

In Lawrence, Kansas every 8th grade student is required to read *Growing Up in the Holocaust* by Ben Edelbaum. I chose to write a teacher's guide to help students through the experience of Mr. Edelman's survival. As a member of the Isak Federman Holocaust Teaching Cadre at the Midwest Center for Holocaust Education, I have heard many Holocaust survivors' testimonies. I can feel the pain in their voice as they tell of their experiences, the desperation, as they know their time on earth is short and the need to know that their memories will live on. I have sat and cried as I listened, uncomfortable with the lack of ability to relieve the pain, ashamed that I am a member of the human race that created such atrocities. I never had the honor of meeting Mr. Edelbaum; he passed away before I became involved in the Cadre. Still his story haunts me and I feel an obligation to pass on his memory.

I have created summaries of each section of the book and study questions that will help the students understand the experiences. I have also included some history of the Holocaust so that the reader will be aware of the other events happening during the time period. Mr. Edelbaum's experience can teach students many good lessons about human diversity and the consequences of intolerance. The book is a wonderful introduction to the Holocaust and has many lessons to teach. I hope that by creating this teachers guide I am somehow passing on his memory to others.

I would like to thank my para-educator, Melanie Klamet for helping me type this project. I would also like to thank the following teachers for their support and lesson plans: Shari Flakus and Kathy Scollon, South Junior High, Lawrence, KS, and Angelina Perkins, Lawrence High School, Lawrence, KS.

The age group that would best be served with this project is 8th-9th grade American History or English classes. Although, I believe students in grades 7-12 would benefit from the read.

Resources which can be found at the Midwest Center for Holocaust Education are:

Videotaped testimony from Ben Edelbaum's

Growing Up in the Holocaust

Chronicle of the Holocaust

The Story of the Children of the Lodz Ghetto

<http://www.ushmm.org>

<http://www.vhf.org>

State Education Standards met by this study are:

Missouri: Understands the causes and courses of World War II, the character of the war at home and abroad and its shaping of the U.S role in world affairs.

Kansas: 3.2.4

Standard: The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States and the world, utilizing essential analytical and research skills.

Benchmark: The student engages in historical thinking skills.

Indicator: The student uses basic research skills to conduct an investigation of a historical event.

Indicator: The student explains why historical events of a specific event sometimes differ and relates the explanation to the evidence presented and the point of view of the author.

Note on Holocaust survivor memoirs:

One of the most valuable sources for information about the Holocaust is the survivor memoir. Reading the story of one individual and how his or her life was changed by the events of the Holocaust enables us to personalize six million deaths, presenting the story at a level that people can grasp. We learn about families, losses, struggles to survive and struggles to carry on after liberation. In this way, survivors demonstrate how they were able to work through their emotions and move forward with their lives after the war. While some do this by emphasizing lessons of hope and faith, and others by emphasizing lessons of tolerance, and still others by their belief in the need to resist, all express their need to speak for those murdered by the Nazis. It is this act of witnessing that drives them to relive their own pain and tell their story. This kind of personal testimony is one of the best resources for teaching the human story of the Holocaust.

Although survivor memoirs, by definition, were written after 1945, they are not intended to be comprehensive histories of the Holocaust. Rather, they are first person accounts of individuals who experienced the Holocaust from a particular – often limited – vantage point. On the one hand, survivors, by virtue of their survival are part of a very small, specific group of victims, none of whom had the normative Holocaust experience, which was death. As David Boder noted while collecting early survivor testimony in 1946, the typical Holocaust experience was not represented because he “did not interview the dead.” On the other hand, their accounts are based on traumatic events, usually experienced during childhood or adolescence, and are generally recounted as fragments or as a series anecdotes within a broad chronological framework. While these personal experiences are unquestionably authentic, the historical details they rely on to support their own feelings and perceptions are not always as accurate. In addition, the very act of writing sets the memoirs apart from other forms of testimony by imposing order and form on the memories – giving them a sense of a beginning, a middle, and an end – when the lives of the survivors do not mirror that sense of closure.

Historical inaccuracies do not diminish the value of survivor testimony, but it is the educator’s responsibility to understand where survivors make mistakes and why, so that they can guide their students through this history more effectively. Among the most common reasons for historical inaccuracies are the following: survivors lived under constant duress in conditions where they received little or no reliable outside news; they lived in constant fear of dying or of their loved ones being killed; they were subject to camp rumors, often started as deliberate misinformation by the Nazis. This traumatic situation exacerbated the natural fading of memory over time, especially since most survivors wrote their memoirs several decades after the Holocaust.

Historical inaccuracies do not make the survivors unreliable witnesses – it makes them survivors – witnesses to events they could neither comprehend when they were happening nor reconcile with their post-war lives. For survivors, reality is divided into three distinct and disconnected spheres – prewar, the Holocaust, and post-war – each one having no clear bearing on the others. Moreover, they struggle to describe these events – for which they lack an adequate vocabulary and for which no prewar experience could have prepared them adequately – in what are often their second, third or fourth languages and from their dramatically different postwar perspective.

Thus, while survivor memoirs tell a true story, it is a story nonetheless. They are crafted works whose anecdotes are chosen – whether consciously or because they are the ones remembered best – to demonstrate individual survival. Understanding the inherent values and limitations of survivor memoirs will allow you to teach the history of the Holocaust more accurately and to personalize the experiences of the victims more successfully.

For further reading on memory, traumatic memory, and survivor memory you may want to consult the following sources:

Brostoff, Anita and Sheila Chamovitz. *Flares of Memory: Childhood Stories Written by Holocaust Survivors*.

Eckardt, Alice. *Burning Memory: Times of Testing and Reckoning*.

Friedman, Jonathan. *Speaking the Unspeakable: Essays on Sexuality, Gender and Holocaust Survivor Memory*.

Greenspan, Henry. *The Awakening of Memory: Survivor Testimony in the First Years after the Holocaust, and Today*.

Hoffman, Eva. *After Such Knowledge: Memory, History and the Legacy of the Holocaust*.

Kraft, Robert. *Memory Perceived: Recalling the Holocaust*.

Langer, Lawrence. *Holocaust Testimonies: The Ruins of Memory*.

Langer, Lawrence. *Versions of Survival*.

Library of Congress Slave Narratives - www.memory.loc.gov/cgi_bin/query

Niewyk, Donald (ed.). *Fresh Wounds: Early Narratives of Holocaust Survival*.

SUMMARIES AND COMMENTARIES

Chapters 1 – 7

Part I – In the Beginning

The time: 1939

Summary

Ben and his family are vacationing. People are concerned about the political situation in Germany. A man Ben refers to as *Volksdeutsche* joins a conversation. In a letter, the *Volksdeutsche's* brother has written that Hitler will soon be in Poland to liberate him. The man questions why he needs to be liberated. Rumors are flying about how bad things are for the Jews in Germany.

Ben and his family hire a Pole to take them home. In the middle of the trip the Pole demands more money. Ben's father pays half of what has been asked with the agreement he will pay the other half when they get home. The Pole is invited in for supper. After the meal, Ben's father pays the man what he has promised. The Pole bows to Ben's father. Father says, "No man should bow to another."

Poland mobilizes for war with Germany. Ben believes the activities look more like Poland wants to make the city look pretty for the Germans.

With the beginning of the war Ben awakes to the Polish army retreating as the Germans advance into Poland. Ben and his sister Chaja go out to get food for the Sabbath when a German dive-bomber kills a woman and a child in front of them. On another occasion, the Hitler Youth harass Ben and his sister and ruin the food (*Lokshen Kugel*).

The synagogues are bombed and their daily life activities are changing. Jewish businesses are liquidated and father sends the valuable furs to an aunt in Warsaw thinking they will be safe. Businesses that still exist are harassed by Hitler Youth. The businesses are forced to buy pictures of Hitler, and the Hitler Youth take things from the stores without paying.

Ben's non-Jewish friend, Jurek and his family, begin to talk about "Dirty Jews." Ben becomes more aware of discrimination. His family is forced to move with only a few possessions. They live with his aunt in a part of the city sectioned off for Jews only.

Once again, Ben's family is notified they will be forced to move. Everyone is ordered to leave the apartments and stand outside. The Schnabel's son Ronnie runs back in to get a watch and is killed. His body is dragged outside to the horror of everyone. As the Jews are marched down the street, Ben notices curtains moving as non-Jewish people are watching them leave.

Commentary:

The account that Ben gave for his time before the ghetto reflects his life up to age 10. Truth can be confusing; people's memories are fallible. The stories and experiences that the reader receives from Mr. Edelbaum gives insight into the culture, the struggles of human nature to overcome extreme conditions, and survival. These stories teach us about past events that might be denied or forgotten. Ben Edelbaum's memories are his and we can learn from his experiences. Not all accounts in his book are historically accurate and I have noted these in the summaries and commentaries.

The definition that Ben gives for *Volksdeutsche* on pages 17 and 36 is not accurate. A *Volksdeutsche* is a person who was ethnically German but was living in another country. Often *Volksdeutsche* families had lived in the other countries for centuries.

In 1939, 78,000 Jews leave Germany and their valuables are confiscated. Many believed that although the Germans wanted to segregate them from the rest of society they did not believe that the Nazis wanted to get rid of them altogether. An Elmo Roper poll claims that 53% of Americans felt Jews were “different” and require “social and economic restrictions.” A Gallup poll reported that 83% of Americans opposed admission of a larger number of Jewish refugees.

SUMMARIES AND COMMENTARIES

Chapters 8 – 20

Part II – Lodz Ghetto Opened

The time: 1940-1942

Summary

Ben's family is herded into the Lodz ghetto. The Nazis choose an Elder of Jews, Mordechai Chaim Rumkowski. He is to carry out all orders given by the Germans. The ghetto has its own economy and social structure—money exchange, post office, judicial system, Jewish police, prison, and newspaper.

Ben believes that “Germans thought that if they incited strife among us, or envy, or had us compete for survival that we would just kill ourselves off. Then they (Germans) would be absolved from the guilt of eliminating us.” As a 10-year-old, Ben would not have known this. He may have overheard people discussing this topic. (*Note: No one knew why he or she was in the ghetto, or what reasons the Nazis had for putting the Jews in the ghetto.*)

Yellow armbands are now required for all Jews. Also, there are rumors that the Germans believe the color yellow is synonymous with untrustworthiness. (*Note: A more reasonable explanation for armbands being yellow dates back to Medieval labeling of Jews.*)

Zgierska Street divides the ghetto into two sections. A bridge is built to keep Jews from setting foot on “Aryan” soil. A German soldier decides to use the Jews crossing the bridge for target practice. He is relieved of his duty because it interferes with the war effort.

Rachel and Leibl live next door to Ben, along with their little boy Hershl. As food gets scarce Leibl volunteers for a work detail in a labor camp in Dabrowka and is never heard from again. Hershl is the kind of kid that the Germans are seeking in the *Aktion* - “imperfect.” He is physically disabled, not productive, and the offspring of Jewish parents.

Penalties for stealing are great. People sometimes steal from their *ressort*. Szoljme Bekerman takes some small pieces of leather to make shoelaces for his wooden shoes. He is arrested along with his family. As a punishment he is hanged.

Ben's father was a Russian World War I veteran. He had many pictures and memorabilia that he destroyed as the Germans invaded Poland. Ben's father is summoned to the “Red House” in October of 1941. He returns nine days later on a stretcher.

A *Kripo* looking for furs and money beats Ben's father. Father befriends a crying man in the cell and they discuss what the Nazi's may want with Father. Later when the man leaves, the other two cellmates tell father he is probably a spy put into their cell to get information from them. Bruno, the fighter, gives Father a piece of paper and demands that Father take it to a man and get Reichmarks by selling his family's food until he has enough money. He is to bring the money to Bruno. Father stays home for three weeks until he can recuperate enough to return to work. He never goes back to the *Kripo* and is never called back.

Ben's sister Esther marries Szmulek in June 1941. She enters the hospital to have her baby. While there, the Nazis come to the hospital and take the new mothers away. The babies are tossed out of the second floor

window. A young soldier begins a game by catching the babies on a bayonet. Ben's family watches in horror knowing that they can do nothing to save Esther or the baby.

Ben and his sister Chaja stop to see his Aunt Syma and Uncle Rachmil. Ben's uncle is a baker and will always give them a piece of bread to eat. It is illegal for Aunt Syma to give them the bread, and Uncle Rachmil's take-home privileges could be cancelled. Ben and his sister always keep the secret.

Next door to Ben lives a young girl named Sala. They become good friends. He shares his diary and she shares her stamp collection. A large deportation is announced. The ghetto is in a panic trying to find a place to hide from the *Aktion*.

Rachel comes to Ben's house with Hershl. Knowing that Hershl is sure to be taken because of his disability, a plan is created. Hershl will hide in a sack of potatoes. Rachel promises Hershl when this is all over she will buy him an egg. Hershl has been in the ghetto so long he does not even know what an egg or a chicken is.

Ben decides to go see Sala. With no hope for a future and the large deportation looming, Ben and Sala decide to make love. Ben returns to his family and his Mother asks the children not to cry and carry on if she is taken away. Ben's father becomes angry and yells at his mother for saying such a thing. His father is hurt because the ghetto life has lowered their resistance to fight, to think, and they are tired of running.

The next morning the family awakens to screams and the shouts of the Germans and *Sonderkommando* (this word is usually used for people who work in the crematoria in Auschwitz). Hershl is hidden and the family prepares to go out for the round up. Ben sees Sala and her parents. They reach the stairs in time for Ben and Sala to hold hands. As they assemble, the *Sonder* go inside to search for anyone hiding. The Germans go through the line and pull out four people, including Sala. As the truck drives away, Sala yells out, "I love you! I'm glad! I love you! I'm glad!" Ben wonders if Sala is speaking to her parents, him, or both. Hershl survives; he was scared and cramped, but is alive. It is September 14, 1942. During this *Aktion* Ben believes that 15,859 people are taken.

Ben and his sister Chaja go to all the relatives to see who survived the deportation. Aunt Syma has been taken. When Ben and his sister go to Uncle Szlojme and Aunt Blima's house, they meet a boy who is only seven years old, who tells them that his Aunt and Uncle, along with his cousins, have all been taken. The young boy tells Ben that he hid as the Germans took his whole family.

Ben returns to his apartment to find Dawid distraught and despondent. He confesses that he was forced to evacuate his in-laws as part of the *Aktion*. He tried to get out of it, but his Superior would not allow it. Ben's family now knows there is nothing they could have done to save Esther and her baby.

Small pockets of resistance are forming. A Synagogue is created from a wooden shack. Mr. Blaugrund has a small group of men coming to his office every day to say *Kaddish*. During high holy days *Hazan Rasking* (title for Cantor of the Synagogue) will sing some Psalms. Ben's father organizes a *Bar Mitzvah*. As Rachel stands watch outside, Ben's father recites the appropriate prayers in Hebrew.

Commentary:

With the defeat of Poland, the Nazis launched the policy of publicly identifying the Jews. Most Polish Jews were forced to wear a white band with the Star of David on their right sleeve on their inner and outer garments. In Lodz, where Ben lived, the Jews wore Yellow Stars of David on their chests. This made the Jewish people immediately recognizable and easy targets for abuse. The placement, design and color of the badge vary.

Lodz Ghetto: To read more see <http://www.jewishvirtuallibrary.org/jsource/Holocaust/lodz.html>

Lodz is located in western Poland and had the second largest Jewish community in Europe. On December 10, 1939, Friedrich Übelhör, the Nazi governor of the Kalisz-Lodz District set out the premises for a ghetto in Lodz. This was to be a holding area for the Jews until the Nazis could find a solution for the “Jewish problem.” It also made it easier to steal the valuables that the Nazis believed the Jews were hiding. Lodz’s estimated population was 230,000 living throughout the city.

It was decided that the ghetto would be located in the northeastern section of Lodz. Many of the Jews were already living in this area. The Nazi issued a proclamation on January 17, 1940 that the area was rampant with infectious diseases. This kept the non-Jews out of the area that was to become the ghetto.

In February 1940, the Lodz Ghetto was officially established. Jews throughout the city were ordered to move to the designated area bringing only what they could carry. The Jews were crowded into the ghetto with approximately 3.5 people per room. By April 30, a fence had been built and the ghetto was ordered closed. May 1, 1940, the ghetto was officially closed. This meant that nothing was to come into the ghetto (including food, clothing, medicine, etc.) and nothing was to leave.

The Nazis wanted the Jews to pay for their own food, security, sewage removal, and other expenses. The Nazis decided to make one person in the Ghetto in charge of all the people and they chose Mordechaj Chaim Rumkowski.

The ghettos were originally established as a permanent solution to maintaining control over the Jews and later became a holding area for the deportation of Jews to labor or killing centers. The overcrowding of the ghettos created environments of hunger, sickness, and despair. Wooden fences and barbwire permanently sealed the Lodz Ghetto in the spring of 1940. The mostly wooden, overcrowded houses had no toilets, running water, and no sewage. The use of electricity was forbidden at night. Chronic starvation was created due to low food allocation. The area was rat-infested and dysentery, tuberculosis, and typhus raged.

Rumkowski established currency, a post office and sewage clean-up system. But the largest problem was food. With approximately 230,000 people and no farmland, finding food became a big problem. Rumkowski negotiated with the Nazis. He wanted to have the Nazis bring in raw materials and have the Jews make finished products. In exchange, the Nazis would pay for the labor and supply food. On April 30, 1940, Rumkowski’s proposal was accepted with the exception that the Nazis would only pay for the labor in food not money. The agreement did not state how much food or how often it would be supplied.

Factories were created and almost everyone worked including the old and the very young. The Nazis delivered the food in bulk and then Rumkowski was to distribute it. The food delivered was inadequate and often spoiled. Ration cards were issued on June 2, 1940.

Food was distributed according to your job. The lack of food starved people. Many rumors blamed Rumkowski for the lack of food. People felt that while the residents became thinner that Rumkowski and his officials seemed to stay fat and healthy. When people objected, Rumkowski made speeches labeling them traitors and would often punish them and deport them soon after.

The winter of 1941-42 was very harsh. Coal and wood were rationed and people began to look for wood anywhere. Furniture, fences, outhouses, and buildings were torn down to provide heat and allow people to cook food and survive.

Deportations began on January 6, 1942. Approximately 1000 people per day left for transport. These people were taken to Chelmno death camp and gassed by carbon monoxide in gas vans. By January 19, 1942, 10,003 people had been murdered. From February 22-April 2, 1942, the Nazis had deported 34,073 people from Lodz Ghetto. Many people chose to be deported because they were offered a meal if they volunteered.

Spiritual Resistance:

In this section of the book small pockets of resistance are forming in the ghetto. There were many forms of resistance, but one very important one was spiritual resistance. For more information, see:

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005416>

Spiritual resistance refers to attempts by individuals to maintain their humanity, personal integrity, dignity, and sense of civilization in the face of Nazi attempts to dehumanize and degrade them. Spiritual resistance may refer to the refusal to have one's spirit broken in the midst of the most horrible degradation. Cultural and educational activities, maintenance of community documentation, and clandestine religious observances are three examples of spiritual resistance.

SUMMARIES AND COMMENTARIES

Chapters 21 – 25

Part III – Ghetto Structured for Survival

The time: 1941-1942

Summary

The most envied position in the ghetto is that of the person who dishes out the soup (*Wydzielaczka*). A gong announces lunchtime, and all workers line up for a ladle of soup. The workers lean against the building and eat the soup while it's hot. It gives the people a sense of eating something and appeases the gnawing hunger pangs.

Ben's *ressort* is given a contract by the Germans to make and repair fur coats for the soldiers on the Russian front. The coats come back damaged from the fighting, some with large holes and bloodstains. On one occasion a severed arm is found.

The young workers become aware of another *Aktion* against young people. A plan is formed to create a fur coat for the wife of Hans Biebow, the German commissioner of the ghetto, for her birthday. When the coat is finally finished, Ben takes it to the office so that the coat can be given to Frau Biebow. The workers who created the fur coat are sent to *Heim*. *Heim* is a convalescent institution that is used to reward people for special achievements. The group receives good food, milk, beef, and clean beds. Ben and the group spend seven days in the *Heim*, and the *Aktion* against the young people never occurs.

Back at the ghetto, Ben is so hungry he cannot fall asleep. He remembers a time when he wanted to play outside instead of eating. Ben dreams of a hot Kaiser roll dripping with butter. Ben's family has love and respect for each other. Their mother divides the food portions equally. Ben's family is in a unique position; most families are not intact. Many are less fortunate, as some families have to fight, grab and steal every morsel of food. Food dominates every conversation in the ghetto.

Food rations are calculated to give the ghetto residents just enough calories necessary to keep them alive. This creates huge vitamin and mineral deficiencies. At one point, Ben's family considers eating rats. A shipment of horsemeat is brought to the ghetto, which helps people survive. Vegetable gardens are planted but people are so hungry that they will steal the plants before they mature. A co-op is started and night watchmen are set to protect the crops. The project is organized and efficient but the night watchman does not distribute food equally. People begin to plant gardens in baby carriages, which can be brought indoors and protected from intruders.

Bread is issued from a bakery. People are given a ten-day supply. Without a great deal of willpower, people will eat all of the bread in one or two days, then starve for the remainder of the time. If someone dies, some people will keep the body around until they get the dead person's ration of bread for the week. One young man becomes so desperate for bread he hits a girl over the head with a brick. When found, the boy is slumped over in an alley with his mouth full of bread and a small piece in his hand. The death is ruled "death by suffocation."

A group called the "White Brigade" has the job of unloading sacks of flour. Some begin to steal flour and sell it for things they don't have. They accomplish this by puncturing the sacks and sifting off a pound into their pockets. They rub the sack material and the fibers join back together. After several months the men are

caught and sent to Auschwitz. (*Note: It is highly unlikely that the Jews knew they were being sent to Auschwitz at the time.. Mr. Edelbaum had this information after the Holocaust.*)

Ben and others sell saccharin tablets or *iris*. They trade for slices of bread or soup. Other people sell hard chunks of candy or oleo.

Potatoes arrive in the winter of 1942. But time passes and the potatoes are not distributed. Later it is found that the potatoes froze and then spoiled because the leaders were irresponsible and caused delays.

Commentary

Ghetto life was extremely stressful. The chapters represented here are Ben's perceptions of what that stress does to a family situation.

It was an important job to be the person to dish out the soup (*Wydzielaczka*). A person would have the advantage of getting the best soup with some nutrition in the bottom of the pot. The person would also be in the position of giving others the nutrition they would need to survive. This would be a good position for a person to trade needed nutrition for articles someone else may have, such as bread, clothing, medicine, and black market items.

SUMMARIES AND COMMENTARIES

Chapters 26 – 31

Part IV – Ghetto Life Deteriorating

The time: 1942-1944

Summary

Ben's family lives in a one-room apartment. His mother places food in a small pot, covering it carefully with a plate. It is wrapped in a towel to keep it hot and is inserted into a bed to keep it warm. Whoever gets home late from working the night shift will have a warm meal and a warm bed.

One night Ben hears his mother and father discussing how skinny he is. His father says that it is important that his only son survive. Ben was not aware of how much they worry about him.

During the winter of 1942, Ben discovers an empty house. Having very little fuel to keep them warm, Ben goes to the house and brings back a drawer and a chair. Ben's mother immediately starts a fire to warm the apartment. Ben decides to replace a wooden board in the picket fence hoping that no one else will notice that the house is vacant. As he is getting ready to replace the board, two people discover him and accuse him of stealing. The next day people strip the house of all wood except for the framing. The winter of 1942 is very cold. Ben decides to remove a leg from their table for fuel. The table is able to lean against the wall. Before too long, Ben's family begins to tear up anything that is made of wood to keep warm.

Sanitation is a big problem in the ghetto. Head lice and body lice are everywhere. The lack of soap and boiling water makes it hard to keep from getting the lice. Ben and his family work every evening to get the lice out of their clothes. The ghetto residents lack vitamins and minerals for proper growth and to keep a healthy body. People eat orts and beet tops to try to get rid of hunger pains. The people begin to get bloated bellies and filled bladders. At night people use buckets and pots to go to the bathroom because it is too cold to go outside. In the morning people meet in the hallway emptying their buckets.

Once a month the *Fekalists* come to empty the outhouses. They push and pull a wagon full of human excrement—every one of these people dies.

There is a perception that the people in the ghetto are divided into two groups: the haves and the have-nots. The "have-nots" wear dirty, loose-fitting clothing often infested with lice and anything for headgear to keep them warm. Shoes may be wooden, or rags wrapped around their feet. They carry a tin plate and a spoon attached by a wire. The "have-nots" are starving people.

The "haves" (*Szyszki*) are people who have some influence in the ghetto. They either work at food distribution or know someone who does. They receive special allotments of food, fuel, clothing, and services at the expense of the "have-nots." The "haves" actions focus on "live, live better, live longer." Men wear light-colored sun-visor hats called *Litzipate Hitl*, dark, three-quarter length sleeved, well-tailored jackets with wide lapels and a waistband in black, gray-colored riding britches, and black military boots. Women wear excessive make-up and are dressed similar to the men. Instead of the riding britches they wear knee-length skirts. (*Note: Whatever a person brought into the ghetto was all that a person had. When their clothes wore out most people could not replace them. Those who dealt in the black-market could trade for clothing. People who had more were envied, and the above description of these people is Mr. Edelbaum's perception*)

Ben has the dreaded *Odwapnienie Kosci*, a decalcification of the bones. This disease creates pain in the joints and makes them no longer function. Ben worries that he will no longer be productive and will be deported. Ben's mother also has the disease. Chaja and Ben go to see an old acquaintance, Mr. Czarnobroda, to request some mineral oil. Few people, including Ben's family, can afford the medicine, but Ben and his sister are hoping for a special favor. Ben and Chaja are given two syringes for Mother and told to come back at any time for more. Mother never allows Chaja to go back; she is afraid her daughter may make a "sacrifice" out of love for her mother and urgent need for the medication.

Rumkowski is ordered to ship 150 more Jews per day out of the ghetto for "special assignment." He convinces the Nazis to let him pick who should go. (*Note: Mr. Edelbaum would not have been aware of the exact number.*) April 1944, hundreds of men, women, and children are taken from their families. A man runs down the street yelling that the *Sonder* (special Jewish Police) are coming to take more people. As Ben's family prepares, Rachel runs in with Hershl. He is now too big to hide in a sack of potatoes. The family tries to think of a place to hide Hershl, but before they find one they are ordered outside. Ben hears screams coming from the apartment. To save Hershl from the deportation, Rachel kills Hershl and then herself.

Commentary

It is important for the reader to realize that body lice carry typhus. Ben's family tried to rid themselves of lice by picking them off their clothing and killing them.

Typhus: Epidemic typhus was a constant problem in the ghettos and camps. It is transmitted by body lice and symptoms include headache, chills, fever, prostration, confusion, photophobia, vomiting, rash (generally starting on trunk. Ghetto inhabitants did not have medicine to treat the disease and often died. Source on Typhus: Center for Disease Control – www.cdc.gov

Dysentery: Dysentery is an acute bacterial infection of the gut usually causing watery diarrhea. It appears in all parts of the world and affects all people. Dysentery is highly infectious. Outbreaks occur more readily in areas of overcrowding, or where questionable hygiene practice occurs.

Body Lice:

Body lice are parasitic insects that live on the body and in the clothing or bedding of infested humans. Body lice infestations spread rapidly under crowded conditions where hygiene is poor and there is frequent contact among people. Epidemics of typhus are caused by body lice. Source: Center for Disease Control – www.cdc.gov

Rachel and Hershl: By killing Hershl and then herself, Rachel made a choiceless choice. She chose to end Hershl's life instead of having the Nazis murder him. Rachel chose to end her own life instead of living without her son and husband.

Jewish women during the Holocaust revealed their strength in the face of horrible conditions. During the Nazi occupation of their countries, the women tried to keep their families safe and create a sense of normalcy. When women and children arrived at the camps, the first thing the Nazis did was decide who was to be selected for work or for death. Women who were pregnant or carrying small children were automatically selected for death. While suicide and murder is not normally seen as a form of resistance, many felt that if they were going to die, they were not going to die at the hands of the Nazis. Their last act of defiance was to die on their own terms.

SUMMARIES AND COMMENTARIES

Chapters 32 – 42

Part V – The Last Trip

The time: August 1944

Summary

Hans Biebow comes to the ghetto and makes a speech about “resettling.” His actual orders are to murder all the Jews in the ghetto. (*Note: Mr. Edelbaum could not have known this at the time. This is knowledge he gained after the Holocaust.*) In his speech, Biebow promised all the starving Jews a whole loaf of bread and a pound of sugar. Thousands of Jews had already been deported and food is no longer coming into the ghetto. Rumkowski drives around urging Jews to participate. He tells the Jews the ghetto is no longer safe, the Russians are coming and they will be killed. On August 14, 1944, Ben’s family decides to go. Ben is to stay and try to hide. Many who hide (*Note: approximately 877*) survive to be liberated by the Russians.

Ben’s family boards the trolley for the railroad station. On the way, Ben jumps off and hides in a ditch. He falls asleep and is awakened by a soldier with a German shepherd. Ben is taken to the depot and is put in a cattle car where he rejoins his family.

Two hours into the train ride people begin to have diarrhea and cramps. They were not used to so much food. Some people die from overeating. Without ventilation and bathroom facilities the cattle car becomes unbearable.

At 5:00 a.m. (*Note: Mr. Edelbaum would not have known the exact time*) the train stops and people are commanded to get out. It has been so crowded that the people who have died have remained upright in the car. When the doors open they fall out to the ground. Approximately half of the 100 people in the car died.

Ben sees prisoners dressed in blue and white stripes with round-striped hats and wooden shoes. A barbed wire fence surrounds long rows of buildings. On the fence is a small sign which reads Auschwitz.

The people from the ghetto are ordered to take all their belongings and leave the cattle cars. The *Canadians* ask that all belongings be put in a pile. The Jews are marched through the gate with a sign over it, “*Arbeit Macht Frei*” (Work will set you free). (*Note: For more information on Canada visit: <http://www.remember.org/komski/komski-drawings1-002.html>*)

A *Canadian* speaks to Ben and says, “I wish that I could put my heart into yours.” This does not mean much to Ben now, but later he learns that the *Canadians* are people chosen by the Nazis to help keep order and maintain operations. They are well-fed and supplied with cigarettes and liquor. The *Canadians* have to do gruesome tasks. At times they have to put their own family members in the gas chambers, remove their bodies, and put them into the crematoria. The *Canadians* are told that in six months they, too, will go to the gas chambers. After these horrible tasks, many *Canadians* are willing to die at the end of their six months. Some commit suicide before their time is up.

Ben’s group prepares to go through selections. Children are taken from their mothers and family members try to say goodbye. People have heard about Auschwitz. They know about the gas chambers and crematoria. They also know about the process of selections. (*Note: It is unlikely that Mr. Edelbaum knew at the time what was going to happen.*) Ben stands in line with the men. He knows it is important to be seen as a potential laborer. Ben notices that Mengele is swinging his thumb one to the left, then one to the right.

Because of this method, Ben trades places with the man directly behind him. Ben and his father go to the left and survive the selection. The other group is marched to the gas chambers.

The men are forced to undress and fold their clothes neatly in a pile. Their entire body is shaved, at times inflicting painful nicks with the shears. Ben's genital area is cut, and he stands bleeding. His father calls his name, not able to recognize him. The men are then led into a disinfecting room where they are doused with a solution of calcium chloride. (*Note: Mr. Edelbaum did not know at the time what chemical they were using.*) The pain is excruciating, especially where the men are cut from the shaving. The men are sent next to the "outfitting" room. They are given a suit jacket, a pair of slacks, and a pair of shoes. The clothes are either a size too big or a size too small. The men are given no undergarments or socks. All jackets are painted with a yellow line down the sides. This marking identifies them as "temporary prisoners."

As "temporary prisoners," Ben and his father are put on hold. There are many more people arriving into the camp than can be murdered. (*Note: Knowledge Mr. Edelbaum gained after the war.*) "Temporary prisoners" are not given prison uniforms or tattooed with a number. Ben's group is put into a barracks where they meet another man who demands they give up their valuables. He uses a flashlight to look into their mouths and probes their rectums for hidden valuables.

The men are taken into another barracks that had once been used as a horse stable. At 8:30 p.m., (*Note: Times may not be accurate*) Ben's group is introduced to a *Kapo* and other assistants. The men are not given food or water and are forced to lie on a bare concrete floor. They are packed like sardines, on their sides, facing the door and fitting one against the other. Anyone disobeying is beaten. Ben has just spent his first day in Auschwitz II – Birkenau.

The next morning the men are ordered outside the barracks at 4:30 a.m. (*Note: Times may not be accurate.*) They are given coffee and taken to the washroom. The men are given two or three minutes to get cleaned up. Constant thirst plagues the men. There are only small droplets of water that come from the pipes. There is never enough to get clean or enough to drink. There is very little for the men to do since the work has been given to the established prisoners.

Ben notices a barracks where the prisoners are clean-shaven and wear traditional "striped" uniforms. Their barracks have windows and screened-in porches. The prisoners sit in chairs and look relaxed and content. Ben asks why these prisoners are here. It is rumored that they are here either to have a "model compound" for visiting dignitaries (like the Red Cross), or are actually being fattened up for the kill—their physical condition being brought up so they can be used for medical experiments.

Ben is called to lunch with a shrill whistle. The *Kapos* have wooden bowls that are filled and given to the first five prisoners. Each prisoner takes three sips on the first round, two sips on the second round, and one sip per man on the third round. No seconds are given, and the leftovers are taken into the *Kapo's* living quarters.

The days drag on with nothing to do but wait. Sometimes people need to use the latrines in the daytime. The latrine is four feet wide and two feet tall, with two rows of "seats" cut out of the wooden top. It has about 40 seats in each row. The tops of the seats are filthy with fresh or dried excrement of those who are suffering from dysentery. Some people are interrupted and driven out by the *Kapo* for spending too much time there. Ben is caught in the latrine and beaten over his arms and back.

Ben speaks to some women on the other side of a fence. He realizes they are from the same ghetto as he and arrived about the same time. He has some hope his mother and Chaja are still alive.

Ben hears a rumor that the Elder of the Jews Rumkowski has arrived at Auschwitz. August 27, 1944, is Ben's twelfth day at Auschwitz. The barracks next to Ben's is sent to the gas chambers. Ben hears that Rumkowski did arrive. He is told that Rumkowski was taken to Auschwitz by limousine under heavy guard. He did not know where he was going and thought he was being taken to a place of safety. The rumor is that Rumkowski is told he is at Auschwitz, a place where he has sent thousands to their deaths. Ben is told that men Rumkowski sent to Auschwitz made him lay down on the ground, naked, and roll. Two lines were formed. As Rumkowski rolls between the lines, he is kicked in the groin, stomach, and head. Near death, he is thrown into the gas chamber, then the crematoria.

Ben remembers his last meal with his family and realizes how much he misses his family. After lunch the SS enters the barracks and Ben realizes that they are to be sent to the gas chamber. The prisoners are marched to a building and told to undress. A man marks some of the prisoners with an "X" to signify which of them have gold teeth or fillings. The Germans and *Canadians* will then separate these bodies after the gassing and remove their teeth. There is one wheelbarrow full of towels and one of soap bars marked "R.J.F." Ben believes this soap is made from murdered Jews and that R.J.F. stands for *Rein Juden Fets* (Pure Jewish Fat). In the ghetto the Germans had often included a bar of this soap with the rations, as well. **(Note: See these sources on Jewish soap:** http://www.chgs.umn.edu/Educational_Resources/Newsletter/The_Genocide_Forum/Yr_1/Year_1_No_6/year_1_no_6.html <http://www.nizkor.org/features/techniques-of-denial/soap-01.html>)

Before they are given the soap and towel, an SS man comes running up. An officer is given a note that says these men are to build a concentration camp. The *Canadian* says that 500 men have been saved. They will get prison uniforms and be assigned a number. Ben is told never to forget his number. He is given No. 96297. **(Note: Mr. Edelbaum is given a number, but is never tattooed)**

Ben has an inverted yellow triangle on his uniform. He believes this means political prisoner. Ben says that green triangles are for Gypsies, and red is for criminals and homosexuals. **(Note: Mr. Edelbaum is mistaken about what color the badges were.)** Ben's group is transported again. Of the 500 men on the journey only 400 survive. **(Note: Numbers may not be accurate)** Most die due to exhaustion, heat, and general debilitation.

Ben's group arrives at Hurlach. They are transferred to trucks and driven to a forest area. Ben's number is called and he almost forgets to answer to his number, 96297. Every five men are given one loaf of bread to share. The prisoners are told this is the only piece of free bread they will receive. The prisoners will have to work for bread—no work, no bread. Ben realizes that they have arrived one day early at camp. If the Auschwitz authority had known they could travel in two days to the camp, they would have been sent to the gas chamber as intended, instead of spared. **(Note: Mr. Edelbaum is speculating; he had no way to know this.)** The men spend the next three weeks digging postholes, putting up posts, installing barbed wire, erecting watchtowers and gallows, building barracks, and carrying tons of sod. The sod is used to camouflage the camp and make it look like a green pasture from an aerial view.

By the end of November 1944, there are approximately 4,500 men in the camp. Ben and his father are separated for the first time. The new camp doesn't have a gas chamber or crematoria. The camp does have a gallows and punishment bench. Ben's father is beaten when he accidentally stands out of line beside Ben. Ben pretends not to know his father so that they are not sent to separate camps.

The day at the camp starts at 3:30 a.m. Every prisoner is accounted for. Roll call lasts until 7:00 a.m. The men are divided into groups of 500 and marched off to work. At times the men are hired by companies or a farmer. Ben is working on a farm digging potatoes with his bare hands. He spots a pot of boiling water with potatoes. As he grabs one, the wife of the farmer yells at him and tells him the potato is for her pigs.

Construction site work is very dangerous. The men are so skinny that bones rub on the metal rods. Burlap is used to pad the shoulder from the pain. Men are given evergreen soup for lunch. It is made of grass and water. At the camp the soup is somewhat better. Supper is eaten standing up. There is no mess hall. (*Note: There were no mess halls in any camp.*) Sometimes when people go into the barracks to eat, a hand will reach out and grab whatever potato or meat may be in the soup. In the darkness, the thief cannot be recognized. Prisoners are given bread at the end of the day.

One day returning from work, Ben sees a potato lying in the field. He puts the potato in his pocket thinking he has not been seen. Back at camp Ben is ordered to the front and punished by whipping for taking the potato. Ben passes out after the ninth lash and spends four days in the barracks unable to work. He is given no soup, but is given bread.

November 1944, Ben goes to his father. His father is tired and weak. His cheeks are puffed up, and you can hardly see his eyes. Ben's father refuses to eat any bread. Ben's father is nearly 54 years old, and looks 70. The next morning, Ben goes to his father again. He looks even worse. Ben's father reaches out for him; his father holds his hand as if for the last time. Ben spends the whole day carrying wet cement sacks. When he returns, he finds his father has died. Ben is 15 years old and feels entirely alone.

Ben is in a camp with men who have physical and emotional needs to be filled. A *pipel* (young male prisoner) is one who is willing to have homosexual relations with the *Kapo*. Among other *pipel* duties were: shine the shoes, wash shirts, and make the bed. Ben finds favor with Zho-Zho, whose *pipel* is not willing to perform the daytime duties (laundry, shining shoes, etc.), so Ben is chosen to do these duties. He receives an extra portion of bread and is "shielded" from immediate dangers.

Prisoners take blankets and clothes from people as soon as they die. In winter of 1944, the death rate is very high, two to four prisoners per day die in the barracks. Ben becomes sick with typhus. He is isolated and he spends four weeks in the barracks. Most of this time he spent in a coma. As Ben recovers, he finds that Zho-Zho has been taking care of him. Bread has been saved for Ben while he is sick, and he finally has all the bread he can eat in one meal.

Ben returns to work in February only to lose one of his shoes in a muddy field. He spends two months with only one shoe. Ben finally gets another pair of shoes from a prisoner who dies. This prisoner was a doctor before the war and suffers from an overactive thyroid. To end his suffering, the man slits his wrists. It takes him two days to die.

Men with blankets guard them with their lives. The blankets are infested with lice. Every other Sunday the prisoners spend half of a day delousing their blankets.

Spring arrives at the camp, and sanitation worsens as the snow melts. Ben finds a small paper sack that has been tossed out of a window. He finds the crust of two slices of bread. Ben begins to go to the same window during lunch each day. He learns that an elderly soldier (*Note: Wehrmacht*) has lost his son who was about Ben's age in the war. Ben realizes that the war will soon be over.

Ben sees searchlights scanning the skies at night and dogfights in the daytime. Ben has been imprisoned, tortured, degraded, and starved for five and a half years. On April 25, 1945, the prisoners are told they are leaving the camp, and that those who cannot travel will have a wagon sent for them. The approximately 1,500 prisoners who were not able to leave are burned alive in the barracks. (*Note: This is an example of the SS carrying out their duty even as the Allies advance.*) A train is to take Ben and his group to Dachau. One half hour later, an Allied bomb hits the train. As the prisoners jump off the train, they are shot by the guards. Ben manages to run into the woods. He realizes that he is wounded. Ben walks until he finds a farmer that gives him medical aid and food. Ben is not allowed to stay long because the SS are looking for escaped

prisoners. Ben walks on, trying to reach a nearby hospital. Ben sees Nazi uniforms folded and laying up against a tree. The soldiers have realized that the war is over and have deserted. Ben hears tanks approaching and lies down in a ravine. Ben faints from exhaustion.

Dr. Greenberg rescues Ben the next morning. The hospital staff takes care of his wounds and gives him a bath. He is fed and put into a clean bed. The experience is too much for him and he passes out. The good beds in the hospital are given to Allied soldiers and survivors. The SS prisoners are in the basement sleeping on mattresses filled with straw. The SS are under armed guard. Allied soldiers are standing guard to protect the patients upstairs as well as to protecting them from reprisal by the survivors. Ben weighs sixty pounds. He has yellow jaundice, a deteriorated gall bladder, and twenty-two teeth that are decaying from malnutrition. By June of 1945, Ben is able to take short strolls in a wheelchair. Orchestras tour the hospitals where survivors are recuperating.

As Ben continues to recover, he realizes how alone he is in the world. At night, Ben relives horrible moments in the camps. Ben begins to miss his family and becomes homesick. He knows that his father and Esther are dead, but what about his mother, Mirla, and Chaja?

The doctor decides that he has done all he can for Ben and they send him to a DP (Displaced Persons) camp. Ben is told the main function of the army and the U.N.R.R.A. is to bring all of the survivors closer together. Ben is sent to Feldafing, near Munich.

Commentary

Ben's family decides to split up instead of all of them going to the transports. They made the decision to have Ben try to hide. By doing this they hoped one person out of the family would survive and the family name would live on. Also, Ben's father is concerned there will be no more family to say the prayers for the dead, or *Kaddish*. In most cases, entire families were murdered.

Canadian is camp slang for the camp workers who sorted through the Jewish belongings for the Nazis. They were not people from Canada. The *Canadians* were also not the *Sonderkommando* who worked the crematoria. Prisoners believed that Canada was the land of milk and honey. Since these prisoners could sometimes smuggle extra clothing or food, and were relatively better off than other prisoners, they were nicknamed *Canadians*.

In chapter thirty-five, Ben notices some prisoners in a barracks that were getting what he perceived as "special treatment." Ben's fellow prisoners had several theories as to why these prisoners were being treated so well, but the people they saw were actually medical experiment victims, just as Ben surmised.

In chapter thirty-six, Ben recounts a story he heard of how Rumkowski met his fate. There are many different and conflicting rumors and it is important to understand why Ben felt the way he did about this man. While we do not know how Rumkowski died, we do know that he arrived at Auschwitz on a deportation train (not in a limo) and it is probably that, like other Jews, he died in the gas chambers.

The RJF soap is a Holocaust myth. In fact, we know that human soap was not made during the Holocaust. In discussing the soap taken from Auschwitz, Michael Berenbaum explained, "The United States Holocaust Memorial Museum tested several bars of soap reported to be composed of human fat but no such fat was found." (Nizkor, 2004) Although human soap was not actually made, many people believed it at the time.

Testimony of one British POW from the Nuremberg documents mentions the soap at Auschwitz, "The German civilians often threatened the inmates that they would be gassed and made into soap. We were told

that quite a few times by the inmates and I personally heard the German civilians make those threats many times. Also, I hear the Germans joking among themselves about the same thing...”

The RJF initials on the soap probably stood for the name of the factory that produced the soap. There was a German agency responsible for the wartime production and distribution of soap and washing products, the “Reich Center for Industrial Fat Provisioning” (Reichsstekke fur Industrielle Fettversorgung”). RJF soap was a poor quality substitute that contained no fat at all, human or otherwise. (Nizkor, 2004) It is understandable that Ben would believe this rumor. He had probably heard from inmates and camp workers about it many times.

Ben and his father believe that they were about to be gassed. It is here that the reader should understand that survival was largely due to luck and circumstances. Ben and his father survived as long as they did due to many instances of chance: Ben changed places with the man in the line and was not selected; they were never formally processed into camp; they were removed from the gas chambers and transferred out of camp...

In Chapter forty-one, Ben refers to tanks with stars on them. These were Americans as Ben had guessed. His reference to “ol’ ‘Blood and Guts’” (General Patton) is knowledge he acquired later. Mr. Edelbaum could not have known of him at this time.

The Nazis killed approximately 1.5 million Jewish children during the Holocaust. They also subjected them to countless situations of torture and experimentation. The family that usually protects children was destroyed and they could not protect or provide for their children. Thousands of children died of starvation and disease. Since children served no productive role in the Nazis policy of the “Final Solution” most were immediately murdered as they arrived at the camps. Some youngsters, such as Ben, who could pass for an adult, survived the selection process.

American involvement in the war did not begin until December 11, 1941. By then, hundreds of thousands of Jews had been murdered by the Einsatzgruppen. Gassing operations had also started. The American public was strongly anti-immigration, antisemitic, and isolationist. Not until the summer of 1944 did the United States make a special provision to bring Jewish refugees to America.

Food, shelter, and sanitary facilities were entirely inadequate in the camps. The Germans attempted to destroy the Jews heart, mind, and soul. Poor living conditions were one way to degrade the Jewish people. Camp barracks were running rivers of filth, filled with dirt, vomit, disease, and excrement. (The Holocaust Chronicle, p 532) The poor sanitary conditions led to many prisoners getting dysentery and/or typhus.

SUMMARIES AND COMMENTARIES

Chapters 43 – 48

Part VI – The Aftermath

The time: 1945

Summary

At Feldafing, Ben finds that his new quarters were at one time a Hitler Youth camp.

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007030> Other DPs are interested in Ben's arrival. Everyone is looking for news of relatives that may have survived the Holocaust. Ben realizes that many survivors hid during the war in the forests and fought the Nazis. They performed countless acts of sabotage as part of the resistance movement. The task of the U.N.R.R.A. was to repatriate the survivors. The non-Jewish French, Yugoslavs, Poles, Russians, and Czechs had something waiting for them when they left camps. Jewish survivors could not go back. In Kielce, Poland, a handful of Jews returned to where they had lived and the National Army marched them out to a field and shot them. Antisemitism is still very strong in Europe. (**Note:** the National Army was not involved in the pogrom. To read about Kielce visit <http://www.jewishvirtuallibrary.org/jsourc/Holocaust/Kielce.html>)

Every person in the DP camp is registered with first, last, and middle name. Also, the names of any relatives that they may be looking to find are included. The “master list” was sent to every camp in Germany—soon some people were finding each other.

The morning of *Yom Kippur* in 1945 Ben receives a visitor. His sister Chaja and her fiancé Leo have found him and they are reunited. Chaja tells Ben that Mother and Mirla had been sent to the gas chambers the first day at Auschwitz. Chaja was sent to Stuthoff, a concentration camp, and spent the rest of the war there. Instead of letting the Allies liberate the camp, the SS took the women to a port in Kiel. The women were sailed into the Atlantic Ocean (**Note:** *actually the Baltic Sea*) and forced to jump overboard or be shot. The British Navy came to their rescue and the R.A.F. (Royal Air Force) strafed the boat. Out of 600 women, only 150 survived. Ben and Chaja decided to move to Zeilsheim.

October 5, 1945, Chaja, Leo, and Ben arrive in Zeilsheim. Ben sees a newly erected monument to commemorate the 6 million Jews who had been murdered by the Nazis. Ben goes to the Jewish Committee to look for a job. He is told that people render their services free of charge in return for services received. Ben meets an old friend from Feldafing - Dora. She tells Ben about her experience. She is the sole survivor of a family of seven. When the Allies were approaching the camp, Dora and the other prisoners were given a loaf of bread. An SS officer warned the starving women not to eat the bread. The hungry women were confused about what to do. The Second British Army arrived, and told the women that the bread contained large quantities of strychnine. (**Note:** *The story of poisoned bread is a Holocaust myth.*) Later Dora learned she was in the camp the same time as Anne Frank.

Ben gets a job with food distribution. In November 1945, Leo and Chaja are married. In December 1945, Ben learns that Patton died in an accident. In 1946, Ben waits for news of relocation. In January, Ben has a gall bladder attack. He is admitted to the hospital, but once again is told he is too young to have surgery. Ben is given medicine and a diet of fresh strawberries drenched in sugar. The doctor tells Ben that the sugar and vitamins contained in the berries are good for the blood and would help with the jaundice.

Ben is registered to go to England and the United States. In February, Leo finds an uncle and an aunt in the U.S. The relatives live in Kansas City, Missouri. They provide sponsorship for Leo and Chaja. On October

5, Dora and Ben are married. Ten days later Ben learns that he and Dora must separate. A regulation of the American Joint Distribution Committee states that they cannot be married and immigrate to the United States. Ben and Dora take up separate living quarters. They are instructed to meet with the American consulate. The consulate completes paperwork. Dora and Ben are taken to the Emigration Assembly and transferred to Bremen.

In December 1946, Ben and Dora spend *Chanukah* at Bremen. On January 2, 1947, Ben and Dora board the *SS Ernie Pyle* to begin their trip to the United States. During the voyage a storm blew up and everyone on board was seasick. Ben decides to write down everything he remembers so if he should die, someone might find his notes and the world would know what had happened. On January 16, the people on the ship could see the Statue of Liberty. Upon reaching solid ground, Ben and Dora kissed the ground.

Epilogue

Ben and Dora went through a processing program. They were given clothing, which is one of their most vivid memories after wearing filthy rags for so long. Chaja arranged for Ben and Dora to come to Kansas City. Dora is introduced as Ben's cousin. Ben had to apply for a work permit since he was only 16. Ben found this ironic, since he had been working for survival in the camps. He found a job and attended night classes at the Jewish Community Center learning English and American Government. The family that Dora was staying with wanted to adopt her, so Ben and Dora had to tell them they were married. Ben and Dora were remarried and became citizens in 1952. When asked at his hearing what flew over the courthouse, a nervous Ben replied, "Pigeons." The amused judge had to remind Ben that it was the flag of the United States.

Commentary

Luck:

When speaking to survivors, most will tell you that Holocaust survival always had to do with luck. Lucky escapes from illnesses, starvation, work, and, most miraculous of all, escape from death. Ben was lucky when an old soldier took pity on him and gave him the food that helped him survive. When he first escaped from the deportations and was found by an SS officer he could easily have been shot instead of taken to the trains. He was luckily put on the same train as his family. Elie Wiesel, the author of *Night*, believes that surviving the Holocaust is a staggeringly unlikely coincidence; a stroke of sheer luck...Wiesel wants to make the point that his own survival is a result of luck and coincidence.

Prejudice and hatred toward Jews did not end with the defeat of the Nazis. Few Polish Jews survived the death camps, and even those few who did survive were greeted with violent hostility when they returned to their homes. (The Holocaust Chronicle, p 647) Ben speaks about the Jews going home in the Kielce pogrom. This pogrom did not happen until July 1946. There was a long history of antisemitism in Poland, even before Hitler.

In chapter forty-five, Dora is telling Ben of her experience. Rumors ran rampant in the camps. It is understandable why an inmate would question whether the bread given to them had been poisoned. The British, however, did not test the bread, and so did not find it had been poisoned. It is important to discuss why the Nazis might have made up this story, especially when they had already lost the war. Have the students analyze the psychological torment of the Nazis. The starving inmates were given bread and then told it was poisoned...as a prisoner do you choose hunger or death?

Holocaust and World War II Timeline

1933

- January 30 German President Paul von Hindenburg appoints Adolf Hitler Chancellor of Germany
- Feb. 27-28 German Reichstag (Parliament) mysteriously burns down, government treats it as an act of terrorism
- Feb. 28 Decree passed which suspends the civil rights granted by the German constitution
- March 22 Dachau concentration camp opens as a prison camp for political dissidents
- March 23 *Reichstag* passes the Enabling Act, empowering Hitler to establish a dictatorship
- April 1 Nationwide Nazi organized boycott of Jewish shops and businesses
- April 7 Laws for the Restoration of the Professional Civil Service bars Jews from holding civil service, university, and state positions
- April 26 Gestapo established
- May 10 Public burning of books written by Jews, political dissidents, and others
- July 14 Law on the Revocation of Naturalization stripping East European Jewish immigrants, as well as Roma (Gypsies), of German citizenship

1934

- June 30 Night of the Long Knives – members of the Nazi party and police murdered members of the Nazi leadership, army and others on Hitler's orders. Ernst Röhm, leader of the SA was killed.
- August 2 President von Hindenburg dies. Hitler proclaims himself Führer. Armed forces must now swear allegiance to him
- Oct. 7 Jehovah's Witness congregations submit standardized letters to the government declaring their political neutrality

1935

- April 1 Nazis ban the Jehovah's Witness organization
- May 31 Jews barred from serving in the German armed forces
- June 28 Ministry of Justice revises Paragraph 175 and 175a, providing the police with broader means of prosecuting homosexual men
- Sept. 15 **Decree of the Reich Citizenship Law and the Law, the Law for the Protection of the German Blood and Honor, and the Reich Flag Law - otherwise known as the Nuremberg Laws. These anti-Jewish racial laws defined who was a Jew, stripped Jews of their German citizenship and said that Jews could not marry Aryans.**

1936

- March 3 Jewish doctors barred from practicing medicine in German institutions
- March 7 Germans march into the Rhineland, previously demilitarized by the Versailles Treaty
- June 17 Heinrich Himmler appointed the Chief of German Police
- July 12 Construction begins on Sachsenhausen concentration camp
- August Berlin hosts the 1936 Olympic Games. Anti-Jewish signs are temporarily removed to present a more favorable picture to foreign tourists.
- Oct. 25 Hitler and Benito Mussolini form Rome-Berlin Axis

1937

July 15 Buchenwald concentration camp opens

1938

- March 13 Anschluss (incorporation of Austria in the Third Reich): all antisemitic decrees immediately applied in Austria
- April 26 Mandatory registration of all property held by Jews inside the Reich
- July 6 - 15 Evian Conference held in Evian, France to discuss the problem of Jewish refugees worldwide
- August 1 Adolf Eichmann establishes the Office of Jewish Emigration in Vienna to increase the pace of forced emigration
- Sept. 30 Munich Conference: Great Britain and France agree to German occupation of the Sudetenland, previously western Czechoslovakia, in the Munich Pact
- Oct. 1 –10 German troops occupy the Sudetenland
- Oct. 5 Following a request by Swiss authorities, Germans mark all Jewish passports with a large letter "J" to hinder Jewish immigration to Switzerland
- Nov. 7 Assassination in Paris of German diplomat Ernst vom Rath by Herschel Grynszpan, a Jew. This event serves as a catalyst to the *Kristallnacht* pogrom.
- Nov. 9-10 *Kristallnacht* (Night of Broken Glass): anti-Jewish pogrom in Germany, Austria, and the Sudetenland; 200 synagogues destroyed; 7,500 Jewish shops looted; at least 91 Jewish men killed, 30,000 male Jews sent to concentration camps (Dachau, Buchenwald, Sachsenhausen)**
- Nov. 12 Decree forcing all Jews to transfer retail businesses to “Aryan” hands
- Nov. 15 All Jewish pupils expelled from German schools
- Dec. 12 One billion mark fine levied against German Jews for the destruction of property during *Kristallnacht*

1939

- March 15 German troops occupy the Czech lands and establish the Protectorate of Bohemia and Moravia
- May-June Cuba and the U.S. refuse to accept over 900 refugees aboard the *St. Louis*
- August 23 Molotov-Ribbentrop Pact signed: non-aggression pact between Soviet Union and Germany
- Sept. 1 **Beginning of World War II. Germany invades Poland.****
- Sept. 3 Britain and France declare war on Germany
- Sept. 21 Reinhard Heydrich issues directives to establish ghettos in German-occupied Poland
- Sept. 28 Amendment to the Molotov-Ribbentrop Pact outlines the planned partition of Poland between Nazi Germany and the Soviet Union
- October Hitler orders the killing of handicapped and disabled German citizens, beginning the T-4 euthanasia program
- Oct. 12 Germany begins deportation of Austrian and Czech Jews to Poland
- Oct. 26 Germany formally annexes the former Polish regions of Upper Silesia, Pomerania, West Prussia, Poznan and Danzig. The rest of German occupied Poland becomes the General Government.
- Oct. 28 First Polish ghetto established in Piotrków
- Nov. 12 Forced deportations of Jews in German annexed Poland to the General Government begins
- Nov. 23 Decree that by December 1st, all Jews in German-occupied Poland wear an arm band or yellow star

1940

April 9	Germans occupy Denmark and southern Norway
May 7	Łódź Ghetto (Litzmannstadt) sealed: 165,000 people in 1.6 square miles
May 10	Germany invades the Netherlands, Belgium, Luxembourg, and France
May 20	Concentration camp established at Auschwitz (Auschwitz I)
June 22	France surrenders to Germany
June 30	Germans order the first sealing of a major ghetto in Łódź
August 8	Battle of Britain begins
Sept. 27	Rome-Berlin-Tokyo Axis
Nov. 15	Warsaw Ghetto sealed

1941

Jan. 21-26	Anti-Jewish riots in Romania
February 1	German authorities begin rounding up Polish Jews for transfer to Warsaw Ghetto
March	Adolf Eichmann appointed head of the department for Jewish affairs of the Reich Security Main Office, Section IV B 4.
April 6	Axis invasion of Yugoslavia and Greece
June 22	Germany invades the Soviet Union – Operation Barbarosa. Mobile killing squads known as Einsatzgruppen travel with the advancing army, conducting mass shootings of Jews and Communists
July 20	Minsk ghetto established
July 31	Reinhard Heydrich appointed by Hermann Göring to implement the "Final Solution"
August 15	Kovno ghetto sealed
Sept. 3	first experimental gassing using Zyklon B performed at Auschwitz
Sept. 6	Vilna ghetto established in Lithuania
Sept. 29-30	34,000 Jews massacred at Babi Yar outside Kiev
Oct. 15	deportation of German Jews to ghettos of Łódź, Riga and Minsk
Oct. – Nov.	Operation Reinhard preparations begin (Bełżec, Sobibór, Treblinka)
Nov. 24	Theresienstadt (Terezin) ghetto established in the Protectorate of Bohemia and Moravia
Nov. 26	Auschwitz-Birkenau (Auschwitz II) established.
Dec. 7	Japanese attack Pearl Harbor – bring United States into World War II
Dec. 8	Gassing operations begin at Chelmno (Kulmhof) extermination camp
Dec. 11	Germany and Italy declare war on the United States

1942

January 16	deportations from the Łódź ghetto to Chelmno begin
January 20	Wannsee Conference in Berlin: Reinhard Heydrich outlines plan to murder Europe's Jews
March 17	Extermination begins in Bełżec
March 27	Deportations from France begin
May	Extermination by gas begins in Sobibór killing center
May 4	First selection of victims for gassing at Auschwitz-Birkenau takes place
May 31	Germans open the I.G. Farben plant at Monowitz (Auschwitz III)
July 15	deportations of Dutch Jews from Westerbork transit camp begin
July 22	deportations from the Warsaw ghetto to Treblinka concentration camp begin
July 23	gassing operations at Treblinka begin
August 4	deportations from Belgium begin

Winter Deportation of Jews from Germany, Greece and Norway to killing centers

1943

Jan. 18-22 Jewish Fighting Organization (ŻOB) mounts armed resistance during deportations from Warsaw ghetto
January German 6th Army surrenders at Stalingrad
March Liquidation of Kraków ghetto
March 15 deportation of Greek Jews from Salonika begin
April 19 Warsaw Ghetto uprising begins as Germans attempt to liquidate 70,000 inhabitants; Jewish underground fights until May 16
June 21 Heinrich Himmler orders the liquidation of all ghettos in Poland and the Soviet Union
August 2 Prisoner revolt at Treblinka. Initially over 300 inmates escaped, though most were recaptured and killed. The camp was closed and dismantled after the revolt.
Oct. 14 Prisoners mount armed revolt at Sobibór Approximately 300 escaped, though more than 100 were recaptured. The camp was closed and dismantled after the revolt.
Nov. 3-4 Operation Harvest Festival – liquidation of several camps in the Lublin area. At least 42,000 Jews killed at Majdanek, Trawniki, and Poniatowa

1944

March 19 Germany occupies Hungary
May 15 Nazis begin deporting Hungarian Jews
June 6 D-Day: Allied invasion at Normandy
June 22 Soviet offensive destroys German front in Belorussia
July 20 Group of German officers attempt to assassinate Hitler
July 22 SS authorities evacuate most prisoners from Majdanek westward to evade the advancing Soviet Army
July 23 Soviet troops liberate Majdanek killing center – the camp was captured intact
Aug. 7-30 Łódź ghetto liquidated - inhabitants deported to Auschwitz-Birkenau
October 6 *Sonderkommando* at Auschwitz-Birkenau revolt, blowing up Crematorium IV and killing the guards
Oct. 30 last transport of Jews from Theresienstadt arrive at Auschwitz
Nov. 25 SS begin to demolish gas chambers and crematoria at Auschwitz-Birkenau

1945

January 17 Death march from Auschwitz begins as the Germans try to evade the advancing Soviets
January 25 Beginning of death march for inmates of Stutthof
January 27 Soviet troops liberate about 8,000 remaining prisoners at Auschwitz
April 11 U.S. troops liberate over 20,000 prisoners at Buchenwald
April 29 U.S. troops liberate approximately 32,000 prisoners at Dachau
April 30 Hitler commits suicide in his Berlin bunker
May 2 German units in Berlin surrender to the Soviet army
May 5 U.S. troops liberate over 17,000 prisoners at Mauthausen and more than 20,000 at Gusen concentration camp
May 7 German armed forces surrendered unconditionally in the West
May 8 V-E Day: proclaimed end of the war and of the Third Reich
May 9 German armed forces surrender unconditionally in the East

- August 3 U.S. special envoy Earl Harrison made a public report to President Truman on the treatment of Jewish displaced persons in Germany. The report contained a strong indictment of Allied military policies, underscored the plight of Jewish DPs, and eventually led to improved conditions for them in the American zone of occupied Germany.
- Sept. 2 Japan surrenders to the United States - end of World War II
- Nov. 20 The International Military Tribunal (IMT), made up of U.S., British, French, and Soviet judges, began a trial of 21 major Nazi leaders at Nuremberg, Germany
- Dec. 22 President Truman issues a directive giving Displaced Persons preference in receiving visas under the existing U.S. immigration quotas

1946

- July 4 Mob attack against Jewish survivors in Kielce, Poland following a ritual murder accusation. More than 40 Jews killed and dozens injured.
- Aug. 1 The IMT passes judgment on the major Nazi war criminals. Eighteen are convicted, three acquitted. Eleven are sentenced to death.
- Oct. 16 Ten defendants executed by hanging. Hermann Göring commits suicide before his execution.

1947

- Nov. 29 In response to a proposal submitted by the British government, the United Nations partitions Palestine into two states. The proposal is accepted by the Jewish leadership and rejected by the Arab leadership.

1948

- May 14 David Ben-Gurion, leader of the Jews of Palestine, announced the establishment of the State of Israel. Between 1948 and 1951, almost 70,000 Jews immigrated to Israel, including more than two-thirds of the Jewish DPs in Europe.

Growing Up in the Holocaust Vocabulary

(Word in book/modern spelling)

Page	Word	Language	Definition
269	"Frankfurter Rundschau"	German	Newspaper of Frankfurt-am-Main, tri-weekly
268	"Landsberger Lager Cajtung"	German	Landsberg Camp Newspaper; Yiddish newspaper in the D.P. camps
56	Aelteste (Älteste)	German	Elder
171	Aeltestenrat (Ältestenrat)	German	Council of Jewish Elders in Lodz
275	Aktions (Aktionen)	German	Plural of Aktion; Hostile actions against Jews
105	Aliya (Aliyah)	Hebrew	Immigration to Palestine (pre-1948)/Israel (post-1948)
214	Alle Aufstehen!	German	"Everybody up!"
105	Alle Austreten!	German	Everybody out!
214	Alle Einhacken	German	Everybody link arms!
98	Allgemeinegehsperr	German	Limitation on prisoner movements
63	Alte Kop	Yiddish	Literally "Old head" - reference to an elderly person
227	Appel	German	Roll call
228	Appelplatz	German	Roll call place (literally)
193	Arbeit Macht Frei	German	"Work will set you free" Sign over entry gate into Auschwitz
98	Arbeitskarte	German	Work permit
278	Arbeitsloss	German	Without work
266	Armia Krajowa	Polish	"Polish National Army" - underground organization
167	Aryans	German	(in Nazi doctrine) a non-Jewish Caucasian person of Nordic descent
116	Bar Mitzvah	Yiddish	Coming of age ceremony for 13-yr old boys, now obligated to observe the commandments
116	Bat Mitzvah	Yiddish	Coming of age ceremony for 12-yr old girls, now obligated to observe the commandments
229	Bäuerin	German	Farmer's wife or woman from a rural area
56	Beirat	German	Advisory Council
275	Beitar (Betar)	Yiddish	Zionist organization
48	Betretan Verboten	German	Entry Forbidden
293	Bier Halle	German	Beer hall
	Bitte	German	Please
217	Brausebad	German	Shower-bath
128	Breitschwantz	German	"Broadtail"; Persian Broadtail fur coat
73	Broches	Yiddish	Blessings
277	Café Amchu	German	Cafeteria Amchu
194	Canadians (Kanadians)	Camp slang German	Term used by prisoners about well-fed prisoners who dealt with incoming Jews who dealt with incoming Jews and sorted belongings
24	Chalah (Challah)	Yiddish	Braided bread loaf
301	Chanukah	Yiddish	Festival of Lights; traditional holiday
99	Chełmno	Polish	Death camp
291	Chuppa	Yiddish	Traditional Jewish Wedding canopy supported by four wooden posts
19	Czajnik	Polish	Teakettle
81	Czarnieckiego	Polish	Plaza in Piotrkow Trybunalski, Poland
112	Dajtsche Shul	Yiddish	"German Synagogue" - reference to reformed Judaism in Poland
79	Den (Der) Ältestesten Der (Die) Juden	German	The Eldest of the Jews - Judenrat leader - here refers to Rumkowski
236	Der Eibishte zol indz nor gehbn koyekh oystzihaltn di tzores	German	May the Almighty give us enough strength to withstand our sufferings
18	der Führer	German	Hitler's official title as dictator of Germany
41	Dorożka (Dróżka)	Polish	Hackney coach
41	Dorożki (Dróżki)	Polish	Plural of Dróżka

229	Du ferfluchte (verfluchte) Jude	Polish	You confounded Jew
141	Działski	Polish	Sections, divisions, parts
267	Eretz Israel	Hebrew	The land of Israel
162	Fekalists	German	"Human excretions"; ghetto Jews who went from outhouse to outhouse draining the pits
34	Frauleins	German	Unmarried women or girls - literally means Miss
29	Freiheitsplatz	German	Liberty Square
147	Gantzo Shticke, Gantzo Kilym	Yiddish	Large piece; referring to the hard, taffy-like candy sold in the ghetto called "irises"
60	Gehleh Latte	Yiddish	Yellow patch - refers here to the yellow Star of David
34	Generalgouvernement	German	Nazi-occupied Poland not annexed to the Reich
57	Geto Zeitung	German	Ghetto Gazette
21	Głos Poranny	Polish	Morning Paper
25	Groschen (Groschen)	German	German coin of WWII era roughly equal to a penny
19	Grosz	Polish	Penny, farthing, or cent
31	Groszen (Groszi)	Polish	Plural of Grosz
35	Hackenkreuzen (Hakenkreuzen)	German	Swastikas
253	Häftlinge	German	Prisoners - usually in a concentration camp
65	Hausfrau	German	Homemaker/housewife
115	Hazan	Yiddish	Cantor
131	Heim	German	Home
142	Himmelcommando (Himmelkommando)	German	A work detail designated to remove the dead from homes, streets, and hospitals and bury them
92	Hitler Jugend	German	Hitler Youth
307	Hora	Hebrew	Fast, festive circle-dance
244	Immergrün	German	Evergreen; here a soup made with hot water and grass
116	Ivrit	Hebrew	The Hebrew language
221	Jawohl	German	Yes, or yes sir
65	Jeder Diebstahl wird mit dem Tode bestraft	German	"Every theft will be punishable by death."
36	Jude	German	Jew
36	Jüdisches Geschäft	German	Jewish store or business
112	Kaddish	Yiddish	"Holy" - A prayer in Aramaic praising God, sometimes associated with mourning
135	Kaiser roll	German	A large roll with a hard crust, often used for sandwiches
201	Kapo	German	Prisoner block leaders
143	Kashruth (Kashrut)	Hebrew	Jewish Dietary Laws
285	Kaufhaus	German	Store
293	Ketubah	Hebrew	Marriage contract
88	Kiosk	German	Here a booth or stall for selling cigarettes, stamps, and etc.
166	Klepsydes (Klepsydra)	Polish	Obituaries; here refers to people who looked ready for the graveyard
41	Klipe	Yiddish	Literally: nag or shrew. Here refers to game played by author as child
31	Kolejniak (Kolejno)	Polish	Neighborhood park
257	Kommandant	German	Commander
229	Kommando	German	Work group
241	Konyorgom, segitsenek raytam!	Unknown	Please help me! Help me, please help me!
287	Krankenhaus Sachsenhausen	German	Hospital Sachsenhausen
70	Kriminal Polizei; "Kripo"	German	German department of police, criminal offenses
66	Kürschner Ressort	Polish?	Kürschner factory
203	Kurwy chodzące	German	whores
143	Laden	German	Store

60	Lattes	Yiddish	Patch - reference to Yellow Star of David badges
77	Lebensmittelkarten	German	Ration cards
167	Litzipate Hiti	Unknown	Light-colored, sun visor type hat
25	Lokshen Kugel	Yiddish	Baked noodle dish
185	Luger	German	Nazi-issued pistol
99	Machsor	Hebrew	High Holy Days Prayer Book
60	Mark	German	German currency
148	Marysin	Polish	City in Poland
89	Mazel tov	Hebrew	Congratulations
258	<i>Mein Kampf</i>	German	"My Struggle", written by Adolf Hitler, about his plans for world domination, and how he believed that the Jews were a parasite poisoning the Aryan race
67	Militärbehörde	German	Military authorities
115	Minyan	Hebrew	Minimum number of adult Jews necessary for group prayer
72	Ob (Hob) rachmones of indz (undz)	Hebrew	"Have mercy on us"
168	Odwpienie kości	Polish	Basket Odwpienie; here refers to extreme bone decalcification from starvation
57	Ordnungsdienst	German	Division of German police
228	Organization Todt	German	German Military Ministry that leased slave labor to German construction firms or farmers
265	Partizans	German	Members of underground resistance movements
35	Pfennig	German	German currency
237	Pipel	Camp Slang	Young male prisoner who performs homosexual favors and small, menial tasks in exchange for extra rations and protection in the concentration camps
148	Plac Warzywny	Polish	Produce depot (Warzywny Square)
16	Plac Wolnosci	Polish	Central square or plaza in Lodz, but what is now Graz, Austria
88	Płaskie	Polish	Flat, level, plane
222	Politische Häftlinge	German	Political prisoners
197	<i>Quo Vadis</i>	German	"Where do you go?"; Novel by Henryk Sienkiewicz, 1846-1916. Depicts early Christianity and persecutions
116	Rebbe	Yiddish	Rabbi
218	Reichsführer	German	High rank in German command
35	Reichsmarks	German	Nazi-era German currency
217	Rein Juden Fets	German	"Pure Jewish Fat" (Mr. Edelbaum believed that the RJF soap was made from the fat of murdered Jews. There is no evidence to supports this.)
61	Ressorts	German	Workshops in the ghettos
238	Reste ici. Tu es trop malade pour aller dehors aujourd'hui	French	You stay here. You are too sick to go out today.
72	Ribono Shel (Shel) Olom	Hebrew	"Master of the Universe" -God
113	Rosh Hashana	Hebrew	High Holy Day marking the first day of the Jewish New Year
16	Rucksack	German	Backpack
86	Rumkis	Yiddish	Lodz Ghetto currency with picture of Rumkowski
48	Sammelpunkt	German	Assembly point
34	Schinken	German	Ham
94	Schlossstrasse (SchloBstraBe)	German	Castle Street
34	Schnaps	German	Liquor
281	Schutzhäftling	German	Prisoner in protective custody
222	Schutzhäftlinge	German	Plural of Schutzhäftling
129	Sehr geehrte Frau Biebow, Baluter Ring, Litzmannst	German	Very revered Mrs. Biebow, Baluter Ring, Litzmannstadt (address)
217	Shema Yisroel Adonai Elohenu Adonai Ehad	Hebrew	"The Lord is our God and the Lord is one" - traditional prayer said before death and traditionally said morning and evening
29	Shilchon Oroch (Shulchan Aruch)	Hebrew	"The set table" - refers to a specific code of Jewish Law
112	Shtibl	Yiddish	Small house of prayer

30	Shtiblach	Yiddish	Plural of Shtibl
115	Siddur	Yiddish	Daily prayer book
55	Sonder	German	Special
57	Sonderabteilung	German	Special division
90	Sonderkommando	German	"Special work detail" - most specifically used to refer to Jewish prisoners forced to work in the crematoria in Auschwitz-Birkenau
109	Sperre	German	Barrier or gate; blackout; blockade; lock out
159	Śrut	Polish	Shot or buckshot; pellet; here referring to stones used in fires to hold heat longer
221	SS Kommandant	German	SS Commander
21	Światła zgasić!	Polish	Turn out the lights!
166	Szyszki	Polish	Pine cones
25	Tcholent (Cholent)	Yiddish	Traditional Sabbath stew
116	Tefillin	Yiddish	Phylacteries; leather boxes containing scrolls with passages of the Bible from Deuteronomy
103	Tehillim	Yiddish	Psalms
75	Tki-Skaaf	Yiddish	Newborn infants born on the same day who are promised to each other by their parents and bound by a handshake
61	Treppes	Yiddish	Wooden shoes
257	Unterscharführer	German	Sergeant; non-commissioned officer
168	Vigantol	Polish	Mineral oil
17	Volksdeutsche	German	Ethnic Germans living outside of Germany
61	Wachtmeister	German	Watch commander, sergeant or patrolman (German soldier)
202	Waschraum	German	Washroom
48	Wehrmacht	German	German army
48	Wohngebiet der (die) Juden	German	Official German reference to ghettos
122	Wydzielaczka	Polish	Girl who dishes out soup
112	Yizkhor (Yizkor)	Hebrew	Prayer in commemoration of the dead - "Remember"
270	Yom Kippur	Yiddish	Day of Atonement - one of the High Holy Days
61	Zgierska Strasse	Polish	Zgierska Street
19	Złoty	Polish	Polish currency
18	Złotyach	Polish	Derivative of Polish currency
89	Zol zein in a gitte sho	Yiddish	"Let it be in a good hour"

Introduction

1. What camp was Ben in?
 2. What reasons did Ben have for leaving his diary behind before being forced to a concentration camp?
 3. When did the Nazi era take place?
 4. What reasons could the author have for writing this book?
 5. Why do you think Ben wrote things in the sand if they were to be blown away the next day?
 6. What would you want people to remember about your life? Explain.
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Part I: Chapter One

1. Why was September 8, 1939, important to the author?
 2. Where is Ben's family from?
 3. What did Ben's father give the Pole after dinner? How did the Pole react to this?
 4. Explain the term Ben uses for *Volksdeutsche*. What does the brother of the *Volksdeutsche* say in his letters?
 5. What was the Pole's reasoning for wanting more money? Name a misconception or stereotype that is in today's society.
 6. The father says, "No man should bow to another." Describe what is meant by Ben's father's comment.
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Part I: Chapter Two

1. What defense did the Polish government have people do to prepare for a German invasion? How did Ben take part in the civil air defense?
 2. How old was Ben during the events described in Chapter Two?
 3. Describe the incident when Ben and his sister, Chaja, were walking home from the butcher's.
 4. What happened to Ben and Chaja on their way home from the bakery?
 5. Why do you think the Poles and Hitler Youth wanted to humiliate Jewish people?
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Part I: Chapter Three

1. With whom did Tadeusz Kosciuszko fight side-by-side during the Revolutionary War?
 2. Why would the Nazis first strip and rob the synagogues before destroying them?
 3. Which part of the synagogue was left standing after it burned?
 4. Why did the Jewish people reach and touch the large fragments of the walls?
 5. Why did Ben's principal call all of the teachers into his office?
 6. Would it be a big deal if someone took away your right to a public education? What about your rights to speak, write, or think in your native language? Why, or why not?
 7. What reasons would the Nazis have for enacting these laws? How did it affect the Jewish people?
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Part I: Chapter Four

1. What did Ben's dad consider valuable in his business?

2. Why did Ben's father send the furs to an aunt?
3. What happened to Warsaw on September 27, 1939? What possible impact did this have on Ben and his family?
4. Describe what the Nazi's would do to Jewish businesses.
5. Why were the soldiers singing? What day did it coincide with?

Part I: Chapter Five

1. What did German soldiers wear on their armbands?
2. What did the Nazis "sell" to Jewish businesses? What approach did the Nazis use to force Jewish-owned businesses to hang the "Führer's picture"?
3. What did Jews have to do when meeting a German in the street? Why do you think these laws were enacted?
4. Why do you think a German soldier treated Ben differently before knowing he was a Jew?

Part I: Chapter Six

1. Before the invasion, where did Ben's family sometimes go on Saturday nights?
2. How long was the family given to pack and move? Why do you think the Nazis made the Jewish families leave?
3. Where did Ben's family go after being evicted from their home?
4. Describe Ben and Jureks' friendship. How did it change?
5. What happened to the furniture left behind from the move?
6. Based on what you know, why do you think Jewish people were forced to wear yellow armbands?

Part I: Chapter Seven

1. What happened to Piotrkowska Street? What is the significance of renaming this street? How did this impact Ben's family?
2. What happened to Ronnie when he went back inside to get his wristwatch?
3. What happened to the possessions the Jews were carrying as they were marched through the streets?
4. Would you have felt guilty if you had not been with your family during the march? Why or why not? Explain.
5. Which sister did not participate in the march? Why do you feel she felt deprived that she did not take part in the forced march?

Part II: Chapter Eight

1. Who was chosen as Eldest of the Jews? What duties did he have?
2. Finish this statement: "It does not hurt less to be hit with a stick by a Jew than it does by a German ..." Explain what is meant by this statement.
3. What was the main purpose for putting Jews in ghettos? What do you feel is the motive for the Nazis putting Jews in ghettos?
4. What was the "Geto Zeitung"?

Part II: Chapter Nine

1. What happened to Jews who were caught not wearing the yellow armband or Star of David? What was the reasoning behind using yellow material?
2. What did Ben sell for one Mark and fifty Pfennig in ghetto money?
3. Why did the Germans build a bridge between the two parts of the ghetto? What was it a symbol of?
4. Describe Hershl. Explain why Hershl's father volunteered for a labor camp.

Part II: Chapter Ten

1. Why was paper so important to some Jews in the ghetto?
2. What was Szlojme Bekerman's crime and punishment? What reasons could the German's have had for giving him such a severe punishment?

Part II: Chapter Eleven

1. Ben's father was a veteran of WWI. Which country did he serve, and what happened to end his service?
2. When Jakob Edelbaum received the letter from the Kripo, why did he think they wanted to talk to him?
3. What usually happened to people called to the "Red House"?

Part II: Chapter Twelve

1. What did Ben's father ask of him before separating in the Kripo?
2. How many days was Ben's father gone? What was the first thing he said to Ben?

Part II: Chapter Thirteen

1. Describe the experience Jakob Edelbaum had in the Kripo.
2. What did the Kripo want from Jakob?
3. What demands did "Bruno" make of Jakob Edelbaum? Did Jakob meet his demands?

Part II: Chapter Fourteen

1. Explain how Esther and Szmulek met.
2. Describe what happened to Esther and her baby.

Part II: Chapter Fifteen

1. What reasons did Ben and Chaja have for frequently visiting their aunt and uncle?
2. What would happen if the authorities had found out that Aunt Syma gave them bread?

Part II: Chapter Sixteen

1. Elaborate on the friendship that Ben had with Sala.
2. What was the quota for the Aktions each day? Discuss the effect the Aktions had on people in the ghettos.
3. Why were children and old people targeted during Aktions?
4. Explain the plan to hide Hershl.

Part II: Chapter Seventeen

1. Why do you think Jakob Edelbaum yelled at his wife?

2. What conclusions can you draw from Sala's parting remarks, "I love you! I'm glad."?
3. What was the final count of persons taken during the Aktion that ended Sept. 14, 1942?
4. Describe the condition of Sala's parents when Ben met them in a DP camp in 1945.

Part II: Chapter Eighteen

1. After the Aktion ended in Sept. 1942, which of Ben's aunts and uncles were missing?
2. What task was Dawid assigned?

Part II: Chapter Nineteen

1. Describe the transformation of the old wooden shack?
2. What did they do when it came time to say Kaddish? Explain why the children were allowed to stay during Kaddish after the wooden shack became a synagogue.

Part II: Chapter Twenty

1. What did the people who met in Mr. Blaugrund's office do? Why was this dangerous?
2. What important milestone did Ben reach in his life at the end of this chapter?
3. What conclusions can you draw from Mr. Blaugrund, and others, to risk his life to say the Kaddish?

Part III: Chapter Twenty-One

1. Why was the position of "soup server" envied in the ghetto?
2. How many hours were in a work day?
3. Describe a typical "lunch" given to the Jewish workers.

Part III: Chapter Twenty-Two

1. Describe the work that Ben did at his Ressort.
2. What could you infer from damage to the coats that came back for repair?
3. What did Ben's group do to try to prevent or postpone the action from happening? Did it work?
4. Compare and contrast life at Heim to life in the ghetto.

Part III: Chapter Twenty-Three

1. What is the significance of the Kaiser roll in this chapter?
2. Give examples of ways that hunger created tensions among ghetto residents.

Part III: Chapter Twenty-Four

1. Describe the food cards each person was issued.
2. What did Ben's family consider eating before getting horsemeat?
3. What was the importance of baby carriages?
4. Describe the circumstances that many families used to get an extra loaf of bread.

Part III: Chapter Twenty-Five

1. What job did the "White Brigade" have?

2. Describe the process of “bleeding” the sacks of flour.
3. What happened to the group in the “White Brigade” when they were caught?
4. Name 3 other things that vendors in the ghetto sold. What did Ben sell?
5. What were Irises? Describe them.
6. Who’s fault was it that the ration of potatoes were never given to the people of the ghetto?

Part IV: Chapter Twenty-Six

1. Sketch a small diagram of what Ben’s family apartment looked like.
2. Explain the importance of Ben’s mother dividing the soup equally among the family.
3. What special treat did Ben’s mother make once a week?
4. Why did Ben cry before falling asleep after hearing his parent’s discussion?
5. Describe the other method to prepare a meal besides cooking in the apartment.

Part IV: Chapter Twenty-Seven

1. Describe Ben’s plan to get wood from the house across the street.
2. How was he discovered?
3. Explain another method that Ben used to try to stay warm.

Part IV: Chapter Twenty-Eight

1. What did Ben’s family do to try to rid themselves of lice? What was the importance of getting rid of the lice in their clothing?
2. Describe the procedures for killing lice.
3. Explain the Fekalists and their profession.

Part IV: Chapter Twenty-Nine

1. Compare and contrast the “haves” and the “have-nots” in the ghetto.

Part IV: Chapter Thirty

1. Explain the disease that Ben and his mother got. Name two remedies that helped this impairment.
2. What did Ben’s mother do for work?

Part IV: Chapter Thirty-One

1. Describe the Aktions in the spring of 1944.
2. Name some methods that Ben’s family used to try to keep from being selected during the Aktions.
3. What decision did Rachel make for herself and Hershl during the Aktion?

Part V: Chapter Thirty-Two

1. What reasons did Hans Biebow give to explain the need to move everyone from the ghetto?
2. What was the family’s decision about who would go to Marysin and who would stay? Explain the reasoning behind this decision?

Part V: Chapter Thirty-Three

1. How did Ben escape the ride to Marysin?
2. What happened to Ben after falling asleep?
3. Describe the conditions in the boxcar.
4. How many people died on this trip?
5. Name the camp that Ben and his family were deported to.

Part V: Chapter Thirty-Four

1. The sign on a wrought-iron gate in Auschwitz said, "Arbeit Macht Frei." What did it mean?
2. Who did Ben describe as the "Canadian's"? Explain their job and fate.
3. Describe how Ben managed to stay with his father.
4. Why were Ben and his father not given regular prison uniforms and tattooed with a number?

Part V: Chapter Thirty-Five

1. What do you think the Kapos meant when they told Ben and the others, "You'll never leave here alive, the only way out of here is through the chimney"?
2. What were the rumors that Ben heard as to why one group of people were getting noticeably different treatment?
3. Explain the process of being fed?
4. Describe what Ben and his father did all day at the camp.
5. Why did Ben have a new spark of hope for his mother and sisters?

Part V: Chapter Thirty-Six

1. In "Growing Up in the Holocaust", what did Ben hear about Rumkowski coming to Auschwitz.
2. What did the "X" represent when the doctor examined the Jews?
3. What does Ben believe R.J.F. soap was made from?
4. Explain why, Ben and his father believe they were saved from the gas chamber.
5. Where were Ben and his father sent?

Part V: Chapter Thirty-Seven

1. What was the purpose for sending Ben and his father to Kaufering No. 4 with the other group of men?
2. The first day at Kaufering No. 4 began at 4:30 a.m. How long did Ben and his father stand at attention until everyone was present and accounted for?
3. Describe what the camp would look like from above? Explain why the Nazis would do this.
3. What happened to Ben's father at the end of this chapter?

Part V: Chapter Thirty-Eight

1. How did Ben evaluate the status of the Jews in the Germans' eyes?
2. Explain the process of dividing the bread among 5 men.

3. Why did Ben have to stay in his barracks for four days?
4. What happened to Ben's father while in the camp?

Part V: Chapter Thirty-Nine

1. What illness was Ben stricken with in which he had to be isolated from the other men for four weeks?
2. Explain what happened to Ben's shoe. What problems did this create?

Part V: Chapter Forty

1. Summarize Ben's special "lunch secret."
2. Describe some indications that Ben had of the war coming to an end.
3. What did Ben want to do before moving out of the camp? Was he able to do it?

Part V: Chapter Forty-One

1. What happened to the 1500 men who were left in the camp?
2. Explain why the train never made it to Dachau.
3. Describe Ben's escape from the death train.
4. What does it mean when Ben sees the tanks with the star driving by?

Part V: Chapter Forty-Two

1. Describe how Ben got to the hospital.
2. What were the reasons for the American soldiers to guard the basement of the hospital?
3. Describe Ben's physical condition.
4. Explain why Ben was reluctant to leave the hospital?
5. What was the location of the D.P. camp that Ben was taken to?

Part VI: Chapter Forty-Three

1. Who were Partizans and what was their job?
2. What was the original purpose of the barracks that Ben was placed in?
3. Explain why was it hard for Jews to go "home."
4. Describe the process that the U.N.R.R.A. created to reunite families of survivors.
5. What method did the survivors in the D.P. camp create to communicate news?
6. What were the Nuremberg Trials?

Part VI: Chapter Forty-Four

1. Tell how Chaja and Ben were reunited.
2. Explain how Chaja survived.
3. What reasons did Ben and his sister have for moving to Zeilsheim?

Part VI: Chapter Forty-Five

1. List the activities that were going on at Zeilsheim.

2. Who did Ben recognize at the dance?
3. Why would the Nazis have given bread to the prisoners and then told them it was poisoned?
4. What is the relationship between Ben and Dora?
5. Explain Ben's job at Kaufhaus.
6. What political and military leader did Ben meet while in the D.P. camp?

Part VI: Chapter Forty-Six

1. Why was Ben sent to a hospital in Frankfurt/Main?
2. What did Ben's parents think of America?
3. Where did Leo's aunt and uncle live?
4. What special events took place on October 5, 1946?

Part VI: Chapter Forty-Seven

1. Why did Ben and Dora live separately after their marriage?
2. What was the first thing Ben and Dora would do after arriving in America?

Part VI: Chapter Forty-Eight

1. What caused fear in Ben during his trip to America?
2. How did Ben and Dora contact Chaja and Leo?
3. What was the first thing the passengers saw when they reached the U.S.?
4. How old was Ben at this time?

Growing Up In the Holocaust

Answers to Chapter Questions

Introduction

1. Auschwitz
2. He hung it on a mirror on a wall hoping someday someone would find it.
3. 1933-1945
4. Ben vowed he would tell the world of his sufferings and the sufferings of his people. He also wrote the book to speak for those survivors who are unable to speak about the Holocaust.
5. Possibly he wanted to remember everything and writing it down helped him remember.
6. Student response

Chapter 1

1. Ben saw Adolf Hitler. This day would impact him for the rest of his life.
2. Lodz, Poland
3. Five Zloty coins. The Pole removed his hat and thanked him.
4. Ben believes that Volksdeutsche is a person who lived in Poland but was born in Germany. (see teacher notes)
5. The Pole believed all Jews are rich and could afford to pay more than was originally asked.
6. Ben's father felt that all men are created equal and one should not be superior over another.

Chapter 2

1. Black paper was to cover the windows. No cigarettes were to be lit on the streets at night, no streetlights. Ben went from yard to yard at dusk yelling, "Turn out the lights".
2. 10 years old
3. The siren went off and Ben and Chaja were strafed by a dive-bomber. A woman and her child were killed.
4. Hitler Youth stopped them and ruined the food.
5. Student discussion.

Chapter 3

1. Polish patriot who fought side by side with George Washington.
2. Sell the gold and silver religious symbols for money.
3. Surrounding walls
4. The wall reminded every Jew of the Wailing Wall.
5. New law put into effect immediately, those who spoke German could stay, everyone else must leave. It was forbidden to teach Polish History, geography and language in schools.
6. Student discussion.
7. Student discussion.

Chapter 4

1. 32 bundles of Karakul lamb
2. They thought it would be safer to send the skins to Warsaw and hide them with an aunt.
3. Warsaw fell to the Nazis. The skins that were so valuable were not safe.
4. The Nazis would empty all of the businesses stock, later they would arrest the Jewish owner and put a Volksdeutsche in his place as owner.
5. "Deutschland, Deutschland" The fall and surrender of Warsaw.

Chapter 5

1. Swastikas
2. Sold pamphlets with Nazi propaganda printed on it. They would sell the picture of the Fuhrer for 5 Reich marks. They would threaten the owners. Sometimes they would take things from the business and not pay.
3. A Jew had to bow a full ninety degrees if he did not he was stopped, questioned and slapped for being too familiar. (Refer to Ben's father and the Pole)
4. Jews were thought of as inferior.

Chapter 6

5. Movies
6. Three or four hours to move
7. Aunt and Uncle
8. Ben and Jurek played together before the occupation. Jurek began to call Ben bad names and their friendship dwindled until they no longer spoke.
9. The Germans made deals with the caretakers that they could have whatever was left or whatever they could make the Jews leave.
10. Easily identified, embarrassment, humiliation....

Chapter 7

1. They changed the name to Adolf Hitler Strasse. Carried the threat of more antisemitism.
2. He was shot and killed.
3. They would drop them because they became too heavy. The Poles would later come out of their homes and help themselves to the dropped possessions.
4. Student response
5. Esther; wanted to be with the family...

Chapter 8

1. Mordechaj Chaim Rumkowski- carry out all orders given by the Germans
2. ...but the danger is absent if a Jew hits you. The Jew does not necessarily want to kill you but make you do what they need you to do. The German would just as soon you were dead.
3. The Germans thought that they would cause strife among the Jews or envy and that the Jews would eventually kill each other off. (See teachers notes on ghettos)
4. Ghetto Gazette (the ghetto newspaper)

Chapter 9

1. Shot to death- Could see yellow easily in the dark, Germans thought yellow was untrustworthy also provided an excellent target for trigger happy soldiers
2. Yellow patches for the Star of David
3. To the Jews it was a symbol of man's hatred of man.
4. Hershl was physically handicapped and had to be carried in a buggy. He was also exceptionally smart. Leibl (Hershl's father) could not stand seeing his wife and child suffer, he volunteered so he could send food and money.

Chapter 10

1. It meant revenge and retribution against the crimes perpetrated against the Jews and also to preserve the memory of the terrible conditions of the ghetto.
2. Crime- he stole pieces of leather scraps to make shoelaces for his shoes
Punishment-He was hanged to death
Reason- He was made an example of for stealing from the Reich

Chapter 11

1. Russia, shrapnel severed his right leg halfway between his knee and ankle. The leg was set in a cast, but it made his right leg two inches shorter than his left, and he limped for the rest of his life.
2. He thought they might have found out he served for the Russian army.
3. They hardly ever came back and when they did it was usually on a stretcher, sick, weak and beaten.

Chapter 12

1. Take care of his mother.
2. Nine days. "Did you take care of your Mother like I asked you to?"

Chapter 13

1. Beaten, put in a cell with others, threatened, made to promise to bring back German marks.
2. Money, gold, radio, furs
3. He wanted German marks; no

Chapter 14

1. Selling cigarettes
2. The Nazi's came and took Esther and put her on a truck and drove off. The baby was thrown out of a window onto a waiting truck below.

Chapter 15

1. To eat bread
2. The Uncle and Aunt would have lost their privileges.

Chapter 16

1. Ben and Sala were friends who later had a more serious relationship.
2. 3000 people a day – Chaos, panic and constant fear
3. They were unproductive. They ate food and were unable to work or produce anything valuable for the Germans.
4. Hershl was to hide in a sack of potatoes and not move.

Chapter 17

1. He was hurt and angry that the ghetto life had lowered their resistance to fight.

2. She was either speaking to her parents saying she was glad the struggle was over and she was happy or she was speaking to Ben and saying she was happy they had been together.
3. 15,859 people
4. They didn't remember Ben and they had aged terribly, they chose to block out September 14, 1942 completely.

Chapter 18

1. His Aunts Syma and Aunt Blima and Uncle Szlojme and their cousins Geniek , Abraham, and Zenia
2. Clear the region of people which included his wife's family.

Chapter 19

1. Scrubbed the walls and mopped the floors, nailed down some loose boards. They also built a pulpit and a Torah ark.
2. Children were allowed to participate. There was not a single human being living in the ghetto who at this time had not lost at least one relative in his immediate family.

Chapter 20

1. Say Kaddish. They could be killed or deported.
2. Bar Mitzvah
3. That they felt the need to answer to their conscience and God for all their deeds.

Chapter 21

1. Soup server was well fed and could feed others for favors.
2. Ten hours
3. Thin and watery soup with no meat or bread and not many vegetables.

Chapter 22

1. Made coats for the Germans at the front. Repaired coats that had been damaged at the front during battles.
2. That someone had been killed or injured during a battle.
3. They made a fur coat for Frau Biebow. Yes
4. Heim – fresh air, good food, clean beds, more bread per day, five course dinners, four meals a day, milk, beef and fresh fruit every morning Ghetto- less bread, watery soup, unsanitary conditions, hard work, no fruit, milk, etc.

Chapter 23

1. Ben is suffering from malnutrition and starvation and he dreams of a time when he wasted food.
Some people argued about rations among family members and were unable to ration food for the week

Chapter 24

1. The card had a name and place of employment. Numbers for grocery items and produce items. Women and girls had pink cards.
2. Killing and cooking rats
3. Baby carriages could be used to grow gardens in and you could bring it inside and protect it from thieves.

4. If someone died the family would hid the corpse and then get their ration card for food.

Chapter 25

1. Group of men from the ghetto who would unload sacks of flour from the depot and deliver them to assigned bakeries.
2. They had a gadget that they would poke into the weave of the flour sack and funnel out some flour of each sack into their pockets. Then they would rub the sacks and make the hole disappear.
3. They were sent to Auschwitz.
4. saccharin tablets, irises, rations of food-Ben sold saccharin tablets
5. Chunks of hard candy something like taffy wrapped in colorful paper twisted at the ends
6. Delay and irresponsible actions on the part of the ghetto leaders

Chapter 26

1. Sketch- one window facing east. Along one wall are two beds standing end to end. Against the opposite wall is another bed. On the wall hangs a small rectangular mirror. To the right of the front door stands a tiny stove and next to it is a sink with hot and cold faucets. To the left of the door there is a small drop-leaf table and three chairs.
2. Everyone felt they had equal share.
3. She fried burgers from the coffee grounds and beet tops with a little baking soda and salt.
4. Ben had not realized how much they loved him and how much anguish they suffered because of him.
5. There was a communal gas kitchen where consumers brought vegetables and a pot. Gas and water were provided for a fee.

Chapter 27

1. Ben was going to take pieces of a fence and then decided to use the furniture in the abandoned house as wood. He was hoping that no one would find out it was abandoned.
2. Ben was discovered putting a piece of wood back on the fence.
3. Ben used furniture in their house. He broke off table legs and used window frames.

Chapter 28

1. Every evening the family would go through all of their clothes and look for lice. Lice carried diseases such as typhus.
2. Position the louse between thumbnails and crush it.
3. The *Fekalists* empty the outhouse of fecal waste. Four men – two to pull and two to push a wagon. Sometimes whole families including children were *Fekalists*. The excrement splashed over the wagon onto the people. They all eventually contracted tuberculosis and typhoid fever.

Chapter 29

1. Have-nots – Meager food rations, old, dirty, loose-fitting clothes, oversized and often infested with lice. Anything was acceptable in the way of head-gear that kept them warm. The long top coat was worn all year around because they did not have enough fat on their body to keep them warm. Foot coverage was old leather shoes filled with paper or rags to plug up holes, or wooden shoes. String or wire where substituted for shoestrings. Sometimes foot rags stayed on the feet permanently. Usually carried a tin plate or pot and a spoon attached with a piece of wire, which was attached at the belt. The person's face was almost that of a living corpse, eyes were sunken above the cheekbones and had a glassy look to them.

Haves – had power in the ghetto. They were called Szyszki. They worked a food depots or had friends or relatives working there. Were able to receive special allotments on food, fuel, clothing and services

at the expense of the have-nots. Social and moral standards were very low. Some women used sex to improve their lot. Men wore light-colored sun visor type hats, dark three quarter length well tailored jackets with wide lapels and a waistband in back. Gray colored riding britches and black military boots. Women wore excessive makeup and dressed like the men except instead of britches they wore long skirts.

Chapter 30

1. Odwapnienie Kosci, Mineral oil (Vigantol) shots and exercise the joint impaired.
2. She hooked rugs to be sent to Germany.

Chapter 31

1. 150 Jews a day had to be deported. Rumkowski made a deal to use the Sonder to from house to house and weed out all the children, disabled and old people.
2. Took a piece of raw meat and rubbed it on Mother's lips to make her look healthy. Ben practiced standing on his toes to look taller and older.
3. Rachel killed Hershl and then threw herself out the window.

Chapter 32

1. The Russians are coming and the ghetto residents are no longer safe.
2. Ben would stay and everyone else would go. If the family died at least a son would survive to carry on the family name.

Chapter 33

1. He joined his family on the trolley and then jumped off during the ride.
2. He was found by a soldier and a dog and taken to the boxcars.
3. People were standing up and leaning on each other, there was a large steel drum with coffee in it placed in the center of the car. People began to eat the bread and sugar that was given to them. 100 people in a boxcar with a narrow slot-like window near the top of the car. It was very hot and humid in the car. After 2 hours people needed to go to the bathroom but there wasn't one. The food gave some people diarrhea and cramps. Other people overate and died.
4. Approximately, 40 people of the 100 in the boxcar died.
5. Auschwitz

Chapter 34

1. Work will set you free.
2. Ben felt the Canadians were people selected by the SS to help maintain the activities and keep order. They were told that after 6 months they would be put in the gas chambers and a new crew would be chosen. In exchange they got plenty to eat and drink, cigarettes and liquor. (see teacher's notes)
3. Ben had heard about the selection process. He changed places with the man next to him in line. Every other person was selected to go to the gas chamber. Ben wanted to stay with his father whether he went to the gas chamber or the camp.
4. They were temporary prisoners put on hold. More prisoners were coming in than could be killed and a backlog of temporary prisoners were created.

Chapter 35

1. They meant that Ben and his father would die in camp and the only way people leave is when they die and are cremated. The smoke rises through the chimneys.

2. Perhaps they were a model camp for visiting VIP's or Red Cross, Gypsies or medical experiment victims.
3. The Kapos would fill one bowl with soup and gave it to five prisoners. The five would sit on the ground in a circle. The first round each prisoner would take three sips out of the bowl and then two sips the second round and then one sip.
4. Awakened at 4:30 am and stood for roll call. During the day they stood outside. They were constantly plagued by thirst. They would sometimes go to the latrine hoping not to be beaten for spending too much time in it.
5. He found some women who had come to the camp from the same ghetto on the same day as his mother and sisters.

Chapter 36

1. Ben heard Rumkowski came by limo and was given to the prisoners to be kicked and beaten, and thrown into the gas chambers.
2. "X" signified people who had gold fillings or teeth. After gassing the corpses of these people would be taken and teeth would be pulled.
3. Fat from Jewish bodies (see teachers notes)
4. Ben and his father were lined up and stripped naked. A wheelbarrow of towels was standing nearby. It looked as though they were going to be given showers. A sign above the door said "Shower Bath". The prisoners knew of the "showers" that were gas chambers and assumed this was their fate.
5. A small railroad station in Hurlach near Landsberg.

Chapter 37

1. They were building a new concentration camp.
2. Two and one-half hours
3. It would look like a square field or pasture. To keep people from bombing it or knowing what was going on there.
4. He was out of line and a soldier hit him in the mouth with his fist.

Chapter 38

1. Somewhere below a pig.
2. One loaf of bread for five people. One person would cut the loaf with a knife made from a spoon. It was premeasured with a sting to assure equal portions. The loaf was cut and a neutral man from another group handed out the bread to the five.
3. He had taken a potato and severely beaten. He could not work for four days.
4. He became tired and weak. His cheeks puffed up and he lost his will to fight. The next day he looked worse and could hardly talk. He died while Ben was working and was buried in a mass grave.

Chapter 39

1. Typhus
2. He was working in a field and he stepped into a snow drift. He lost his shoe and was unable to claim it before a prison guard came. He had to stand with his left foot on his right foot to keep his bare foot from freezing to the ground. He suffered frostbite.

Chapter 40

1. An old soldier started to leave him pieces of a sandwich. His son had died in the war and was about Ben's age.
2. He saw dog fights in the skies of Allied and Nazi planes. He also saw Allied bombers and no one tried to shoot them down.
3. He wanted to go to the grave of his father and say good-bye. No

Chapter 41

1. They were doused with kerosene and set on fire.
2. An Allied bomb hit the train.
3. As the prisoners jumped off the trains the guards opened fire killing 100s. Ben managed to crawl under the train and ran toward the woods on the other side.
4. Ben knew they were American tanks and that the Nazis would be gone.

Chapter 42

1. A doctor found him in the ditch and took him on the motorcycle to the hospital.
2. The Americans were protecting the Jews from the SS and the SS from the Jewish patients.
3. He was emaciated, and his body was covered with infected scabs and patches of dried filth. He had a deep flesh wound in his thigh and was suffering from yellow jaundice. Ben also had a deteriorating gall bladder and had 22 teeth in a bad state of decay as a result of malnutrition.
4. Ben was apprehensive because he was finally making friends and feeling at ease and was now going to be uprooted again.
5. Feldafing near Munich

Chapter 43

1. A resistance group that performed countless acts of sabotage against the German military trains and bridges.
2. Hitler Youth camp
3. Antisemitism was still strong in the countries they would be returning to and violence against returning survivors was still a threat.
4. They issued passes to help survivors travel to find family members and registered everyone and created lists so people could try to find family and friends.
5. Yiddish paper
6. Trials of Nazi war criminals

Chapter 44

1. Chaja found Berl through the list
2. An order came for 500 women to be shipped to build a concentration camp, she was sent to Stutthof and spent the duration of the war there.
3. It had better living quarters and more of a social life.

Chapter 45

1. Newly erected monument to the Holocaust martyrs. School to teach Hebrew, own hospital, policeman and O.R.T. school.
2. Dora
3. Psychological warfare. One last chance to be mean.
4. Friends and then boyfriend and girlfriend
5. Worked in a food distribution warehouse
6. General Dwight D. Eisenhower

Chapter 46

1. Severe gall bladder attack
2. America, the golden land, the land of opportunity, with freedom of speech and religion. They always hoped their children would have the opportunity to go to America.
3. Kansas City, Missouri
4. Ben's birthday and first anniversary of arriving at Zeilsheim and Dora became his bride.

Chapter 47

1. Because they would not be eligible for the U.S. Committee for European children if they were married.
2. Kissed the ground

Chapter 48

1. Ben was afraid the ship would sink.
2. Telegram
3. The Statue of Liberty
4. 16

Growing Up in the Holocaust Final Exam**Section I Multiple Choice** – Write the correct letter on the line provided.

- _____ 1. In what year did Ben's life first begin to change?
a. 1935 b. 1939 c. 1945
- _____ 2. What happened to Ronnie Schnabel when he went back to the apartment for his watch?
a. He made it back safely with the watch
b. He was captured and sent to Auschwitz
c. He was shot and killed
- _____ 3. Where did Hershl hide so he wouldn't be sent to a camp?
a. Potato sack b. Under the bed c. in the outhouse
- _____ 4. Why did all Jews have to wear yellow stars?
a. To be seen at night b. Because they would be shot if they didn't c. Both a & b
- _____ 5. While Ben's father was in the *Kripo* (Little Red House), what did Bruno want from him?
a. Furs b. Food c. Reichsmarks
- _____ 6. Ben arrived in America:
a. By boat b. After he married Dora c. Both a & b
- _____ 7. One of the ingredients in the bread given to the Jews was:
a. Sawdust b. Vitamins c. eggs
- _____ 8. In 1946, during Ben's hospital stay, the bulk of his diet consisted of:
a. Oatmeal b. Meat c. Strawberries
- _____ 9. The terrorist, secret-police force of Nazi Germany was called the:
a. Kristallnacht b. Gestapo c. Third Reich
- _____ 10. The Nazi symbol was:
a. Star of David b. Swastika c. sword
- _____ 11. The name the Nazis used to describe white, non-Jewish Germans was:
a. Aryans b. Antisemites c. Blackshirts
- _____ 12. What city was Ben's family from?
a. Amsterdam b. Lodz c. Berlin
- _____ 13. What was the name of the Eldest of the Jews (leader of the Lodz Ghetto)?
a. Lowenstein b. Rumkowski c. Goldberg
- _____ 14. What was the first thing the passengers saw when they reached the United States?
a. Friends and family b. Tall buildings c. The Statue of Liberty
- _____ 15. What did Ben's family consider eating before getting horsemeat?
a. Rats b. Grass c. Dogs

Section II Matching

- | | | |
|-------|---|---------------------|
| _____ | 1. A marked region where Jews were kept in isolation | a. <i>Canadians</i> |
| _____ | 2. Known for digging into skin and sucking blood out | b. Final Solution |
| _____ | 3. Multiple seating outhouse | c. Ghetto |
| _____ | 4. Sorted possessions of Jews and Gypsies upon arrival at camps and helped keep order and maintained operations | d. <i>Führer</i> |
| _____ | 5. These folks received their name from the German word that means human excretions | e. Antisemitism |
| _____ | 6. Nazi plan to murder every Jew in Europe | f. <i>Fekalists</i> |
| _____ | 7. Supreme leader of Nazi Germany | g. Lice |
| _____ | 8. Systematic killing of a racial, ethnic, or religious group | h. Third Reich |
| _____ | 9. Hitler's name for Germany during his years as dictator, 1933-1945 | i. Genocide |
| _____ | 10. Irrational hostility toward Jews, often characterized by discrimination, persecution, and violence | j. Latrine |

Section III True/False – Circle T or F

1. T F Prisoners at Auschwitz were awakened at 10:00 a.m.
2. T F All Jews had to bow when meeting a German on the street.
3. T F Jews were only permitted to speak the German language.
4. T F Ben's father survived Auschwitz.
5. T F *Canadians* were prisoners from the country of Canada.
6. T F Antisemitism made the Jewish survivors unwelcome in Europe after the war.
7. T F Ben was delighted to see the Statue of Liberty as he arrived in America.
8. T F Nazis believed that people with blond hair and blue eyes were superior to all other races.
9. T F Ben and Dora moved to Iowa to live after arriving in the United States.
10. T F Women and children were also murdered during the Holocaust.

ANSWERS

Section I

1. b
2. c
3. a
4. c
5. c
6. c
7. a
8. c
9. b
10. b
11. a
12. c
13. b
14. c
15. a

Section II

1. c
2. g
3. j
4. a
5. f
6. b
7. d
8. i
9. h
10. e

Section II

1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. T
9. F
10. T

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<http://books.guardian.co.uk/lrb/articles/0,6109,520153,00.html/>

Weiner, Rebecca. "The Virtual Jewish History Tour-Lodz". 2004. Jewish Virtual Library. American-Israeli Cooperative, Ent.Chevy Chase: Maryland. December 2004.<<http://www.jewishvirtuallibrary.org/jsource/vjw/Lodz.html>>

Remember the Children of the Holocaust



<http://www.graceproducts.com/mnc/main.htm>

Please choose one of the children's pages and read about the child's story. Make an attractive pamphlet utilizing the information you have discovered. Include the following items:

- Title of the piece, your name, hour, the child's name
- A summary of the child's life to include: birth date, birthplace, family history, experiences during the Holocaust, camps attended
- A picture of the child (available with each story on the website)
- Personal response (reflections on what you learned)
- Bibliography of sources

Please make these pamphlets as original as you can. Design before you build! Use typing paper, computer graphics, markers, colored pencils, or construction paper. Please do not use pencils or notebook paper. As always, effort, creativity, neatness, and especially sentence structure (C.O.P.S.) is essential. Remember that this is a dedication to the victims of the Holocaust.

If you want to make a pamphlet using Microsoft Word, follow these steps:

File - Page Setup - Landscape - OK; then Format - Columns - 3

Grading Rubric:

_____	(3 points)	Title, your name, hour, the child's name
_____	(5 points)	Personal response
_____	(10 points)	A summary about the child's life which includes: Birthdate, birthplace, family history, experiences during the Holocaust, camps attended
_____	(2 points)	A picture of the child
_____	(3 points)	Any other interesting information or added "extras"
_____	(2 points)	Bibliography of sources
_____	(10 points)	C.O.P.S.; content; neatness
_____		Total points

With permission by **Shari Flakus- South Junior High Lawrence, Kansas**

Holocaust Acrostic Poem

An acrostic poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic.

Example: An acrostic poem using the word "Friend"

Finding a friend is like finding a

Rare jewel. They are out

In the world, but we never know the value of one until we

Examine the heart.

Never underestimate the beauty of a

Delicate friend

Write an Acrostic Poem using the word below:

H

O

L

O

C

A

U

S

T

Holocaust Enrichment and the Internet

Below are eleven web sites about the Holocaust and World War II. Click on any link that may interest you, take notes, and write a report or do an oral presentation about what you have learned.

1. Hitler

(<http://www.historyplace.com/worldwar2/riseofhitler/index.htm>)

This site offers a wealth of information about Hitler and his rise to power.

2. Anne Frank: Her Life and Times

(<http://www.annefrank.com/anne/anne.html>)

This site tells about the story of Anne's diary, the publishing of the diary, and the authenticity of the diary. It also gives selected entries of the diary to read. *Select and read the topics above. Present information to the class.

3. Holocaust and Children

(http://www.ushmm.org/misc-bin/add_goback/education/children.html)

This site is about children and the Holocaust.

4. Soldiers of WW II

(<http://www.surfsouth.com/~the70th/wingen2.txt>.)

This site has an account of John A. Hallers of a battle in France.

*[Read and complete the activity sheet](#). Present information to class.

5. Women Photographers of World War II 1

(<http://lcweb.loc.gov/exhibits/wcf/wcf0002.html>)

This site gives some background information about women journalists. *Read, take notes, and write a brief summary of what you have learned. Present to the class.

6. Women Photographers of World War II 2

(<http://lcweb.loc.gov/exhibits/wcf/wcf0007.html>)

This site features information about photographer Therese Booney. Examine some of her work.

*Scroll down through the site until you find the title of the photographs listed on the activity sheet.

[View the photos and complete the activity sheet.](#) Present what you have learned to the class.

7. Women Photographers of World War II 3

(<http://lcweb.loc.gov/exhibits/wcf/wcf0013.html>)

This site features information about photographer Dorothea Lange. Examine some of her work.

*Scroll down through the site until you find the title of the photographs listed on the activity sheet.

[View the photos and complete the activity sheet.](#) Present what you have learned to the class.

Below are four web sites with different images to look at. The last is a glossary of Holocaust terms.

8. Holocaust 1 (<http://remember.org/courage/pictures.html>)

Pictures from Warsaw Ghetto (places all Jews were forced to live surrounded by barbed wire or walls)□

Click on pictures to bring the image up close.

9. Holocaust 2 (<http://remember.org/jacobs/index.html>)

Auschwitz~Birkenau (concentration camp in Poland) images

Scroll down and click on first image. Read and follow direction arrows to the end.

10. Holocaust 3 (<http://www.remember.org/image/images.html>)

Images of Concentration Camps in Europe

Click on links to view images. There are lots of links here and are in this order:

*Before the Storm (election of Hitler - 1932)

*It Starts (the beginnings of the Holocaust)

*Shoah (Hebrew word for catastrophe)

*Liberation (the end and what the world found)

11. Holocaust 4 (<http://www.wiesenthal.com/resource/gloss.htm>)

This is a Holocaust glossary of terms, places, and personalities. It is great to look up any word that is new to you while reading Holocaust literature.



“all ye who enter here”
Jaimie Oller
Lawrence High School

This piece is called “all ye who enter here.” This artwork was created to show the pain and dehumanizing effects of the Holocaust. The bodies are headless to show how the Jews and other prisoners were looked at as only numbers and problems and not as people. The Star in the middle with the eye represents how people felt they were constantly being watched not only by God, but by the Nazis. And the word “HOPE” shines above all other images showing that through devastation and death, people still held onto their hope and their faith, because hope towers over all.



Holocaust

Ellie Madl

This piece represents many elements of the Holocaust. For the persecuted Jews, they were forced to hide their religion for years while striving to keep traditions and faith alive within themselves. A picture of a little girl's first communion is in the lower portion. She and her family were in hiding at the time it was taken. Israel's national anthem is attached to the left side. It is barely readable, showing the Jew's oppression. The right side of the piece has a portrait of a Jewish girl in an internment camp. The broken mirror surrounding the girl signifies how people still tried to view themselves as individuals despite the oppression. The entire portrait is in the shape of the Star of David. There are faded, somewhat hidden swastikas and music notes in the piece, representing their struggle against the Nazis through traditions in music.