

## **The Holocaust – An Interdisciplinary Guide to Teaching the History and Literature**

Grade Level: Seventh Grade

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Length of Unit: Three weeks

### **I. ABSTRACT**

- A. This unit develops the topic of totalitarianism in Nazi Germany as found in the Core Knowledge Sequence for seventh grade. It utilizes an interdisciplinary approach and a variety of activities and materials, including primary and secondary sources and print, video and technological sources. The content areas of Anne Frank: The Diary of a Young Girl, totalitarianism in Nazi Germany and expository writing are developed through the study of literature and social studies.

### **II. OVERVIEW**

- A. Concept Objectives
1. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who were there.
  2. Read and recognize literature as a record of human experience.
  3. Read, respond to and discuss novels and non-fiction that represent the point of view of various people from various places.
- B. Content from the Core Knowledge Sequence
1. Anne Frank: The Diary of a Young Girl, Anne Frank
  2. The rise of totalitarianism in Nazi Germany
  3. Expository Writing
- C. Skill Objectives
1. Students will be able to identify the major causes of the rise of Hitler and the Nazis to power in Germany.
  2. Students will be able to identify at least two methods utilized by the Nazis to institute racist policies.
  3. Students will be able to write an expository essay in response to the “segregation activity” describing their reactions to the role to which they were assigned.
  4. Students will be able to distinguish between primary and secondary sources.
  5. Students will be able to interpret the data in historical maps, photographs, art works, and other artifacts.
  6. Students will be able to examine data for point of view, historical context, bias, distortion or propaganda.
  7. Students will be able to apply knowledge of literary techniques, including simile, metaphor, and personification to understand text.
  8. Students will be able to correctly identify and label European countries from which Jews were transported and in which concentration camps were located.
  9. Students will use literary terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.

10. Students will be able to organize historical information into chronological order.
11. Students will be able to apply knowledge of literary terminology and elements in understanding a work of non-fiction.
12. Students will be able to read and discuss moral situations in literature and connect to life.
13. Students will be able to write essays comparing and contrasting two different literary works.
14. Students will be able to write a persuasive essay.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. See Lecture Notes appended as Appendix K
- B. For Students
  1. World War I and the Treaty of Versailles
  2. The Depression
  3. Forms of Propaganda; distinction between fact and opinion
  4. Presentation of Short Speeches
  5. Written responses to quotations in poetry
  6. Written essays that persuade and compare and contrast
  7. Familiarity with the following literary terms: plot; conflict; setting; character; and resolution

### IV. RESOURCES

- A. Lecture Outline – Appendix K
- B. Anne Frank: the Diary of a Young Girl
- C. Eye on History – WWII – Europe
- D. Eye on History – The Holocaust
- E. Thematic Unit #581 – WWII – Europe
- F. Resource pages from Teaching the Diary of Anne Frank
- G. Number the Stars
- H. Hidden Treasures
- I. The Nazis – Hitler
- J. Jakob the Liar
- K. Survivors of the Holocaust
- L. Nuremberg: The Trial of Adolph Eichmann
- M. “Five Million Forgotten”

### V. LESSONS

#### Lesson One:

- A. *Daily Objectives*
  1. Lesson Content
    - a. The Nazis’ rise to power
    - b. Hitler’s establishment of a totalitarian state
    - c. Definition of totalitarianism
    - d. Nazi propaganda and the “Master Race”

- e. Anti-Semitism and fear of communism
- 2. Concept Objective(s)
  - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who were there.
- 3. Skill Objective(s)
  - a. Students will be able to identify the major causes of the rise of Hitler to power in Germany.
  - b. Students will be able to identify at least two methods utilized by the Nazis to institute racist policies.
  - c. Students will write an expository essay in response to the “segregation activity” describing their reaction to the role to which they were assigned.

B. *Materials*

- 1. Colored construction paper or tag board cut into circles – these circles should be made of one color and will be used as “badges” in the segregation activity
- 2. Straight-pins for attaching “badges” to clothing
- 3. A pocket folder for each student in which to place worksheets, notes, and handouts for the entire unit – this folder will be collected at the completion of the unit for grading
- 4. A Holocaust Unit Diary – this should be a separate notebook in which students will record their reactions to lectures, activities, videos, and/or speakers. Students will also create a double entry diary in conjunction with their study of Anne Frank. This diary will be collected at various times during the unit, and at the completion of the unit.
- 5. “Cause and effect” worksheet (Appendix B)
- 6. Comparison worksheet (totalitarianism and American form of government) (Appendix A)
- 7. Definitions worksheet (Appendix C)

C. *Background Notes*

The segregation activity relates to the process employed by the Nazis to isolate and then discriminate against the Jews. Basing segregation on the most arbitrary trait correlates to the treatment of the Jews based on religion or race.

D. *Key Vocabulary*

- 1. Totalitarianism – a system of government in which the state controls every aspect of a citizen’s life including occupation, housing, education, religion, ownership of property, travel, and information
- 2. Nazism – the name given to the ideologies and practices of the Nazi Party in Germany
- 3. Prejudice – an attitude toward a person or group of people formed without adequate information
- 4. Racism – the practice of discrimination and persecution on the basis of race
- 5. Anti-Semitism – discrimination or persecution of Jews
- 6. Propaganda – information designed to influence people’s beliefs or actions
- 7. Gestapo – abbreviation for Geheime Staatspolizei (State Secret Police)

8. Nuremberg Laws – a series of laws passed by the Nazi-controlled German legislature, the Reichstag, to deprive Jews of citizenship, property, professions, and freedoms

E. *Procedures/Activities*

1. At the very beginning of class some students should be selected by the teacher for segregation. For example, all the blond-haired students (if they are in the minority) or all the blue-eyed students, or all the “tall” students could be segregated from the rest of the class.
2. The “segregated” students should be physically segregated from the rest of the class by moving their desks, not allowing physical or verbal contact between them and the rest of the class, restricting breaks, assigning them to a certain table at lunch, etc.
3. The “segregated” students should not be allowed to respond to questions in class and should be prohibited from asking questions or making comments.
4. The “segregated” students will be issued “badges” and instructed to wear them on their clothing, displaying the badge in a prominent place, and not removing it.
5. The rest of the class should be instructed to ignore the “segregated” students. No questions from the rest of the class should be answered regarding why they may not have contact with their classmates.
6. Removal from the classroom to a “time-out” area should be arranged to enforce the segregation instructions.
7. While the segregation activity is progressing, the teacher should write the definition of “totalitarianism” on the board. The students should be instructed to record the definition on their definitions sheet (Appendix C) for future reference for testing and writing essays.
8. After defining totalitarianism, the teacher should question the students regarding the type of government, which the United States has adopted, i.e., a republican democracy. The attributes of the American form of government should be recorded on the board and on the students’ comparison worksheet (Appendix A).
9. The teacher should then present a lecture on the causes of the rise of Nazism in Germany, the two main themes expressed by Hitler in Mein Kampf, the Nazis election to the Reichstag, Hitler’s appointment as Chancellor, and the grant of absolute power given by the Reichstag to Hitler. (See Appendix K for lecture outline.)
10. The teacher should then lecture the students regarding the Nazis’ use of propaganda, creation of the Gestapo, banning of all other political parties, and the passage of the Nuremberg laws. (See Appendix K for lecture outline.)
11. The students and the teacher should then list the attributes of the Nazi form of government next to the attributes of the American form of government. See Appendix A.

12. Definitions for propaganda, Nazism, racism, prejudice, anti-Semitism, Gestapo, and Nuremberg Laws should be given to the students to record on their definitions worksheet.
- F. *Evaluation/Assessment*
1. The students will write an expository essay, as homework, in response to the segregation activity describing their reaction to the role to which they were assigned, either one of the “segregated” or one of the “bystanders.”
  2. Students will complete “causes and effects” worksheet for the rise of Nazism. (See Appendix B)
  3. Students will complete “comparison” worksheet for Nazism and the American form of government. (See Appendix A)

## **Lesson Two**

- A. *Daily Objectives*
1. Lesson Content
    - a. Hitler’s “Master Race” theory as justification for expulsion and extermination of the Jews and “Lebensraum” or living space in Slavic territories
    - b. Creation of Jewish ghettos, Star of David badges, exclusion of Jews from public, political, and professional life
    - c. The beginnings of the Holocaust
  4. Concept Objective(s)
    - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who were there.
  5. Skill Objective(s)
    - a. Students will be able to distinguish between primary and secondary sources.
    - b. Students will be able to organize historical information into chronological order.
- B. *Materials*
1. Copies of “The Holocaust” - Thematic Unit #581 – World War II – Europe, Teacher Created Materials, 1994
  2. Copies of “Scapegoats” – Eye on History-WWII-Europe, Instructional Fair, 1997
  3. Definitions worksheet (Appendix C)
- C. *Background Notes*
- None
- D. *Key Vocabulary*
1. Scapegoat – an innocent person blamed for the problems of another
  2. Kristallnacht – “Night of the Broken Glass” – Nazi-organized riot against the Jews on November 9-10, 1938
  3. “Master Race” – Nazi designation of German, Teutonic, or Aryan “race” as being superior to other races; it has no biological validity
  4. Lebensraum – German word for “living space”
  5. Ghetto – the section of a city where Jews were forced to live

6. Judenrat – head of the Jewish council established by the Nazis in each Jewish ghetto
7. Holocaust – term used to refer to the systematic murder of six million Jews by the Nazis between 1933 and 1945; also included extermination of Gypsies and Poles

E. *Procedures/Activities*

1. The teacher will lecture on Hitler’s view of the Jewish and Slavic races and the “entitlement” to expanded living space for Germans in Eastern Europe. See Appendix K for lecture outline.
2. Definitions for key vocabulary words will be recorded by the students on their definitions worksheet.
3. “The Holocaust” should be read aloud in class and discussed. (See Resource List.)
4. “The Scapegoats” should be read aloud in class and discussed.
5. Discuss timelines and instruct students to prepare individual timelines consisting of eight to ten significant political events of the Holocaust. For example, Hitler becomes Fuhrer, the Nuremberg Laws are passed, D-Day, etc. This timeline should be completed before Lesson Five.
6. Each student will complete the “Nazi Ideologies and Policies” worksheet. (See Appendix E)
7. View The Nazis – Hitler, MPI Home Video, 1990 (50 min.)
8. For homework students read June 14 through July 5, 1942, in Anne Frank: The Diary of a Young Girl.
9. For homework the students will be assigned to complete a confinement activity at home during the evening. They must confine themselves to the area of their beds plus two feet along one side for one hour. They must be quiet and use no electronic devices.

F. *Evaluation/Assessment*

1. Students will write a three-paragraph essay describing a group of people or an individual whom they recognize as serving as a scapegoat for a perceived or real problem. This assignment should be given as homework if there is no time during class to complete the essay.

**Lesson Three**

A. *Daily Objectives*

1. Lesson Content
  - a. Anne Frank: The Diary of a Young Girl
2. Concept Objective(s)
  - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who were there.
  - b. Read and recognize literature as a record of human experience.
  - c. Read, respond to and discuss novels and non-fiction that represent the point of view of various people from various places.
3. Skill Objectives
  - a. Students will be able to distinguish between primary and secondary sources.

- b. Students will be able to examine data for point of view, historical context, bias, distortion or propaganda.
- B. *Materials*
  - 1. Anne Frank: The Diary of a Young Girl
  - 2. Anne Frank: Beyond the Diary
  - 3. Anne Frank: Life in Hiding
- C. *Background Notes*

None
- D. *Key Vocabulary*
  - 1. Star of David – a symbol with intersecting triangles that ghetto Jews were forced to wear on their clothes
  - 2. Pogrom – organized violence against the Jews
  - 3. Capitulation – defeat and surrender
  - 4. Zionist – movement to create a Jewish state
- E. *Procedures/Activities*
  - 1. The teacher reads Anne Frank Beyond the Diary pp. 50-52, looking at the pictures and diagram of the hideout.
  - 2. Teacher and students continue reading from July 8, 1942 from Anne Frank: Diary of a Young Girl.
  - 3. The rest of the diary is to be read for homework and during some silent in-class reading time. Slower readers would be allowed to read Anne Frank Life in Hiding, and readers who finish the diary quickly would be assigned to read another autobiography and/or novel about the Holocaust.
  - 4. The teacher will present a mini-lesson on irony. (Appendix F)
- F. *Evaluation/Assessment*
  - 1. Students will write daily double entry diary entries in their own Holocaust unit diaries until all students have finished reading. Quotations will include the following:
    - a. Students will choose one quotation that concerns Anne’s relationship with her mother; students will respond with connections to their own lives.
    - b. Students will choose one quotation that reveals one of the conflicts present in the diary; students will respond by naming that conflict and listing other conflicts.
    - c. The teacher will direct students to a quotation from January 28, 1944, “There are a great number of organizations, such as “The Free Netherlands,” which forge identity cards....to help and save others.” Student write a personal response.
    - d. The teacher will direct students to a quotation from March 29, 1944, “Just imagine how interesting it would be if I were to publish a romance of the ‘Secret Annex.’” Students respond by explaining the irony.
    - e. The teacher will direct students to a quotation from May 2, 1944 in which Anne defies her father and vows to continue spending time alone with Peter; students respond with paragraphs stating their own opinions.

- f. The teacher will direct students to a quotation from June 6, 1944, “Great commotion in the ‘Secret Annexe!’ Would the long-awaited liberation that has been talked of so much, but which still seems too wonderful, too much like a fairy tale, ever come true?”; students respond by explaining the irony in the Franks’ discovery.

## **Lesson Four**

### A. *Daily Objectives*

1. Lesson Content
  - a. Rescuers, the Resistance and others who aided the Jews
  - b. Concentration camps, labor camps, and extermination camps
  - c. Diaries and Poetry as part of the historic record
2. Concept Objective(s)
  - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of the people who were there.
  - b. Read and recognize literature as a record of human experience.
3. Skill Objective(s)
  - a. Students will be able to distinguish between primary and secondary sources.
  - b. Students will be able to examine data for point of view, historical context, bias, distortion or propaganda.
  - c. Students will be able to apply knowledge of literary techniques, including simile, metaphor, and personification to understand text.
  - d. Students will correctly identify and label European countries from which Jews were transported and in which concentration camps were located.
  - e. Students will be able to interpret the data in historical maps, photographs, art works, and other artifacts.

### B. *Materials*

1. “Diaries from the Ghetto” – Page 69 and 70 from Teaching the Diary of Anne Frank
2. “The Butterfly”- Page 71 from Teaching the Diary of Anne Frank
3. “Helping the Jews” – Page 12 and 13 from Eye on History – The Holocaust
4. “Concentration Camps”- Page 14 from Eye on History – The Holocaust
5. Map of concentration camps-Page 15 from Eye on History – The Holocaust
6. “Nazi Ideologies and Policies” worksheet Appendix E
7. Definitions worksheet Appendix C
8. Video – Jakob the Liar

### C. *Background Notes*

None

### D. *Key Vocabulary*

1. Concentration Camps – places where political prisoners were kept

2. Resistance – name given to people in Germany and the occupied territories who worked to rescue prisoners, sabotage German war efforts, and expose the Nazis’ policies regarding the Jews and Slavs
- E. *Procedures/Activities*
1. Read aloud and discuss “Diaries from the Ghetto” and “The Butterfly.”
  2. Read aloud and discuss “Helping the Jews” and “Concentration Camps.”
  3. Provide definitions of key vocabulary, which students should record on their definitions worksheet (Appendix C).
  4. Label European countries on individual maps in which concentration camps were located. (Teacher will make an overhead transparency of the concentration camp map. Individual students will label the transparency as the rest of the class works on their own maps.)
  5. Label the Netherlands and Denmark on individual maps.
  6. List additional information on “Nazi Ideologies and Policies” worksheet.
  7. View Jacob the Liar.
- F. *Evaluation/Assessment*
1. Collect and grade maps
- G. *Standardized Test/State Test Connections*
1. CCS Social Studies 2.2

## **Lesson Five**

- A. *Daily Objectives*
1. Lesson Content
    - a. The Final Solution; the Wannsee Protocol
    - b. Other victims of the Holocaust
    - c. Continued study of Anne Frank
  2. Concept Objective(s)
    - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who were there
    - b. Read and recognize literature as a record of human experience
    - c. Read, respond to discuss novels and non-fiction that represent the point of view of various people from various places.
  3. Skill Objective(s)
    - a. Students will use literary terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
    - b. Students will distinguish between primary and secondary sources of information.
    - c. Students will examine data for point of view, historical context, bias, distortion or propaganda.
- B. *Materials*
1. Resource pages 63 and 64 from Teaching the Diary of Anne Frank regarding number of Jews killed
  2. “Five Million Forgotten” (Appendix L)
  3. Video – Jehovah: Witnesses Stand Firm Against Nazi Assault
  4. Hand-out of portion of The Wannsee Protocol (Appendix D)
  5. Story Map for Anne Frank (Appendix G)

6. Poster board or butcher paper for completion of timeline for display in classroom
- C. *Background Notes*  
None
- D. *Key Vocabulary*
1. The Final Solution – the Nazi term for the annihilation of the Jews in Europe
  2. Crematorium – furnaces where human bodies were burned
  3. Genocide – the systematic elimination of a people or nation
  4. SS – abbreviation for German word “Einsatzgruppen” which were Nazi killing units that sought out and slaughtered Jews in the Soviet Union; the SS was also responsible for the construction and operation of the concentration camps
- E. *Procedures/Activities*
1. Definitions of key vocabulary words will be given to students to record on their definitions worksheet.
  2. Teacher will lecture regarding the death camps. (See Appendix K)
  3. Read and discuss Resource page regarding number of Jews killed.
  4. Read and discuss a portion of the Wannsee Protocol.
  5. Read and discuss “Five Million Forgotten.”
  6. View video regarding the Jehovah Witnesses in Germany.
  7. Students will add information to the “Nazi Ideologies and Policies” worksheet.
- F. *Evaluation/Assessment*
1. As homework, students will prepare a graph or a picture representing the number of Jews killed in comparison to the number of survivors.

## **Lesson Six**

- A. *Daily Objectives*
1. Lesson Content
    - a. Anne Frank: Diary of a Young Girl
    - b. Chronological events of the Holocaust and Anne Frank
  2. Concept Objective(s)
    - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who were there.
    - b. Read and recognize literature as a record of human experience.
    - c. Read, respond to and discuss novels and non-fiction that represent the point of view of various people from various places.
  3. Skill Objective(s)
    - a. Students will be able to interpret the data in historical maps, photographs, art works, and other artifacts.
    - b. Students will be able to organize historical information into chronological order.
    - c. Students will be able to apply knowledge of literary terminology and elements in understanding a work of non-fiction.
- B. *Materials*

1. Graphic organizer (Appendix G)
  2. Poster board or butcher paper for timeline
  3. Anne Frank: Diary of a Young Girl
- C. *Background Notes*
1. None
- D. *Key Vocabulary*
1. None
- E. *Procedures/Activities*
1. Teacher will hand out a graphic organizer (Appendix G) and direct students to fill out the story map for Anne Frank: The Diary of a Young Girl, telling the students that they will be completing a parallel story map for Number the Stars later.
  2. Working in small groups, students will prepare a timeline of eight to ten significant events from the diary. This timeline will be combined with the timeline of significant political events of the Holocaust. The finished timelines will be included in the student's notebooks. After teacher evaluation, the group producing the best timeline will be assigned to create a large timeline for display in the classroom.
- F. *Evaluation/Assessment*
1. Students will be graded on their individual timelines.
- G. *Standardized Test/State Test Connections*
1. Write about chronological events
  2. Use literary terminology

## **Lesson Seven**

- A. *Daily Objectives*
1. Lesson Content
    - a. Ethical and Moral Dilemmas of the Holocaust
    - b. Comparison of experiences during the Holocaust
  2. Concept Objective(s)
    - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who were there.
    - b. Read and recognize literature as a record of human experience.
    - c. Read, respond to and discuss novels and non-fiction that represent the point of view of various people from various places.
  3. Skill Objective(s)
    - a. Students will be able to read and discuss moral situations in literature and connect to life.
    - b. Students will be able to write essays comparing and contrasting two different literary works.
- B. *Materials*
1. Fact situations (Appendix M)
  2. Hidden Treasures or Number the Stars
- C. *Background Notes*
1. The fact situations to be resolved by the groups were designed to place the students in the same position as rescuers, bystanders, or minor German

officials enforcing Nazi policy. The discussion should focus on ethical, moral, and practical considerations, as well as understanding why some people reacted as they did to the discrimination, expulsion, and extermination of the Jews.

- D. *Key Vocabulary-* (*Hidden Treasures Practice Book contains a vocabulary in context exercise (p. 73) and is accompanied by Transparency #24*)
1. Occupation
  2. Exasperated
  3. Belligerently
  4. Disdainfully
  5. Unwavering
- E. *Procedures/Activities*
1. Divide students into groups of four or five. Give each group a fact situation to discuss. Instruct the students to resolve the situation as groups. Each group will then orally present their resolution to the entire class and explain the reasoning for their decision. The class will then discuss the resolution and provide alternatives and/or comments. Ask the class to relate the conflicts in the situations to the Holocaust.
  2. Students and teacher read in class the Hidden Treasures excerpt or chapters four and five from Number the Stars. Students use “sticky notes” to mark and note differences between Ellen’s Jewish family and Anne Marie’s Protestant family.
- F. *Evaluation/Assessment*
1. Students will complete Current Events worksheet in class or as homework.
  2. Students will complete a Venn diagram for the two families. (See Appendix H)

## **Lesson Eight**

- A. *Daily Objectives*
1. Lesson Content
    - a. The end of the Holocaust
    - b. The Nuremberg Trials
  2. Concept Objective(s)
    - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who were there.
    - b. Read and recognize literature as a record of human experience.
    - c. Read, respond to and discuss novels and non-fiction that represent the point of view of various people from various places.
  3. Skill Objective(s)
    - a. Students will be able to write a persuasive essay.
- B. *Materials*
1. Lecture Notes – Appendix K
- C. *Background Notes*
1. None
- D. *Key Vocabulary*
1. None

- E. *Procedures/Activities*
  - 1. Teacher will lecture on the liberation of the camps and the reaction of the Allies to their discoveries. The lecture will include the disposition of the prisoners after the liberation. (See Appendix K)
  - 2. Teacher will lecture on the Nuremberg Trials and their significance. (See Appendix K)
  - 3. View video of Nuremberg: The Trial of Adolph Eichmann
- F. *Evaluation/Assessment*
  - 1. Students will write a persuasive essay, as homework, explaining how they would respond to a person who believes the Holocaust could never happen again.

### **Lesson Nine**

- A. *Daily Objectives*
  - 1. Lesson Content
    - a. Point of view
    - b. Comparison and Contrast
  - 2. Concept Objective(s)
    - a. Read and recognize literature as a record of human experience.
  - 3. Skill Objective(s)
    - a. Students will be able to write essays comparing and contrasting two different literary works.
    - b. Students will use literary terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
- B. *Materials*
  - 1. Anne Frank: Diary of a Young Girl
  - 2. Number the Stars
  - 3. Anne Frank: Life in Hiding
- C. *Background Notes*
  - 1. None
- D. *Key Vocabulary*
  - 1. None
- E. *Procedures/Activities*
  - 1. The teacher will present a mini-lesson on point of view. (Appendix F)
  - 2. Students read the remainder of Number the Stars.
  - 3. Students will complete story map. Students may work in pairs or groups so that those unable to complete the reading of the novel in two to three days may use details borrowed from faster readers.
  - 4. Students will work in pairs to complete a Venn diagram for Anne Frank: Diary of a Young Girl and Number the Stars.
- F. *Evaluation/Assessment*
  - 1. Collect and grade both Venn diagrams
- G. *Standardized Test/State Test Connections*
  - 1. Comparison and contrast

## **VI. CULMINATING ACTIVITY**

- A. Students present “book-boxes” of Anne Frank Diary of a Young Girl, Number the Stars or another Holocaust novel or autobiography. (Appendix J)
- B. Invite a Holocaust survivor to lecture to the class. If a survivor cannot appear personally, show the video, Survivors of the Holocaust by Steven Spielberg. It is listed in the Bibliography.
- C. Have students observe a moment of silence in memory of the eleven million men, women, and children who did not survive the Holocaust.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Government Comparison
- B. Appendix B: Nazi Totalitarianism
- C. Appendix C: Holocaust Definitions
- D. Appendix D: Wannsee Protocol
- E. Appendix E: Nazi Ideologies and Policies
- F. Appendix F: Mini-lessons
- G. Appendix G: Story Maps
- H. Appendix H: Johanson and Rosen Family Venn Diagram
- I. Appendix I: Anne Frank: Diary of a Young Girl and Number the Stars Venn Diagram
- J. Appendix J: Holocaust Bookboxes
- K. Appendix K: Lecture Notes
- L. Appendix L: Five Million Forgotten
- M. Appendix M: Fact Situations

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**Appendix A**  
**Government Comparison**

**Totalitarianism (Nazism)**

**American Democracy**

## **Appendix B**

### **Nazi Totalitarianism**

**Causes:**

**Effects:**

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Appendix D  
Wannsee Protocol

“....the Jews should in the course of the Final Solution be taken in a suitable manner to the East for use as labor. In big labor gangs, separated by sex, the Jews capable of work will be brought to these areas for road building in which task undoubtedly a large number will fall through natural diminution. The remnant that is finally able to survive all this – since this is undoubtedly the part with the strongest resistance – must be treated accordingly, since these people, representing a natural selection, are to be regarded as the germ cell of a new Jewish development, in case they should succeed and go free (as history has proved). In the course of the execution of the Final Solution, Europe will be combed from West to East....”

Appendix E  
Nazi Ideologies and Policies

**Ideologies:**

**Policies:**

---

<b>Ideologies:</b>	<b>Policies:</b>

## Appendix F

### Mini-lessons

#### **Irony:**

The teacher presents students with several situations:

- the fireman's house burns
- the teacher spells a word wrong
- the runner dies of heart failure
- a classmate says, "Oh, that's attractive!"
- a student tells others that a particular girl is always gossiping and that she had a fight with her boyfriend because of it
- a teacher calls the office to report a student missing while he stands right behind her

The teacher then questions the students about what is going on in this situations until this common theme emerges: The opposite from what is expected occurs.

#### **Point of View:**

First-person point of view is used in autobiography. It has the advantages of:

- allowing the author to convey specific details, including inner thoughts
- allowing easy expression of emotion

and the disadvantage of:

- not allowing specific details of others' observations and thoughts
- only allowing action that the author or narrator can participate in or relate to

Exercise: The teacher can ask students to tell or role-play an incident involving conflict with a parent or teacher, first from the student's point of view and then from the adult's.

**Appendix G**  
**Story Maps**

Anne Frank Diary of a Young Girl

Number the Stars

Setting

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Main  
Characters

--

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Conflict

--

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Main  
Events

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--

Resolution

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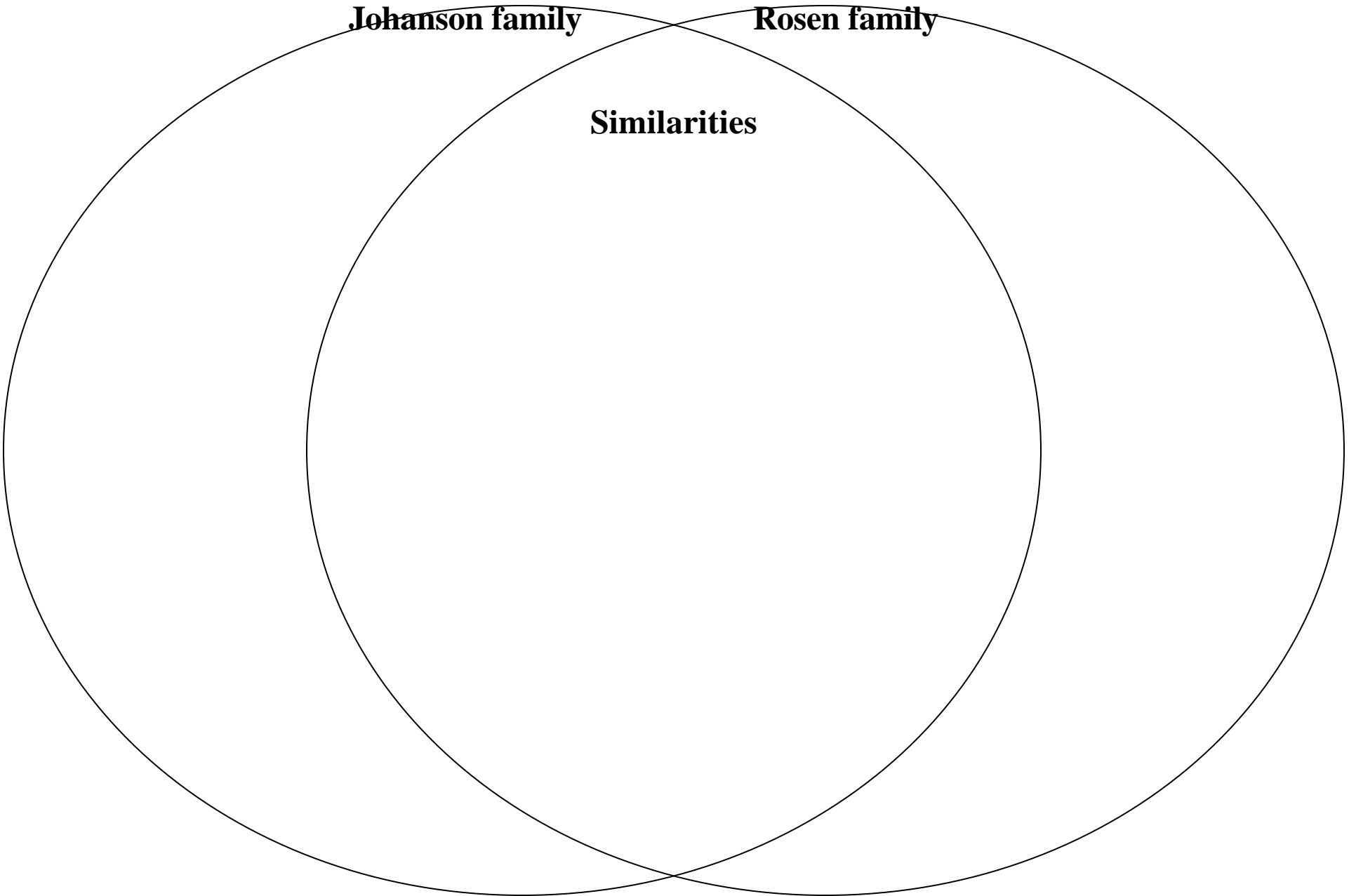
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**Appendix H**

**Johanson family**

**Rosen family**

**Similarities**



**Appendix I**

**AnneFrank: Diary of a Young Girl**

**Number the Stars**

**Similarities**



## Appendix J

### Holocaust Bookboxes

**Assignment:** Fill a shoebox with items that symbolize (or help you communicate) the Holocaust experiences of the main character from your book. You may include items to represent the main character or you may dress as that character. Decorate the box to help you communicate the setting and conflict. You may speak to the class for two to three minutes to explain the ideas communicated by your box. You will be graded for ideas and presentation.

#### **Rubric:**

**1/5**

Only a few ideas about the character's Holocaust experience.  
No explanation about people helping Holocaust victims.  
Little or poor decorating and symbols. No connection to setting and conflict.

**3/5**

Some but not all ideas about main character's Holocaust experience.  
Some information about citizens helping Holocaust victims.  
Decorating and symbols present but confusing.

**5/5**

All important ideas about the main character's Holocaust experience.  
Good details about "helpers"  
Decorating and selection of symbols clearly show the conflict and setting.

# APPENDIX K

## LECTURE NOTES

This outline, such as it is, was derived from the sources listed in the bibliography and other materials I have read and viewed over the years. It is not a complete work, but, hopefully, it will be useful to the teacher who may not be familiar with this particular period of history.

### I. The Nazis' Rise to Power

#### A. The Treaty of Versailles

1. Germany was blamed for World War I and punished by the Allies in various ways, which were to plant the seeds for the popularity of radical groups such as the Nazis.
2. Under the treaty, Germany could not maintain the level of armed forces which it had prior to World War I
3. Germany could not produce armaments in the same numbers or types
4. Germany was required to pay huge sums as reparations to Allied countries.
5. Some German territories were ceded to France and Russia, while other territories became independent nations.

#### C. After World War I Germany suffered a deep economic depression with widespread unemployment and runaway inflation.

1. Many Germans blamed the Weimar Republic, the new social democratic government for "selling out" at the end of World War I. They did not believe Germany had been defeated by the Allies, and felt the Treaty of Versailles unfairly punished Germany.
2. Veterans returning from the war were without jobs and felt that Germany was vulnerable to attack from both France and Russia. Many of these veterans formed paramilitary groups. One of these groups was the Freikorps out of which the core of the new Nazi party arose.
3. Adolph Hitler was one of these veterans who were drawn to the Nazi party. He and others in Germany also believed the Jews in Germany were also responsible for Germany's condition. This attitude was not new in Europe. Anti-Semitism had existed for many centuries.
4. After a failed attempt to overthrow the Bavarian government in the 1920's, Hitler was jailed for a few months. During this time he wrote Mein Kampf, which was to serve as a blueprint for his control of Germany.
5. As the conditions in Germany continued to deteriorate, more Germans were drawn to the Nazi Party who advocated a return to a strong military state and removal of the Jews from professional and policy-making positions in German society.
6. By 1933 the Nazi Party was able to elect a significant number of Nazis to the Reichstag, the German legislature. Although the Nazis were not the majority party, they had enough members to exert great influence in that

body. They were able to “persuade” President Hindenburg to appoint Hitler as Chancellor.

7. After the bombing, the Reichstag granted emergency powers to Hitler. They later granted Hitler absolute power and he declared himself “Führer” or leader.

D. Establishment of a totalitarian state

1. The Nazi Party already contained a “shadow” governmental organization. Once Hitler became Führer, the Reichstag banned all other political parties and took control of the media. Nazi party members were then appointed to all governmental positions and the Nazi Party’s policies were instituted.
2. Nazi propaganda concerning the threat to the security of German nation from communists, Slavs, and Jews became a continuing theme in the media. Dissent of any kind was quickly and completely silenced. This became the mission of the Gestapo or the state secret police. Political dissidents were jailed without cause or under the guise of “national security” and secret trials were held. These trials were little more than a recitation of Nazi-created facts, and were really “rubber stamps” for the action already taken. Some people were executed, and many more were sent to prison. The first German concentration camp was established at Dachau for such people.
3. The Nazis also began a boycott of Jewish businesses, and sponsored public burning of books written by Jews and opponents of Nazism. Jewish professors were expelled from the universities, and Jewish artists and writers were prohibited from pursuing their works.
4. Finally, in 1935 the Nuremberg Laws were passed revoking the citizenship of all German Jews. These measures were followed by banning Jews from professional and public service, including military service.
5. Jews were prohibited from patronizing non-Jewish restaurants, etc., and signs were posted in public areas stating “Juden Verboten” or Jews Forbidden. Eventually, Jews were required to wear yellow Stars of David to identify them as Jews. Failure to display the Star could result in arrest, imprisonment, or at the very least a beating.
6. After a young Jewish man killed a German diplomat in Paris in November, 1938, the Nazis used the event as an excuse to burn and destroy Jewish synagogues and businesses. This government-sponsored reaction is referred to as “Kristallnacht” or “Night of Broken Glass”.
7. Hitler also assumed total control of the armed forces of Germany. Hitler also began to re-arm Germany during the 1930’s. Germany “re-claimed” lands taken from it by the terms of the Treaty of Versailles. These military and political violations of the Treaty of Versailles went largely unchallenged and unprotested by the former Allies.
8. Thus, Hitler and the Nazis assumed total and complete control of all functions of the government. Information and travel were restricted. Access to jobs in government and in key industries became contingent

upon Party membership, and disagreement with the policies and laws enacted by the government was harshly punished.

E. The “Master Race”

1. In Mein Kampf Hitler had revealed his belief that the Aryan “race” was superior to all other races and purification of the race was to be pursued. This belief was translated into Nazi policy by prohibiting marriage between Jews and non-Jewish Germans, and by eliminating Jews, Slavs, non-Aryans, and mentally and physically disabled people from Germany and its territories. Hitler considered the British and Scandinavian peoples racial “cousins” of the Aryans. He considered the blond-haired, blue-eyed German to be the prototype of the perfect Aryan.
2. The other theme of Mein Kampf was nationalism. Because the Aryan race was superior, Germans were entitled to expand their boundaries to include vast areas of Eastern Europe and Russia in which to live and exploit. The concept is referred to as Lebensraum or living space. Hitler aspired to control of the Ukraine with its fertile soil, and the Caucasus with its oil reserves. These expanded resources would enable Germany to achieve the true greatness which Hitler envisioned.

F. Creation of Ghettos

1. As Jews were systematically excluded from social, political, and professional life, the Nazis began to physically isolate them in ghettos before their ultimate removal to concentration camps.
2. Although some Jews might be allowed to leave the ghetto to work outside in various trades or industries, they no longer owned their own businesses, and were restricted from trade with non-Jews. Many families were crowded into regulated by the government, and physical walls were placed around ghettos to keep the Jews in. Private ownership of radios was forbidden, as well as access to other media not controlled by the Nazis.
3. Councils were established by the Nazis in the ghettos to administer matters within the ghetto. These councils, called Judenrat, were made up of Jewish members of the ghetto who were responsible for assigning living quarters, work details, sanitation measures, and other general duties. These councils were also responsible for designating people to be transported to the camps.
4. As the construction of concentration camps proceeded, the ghettos were emptied and the people were transported to these camps.
5. The most famous ghetto was the Warsaw Ghetto. Members of this ghetto actively rebelled against the Nazis. However, ultimately, the fate of the members of this ghetto was the same as so many other Jews.

II. The Holocaust

- A. While Nazi propaganda and policies created an atmosphere of apathy towards the actions taken against the Jews, and while Jewish rights were being slowly, but surely eroded, most Germans and even many Jews believed that the Nazis would not be in power long, and the deprivations being suffered by the Jews would be remedied, their property and rights restored, and things would return to normal. Of course we know they were dead wrong.

- B. Hitler created a special army accountable only to him called the SS or Einsatzgruppen. Within the SS even more specialized killing units were formed to deal with communist party officials and Jews in Poland and the Soviet Union. The SS was given the responsibility of constructing and operating the concentration, labor, and extermination camps.
  - C. While some Jews were being held in ghettos in Poland and in other occupied areas, German Jews were being transported to holding camps pending a decision proceeded in Germany during the 1930's. With the conquest of Poland and the invasion of the Soviet Union, the SS began hurried construction of huge concentration and labor camps in the occupied territories. Many of these camps were also designated as extermination camps. One of the most famous of these was Auschwitz, which was located in Poland. Auschwitz combined labor, extermination, and medical experimentation facilities.
- III. Rescuers, the Resistance, and others who aided the Jews
- A. In spite of the threat of arrest, imprisonment, and even death, there were Germans and non-Jewish people in the occupied countries who aided the Jews. These people provided hiding places, money, food, escape routes, forged documents, and information to the outside world about the Nazi policies and practices.
    - 1. The French Resistance and the Polish Resistance were the most famous of those people who continued to fight the Germans after the Nazi occupation of their countries. In addition to providing intelligence information to the Allies and performing acts of sabotage, the Resistance rescued children from holding camps and ghettos and placed them with sympathetic families who hid them for the duration of the occupation. (Eric Cahn's book, Maybe Tomorrow: a hidden child of the Holocaust. This book is currently out-of-print, but may be available by contacting the author at 303-424-2100. Mr. Cahn is also available as a speaker in the Denver Metro area. ) As documented in Anne Frank's diary, other non-Jewish people helped Jews hide from the massive "round-ups" and eventual deportation to the camps. Other people provided refuge to the few who managed to escape from the camps.
    - 2. Human rights groups and the Red Cross were only able to provide limited relief, mostly to refugees who managed to flee Germany and the occupied countries. The Nazis only allowed these groups to see what the Nazis wanted them to see. For instance, the Nazis created Theresienstadt, a model ghetto, in which they displayed Jews living in their own community, with their own government, decent living quarters, plenty of food, education, and cultural events.
- IV. The Final Solution
- A. The Nazis used euphemisms to describe policies and programs. The extermination of every Jew in Europe called "The Final Solution". The plans and rationale for the Final Solution were set forth in a document named the Wannsee Protocol. Copies of this document were smuggled out of Germany during World War II, but their authenticity was originally questioned by the Allies. However, as with most activities associated with The Final Solution, the Germans were meticulous record-keepers and the documents were proven true.

- B. The Final Solution was aimed primarily at the Jews, but Hitler also strove toward elimination of Poles and other Slavic groups. Approximately six million Jews were killed, and another five million non-Jews.
  - C. The Nazis eliminated Jews through “natural attrition” by forcing Jews to perform hard labor without adequate food, clothing, or sleep. Jews determined as not suitable for labor were immediately killed. In the beginning, SS units shot Jews en masse and buried the bodies in unmarked graves. This method proved to be too inefficient and the SS devised the “gas chambers” or “showers” into which people would be herded after undressing and parting with any last valuables. The shower would be sealed and gas would be distributed by “shower heads”. After all the victims had succumbed, the bodies would be removed to mass graves or crematoria for disposition. Contamination of the grounds of the camps due to decomposing bodies prompted wider use of crematoria.
  - D. The SS also used Jewish prisoners to supervise work gangs, the collection of personal goods and items from those selected for extermination, and for removal of bodies, burial duty, and operation of the crematoria.
- V. Liberation of the Camps
- A. As the Allies proceeded east across Germany toward Berlin, and as Soviet troops fought westward into Germany, the world discovered the horrific conditions of the camps and “liberated” the prisoners still alive.
    1. Once liberated, the survivors required immediate medical attention, as many were near starvation, suffering from various diseases, and too weakened to travel.
    2. After sufficient recuperation, these survivors had to make their way back home, which might be hundreds of miles away. Even after arriving “home”, home would not be there. Either destroyed by bombs or fire, or confiscated and sold to other people, most survivors had no property or family left. Locating members of their own family or discovering the fate of their loved ones was also a daunting task.
    3. Many returned to their own countries; many immigrated to Israel, and many immigrated to other countries, such as the United States.
- VI. The Nuremberg Trials
- A. The Allies were outraged at the blatant and gross violations of human rights which they witnessed after the defeat of Germany. Although Hitler had committed suicide and was not “available” for prosecution, other major and minor Nazi officials were tried for war crimes and violations of human rights. Some were executed, some were imprisoned. This marked the first time that a group of nations held individuals accountable for atrocities committed by the defeated nation during war.
  - B. Although many Nazi officials escaped, efforts to identify and prosecute them persisted over the years.
  - C. One of the dilemmas which the tribunal faced in these trials was to what extent should a person be excused from conduct which was ordered by a superior officer or other authority figure? This moral dilemma continues to exhibit itself in the world today.

# Appendix L

News From Around The World...

Swiss Funds for **Non-Jewish Holocaust** Survivors.

## FIVE MILLION FORGOTTEN

By: Terese Pencak Schwartz

Growing up in a Polish community, and raised by parents who survived the Holocaust, I heard many stories about the atrocities of this World War II horror. I learned how one of my family's homes in Poland was burned to the ground by Nazis. I learned that my uncle was shot in the head by Nazi soldiers because the family was hiding a Jewish woman. Painful as it was for them to speak about it, my parents [Frank and Ewa Pencak] felt it was important that I knew the stories of the Holocaust.

It was only after I moved to the Los Angeles area several years ago that I realized that many people were not aware that millions of victims of the Holocaust were NOT Jewish. Outside the Polish community, I heard very little mention about the five million non-Jewish victims -- usually referred to as "the others".

Whenever I would say that my parents were survivors of the Holocaust, people would look at me oddly and say, "Oh, I didn't know you were Jewish?" I realized that most people were not aware of any other Holocaust victims except Jews. This concerned me.

I am Jewish. I converted in 1978 after studying at the University of Judaism one year before marrying a Jewish man. I belong to a temple where my daughter attends religious school. I love the Jewish religion and I admire the Jewish community. In no way do I want to diminish the enormous magnitude of the victimization and murder of the 5,860,000 Jewish people during the Holocaust. The Jews were singled out by the Nazis for total extermination -- a significant fact that I do not repudiate, nor want to diminish in any way. The Jewish people have done an extraordinary job of making the younger generation around the world aware of their persecution and the immense tragedy of the Holocaust.

But what about "the others"? There were five million of them. Who were they? Whose children, whose mothers and fathers were they? How could five million human beings have been killed and forgotten? I began my research. After studying several carefully-documented books, and interviewing non-Jewish survivors, I found more information about the five million forgotten than I had ever imagined -- information that most people

## Appendix L



are not aware of. Polish people suffered enormously during the Holocaust -- Jews and non-Jews.

[Scroll down for photos and stories...]

Eleven million precious lives were lost during the Holocaust of World War II. Six million of these were Polish citizens. Half of these Polish citizens were non-Jews. On August 22, 1939, a few days before the official start of World War II, Hitler authorized his commanders, with these infamous words, to kill "without pity or mercy, all men, women, and children of Polish descent or language. Only in this way can we obtain the living space [lebensraum] we need".

Heinrich Himmler echoed Hitler's decree: "All Poles will disappear from the world.... It is essential that the great German people should consider it as its major task to destroy all Poles."

On September 1, 1939, Hitler invaded Poland from three directions. Hitler's invincible troops attacked from the west, the north and the south. Poland never had a chance. By October 8, 1939, Polish Jews and non-Jews were stripped of all rights and, were subject to special legislation. Rationing, which allowed for only bare sustenance of food and medicine was quickly set up. Young Polish men were forcibly drafted into the German army. The Polish language was forbidden. Only the German language allowed. All secondary schools and colleges were closed. The Polish press was liquidated. Libraries and bookshops were burned. Polish Art and culture were destroyed. Polish churches and religious buildings were burned. Most of the priests were arrested and sent to concentration camps. Street signs were either destroyed or changed to new German names. Polish cities and towns were renamed in German. It was Hitler's goal to obliterate all traces of Polish history and culture.

Hundreds of Polish community leaders, mayors, local officials, priests, teachers, lawyers, judges, senators, doctors were executed in public. Much of the rest of the so-called *Intelligentsia*, the Polish leading class, was sent to concentration camps where they later died.

## Appendix L

The first mass execution of World War II took place in Wawer, a town near Warsaw, Poland on December 27, 1939 when 107 Polish non-Jewish men were taken from their homes in the middle of the night and shot. This was just the beginning of the street roundups and mass executions that continued throughout the war. The goal of these executions, deportations, and the ruthless domination of citizens was to terrorize all Poles into docile subservience.

At the same time, on the eastern border of Poland, the Soviet Union invaded and quickly conquered. Germany and the Soviet Union divided Poland in half. The western half, occupied by the Nazis, became a new German territory: "General Gouvernement". The eastern half was incorporated within the adjoining Russian border by Soviet "elections". This new border "realignment" conferred Soviet citizenship on its new Polish inhabitants. And all young Polish men were subject to being drafted into the Soviet army.

Just like the Nazis, the Soviets also reigned terror in Poland. The Soviets took over Polish businesses, Polish factories and destroyed churches and religious buildings. The Polish currency (zloty) was removed from circulation. All Polish banks were closed and savings accounts were blocked.

During the war, Poland lost 45% of her doctors, 57% of her attorneys, 40% of her professors, 30% of her technicians, more than 18% of her clergy, and most of her journalists. Poland's educated class was purposely targeted because the Nazis knew that this would make it easier to control the country.

Non-Jews of Polish descent suffered over 100,000 deaths at Auschwitz. The Germans forcibly deported approximately 2,000,000 Polish Gentiles into slave labor for the Third Reich. The Russians deported almost 1,700,000 Polish non-Jews to Siberia. Men, women and children were forced from their homes with no warning. Transferred in cattle cars in freezing weather, many died on the way. Polish children who possessed Aryan-looking characteristics were wrenched from their mother's arms and placed in German homes to be raised as Germans.

The Polish people were classified by the Nazis according to their racial characteristics. The ones who appeared Aryan were deported to Lodz for further racial examination. Most of the others were sent to the Reich to work in slave labor camps. The rest were sent to Auschwitz to die. Polish Christians and Catholics were actually the first victims of the notorious German death camp. For the first 21 months after it began in 1940, Auschwitz was inhabited almost exclusively by Polish non-Jews. The first ethnic Pole died in June 1940 and the first Jew died in October 1942.

Because of the obliteration of the Polish press by the Nazis, most of the world was not aware, including many parts of Nazi-occupied Poland, of the atrocities going on. Even to this day, much documentation of the Holocaust is not available. The entire records of

## Appendix L

Auschwitz were stolen by the Soviets and not returned. It was Hitler's goal to rewrite history. The Nazis destroyed books, monuments, historical inscriptions. They began a forceful campaign of propaganda to convince the world of their invincible superiority and power and likewise the inferiority and weakness of the Polish people.

While there is no argument that Hitler abhorred the Jews and caused almost six million to be ruthlessly killed, often non-Jewish victims are tragically forgotten from Holocaust remembrances. Eleven million precious human lives were lost during the Holocaust. Five million of these were non-Jewish. Three million were Polish Christians and Catholics. It would be very sad to forget even one precious life extinguished so ruthlessly. It would be a tragedy to forget five million.

### Polska Wersja

Terese Pencak Schwartz was born in a D. P. camp in Germany after World War II. She is currently conducting research on non-Jewish Holocaust survivors and rescuers.

Information for this article was taken from "The Forgotten Holocaust", by Richard C. Lukas, The University Press of Kentucky and "The Jews and the Poles in World War II" by Stefan Korbonski, Hippocrene Books. AVAILABLE THROUGH AMAZON.COM - Go to Link Below

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## News of Polonia Polish-American Monthly

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## PHOTOS and OTHER GRAPHICS

### ARBEITER! Orders for All Workers in Eastern Occupied Territories

In the war-torn streets of Warsaw, citizens pass chunks of a demolished building to build barricades against German tanks as Nazi planes buzz overhead.

## Appendix L

NEUENGAMME - Concentration Camp Laborers in Hamburg, Germany

Up Against the Wall and Blindfolded - Public Executions in WARSAW

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Who Were the Five Million? The Non-Jewish Victims of the Holocaust

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Rom Gypsies -- Murdered Just as the Jews But Often Forgotten

---

A Journey to an Unholy Place A Teenager's Visit to Auschwitz

---

Those who Rescued Jews:

Rescuers Honored by Yad Vashem in Jerusalem A List of Countries

Heroes and Heroines of the Holocaust Men, Women and Children of Valor.

We said, "Here We Are...Help Us"...and They Did. Jewish Survivors Meet One of Their Teenage Rescuers

ROME: Memorial Unveiled Honoring Polish Rescuers - And the clandestine Polish organization: Zegota

Jan Karski How One Pole Tried to Stop the Holocaust

Our Parents' Righteous Rescuers Seeking the Polish Family Who Saved Them

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### Survivor Stories

- **My Father: American Citizen in Poland**
- **A Patch for Polish Non-Jews**
- **"Irek" - Was His Code Name From the Underground**
- **Kidnapped and Deported - One Man's Story from the Holocaust**
- **Justice is Swift - Even Women With Garden Hoes**

### RELATED LINKS

- **Polish Military History Books**
- **The Warsaw Uprising**


# Appendix L

- Katyn Massacre
- Jews in Poland - Historical and Current Travel Information.
- Polish Combatants Association: Canada, Great Britain
- Information on POLAND

The Holocaust Forgotten Memorial is a not-for profit organization with a goal to acknowledge and memorialize the millions of non-Jewish victims of the Holocaust. This Internet site is made possible by the continued work of volunteers and the contributions and financial donations from friends and supporters. We greatly appreciate any donations. With your support, we will be able to further develop and enhance this global memorial to the forgotten victims.

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## **Appendix M Fact Situations**

- 1. A classmate who is part of the same “cool group” that you belong to bring a knife to school in his backpack. You see him showing it to several students and swearing them to secrecy.**
  
- 2. You have just moved to a new school and been accepted by the “cool kids.” You quickly notice that these kids go out of their way to make fun of a quiet kid who lives near you and was friendly to you when you moved.**
  
- 3. At the end of the school year your school holds a charity auction of items students had brought to school against the rules. You are able to purchase a rare Pokemon card. The student who brought it to school is absent the day of the auction.**
  
- 4. A local homeless shelter that helps mothers who have lost their homes because of abuse, addiction and mental illness calls your home to ask for a donation. Your parents are reluctant to contribute, but they ask for your opinion.**
  
- 5. You are helping a youth leader purchase supplies for a picnic. When you are unloading the car you realize the store has mistakenly given you \$20 worth of soft drinks beyond what you paid for. The leader tells you to unload and store it for future use.**