The Holocaust Through Primary Sources

Introduction
Gripping primary source accounts from Holocaust victims, some who survived, and some who did not, as well as from bystanders and perpetrators, offer readers an emotional, in-depth look at major events of the Holocaust. Individual experiences by ordinary people make for engaging text that keeps readers interested. Each book in The Holocaust Through Primary Sources series contains accounts from men, women, and children, interspersed with vivid color photos of primary source items and black-and-white period photos. As students read, they will use critical-thinking skills, such as comparing and contrasting, identifying sequence, and making inferences.

National Standards
This series supports Social Studies, and Language Arts. Go to www.enslowclassroom.com and/or www.enslow.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state’s specific curriculum standard.

Classroom Activities
Included in this teacher’s guide are activities linking to Reading/Language Arts, Social Studies, and the Arts. The activities, and a reproducible handout, require readers to use comprehension and vocabulary skills relating to the book’s subject. Some activities can be reworked to use with any book in the series. The last page of this guide offers a reproducible assessment tool covering comprehension, vocabulary, and inference.

ATOS Reading Level: 7.9

Reproducible for Educational Use Only
This guide is reproducible for educational use only and is not for resale. © Enslow Publishers, Inc.

Where to Find More Information About Titles in this Series:
Visit www.enslowclassroom.com and/or www.enslow.com to search for other titles and series, as well as download the teacher’s guides for other titles in this series:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Auschwitz</strong> Voices From the Death Camp</td>
<td>978-0-7660-3322-1</td>
<td>978-1-59845-346-1</td>
</tr>
<tr>
<td><strong>Kristallnacht</strong> The Nazi Terror That Began the Holocaust</td>
<td>978-0-7660-3324-5</td>
<td>978-1-59845-345-4</td>
</tr>
<tr>
<td><strong>Liberation</strong> Stories of Survival From the Holocaust</td>
<td>978-0-7660-3319-1</td>
<td>978-1-59845-348-5</td>
</tr>
<tr>
<td><strong>Rescuing the Danish Jews</strong> A Heroic Story From the Holocaust</td>
<td>978-0-7660-3321-4</td>
<td>978-1-59845-343-0</td>
</tr>
<tr>
<td><strong>Saving Children From the Holocaust</strong> The Kindertransport</td>
<td>978-0-7660-3323-8</td>
<td>978-1-59845-344-7</td>
</tr>
<tr>
<td><strong>The Warsaw Ghetto Uprising</strong> Striking a Blow Against the Nazis</td>
<td>978-0-7660-3320-7</td>
<td>978-1-59845-347-8</td>
</tr>
</tbody>
</table>

Titles in this series can be purchased through all major vendors or directly from:
Enslow Classroom, an imprint of Enslow Publishers, Inc.
40 Industrial Road, Box 398 Berkeley Heights, NJ 07922-0398
Phone: 1-800-398-2504 E-mail: customerservice@enslow.com
Web Page: www.enslowclassroom.com and/or www.enslow.com
Teacher’s Guide for
The Warsaw Ghetto Uprising: Striking a Blow Against the Nazis
When the Nazis invaded Poland in 1939, they quickly stripped Jews of their rights, then forced them into a ghetto surrounded by brick walls. After more than three years of starvation, disease, and death, the people decided to fight back. In this book, students get firsthand reports about the resistance, and discover how the battle ended for a small group of heroes.

Before Reading
Have students preview the book by scanning the title and cover photo, and browsing pages to note the chapter headings, primary source photos, captions, sidebars, maps, Timeline, Chapter Notes, Glossary, and Index. Then assign a Quick Write to this prompt: Imagine that you awake one day to find that a high wall surrounds your neighborhood, keeping you inside. Write about how you would feel and what you would do. After reading, students will share their writings.

During Reading
Review that in a sequence text structure, an author describes events in the order in which they happen. Sometimes an author uses dates or words and phrases like before, after, first, then, or by the time to signal sequence, but other times readers must infer the sequence from details in the text. Knowing the sequence helps readers see relationships between events. Suggest that as students read they make flowcharts like the one shown below to keep track of the sequence of events.

Ask students to look for the following as they read as well:
• Examples of Nazi propaganda
• How the Germans used bread and marmalade (jam)
• A map of major ghettos in German-occupied Europe
• Quotations from people forced into the ghetto and those who put them there

After Reading
Invite students to share their Quick Writes. Encourage good writers to turn their thoughts into fictional tales or poems. To elicit personal responses, ask: What was the most interesting fact you learned from this book? To whom would you recommend this book? Why? Prompt further discussion by asking: Could this kind of thing happen today? Why or why not? (Possible answers: Yes, in some places, groups are still segregated; No, the people would use technology like Tweets and blogs to let the world know what was going on and get help.)

Curriculum Links
SAFETY WARNING:
Before doing any activity, make sure students do not have allergies to any materials. Supervise the use of sharp or hot/cold objects. Always review safety rules before beginning any project.

Reading/Language Arts Activities
1. Have students reread the fact box at the top of page 103 about the yellow flowers. Then challenge students to work individually or in pairs to write a fictional tale about the anonymous flower-sender. If a student has trouble getting started, prompt by asking: Do you think the flower-sender was a man or a woman? Was it someone Edelman helped out of the ghetto? Someone who was in love with him? A stranger who just read an article about Edelman? Or a German, sending flowers as a way of apologizing? And why was there never a note? Encourage students to illustrate their stories. Put them together in a booklet titled THE YELLOW FLOWERS.

2. Remind students that Simha Rotem and Zivia Lubetkin went to a kibbutz, a Hebrew word for “communal settlement.” Have small groups of students research the kibbutz at sites including www.jewishvirtuallibrary.org/jsource/Society_Culture/kibbutz.html to find out how long they have been around, what they are like, and if they are still prevalent today. Have groups create a Web page with well–organized information, appropriate images, and cited sources.

Social Studies Activities
1. Revisit and discuss the map and map key on page 8. Ask: In which country was the Front Line in 1944? (Italy) Which were neutral nations? (Switzerland, Sweden, Turkey) When was the ghetto established in Budapest, Hungary? (1944) What is the southernmost ghetto shown on the map? (Saloniki, in Greece) What country west of Serbia was a German ally? (Croatia) What sea lies between Italy and Croatia? (Adriatic)

2. Let students work alone or with others to research a feature of their choice relating to the people and/or events in the book, such as the day-to-day life in the ghetto, Treblinka, or rationing. Have students present their work as one of the following:
   - a traditional, written essay with summary and proper citing of sources.
   - a video documentary. Remind students to give credit to any sources/quotes used.
   - a play about the subject.
   - a song about the people of the ghetto, recorded or played live.
   - photo essays of 10–15 photos with a caption for each that explains the image, puts it in context, and cites its source.

Arts Activity
Revisit Zivia Lubetkin’s letter on page 56. Read the sentence, Their greatest pleasure is to come pale and starved to the branch and dance the “hora.” Discuss the joyous folkdance. Teach the steps and use a CD with appropriate music, then let students dance the hora. Directions: Form a circle, holding hands. Step to the side on the right foot and pass the left foot behind the right. Bring the right foot beside the left. Step right again, but pass the left foot in front of the right this time. Add a hop to each step as the circle moves faster. Still holding hands, move toward the center of the circle and raise hands in the air. Bring hands down and move backward. Repeat the forward-and-backward actions several times, then continue moving around the circle, faster and faster.
Handout

Find-a-Word

Find these 40 terms across, down, or diagonally in the puzzle below: AKTION, ANTISEMITIC, ARYAN, ATTICS, BLITZKRIEG, BUNKER, COLLABORATOR, CONCENTRATION CAMP, COURIERS, DEPORTATION, EMIGRATE, ESCAPE, GENTILE, GESTAPO, Ghetto, GUERRILLA, HEROES, HITLER, JEWISH, JUDENRAT, KIBBUTZ, LIQUIDATE, NAZI, PALESTINE, PARTISAN, POGROM, RATION, REVOLT, RUSSIANS, SMUGGLE, SPIES, SYNAGOGUE, TRAINS, TREBLINKA, UNDERGROUND, WALLS, WARSAW, WEAPONS, YIDDISH, ZIONISM. On the back of this paper, explain what each word has to do with the Holocaust and the Warsaw ghetto.

<table>
<thead>
<tr>
<th>C</th>
<th>O</th>
<th>L</th>
<th>L</th>
<th>A</th>
<th>B</th>
<th>O</th>
<th>R</th>
<th>A</th>
<th>T</th>
<th>O</th>
<th>R</th>
<th>G</th>
<th>P</th>
<th>Z</th>
<th>J</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>O</td>
<td>Z</td>
<td>E</td>
<td>M</td>
<td>I</td>
<td>G</td>
<td>R</td>
<td>A</td>
<td>T</td>
<td>E</td>
<td>E</td>
<td>J</td>
<td>O</td>
<td>H</td>
<td>X</td>
<td>E</td>
</tr>
<tr>
<td>Y</td>
<td>T</td>
<td>N</td>
<td>S</td>
<td>X</td>
<td>Z</td>
<td>G</td>
<td>E</td>
<td>N</td>
<td>T</td>
<td>I</td>
<td>L</td>
<td>E</td>
<td>G</td>
<td>I</td>
<td>R</td>
<td>P</td>
</tr>
<tr>
<td>N</td>
<td>R</td>
<td>W</td>
<td>C</td>
<td>O</td>
<td>U</td>
<td>R</td>
<td>I</td>
<td>E</td>
<td>R</td>
<td>S</td>
<td>X</td>
<td>W</td>
<td>R</td>
<td>T</td>
<td>U</td>
<td>O</td>
</tr>
<tr>
<td>A</td>
<td>E</td>
<td>E</td>
<td>A</td>
<td>E</td>
<td>B</td>
<td>U</td>
<td>N</td>
<td>K</td>
<td>E</td>
<td>R</td>
<td>Z</td>
<td>I</td>
<td>O</td>
<td>L</td>
<td>S</td>
<td>R</td>
</tr>
<tr>
<td>G</td>
<td>B</td>
<td>A</td>
<td>P</td>
<td>R</td>
<td>N</td>
<td>Q</td>
<td>Z</td>
<td>I</td>
<td>O</td>
<td>N</td>
<td>I</td>
<td>S</td>
<td>M</td>
<td>E</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>O</td>
<td>L</td>
<td>P</td>
<td>E</td>
<td>F</td>
<td>S</td>
<td>T</td>
<td>N</td>
<td>J</td>
<td>G</td>
<td>K</td>
<td>Y</td>
<td>H</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>A</td>
</tr>
<tr>
<td>G</td>
<td>I</td>
<td>O</td>
<td>J</td>
<td>Z</td>
<td>I</td>
<td>A</td>
<td>R</td>
<td>N</td>
<td>H</td>
<td>E</td>
<td>I</td>
<td>P</td>
<td>Z</td>
<td>X</td>
<td>A</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>N</td>
<td>N</td>
<td>Z</td>
<td>L</td>
<td>S</td>
<td>Q</td>
<td>W</td>
<td>A</td>
<td>E</td>
<td>S</td>
<td>S</td>
<td>B</td>
<td>X</td>
<td>Z</td>
<td>N</td>
<td>I</td>
</tr>
<tr>
<td>E</td>
<td>K</td>
<td>S</td>
<td>B</td>
<td>I</td>
<td>Q</td>
<td>R</td>
<td>Z</td>
<td>Z</td>
<td>T</td>
<td>Y</td>
<td>M</td>
<td>T</td>
<td>B</td>
<td>J</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>Q</td>
<td>A</td>
<td>N</td>
<td>T</td>
<td>I</td>
<td>S</td>
<td>E</td>
<td>M</td>
<td>I</td>
<td>T</td>
<td>I</td>
<td>C</td>
<td>U</td>
<td>A</td>
<td>U</td>
<td>Q</td>
<td>N</td>
</tr>
<tr>
<td>J</td>
<td>T</td>
<td>R</td>
<td>A</td>
<td>I</td>
<td>N</td>
<td>S</td>
<td>Q</td>
<td>Z</td>
<td>O</td>
<td>D</td>
<td>O</td>
<td>Q</td>
<td>G</td>
<td>P</td>
<td>T</td>
<td>Q</td>
</tr>
<tr>
<td>X</td>
<td>A</td>
<td>G</td>
<td>U</td>
<td>E</td>
<td>R</td>
<td>I</td>
<td>L</td>
<td>L</td>
<td>A</td>
<td>D</td>
<td>Z</td>
<td>N</td>
<td>Q</td>
<td>G</td>
<td>O</td>
<td>Z</td>
</tr>
<tr>
<td>P</td>
<td>H</td>
<td>E</td>
<td>R</td>
<td>O</td>
<td>E</td>
<td>S</td>
<td>R</td>
<td>A</td>
<td>T</td>
<td>I</td>
<td>O</td>
<td>N</td>
<td>C</td>
<td>N</td>
<td>L</td>
<td>J</td>
</tr>
<tr>
<td>Q</td>
<td>P</td>
<td>A</td>
<td>L</td>
<td>E</td>
<td>S</td>
<td>T</td>
<td>I</td>
<td>N</td>
<td>E</td>
<td>S</td>
<td>Q</td>
<td>Z</td>
<td>A</td>
<td>A</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>U</td>
<td>D</td>
<td>E</td>
<td>N</td>
<td>R</td>
<td>A</td>
<td>T</td>
<td>Q</td>
<td>Z</td>
<td>H</td>
<td>X</td>
<td>Y</td>
<td>Q</td>
<td>Z</td>
<td>M</td>
<td>Q</td>
</tr>
<tr>
<td>W</td>
<td>A</td>
<td>L</td>
<td>L</td>
<td>S</td>
<td>U</td>
<td>N</td>
<td>R</td>
<td>E</td>
<td>G</td>
<td>R</td>
<td>O</td>
<td>U</td>
<td>N</td>
<td>D</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>Z</td>
<td>A</td>
<td>T</td>
<td>T</td>
<td>I</td>
<td>C</td>
<td>S</td>
<td>Q</td>
<td>Z</td>
<td>A</td>
<td>K</td>
<td>T</td>
<td>I</td>
<td>O</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>E</td>
<td>V</td>
<td>O</td>
<td>L</td>
<td>T</td>
<td>E</td>
<td>L</td>
<td>I</td>
<td>Q</td>
<td>U</td>
<td>I</td>
<td>D</td>
<td>A</td>
<td>T</td>
<td>E</td>
<td>Q</td>
</tr>
</tbody>
</table>

The Warsaw Ghetto Uprising
The Holocaust Through Primary Sources © Enslow Publishers, Inc. www.enslowclassroom.com
Assessment

Circle the letter that best completes the statement or answers the question.

1. In November of 1940, __________.
   A. World War II began
   B. Czerniakow created the Judenrat
   C. General Stroop began to destroy the Warsaw ghetto
   D. the Germans surrounded the Warsaw ghetto with an 11-foot tall brick wall

2. The fighting inside the ghetto lasted for 28 days.
   A. True
   B. False

3. Although an adult needs about 2,550 calories a day to survive, Jews in the ghetto received as little as __________.
   A. 1,500 calories a day
   B. 300 calories a day
   C. 150 calories a day
   D. 500 calories a day

4. What was the ZOB?
   A. Hitler’s elite SS squad
   B. the train station in Warsaw
   C. the Jewish Combat Organization
   D. part of the death camp at Treblinka

5. Which is a synonym for annihilation?
   A. protection
   B. obliteration
   C. defense
   D. shelter

6. A partisan is a citizen of a country who helps the enemy during a war.
   A. True
   B. False

7. Which is NOT a synonym for guerilla?
   A. rebel
   B. revolutionary
   C. freedom fighter
   D. conformist

8. The Nazis MOST LIKELY used posters for propaganda because they can be displayed where large numbers of people can see them.
   A. True
   B. False

9. Which word would NOT be appropriate to describe General Stroop?
   A. racist
   B. obedient
   C. empathetic
   D. power-hungry

10. The author suggests that winning should always the goal because losing is not an option.
    A. True
    B. False