THE FRANKS, THE VAN DAANS, AND MR. DUSSEL (2<sup>ND</sup> AND 3<sup>RD</sup> FLOORS OF A WAREHOUSE).

SS—HITLER'S SPECIAL MILITARY UNITS.

SWASTIKA—AN ANCIENT RELIGIOUS SYMBOL. IN 1920, IT WAS ADOPTED BY THE NATIONAL SOCIALIST PARTY OF GERMANY AND CAME TO SYMBOLIZE THE EVILS OF HITLER AND THE NAZIS.

THIRD REICH—GERMAN GOVERNMENT UNDER NAZI CONTROL BETWEEN 1933 AND 1945.

TREATY OF VERSAILLES—PEACE TREATY WRITTEN BY THE ALLIES AND SIGNED IN VERSAILLES, FRANCE. GERMANY WAS MADE TO TAKE RESPONSIBILITY FOR WORLD WAR I.

VICTIMS—JEWS, POLITICAL OPPONENTS, HOMOSEXUALS, JEHOVAH'S WITNESSES, THOSE CONSIDERED TO BE ANTI-SOCIAL ELEMENTS, RUSSIAN PRISONERS OF WAR, AND ROMA (GYPSIES).

WORLD WAR I—1914-1918.

WORLD WAR II—1939-1945.

# WORD WIZARDS

Vocabulary study is an integral part of the study of any piece of literature in the classroom. The following list of words is by no means a comprehensive list from Anne's diary, but rather a beginning point for the teacher and her students.

- One way to cover the list as is or as expanded by the teacher is to have each student keep a personal vocabulary log which will be graded at the end of the unit. Students might be required to list the word, the page where the word is found, the sentence in which the word is used, and the meaning of the word within the context.
- Another approach is to have students responsible for WORD or WORDS of the day. Students will post, on the board or on a transparency, the information that they have gathered for their assigned word(s). The class will copy this material daily as a sponge activity.
- Have teams of students create word searches or crossword puzzles.
- Create teams to compete for points in spelling/definition contests.
- Give all students advance knowledge of whatever type of vocabulary evaluation you are planning. Encourage students to use flash cards and buddies for test preparation.

## WORD WIZARDS VOCABULARY LIST

ABYSS

BLACK MARKET

BRUSQUE

CAPITALIST

CAPITULATION

CHATTEL

CLANESTINE

COMPENSATION

CONGENIAL

DEGRADATION

DIPHTHERIA

EPISTEL

ESTRANGEMENT

EXPEDIENT

FATALISTIC

FATUOUS

FIGURATIVE

HYPOCHONDRIA

IMPERTINENT

INCENDIARY

INFLATION

JOCULAR

MELANCHOLY

NONCHALANCE

PEDANTIC

PERSEVERE

POGROM

POIGNANT

PROSPECTUS

PSEUDONYM

REBUKE

RENDEZVOUS

REVOCABLE

SABOTAGE

SABOTEUR

SUCCULENT

SUPERFLUOUS

SURREPTITIOUS

TRANQUILITY

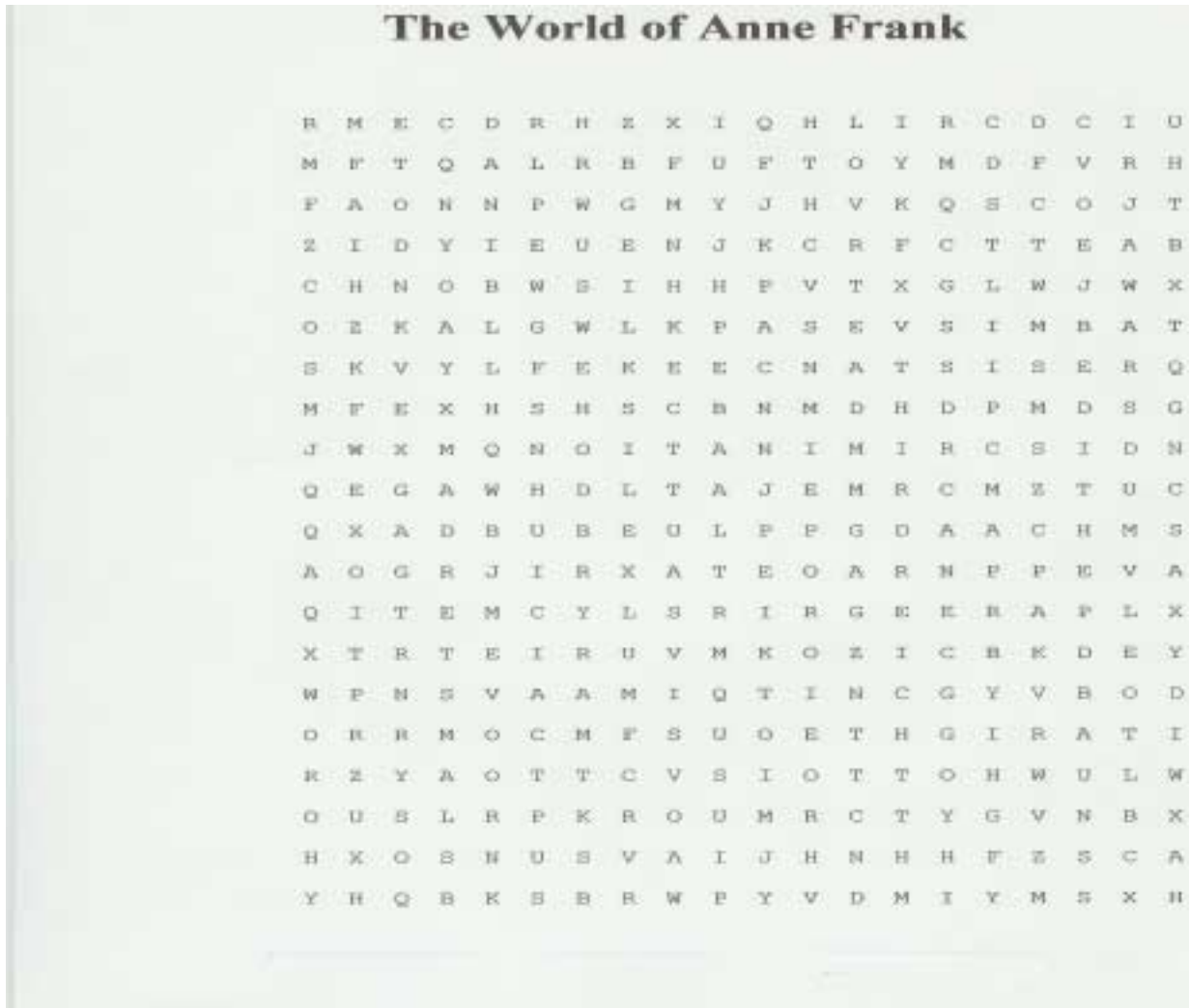
# THE WORLD OF ANNE FRANK

## WORD SEARCH

### \*WORD BANK\*

ADOLF HITLER  
RIGHTEOUS  
BERGEN BELSEN  
DEAR KITTY  
THIRD REICH  
DISCRIMINATION  
EDITH  
FINAL SOLUTION  
GESTAPO  
HANDICAPPED

HOLOCAUST  
JEWISH  
MARGOT  
MIEP  
NAZIS  
OTTO  
PREJUDICE  
RESISTANCE  
AMSTERDAM





# **SECTION IV**

# **CONSIDER THIS**

# ANNE FRANK'S LIFE: A TIME LINE

1929

JUNE 12: ANNE, ANNELIES MARIE, WAS BORN IN FRANKFURT, GERMANY.

1929-1932

THE GREAT DEPRESSION SEVERELY AFFECTED GERMANY'S ECONOMY.

1933

THE NAZI PARTY WAS ELECTED INTO POWER. HITLER BECAME CHANCELLOR (PRIME MINISTER) OF GERMANY.

THE FIRST CONCENTRATION CAMPS WERE BUILT. A WIDESPREAD ANTI-JEWISH PROPAGANDA MOVEMENT BEGAN. JEWS WERE BARRED FROM MOST PROFESSIONS. THEIR BOOKS WERE BURNED.

THE FRANKS MOVED TO AMSTERDAM, HOLLAND.

1934

ANNE BEGAN SCHOOL.

1935

SEPTEMBER 15: THE NAZI PARTY PASSED THE NUREMBERG LAWS. THESE STATED THAT JEWS AND OTHER MINORITIES WERE "INFERIOR" PEOPLE AND WERE NO LONGER GERMAN CITIZENS. THE LAWS DECREED JEWS SECOND CLASS CITIZENS. GERMAN JEWS LOST THEIR FREEDOM.



### 1938

NOVEMBER 9: THE NAZIS ATTACKED JEWISH HOMES. THEY BURNED THEIR BUSINESSES AND SYNAGOGUES. MORE THAN 30,000 JEWS WERE ARRESTED AND SENT TO CONCENTRATION CAMPS. MANY WERE KILLED. THIS IS KNOWN AS THE "NIGHT OF THE BROKEN GLASS" OR KRISTALLNACHT.

### 1939

SEPTEMBER: WORLD WAR II BEGAN WHEN GERMANY INVADED POLAND.

### 1940

GERMANS INVADED HOLLAND AND SEVERAL OTHER EUROPEAN COUNTRIES. DUTCH JEWS LOST THEIR FREEDOM. THEY HAD TO WEAR A YELLOW STAR OF DAVID ON THEIR CLOTHES. IT MARKED THEM AS JEWS.

### 1941

DECEMBER 7: JAPAN (GERMANY'S ALLY IN THE WAR) ATTACKED PEARL HARBOR, A UNITED STATES NAVY BASE. THIS WAS HOW THE UNITED STATES BECAME INVOLVED IN WORLD WAR II.

THE UNITED STATES, BRITAIN, FRANCE, THE SOVIET UNION AND SEVERAL OTHER COUNTRIES JOINED FORCES AGAINST GERMANY. THESE COUNTRIES WERE KNOWN AS THE ALLIED FORCES.

### 1942

ANNE'S FATHER, OTTO, GAVE HER A DIARY FOR HER 13<sup>TH</sup> BIRTHDAY. HER FIRST ENTRY WAS ON JUNE 14, 1942.

OTTO FRANK PREPARED THE HIDDEN ATTIC ROOM IN CASE HIS FAMILY HAD TO HIDE.

ANNE'S SISTER, MARGOT, RECEIVED A LETTER. IT ORDERED HER TO REPORT TO A NAZI WORK CAMP.

JULY 6: THE FRANKS MOVED INTO THE SECRET ANNEX.

JULY 13: MR. AND MRS. VAN DAAN AND THEIR 15-YEAR-OLD SON, PETER, JOINED THE FRANKS IN THE ANNEX.

NOVEMBER 16: MR. DUSSEL, A DENTIST, CAME TO STAY IN THE ANNEX.

1942-1944

THE FRANKS AND THEIR FRIENDS CONTINUED TO LIVE IN THE SECRET ANNEX. MEANWHILE, THE NAZIS SEARCHED FOR JEWS IN HIDING (THESE PEOPLE WERE CALLED DIVERS).

HUNDREDS OF THOUSANDS OF JEWS, GYPSIES, POLES, AND OTHERS WERE SENT TO DEATH CAMPS THROUGHOUT EUROPE. MANY OF THEM WERE MURDERED. OTHERS DIED OF STARVATION OR DISEASE.

1944

JUNE 6: D-DAY. THE ALLIED FORCES INVADED NAZI-OCCUPIED WESTERN EUROPE. IT WAS THE BEGINNING OF THE WAR'S END.

AUGUST: SOMEONE BETRAYED THE DIVERS IN THE SECRET ANNEX. THE NAZIS INVADED THE ANNEX AND TOOK THE RESIDENTS TO AUSCHWITZ—A LARGE DEATH CAMP IN POLAND. MR. VAN DANN WAS KILLED IN A GAS CHAMBER WITHIN A FEW DAYS.

OCTOBER: ANNE, MARGOT, AND MRS. VAN DAAN WERE SENT TO BERGEN-BELSEN, A DEATH CAMP IN GERMANY.

DECEMBER: MR. DUSSEL DIED IN A DEATH CAMP NEAR HAMBURG, GERMANY.

1945

JANUARY: MRS. FRANK DIED IN AUSCHWITZ, JUST TWO OR THREE WEEKS BEFORE RUSSIANS LIBERATED THE CAMP. MR. FRANK SURVIVED. PETER VAN DAAN DIED IN AN AUSTRIAN CAMP.

MARCH: MRS. VAN DAAN, MARGOT, AND ANNE CONTRACTED TYPHUS. THEY DIED WITHIN DAYS OF EACH OTHER IN BERGEN-BELSEN.

SOURCE: THE ORLANDO SENTINEL  
KATHLEEN POOLE, FREELANCE COPYWRITER

# ANNE FRANK LIVES ON...

ONE OF ANNE'S DREAMS WAS TO BE FAMOUS, TO LIVE ON IN SOME PERMANENT WAY. CERTAINLY, THE FACT THAT HER DIARY HAS BEEN TRANSLATED INTO OVER FIFTY LANGUAGES, HAS BEEN READ BY MILLIONS OF PEOPLE, AND HAS BEEN AN INSPIRATION TO COUNTLESS OTHERS TELLS US THAT ANNE'S DREAM HAS BEEN FULFILLED IN MANY WAYS.

IN ADDITION, THERE APPEARS TO BE NO END TO THE PEOPLE WHO ARE DRAWN TO VISIT THE ANNE FRANK HOUSE IN AMSTERDAM AS WELL AS THOSE WHO FLOCK TO SEE THE ANNE FRANK IN THE WORLD TRAVELING EXHIBIT.

EVEN ANNE, HOWEVER, MIGHT BE SURPRISED THAT FIFTY-THREE YEARS AFTER HER DEATH, THE DISCOVERY OF FIVE MISSING PAGES FROM HER DIARY WAS CONSIDERED IMPORTANT NEWS. FURTHERMORE, ALMOST SIXTY-SEVEN YEARS AFTER HER DEATH, BIOGRAPHERS AND HISTORIANS WERE STILL TRYING TO IDENTIFY THE INDIVIDUAL WHO BETRAYED THOSE LIVING IN THE SECRET ANNEX.

AS RECENTLY AS 2002, THE CASE FILE ON ANNE FRANK WAS ACTUALLY REOPENED BY GOVERNMENT HISTORIANS IN AMSTERDAM BECAUSE NEW THEORIES WERE RAISED AS TO THE IDENTITY OF THE PERSON WHO BETRAYED THE FRANKS WHEN THEY WERE IN HIDING.

(See copies of relevant newspaper articles)

**SECTION**

**V**

**THE**

**RIGHTEOUS**

# THE RIGHTEOUS GENTILES

ANNE FRANK, HER FAMILY, AND THE OTHER RESIDENTS OF THE SECRET ANNEX WERE ABLE TO LIVE IN HIDING BECAUSE OF THE UNSELFISH AND HEROIC EFFORTS OF MIEP GIES, VICTOR KUGLER, BEP VOSKUIJL, JOHANNES KLEIMAN, AND OTHERS. THESE INDIVIDUALS RISKED THEIR OWN LIVES IN ORDER TO DO WHAT THEY KNEW WAS THE RIGHT AND JUST THING. THEY RECEIVED NOTHING IN RETURN BUT THE HONEST FEELING IN THEIR HEARTS THAT THEY TRIED THEIR VERY BEST TO HELP.

THOUSANDS OF RIGHTEOUS GENTILES IN OTHER EUROPEAN COUNTRIES WERE ALSO HELPING JEWS TO SURVIVE. MANY OF THESE OUTSTANDING INDIVIDUALS HAVE BEEN OFFICIALLY RECOGNIZED BY YAD VASHEM (THE CENTER FOR HOLOCAUST STUDY IN JERUSALEM, ISRAEL). EACH OF THESE GOOD AND BRAVE PEOPLE HAS RECEIVED A CERTIFICATE AND THE YAD VASHEM MEDAL WHICH SAYS, "WHOEVER SAVES A SINGLE SOUL, IT IS AS IF HE HAD SAVED THE WHOLE WORLD." IN ADDITION, A CAROB TREE HAS BEEN PLANTED IN HONOR OF EACH PERSON. THE TREES, LOCATED ON THE

AVENUE OF THE RIGHTEOUS, HAVE PLAQUES THAT SHOW THE NAME AND COUNTRY OF EACH HONOREE.

POLA ARBISER, WHO LIVES IN ATLANTA, WAS SAVED ALONG WITH HER YOUNGER SISTER AND THEIR MOTHER BY FRANIA SOBKOWA, A POLISH NANNY. FRANIA HID THEM UNDER A BED FOR SEVERAL YEARS.

YOU CAN READ AN EXCERPT FROM POLA'S BOOK *GIVE ME THE CHILDREN: HOW A CHRISTIAN WOMAN SAVED A JEWISH FAMILY DURING THE HOLOCAUST.*



## One Woman's Sacrifice Saved My Family

**I**n "Give Me The Children: How a Christian Woman Saved a Jewish Family During the Holocaust," *Pola Bierstock Arbiser* remembers *Frania Sobkova*, the nanny who saved *Pola*, her younger sister *Irene* and their mother, *Sara*, during World War II. *Sobkova* hid them from 1942-1945 under a bed in her small apartment in Poland. The following is an excerpt from *Arbiser's* self-published book, available at *Borders in Backroad*, Chapter 11 *Bookstore in Emory Commons* and at the *William Breman Jewish Heritage Museum*.

My mother, *Irene* and I had to be quiet as mice so they would not hear us during the day. While we were in hiding we had no books, toys or newspapers — nothing with which to occupy ourselves. My mother told us stories about people in our city to while away the time. I wrote childish poems and pretended to be a cook by concocting some fanciful recipes. *Irene* and I also fantasized that we would grow up in hiding and become unrecognizable and would be able to walk free.

*Pola's* father was unable to hide with *Frania* because he had a cough that would have revealed his family's hiding place. He ended up in several concentration camps before being liberated in *Flossenberg*. The *Bierstocks* were reunited after the war.

In *Krakow*, a Jewish organization had established a meeting place where Jewish survivors could write their names in hopes of finding their relatives and friends. My father met another man from [our hometown of] *Drohobycz*, and from him [my father] discovered that we had survived. The man gave him the number of the train on which we had just departed. One day, there came a knock on the train door. We slid open the heavy door and there was my father! It was an indescribable feeling to see him again. We had thought that he was dead, but here he stood with a smile on his face.

After the war, the *Beimstocks* thought — as did many Jews — that attitudes had changed. However, hatred for Jews had grown. So they fled to *Israel*, spending six weeks on a dilapidated boat.

Upon arrival in the port of *Haifa*, all of us were shocked. Everything and everyone was Jewish! All the people from the boat were transferred onto trucks. Later, the refugees were assigned to barracks in a refugee camp called *Shar Aliyah* in a suburb of *Haifa*. One day, my sister and myself decided to leave the camp to see *Haifa* without telling our parents. We slid under the fence and boarded a bus. The bus driver asked us in Hebrew where we wanted to go. I said, "Zwei Przywankes [Polish

for 'two stops']." He realized we had escaped from the camp, so he called the camp police and they retrieved us.

The camp police questioned *Irene* and me about our destination. The interrogation quickly changed into a pleasant conversation. They asked *Irene* and me if we would like to go out with them on a date. Since we were eager for a change of scenery, we agreed. It was a pleasant experience.

Finally, *Pola* and *Irene* felt as though their new life was beginning. *Irene* and *Pola* were able to pursue undergraduate and post-graduate schooling, ultimately marry and move to the United States, where they started families.

We remained in constant touch with *Frania* after we came to the United States. When the children were in elementary school, we invited her to visit us. She was very happy to come. We brought her home and she played with my children the same way she played with us.

Before she left us, I gave her some money and put it in her shoe. At the plane, they allowed me to go aboard with her and we sat together and cried. She told me that she would never see me again.

A year later *Frania* passed away.

Today, *Arbiser*, a wife, mother and grandmother, volunteers and educates groups about the Holocaust.

When I tell them about the survival of my mother, sister and myself during the Holocaust, the hero of my account is *Frania*, the savior of my family. It is very important to me to tell as many people as I can what one person can do, even at the risk to her own life, to save other lives without any material reward.

As I get older and have more time to reminisce, I realize what a tremendous deed *Frania* did. She not only saved my mother, sister and myself, but generations to come. No one can give more than risking their life to save others. ●

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*Pola Arbiser*, a hidden child of the Holocaust, was born in *Drohobycz*, Poland. After World War II, she and her family moved to *Israel* and settled in *Tel Aviv*. *Arbiser* and her husband, *Sam*, moved to *Atlanta* in 1961. Today, *Arbiser* is a volunteer at the *William Breman Jewish Heritage Museum*, home of *The Arbiser Family Theater*. She and *Sam* have two children and seven grandchildren.



## SPOTLIGHT ON THE RIGHTEOUS



Many people, both Jews and non-Jews, were determined to maintain their principles and ideals during the Nazi regime. Because they “stood up” for what was right during a time when they often felt they were “standing alone,” they were able to save people from the Nazis and set a positive example for others.



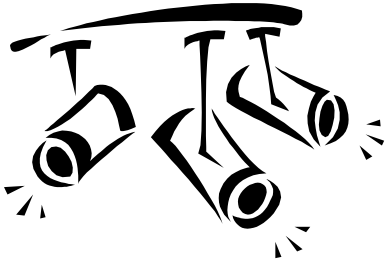
Prepare a report on one of the following very special individuals who did not give up on their ideas of personal responsibility and human rights.



**CHIUNE SUGIHARA  
CITIZENS OF LE CHAMBON, FRANCE  
GITTA BAUER  
JANUSZ KORZCAK  
KING CHRISTIAN X OF DENMARK  
MARTIN NIEMOLLER  
OSKAR SCHINDLER  
RAOUL WALLENBERG**

For more information, consult **THE HOLOCAUST LIBRARY: THE RIGHTEOUS GENTILES** by Victoria Sherrow. San Diego, CA: Lucent Books, Inc., 1998.





SHINE THE **SPOTLIGHT** ON THOSE WHO,  
LIKE THE RIGHTEOUS DURING THE HOLOCAUST,  
HAVE MADE A DIFFERENCE.

Think about people like Miep Gies who have made a difference in someone's life, your life, or to the world. It could be someone you know very well, or it could be someone you know about because they have become famous.

Make a jot list of *at least five people* who have "made a difference," and then choose the one person to whom you would give the "Righteous—Made a Difference Award." Write a paragraph that you could use to nominate that person for the award. Be sure to give specific reasons for your nomination.

JOT LIST

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

# *The Starfish Slinger*

*As an old woman walked the beach at dawn, she noticed a young girl ahead of her picking up starfish and flinging them into the sea. Finally catching up with the girl, she asked her why she was doing this. The girl answered that the stranded starfish would die in the morning sun if they remained on the beach.*

*“But the beach goes on and on for miles and there are millions of starfish,” countered the woman. “How can your effort make any difference?”*

*The young girl looked at the starfish in her hand and then threw it into the safety of the waves. “It makes a difference to this one,” she said.*

*~Author Unknown*

# **SECTION VI**

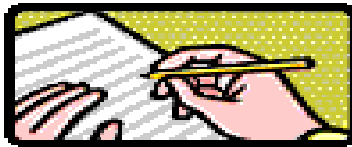
# **THE WRITING CONNECTION**

## ANNE AND YOU: WHAT DO YOU HAVE IN COMMON?

Here is a poem taken from the book Anne Frank: Diary of a Young Girl. Anne wrote it for herself on her birthday. Read the poem and think about those feelings and situation that Anne talks about. Write a paragraph that tells how some of your feelings and situations are like Anne's.

Though youngest here, you are no longer small,  
But life is very hard, since one and all  
Aspire to be your teacher, thus and thus:  
"We have experience, take a tip from us."  
"We know because we did it long ago."  
"Elders are always better, you must know."  
At least that's been the rule since life began!  
Our personal faults are much too small to scan;  
This makes it easier to criticize  
The faults of others which seem double size.  
Please bear with us, your parents, for we try  
To judge you fairly and with sympathy,  
Correction sometimes take against your will,  
Though it's like swallowing a bitter pill,  
Which must be done if we're to keep the peace,  
While time goes by till all this suffering cease.  
You read and study nearly all the day,  
Who might have lived in such a different way.  
You're never bored and bring us all fresh air.  
Your only moan is this: "What can I wear?  
I have no knickers, all my clothes are small,  
My vest might be a loincloth that is all!  
To put on shoes would mean to cut off toes,  
Oh dear, I'm worried by so many woes!"

# Try Your Hand at a Cinquain



A "cinquain" is a five line poem that always follows a set pattern or form.

- Line 1: One word (it might be a title)
- Line 2: Two words (that describe the title)
- Line 3: Three words (that express an action)
- Line 4: Four words (that express a feeling)
- Line 5: One word (that refers to the title)

Here is an example:

Anne Frank  
Gifted writer  
Teenager growing up  
Love, confusion, ambition, optimism  
Inspiration

Choose a subject that is related to Anne Frank's story or the Holocaust in general. Write a cinquain poem and share it with the class.



## AN ABC STORY

Anne Frank was a gifted writer. One characteristic of a good writer is that he or she begins sentences in a variety of ways instead of always beginning with "The," "He," "She," or "It."

Using variety in sentence beginnings makes writing much more interesting and enjoyable for the reader.

Tell Anne Frank's story in twenty-six sentences, one sentence for each letter of the alphabet. Be sure to tell the story in chronological order. You must begin each sentence with a word that starts with a different letter of the alphabet (as they come in order).

For example:

Anne Frank was a young Jewish girl who had to hide with her family during the Holocaust.

Before she went into hiding, her life was full of friends, school, and lots of activities.

**Remember to use all twenty-six letters!**

## A POEM: MESSAGE TO ANNE FRANK

If Anne Frank were alive today, what do you think she would think about Nazi skinheads, Iraq, terrorists, senseless minority attacks and killings, gang crimes, desecrations of churches and synagogues, or any of the events that happen daily and are called "hate crimes"? How would you explain all of this to Anne? Could you tell her that the world has changed? Would you tell her that the world has become a better place or that it is no better than it was when she was a young girl? Would you have to tell her that we don't learn from our mistakes?

Writing a five line poem, addressed to Anne, might help you decide how you would answer some of these questions. Here are the guidelines that you will follow to develop your poem:

### Line One

Describe something about the world you'd like to show Anne that would prove it's changed since she was 15.

### Line Two

Describe something about the world you'd like to hide from her that would prove it's still the same.

### Line Three

Make a wish for something to happen in the future that hasn't happened yet.

### Line Four

Make a wish to undo something that happened in the past.

### Line Five

If one of these wishes came true, what would Anne think of it? Describe her response.

Here is a sample poem:

Dear Anne,

I'd like to show you East 15<sup>th</sup> Street where Jews and blacks and people from Japan all seem to be able to live together without exploding each other.

But I wouldn't want you to see what happened in Iraq.

I wish that someday a spaceship would land and extraterrestrials would teach us things we don't know.

I wish I hadn't thrown away that picture of birds I painted.

You would have loved it.

adapted by M. Segal, Fulton Co. Schools (1995)

original source unknown

*Father Knows Best...*

Anne Frank was wise beyond her years and included in her diary many relevant comments and ideas with which today's young people can connect. Occasionally, in her diary, Anne chose to quote other people. The following words are quoted from Anne's father Otto:



"All children must look after their own upbringing."

\*\*\*\*\*

Anne added these thoughts to her father's words:

"Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands."

\*\*\*\*\*

What do you think Mr. Frank was trying to say? Did Anne agree or disagree with him? Do you agree with Anne and her dad?

- You are going to write a three paragraph essay. In your first paragraph, explain what you believe Anne and Otto Frank mean by their words.
- In the second paragraph, tell whether or not you agree or disagree with them. Be sure to tell the reasons for your opinion. There is no right or wrong opinion; just be sure to give specific reasons for yours.
- In the third paragraph, give two or three examples from Anne's diary and/or your own life that show why you agree or disagree with the statements.

**P**erhaps when your teacher returns the compositions to the class, you will have an opportunity to discuss your opinions.

**Y**ou might find it interesting to ask your teacher and your parents or grandparents what they think about the quotes.

# CHARACTERIZATION: BAG IT!

## A Paired/Small Group Project

The Diary of Anne Frank introduces at least ten significant people who become the characters in Anne's story. Anne tells us good bit about each of these people (direct characterization—what they look like and what they are like) while we learn even more about each one (indirect characterization) from how he/she acts, thinks, responds, speaks, and feels.

Assign a pair of students or small group, depending on the size of your class, to one character.

Supply each student unit with a brown paper grocery bag. On the outside of the bag, students will display *pictures, words, graphics, symbols, etc. which* indicate elements of that character's persona that are easily recognized because they are part of his/her outer self. On the inside of the bag, students will include *pictures, words, graphics, and items* which reveal the character's inner persona. For example, glitzy costume jewelry might represent Mrs. Van Pels' materialistic nature. The members of each "bag team" must divide up the preparation and presentation jobs so that all are equally involved.

In addition, each inner and outer characteristic needs to be supported by reference to the actual text of Anne's diary.

# **SECTION VII**

# **WRAPPING IT UP**

## THE DIARY OF ANNE FRANK—A CREATIVE EXCHANGE

The following culminating activity is one which provides students with an enjoyable experience free from the cloud of having to worry about a grade. Elements of the project can be expanded or eliminated to suit the individual teacher and class.

The spirit of giving that Anne expressed during the Chanukah celebration is the basis for the event. Since there is no grade, students whose religious beliefs preclude giving and receiving gifts are free to participate as observers if they choose.

1. Each student writes his name on a slip of paper. The teacher does this as well.
2. All slips of paper are collected and put into a hat, large envelope, or other container.
3. Each student (and the teacher) draws a slip from the hat but does not tell anyone whose name he has picked.
4. Each student must then write a poem and produce a "gift" for the individual whom he has chosen.
5. Just as Anne did, each member of the class will produce a "gift" which has been made or recycled. No money is to be spent.
6. The accompanying poem is to be well thought out and not of the "Roses are red, violets are blue; Here is a gift—especially for you" variety. Verses may or may not rhyme, but all efforts must be specifically tailored for the recipient. If some students panic because they don't know their "draw," the teacher may make some suggestions to get the creative juices flowing. Poems cause the students to stop and consider those with whom they spend time in class. The results are often touching and the seeds for new friendships.
7. On the prescribed date, students will bring their wrapped (wrapping of their own design) gifts and poems to class.
8. The teacher begins by reading her poem and presenting her gift. The first recipient reads and presents next and so on.

Students should have been previously convinced of the difficulty which can arise if they forget their gifts and poems.

Another element which is fun and successful is for the teacher to make the traditional potato pancakes (mentioned in the play) while the poems and gifts are being presented. Ready-to-go mixes for potato pancakes are available in the ethnic food section of most grocery stores. Generally, students are anxious to pitch in with to supply the accompanying applesauce, paper plates, napkins, forks, and drinks. The pancakes, poems, and gifts provide a memorable cultural experience.

adapted from R. Spilton by M. Segal, Fulton Co. Schools (1995)

# The Search for Anne Frank's Betrayer

Even sixty years after the fact the search for Anne Frank's betrayer still goes on. Government historians in Amsterdam announced they are reopening the case due to new theories on who betrayed Anne Frank's hiding place to the Nazis.

The new theories are the result of the work of two biographers of Anne Frank. The two new theories put the finger of guilt at two different people.

Anton Ahlers is one person implicated in one of the theories. Mr. Ahlers was a business associate of Otto Frank. British author Carol Ann Lee is the first person to raise the possibility that Mr. Ahlers betrayed the Franks and the others hiding in the secret annex. Miss Lee raised the possibility of Mr. Ahlers being a suspect after investigating his business dealings with Otto Frank.

The other new theory implicates Lena Hartog. She was the cleaning lady for the warehouse beneath the annex that Anne Frank and the others used as a hiding place from the Nazis. Mrs. Hartog had been a suspect in the past but no evidence ever had been found to link her to betrayal of Anne Frank. Author Melissa Mueller claims to have found some evidence at last. She states she has uncovered contradictions in Mrs. Hartog's statements to the police.

These two new theories might clear the man most consider the prime suspect in who betrayed Anne Frank. William Van Maaren worked in the warehouse beneath the annex. Dutch police have long suspected it was Mr. Van Maaren that tipped of the Nazis about the existence of the secret annex. Famed Nazi hunter Simon Wiesenthal investigated Mr. Van Maaren the 1960's but was unable to find any conclusive evidence to prove his guilt. Mr. Van Maaren died in 1971. He professed his innocence to the end. Now historian David Barnouw, a leading expert on Anne Frank, professes his believe that Mr. Van Maaren is innocent.

Finding out if these new theories prove to be correct falls to The Netherlands Institute for War Documentation. Historians at this organization will investigate if evidence is present to prove finally who betrayed Anne Frank. For now the identity the betrayer will remain a mystery.

*Information gathered by means of  
an article by Associated Press writer: Arthur Max on July 5,2002*

## *SCROLL QUOTES FROM ANNE FRANK*

EACH STUDENT WHO VISITS THE *ANNE FRANK IN THE WORLD* EXHIBIT WILL RECEIVE ONE OF OVER ONE HUNDRED DIFFERENT QUOTES FROM ANNE. THE ENTIRE LIST IS INCLUDED HERE.

YOU MAY WANT TO UTILIZE THE QUOTES IN ONE OF THE FOLLOWING WAYS:

- HAVE EACH STUDENT PRESENT HIS/HER QUOTE BEFORE THE CLASS, TELLING WHAT THE QUOTES MEANS OR MEANS TO HIM/HER PERSONALLY. STUDENTS WHO HAVE THE SAME QUOTE MAY WORK TOGETHER.
- POST ONE OF ANNE'S QUOTES EACH DAY
- AND HAVE THE STUDENTS BRIEFLY WRITE ABOUT IT IN THEIR DAILY JOURNALS.
- HAVE STUDENTS MAKE POSTERS INCLUDING THEIR QUOTES AND ILLUSTRATIONS. THESE MAY BE PRESENTED TO THE CLASS OR "PUBLISHED" IN ROOM OR HALL DISPLAYS.





## UNIVERSAL HUMAN RIGHTS

After World War II, many people wanted to make sure that nothing like the Holocaust would ever happen again. In 1948 the General Assembly of the United Nations published the Universal Declaration of Human Rights. Even though this list of rights cannot actually stop bad rulers and governments from existing, it does show universal standards according to the members of the United Nations.

As you review this list of rights, think about whether or not they actually exist all over the world today. Discuss your thoughts with the class.

1. Right to equality
2. Freedom from discrimination
3. Right life, liberty, personal security
4. Freedom from slavery
5. Freedom from torture, degrading treatment
6. Right to recognition as a person before the law
7. Right to equality before the law
8. Right to remedy by competent tribunal
9. Freedom from arbitrary arrest of exile
10. Right to fair public hearing
11. Right to be considered innocent until proven guilty
12. Freedom from interference with privacy, family, home & correspondence
13. Right to free movement in and out of the country
14. Right to asylum in other countries from persecution
15. Right to a nationality and freedom to change it
16. Right to marriage and family
17. Right to own property
18. Freedom of belief and religion
19. Freedom of opinion and information
20. Right of peaceful assembly and association
21. Right to participate in Government and in free elections
22. Right to social security
23. Right to desirable work and to join Trade Unions
24. Right to rest and leisure
25. Right to an adequate living standard
26. Right to education
27. Right to participate in the cultural life of the community
28. Right to social order assuring Human Rights

## LIFE IS

A mystery, unfold it.  
A journey, walk it.  
Painful, endure it.  
Beautiful, see it.  
A joke, laugh at it.  
A song, sing it.  
A flower, smell it.  
Wonderful, enjoy it.  
A candle, light it.  
Precious, don't waste it.  
A gift, open it.  
Love, give it.  
Unlimited, go for it.  
Light, shine in it.

I am all that life is.

### UNKNOWN

The above quote seems to apply to Anne Frank's optimistic philosophy of life. Anne shines today, so many years after her confinement in the Secret Annexe, as an inspiration to people of all ages and cultural backgrounds. The quote is almost a recipe for living life to the fullest, just as Anne did despite the incredible hardships she had to face.

If Anne could actually speak to us today in our classrooms, our homes, and our hearts, she just might add one more thought in her native German language. Her warning could make life even more beautiful for us all.

**Dem HASS Keine Chance!**

Don't Give Hate a Chance!

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

**A TIME FOR REFLECTION:**

*WHAT HAVE I LEARNED?*

ABOUT ANNE FRANK?

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ABOUT THE HOLOCAUST?

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**ABOUT MYSELF?**

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**ABOUT BEING A BYSTANDER?**

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**Teachers:**

**Want to receive  
incredibly good and “free”  
materials on Holocaust  
topics? Please review our  
website for other resources  
and materials.**