The Literature & Thought series contains literature that challenges the reader, promotes critical thinking, and encourages independent exploration of genres, themes, and issues. Books in each of the three series strands are listed below.

**LITERARY GENRES**
- Ecology
- Fantasy
- Humor
- Mystery
- Mythology
- Science Fiction
- Sports

**LITERARY THEMES**
- Decisions
- Family
- Friendship
- Heroes
- Identity
- Justice
- Survival

**LITERARY APPROACHES TO HISTORY**
- American Frontiers
- Civil Rights
- The Harlem Renaissance
- The Civil War
- The Great Depression
- The Holocaust
- The Immigrant Experience
- Vietnam & The Sixties

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Features of the Student Book

Introducing the Theme

Preface The Preface introduces the student to the Essential Question of the book. This question, together with the cluster questions and thinking skills, will guide student reading throughout the anthology. Use the Preface to set a purpose for reading.

Prologue The Prologue combines a strong visual image with a thematically relevant poem or quotation. The Prologue is designed to stimulate discussion and to set the tone for study of the anthology.

Creating Context The Creating Context section contains several features such as an essay, map, and timeline, as well as a concept vocabulary page. These features will create a framework for learning and provide an opportunity to access prior knowledge.

The Selections

Clusters The anthology is divided into four or five clusters of selections. The selections offer a mixture of fiction, nonfiction, poetry, and drama.

Cluster Questions and Thinking Skills The selections in all but the last cluster are grouped around a cluster question and thinking skill, which are stated on the cluster opening page. Reading the selections in the cluster will help students answer the cluster question as well as exercise the thinking skill.

Responding to the Cluster Rather than interrupting the flow of reading with questions after every selection, Literature & Thought anthologies present discussion questions at the end of the cluster. Many of these discussion questions address more than one selection, giving students the opportunity to consider a group of literary selections as a whole rather than as unconnected parts. These questions can also be used as prewriting prompts for the writing activity that follows the cluster questions.

Writing Activity All but the last cluster end with a writing activity that integrates the cluster question with the thinking skill.

The Final Cluster

The Final Cluster Having practiced several thinking skills and with a core of literature behind them, students should be able to approach the final cluster of selections independently.
Features of This Teacher Guide

Planning and Scheduling Options  Strategies for planning a 4- to 6-week unit, a 1- to 2-week unit, or using the student book in conjunction with a novel.

What Do You Know? (anticipation guide)  To assess your students’ prior knowledge of the Holocaust, administer the anticipation guide on page 67.

Teaching Strategies for Introducing the Theme  To set the purpose for reading, use the resources for teaching the Preface; use the Prologue for setting the tone of the theme study; and use the Creating Context section for setting the framework, or context, of the unit.

Teaching the Critical Thinking Skill  Each cluster in the teacher guide begins with a lesson plan and handout/overhead for modeling the cluster thinking skill.

Cluster Vocabulary Handouts and Tests  Students can use the reproducible vocabulary sheet to reference challenging words in each selection and to prepare for the Cluster Vocabulary Tests.

Selection Resources  Every selection in the student book has the following teacher supports: selection summaries, reading hints, thinking skills, extension activities, discussion questions with suggested answers, and special focus sections that provide historical, literary, or bibliographical background on the selections.

Responding to the Cluster  This resource page provides sample answers to the cluster questions.

Writing Activity Reproducible Sheet  This graphic organizer integrates the writing activity and the cluster critical thinking skill.

Suggestions for Teaching the Final Cluster  The final cluster provides an opportunity for students to demonstrate their mastery of the content knowledge and thinking skills. Look for the following features: a final cluster planning guide, cluster vocabulary, selection teacher support, and handouts to help with research, writing, and project ideas.

The Essay Prompt  This open-book essay prompt is based on the essential question of the anthology. Use it as a culminating essay test. You may want to give extra credit to students who correctly use Concept Vocabulary words and words from the Cluster Vocabulary Sheets.

Rubric  Use or adapt the sample rubric prior to assigning, and while assessing, student writing.

Assessments

- Discussing the Selection  Use the discussion questions to assess student understanding of the selections.
- Responding to the Cluster  The questions on the Responding to the Cluster pages can be used as informal assessments of the cluster content as well as the thinking skill.
- Cluster Vocabulary Tests  These 10-point vocabulary tests assess student understanding of key vocabulary words.
- Writing Activities  Writing activities are ideal for assessing student understanding of the content and thinking skills of each cluster.
- Essay Prompt  Use the final essay prompt to assess student understanding of the essential question of the theme study.
Introducing the Theme

Teaching the Preface (page 3)

Could a Holocaust Happen Here?

The question above is the essential question that students will consider as they read Voices of the Holocaust. The literature, activities, and organization of the book will lead them to think critically about this question and to develop a deeper understanding of the Holocaust.

To help students shape their answers to the broad essential question, they will read and respond to five sections, or clusters. Each cluster addresses a specific question and thinking skill.

- **Cluster One** How could the Holocaust happen? Analyzing
- **Cluster Two** How were victims oppressed? Comparing/Contrasting
- **Cluster Three** Was there resistance? Generalizing
- **Cluster Four** Why should we remember? Synthesizing
- **Cluster Five** Thinking on your own

Notice that the final cluster asks students to think independently about their answer to the essential question—Could a holocaust happen here?

Discussing the Preface Review the Preface with students. Point out the essential question as well as the cluster questions addressed in each cluster. You may want to revisit the essential question after students complete each cluster. The last cluster addresses the essential question directly.

Teaching the Prologue (pages 4–5)

About the Image This photo documents the forcible removal of Jews from the Warsaw ghetto in 1940. The German army had earlier confined more than 400,000 Jews in the crowded ghetto. Many Jews died from starvation and disease, and about 300,000 more were sent to concentration camps.

The boy with his arms raised is Tsvi Nussbaum. He was sent to Bergen-Belsen camp, where he watched four generations of his family die. Tsvi survived the Holocaust and later emigrated to New York and became a physician.

Discussion the Image
- What do you know about the Holocaust?
- There are two groups in the photo: people and soldiers. Describe the makeup of each group.
- Who do you think took this photograph?
- Why do the people have their arms raised?
- Where do you think the boy with his hands up is going?

About the Text Martin Niemöller, the author of the famous speech “First they came for the Jews . . . ,” had originally welcomed the Nazi rise to power. But by 1934, he was disillusioned by Hitler and became the main figure in the Evangelical Church’s opposition to the Nazis. Arrested for “malicious attacks against the state,” he spent many years in the Dachau and Sachsenhausen camps. After the war Niemöller became a pacifist and advocated a neutral, disarmed, and reunited Germany.

Discussing the Text
- What do you think the speaker means when he says “they came for” the Jews or other groups?
- Why does the speaker not “speak out”?
- Why do they come for a separate group each time?
- What do you think is the speaker’s point?
What Do You Know? (Anticipation Guide)

Discuss the following true false statements with your students to assess their knowledge of the Holocaust. The same questions are provided in reproducible form on page 67 of this teacher guide. Suggested answers are provided on page 68.

True or False

___ Only Jews were victims of the Holocaust.
___ The persecution of Jews was the cause of World War II.
___ Adolf Hitler believed that people of northern European descent were superior to other ethnic groups.
___ Nobody helped the Jews of Europe escape from the Nazis.
___ The Holocaust was the first time that the Jews were victims of oppression.
___ The Holocaust could never happen again.

Teaching the Creating Context Section (pages 9–14)

Use these Creating Context features to access students’ prior knowledge and build background about the Holocaust.

Anti-Semitism: A History of Hate (pages 9–10) This essay briefly explains the history of anti-Semitism in Europe. The essay culminates with a description of Hitler’s “Final Solution.” Use the following discussion questions to introduce the topic of anti-Semitism.

- Define prejudice.
- What other forms of prejudice do you know about?
- What do you know about anti-Semitism today?

Map of Concentration Camps and Killing Centers (page 10) Have students study the map of the concentration camps and the killing centers. Use the following question to open discussion on the map.

- Why do you think the Germans placed the “killing centers” outside of Germany, mainly in occupied Poland?

Faces of the Holocaust (page 11) Have students study the images and captions on the “Faces of the Holocaust” page. Use the question below to open discussion on the individuals shown.

- Have you seen or heard of any of these people before? Tell what you know about them.

Timeline (pages 12–13) Students can use the timeline to get an encapsulated view of the Holocaust as well as to gain perspective to the selections in Voices of the Holocaust. Use the following activities to engage students in the content of the timeline.

- Prepare a classroom timeline to record the approximate time and place of the selections in Voices of the Holocaust.
- Assign each student 1 or 2 months of a year and have them read what happened. Have students record historical details in their journals throughout the unit study.

Concept Vocabulary (page 14) The terms on this page are important to understanding the Holocaust.

- Discuss terms that may be new to students.
- Have students record new concept words in a journal as they read the anthology.
CLUSTER ONE
Analyzing

I. Present this definition to students.
In analyzing you break down a topic or subject into parts so that it is easier to understand.

II. Discuss with students how they already use analysis by sharing the situations below.
You use analysis when
• you study the good moves of an outstanding athlete.
• you pick out a new hair style or go shopping for new clothes.
• you learn the rules for a new game or learn how to use new software.

You might invite students to suggest other situations where analysis would be used.

III. Explain to students that they will analyze the selections in Cluster One to determine the roots of the Holocaust. Use the following steps to show how to analyze a selection.

A. Use the reproducible “Analyzing the Roots of the Holocaust” on page 11 as an overhead transparency or blackline master.

B. Show how a reader analyzed Model A to determine attitudes that were prevalent in German society and that helped fuel the Holocaust.

C. Ask students to analyze Model B. Help students find the following passages, and share how these passages reveal attitudes at the root of the Holocaust.

• Using the phrase “good-for-nothing Jewboy” stereotypes all Jews as “good-for-nothing.” You might introduce the term stereotyping at this time.
• The sentence “First you ruin our business with your department stores, then you rob us on top of it!” shows how the woman blames an entire group for her problems.
• The sentence “Just you wait, Hitler will show you yet!” shows how much appeal Hitler’s anti-Semitism has for the German masses.
Analyzing the Roots of the Holocaust

Cluster Question: How could the Holocaust happen?

Analysis: With analysis you break down a topic or subject into parts so that it is easier to understand.

Directions: Notice how a reader analyzed Model A and highlighted attitudes that helped fuel the Holocaust. Notice also the way the reader explained the highlighted text. Analyze Model B for similar attitudes and roots.

Model A

Hitler’s hatred of Jews didn’t dampen his image in most people’s minds. Good Aryans paid little attention to their hero’s darker side. Few of them objected to the many unfair laws that were now being forced upon the Jews. One of the newest demanded that all German Jews use only Jewish first names. If you were Jewish with a common first name like Karl or Heidi, the Nazis said you must change it to something “obviously Jewish” like Abraham or Sarah so you could be identified more easily.

All across Germany, the fate of the Jews was beginning to look more and more bleak. Headlines like this one screamed off the pages of the Völkischer Beobachter, the Nazi Party newspaper:

JEWS, ABANDON ALL HOPE!  
OUR NET IS SO FINE THAT THERE IS NOT A HOLE THROUGH WHICH YOU CAN SLIP.

(from “Serving Mein Führer,” page 26)

Model B

“This good-for-nothing Jewboy here broke my shop window,” she told everyone who cared to listen. “He wants to rob me.” She turned to Friedrich. “But you didn’t quite make it this time, did you. Because I’m always watching. I know you, you won’t get away from me. You pack of Jews, they should get rid of you. First you ruin our business with your department stores, then you rob us on top of it! Just you wait, Hitler will show you yet!” And she shook Friedrich violently.

(from “The Ball,” pages 17–18)
Cluster One Vocabulary

Watch for the following words as you read the selections in Cluster One. Record your own vocabulary words and definitions on the blank lines.

The Ball pages 16–19
Herr German term for Mr. or Sir
insinuation criticism; an indirect suggestion meant to discredit someone
surveyed looked over

Serving Mein Führer pages 20–27
arrogant too proud; boastful
bleak cheerless; depressing
fleeting short-lived; soon gone
goose-stepping marching with stiff-kneed and straight-legged steps
high mass an important religious service in which main beliefs are celebrated
invincible unbeatable
punctuated broken or interrupted at intervals
swastika ancient cross-like symbol with four bent arms. The Nazis reversed the direction of the arms.

Family Album pages 28–29
cattle-cars railroad freight cars used to transport livestock
composed calm; quiet
engraved fixed in the mind
precipice steep cliff

An Anti-Semitic Demonstration pages 30–31
blue number a serial number tattooed on all concentration camp prisoners. This number was a person’s only source of identification.
indistinct blurred; unclear

Broken Glass, Broken Lives pages 32–37
affidavit sworn statement
cajoled flattered; charmed
embassy offices of a nation’s official representative to another country
furtive secret; clandestine
Gestapo Hitler’s secret police
quota portion; number of immigrants legally allowed to enter the United States
spontaneous spur of the moment; unrestrained
trepidation fear; anxiety
tumult disturbance; chaos

Crystal Night pages 38–39
shards pieces or fragments of brittle substance such as glass or pottery
synagogue Jewish place of worship

Address Unknown pages 40–53
abated trailed off; calmed down
baser lower; more evil
Jew-baiting abusing Jews
Junker member of the former aristocratic class in Prussia. Junkers tended to hang on to their privileges and to resist change.
pillage loot
pogrom systematic killing; massacre
predominate prevail; here, outnumber others
Prussian related to Prussia, a powerful military nation that became part of Germany
quickening coming to life
regime government; administration
vogue faddish; popular
zealot person who gets carried away with enthusiasm for a belief or a cause; fanatic
The Ball  by Hans Peter Richter, pages 16–19

Summary
Friedrich, a Jewish boy, and the narrator, a non-Jewish boy, are playing ball in the street. The narrator throws the ball to Friedrich, who isn’t watching, and the ball breaks a storefront window. Despite the narrator’s objections that he threw the ball, the woman owner of the store creates a scene, accusing the “Jewboy” of planning to rob the store. While a policeman escorts Friedrich away, Friedrich’s father happens along. After listening to the woman, Friedrich’s father offers to pay for the broken window immediately.

Vocabulary
Herr  German term for Mr. or Sir
insinuation  criticism; an indirect suggestion meant to discredit someone
surveyed  looked over

Discussing the Short Story
1. What does the woman call the boys? (Recall) Thieves! Burglars!
2. According to the woman, how are the Jews ruining her business? (Recall) They are running department stores. (You may want to explain to students that many people blamed Jews when hard times came. They believed that the Jews were getting rich at their expense.)
3. The policeman arrives to find out the truth. How does he use his authority? (Analysis) He ignores the narrator’s testimony. He supports the woman’s prejudices. He implies that the narrator will get into trouble if the boy insists the woman is a “liar.”
4. Why won’t the woman take an oath that what she says is true? (Analysis) She did not see the incident. Her accusation is based on prejudice alone.
5. Do you think that the narrator and Friedrich will remain friends? Why or why not? (Analysis) Answers will vary. Some will say yes because the boys do not share the prejudice of the woman. Others may say no because the boys will grow up and take on the prejudices of the greater society.

For Further Reading
For your students that enjoyed this story, recommend the entire novel: Friedrich by Hans Peter Richter, Puffin: 1987. ISBN: 0140322051
How Could the Holocaust Happen?

Thinking Skill: Analyzing

1. From the selections in this cluster and what you already know, analyze the roots of the Holocaust. (To analyze means to break something into parts and study each part.) You might use a chart such as the one below to record your analysis.

   Encourage students to continue the chart begun on p. 54 of the text. Their responses might resemble the chart below.

<table>
<thead>
<tr>
<th>Selection</th>
<th>Your Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Mein Führer</td>
<td>Teenagers came to believe that Germany was threatened by “evil Jews and gypsies.” Hitler was a strong leader who would save Germany and restore its power.</td>
</tr>
<tr>
<td>Family Album</td>
<td>Many people had an innocent outlook on life and could not have predicted the horror of the Holocaust.</td>
</tr>
<tr>
<td>An Anti-Semitic Demonstration</td>
<td>A mob mentality overtook those who blamed the Jews for problems in Europe.</td>
</tr>
<tr>
<td>Broken Glass, Broken Lives</td>
<td>Widespread prejudice against Jews enabled an event such as Kristallnacht to be explained away as a “spontaneous citizens’ outburst.”</td>
</tr>
<tr>
<td>Address Unknown</td>
<td>Martin’s attitudes toward Jews are born of his belief that Jews are a “sore spot” and that Hitler’s policies toward them will lead to Germany’s rebirth.</td>
</tr>
</tbody>
</table>

2. Why do you think so many young Germans were attracted to the Hitler Youth movement? Use examples from the selection(s) to support your answer. Answers will vary. Many students will focus on “Serving Mein Führer,” pointing out that Hitler and the Nazis flattered many German youths into believing that they represented a strong and glorious future for Germany.

3. In the poems “Family Album” and “An Anti-Semitic Demonstration,” which lines did you find most powerful? Explain. Answers will vary. In “Family Album” some students may focus on the lines “tomorrow winds its arms and twists tighter round their necks.” The lines present not only a vivid image but have a strong sense of foreboding. In “An Anti-Semitic Demonstration” some students may focus on the speaker’s anguish in the poem’s final four lines.

4. Compare the poem “Crystal Night” with the autobiographical essay “Broken Glass, Broken Lives.” What did you learn about Kristallnacht (Crystal Night) from the poem that you did not learn from the essay? Answers will vary. Some students may focus on the strong images of “Crystal Night,” saying that they give immediacy and concreteness to the events as they might have affected everyone involved. “Broken Glass, Broken Lives,” in contrast, is a more literal, fact-based account of the effects of the event on one family.

5. Explain how Max Eisenstein gets revenge for the death of his sister in “Address Unknown.” Max started embedding Jewish references, such as “The God of Moses be at your right hand,” in letters and telegrams to Martin. Max knew that Martin’s mail was being read by Nazi authorities and that those authorities would sooner or later arrest Martin for being involved in a “subversive” Jewish organization.

Writing Activity: Analyzing the Roots of the Holocaust

The handout on the next page provides a graphic organizer to help students with the writing activity. You may wish to use the Writing Activity Handout as an assessment. See also page 65 for a sample rubric to use with student essays.
Writing Activity: Analyzing the Roots of the Holocaust

Directions: Analyze the selections in this cluster, looking for specific attitudes and/or actions that would allow the Nazis to take power and to commit the injustices that led to the Holocaust. Present your analysis in the format of your choice. You might organize your findings into a timeline or chart or discuss your opinions in an essay.

With analysis you break down a topic or subject into parts so that it is easier to understand. In an analysis essay or project, you put the parts back together to paint a picture of a topic or issue. It is difficult to understand a topic as large and complex as the roots of the Holocaust. But if you highlight several concrete causes with quotations and explanations, you will begin to develop a picture of the larger topic. Use the chart below to gather quotations and develop explanations.

<table>
<thead>
<tr>
<th>Selection</th>
<th>Quotation</th>
<th>How does the quotation show a root or cause of the Holocaust?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ball</td>
<td>In “The Ball,” the woman accuses Friedrich of deliberately breaking her window. Then she says, “First you ruin our business with your department stores, then you rob us on top of it!”</td>
<td>The sentence “... you ruin our business with your department stores ...” shows that the woman blames a whole group for her problems. This scapegoating led to hostility toward Jews.</td>
</tr>
<tr>
<td>Serving Mein Führer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Album</td>
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<td></td>
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<tr>
<td>An Anti-Semitic Demonstration</td>
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<td></td>
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<td>Broken Glass, Broken Lives</td>
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<tr>
<td>Crystal Night</td>
<td></td>
<td></td>
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<tr>
<td>Address Unknown</td>
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</tbody>
</table>

Which of the quotations and explanations do you feel best show the roots of the Holocaust? Use these in your essay or project. Remember, a strong analysis

• states the purpose for the analysis.
• demonstrates careful examination of each part of the topic.
• supports each point with evidence.
Cluster One Vocabulary Test

Vocabulary Words
Choose the meaning of the bold word in each passage.

1. But the woman didn’t give him a chance to go on. In one burst she repeated her tales. The only part she left out this time was her insinuation about Jews. (“The Ball,” p. 19)
   ③ statement  ⑥ curse
   ④ criticism  ⑦ announcement

2. Wildly he shook his fist at me. “You have all the makings of an arrogant Nazi,” he shouted. (“Serving Mein Führer,” p. 22)
   ③ crude  ⑥ boastful
   ④ strong  ⑦ simple

3. It was obvious to most teenagers that Hitler was invincible—he could not be beaten. (“Serving Mein Führer,” p. 25)
   ③ evil  ⑥ wonderful
   ④ religious  ⑦ unbeatable

4. Still they stand, unsuspecting, composed, like any other happy family, . . . (“Family Album,” p. 28)
   ③ unaware  ⑥ forgetful
   ④ calm  ⑦ combative

5. But most Jews had no friends or relatives abroad and simply faced their uncertain future with trepidation mixed with hope. (“Broken Glass, Broken Lives,” p. 32)
   ③ respect  ⑥ fear
   ④ trust  ⑦ boredom

6. He seemed to crowd the door, casting furtive glances to each side, as if he did not want to be seen there. (“Broken Glass, Broken Lives,” p. 33)
   ③ secret  ⑥ fearful
   ④ meaningful  ⑦ poisoned

7. a whole family in shards and this just the beginning (“Crystal Night,” p. 39)
   ③ old buildings  ⑥ ruins
   ④ overcoats  ⑦ pieces

8. The man is like an electric shock, strong as only a great orator and a zealot can be. (“Address Unknown,” p. 43)
   ③ politician  ⑥ preacher
   ④ businessman  ⑦ fanatic

9. The people everywhere have had a quickening. The old despair has been thrown aside like a forgotten coat. (“Address Unknown,” p. 43)
   ③ awakening  ⑥ decline
   ④ shock  ⑦ loss

10. I am in distress at the reports that come pouring in to us from the Fatherland, picturing a terrible pogrom, and I turn to you for light. (“Address Unknown,” p. 44)
    ③ battle  ⑥ program
    ④ massacre  ⑦ war