

A Teacher's Guide for
Surviving Hitler: A Boy in the Nazi Death Camps
by Andrea Warren

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Rationale

The purpose of this guide is to help teachers create meaningful learning experiences for their students while reading *Surviving Hitler: A Boy in the Nazi Death Camps*. Andrea Warren's book is appropriate for grades fifth through eighth. This biography can be used as an introduction to Holocaust studies or as an enrichment to a Holocaust unit.

Surviving Hitler teaches students why, how, what, when, and where the Holocaust took place through the experiences of a young Polish boy named Jack Mandelbaum. It explores concepts such as prejudice, discrimination, stereotyping, racism, antisemitism, obedience to authority, the bystander syndrome, loyalty, conflict, conflict resolution, decision-making, humor in the face of adversity, peer pressure, individual responsibility, and justice. (Many of these themes appear in *Teaching and Studying the Holocaust* by Samuel Totten and Stephen Feinberg.)

State Standards

Kansas

Geography—Benchmarks 1 and 2

World History—Benchmark 6, Indicator 3

World History—Benchmark 8, Indicators 1 and 2

Language Arts—Standard 1, Benchmarks 1 and 5

Language Arts—Standard 3, Benchmarks 1 and 3

Missouri

Social Studies—Standard 5

Communication Arts—Standards 3, 4, 5

Performance Standards—Goal 1: 1, 2, 5, 7

Goal 2: 3

Goal 3: 2, 4, 5, 8

Goal 4: 3

Pretest

Name _____

1. What do you know about the history of the Holocaust?
2. Why is it important to learn about the history of the Holocaust?
3. Have you read a Holocaust memoir? If so, which one(s)?
4. If you see another student being bullied, what do you do?

Overview: Jack Mandelbaum was 12 years old when the Nazis invaded his native Poland in 1939. Though Jack was Jewish, his family was not particularly religious and he knew little about his religion. They lived in a city and dressed no differently than their mostly Catholic neighbors.

Two weeks after Hitler took over Poland, Jack's father, a well-to-do businessman, was sent to a concentration camp. Jack, his mother, brother and sister, went deep into the countryside to live with relatives. For the next three years, Jack supported them by the pennies he earned substituting for Jewish men ordered to do forced labor for the Nazis. But at age 15, Jack was separated from his family and sent to the first of a series of concentration camps.

Plunged into a dark new world, he was determined to survive. He learned how to tolerate the horrible food, the backbreaking work, and the brutal living conditions. He learned to think of his imprisonment as a game and to not take personally what was happening to him. He also resolved not to hate his captors and vowed to see his family again.

In the midst of this intolerable life, he forged friendships and helped others, determined to survive this nightmare created by Hitler and his willing minions.

Liberated at age 18, with his family gone and Europe in ruins, Jack decided to build a new life in America. Today he is a successful businessman, a loving husband, father, and grandfather. He is also devoted to Holocaust education.

I came reluctantly to the topic of the Holocaust, for I had always been horrified by what had happened to the Jews in World War II. I was literally pulled into this project, when I met a Holocaust survivor who told me his story. I immediately recognized its power and importance. I am the adoptive mother of a Vietnam War orphan, so I knew first hand about the innocent victims of war, but I wasn't sure I wanted to immerse myself in studying the Holocaust.

Yet I went forward. I met Jack Mandelbaum and decided I would capture his story in print. Jack was patient and fully cooperative with me, though recording his memories was a grueling process for each of us. He's a very special man, and I am richer for knowing him. If I have conveyed his generosity of spirit in my book, then I have given a gift to anyone who reads it. This is a man who relishes life, a man who was an incredibly brave boy, a man who can teach us lasting lessons about tolerance, love, and forgiveness.

Awards for *Surviving Hitler: A Boy in the Nazi Death Camps* (Harper Collins, 2001)

- *2003-2004 William Allen White Children's Book Award Winner, Grades 6-8*
- *American Library Association Robert F. Sibert Honor Book for Most Distinguished Informational Book for Children*
- *Gold Medal for Children's Nonfiction, National Association of Parenting Publications*
- *Kansas City Star's "100 Notable Books for 2001"*
- *Notable Children's Trade Book in the Field of Social Studies*
- *Association of Jewish Libraries Notable Children's Book of Jewish Content*
- *Featured at United States Holocaust Memorial Museum, Washington, DC: and Harry Truman Presidential Library, Independence, MO*
- *Children's Literature Choice*
- *Scholastic Book Club and Scholastic Book Fair Selections*
- *Outstanding Children's Book for 2001, American Society of Journalists & Authors*
- *Society of Midland Authors Children's Nonfiction Book Award*
- *Brandeis University National Women's Committee Learned Research Journal Award*
- *VOYA Nonfiction Honor Book for 2001*
- *American Library Association Notable Children's Book*



From AndreaWarren.com, courtesy of the author.

Jack Mandelbaum

Jack – Janek in Polish – grew up in a secular Jewish home in the Baltic Sea port city of Gdynia, Poland.

Because Gdynia had a small Jewish population and no private Jewish school or synagogue, Jack attended the public school, which was oriented toward Catholicism. At Christmas, he joined his Catholic school friends going house to house singing carols.

On Passover, he remembers eating matzos, and being fitted, along with his brother and sister, for new clothes and shoes. Jack was 12 when his parents hired a bar mitzvah tutor. His father, Mejloch Mandelbaum, had been drafted to serve in the Baltic and stayed in the region to start a fish cannery. His father wanted to immigrate to Australia but did not in order to avoid a six-month separation from his wife.

The Mandelbaums' large two-bedroom apartment, which was in the most prominent spot in the city, was a 10-minute walk from the beach. The housekeeper arrived each morning in time to bring in still-warm milk delivered fresh from the farm. Jack entered bicycle races and collected stamps from foreign consulates in town. In the cold winters, he and his siblings warmed themselves under down bedspreads his mother heated against a coal-burning tile oven.

In August 1939, afraid Gdynia would be bombed, Mejloch Mandelbaum sent the family inland to Dzialoszyce, Poland, where he had been raised in a Hasidic home. Jack was shocked to meet his Hasidic grandfather in a caftan. His grandfather was similarly shocked to see his grandson in short pants, suspenders and no cap.

A month later, they received notice that his father was in a concentration camp. They had no idea what a concentration camp was. Meanwhile, 13-year old Jack helped support his family by substituting for people who paid him to take their place in forced labor. A document verifying his work as the mayor's electrician saved him – but not his mother, sister, or brother – from the gas chambers.

Years later, Jack learned that his father had been arrested on Sept. 14, 1939, with 400 Polish intelligentsia – many of them non-Jews – and survived almost to the end of the war, dying in Stutthof in 1944.

Jack Mandelbaum was liberated from Dornhau in May 1945. He and his Uncle Sigmund Mandelbaum traveled together to America in June 1946. Jack had dreamed of coming to America ever since he heard stories about it as a boy. Given a choice of where to live, they chose Kansas City because it was “not too big and not too small.”

Jack found a job at Rose Mercantile, a dry goods wholesale house he later bought. He and his American-born first wife have four children: Sharon, Mark, Barry and John. He is now married to Claudia. Together, they have 12 grandchildren. “I am grateful to be here,” Jack says, “and thankful to all those that lent a hand to bring me to this great country.”

He rarely spoke about the Holocaust until 1975, when a neighbor asked him what sports he played in the concentration camp. Jack then realized that many people knew nothing of what happened in the Holocaust.

He and Isak Federman founded the Midwest Center for Holocaust Education in 1993.

Surviving Hitler Glossary

Introduction & Chapters 1-3

death camp	one of six camps in Poland set up by the Nazis for the purpose of mass murdering Jews and Gypsies (more correctly called Sinti & Roma)
verbatim	using exactly the same words
ethnic cleansing	the elimination of an unwanted group from a society by forced migration or genocide (the deliberate destruction of a racial, political, or cultural group) (taken from Model United Nations Far West)
oppression	the state of being kept down by unjust force or authority
scapegoat	someone unfairly blamed for the wrongs done by others or used to turn attention away from wrongdoings of others
Yiddish	traditional language of Eastern European Jews
antisemitic	being prejudiced or discriminating against Jews
occupation (of a country)	control of a country by another
concentration camp	Nazi prison camps used to imprison “enemies of the state”
latrine	a public toilet (in a military area)
ghetto	a neighborhood or area where Jews were imprisoned
Holocaust	The United States Holocaust Memorial Museum defines the Holocaust as a “. . . genocidal event . . . state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators . . . “

Chapters 4-6

deportation	forced removal of Jews from their homes
truncheon	a billyclub or nightstick, a short club used by policemen
SS	Nazi soldiers in charge of the death and concentration camps

kapo an inmate of a concentration camp put in charge of a work gang

crematorium place where corpses were incinerated

Chapters 7-9

typhus an infectious disease caused by ticks; symptoms include fever, chills, and aches

dysentery an acute intestinal infection; symptoms include diarrhea and fever

sadistic getting pleasure by inflicting pain on another person

Gypsies more correctly called Sinti & Roma; a nomadic people originating from India

civilian a citizen who is not in the military

Auschwitz the largest Nazi camp; it consisted of a death camp, a slave-labor camp, and a concentration camp

Chapters 10 & 11

dummkopf literally “dumbhead” in German

Chapters 12-14

liberation the act of freeing or releasing someone

emaciated extremely thin from disease and/or hunger

Fräulein German for young lady or unmarried woman

Allies 26 nations including England, the Soviet Union, and the U.S. which fought against Germany, Italy, and Japan (the Axis Powers)

displaced persons special camps where many survivors camp of the Holocaust lived while waiting to emigrate to America, Palestine, or some other country

Surviving Hitler Vocabulary Activity



Goal: to help students learn vocabulary by associating words with graphics/photos/word pictures

Materials Needed: 5"x8" index cards
markers/colored pencils/scissors
old magazines
list of vocabulary words

1. Assign one word to each student. Explain that they will share the work of finding definitions/meanings and learning them.
2. You may have the students find the definitions for their own words, or you may give them the vocabulary list.
3. Each student needs to create a mini-poster using his/her word.
The poster needs to be colorful and simple. It needs to show the word, the definition, and a graphic/photo/word picture that could be associated with the word to help remember it.
4. Have each student present his/her poster to the class. Display all the posters where students can refer to them as they read the novel.

Surviving Hitler: A Boy in the Nazi Death Camps

Comprehension Questions created by Shari Flakus, Lawrence Junior High School

Acknowledgements

1. Who is this story about?

Introduction

2. How did Andrea Warren first learn the truth about the Holocaust?
3. Warren used a provoking question to end the introduction. She leaves the reader with something to ponder. What was her question? What did she mean by this?

Chapter 1: Rumors of War, 1939

4. How was Jack's life similar to yours?
5. Jack's hometown of Gdynia, population 250,000, had a small Jewish population. How did this affect Jack?
6. What did Jack's father do that made Jack proud of him?
7. What happened to Jack's Hebrew teacher?
8. Since Jewish schools were abolished, how did Jack spend his time?
9. Jack's father had to make an important decision regarding his family. What was it?

Chapter 2: Occupation

10. After reading about the separation of Jack's family, what can you predict?
11. Soon after Jack moved to his grandfather's house, the Nazis invaded Poland. Write about three changes the Jews endured under Nazi invasion.
12. Why did Jadzia, Jack's sister, leave her grandfather's home?

Chapter 3: A Growing Fear

13. Where is Jack living now? How was it different from living at his grandfather's home?
14. Jack became an expert at doing what?
15. Jack states, "I lost my fun-loving attitude about life" What troubles did he have that caused him to say this?
16. What big risk did Jack take which ultimately saved his life?
17. What was Jack's plan to survive the war? Hint: Find the Jack's quotation on page 39.

Chapter 4: Despair

18. Write a paragraph describing the "roundup."
19. Jack lied to Jakob, his brother, about what it means to be deported. Why did he do this?
20. According to Jack, what was "the worst moment in (his) life?"

Chapter 5: The Right to Die

21. Why did the Nazis give prisoners a new identity? What was Jack's new identity?

Chapter 6: Learning the Rules

22. Define *kapo*.
23. Aaron said that he was fortunate that he had no children. What did he mean by this?
24. Jack was grateful to Aaron for befriending him. What advice did Aaron give Jack which helped him survive?

25. What are two different philosophies for survival? Which philosophy did Jack choose to follow?

1 –

2 –

Jack's choice:

26. What was baked in the bread that made it taste so terrible?

Chapter 7: The Game

27. Why do you think this chapter is titled "The Game"?

28. Did Jack hate the guards and officers at the camp? Explain the reason for his answer.

29. Aaron believed that a key factor to surviving the camp was having previous experience in a ghetto. This is because the prisoners have already learned to live without what?

30. According to Jack, what were five rules to follow in order to play "the game"?

31. Why was Jack considered lucky to catch the disease, typhus?

Chapter 8: Hour by Hour

32. What jobs was Jack given at Gross-Rosen?

Chapter 9: Death's Door

33. What deadly disease did Jack get?

34. When he was in the sick barracks, he realized he had to get out of there whether he was sick or not. Why?

Chapter 10: Moniek

35. Jack was transferred to another camp where he met Moniek. How was Moniek different than other prisoners?
36. What did Moniek find to eat that was considered a treat?

Chapter 11: The Miracle

37. What was the miracle that saved Jack and Moniek's life?
38. Even though their lives were on the line, Moniek and Jack helped their friends whenever they could. What did they do?

Chapter 12: Liberation

39. When the boys arrived at Doernhau camp, Moniek was brutally beaten by Hungarian Jews. Why was he picked out of the crowd?
40. What was ironic about Jack's attitude the night before liberation?
41. While in the camps, Jack refused to let himself cry. What happened that caused Jack to cry after all this time?

Chapter 13: The Search

42. Jack and Moniek were the first prisoners to do what?
43. What were Jack and Moniek's two main objectives after the war?
44. How much did Jack weigh directly after the war?
45. Moniek was reunited with what family members?
46. Jack was eventually reunited with his uncle Sigmund, who told Jack that his father was dead. What made his death even more difficult to accept?

47. Jack's Aunt Hilda's husband gave Jack a gift. What was it and what was it made from?

48. What happened to Jack's grandfather and to his sister Jadzia?

49. How many relatives did Jack have before the war? After the war? (118)

Before: After:

Chapter 14: Creating a New Life

50. Describe in one paragraph how Jack thrived after arriving in Kansas City in 1946. Include at least four facts.

51. Salek, a fellow survivor, attributed Jack for saving his life. How did Jack do this?

52. What lesson can be learned from the above question?

53. By 1999, how many times had Jack visited Poland?

54. What are the only two items that Jack has to remember his family by? (123)

55. Jack and Isak Federman co-founded what? (125)

56. Re-read the middle paragraph on page 125, Jack's quote. He makes a profound statement about the Holocaust and why it happened. Respond to this statement in any way you would like.

57. What is Jack's memorial to his family? (126)

58. What are two themes Jack tries to live by? (127)

1. 2.

John Mandelbaum's Quotation (2 pages after 127)

59. What was one of the lessons that John, Jack's son learned from his father's story?

The Concentration Camps

60. How many concentration camps, both work (prisoner-of-war) camps and (slave-labor) killing camps, were there total? (133)

61. "For Jewish prisoners, all the concentration camps were death camps. The only way a person left them was by dying." What were the five ways prisoners died in the camps?

1) 2) 3) 4) 5)

62. When prisoners arrived at a death camp, they went through the selection process. What was this?

63. What did the Nazis do with the prisoners once they realized that they would lose the war?

64. What percent of Jewish children, Jack being one of them, survived the Holocaust?

65. What was the *Kindertransport*?

66. How many people died during WWII?

67. How many Gypsies were killed?

68. How many people were murdered in the concentration camps?

69. How many Jews were killed?

70. What percentage of the Jewish population of Poland survived?

Surviving Hitler: A Boy in the Nazi Death Camps

Answer Key

Acknowledgements

1. Who is this story about?

Jack Mandelbaum

Introduction

2. How did Andrea Warren first learn the truth about the Holocaust? (1)

Andrea Warren met a survivor named Sam.

3. Warren used a provoking question to end the introduction. She leaves the reader with something to ponder. What was her question? What did she mean by this? (3)

“Who might be the next target of the kind of ‘ethnic cleansing’ practiced by the Nazis? Could it be you?”

Andrea Warren meant are we going to make sure that the Holocaust never happens again or are we going to be bystanders?

Chapter 1: Rumors of War, 1939

4. How was Jack’s life similar to yours?

Jack lived with his mother, father, sister and brother; he had a stamp collection; he went to the beach; he went to school; etc.

5. Jack’s hometown of Gdynia, population 250,000, had a small Jewish population. How did this affect Jack? (16)

Jack was highly assimilated. He knew a lot about Catholicism.

6. What did Jack’s father do that made Jack proud of him? (19)

Jack’s father helped Jews escape from Germany.

7. What happened to Jack’s Hebrew teacher? (18-19)

Jack’s teacher disappeared.

8. Since Jewish schools were abolished, how did Jack spend his time? (19)

Jack spent his time at the docks watching the Polish Navy train.

9. Jack’s father had to make an important decision regarding his family. What was it? (19)

Jack’s father decided to send his family to stay with his father who lived in small town three hundred miles away.

Chapter 2: Occupation

10. After reading about the separation of Jack’s family, what can you predict? (20)

11. Soon after Jack moved to his grandfather’s house, the Nazis invaded Poland. Write about three changes the Jews endured under Nazi invasion.

Jews were ordered to wear the Star of David on their clothing.

Jewish children could not attend school.

Most Jews could not hold jobs.

12. Why did Jadzia, Jack’s sister, leave her grandfather’s home? (29-30)

Jack’s aunt was expecting a baby and wanted Jadzia to come help her.

Chapter 3: A Growing Fear

13. Where is Jack living now? How was it different from living at his grandfather's home? (31)
Jack, his mother, and his brother are now living with Mama's older brother in a nearby village. It was crowded with no running water. They had to use an outdoor latrine. It was hard to keep clean. They were hungry all the time.
14. Jack became an expert at doing what? (34)
Jack quickly became expert at avoiding soldiers.
15. Jack states, "I lost my fun-loving attitude about life" (34). What troubles did he have that caused him to say this?
He had to be the man in the family and look out for Mama and Jakob. Every week Nazis were posting new edicts against Polish Jews.
16. What big risk did Jack take, which ultimately saved his life? (38)
Jack had been assigned to assist a Catholic electrician who was rewiring the home of a Nazi official. He asked him to get him an official letter saying that he worked for the Nazis so he could come back and help him everyday. That way he would have papers that may help him in case there was a raid.
17. What was Jack's plan to survive the war? Hint: Find the Jack's quotation on page 39.
"Whatever they decided the rules of the game were, I made up my mind to play by them." (Jack did not know the futility of his theory.)

Chapter 4: Despair

18. Write a paragraph describing the "roundup." (41-46)
Early in the morning, soldiers ordered the Jews out of their houses. Several were shot. All nine hundred Jews were lined up and taken to a local brewery. They were signaled by a Nazi officer to go to the left or right. Jack was separated from his mother and brother.
19. Jack lied to Jakob, his brother, about what it means to be deported. Why did he do this?
It was better to tell Jakob that being deported meant to settle people somewhere else and give them a new home then to tell the truth. He didn't want to further frighten his brother. (It is possible that Jack may not have really known this at this point.)
20. According to Jack, what was "the worst moment in (his) life? (46-47)
The worst moment of his life was when Jack was separated from his brother, mother, uncle, and family.

Chapter 5: The Right to Die

21. Why did the Nazis give prisoners a new identity? What was Jack's new identity? (52)
Reducing your identity to a number was part of their way of dehumanizing you. (Tattoos were imprinted on prisoners only at Auschwitz.)

Chapter 6: Learning the Rules

22. Define *kapo*. (54)
A Nazi concentration camp prisoner who was given privileges in return for supervising prisoner work gangs, often a common criminal and frequently brutal to fellow inmates.
23. Aaron said that he was fortunate that he had no children. What did he mean by this? (56)
No one had to suffer except Aaron and his wife.

24. Jack was grateful to Aaron for befriending him. What advice did Aaron give Jack which helped him survive? (57)

“Stay at perfect attention and do nothing to make them notice you.”

25. What are two different philosophies for survival? Which philosophy did Jack choose to follow? (59)

1 – Some tried to work as little as possible to conserve energy.

2 – Others tried to work harder so they could avoid beatings.

Jack’s choice: Jack chooses to work hard.

26. What was baked in the bread that made it taste so terrible? (60)

The bread was full of sawdust to physically and psychologically torment the prisoners.

Chapter 7: The Game

27. Why do you think this chapter is titled “The Game”?

Staying alive was like winning a game.

28. Did Jack hate the guards and officers at the camp? Explain the reason for his answer. (64)

Jack chose not to hate them. Hate was destructive and served no good.

29. Aaron believed that a key factor to surviving the camp was having previous experience in a ghetto. This is because the prisoners have already learned to live without what? (67)

They have already learned to live without freedom, food, cleanliness, security, etc.

30. According to Jack, what were five rules to follow in order to play “the game”? (67-68)

1. Find extra food so you do not starve to death.

2. Do what you are told.

3. Never call attention to yourself.

4. Help your fiends.

5. Stay healthy.

31. Why was Jack considered lucky to catch the disease, typhus? (70)

A mild case is like an inoculation. You never get it again.

Chapter 8: Hour by Hour

32. What jobs was Jack given at Gross-Rosen? (70-71)

He was selected to carry the heavy kettle of soup from barracks to barracks. He was assigned to help build a sand bed for a railroad. He helped load and unload chemicals into railroad cars. He unloaded cement bags from railroad cars.

Chapter 9: Death’s Door

33. What deadly disease did Jack get? (81)

Jack contracted dysentery.

34. When he was in the sick barracks, he realized he had to get out of there whether he was sick or not. Why? (82)

He realized that within minutes of receiving a shot, the man would jerk spasmodically and then die. The doctor was killing them because they were no longer productive.

Chapter 10: Moniek

35. Jack was transferred to another camp where he met Moniek. How was Moniek different than other prisoners?

Moniek was friendly. He smiled and told jokes.

36. What did Moniek find to eat that was considered a treat? (89)

Moniek stole a jar of marmalade.

Chapter 11: The Miracle

37. What was the miracle that saved Jack and Moniek's life? (94)

Jack and Moniek were assigned to peel potatoes for the guards' soup. They managed to slip extra peels into their pockets to eat later. This helped them stay alive longer. This job was also inside and not outside in the freezing cold.

38. Even though their lives were on the line, Moniek and Jack helped their friends whenever they could. What did they do? (96)

When they were alone, they stole what they could for themselves and to give to their friends. Once they distracted a guard and stole bread. They shared their unneeded meal tickets with friends.

Chapter 12: Liberation

39. When the boys arrived at Doernhau camp, Moniek was brutally beaten by Hungarian Jews. Why was he picked out of the crowd? (102)

Earlier Moniek had gotten into a fight with a Hungarian Jewish prisoner trying to steal potatoes.

40. What was ironic about Jack's attitude the night before liberation? (104)

Jack thought Hitler had "won the game." He did not think he would live to see liberation.

41. While in the camps, Jack refused to let himself cry. What happened that caused Jack to cry after all this time? (105)

He saw Moniek alive.

Chapter 13: The Search

42. Jack and Moniek were the first prisoners to do what? (106)

Jack and Moniek were the first prisoners to walk outside.

43. What were Jack and Moniek's two main objectives after the war? (111)

Their objectives were to regain their health and to find their families.

44. How much did Jack weigh directly after the war? (112)

Jack weighed 80 pounds.

45. Moniek was reunited with what family members? (112)

Moniek was eventually reunited with both of his brothers.

John Mandelbaum's Quotation (2 pages after 127)

59. What was one of the lessons that John, Jack's son learned from his father's story?
Extraordinary people are simply ordinary people who rose to the challenge in an extraordinary crisis.

The Concentration Camps

60. How many concentration camps, both work (prisoner-of-war) camps and (slave-labor) killing camps, were there total? (133)
There may have been as many as nine thousand concentration camps.
61. "For Jewish prisoners, all the concentration camps were death camps. The only way a person left them was by dying" (134). What were the five ways prisoners died in the camps? 1) overwork 2) starvation 3) disease 4) brutal punishment 5) execution
62. When prisoners arrived at a death camp, they went through the selection process. What was this? (134)
Prisoners were sent to the a group on the right or the left, to life or to death. Those give the death sign were taken directly to the gas chambers.
63. What did the Nazis do with the prisoners once they realized that they would lose the war? (135)
They did not want the survivors telling what had happened. Many prisoners were killed. Others were taken on forced, death marches.
64. What percent of Jewish children, Jack being one of them, survived the Holocaust? (136)
It is estimated that less than ten percent of Europe's Jewish children under the age of sixteen survived the Holocaust.
65. What was the *Kindertransport*? (136-137)
Several thousand German and Austrian Jewish children were sent to Great Britain, the United States, and Palestine (now Israel) before the war started. Most never saw their parents again.
66. How many people died during WWII?
An estimated 55 million people died in World War II.
67. How many Gypsies were killed?
Approximately 500,00 Gypsies (Roma or Sinti) – one third of their population - were murdered by the Nazis.
68. How many people were murdered in the Holocaust?
The book says eleven million people were murdered in the concentration camps. But it was not just the camps. The figure eleven million includes the T4 program, Einsatzgruppen, local pogroms, labor camps, death marches, etc.
69. How many Jews were killed?
The books says over six million of Europe's 8.6 million Jews were murdered. It is really up to six million Jews.
70. What percentage of the Jewish population of Poland survived?
Only ten percent of the Jews of Poland survived.

TIMELINE

Suggested Answers for Jack's Timeline

1939

Jack lives carefree life with father, mother sister, and brother in Poland 12 miles from the German border

Collects stamps

Family goes on outings

After-school activities include movies, soccer, biking, wrestling, and swimming

Jack watches Hitler newsreels.

Jack is tutored for his bar mitzvah.

Jack thinks of himself more as Polish than Jewish.

June – Jack's Hebrew teacher disappears.

August – Jack's family (except father) goes to live in countryside with grandfather who paints signs for a living.

Jack experiences antisemitism.

September 1 - Germans invade Jack's village.

Prominent citizens in village are arrested

Family receives postcard from father who is in Stutthof Concentration Camp.

November – Jack is forced to wear yellow Star of David on his clothing.

Jack is not allowed to attend school.

Grandfather is forced to change signs from Polish to German.

Neighbors shun Jack's family.

They are worried about food shortage and lack of money.

Jack is separated from sister who goes to live in nearby village on other side of wall tht Germans have put up.

Germans impose curfew in Jack's village.

Jews can be shot on sight

Jews cannot use library or attend public events.

A "J" is stamped on ID cards.

Jews are forbidden to travel.

Jews must tip hats to Nazis and step off sidewalk.

Jack loses his fun-loving attitude.

1940

January – Jack works six days a week removing heavy snow from road.

Mother uses money to rent apartment.

Jack digs cisterns, builds roads, hauls bricks, and crushes rocks.

April – Jack turns 13.

1941

Nazis block off streets, round up healthy Jewish workers, and send them deep into German forced-labor camps.

Jack is assigned to help a Catholic electrician rewire a Nazi's home. The electrician gives Jack an official letter with Nazi stamp so he can work every day.

June – One section of Jack’s village is turned into restricted living area for Jews.
Jack’s family is assigned one room in a small house.

1942

June 14, 1942 – Jews in Jack’s village are rounded up. Jack shows his Nazi letter and is sent to the “right” – He is separated from the rest of his family.

Jack goes to Blechhammer Concentration Camp in Germany.

His body hair is shaved; he is disinfected of lice, given a uniform with number 16013, wooden shoes, and sleeps in barracks with bunks with straw.

Jack sees smokestacks.

Jack works in forest cutting down trees for road.

Jack tries to stay well and clean and avoid beatings.

He wears a colored triangle.

Jack does not believe stories he hears of death camps.

Jack learns how to “play the game” – how to stay alive

1943

February - Jack is moved to a worse camp.

Jack catches typhus.

Jack thinks of his family and dreams of how it will be after the war.

He gets used to seeing death.

Spring, 1943 – Jack moves two more times to other camps.

One is Gross-Rosen, which has a sign “Arbeits Macht Frei”.

Many prisoners lose their lives in granite quarry.

Jack finds extra food.

Jack works in chemical plant.

Jack has diarrhea and Kapo helps him until he gets better.

Fall, 1943 – Jack is transferred to another camp in Germany.

Jack meets Moniek and they become great friends.

Jack questions God.

Jack steals butter.

1944

April – Jack turns 17.

There are rumors that American troops are gaining ground in the war.

May – Jack’s camp becomes crowded when Hitler orders all Jews in Hungary to be deported to camps.

Jack grows weaker.

Jack and Moniek are briefly in a camp without a crematorium. Jack and Moniek have to dispose of bodies in a common grave.

1945

Winter 1944/45 – Jack is starving.

Many in camp die of typhus.

Prisoners eat horsemeat.

Jack and Moniek are cooks and are able to get extra food.

Rumors circulate that Russian troops are getting closer.

March – camp is evacuated.

Jack and Moniek go to Doernhau Camp.

Doernhau is very crowded.

Moniek is beaten up by inmates.

Spring – Jack and others don't wait for Russians to arrive. They liberate themselves by walking out the front gate.

May 7, 1945 – Jack walks to another camp and tells the prisoners there that they are free – the war is over.

Jack sees Germans fleeing from a small town. He gets bread from a bakery.

Jack goes into a house decorated with beautiful flowers in pots. He takes food from the cellar, bathes, clothes himself, and feasts.

The Russians arrive and tell Jack to stay where he is.

Jack sleeps on a feather bed.

Jack walks and hitches rides to Frankfurt in the American Zone because he hears they have more food.

He finds a displaced persons camp.

Moniek is reunited with brothers.

Jack moves into a private home and trades food rations for his room and laundry services.

Jack finds a cousin.

Jack makes his way to Munich and has emotional reunion with uncle.

Jack learns his father is dead.

Jack continues to search for family members.

He finds his Aunt Hinda.

Jack searches for his family in Poland.

Jack makes three trips in the next year and returns each time to the American sector of Germany.

Jack finds hostile strangers in his family's old apartment in Gdynia.

Townpeople and the Nazis had looted their belongings.

The Polish government has taken over his father's fish cannery.

In grandfather's town, strangers also occupied the house.

Jack learns that his grandfather was one of 2,000 elderly Jews who had been marched to a ravine outside town and shot, their bodies dumped into a common grave.

He learns that his sister died in a gas chamber.

Jack learns that his mother and brother Jakob were sent to Auschwitz where they died in a gas chamber the first day.

Out of 80 members of Jack's family, only 5 survive the Holocaust.

1946

June – Jack and six hundred other survivors board a U. S. military troop ship to cross the Atlantic.

A Jewish resettlement official suggests that Jack go to Kansas City.

Jack arrives in Kansas City and begins working for a clothing-distribution wholesaler, sweeping floors and moving boxes.

1952

Jack becomes an American citizen

Surviving Hitler – Map Activity

Locate and label the following places on your map of Europe.

Countries

Germany
Poland
France
Switzerland
Austria
Czechoslovakia
Italy
Belgium
Luxembourg
Netherlands
Denmark
Soviet Union
Finland
Sweden
Norway

Cities

Frankfurt
Berlin
Munich
Prague
Gdynia

Bodies of Water

Baltic Sea
Atlantic Ocean
Mediterranean Sea

Concentration Camps

Auschwitz Death Camp
Blechhammer
Gross-Rosen Concentration Camp

Surviving Hitler: A Boy in the Nazi Death Camps

Possible Journal Topics

Chapter 1

Name three adjectives that describe Jack. Would you choose him to be your friend? Why?

Chapter 2

List the ways Jack experiences antisemitism. When have you observed discrimination?

Chapter 3

What are the advantages of having a good attitude in a bad situation?

Chapter 4

Why is being afraid a form of punishment? How does being afraid affect you?

Chapter 5

Why did the Nazis choose to identify the prisoners by a number rather than by their names? How would that make you feel?

Chapter 6

By giving Jack a biscuit, Aaron was extremely kind to Jack. Tell about a time when someone was kind to you.

Chapter 7

Chapter 7 is called "The Game." Do you agree that surviving life in a concentration camp is like a game?

Chapter 8

Everybody has bad days (although not as bad as Jack had in Gross Rosen). What do you do to get through the bad days?

Chapter 9

What can we learn from Jack's character from the choices he made to survive?

Chapter 10

Moniek and Jack could have lost their lives for stealing food. Was it worth the risk?

Chapter 11

Is it ever all right to steal or lie or cheat? Explain your opinion.

Chapter 12

Why do people cry when they are happy? Tell about a time you cried or felt like crying when you were happy.

Chapter 13

What were the pros and cons of remaining in Europe after the war?

Chapter 14

Why should we remember the Holocaust?

Timeline Activity for *Surviving Hitler*



Goal: to create a timeline of significant events from the novel to be displayed in the classroom

Materials Needed: posterboard & markers or *Timeliner* (Tom Snyder Prod.) - computer program for Mac/PC which allows students to generate timelines incorporating graphics, text, video, photos

1. Divide the class into groups of 4. Assign each group one of the significant events from the novel--each student should have a date/year for that event.
2. Each member of each group will be responsible for one of the following requirements:
 - a) researching the event using a minimum of two sources and creating a bibliography of sources
 - b) writing 1-2 paragraphs about the event using the research provided
 - c) finding graphics/photos/videos to illustrate the event and creating a bibliography of the source material
 - d) designing the layout of the poster or section of the timeline program the group is creating.

The group members will work together to write 1-2 paragraphs about how the event relates to *Surviving Hitler*.

3. The poster or timeline program section should contain the following information:

title of the event

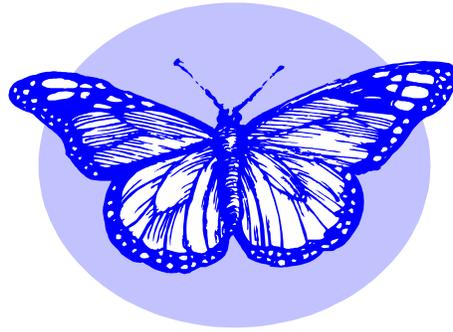
date of the event

1-2 paragraphs about the significance of the event

1-2 paragraphs about how the event relates to *Surviving Hitler*
accompanying graphics, photos, videos
bibliography of sources used

4. After all the posters are created, arrange them in order to create a display. If you are using *Timeliner*, the events are automatically placed in chronological order. Print the timeline and display. If students incorporated videos, be sure to let the students view the timeline on the computer as well. Have one student from each group give a brief presentation about the group's event.
5. Grade each group's work using the rubric provided. Allow each group member to grade the other members of the group on their efforts and group skills using the rubric provided.

Identity Maps



Your **identity** is who you are. Many things affect the person you are--your family, your friends, maybe even a book you read as a child. You are going to create an identity map that represents you.

Choose a symbol, something that stands for you--it could be a shape, a color, an animal, etc. That symbol will be the center of your identity map. Draw lines branching out from your symbol on which to write those people, places, and things that helped you form your identity. There is an example below:



Your identity map should be large enough for the class to see from the front of the room. After you have created your identity map, be ready to share the information with your classmates.

Next, you need to create an identity map for Jack Mandelbaum. Use the information from *Surviving Hitler* and *From the Heart* (pp. 120-121). Be ready to share your map for Jack with the class.

Book in a Box Activity for Surviving Hitler

1. Choose a container that would be appropriate for the book (oatmeal box, plastic bag, manila envelope, other ideas??)
2. Decorate your container to convey some of the major details or elements of the book.
3. Next – Place in your container the following contents:
 - a. Five questions that you would ask Jack Mandelbaum if you could meet him in person.
 - b. A sketch of one of the scenes from the book. (Don't copy an already existing illustration.)
 - c. Ten things you learned about the Holocaust from reading this book.
 - d. A Venn diagram comparing yourself to Jack.
 - e. Five things (objects) that have a connection to the book.
4. Finally – present your “Book in a _____” project to the class. Explain the connection of the container design to the book, conduct a show and tell about the five things, share other information from your container.

Be creative!

**Researching the Children
of the Holocaust:
a Webquest based on
Surviving Hitler
A Boy in the Nazi Death Camps
by Andrea Warren**



**Jack Mandelbaum, 1945
photo courtesy of Midwest Center for Holocaust Education**

A WebQuest for 5th – 8th Grade (Language Arts/Social Studies)

**Designed by
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[Introduction](#) [Task](#) [Process](#) [Evaluation](#) [Conclusion](#) [Teacher's Page](#)

Introduction

You have just finished reading *Surviving Hitler*. You became so interested in the book that you wrote letters to the author and the publisher. The publisher was so impressed with your interest in children of the Holocaust that she has asked you to write a book based on the life of another child involved in the Holocaust. As a writer, you will need to find a subject for your book and research pertinent information to include in your story. Your book will be like *Surviving Hitler* in that it will be based on a real person and real events in history. Your job in this webquest is to begin the research process that an author would follow to write a book about a child of the Holocaust, keeping a writer's notebook as you research.

The Task

To create a writer's notebook, you will need to develop a hardcopy scrapbook or a digital scrapbook (a PowerPoint, for example) where you keep the required resources and research in an organized manner. You will present your notebook to the other class members at the end of your project.

The Process

Before you begin, read the entire webquest. In the Evaluation section, you will find the scoring guide that your teacher will use to evaluate your writer's notebook. Be sure you complete all the requirements to earn the grade you desire. For each specific assignment below, there are suggested websites. You may use other sources (websites, books, etc.). As a writer researching historical events, it is critical that you find/use accurate information. Be sure to consult with your teacher about the sources you are using. The final page of your notebook should be a bibliography listing all sources you used for the project. Use Landmarks Citation to create a citation for each source you use. Copy and paste each citation onto your bibliography page. Keep the citations in alphabetical order.

http://www.landmark-project.com/citation_machine/index.php

1. Andrea Warren, a successful writer, has many helpful tips for aspiring writers at her website, <http://www.andreawarren.com/qawriting.html>. Read what she has to say and explore the other pages of her website. Email her with your comments about *Surviving Hitler* and a question or two about becoming a writer. Put a copy of your email and her reply as the first page(s) in your writer's notebook.



Photo from www.ushmm.org

2. You will need to choose a child as the subject of your book. Go to www.wiesenthal.com and select the link to the Museum of Tolerance. To find a child, select the "Children of the

Holocaust” icon on the right hand side of the page. Choose one of the children you find there. Print out a copy of his/her story and a photo of him/her. The next page(s) of your notebook should include the photo and ten facts you read about him/her that you want to include in your book.



Honoring the Past • Protecting the Future®

3. The next page(s) of your writer’s notebook should include your research to

answer the following questions about your child:

- a) What original country did your child come from?
- b) What was life like for Jews in that country before the war?
- c) When was that country invaded by the Germans?
- d) What happened to Jews once the country was invaded?

Use the links from the following site to help you research the answers to those questions.

<http://www.mchekc.org/holocaustwebsites.htm>

4. You need to find photographs to help illustrate your child’s story just as Andrea Warren used photos of Jack Mandelbaum and others in her book. The United States Holocaust Memorial Museum allows the use of their photos for educational purposes (like this webquest). Go to the museum site at www.ushmm.org, and choose 5 photographs to use. Print a copy of each photo. For each photo, complete the following questions:

- a) Who are the people in the photo and what are they doing?
- b) How old do they appear to be?
- c) Describe their facial expressions.
- d) Does it seem as if they are aware that a photograph is being taken?
- e) Describe the setting of the photograph.
- f) Is an event taking place?
- g) Can you tell anything about the perspective of the photographer by what has been included in or omitted from the photograph?
- h) What do you think might be happening outside the frame of the photograph?
- i) A caption is a short description or explanation of a photograph or picture. It often included information about what is happening in the picture, where and when the picture was taken, and who is in the picture. Using the information gathered above, write a caption for the photograph. How would the caption have been different if it had been published in a Nazi newspaper in 1940 or in an American newspaper in 1940?



Photos from www.ushmm.org

5. You now need to research what happened to your child during the war. Was your child in hiding, in a camp, saved by rescuers? Use the MCHE site links to complete this research. www.mchekc.org

You may also use other sites and/or books suggested by your teacher. Keep all your notes in your writer's notebook. Be sure you note the sources from which you took the notes. The notes should be in your own words. Be sure to correctly punctuate any direct quotations you use.

6. Research what happened to your child after the war. If you cannot find specific information on your child, research what might have happened to a child in similar circumstances. If your child did not survive, research what happened in your child's country after the war. Use the MCHE site links to complete this research.

www.mchekc.org

You may also use other sites and/or books suggested by your teacher. The book, *From the Heart*, and the presentation, *Mosaic of Memory*, both of which are available through the Midwest Center for Holocaust Education, would be useful sources of information. Keep all your notes in your writer's notebook. Be sure you note the sources from which you took the notes. Be sure to correctly punctuate any direct quotations you use.

7. By now you should know a good deal of information about your child and his/her story. Your next task is to write penpal letters that Jack and your child might have written each other before or after the war. Include copies of both letters in your notebook.

8. Your final activity to complete your notebook is to create a title for your book and design its cover. The cover should include the title, your name as author, and an illustration or photo. Use this cover as the cover of your writer's notebook or the first slide in your digital notebook.

You have completed all the prerequisites for writing the story of another child of the Holocaust. Before you present your work to the class, check the scoring guide one final time to be sure you completed all the requirements. You will then be ready to present your child's story, through your eyes as the author, to your class and teacher.

Evaluation

Your teacher will use the following rubric to evaluate your project.

Scoring Sheet

		Exemplary 4	Above Average 3	Average 2	Poor 1
1	E-mail to Andrea Warren	E-mail is well-written with an introduction, body, and conclusion, one or two questions are included in the content, no grammar or spelling errors, excellent effort to complete task.	E-mail is well-written with an introduction, body, and conclusion, one or two questions are included in the content, few grammar or spelling errors, good effort to complete task.	E-mail may be missing an introduction, body, or conclusion, one or two questions are included in the content, there are some grammar or spelling errors, some effort to complete task.	E-mail may be missing an introduction, body, or conclusion, no questions are included in the content, there are grammar or spelling errors, little effort to complete task.
2	Child's Story	Story and photograph are copied from website, ten significant facts are listed, excellent effort to complete task.	Story and photograph are copied from website, ten facts are listed but some are less than significant, good effort to complete task.	Story and photograph are copied from website, less than ten facts are listed, some effort to complete task.	Story and photograph are copied from website, no facts are listed, little effort to complete task.
3	Questions about Child	All questions answered accurately, excellent effort to complete task.	Most questions answered accurately, good effort to complete task.	Some questions answered accurately, some effort to complete task.	Few questions answered accurately, little effort to complete task.
4	Photographs	All eight questions are answered for five photographs, captions are well thought out, excellent effort to complete task.	Most questions are answered for five photographs, captions are included, good effort to complete task.	Some questions are answered for five photographs, some captions are included, some effort to complete task.	Few questions are answered for five photographs, captions are not included, little effort to complete task.
5	During the War	Notes in your own words describe what	Notes in your own words describe what	Notes in your own words describe what	Notes describe what happened to

		happened to your child during the war, direct quotations are properly punctuated, sources are listed, excellent effort to complete task.	happened to your child during the war, direct quotations are properly punctuated, only one source is listed, good effort to complete task.	happened to your child during the war, direct quotations are not properly punctuated, sources are not listed, some effort to complete task.	your child during the war, direct quotations are not properly punctuated, sources are not listed, poor effort to complete task.
6	After the War	Notes in your own words describe what happened to your child during the war, direct quotations are properly punctuated, sources are listed, excellent effort to complete task.	Notes in your own words describe what happened to your child during the war, direct quotations are properly punctuated, only one source is listed, good effort to complete task.	Notes in your own words describe what happened to your child during the war, direct quotations are not properly punctuated, sources are not listed, some effort to complete task.	Notes describe what happened to your child during the war, direct quotations are not properly punctuated, sources are not listed, poor effort to complete task.
7	Pen Pal Letters	Both letters are well-written with an introduction, body, and conclusion, no grammar or spelling errors, excellent effort to complete task.	Both letters are well-written with an introduction, body, and conclusion, few grammar or spelling errors, good effort to complete task.	Letters may be missing an introduction, body, or conclusion, there are some grammar or spelling errors, some effort to complete task.	Letters may be missing an introduction, body, or conclusion, there are grammar or spelling errors, little effort to complete task.
8	Notebook Cover	Creative cover includes title, your name, an illustration or photo, excellent effort to complete task.	Cover includes title, your name, an illustration or photo, good effort to complete task.	Cover is missing title, your name, an illustration or photo, some effort to complete task.	Cover is missing title, your name, an illustration and/or photo, poor effort to complete task.
9	Bibliography	All bibliographic citations follow proper format; excellent effort to complete task.	Most bibliographic citations follow proper format content; good effort to complete task.	Some bibliographic citations follow proper format; some effort to complete task.	Bibliographic citations do not follow proper format; poor effort to complete task.

Conclusion

As each student presents his/her project, think about the following questions. Discuss your responses with the class during and after the presentations.

1. How did you email to and from Andrea Warren differ from the presenter's?
2. Compare and contrast the story of the presenter's child with your child's story.
3. What other pieces of information did you want to know about the presenter's child?
4. What other sources could you recommend to the presenter to find information about his/her child?
5. Compare you penpal letters to the presenters.
6. What did you like or not like about the presenter's cover design and title?
7. What did you learn by doing this project?

Teacher's Page

This webquest was developed as part of a project for the Midwest Center for Holocaust Education. The authors are members of the Isak Federman Teaching Cadre. An accompanying Teacher's Guide to *Surviving Hitler* can be found at the Midwest Center for Holocaust Education at www.mcchekc.org. MCHE also offers booklists and film lists as well as materials available for loan/checkout. Information about materials, workshops, and classes for teachers and *The White Rose Essay Contest* for grades 8-12 is available at the website.



Photo from www.ushmm.org

Enrichment Ideas for Surviving Hitler

1. Dramatize a scene from the book. Write a script and have several rehearsals before presenting it to the class.
2. Construct puppets and present a show of one or more interesting parts of the book.
3. Write a book review, as it would be done for a newspaper. (Be sure you read a few before writing your own.)
4. Write a feature article (with a headline) that tells the story of the book as it might be found on the front page of a newspaper in the town where the story takes place.
5. Make a mobile about the book.
6. Do a collage/poster showing pictures or 3-d items that relate to the book, and then write a sentence or two beside each one to show its significance.
7. Write and perform an original song that tells the story of the book.
8. Write a FULL (physical, emotional, relational) description of three of the characters in the book. Draw a portrait to accompany each description.

Alternative Assessment Ideas for Surviving Hitler

Prepare a Museum Exhibit

Imagine that you are planning a wing of a museum dedicated to the book (or the Holocaust in general). Prepare an exhibit which might include artifacts, drawings, models, audiotapes, written materials, journals, etc.

Create a Mural

Create a mural called “The Life of Jack Mandelbaum.”

Illustrate sections of the mural to show various events in Jack’s life.

Create a Front Page of a Newspaper

Write articles and draw pictures related to Jack’s experiences in the camps. Include general Holocaust articles.

Write a One-Act Play

Write a one-act play based on the book and present it to the class.

Artifact Project

Choose an artifact that would represent Jack’s life. Draw a picture or make a model of this object. Then tell why you chose this item. Why is this artifact significant in Jack’s life? What does it tell us about him?

Post-test

Name _____

1. What did you learn about the Holocaust that you didn't know previously?
2. What lessons has society learned from the Holocaust?
3. Do you plan to read more about the Holocaust? Why?
4. If you see someone being bullied, what would you do?

Dear Children of the Future:

My name is Jack Mandelbaum and I am a survivor of the Holocaust who came to live in Kansas City as a result of a New York interview with the Joint Distribution Committee (JDC). The JDC was trying to relocate World War II refugees to several cities. I was given several choices - New York, Los Angeles, Boston, etc. I felt the large cities would not give me the opportunities of a smaller community. I said I wanted to go to a city not too large or not too small--Kansas City was selected for me. Although I have traveled all over the world for many years, I feel selecting Kansas City for me was the best choice.

My proudest accomplishment was to raise a new family and give my children the education they needed to become worthy citizens and loving parents to my grandchildren. I am also most proud to have become an American.

My most rewarding involvement in the community was to become the co-founder of the MCHE, and speaking to thousands in schools, churches and other venues about the history of the Holocaust and the lessons to be learned from this history.

The Midwest Center for Holocaust Education has been important for Kansas City because it educates teachers on how to teach the history of the Holocaust and informs the community of the dangers to our freedom as a result of discrimination, prejudice and racism.

From studying the Holocaust you should learn the value of freedom, the love of family and the responsibility we all have to treat people with respect regardless of race, religion or ethnic background.

My simple message to you, our future generation, is to be alert and vigilant against those who by their actions would destroy our freedom and our way of life, and those who would deny full citizenship to others.

Danzig, 1927

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 4 Franklin Delano Roosevelt inaugurated President of the United States
- 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 The Nazi Party is declared the only legal party in Germany.
Law on the Revocation of Naturalization stripping East European Jewish immigrants, as well as Roma (Gypsies), of German citizenship

1934

- June 20 The SS (*Schutzstaffel* or Protection Squad), under Heinrich Himmler, is established as an independent organization.
- 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
- Oct.-Nov. First major arrests of homosexuals throughout Germany
- Dec. 20 A law against "insidious slander" makes it a crime to criticize the regime, even as a joke

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 The Nuremberg Laws are passed. These constitutional laws provide for the legal and social separation of German Jews from German non-Jews

1. The Reich Flag Law makes red, white, and black the official national colors and makes the swastika flag (the flag of the Nazi Party) the national flag.
2. The Reich Citizenship Law strips German Jews of their German citizenship, designating them as *Staatsangehörige* (state subjects) and designating non-Jews as *Reichsbürger* (citizens of the Reich).
3. The Law for the Protection of German Blood and German Honor forbids German Jews to marry or have sexual relations with German non-Jews; nor may they employ non-Jewish women under age 45 in their homes; nor may they fly the German flag (an offense against German honor).

Nov. 14

The first set of supplementary Decrees to the Nuremberg Laws

First Supplementary Decree to the Reich Citizenship Law

- Defines the following as a “full Jew”: anyone with three Jewish grandparents or with two Jewish grandparents who is married to a Jewish spouse or belongs to the Jewish religion at the time this law is published or enters into such commitments later.
- Denies German Jews the right to vote and takes away their civil rights

First Supplementary Decree to the Law for the Protection of German Blood and Honor

- Clarifies the numerous categories of “forbidden marriages”
- Creates a complicated system for classifying those Germans with various combinations of Jewish and non-Jewish relatives and ancestors
- Forbids German non-Jews to marry or have sexual relations with persons of “alien blood” other than German Jews

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 all German police and security forces

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. 5 Following a request by Swiss authorities, Germans mark all Jewish passports with a large red letter "J" to hinder Jewish immigration to Switzerland
- Oct. 10 German troops occupy the Sudetenland
- Oct. 27-28 Over 54,000 Jews who are Polish citizens living in Germany are expelled from the country and forcibly transferred to the Polish border. Poland denied them entry. About 17,000 are left stranded in a camp near the frontier town of Zbaszyn, Poland.
- Nov. 7 Assassination in Paris of German diplomat Ernst vom Rath by Herschel Grynszpan, a Jew whose parents were forcibly removed to Poland days earlier. 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 The Measure for the Elimination of Jews from the German Economy bans all Jewish economic life in Germany as of January 1, 1939. All businesses, land, stock, jewelry and art must be transferred to non-Jewish owners
- Nov. 15 All Jewish pupils expelled from German public schools
- Dec. 6 First *Kindertransport* leaves Germany. This action under the auspices of the Movement for the Care of Children from Germany transports 9,354 children (70% of whom are Jewish) to Great Britain and other countries until September 2, 1939
- 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. 8 Hans Frank, the Governor-General of occupied Poland, orders the formation of *Judenräte* (Jewish Councils)
- 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 begin
- Nov. 23 All Polish Jews over the age of 10 must wear identifying “Jewish Star” badges (either yellow stars or white armbands) by December 1

1940

- Feb. 12 First deportation of German Jews into occupied Poland
- 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
- 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.
- March 24 Germany invades North Africa
- April 6 Axis invasion and occupation 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. 28-29 34,000 Jews massacred at Babi Yar outside Kiev

- October Auschwitz-Birkenau (Auschwitz II) established
- 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
- Dec. 7 Japanese attack Pearl Harbor – bring United States into World War II
- Dec. 8 Gassing operations (using carbon monoxide) 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 Murder of Jews in gas chambers at Bełżec begin
- March 27 Deportations from France begin
- May Murder of Jews in gas chambers at Sobibór begin
- 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 Murder of Jews in gas chambers 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. By July, 430,000 Hungarian Jews are deported
- 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 7 *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 12 Generals Eisenhower, Bradley and Patton tour the Ohrdruf concentration camp in Germany, a satellite camp of Buchenwald. Eisenhower writes: “The things I saw beggar description... The visual evidence and the verbal testimony of starvation, cruelty, and bestiality were...overpowering...I made the visit deliberately in order to be in a position to give first-hand evidence of these things if ever, in the future, there develops a tendency to charge these allegations merely to propaganda.”
- 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.
Dec. 22 The Truman Directive states that favored treatment should be given to displaced persons seeking entry to the United States. As a result, 400,000 refugees are allowed to immigrate – among them 137,000 Jews

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.

Sources:
United States Holocaust Memorial Museum - www.ushmm.org
Simon Wiesenthal Center – www.museumoftolerance.com

About the Author: Andrea Warren



I grew up in the little town of Newman Grove, Nebraska, with my parents, two brothers, two sisters, and our dog, Pepper. I always loved to read and write, and decided I would become an English teacher. I graduated from the University of Nebraska with a master's degree in British Literature. While teaching high school English and history in Hastings, Nebraska, I wrote my first stories for publication.

Later I moved to Lawrence, Kansas, to complete a master's degree in magazine journalism at the University of Kansas. After briefly editing a magazine and working as a newspaper reporter, I began my career as a freelance writer, contributing to many major magazines. I also began writing books. In 1996, Houghton Mifflin published my first nonfiction book for young readers, [*Orphan Train Rider: One Boy's True Story*](#). I was encouraged by the success of this book to follow it with other books for young readers. They currently include [*Pioneer Girl: Growing Up on the Prairie*](#); [*Surviving Hitler: A Boy in the Nazi Death Camps*](#); and [*We Rode the Orphan Trains*](#), a companion to my first orphan train book. I have a new book coming out in 2004 tentatively called [*Escape From Saigon: How a Vietnam War Orphan Became an American Boy*](#).

My books have won many awards, including the prestigious Boston Globe-Horn Book Award for [*Orphan Train Rider*](#). I've listed the major awards in the book sections, in case you're interested.

I write from my home office on the Kansas side of Kansas City and I'm currently at work on two more books of historical nonfiction for young readers.

From AndreaWarren.com, courtesy of the author.

Additional Resources

- Adler, David A. *Child of the Warsaw Ghetto*. Karen Ritz, ill. Holiday, 1996.
Picture book which provides glimpse of life in the Warsaw ghetto from the eyes of a Polish boy.
- Bitton-Jackson, Livia. *I Have Lived a Thousand Years*. Simon and Schuster, 1997.
The memoir of Elli Friedman, who recounts what it was like to be one of the few teenage inmates of Auschwitz.
- Boas, Jacob. *We Are Witnesses*. New York: Henry Holt, 1995.
Diaries of five teenage victims of the Holocaust.
- Fink, Ida. *A Scrap of Time*. New York: Schochen, 1989. Fiction
The title story in this collection of short stories concerns the way time was measured by Holocaust victims. Other stories describe people in a variety of normal human situations distorted by the circumstances of the times.
- Fox, Anne L. *Ten Thousand Children*. Behrman House Publishing, 1998.
Tells the true stories of children who escaped Nazi Germany on the Kindertransport, a rescue mission led by concerned British to save Jewish children from the Holocaust.
- Fluek, Toby Knobel. *Memoirs of My Life In A Polish Village 1930-1949*. Random House, 1990.
Vivid paintings and simple text recall the culture that was deliberately and irrevocably destroyed by Nazi brutality and other nations' willing or unwilling cooperation.
- Hart, Kitty. *Return to Auschwitz, The Remarkable Life a Girl Who Survived the Holocaust*
Kitty and her mother survived almost 20 months in Auschwitz-Birkenau together.
- Klein, Gerda Weissmann. *All But My Life*. Hill & Wang, 1995.
Memoir of a young Polish Jewess's enslavement by the Nazis and liberation by American soldier. Basis for the Emmy-winning documentary *One Survivor Remembers*.
- Minsky, Ruth. *The Cage*. New York: MacMillan, 1986.
A teenage girl recounts the suffering and persecution of her family under the Nazis, in a Polish ghetto, during deportation, and in a concentration camp.
- Nir, Yehuda. *The Lost Childhood*. San Diego: Harcourt Publications, 1979.
The award-winning true story of a nine-year-old boy who witnessed firsthand the transformation of his Polish hometown when the Nazis invaded follows his terror-filled life as a refugee and his efforts with the underground.
- Nolen, Han. *If I Should Die Before I Wake*. New York: Harcourt Brace, 1994. Fiction
As Hilary, a Neo-Nazi initiate, lies in a coma, she is transported back to Poland at the onset of World War II into the life of a Jewish teenager.
- Opdyke, Irene. *In My Hands: Memories of a Holocaust Rescuer*. Alfred A. Knopf, 1999.

Recounts the experiences of the author who, as a young Polish girl, hid and saved Jews during the Holocaust.

Orlev, Uri. *The Man from the Other Side*. Walter Lorraine Books, 1991.

Living on the outskirts of the Warsaw Ghetto during World War II, fourteen-year-old Marek and his grandparents shelter a Jewish man in the days before the Jewish uprising.

Perl, Lila. *Four Perfect Pebbles*. Greenwillow, 1996.

The six-year ordeal of the Blumenthal family is chronicled in this memoir of Jewish life during the Holocaust from a little girl's perspective.

Rosenberg, Maxine B. *Hiding To Survive*. Clarion Books, 1994.

First-person accounts of fourteen Holocaust survivors who as children were hidden from the Nazis by non-Jews.

Rubinstein, Erna F. *After the Holocaust: The Long Road to Freedom*. Archon, 1995.

Rubinstein, a Polish Jew, continues the story of her and her sisters after their liberation from Auschwitz in 1945.

Spiegelman, Art. *Maus: A Survivor's Tale, I: My Father Bleeds History*. New York: Pantheon Books, 1986.

Spiegelman, Art. *Maus: A Survivor's Tale, II: and Here My Troubles Began*. 1991.

Volumes I & II of this 1992 Pulitzer Prize-winning illustrated narrative of Holocaust survival.

Yolen, Jane. *The Devil's Arithmetic*. Penguin USA, 1990. Fiction

Hannah resents the traditions of her Jewish heritage until time travel places her in the middle of a small Jewish village in Nazi-occupied Poland.

Wiesel, Elie. *Night*. New York: Bantam, 1960.

Elie Wiesel's true story of his experiences in Nazi concentration camps during World War II.

Videos:

Image Before my Eyes (90 minutes)

This is a recreation of Jewish life in Poland from the late nineteenth century through the 1930's, a unique and now vanished era. This video includes rare films, photographs, memorabilia, music, and interviews with survivors of the lost culture.

Jews of Poland: Five Cities: Bialystok, Lvov, Krakow, Vilna, and Warsaw (50 min. B&W)

Between 1938 and 1939 filmmakers Yitzhak and Shaul Goskind visited six Jewish communities in Poland to record the vitality of Jewish life. The Lodz film has been lost and fortunately the remaining five films are available to the public.

Kitty: A Return to Auschwitz (73 min.)

Kitty Hart, a survivor who lived in the camp between the ages of sixteen and eighteen, returns to tell others and to try to understand the past

The Last Chapter (85 min. B&W)

Containing actual records of Polish events on film, this video depicts five hundred years of Jewish life in Poland.

My Knees Were Jumping (75 min.)

This film presents the story behind the rescue of nearly 10,000 children by the Kindertransport movement just prior to World War II. In the nine months before the war started, these children were sent, without their parents, to Great Britain from Nazi Germany, Austria, Czechoslovakia and Poland.

The Other Side of Faith (27 min.)

This film portrays in the words and feelings of its two principals a compelling story of heroism set against a time of inhuman brutality. This very simple, very moving documentary alternates between a Polish Gentile who saved thirteen Jews and one of the men she saved.

Ripples in Time (60 min.)

Part 1 (30 min) includes interviews with survivors of the Holocaust presently living in North Carolina. Part 2 (30 min) includes interviews with liberators of the death camps, an American Jewish Woman's recollection of sending money to relatives in Poland, and the fiftieth anniversary of Kristallnacht in Charlotte.

Shtetl (90 min.)

This is an in-depth documentary analysis of the attitudes of Poles toward Jews in general, and the Jews who had made up about sixty percent of their village not far from Warsaw in pre-Holocaust Poland. The producer, Marian Marzynski, himself a Holocaust survivor, returns to his former village and interviews contemporary villagers and probes their attitudes. He focuses especially on a young post-Holocaust educated villager who had made a study of the village's Jewish past, his special avocation.

Zegota: Council for Aid to Jews in Occupied Poland (1942-1945) (28 mm.)

This film tells the story of the desperate plight of the Jews of Poland and of the conditions of terror under which the Zegota rescuers tried to help.

Survivor Testimonies of Jack Mandelbaum and his uncle, Sigmund Mandelbaum

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