

A Passport to WWII and the Holocaust

Grade Level: Seventh Grade (English/Language Arts, History & Geography)

Presented by: Pam Byklum, John Adams Middle School, Rochester, MN

Megan Magnuson, John Adams Middle School, Rochester, MN

Length of Unit: 4-5 weeks

I. ABSTRACT

The Holocaust is one of the most devastating time periods in history. This seventh grade interdisciplinary unit includes English, History, and Geography components. The social studies component (History and Geography) will trace the rise of Hitler in Germany, the establishment of concentration camps, to the ultimate defeat of Germany in WWII. The English component will involve reading *The Diary of Anne Frank*, focusing on key historical elements, literary techniques, reading strategies, and vocabulary. Students will focus on five key essential questions as a driving force throughout their reading of Anne Frank's legacy. Students will be issued a "passport" which will be stamped as they continue their journey through the unit. The passport is used in both classroom settings (English and Social Studies), and it highlights key interdisciplinary learning activities. The culminating activity for this interdisciplinary unit will be a guest speaker of historical significance—a Holocaust survivor.

II. OVERVIEW

A. Concept Objectives:

1. Students will understand governmental policies that disregard the value of human life.
2. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.
3. Students will understand a text's structure (*The Diary of Anne Frank*) and the progression of ideas.
4. Students will understand that literature reflects the unique aspects of a society or the historical context.
5. Students will determine the author's message while reflecting upon the readers' own lives.

Content from the *Core Knowledge Sequence*:

1. Autobiography – *Diary of a Young Girl* (Anne Frank) (p. 161)
2. Expository writing: Write non-fiction essays that compare and contrast (p.157)
3. Speaking and Listening: Participate civilly and productively in group discussions (p.157)
4. Adolf Hitler and the rise of Nazi totalitarianism: cult of the Fuhrer ("leader"); Mein Kampf (p.165)
5. Nazism and the ideology of fascism, in contrast to communism and democracy (p.165)
6. Racial doctrines of the Nazis: anti-Semitism; the concept of Lebensraum (literally, "living space") for the "master race"; Kristallnacht (p. 165)
7. The Holocaust: "Final Solution"; concentration camps (Dachau, Auschwitz) (p.165)

B. Skill Objectives:

1. Students will be introduced to the ideas of Adolf Hitler by assessing what they and their classmates already know about him.
2. Students will describe how Hitler rose to power and how his actions brought about the start of WWII.
3. Students will analyze the effects of the Holocaust.

4. Students will identify reasons for the occurrence of the Holocaust and examine the potential for it to occur again.
5. Students will maintain and improve upon reading comprehension.
6. Students will improve vocabulary acquisition and use in everyday speech.
7. Students will use journal writing as a means of self-reflection and growth.
8. Students will compare and contrast the reader's own life from that of Anne Frank's.
9. Students will further develop and practice note-taking skills
10. Students will continue developing oral speaking inflection and intonation.
11. Students will further develop writing skills focusing on clarity, voice, and organization.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. See Bibliography
- B. For Students
 1. None

IV. RESOURCES

- A. *The Diary of Anne Frank* – Play adaptation by Frances Goodrich and Albert Hackett (New York, 1956.) Play can be found in *Elements of Literature-Second Course* (textbook), Holt, Rinehart and Winston, 1997.
- B. “Varian Fry: The Artists’ Schindler” Home Vision Arts, 50 minutes, 1997.
- C. “Memory of the Camps” PBS Video, 58 minutes, 1995.
- D. Dachau Concentration Camp website
<http://www.scrapbookpages.com/DachauMemorial/dachau.html>
- E. “Daniel’s Story” United States Holocaust Memorial Museum, 58 minutes.
- F. United States Holocaust Museum website, www.ushmm.org
- G. “Dear Kitty” Anne Frank Center USA, 25 minutes, 1987.
- H. See Appendices A-X.

V. LESSONS

Lesson One: The Passport (Interdisciplinary- 1 day each discipline and on-going)

- A. *Daily Objectives:*
 1. Concept Objectives:
 - a. Students will understand governmental policies that disregard the value of human life.
 - b. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.
 - c. Students will understand a text’s structure (*Diary of Anne Frank*) and the progression of ideas.
 - d. Students will understand that literature reflects the unique aspects of a society or the historical context.
 - e. Students will determine the author’s message while reflecting upon the readers’ own lives.
 2. Lesson Content:
 - a. Autobiography – *Diary of a Young Girl* (Anne Frank)
 - b. Expository writing: Write non-fiction essays that compare and contrast
 - c. Speaking and Listening: Participate civilly and productively in group discussions

- d Adolf Hitler and the rise of Nazi totalitarianism: cult of the Fuhrer (“leader”); Mein Kampf
 - e Nazism and the ideology of fascism, in contrast to communism and democracy
 - f Racial doctrines of the Nazis: anti-Semitism; the concept of Lebensraum (literally, “living space”) for the “master race”; Kristallnacht,
 - g The Holocaust: “Final Solution”; concentration camps (Dachau, Auschwitz)
3. Skill Objectives:
- a. Students will be introduced to the ideas of Adolf Hitler by assessing what they and their classmates already know about him.
 - b. Students will describe how Hitler rose to power and how his actions brought about the start of WWII.
 - c. Students will analyze the effects of the Holocaust.
 - d. Students will identify reasons for the occurrence of the Holocaust and examine the potential for it to occur again.
 - e. Students will maintain and improve upon reading comprehension.
 - f. Students will improve vocabulary acquisition and use in everyday speech.
 - g. Students will use journal writing as a means of self-reflection and growth.
 - h. Students will compare and contrast the reader’s own life from that of Anne Frank’s.
 - i. Students will further develop and practice note-taking skills.
 - j. Students will continue developing oral speaking inflection and intonation.
 - k. Students will further develop writing skills focusing on clarity, voice, and organization.
- B. *Materials:*
- 1. Sample Passport template (Appendix A) You will need to adapt this to your own school.
 - 2. Victim Information pages from U.S. Holocaust Museum Teacher’s Packet (See Resource page)
 - 3. Sample United States passport
 - 4. Stamps and ink pads
- C. *Key Vocabulary:*
- 1. No new vocabulary
- D. *Procedures/Activities:*
- 1. In History/Geography class, show a sample U.S. passport. Explain what it is and what it is used for. At this time, the teacher can also explain what a visa is, making the distinction between a visa issued by a country, and a Visa issued by a credit card company. Hand out one passport to each student. Explain to students that they will be using a passport through the course of the unit. Just as Jews in Germany were expected to carry identification papers with them at all times, the students will be expected to carry their passports with them from class-to-class throughout the unit. Have students open their passports to the second page where they will see basic identification data. Assign each student to fill in this information and find a recent picture of him/herself to attach to the left side of the page.
 - 2. In English class, instruct students to turn to the back of their passports where they

will see a page entitled “Victim’s Journey.” Hand out a Victim Information page to each student. (Girls and boys may prefer receiving a victim of their same gender.) Inform students that the victim pages are actual stories, not fiction, of young adults who lived during the Holocaust. Instruct students to take quiet time to read the story of their victim. When students have completed reading, ask for volunteers to share a brief summary of their victim. Allow time for all students who want to share. Explain to students that they will be responsible for filling in the data information page about their victim and also writing a brief summary of the victim’s life in their own words on the page “Victim’s Journey.” They will also need to cut out the picture of the victim and affix it to the page.

3. Throughout this unit in both English and History/Geography, students will be asked to have their passports out on their desks as they complete the various activities in the unit. Upon the completion of the activity, their passports will be stamped by the teacher, similar to how a U.S passport would be stamped going from country to country. When all activities have been completed and students have their passports completely stamped, they will be collected and assessed.

E. *Assessment/Evaluation:*

1. The passport will be assessed for the number of stamps received, as well as for completion of the specifically assigned tasks. Passports will be assessed in both English and History/Geography class.

Lesson Two: Introduction to Anne Frank and the Holocaust (English – 1 Day)

A. *Daily Objectives:*

1. Concept Objectives:
 - a. Students will understand that literature reflects the unique aspects of a society or the historical context.
 - b. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.
2. Lesson Content:
 - a. *The Diary of Anne Frank* (p. 161)
 - b. Speaking and Listening: Participate civilly and productively in group discussions (p. 157)
3. Skill Objective:
 - a. Students will improve vocabulary acquisition and use in everyday speech.
 - b. Students will further develop and practice note-taking skills.

B. *Materials:*

1. “Essential Questions” overhead (Appendix B)
2. “K-W-L” student worksheet (Appendix C)

C. *Key Vocabulary:*

1. Holocaust – Term used to refer to the systemic murder of 6 million Jews by the Nazis between 1933 and 1945.
2. Ghetto – The section of a city where Jews were forced to live.
3. Gestapo – The secret police set up by the Nazis in 1933 to eliminate opposition to Hitler and the Nazi party (brutal methods).

D. *Procedures/Activities:*

1. Explain to students that they will be starting a new unit. Place “Essential Questions” (Appendix B) on overhead for all students to see and read. Read through the questions with the students and elicit student responses for a class discussion. Monitor discussion but allow for all students’ thoughts and feelings.

2. Remind students that they have already learned some information in social studies class related to WWII and the Holocaust. Orally ask students what the following vocabulary words mean: 1) Holocaust 2) Ghetto 3) Gestapo. Inform students they will be hearing many of the same vocabulary words in both English and social studies class.
 3. Hand out K-W-L charts (Appendix C) to students. Because they have already learned some things in social studies class, ask them to write down at least 5 main/key ideas they already know about a young girl named Anne Frank, her diary, or the "Secret Annex". These should be written in the "K" column. Following that, ask students to write down at least 5 things they would like to learn. These should be written in the "W" column. Do not fill in the "L" (Learned) column. This will be filled in at a later date. Discuss as a class what ideas and questions were written down in the "K" and "W" columns. Collect worksheets to be returned at a later date.
- E. *Assessment/Evaluation:*
1. Teacher will collect worksheets to evaluate what students know already and what they would like to learn. Students will also be assessed on their participation and contribution during the class discussion.

Lesson Three: Background and History (English – 2 days)

- A. *Daily Objectives:*
1. Concept Objectives:
 - a. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.
 - b. Students will understand that literature reflects the unique aspects of a society or the historical context.
 2. Lesson Content
 - a. *The Diary of Anne Frank*
 3. Skill Objective:
 - a. Students will maintain and improve upon reading comprehension.
 - b. Students will compare and contrast reader's own life with that of Anne Frank's.
 - c. Students will further develop and practice note-taking skills.
- B. *Materials:*
1. *Elements of Literature-Second Course* textbook to be used for brief background on Anne Frank.
 2. Video- "Dear Kitty"
 3. Student worksheet to be used with video (Appendix D)
 4. VCR/TV
- C. *Key Vocabulary:*
1. None
- D. *Procedures/Activities:*
1. Start class with a brief teacher-led class discussion on Anne Frank answering questions such as: Who was Anne Frank? Why is she important? Why do we need to study about her life? Why was her diary important? What was the Secret Annex?
 2. Using *Elements of Literature*, read together pgs. 342-343. (This is the textbook used in our building. If teachers do not have access to this book, an alternative option would be to put together a brief 1 page reading about the life of Anne Frank and her diary). Discuss with students the ideas presented in the reading.

3. View the video “Dear Kitty“. Prior to viewing the video, hand out note-taking worksheet (Appendix D) and read questions aloud, so students know what to look and listen for. After viewing the video, allow students a few extra minutes to finish worksheet. Collect worksheets.
- E. *Assessment/Evaluation:*
1. Assess student attentiveness and on-task behavior during class discussion at the beginning of the hour.
 2. Ask follow-up questions after reading brief introduction to Anne Frank to check for understanding.
 3. Have students fill in video note-taking worksheet based upon the content in the video.

Lesson Four: “The Committee” (English – 1-2 days)

(Please note that this topic is a very sensitive one for many students; handle this with care.)

A. *Daily Objectives:*

1. Concept Objectives:
 - a. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.
2. Lesson Content
 - a. *The Diary of Anne Frank*
 - b. Speaking and Listening: Participate civilly and productively in group discussions
3. Skill Objective:
 - a. Students will use journal writing as a means of self-reflection and growth.
 - b. Students will identify reasons for the occurrence of the Holocaust and examine the potential for it to occur again.

B. *Materials:*

1. “The Committee” worksheet to be used for group-work (Appendix E)

C. *Key Vocabulary:*

1. Stereotyping – To make assumptions or to categorize without knowledge or proof.
2. Discrimination – To make a distinction for or against a person or thing.
3. Aryan Race – Racial term used by the Nazis to describe a “race” they believed to be superior. It has no biological validity.
4. Final Solution – The Nazi term for the annihilation (getting rid of) of the Jews in Europe.

D. *Procedures/Activities:*

1. Introduce the class by letting students know that they will be trying to identify reasons today as to why the Holocaust occurred.
2. Break the students up into small groups (3-4 students). Hand each group a copy of “The Committee” worksheet (Appendix E). Read the directions aloud to the class. This is a simulation activity where students will have to make some very serious and tough choices. Instruct students that they will need to work together with their groups and talk to their group’s members in order to make decisions. Students will need time to work on this assignment, and the teacher can walk around the room listening to the group discussions and monitoring on-task behavior.
3. When groups have finished discussions, pull back together as a large group and have students give reasons as to why they made certain choices. As a group, discuss the meanings of the words stereotyping and discrimination. Help

students draw connections to this simulation activity and how Hitler purposely focused on certain groups of people for his “Final Solution” and how he wanted to create an “Aryan” race.

4. To conclude the activity, assign students to write a journal reflection. Students should focus on key questions such as, how did they feel during the simulation? How does this relate to their lives? etc. (If journal writing guidelines have not been given already to students, this may be something the teacher will want to add into the instruction.)
- E. *Assessment/Evaluation:*
1. Monitor attentiveness and on-task behavior during activity
 2. Participation in class discussion to assess discovery of ideas
 3. Journal writing will reflect insight into activity

Lesson Five: WWII Book Reflection (English – 1 Day)

- A. *Daily Objectives:*
1. Concept Objectives:
 - a. Students will understand that literature reflects the unique aspects of a society or the historical context.
 - b. Students will determine the author’s message while reflecting upon the readers’ own lives.
 2. Lesson Content:
 - a. *The Diary of Anne Frank*
 3. Skill Objective:
 - a. Students will maintain and improve upon reading comprehension.
 - b. Students will further develop writing skills focusing on clarity, voice, and organization.
- B. *Materials:*
1. WWII Book List (Appendix F)
 2. WWII Book Reflection Sheet (Appendix G)
 3. WWII Book Reflection Rubric (Appendix H)
- C. *Key Vocabulary*
1. No new vocabulary.
- D. *Procedures/Activities:*
1. Hand out to students WWII Book List (Appendix F). Explain to students that there have been numerous books, both fiction and non-fiction, written on the topic of WWII and the Holocaust. Explain to students that they will be selecting a book of their choice from the approved list to read while they continue their studies.
 2. As a class, take students to the school library. Have students spend time looking for books to check out. If books are not in the school’s library, attempt to acquire various books for the classroom that could be checked out from the teacher.
 3. After selecting books, hand out to students WWII Book Reflection Sheet (Appendix G). Spend time going over the assignment explaining the questions and directions in detail. Assign a due date for the reflection assignment.
- E. *Assessment/Evaluation:*
1. Completion and quality of WWII Book Reflection assignment to be assessed using rubric (Appendix H).
 2. Responses and connections during class discussions. (During daily class discussions in both English and social studies class, it is common for students to relate what they have read in their books to the class discussion. It can be determined then that students are learning from this assignment.)

Lesson Six: Reading the Diary (English – 20+ days)

A. Daily Objectives:

1. Concept Objectives:
 - a. Students will understand a text's structure (*Diary of Anne Frank*) and the progression of ideas.
 - b. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.
 - c. Students will understand that literature reflects the unique aspects of a society or the historical context.
2. Lesson Content
 - a. *The Diary of Anne Frank*
 - b. Speaking and Listening: Participate civilly and productively in group discussions.
3. Skill Objective:
 - a. Students will maintain and improve upon reading comprehension.
 - b. Students will improve vocabulary acquisition and use in everyday speech.
 - c. Students will continue developing oral speaking inflection and

B. Materials:

1. *Diary of Anne Frank*- Play version written by Frances Goodrich and Albert Hackett (class set)
2. Picking Parts Guide Sheet (Appendix I)
3. Vocabulary Sheet (Appendix J)
4. Review Quizzes (Appendix K)
5. Vocabulary Bingo (Appendix L)

C. Key Vocabulary:

1. See Vocabulary Sheet (Appendix J)

D. Procedures/Activities

1. Explain to students that they will be reading *The Diary of Anne Frank*. Show students a copy of the Anne Frank diary and subsequent releases of further diary entries. Explain to students that they will be reading the play version adapted from Anne Frank's diary. Reasons may want to be given to the students for this choice, such as high interest reading, shared reading by all students, etc. Reasons may also be given as to why Anne Frank's diary was adapted into a play. (Teachers may choose to use whichever version is suitable for their classroom.)
2. Hand out copies of the play and have students page through the play noticing the names of characters, length of passages, pictures, and structure of the play. Take time to pronounce the names of the characters to the students and give a brief oral explanation of who each character was. Hand out Picking Parts Guide Sheet (Appendix I) to all students. The teacher may also want to make an overhead transparency of this sheet. This sheet will be used to record the names of students who will be reading each part. The teacher can decide how parts will be divided, such as appointing parts to students or allowing students to pick their own parts. Explain to students that they will be responsible for their parts and the preparation. They will need to read with inflection and intonation. If this has not been previously addressed, time should be taken here. Students will want to read their parts ahead of time to be ready for each class period. Class points can be earned for student preparedness.
3. Hand out to each student a Vocabulary Sheet (Appendix J). This sheet will be

used by students throughout the course of reading *The Diary of Anne Frank*. Explain to students that they will need their vocabulary sheets for each class period and that it should be out on their desks while reading the play. Students will be held responsible for all vocabulary words. Vocabulary words will be used in class discussion, periodic vocabulary quizzes, and the final test. To encourage use and understanding of vocabulary words during the reading of *The Diary of Anne Frank*, Vocabulary Bingo (see Appendix L) can be played at the teacher's discretion.

4. Begin reading *The Diary of Anne Frank*. It will be up to each individual classroom teacher to decide the most educational, efficient, effective and comprehensive way to read the play with the students. For example, I will typically lead my students in reading orally 2-3 scenes per class period. I often stop before, during, and after scenes to explain significant passages, reference historical significance, draw attention to vocabulary words, and discuss character development. I formally check for vocabulary acquisition and reading comprehension by giving 5 quizzes at specific points in the play. See Appendix K for quizzes.

F. *Assessment/Evaluation:*

1. Participation and preparation in oral reading of play.
2. Participation in class discussions while reading the play.
3. Observed progress while playing vocabulary bingo
4. Periodic comprehension/vocabulary quizzes while reading the play.

Lesson Seven: Reflective Journals (English – 1 day)

A. *Daily Objectives:*

1. Concept Objectives:
 - a. Students will determine the author's message while reflecting upon the reader's own life.
2. Lesson Content:
 - a. *The Diary of Anne Frank*
3. Skill Objective:
 - a. Students will use journal writing as a means of self-reflection and growth.
 - b. Students will compare and contrast the reader's own life from that of Anne Frank's.
 - c. Students will further develop writing skills focusing on clarity, voice, and organization.

B. *Materials:*

1. Reflective Journals Worksheet (Appendix M)
2. Example diary

C. *Key Vocabulary:*

1. No new vocabulary

D. *Procedures/Activities:*

1. This activity should be handed out to students shortly after beginning the reading of *The Diary of Anne Frank*.
2. Show students an example of a diary/journal. This could be an old journal or a blank journal. Ask students the following questions: 1) Does anyone keep a diary/journal? Why do people have diaries and journals? What would a person write in one? Why did Anne Frank keep a diary? Based upon our reading of the beginning of the play, what types of things did Anne write in her diary?
3. Hand out to students Reflective Journals Worksheet (Appendix M). Explain to

students that they will be writing journal entries similar to how Anne Frank wrote her thoughts in her diary. Read through the directions and journal entries with the students. Let them know that they will be assigned to write the journals at different times while reading the play. For example, the teacher will be assigning them to write journal #1 after reading Act 1, scenes 1&2. Assign a due date for all journal entries.

- E. *Assessment/Evaluation:*
1. Students will be assessed on the quality of their journal writing.

Lesson Eight: Review and Final Test (English – 2 days)

- A. *Daily Objectives:*
1. Concept Objectives:
 - a. Students will understand a text's structure (Diary of Anne Frank) and the progression of ideas.
 - b. Students will understand that literature reflects the unique aspects of a society or the historical context.
 2. Lesson Content
 - a. *The Diary of Anne Frank*
 3. Skill Objective:
 - a. Students will maintain and improve upon reading comprehension.
 - b. Students will improve vocabulary acquisition and use in everyday speech.
- B. *Materials:*
1. *Diary of Anne Frank* Test (Appendix N)
 2. K-W-L charts collected from Lesson 2.
 3. Vocabulary Bingo (Appendix L)
- C. *Key Vocabulary:*
1. No new vocabulary
- D. *Procedures/Activities:*
1. At this point, the reading of the play should be complete. Reflective Journals and WWII Book Reflections should also be completed. Hand back to students K-W-L charts collected from Lesson 2. Ask students in class to fill in the "L" column with important information they have learned about Anne Frank, her diary, and the Secret Annex. Upon completion, take time for class discussion allowing students to respond to what they feel are important ideas. This will serve as a review for the up-coming test.
 2. Take time to review key vocabulary by playing Vocabulary Bingo (Appendix L) or by some other alternative method.
 3. Prior to the test, students should have reviewed all quizzes and vocabulary words for their final assessment. There are various methods of assessments that can be used to complete this unit. I have chosen a traditional test assessment (Appendix N) to conclude this portion of the unit.
- E. *Assessment/Evaluation:*
1. Students will complete a final traditional test assessment.
 2. K-W-L completed answers.

Lesson Nine: Introduction to Adolf Hitler (History and Geography - 1 day)

- A. *Daily Objectives:*
1. Concept Objectives:
 - a. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.

2. Lesson Content
 - a. Adolf Hitler and the rise of Nazi totalitarianism: cult of the Fuhrer (“leader”); Mein Kampf
 - b. Speaking and Listening: Participate civilly and productively in group discussions
 3. Skill Objectives:
 - a. Students will be introduced to the ideas of Adolf Hitler by assessing what they and their classmates already know about him.
 - b. Students will describe how Hitler rose to power and how his actions brought about the start of WWII.
- B. Materials*
1. One poster board per group (about 6 per class).
 2. One marker per group (about 6 per class).
- C. Key Vocabulary*
1. None
- D. Procedures/Activities*
1. Randomly divide the class into groups of 4—6 students, depending on the size of the class.
 2. Distribute one poster board and marker per group.
 3. Ask students to divide the poster board into two columns. They should title one column “What We Know” and the other column “What We Want to Know.”
 4. Allow students ten minutes to list as many things as possible in each column. (Do not allow students to discuss items with other groups. Do not confirm or deny if information they think they know is true or false.)
 5. One student from each group should read their group’s list of “What We Know” to the class. Another student from each group should then read their group’s list of “What We Want To Know.”
 6. Help lead a discussion comparing and cross-referencing the groups’ lists. Any group that learns an answer to a “What We Want To Know” item should then write in the answer. At this time the teacher should clear up any misinformation given by any group under the heading “What We Know.”
 7. End the class with the following question, “What have you learned about Adolf Hitler?”
 8. Refer back to the charts as students continue through the unit.
- E. Assessment/Evaluation*
1. Assess student attentiveness and on-task behavior as they work in their groups.
 2. Ask the students the following question: “What have you learned about Adolf Hitler?”

Lesson Ten: Holocaust Vocabulary (History and Geography – 2 days)

- A. Daily Objectives*
1. Concept Objectives
 - a. Students will understand governmental policies that disregard the value of human life.
 2. Lesson Content
 - a. Adolf Hitler and the rise of Nazi totalitarianism: cult of the Fuhrer (“leader”); Mein Kampf
 - b. Nazism and the ideology of fascism, in contrast to communism and democracy
 - c. Racial doctrines of the Nazis: anti-Semitism; the concept of Lebensraum (literally, “living space”) for the “master race”; Kristallnacht

- d. The Holocaust: “Final Solution”
 - 3. Skill Objectives
 - a. Students will improve vocabulary acquisition and use in everyday speech.
 - b. Students will further develop and practice note-taking skills.
- B. *Materials*
 - 1. Holocaust Vocabulary list – make a copy onto an overhead transparency to fill in for the class (Appendix O)
 - 2. Holocaust Vocabulary Quiz –make one copy per student (Appendix P)
- C. *Key Vocabulary*
 - 1. Holocaust – Term used to refer to the systematic murder of 6 million Jews by the Nazis between 1933 and 1945.
 - 2. Final Solution – The Nazi term for the annihilation (getting rid of) of the Jews in Europe.
 - 3. Death Camp – Nazi centers of murder and extermination.
 - 4. Genocide – The systemic elimination of a people or nation.
 - 5. Fascism – Form of government that combines agriculture, industry and government to help the average citizen – very nationalistic.
 - 6. Ghetto—The section of a city where Jews were forced to live.
 - 7. Anti-Semitism – Discrimination or persecution of Jews.
 - 8. Lebensraum – living space.
 - 9. Gestapo – The secret police set up by the Nazis in 1933 to eliminate opposition to Hitler and the Nazi party (brutal methods).
 - 10. Kristallnacht (Night of Broken Glass) – Nazi-organized riot against the Jews on November 9, 1938.
 - 11. Fuhrer – Leader.
 - 12. Neuremberg Trials – War crime trials.
 - 13. Aryan – Racial term used by Nazis to describe a “race” they believed to be superior. It has no biological validity.
 - 14. Crematorium – Furnaces where human bodies were burned.
 - 15. Nazi – National Socialist German Workers Party.
 - 16. Swastika – Symbol of the Nazi party.
 - 17. Pogrom – Organized act of persecution or massacre.
- D. *Procedures/Activities*
 - 1. Ask students to take out their social studies notes.
 - 2. Put overhead of Appendix O on the overhead machine.
 - 3. Fill in Holocaust Vocabulary List through teacher-led discussion.
- E. *Assessment/Evaluation*
 - 1. Monitor students and check for completion as students put the vocabulary into their notebooks.
 - 2. Inform students that they will have a vocabulary quiz tomorrow over the Holocaust Vocabulary.
 - 3. Make one copy per student of Appendix P for tomorrow’s quiz.

Lesson Eleven: How did the Holocaust occur? (History and Geography – 1 day)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will understand governmental policies that disregard the value of human life.
 - b. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.

2. Lesson Content
 - a. Adolf Hitler and the rise of Nazi totalitarianism: cult of the Fuhrer (“leader”); Mein Kampf
 - b. Nazism and the ideology of fascism, in contrast to communism and democracy
 - c. Racial doctrines of the Nazis: anti-Semitism; the concept of Lebensraum (literally, “living space”) for the “master race”; Kristallnacht
 3. Skill Objectives
 - a. Students will describe how Hitler rose to power and how his actions brought about the start of WWII.
 - b. Students will identify reasons for the occurrence of the Holocaust and examine the potential for it to occur again.
- B. Materials*
1. How Did the Holocaust Occur? (Appendix Q) Make one copy for each student.
 2. How Did the Holocaust Occur? Worksheet (Appendix R) Make one copy for each student.
- C. Key Vocabulary*
1. No new vocabulary
- D. Procedures/Activities*
1. Distribute Appendix Q “How Did the Holocaust Occur?” to each student. Read and discuss the packet together as a class.
 2. Distribute Appendix R “How Did the Holocaust Occur? Worksheet” to each student. Students should use the remainder of the class period to answer the questions. If necessary, they can finish the worksheet as homework.
- F. Assessment/Evaluation*
1. Collect the question sheet to assess their understanding of the reading.

Lesson Twelve: Dachau Concentration Camp (History and Geography – 2 days)

(Please note that many pictures of the concentration camp are quite explicit.)

- A. Daily Objectives*
1. Concept Objectives
 - a. Students will understand governmental policies that disregard the value of human life.
 - b. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.
 2. Lesson Objectives
 - a. The Holocaust: “Final Solution”; concentration camps (Dachau, Auschwitz)
 3. Skill Objectives
 - a. Students will analyze the effect of the Holocaust.
 - b. Students will further develop and practice note-taking skills.
- B. Materials*
1. Computer with Internet access
 2. LCD projector
 3. VCR/TV
 4. “Memory of the Camps” PBS Video, 58 minutes, 1995.
- C. Key Vocabulary*
1. No new vocabulary.

- D. *Procedures/Activities*
1. Before class, connect teacher-use computer to LCD projector. Load Internet to the Dachau website (<http://www.scrapbookpages.com/DachauMemorial/dachau.html>).
 2. Students should take out paper to take notes during class.
 3. After class is settled, show slides from the web site of Dachau. Read the captions and discuss the pictures as a class. You may want to help students take notes about the conditions of the camp, camp usages, etc. This usually takes about 1 ½ class periods.
 4. Show the portion of the PBS video “Memory of the Camps” about Dachau to students. Finish class period by discussing student reactions.
- E. *Assessment/Evaluation*
1. Tell students that they will be completing a four (4) paragraph essay the following day.

Lesson Thirteen: Point of View Essay (History and Geography – 1 day)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand governmental policies that disregard the value of human life.
 - c. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.
 2. Lesson Content
 - a. Expository writing: Write non-fiction essays that compare and contrast
 - b. The Holocaust: “Final Solution”; concentration camps (Dachau, Auschwitz)
 3. Skills Objectives
 - a. Students will analyze the effect of the Holocaust.
 - b. Students will further develop writing skills focusing on clarity, voice, and organization.
- B. *Materials*
1. Appendix S – make a copy of Appendix Q onto an overhead transparency.
 2. Appendix T – rubric for Point of View Essay.
- C. *Key Vocabulary*
1. No new vocabulary
- D. *Procedures/Activities*
1. Ask students to take out their Dauchau reaction notes as well as lined paper for their essay.
 2. Put up the overhead transparency (of Appendix S) and explain essay requirements to students. (If specific paragraph writing expectations have not been previously set, the teacher will need to set those expectations prior to beginning the essay.)
 3. Allow students the rest of the class period to complete the essay.
- E. *Assessment/Evaluation*
1. Collect essays to evaluate their understanding of concentration camps. Use Appendix T as a guideline for the assessment.

Lesson Fourteen: Varian Fry (History and Geography – 4 or 5 days)

- A. *Daily Objectives*
1. Concept Objectives

- a. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust
 - 2. Lesson Content
 - a. The Holocaust: “Final Solution”; concentration camps (Dachau, Auschwitz)
 - 3. Skill Objectives
 - a. Students will analyze the effect of the Holocaust.
 - b. Students will further develop writing skills focusing on clarity, voice, and organization.
- B. *Materials*
 - 1. Video “Varian Fry: The Artists’ Schindler” Home Vision Arts, 50 minutes, 1997.
 - 2. Atlases
 - 3. Varian Fry project -- make one copy for each student (Appendix U)
 - 4. Rubric for Varian Fry project – make one copy for each student (Appendix V)
 - 5. VCR/TV
- C. *Key Vocabulary*
 - 1. No new vocabulary
- D. *Procedures/Activities*
 - 1. Show the video “Varian Fry” (Day 1).
 - 2. Distribute the Varian Fry assignment and Rubric (Appendix U and V). Read them together in class. Remind students that their plan should be consistent with the early 1940s (no e-mail, 747s, etc.) Students should use the next three (3) class periods to create their maps and to write their summaries. The assignment should be due at the end of the class on day 4 or at the beginning of the class on day 5 (Days 2 – 4).
 - 3. Students should briefly share their escape routes and plans with the rest of the class. They should then turn in the map and summary for the assessment.
- E. *Assessment/Evaluation*
 - 1. Assess and evaluate students for on-task behavior as they are working on the project.
 - 2. Using the rubric (Appendix V), assess the map and summary each student has created.

Lesson Fifteen: Review (History and Geography – 1 Day)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will understand governmental policies that disregard the value of human life.
 - b. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.
 - 2. Lesson Content
 - a. Adolf Hitler and the rise of Nazi totalitarianism: cult of the Fuhrer (“leader”); Mein Kampf
 - 4. Nazism and the ideology of fascism, in contrast to communism and democracy
 - 5. Racial doctrines of the Nazis: anti-Semitism; the concept of Lebensraum (literally, “living space”) for the “master race”; Kristallnacht
 - 6. The Holocaust: “Final Solution”; concentration camps (Dachau, Auschwitz)
 - 3. Skill Objectives

- a. Students will describe how Hitler rose to power and how his actions brought about the start of WWII.
 - b. Students will analyze the effects of the Holocaust.
 - c. Students will identify reasons for the occurrence of the Holocaust and examine the potential for it to occur again.
- B. Materials*
- 1. Video “Daniel’s Story.”
 - 2. VCR/TV
 - 3. Holocaust Review Sheet, one copy per student (Appendix W)
- C. Key Vocabulary*
- 1. No new vocabulary
- D. Procedure/Activities*
- 1. Show the video “Daniel’s Story” as a review/summary of the unit.
 - 2. Distribute the Holocaust Review Sheet (Appendix W) to the students. Assist students in reviewing for the test, or have them work in pairs.
- E. Assessment/Evaluation*
- 1. Tomorrow’s test will serve as an assessment for the unit.

Lesson Sixteen: Holocaust Test (History and Geography – 1 Day)

- A. Daily Objectives*
- 1. Concept Objectives
 - a. Students will understand governmental policies that disregard the value of human life.
 - b. Students will learn about a vast array of individuals and how they impacted or were impacted by the Holocaust.
 - 2. Lesson Content
 - a. Adolf Hitler and the rise of Nazi totalitarianism: cult of the Fuhrer (“leader”); Mein Kampf
 - b. Nazism and the ideology of fascism, in contrast to communism and democracy
 - c. Racial doctrines of the Nazis: anti-Semitism; the concept of Lebensraum (literally, “living space”) for the “master race”; Kristallnacht
 - d. The Holocaust: “Final Solution”; concentration camps (Dachau, Auschwitz)
 - 3. Skill Objectives
 - a. Students will describe how Hitler rose to power and how his actions brought about the start of WWII.
 - b. Students will analyze the effect of the Holocaust.
 - c. Students will identify reasons for the occurrence of the Holocaust and examine the potential for it to occur again.
- B. Materials*
- 1. Holocaust Test copied for each student (Appendix X).
- C. Key Vocabulary*
- 1. No new vocabulary
- D. Procedures/Activities*
- 1. Distribute tests to all students. When they finish, collect the tests.
- E. Assessment/Evaluation*
- 1. The test serves as the final assessment for this entire unit.

VI. CULMINATING ACTIVITY (Interdisciplinary – 2 days)

- A.* A guest speaker will serve as a culminating activity for this unit. Mr. Jerry Valfer is a

Resident of Rochester, MN, and he is a survivor of Theresienstadt Concentration Camp in Czechoslovakia. Prior to him coming to speak, we discuss with our students proper audience etiquette and the significance of his personal experience. The students prepare by writing questions on index cards that they would like to ask. We review the questions with the students to be sure they are appropriate and not redundant. Mr. Valfer tells his story for about ½ hour, and we allow enough time for questions. The following day, students create thank you cards with their reflections and thoughts on the experience.

VII. HANDOUTS/WORKSHEETS

- A. See attached Appendices A-X.

VIII. BIBLIOGRAPHY

- A. Chandler, Gloria. *Never Shall I Forget That Night: Survivors Remember the Holocaust*. Tampa, Florida: Holland & Knight Charitable Foundation, 2000.
- B. Cusenza, Daniel P. & Davenport, Merle. *Holocaust*. Grand Rapids, Michigan: Instruction Fair, TS Denison, 1997. 1-56822-453-2.
- C. *Core Knowledge Sequence*. Charlottesville, Virginia: Core Knowledge Foundation, 1998.
- D. Dachau Memorial Website. Available URL: www.scrapbookpages.com/DachauMemorial/dachau.html
- E. “Dear Kitty” Anne Frank Center USA, 25 minutes, 1987.
- F. *Elements of Literature – Second Course*. Austin, TX: Holt, Rinehart and Winston, 1997. 0-03-094925-4.
- G. Goodrich, Frances and Albert Hackett. *The Diary of Anne Frank – Original Broadway Screenplay*. New York, 1956.
- H. “Memory of the Camps” PBS Video, 58 minutes, 1995.
- I. Rutherford, Kate. *Jerry’s Story*. USA: Aavery Counseling & Press, 2000. 0-9652742-2-5.
- J. *Teaching About the Holocaust: A Resource Book for Educators*. Washington, D.C.: United States Holocaust Memorial Museum, 2001.
- K. United States Holocaust Memorial Website. Available URL: <http://www.ushmm.org>.
- L. “Varian Fry: The Artists’ Schindler” Home Vision Arts, 50 minutes, 1997.
- M. “Varian Fry Foundation Project” Available URL: www.almondseed.com/vfry.

Appendix A

P A S S P O R T

(This would be the back page. Leave blank.)

(Sample Cover Page)

Holocaust
Awareness

-----Cut here and fold vertically-----

(This would be page 8. Leave blank.)

This passport tells the story of
a John Adams student learning about
the Holocaust. It also tells the story
of a Jewish child living during the
Holocaust.

(Page 1)

Name Victim's Journey

Nationality

Date of Birth

Place of Birth

(Affix student picture here.)

Gender

Date of Issue

(Page 2)

(Page 7)

-----Cut here and fold vertically-----

Name My Journey

Nationality

(Picture)

Date of Birth

Place of Birth

Gender

(Page 6)

Vocabulary	Diary of Anne Frank
WWII Book Reflection	How did the Holocaust occur?

(Page 3)

"The Committee"	Dachau Concentration Camp
"Daniel's Story"	Guest Speaker

(Page 4)

Anne Frank Reflection Journals	"Dear Kitty"
"Varian Fry"	Point of View Essay

(Page 5)

Appendix B

The Diary of Anne Frank
Essential Questions

Are people really good at heart?

How do discrimination and prejudice affect
your life?

How do you relate to Anne Frank?

What can we, today, learn from Anne Frank
and her story?

Could the Holocaust occur again?

Appendix C

Know (K) – Want (W) – Learn (L) Worksheet

- Directions:
- (1) Under the "K" column, write any ideas, words, phrases about a young girl named Anne Frank, her diary, or the "Secret Annex".
 - (2) Under the "W" column, write what questions or further ideas you want to learn about Anne Frank, her diary, or the "Secret Annex".
 - (3) Under the "L" column, write anything you have learned about Anne Frank, her diary, and the "Secret Annex".

KNOW (K)

WANT (W)

LEARN (L)

Appendix D

“Dear Kitty”

Name _____ Hour _____ Date _____

Directions: Fill in the blanks with the correct information from the video.

1. According to the video, about _____ million Jews died during the Holocaust.
2. Anne began keeping her diary on June 14, _____.
3. Anne was born on _____ 12, 1929.
4. Hitler’s plan for the Jews was to _____.
5. The Frank family moved to Amsterdam when Anne was _____ years old.
6. The Germans invaded Holland on May 10, _____.
7. What were some of the rules Jews had to follow? _____

8. What event forced the Frank family into hiding? _____

9. The Frank family hid in the attic for over _____ years.
10. Which member of the secret annex survived? _____
11. Anne died in _____, 1945.
12. Adolf Hitler died from _____.
13. What valuable survived the Holocaust? _____

The Committee

Name _____ Hour _____ Date _____

The Committee

You are a member of a government committee who will decide who uses a bomb shelter in the case of a nuclear war. You have a list of ten people from which to choose.

Read through the list below. Choose four (4) of the ten people below who **will NOT** be permitted to use the shelter. You must choose four people otherwise everyone will perish. Give at least three (3) specific reasons for each person you choose as to why you would not include them in the bomb shelter. All members of the committee must agree on the decisions.

Use the back of this sheet to record your decisions and reasons.

1. Lawyer, white, 35 years old
2. Woman who has just been released from a mental hospital
3. Black military soldier, 26 years old
4. Female drug addict who has been clean for 3 years
5. Dairy farmer from a foreign country
6. Pregnant girl, 18 years old
7. Medical technologist
8. College professor
9. Non-English speaking woman, 65 years old
10. Young boy just released from reform school, 14 years old

Appendix F
World War II / Historical Fiction Book List

Aaron – Alex Who Won His War	Myers, A. – Captain’s Command
Aaron – Gideon: A Novel	Myers, W. – Journal of Scott Pendleton Collins
Ackerman – Night Crossing	Napoli – Stones in Water
Allee – Jane’s Island	Nolan – If I Should Die Before I Wake
Avi – Who Was That Masked Man, Anyway?	Nolan – The Spy Who Came From the Sea
Bauer – Rain of Fire	Noonan – McKenzie’s Boots
Bawden – Henry	Orlev – The Man from the Other Side
Booth – War Dog	Osborne – My Secret War
Brady – Say You Are My Sister	Park, L. – When My Name Was Keoko
Bunting – Spying on Miss Muller	Paterson – Jacob Have I Loved
Bykov – Pack of Wolves	Pearson – Looking at the Moon
Chang – In the Eye of War	Pople – Other Side of the Family
Choi – All	Propp – When the Soldiers Were Gone
Cooper, S. – Dawn of Fear	Ramati – And the Violins Stopped Playing
DeJong – House of Sixty Fathers	Rees – The Exeter Blitz
Denenberg – Journal of Ben Uchida	Rinaldi – Keep Smiling Through
Denenberg – One Eye Laughing...	Roth-Hano – Touch Wood
Denenberg – Early Sunday Morning	Rueter – The Boys from St. Petri
Dillon – Children of Bach	Salisbury – Under the Blood-Red Sun
Douglas – The Broken Mirror	Savin – Moon Bridge
Drucker – Jacob’s Rescue	Schnur – The Shadow Children
Duey – Josie Poe; Palouse, Washington, 1943	Sevela – We were Not Like Other People
Duey – Janey G. Blue	Southall – Long Night Watch
Eliot, L.M., - Under a War-Torn Sky	Szambelan-Stevinsky – Dark Hour of Noon
Elmer – all	Taylor – The Bomb
Fife – North of Danger	Temperley – Murdo’s War
Gaeddert – Friends and Enemies	Thesman – Molly Donnelly
Gee – The Champion	Tripp – Meet Molly
Giff – Lilly’s Crossing	Tunis – The Kid Comes Back
Greene – Morning is a Long Time Coming	Uchida – Jar of Dreams
Greene – Summer of My German Soldier	Uchida – Journey Home
Hahn – Stepping on Cracks	Uchida – Journey to Topaz
Heneghan – Wish me Luck	Vander Els – The Bomber’s Moon
Hertenstein – Beyond Paradise	Vos – all
Hesse – Witness	Watkins – So Far from the Bamboo Grove
Hough – Razor Eyes	Westall – Blitzcat
Hotze – Summer Endings	Westall – Fathom Five
Isaacs – Torn Thread	Westall – The Kingdom by the Sea
Laird – Shadow of the Wall	Westall – The Machine Gunners
Levitin – Annie’s Promise	Westall – Time of Fire
Levitin – Journey to America	Williams – Behind the Bedroom Wall
Levitin – Silver Days	Willis – A Place to Claim as Home
Lisle – The Art of Keeping Cool	Wolff – Bat 6
Lisle – Sirens and Spies	Yep – Hiroshima
Lowry – Number the Stars	Yolen – The Devil’s Arithmetic
Manley – She Flew No Flags	Zeinert – To Touch the Stars
Mazer, H. – A Boy at War	
McSwigan – Snow Treasure	
Means – The Moved-Outers	
Morpurgo – Waiting for Anya	
Moskin – I am Rosemarie	
Murphy – Gold Star Sister	

Appendix G

World War II Book Reflection

Assignment: For your book reflection, you will be answering 6 questions and creating a book cover which will evaluate your knowledge and understanding of your book and this time period.

Part I - Questions

1. What was your book about? Use detailed descriptions of the events of your book.
2. Describe a main character in your book.
3. Compare/contrast yourself from a character in the book. Give at least 3 or more comparisons or contrasts from the character.
4. Describe 3 main challenges/difficulties faced by a character in this book.
5. Describe 3 ideas about WWII that were new to you. For example, new events, restrictions, feelings of the people, etc.
6. Give 3 reasons why you would/would not recommend this book to others. Use specific details from your book.

Directions: For each question listed above, you will:

1. Write 1 complete and well-detailed paragraph. Remember paragraphs have at least 5 sentences, include a good introduction sentence, 3+ detail sentences with transitions, and a conclusion sentence to wrap-up your paragraph.
2. Type your paragraphs or write neatly using blue or black ink. NO PENCIL!
3. Follow all rules of grammar, including capitalization and punctuation.
4. Use specific details from the book.
5. Use descriptive words (adjectives, adverbs, etc.)
6. Proofread your writing!

Part II - Book Cover

Directions: You will be creating a NEW book cover for your book on a piece of paper. Your new book cover will look nothing like the current book cover. Your book cover will include:

1. Name of the book and author's name clearly written.
2. A well-thought out picture(s)/scene which reflects the events/ideas/characters in the book.
3. Words, phrases, sentences which would "hook" a reader into reading your book.
4. Completely and neatly colored (including the background) with colored pencils only!
5. Full effort (quick, thoughtless effort will not be accepted).

Due Date _____

World War II Book Reflection - Rubric

Name _____ Hour _____ Date _____

	<u>Points Possible</u>	<u>Points Earned</u>
Part I - Questions		
1. summary of book	5	_____
2. describing a main character	5	_____
3. compare/contrast	5	_____
4. challenges and difficulties	5	_____
5. 3 new ideas	5	_____
6. recommendations	5	_____
 Part II - Book Cover		
1. Name of book/author's name	5	_____
2. Well-thought out picture	5	_____
3. Words, phrases, sentences	5	_____
4. neatly colored	5	_____
 Total:	 50	 _____
 Comments:		

Appendix I

Diary of Anne Frank - Picking Parts Guide Sheet

Name _____ Hour _____ Date _____

Directions: We will be reading the *Diary of Anne Frank* aloud in class. You are responsible for your assigned part on the date in which it will be read. Your responsibility includes reading your part ahead of time in preparation for class and using voice inflection and intonation while reading your part. Points will be earned for preparedness.

Act 1, Scene 1 Date _____	Act 1, Scene 2 Date _____	Act 1, Scene 3 Date _____	Act 1, Scene 4 Date _____
Narrator Miep Mr. Frank Anne's Voice	Narrator Mrs. Van Daan Mr. Van Dann Mr. Frank Mrs. Frank Mr. Kraler Miep Anne Peter	Narrator Mr. Frank Anne Mrs. Frank Mrs. VanDann Mr. VanDaan Peter Margot Mr. Kraler Dussel	Narrator Anne Dussel Mrs. Frank Mr. VanDaan Mr. Frank Margot
Act 1, Scene 5 Date _____	Act 2, Scene 1 Date _____	Act 2, Scene 2 Date _____	Act 2, Scene 3 Date _____
Narrator Mr. Frank Mrs. Frank Dussel Anne Mrs. VanDaan Mr. VanDaan Margot Peter	Narrator Anne Mr. Frank Mr. Kraler Miep Margot Mrs. VanDaan Peter Mrs. Frank Dussel	Narrator Anne Margot Mrs. Frank Dussel Mrs. VanDaan Peter	Narrator Mrs. Frank Mr. Frank Dussel Mrs. VanDaan Peter Margot Miep Mr. VanDaan

Act 2, Scene 4

Date_____

Narrator
Dussel
Mr. Frank
Mr. VanDaan
Mrs. Frank
Peter
Mrs. VanDaan
Anne
Men's Voices

Act 2, Scene 5

Date_____

Mr. Frank
Miep
Mr. Kraler
Anne

Appendix J

The Diary of Anne Frank Vocabulary Sheet

Name _____ Hour _____ Date _____

Directions: Throughout your reading of *The Diary of Anne Frank* you will be encountering many new vocabulary words. Below is a list of those words. This vocabulary sheet will be brought with you to class everyday and placed on your desk for reference.

Act 1, Scenes 1 and 2

- sparsely (p. 348) thinly distributed
- rucksack (p. 348) knapsack or backpack
- blackout (p. 348) no visible light
- compassionate (p. 349) deep sympathy
- capitulation (p. 350) surrender
- portly (p. 348) large, heavy
- conspicuous (p. 351) noticeable
- reserved (p. 352) keeping thoughts to oneself
- mercurial (p. 352) changeable
- loathe (p. 358) hate

Act 1, Scene 3

- intolerable (p. 361) unbearable
- insufferable (p. 361) unbearable
- coeducational (p. 363) boys and girls in an educational setting
- scoffingly (p. 364) sarcastically
- meticulous (p. 368) detail-oriented
- deported (p. 369) forcibly sent away
- subdued (p. 369) controlled

Act 1, Scenes 4 and 5

- fatalist (p. 377) a person who believes in fate
- sustenance (p. 377) food, necessities
- ostentatiously (p. 382) exaggeratedly
- hysterically (p. 384) uncontrolled emotions
- appalled (p. 384) horrified, shocked

Act 2, Scenes 1 and 2

- disgruntled (p. 377) annoyed
- onslaught (p. 370) attack
- foreboding (p. 391) feeling something bad will happen
- pretense (p. 391) a false claim
- animation (p. 395) liveliness
- intuition (p. 395) knowing without reasoning
- gauntlet (p. 396) continue while being attacked from both sides

Act 2, Scenes 3, 4, and 5

- convulsive (p. 403) violent fit
- liberated (p. 403) released
- remorse (p. 404) deep feeling of guilt
- ineffectually (p. 405) not able to produce the desired effect
- purgatory (p. 406) temporary state of punishment

Appendix K

Review Quizzes - *Diary of Anne Frank*

Name_____

Hour_____

Date_____

Act 1, Scenes 1, 2

Vocabulary - Match the correct vocabulary word to the correct definition.

_____ 1. blackout

_____ 2. conspicuous

_____ 3. sparsely

_____ 4. capitulation

_____ 5. compassionate

_____ 6. mercurial

_____ 7. portly

_____ 8. reserved

_____ 9. unabashed

_____ 10. loathe

_____ 11. rucksack

a. hate

b. backpack

c. large

d. obvious or noticeable

e. hate

f. no light

g. not embarrassed

h. surrender

i. deep sympathy

j. keeping thoughts to oneself

k. thinly distributed

Fill in the Blank - Read the questions carefully. Mark the correct answer on the blank.

1. What year did the Frank family begin hiding in the annex?

2. Who gave Anne a diary?

3. In what country is the annex located?

4. Is Anne closer to her mother or her father?

5. What are all Jews required to wear?

6. What does Peter bring with him while in hiding?

Act 1, Scene 3

Name _____

Hour _____

Date _____

Matching - Match the correct vocabulary word with the correct definition.

- | | |
|------------------------|--------------------------------|
| _____ 1. meticulous | a. sent away |
| _____ 2. subdued | b. unbearable |
| _____ 3. insufferable | c. males and females in school |
| _____ 4. coeducational | d. concerned with details |
| _____ 5. deported | e. less intense |
| _____ 6. scoffingly | d. sarcastically |

True or False - Mark "T" for True and "F" for False.

- _____ 1. Anne hopes to become a teacher someday.
- _____ 2. Peter is very concerned about his school work.
- _____ 3. Peter calls Anne "Mrs. Quack Quack" because she looks like a duck.
- _____ 4. Mrs. Van Daan does not let Anne try on her fur coat.
- _____ 5. All members of the secret annex quickly accept Dussel without hesitation.
- _____ 6. This scene occurs in the morning.
- _____ 7. All members of the secret annex are in good health.
- _____ 8. Mr. Dussel is a doctor.
- _____ 9. Beans are the most plentiful food in the secret annex.
- _____ 10. Mrs. Van Daan flirts with Mr. Frank.

Act 1, Scenes 4, 5

Name _____ Hour _____ Date _____

Vocabulary - Match the correct vocabulary word with the correct definition.

- | | |
|-------------------------|----------------------------------|
| _____ 1. appalled | a. exaggerated |
| _____ 2. sustenance | b. emotionally uncontrolled |
| _____ 3. fatalist | c. food and necessities |
| _____ 4. hysterically | d. horrified and shocked |
| _____ 5. ostentatiously | e. a person who believes in fate |

Fill in the blank - Read each question carefully. Mark the correct answer on the blank.

- _____ 1. Who is stealing food?
- _____ 2. Who does Anne confide in?
- _____ 3. What will Anne try harder at?
- _____ 4. What holiday is being celebrated?
- _____ 5. How does Anne make the holiday special for everyone?
- _____ 6. Does Dussel like Mouschi?
- _____ 7. What event happens that stops the celebration?
- _____ 8. Who goes downstairs to investigate?
- _____ 9. Who acts in a hysterical manner?
- _____ 10. What do the inhabitants of the annex do at the end of the scene to calm their nerves?

Act 2, Scenes 1,2

Name _____ Hour _____ Date _____

Vocabulary - Match to the correct definition to the correct vocabulary word.

- | | |
|----------------------|---|
| _____ 1. gauntlet | a. attack |
| _____ 2. foreboding | b. liveliness |
| _____ 3. disgruntled | c. knowing without reasoning |
| _____ 4. pretense | d. a false claim |
| _____ 5. onslaught | e. annoyed |
| _____ 6. intuition | f. being attacked from both sides |
| _____ 7. animation | g. feeling that something bad will happen |

True or False - Mark "T" for a True statement and mark "F" for a False statement.

- _____ 1. The people in the secret annex are blackmailed by the Green Police.
- _____ 2. Anne is concerned that Margot is jealous of her.
- _____ 3. Mr. Van Daan is concerned about the others more than himself.
- _____ 4. Anne cannot talk about her mother with her father.
- _____ 5. The Franks have been hiding in the secret annex for one year.
- _____ 6. Mrs. Van Daan willingly sells her fur coat to help the others.
- _____ 7. Miep brings good news of the invasion to the people in the annex.
- _____ 8. Mr. Dussel insists Mrs. Van Daan cut the cake that Miep brings.
- _____ 9. The people in the annex agree to pay the blackmailer what he is asking.
- _____ 10. Anne and Peter realize they can confide in one another.

Act 2, Scenes 3, 4, and 5

Name _____ Hour _____ Date _____

Vocabulary - Match the correct definition with the correct vocabulary word.

- | | |
|------------------------|--|
| _____ 1. purgatory | a. feeling guilty |
| _____ 2. liberated | b. violent fit |
| _____ 3. convulsive | c. temporary punishment |
| _____ 4. remorse | d. not able to have the desired effect |
| _____ 5. ineffectually | e. freed |

Multiple Choice - Read each sentence carefully. Mark the correct answer on the line.

- _____ 1. How many inhabitants of the annex survived?
a. 1 b. 2 c. 3
- _____ 2. What does Anne do in her last minutes in the annex?
a. cry b. faint c. write in her diary
- _____ 3. Who acts in a surprising manner?
a. Mrs. Van Daan b. Anne c. Mrs. Frank
- _____ 4. How does Anne feel in the concentration camp?
a. sad b. happy c. worried
- _____ 5. What do the inhabitants of the secret annex do about Mr. Van Daan?
a. throw him out b. let him stay c. throw his whole family out
- _____ 6. Who told the police that people were hiding in the annex?
a. Miep b. the thief c. the factory worker
- _____ 7. What event brings hope to the secret annex?
a. the invasion b. more food c. Mr. Kraler is better
- _____ 8. Who never lost faith in the goodness of man?
a. Mr. Frank b. Miep c. Anne

Appendix L

Vocabulary Bingo (Example Card)

purgatory	subdued	pretense	portly	foreboding
hysterically	ineffectually	disgruntled	coeducational	appalled
conspicuous	deported	Free Space	blackout	animation
convulsive	sparsely	insufferable	onslaught	remorse
rucksack	sustenance	compassionate	intolerable	intuition

Diary of Anne Frank – Reflective Journals Worksheet

Name _____ Hour _____ Date _____

Directions: While we read *The Diary of Anne Frank*, we will be connecting to the events in the play through journal writing. You will be completing each journal entry listed below. Your teacher will inform you of when each one needs to be completed. Journal entries must be at least $\frac{1}{2}$ page in length. Your journals must be complete and thorough. In other words, take time and reflect upon what you are being asked before you write. Correct spelling, grammar, and sentence structure is required. Neatness counts!

1. Anne immediately feels different feelings for the members of the Secret Annex when she arrives. Explain a time in which you met someone and you had an instant connection to that person. Or explain a time when you did not make an instant connection with somebody. What was the situation, and how did you feel?
2. Living in the Secret Annex will be difficult for the inhabitants because they have not had to share space like this before. Describe what it feels like when you have to share living space with somebody else. What is easy? What is difficult?
3. Anne and the others are only allowed to bring a few items with them into the Secret Annex. If you could only bring a few things with you, what would you bring? What items could you not live without? Why?
4. Is Anne a coward? Why or why not? Have you ever felt afraid or felt like a coward? Explain a circumstance.
5. Anne surprises everyone in the Secret Annex with Hanukkah gifts. Describe a gift you have ever given or received that is very precious to you. What was it? Describe the situation.
6. Anne and the others spend much of their days in the Secret Annex reading and studying. Put yourself into Anne's shoes and describe how you would feel during these long days. What would you read? How would you get through the day? What would you think about?
7. Mr. Van Daan does something very surprising. If you were living in the Secret Annex, how would you have reacted to this situation? Has your opinion changed about him? Have you ever been in a situation where somebody did something surprising or unexpected? Describe the situation.
8. *The Diary of Anne Frank* is one of the most widely read books in the entire world. Why do you think it is so popular? What can you learn by reading about her life?

9. One of Anne Frank's most remembered statements is "In spite of everything, I still believe that people are good at heart." What do you think this means? Do you agree or disagree with this statement?

10. Using a non-lined piece of paper and your colored pencils, create a cover for your journal entries. Your cover should represent the thoughts and feelings held within your writing. Give your cover a title. Neatness counts!

Appendix N

Diary of Anne Frank - Final Test

Name _____ Hour _____ Date _____

Part 1 – Vocabulary

Directions: Read each statement carefully. Choose the correct vocabulary word from the word bank below to complete the sentence.

1. Many Jewish people were _____ to concentration camps.
2. When males and females are together in a class, it is described as a _____ class.
3. Mrs. Van Daan was a _____ and believed she did not have any control over the future.
4. A person who changes his/her mind and emotions often is said to be _____.
5. When she heard a very funny joke, she laughed _____.
6. The inhabitants of the Secret Annex had to rely upon Miep for their food or _____.
7. Margot was very precise and _____ about her school work.
8. When the war ended, survivors in the concentration camps were _____.
9. Because there was not much furniture in the annex, it can be described as _____ furnished.
10. I am afraid of snakes, and I really _____ them.
11. A temporary place of punishment is called _____.
12. The inhabitants of the Secret Annex were _____ when they learned Mr. Van Daan was stealing food.
13. Anne was very lively and showed a lot of _____ in her actions.
14. Susan sarcastically or _____ made a comment to Sara.
15. Jews had to wear a Star of David clearly on their clothing so that it was _____.
16. Miep is described as _____ because she cared for the people in the Secret Annex.
17. The student wanted to show off, so she danced _____ around the classroom.
18. Mr. Van Daan felt _____ for stealing the food from the others.
19. Mrs. Frank did not often show her true feelings, so she is described as being _____.
20. Anne at times felt Mrs. Van Daan was _____ and _____. It was unbearable at times.
21. Anne was _____ about her actions, but her mother was often embarrassed by her actions.
22. Anne need to be sure that her emotions were under control or _____.
23. When the boy did not get the toy at the store, he went into a _____ cry.
24. Anne was _____ at all of Mr. Dussel's habits.
25. I had a hard time understanding the speaker because he spoke _____.

sparsely	rucksack	blackout	compassionate
compassionate	capitulation	portly	conspicuous
reserved	mercurial	unabashed	loathe
intolerable	insufferable	coeducational	scoffingly
meticulous	deported	subdued	fatalist
sustenance	ostentatiously	hysterically	appalled
disgruntled	onslaught	foreboding	pretense
animation	intuition	gauntlet	convulsive
liberated	remorse	ineffectually	purgatory

- a. the first scene b. the last scene c. the first and last scenes

- _____ 8. The playwrights want us to believe that
- a. we are watching Anne write the diary
 - b. we are watching Mr. Frank read the diary
 - c. we are watching Miep read the diary
- _____ 9. Mrs. Frank does not want Anne to shut the door of Peter's bedroom when she goes in there because
- a. she does not want to give Mrs. Van Daan the excuse to say anything about Anne
 - b. She thinks Anne is too young to be going into Peter's room
 - c. She doesn't think Peter is good enough for her
- _____ 10. When the idea of Dussel coming into the Secret Annex is presented, the reaction is
- a. overwhelmingly accepting
 - b. some concern, especially concerning the amount of food available
 - immediate turning down of the idea

Appendix O
Holocaust Vocabulary

1. Holocaust
2. Final Solution
3. Death Camp
4. Genocide
5. Fascism
6. Ghetto
7. Anti-Semitism
8. Lebensraum

9. Gestapo

10. Kristallnacht (Night of Broken Glass)

11. Fuhrer

12. Nuremberg

13. Aryan

14. Crematorium

15. Nazi

16. Swastika

17. Pogrom

Holocaust Vocabulary Quiz

- | | |
|-------------------|------------------|
| A. Anti-Semitism | I. Ghetto |
| B. Aryan | J. Holocaust |
| C. Crematorium | K. Kristallnacht |
| D. Fascism | L. Lebensraum |
| E. Final Solution | M. Nazi |
| F. Fuhrer | N. Pogrom |
| G. Genocide | O. Swastika |
| H. Gestapo | |

- _____ 1. Racial term used by the Nazis to describe a “race” they believed to be superior.
- _____ 2. The secret police set up by the Nazis in 1933 to eliminate opposition to Hitler and the Nazi party.
- _____ 3. Discrimination or persecution of Jews.
- _____ 4. The systematic elimination of a people or nation.
- _____ 5. Form of government that combines agriculture, industry and government to help the average citizen.
- _____ 6. Night of Broken Glass
- _____ 7. National Socialist German Workers Party
- _____ 8. Organized act of persecution or massacre
- _____ 9. Leader
- _____ 10. Living Space
- _____ 11. Term used to refer to the systematic murder of 6 million Jews by the Nazis between 1933 and 1945.
- _____ 12. The section of a city where Jews were forced to live.
- _____ 13. Nazi term for the annihilation of the Jews in Europe.
- _____ 14. Symbol of the Nazi party
- _____ 15. Furnaces where human bodies were burned.

Appendix Q

How Did the Holocaust Occur?

Persuading the German People

How was Hitler able to win over millions of Germans to the Nazi cause? His success began with the desperate situation of the German people after 1929. As you know, in that year the worldwide economic depression began. The depression also financially ruined millions of Germans. They had already suffered financially during World War I and in the early 1920s. Once again their businesses went bankrupt, or they were let go from their jobs. They stopped believing in democracy. Many Germans were ready to listen to the messages on the Nazi posters that said, "Hitler, Our Last Hope."

Hitler's great skill as a speaker helped influence the German people. At huge rallies, he stirred the emotions of tens of thousands of people. He was one of the first politicians who took advantage of the radio and reached an audience of millions. Hitler knew how to appeal to the German national feeling (nationalism) and to mix that appeal with attacks on Jews.

Hitler used anti-Semitism to tell different groups of Germans what they wanted to hear. He did not tell them the truth. He told the nation that the Jews were responsible for Germany's defeat in World War I. He told the business people that Jews favored communism. He told German workers that the Jews were the business people who were taking advantage of them. Through his emotional speeches, Hitler persuaded the German people to blame their problems on the Jews. Hitler, as the Nazi leader, identified Jews as a race. This is incorrect. He defined this Jewish race as "inferior" and told Germans that Germans were "racially superior" to the "inferior" Jews.

Hitler used violence against those people who spoke out against him. He sent Nazi storm troopers into the streets to beat up his opponents. These actions helped Hitler and the Nazis win control of the German government in January 1933. Once they had power, they used it brutally.

The Nazi Dictatorship and the Jews

Hitler became Chancellor of Germany by legal means. He rose to power according to the rules of Germany's democratic system. The people elected him. However, his first goal when he became chancellor was to destroy democracy in Germany.

He succeeded in a matter of months. In February of 1933, the German parliament building burned down. The Nazis blamed the fire on another political party. The Nazis then instituted emergency acts to end freedom of speech and other freedoms.

In March 1933, the Nazi government passed a new law that gave Hitler total power for four years. At the same time, the government set up its first concentration camp. It was called Dachau.

Hitler used his power to completely end Germany's democracy. Germany's people had failed to defend their democracy against the Nazis. As a result, the German people soon lived under a dictatorship.

"Don't Buy From Jews"

Germany's Jews began to suffer immediately. In March 1933, Nazi storm troopers attacked Jews on the streets of Berlin, Germany's capital. Gangs of five to thirty often attacked a single person.

In April, the Nazi government announced that Germans should boycott Jewish businesses for one day. To boycott is to refuse to do business or associate with a certain individual or group. Storm troopers stood in front of Jewish-owned stores with signs stating "German people, defend yourselves. Don't buy from Jews." They painted anti-Jewish slogans of the word "Jew" on shop windows. Germans who dared to shop in Jewish stores were insulted and often beaten.

The Violence Continues

After the boycott, violence against the Jews continued. The violent acts of the Nazi storm troopers frightened Germans and Jews alike. It also helped to push Jews out of German society. The violence stirred up anti-Semitism and hatred towards Jews. Many Jews were murdered or arrested on German streets. Jews had to wear a yellow six-pointed star on their clothing. (This is the Star of David; it is the holy symbol of Judaism.)

The Nazi government had already built its first concentration camp, called Dachau. The Nazis murdered four thousand Jews in a two-week period at the Dachau concentration camp. In May, the Nazis burned thousands of books at a huge bonfire in front of the Berlin Opera House. Some of the burned books were by Jewish authors. Other books burned were written by non-Jewish authors who sympathized with the Jewish people. The book burning clearly was more than an attack on Jews. It was a warning to anyone who opposed the Nazis.

During 1933, quotas were set up that greatly limited the number of Jews who could attend public schools. Thousands of Jewish children had to leave their schools. They attended private schools that the Jewish community quickly set up. The Jewish children who remained in the public schools found themselves under constant attack.

The Nuremberg Laws

By the end of 1933, there were signs on thousands of roads, shops, and other places with the message “Jews not wanted.” During 1934, a campaign took shape to create “Jew free” villages. Mobs of Nazi supporters entered villages and dragged Jews from their homes. They whipped, beat, and insulted their victims. Some were cruelly murdered.

Thousands of Jews lost their jobs. A decree (government statement) said that Jews could not inherit farms. Jews found it impossible to keep their businesses alive because of the boycotts and violence.

In the spring of 1934, all “non-Aryans” were banned from serving in the military. By then there were laws forbidding Jews to do most of the things people often take for granted. For example, Jews could not go to public parks, use public swimming pools, or even own a dog.

In September 1935, the Nazi party held a meeting in the town of Nuremberg. They announced two new laws. The first law said that only a person of “German or related blood” could be a German citizen. This law stripped the Jews of their German citizenship. The second law was called the “Law for Protection of German Blood and German Honor.” It made marriage between Jews and other Germans illegal. Severe punishment awaited anyone who dared to violate the law.

The Nuremberg laws took away all of the civil rights of Germany’s Jews. The laws also completely separated them from the rest of society. There was little the Jews of Germany could do to defend themselves.

Many people believe that the Nazis, at first, intended to try to force Germany’s Jews to leave Germany and ultimately, Europe. This “Final Solution” of ridding Europe of Jews was claimed by the Nazis to be the solution to all of Europe’s problems. But the Nazis soon learned that most Jews were not economically able to leave, nor was any other country willing to accept large numbers of Jewish refugees. The Depression was still affecting the world.

Nazi Propaganda and Terror

As the campaign against the Jews mounted, millions of German people joined in. They loved Hitler and were prepared to do whatever he said. A store across the street from his home put up a sign

stating “The Jews are our misfortune.” A mob of teenagers beat up religious Jews and set their beards on fire.

Why did people who had previously not had hatred towards Jews join in anti-Semitism? One reason is that the Nazis were masters of propaganda. Propaganda is the spreading of false information to purposely mislead people.

The main organizer of the Nazi propaganda was Joseph Goebbels. He controlled and used films, books, radio, newspapers, and even the German educational system to promote the Nazi cause. Nazis changed the curriculum in schools with the intention of creating more members of the Nazi party. After school, millions of German children went off to the Nazi party’s youth organization, called the Hitler Youth.

Goebbels helped turn Hitler into a godlike figure in the eyes of the German people. Goebbels also convinced the people to hate Jews as much as they loved Hitler. No lie was too big for Goebbels. Through the use of propaganda, the Nazis told big lies about the Jews and convinced the German people to believe them.

The Gestapo and the SS

The Nazis had several methods of terror that they used to enforce their power. The most important of them were the Gestapo and the SS. The Gestapo was a police force that the Nazis set up in early 1933. However, the Gestapo was not an ordinary police force. Its mission was not to protect German citizens. Its job was to eliminate all opposition to Hitler and the Nazis. The Gestapo used brutal methods when it arrested and questioned people. Between 1933 and 1945, the Gestapo committed murder and participated in every crime of the Nazi government. The Gestapo was part of a larger and even more deadly organization called the SS. The SS began in the 1920s as a few men who served as a special guard for Hitler. After 1933, it became the most active method to cause Nazi terror. By 1939, the SS had over 250,000 men.

The SS was headed by Heinrich Himmler. Himmler and the SS spread terror throughout Nazi-controlled Europe. By the early 1940s, much of Europe was under its control. The SS controlled Germany’s police and had its own military units. It was the SS that took charge of the extermination of Jews. It rounded up Jews and controlled the death camps where they were murdered. The SS was the most efficient killing machine in history.

The Night of the Broken Glass

Since the Nazis came to power in 1933, they persecuted Germany’s Jews. In less than six years, Jews in Germany lost all of their rights. Hundreds of Jews were being murdered on Germany’s streets or in concentration camps.

By November 1938, about 30 percent of Germany’s Jews had emigrated. Then on November 9, came Kristallnacht (Night of the Broken Glass). As the Nazi mobs shattered the glass in Jewish homes and stores, they also shattered the last bit of hope that Jews had for a future in Germany.

The most common targets of the mobs were Jewish synagogues and the religious objects inside. Every synagogue has at least one copy of the Torah in the form of two large scrolls. It is kept in a wooden closet called an ark. The mobs took special pleasure in destroying these Holy Scriptures.

The Results of Kristallnacht

The results of Kristallnacht were disastrous for Germany’s Jews. Ninety-one were killed and thousands more were beaten and tortured. In just one day, the Nazis destroyed over 7,000 Jewish-owned shops and businesses. The mobs burned over 300 synagogues to the ground.

During and immediately after Kristallnacht, the Nazis arrested over 30,000 Jews. They sent them to Dachau and two other concentration camps. Finally, the German government fined the Jewish community one billion marks (the German currency). The government declared that the Jews were responsible for the riots and should pay for the cleanup costs.

After Kristallnacht about 150,000 Jews fled Germany. However, those who settled in neighboring countries in Europe did not go far enough. In September 1939, Nazi Germany's invasion of Poland marked the beginning of World War II. Suddenly over three million Polish Jews were in the same terrible situation as Germany's Jews.

Jews had lived for hundreds of years in France, Belgium, Holland, Czechoslovakia, and other countries in Europe. They considered these countries their homelands. But when the Germans invaded and conquered these countries, Jews across these countries found themselves trapped with nowhere else to turn.

How did the Holocaust Occur Worksheet

1. What is anti-Semitism?
2. How did Hitler destroy democracy in Germany?
3. What was the first concentration camp and when was it set up?
4. How did the Nuremberg laws push Jews out of Germany?
5. What does “decree” mean?
6. What is propaganda?
7. What role did the Gestapo and SS play in Nazi Germany?
8. Who was the Gestapo?
9. Who were the SS?
10. Who headed the SS?
11. When was Kristallnacht?
12. What was the impact of Kristallnacht on the Jewish community in Germany?
13. Why do you think the Nazis targeted Jewish synagogues for destruction?

Point of View Essay

Describe life in a German concentration camp

Required:

4 complete paragraphs with good topic sentences

- a. introduction
- b. prisoner – life of
- c. guard – life of
- d. conclusion

Use correct spelling and punctuation

Indent

Use third person (the prisoner, the guard, etc.)

Make a web for each paragraph

Be neat

Appendix T

Point of View Essay Rubric

	Points Possible	Points Earned
Ideas		
Details of a prisoner's life	5	_____
Details of a guard's life	5	_____
Introduction	3	_____
Conclusion	3	_____
Conventions		
Spelling and Punctuation	5	_____
Organization and Complete Paragraphs	5	_____
Webs		
Complete for all paragraphs	4	_____
Overall Presentation		
Neatness	5	_____

Total Possible: 35 Total Earned: _____

Comments:

Varian Fry Project

Imagine you are Varian Fry. Draw a map that includes at least western Europe and the United States to plan an escape route for Jews (6 in a group) leaving from Marseilles, France. You need to plan the route from Marseilles, France to New York, New York. Your map should include your intended route (marked by arrows).

Write at least a three-paragraph summary of your escape plan. It should include all of the necessary details. What is your source of food supply? What methods of transportation will be used? How will they be arranged? What is your source of money? How will the Jews be disguised or hidden? If you plan to go via North Africa, you need to be careful of the Germans patrolling the Mediterranean Sea. If you are planning an escape through Spain and Portugal don't forget to include how you intend to cross the mountains.

This project needs to be set during World War II.

Hint: You cannot e-mail your friends to help you or have the escapees get on a 747 Jumbo Jet!

Appendix V
Rubric for Varian Fry Project

	Points Possible	Points Earned
Summary:		
Ideas		
Accuracy to Time Period	5	_____
Details	10	_____
Conventions		
Spelling and Punctuation	5	_____
Organization and Complete Paragraphs	5	_____
Map:		
Accuracy to Time Period	5	_____
Route Shown	5	_____
Labels	10	_____
Overall Presentation		
Neatness	5	_____

Total Possible: 50 Total Earned: _____

Comments:

Holocaust Review Sheet

Anti-Semitism
Aryan
Concentration Camp
Crematorium
Dachau
Death Camp
Decree
Der Fuhrer
Fascism
Final Solution
Fuhrer
Genocide
Gestapo
Ghetto
Adolf Hitler
Holocaust
Internment
Kristallnacht
Lebensraum
Nazi
Nuremberg Trials
Pogrom
Propaganda
SS
Swastika
Varian Fry

Holocaust Test

Part I. Matching.

- | | |
|-------------------|---------------------|
| I. Anti-Semitism | K. Ghetto |
| J. Aryan | L. Holocaust |
| K. Crematorium | M. Kristallnacht |
| L. Death Camp | N. Lebensraum |
| M. Decree | O. Nazi |
| N. Fascism | P. Nuremberg Trials |
| O. Final Solution | Q. Pogrom |
| P. Fuhrer | R. Propaganda |
| Q. Genocide | S. SS |
| R. Gestapo | T. Swastika |

- _____ 1. Racial term used by the Nazis to describe a “race” they believed to be superior.
- _____ 2. The secret police set up by the Nazis in 1933 to eliminate opposition to Hitler and the Nazi party.
- _____ 3. Hitler’s special guard whose duty was to exterminate Jews.
- _____ 4. Discrimination or persecution of Jews.
- _____ 5. The systematic elimination of a people or nation.
- _____ 6. Form of government that combines agriculture, industry and government to help the average citizen.
- _____ 7. Night of Broken Glass
- _____ 8. National Socialist German Workers Party
- _____ 9. Organized act of persecution or massacre
- _____ 10. Nazi centers of murder and extermination.
- _____ 11. Leader
- _____ 12. Living Space

- _____ 13. Term used to refer to the systematic murder of 6 million Jews by the Nazis between 1933 and 1945.
- _____ 14. The section of a city where Jews were forced to live.
- _____ 15. Trials held after World War II to punish those who were involved in the Holocaust.
- _____ 16. Nazi term for the annihilation of the Jews in Europe.
- _____ 17. Symbol of the Nazi party
- _____ 18. The spreading of false information to purposely mislead people.
- _____ 19. A government statement.
- _____ 20. Furnaces where human bodies were burned.

Part II. Essay. (20 points)

Write at least a 3-paragraph essay that answers the question: “What was the Holocaust?” Be as detailed as possible. Remember that a paragraph has at least 5 complete sentences.