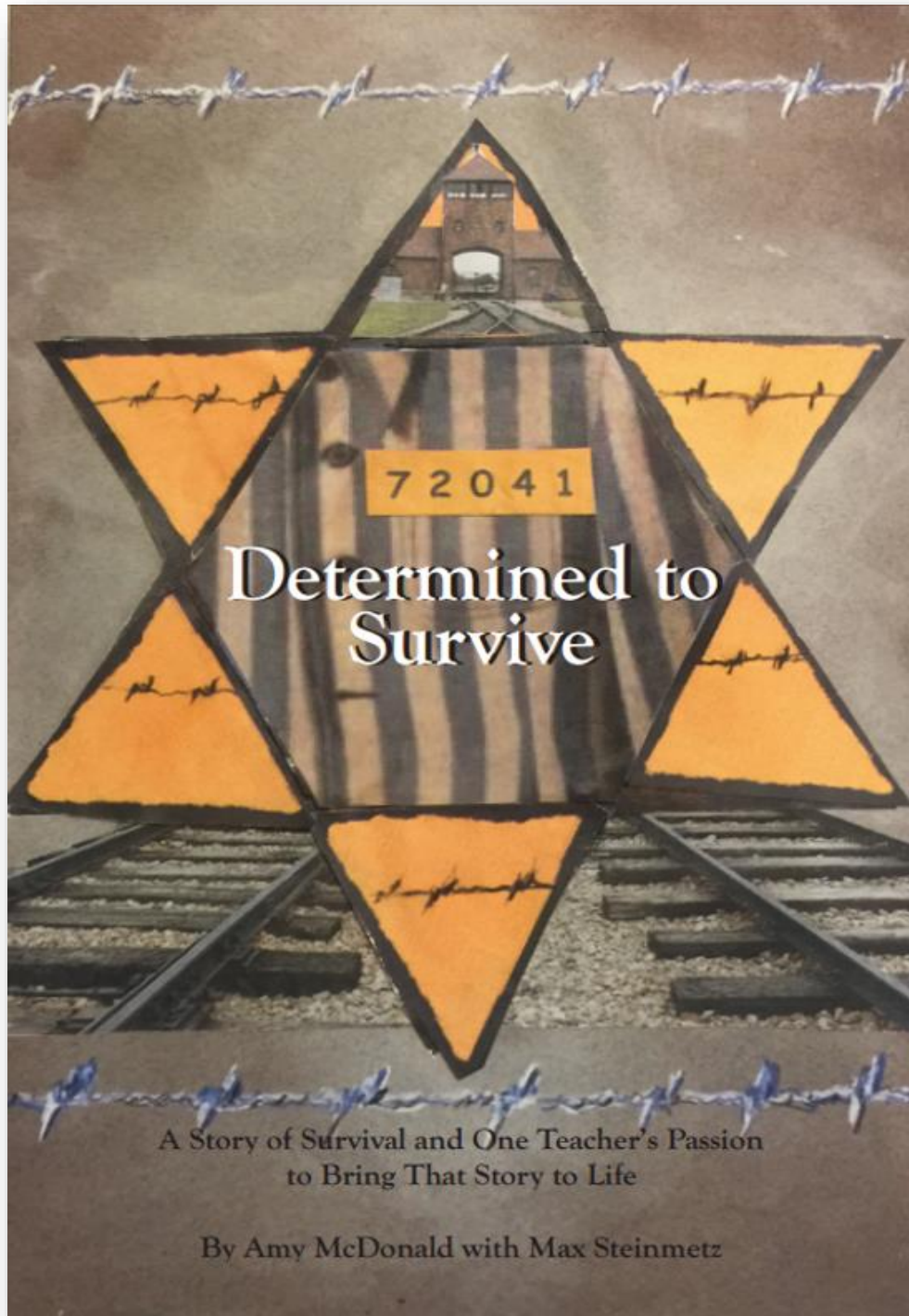


Determined to Survive Teacher's Guide



Determined to Survive

A Story of Survival and One Teacher's Passion
to Bring That Story to Life

By Amy McDonald with Max Steinmetz

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ALABAMA COURSE OF STUDY STANDARDS

Grade Level: Middle School / High School
Subject: Multidisciplinary

6th Grade

6. Identify causes and consequences of World War II and reasons for the United States' entry into the war.

- Locating on a map Allied countries and Axis Powers
- Describing human costs associated with World War II
Examples: the Holocaust, civilian and military casualties
- Explaining the importance of the surrender of the Axis Powers ending World War

9th Grade

14. Describe causes and consequences of World War II.

Examples: causes—unanswered aggression, Axis goal of world conquest
consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials

11th Grade

9. Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences.

- Locating on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion
- Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention

GLOSSARY OF TERMS

People

Antonescu, Ion: Governed Romania from 1940 until 1944. Antonescu aligned Romania with the Axis powers in November 1940 and became one of Nazi Germany's closest allies.

Eichmann, Adolf: SS Lieutenant Colonel and head of the Gestapo department dealing with Jewish affairs.

Himmler, Heinrich: *Reichsführer-SS* (Reich Leader of the SS) and Chief of German Police, a position which included supreme command over the Gestapo, the concentration camps, and the Waffen-SS. After 1943, Himmler was Minister of the Interior of Nazi Germany, principal planner for the aim of Nazi Germany to kill all European Jews.

Hitler, Adolf: *Führer* (leader) of the National Socialist (Nazi) Party (1921–1945); Reich Chancellor of Germany 1933–1945; *Führer* of the German Nation (1934–1945).

Horthy, Miklos: Leader of Hungary from 1920 to 1944.

Mengele, Josef: SS physician assigned to Auschwitz; notorious for conducting so-called medical experiments on inmates, especially twins and dwarfs.

Roosevelt, Franklin D.: Thirty-second president of the U.S., serving from 1933-1945.

Places

Auschwitz: The largest Nazi concentration camp complex, located 37 miles west of Krakow, Poland. The Auschwitz main camp (Auschwitz I) was established in 1940. In 1942, a killing center was established at Auschwitz-Birkenau (Auschwitz II). In 1941, Auschwitz-Monowitz (Auschwitz III) was established as a forced-labor camp. More than 100 subcamps and labor detachments were administratively connected to Auschwitz III.

Birkenau: Nazi camp also known as Auschwitz II (see Auschwitz above), Birkenau contained systematic mass killing operations. It also housed thousands of concentration camp prisoners deployed at forced labor.

Dachau: A concentration camp located near Munich, Germany. The opening of Dachau was announced at a press conference by Heinrich Himmler on March 20, 1933. During World War II, Dachau and its system of subcamps was principally responsible for furnishing slave labor to the armament industries. Over 200,000 prisoners were incarcerated at Dachau during its existence. American forces liberated Dachau on April 29, 1945.

Kaufering I, III: Subcamps of the Dachau concentration camp. Its inmates provided the labor necessary to build subterranean facilities for fighter aircraft production in the Landsberg area.

Terms

Aktion: The term used for anti-Jewish operations carried out against Jews under Nazi orders. It most commonly was used for deportation and killing operations.

Allies: The nations fighting Nazi Germany, Italy, and Japan during World War II, primarily the United States, Great Britain, and the Soviet Union.

Antisemitism: Hostility toward or hatred of Jews as a religious or ethnic group, often accompanied by social, economic, or political discrimination.

Axis: Germany, Italy, and Japan, signatories to a pact signed in Berlin on September 27, 1940, to divide the world into their spheres of respective political interest. They were later joined by Bulgaria, Croatia, Hungary, Romania, and Slovakia.

Capo: A concentration camp prisoner selected to oversee other prisoners on labor details. The term is often used generically for any concentration camp prisoner to whom the SS gave authority over other prisoners.

Concentration Camp: Throughout German-occupied Europe, the Nazis established camps to detain and, if necessary, kill so-called enemies of the state, including Jews, Gypsies, political and religious opponents, members of national resistance movements, homosexuals, and others. In addition to concentration camps, the Nazi regime ran several other kinds of camps including labor camps, transit camps, prisoner-of-war camps, and killing centers.

Crematorium: A facility containing a furnace for reducing dead bodies to ashes by burning.

Death March: Referring to the forced marches of Nazi camp prisoners toward the German interior at the end of World War II, these marches began when the German armed forces, trapped between the Soviets to the east and the advancing Allied troops from the west, attempted to prevent the liberation of camp inmates in the harsh winter of 1945. Treated with tremendous brutality during the forced marches, thousands were shot or died of starvation or exhaustion.

Deportation: Removal of people from their areas of residency for purposes of resettlement elsewhere. With regard to the Jews of Europe during the Holocaust, deportation by the Nazis meant removal to another city, ghetto, concentration camp, or extermination center.

Displaced Persons' Camp (DP Camp): Camps set up after World War II in Austria, Germany, and Italy as temporary living quarters for the tens of thousands of homeless people created by the war. Many survivors of the Holocaust who had no home or country to which they could return were among the displaced persons.

Fascism: A political movement that exalts the collective nation, and often race, above the individual and that advocates: a centralized totalitarian state headed by a charismatic leader; expansion of the nation, preferably by military force; forcible suppression and sometimes physical annihilation of opponents both real and perceived.

Final Solution: The Nazi plan to annihilate the European Jews.

Gas Chamber: Large chambers in which people were executed by poison gas. These were built and used in Nazi death camps.

Ghetto: A confined area of a city in which members of a minority group are compelled to live.

Iron Guard: A far-right movement and political party in Romania in the period from 1927 into the early part of World War II.

Judenrat: A Jewish council established in many of the German or Axis-occupied Jewish communities in Europe. These councils were appointed by the Germans to implement various occupier/persecutorial directives within the ghettos.

Kosher: Food that is permissible to eat under Jewish dietary laws; can also describe any other ritual object that is fit for use according to Jewish law.

Liquidated: A Nazi euphemism for destroying a ghetto and its inhabitants by conducting massive deportations to concentration and extermination camps, or by murdering Jews on the outskirts of town.

Nazi: Short for *Nationalsozialistische Deutsche Arbeiter-Partei* (N.S.D.A.P.), the German national socialist political party that emerged in Munich after World War I. The party was taken over by Adolf Hitler in the early 1920s. The swastika was the party symbol.

Nuremberg Laws: Racial laws put into effect by the German parliament in Nuremberg on September 15, 1935. These laws became the legal basis for the racist anti-Jewish policy in Germany.

Palestine: The Roman term for what is now Israel; the name used by the British during World War II to denote the area they held under a League of Nations mandate.

Passover: The celebration of the Jewish people's freedom from Egyptian bondage that took place approximately 3,500 years ago, as told in the first fifteen chapters of the biblical Book of Exodus. The celebration is organized into a feast called the Passover Seder. The word "*seder*" means "order" or "procedure" in Hebrew and refers to the order of historical events recalled in the Passover meal as well as the meal itself.

Rabbi: Leader of a Jewish congregation, similar to the role of a priest or minister.

Reich, Third Reich: The official name of the Nazi regime; ruled from 1933 to 1945 under the command of Adolf Hitler. Historically, the First Reich was the medieval Holy Roman Empire, which lasted until 1806. The Second Reich included the German Empire from 1871-1918.

Resettlement: A Nazi euphemism for deportation and murder.

RSHA: Reich Security Main Office (*Reichssicherheitshauptamt*); Headquarters of the Commander of the Security Police and SD. Included the central offices of the Gestapo, the Kripo, and the SD. Commanded by Reinhard Heydrich and, later, Ernst Kaltenbrunner.

Selection: A euphemism for the process carried out by German physicians to select victims for extermination or forced labor.

Sonderkommando: A special commando, also referring to Jewish prisoners in extermination camps whose forced labor assignment was to dispose of/cremate bodies of gas chamber victims.

SS: German abbreviation for *Schutzstaffel* (literally, protection squads). A paramilitary formation of the Nazi party initially created to serve as bodyguards to Hitler and other Nazi leaders. It later took charge of political intelligence gathering, the German police and the central security apparatus, the concentration camps, and the systematic mass murder of Jews and other victims.

Synagogue: In Judaism, a house of worship and learning.

Treaty of Versailles: A peace treaty that was signed at the end of World War I in Versailles, France.

Wehrmacht: The combined armed forces of Germany from 1935-1945.

Yellow star: A badge featuring the Star of David (a symbol of Judaism) used by the Nazi regime during the Holocaust as a method of visibly identifying Jews.

Yiddish: A language that combines elements of German and Hebrew.

Yom Kippur: The Day of Atonement; the holiest day in the Jewish year.

Zionism: A political and cultural movement advocating a Jewish independent state in the Land of Israel.

Zyklon B: Hydrogen cyanide, a poisonous gas originally developed as a fumigation agent to remove insects. In September 1941, it was used experimentally on Soviet prisoners of war. The success of these experiments had devastating consequences for millions of Jews who were gassed in the Nazi extermination camps.

SOURCES

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www.ushmm.org

Echoes and Reflections, Educator Resources, Glossary of Terms

A Teacher's Guide to the Holocaust
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SUGGESTED ACTIVITIES

Prior to reading *Determined to Survive*:

1. **Define the term “Holocaust”**

Students will complete an activity using the US Holocaust Memorial Museum’s definition of the Holocaust.

2. **Defining “Antisemitism”**

Students will view the 13-minute online film, *European Antisemitism From Its Origins to the Holocaust*, and complete a viewing guide.

3. **Setting Historical Context / Historical Background of the Holocaust**

Students will view the 38-minute online film, *The Path to Nazi Genocide*, and complete a viewing guide.

As the class is reading *Determined to Survive*:

4. **Map of Nazi-Occupied Countries in Europe During WWII**

Students will complete a map activity which identifies and labels specific Nazi-occupied countries in Europe during WWII.

5. **Guided Reading Questions**

Students will complete a reading guide with chapter-by-chapter questions.

6. **Dialectical Journal**

Students will complete a dialectical journal of quotes from *Determined To Survive*, as well as thoughts of the reader.

Activity 1: Define the term “Holocaust”

Directions: Define each word in the Word Bank. Using the Word Bank, fill in the blanks with the correct term.

The Holocaust was the _____, _____, _____-_____ persecution and _____ of approximately _____ Jews by the _____ regime and its _____. During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: _____, _____, and some of the Slavic peoples (_____, _____, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them _____, _____, _____, and _____.

Word Bank:

bureaucratic

collaborators

communists

disabled

homosexuals

Jehovah’s Witnesses

murder

Nazi

Poles

Roma (*Gypsies*)

Russians

six million

socialists

state-sponsored

systematic

Activity 2: Define the term “Antisemitism”

Directions:

View Film: *European Antisemitism From Its Origins to the Holocaust*

(US Holocaust Memorial Museum – www.ushmm.org)

<https://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust>

While viewing this 13-minute film, answer the following questions.

1. By the 5th century, what had become the dominant religion in the Roman Empire?
2. How were Jews portrayed by the early Christian church?
3. During the Middle Ages, what types of rumors and accusations did Jews face?
4. What famous religious figure attacked the Jews when they refused to convert and join his newly-reformed church?
5. What did *The Protocols of the Elders of Zion* accuse Jews of trying to do?
6. Define: pogrom
7. Explain this statement: “The second half of the 19th century saw the emergence of yet another kind of antisemitism.”
8. How did Adolf Hitler view Jews?
9. What would become the dominant ideology of the Third Reich?
10. What is one way that antisemitism is currently expressed in today’s world?

Activity 3: Historical Background of the Holocaust

Directions:

View the Film: *The Path to Nazi Genocide*

(US Holocaust Memorial Museum – www.ushmm.org)

<https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film> .

While viewing this 38-minute film, answer the following questions.

Introduction (0:00–2:42)

1. What expression was used to describe the First World War?

Aftermath of World War I and the Rise of Nazism (2:45-12:21)

2. What would play an important role in the rise of Nazism?
3. What did it mean that Germany was “stabbed in the back?”
4. Right-wing organizations played on the fears of which political system coming from the Soviet Union?
5. What is the full name of the Nazi Party?
6. Why did many Germans accept control by the Nazis?

Discuss the following question:

Describe the conditions which existed in post-World War I Germany which led many Germans to be drawn to nationalism.

Building a National Community (12:30-18:12)

7. When President Hindenberg died, what titles did Hitler give himself?
8. Which groups swore an oath of allegiance directly to Hitler?
9. What treaty was defied by Germany in 1935?
10. What groups of people were labeled “racially inferior” by Nazi ideology?
11. Which groups were considered “unworthy of life”?

Discuss the following question:

During this time period, how did the Nazis build a national community?

From Citizens to Outcasts (18:15-24:35)

12. What was *Kristallnacht*?
13. Beginning in 1938, what was done to the passports of German Jews?

Discuss the following question:

What were the factors pushing Jews under the Third Reich to emigrate?

World War II and the Holocaust (24:35-37:25)

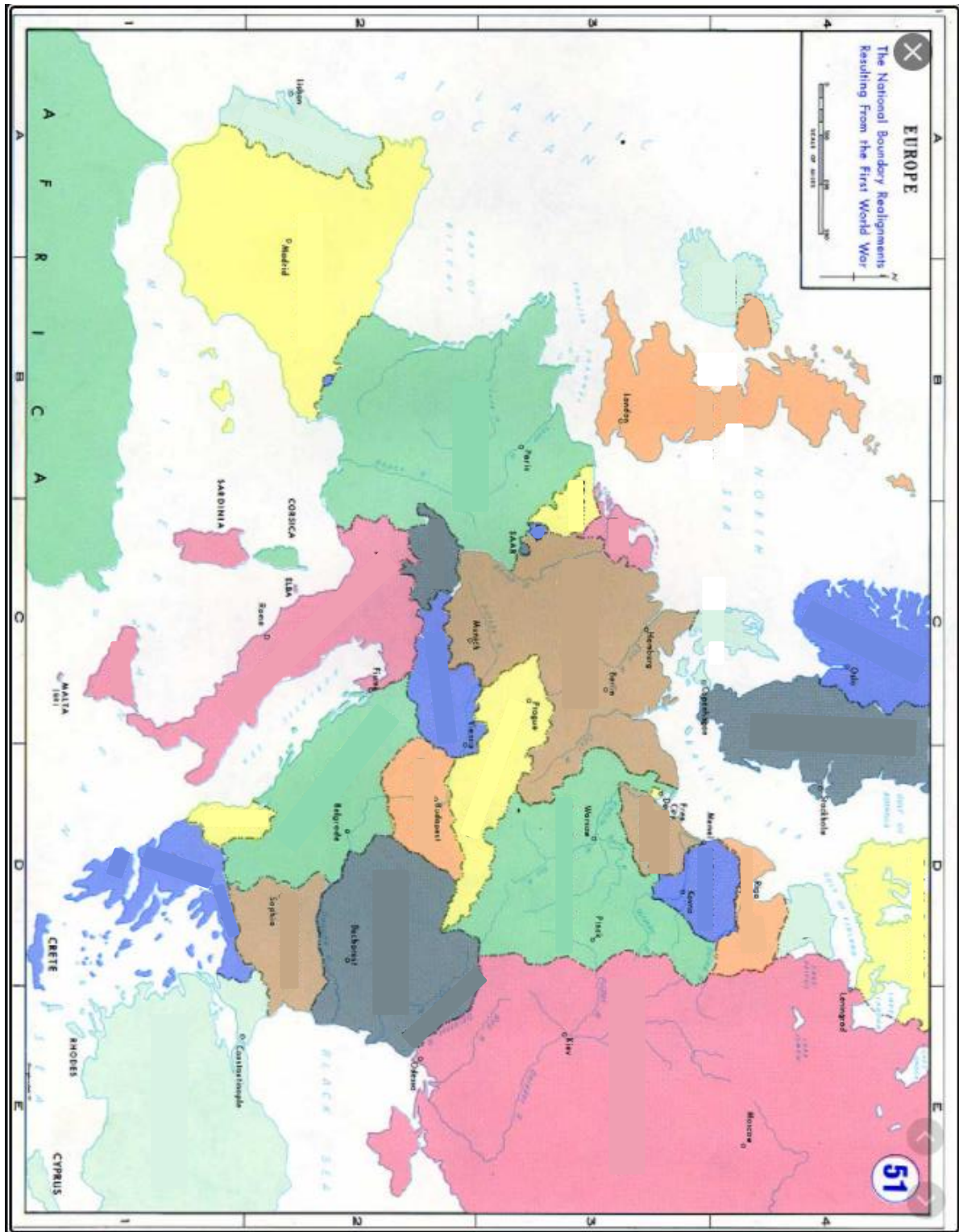
14. When did Germany invade Poland to start World War II?
15. What nation did Germany attack in June 1941?
16. Where did the Germans relocate the Jews of Eastern Europe?
17. How many Jews did the German killing squads in Eastern Europe kill?
18. What was the largest of the killing centers in German-occupied Poland?
19. Which prisoners were killed within hours of arrival at a killing center?
20. What new word came into being because of the crimes of the Holocaust?

Discuss the following questions:

What examples from 1939-1945 show that the Holocaust was systematic?

How did people react to the evidence of the atrocities of the Holocaust?

Activity 4: Map of Nazi-Occupied Countries in Europe During WWII



Activity 4 (continued):

Map of Nazi-Occupied Countries in Europe During WWII

Directions: Using the map and list below, complete the following tasks.

1. Locate and label the 14 countries listed below.
2. Color Germany red using a colored pencil.
3. Draw an arrow from Germany to each conquered country.
Color the conquered countries red using a colored pencil.

Countries Controlled by Germany During World War II & The Dates They Fell or Surrendered

Austria	March 12, 1938
Czechoslovakia	October 1, 1938
Poland	September 27, 1939
Denmark	April 9, 1940
Norway	May 2, 1940
Luxemburg	May 10, 1940
Netherlands	May 14, 1940
Belgium	May 28, 1940
France	June 22, 1940
Hungary	November 20, 1940
Rumania	October 10, 1940
Bulgaria	March 1, 1941
Yugoslavia	April 17, 1941
Greece	April 30, 1941

Source: Col, Jeananda. (2002) Outline Map of Europe. Retrieved February 8, 2017 from <http://www.enchantedlearning.com/geography/europe/outlinemap/>

Activity 5: Guided Reading Questions

Chapter 1 – 3

After reading Chapters 1 – 3, answer the following questions.

1. Have you ever met or heard a Holocaust survivor speak?
Explain your response.
2. It took many years for Holocaust survivor, Max Steinmetz, to share his Holocaust experiences with his family and others. What important messages does he now hope to communicate when he shares his story?
3. What were the author's goals in asking Max to participate in the project with her students?

Chapter 4 -6

After reading Chapters 4-6, answer the following questions.

1. What does it mean that Max grew up in an "Orthodox Jewish home"?
2. Define: Yiddish.
3. Describe Max's relationships with friends and neighbors in Târgu Lăpuș before 1933.
4. What overall points should the reader gain after reading about Max's family and town?
5. How did the relationships with friends and neighbors begin to change by the late 1930s? Give specific examples.
6. Max tells a story about the bridge in Târgu Lăpuș. Describe what happened.
7. In late 1940, what two countries joined Germany and the Axis Powers? How did this impact Max's town?
8. Define: Zionist, Palestine

9. Why did Max's parents decide to leave Târgu Lăpuș?
10. Explain why Max's family did not believe that the events happening in places like Poland would happen in their town.
11. What happened to Max and his family in May 1944?
12. Explain what happened to Max's home after his family was forced to leave.
13. What types of stories or rumors were the Jews being told?
14. Describe conditions in the Szaszregen Ghetto.
15. What were Max and Henry forced to do while in the ghetto?
16. What happened after approximately two weeks in the ghetto?
17. What was their destination?

Chapter 7-9

After reading Chapters 7-9, answer the following questions.

1. What stands out to you as Max describes the situation in the boxcar?
2. How many days did the train travel?
3. Define: selection, Josef Mengele
4. Describe Max's experience as he and his family went through "selection."
5. Define: Auschwitz I, Auschwitz II, Auschwitz III
6. After prisoners went through the selection process, what two possibilities faced them?
7. What were prisoners told by the SS to prevent chaos and panic?

8. In April 1944, why were Hungarian Jews sent from Auschwitz-Birkenau back to Germany?
9. Define: capo
10. How did Max find out about the fate of his family?
11. How long were Max and Henry at Auschwitz-Birkenau? Where were they sent next?
12. What percentage of Hungarian Jews sent to Auschwitz-Birkenau were selected for slave labor?
13. Define: Kaddish

Chapter 10-13

After reading Chapters 10-13, answer the following questions.

1. Define: Dachau
2. How would Jewish prisoners be utilized in the Jager program?
3. What was Max's prisoner number? What was Henry's prisoner number?
4. How did Kaufering III differ from Auschwitz-Birkenau?
5. What item did Max often use to keep his feet warm?
6. Max describes several experiences at Kaufering III. Which one stands out to you the most? Why?
7. How long were Max and Henry at Kaufering III?
8. The author received a photograph of a memorial at a mass grave near Kaufering I and III. Why was this photograph so significant?
9. When the Dachau concentration camp was opened in 1933, what functions did it serve?

10. Describe the physical condition of Max and Henry by January 1945.
11. Why did Max never know for sure what happened to Henry?
12. Why was it significant that the author visited the mass grave for the Kaufering Concentration Camp?
13. How does Max describe learning about this specific mass grave?

Chapter 14-16

After reading Chapters 14-16, answer the following questions.

1. Why did Max and other prisoners want to be sent to work at the Munich train station?
2. In one situation, Max was accused by a German officer of stealing food from the kitchen. Why did Max consider the officer in charge of his punishment to be “a nice guy”?
3. By early 1945, why were the Germans relocating concentration camp prisoners to the interior of the Reich?
4. What decision did Max and other prisoners have to make when they were sent back to Dachau? What did Max choose and where did he go as a result of this decision?
5. What caused Max to walk away from the death march column?
6. Where did Max go? Describe what happened next.
7. Why does Max have mixed feelings regarding the couple that helped him?
8. Who did Mrs. Schmidt go out and tell about the “displaced person” in her home?
9. Describe the situation when Max said, “It was then that I realized that it was over- that I was free.”

10. Describe Max's physical condition when he arrived at the hospital.
11. What regrets does Max have now about his liberation?

Chapter 17-20

After reading Chapters 17-20, answer the following questions.

1. Define: displaced persons camp
2. Discuss the health challenges that Max faced within the first year of being liberated.
3. What types of decisions did Max face after being liberated?
4. Define: affidavit.
Why did Max have to have an affidavit before being allowed into the US?
5. How did Max pay for his passage to America?
6. Discuss challenges that Max faced as he tried to adapt to life in America.
7. Why did many of Max's friends leave the US and return to Europe?
8. In what other cities did Max live after leaving New York?
9. Why was receiving his GED a significant milestone for Max?
10. What prompted Max to begin speaking and telling his story?
11. Why is this now so important to him?
12. What physical and emotional reminders of the Holocaust does Max still deal with years later?
13. How does Max describe the importance of family?

Chapter 21-22

After reading Chapters 21-32, answer the following questions.

1. What does Max almost always ask students to do after they hear his presentation?
2. What predominant themes seem to run through the letters that students from schools in Alabama have written to Max?

Chapter 23-25

After reading Chapters 23-25, answer the following questions.

1. During World War II, what was the purpose of the “Bunker”?
What is it used for now?
2. Why are the Dachau death march memorials located mostly in small towns?
3. What was significant about the memorial located in Bad Tolz, Germany?
4. What types of emotions did Max face when thinking about returning to his hometown in Romania?

Chapter 26-29

After reading Chapters 26-29, answer the following questions.

1. How was the author able to make connections in the town of Târgu Lăpuș, Romania?
2. Why was visiting the Jewish cemetery in Târgu Lăpuș important to Max and the author?
3. Describe the current site where the former ghetto was located in Reghin, Romania?
4. What types of questions did Romanian students have about the Holocaust?

5. What predominant themes seem to run through the letters that students from Târgu Lăpuș, Romania have written to Max?

Chapter 30-32

After reading Chapters 30-32, answer the following questions.

1. What special gift did Max receive from a student in Târgu Lăpuș?
2. What messages does Max leave with the reader as the book ends?
3. The author asks the question, “How can we be certain that their lives, memories, and legacies are remembered?” How would you answer this question?

Activity 6: Dialectical Journal

A dialectical journal is another name for a reader-response journal. It is a journal that records a conversation between ideas in the text (what is being read) and the ideas of the reader (the person who is doing the reading).

How to create a dialectical journal:

- Using a composition notebook or a spiral-bound notebook, fold the page in half.
- Label the left column "Text."
As you read, use this column to write down specific quotes from the text that stand out to you.
- Label the right column "Response."
Use this column to write down your own thoughts, commentary, or questions about the quote you chose.
Examples of responses in this column could include:
 - Questions about something in the passage that is unclear to you
 - A connection to your life
 - Your personal reactions to the passage

Directions:

While reading *Determined to Survive*, choose 1-2 quotes or passages from each chapter and record your response. Label each chapter in your dialectical journal. Your journal must include a total of 50 quotes and responses.

On the last page of your journal, answer the following questions:

1. How do you think Max Steinmetz was changed by the Holocaust experiences he describes in *Determined to Survive*?
2. How did events of World War II impact what happened to him and his family?
3. What details does Steinmetz provide that might not be included in history books?
4. What overall themes (list two) have you identified in this book?

ANSWER KEY

Activity 1: Define the term “Holocaust”

The Holocaust was the **systematic, bureaucratic, state-sponsored** persecution and **murder** of approximately **six million** Jews by the **Nazi** regime and its **collaborators**. During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: **Roma (Gypsies), the disabled**, and some of the Slavic peoples (**Poles, Russians**, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them **Communists, Socialists, Jehovah’s Witnesses**, and **homosexuals**.

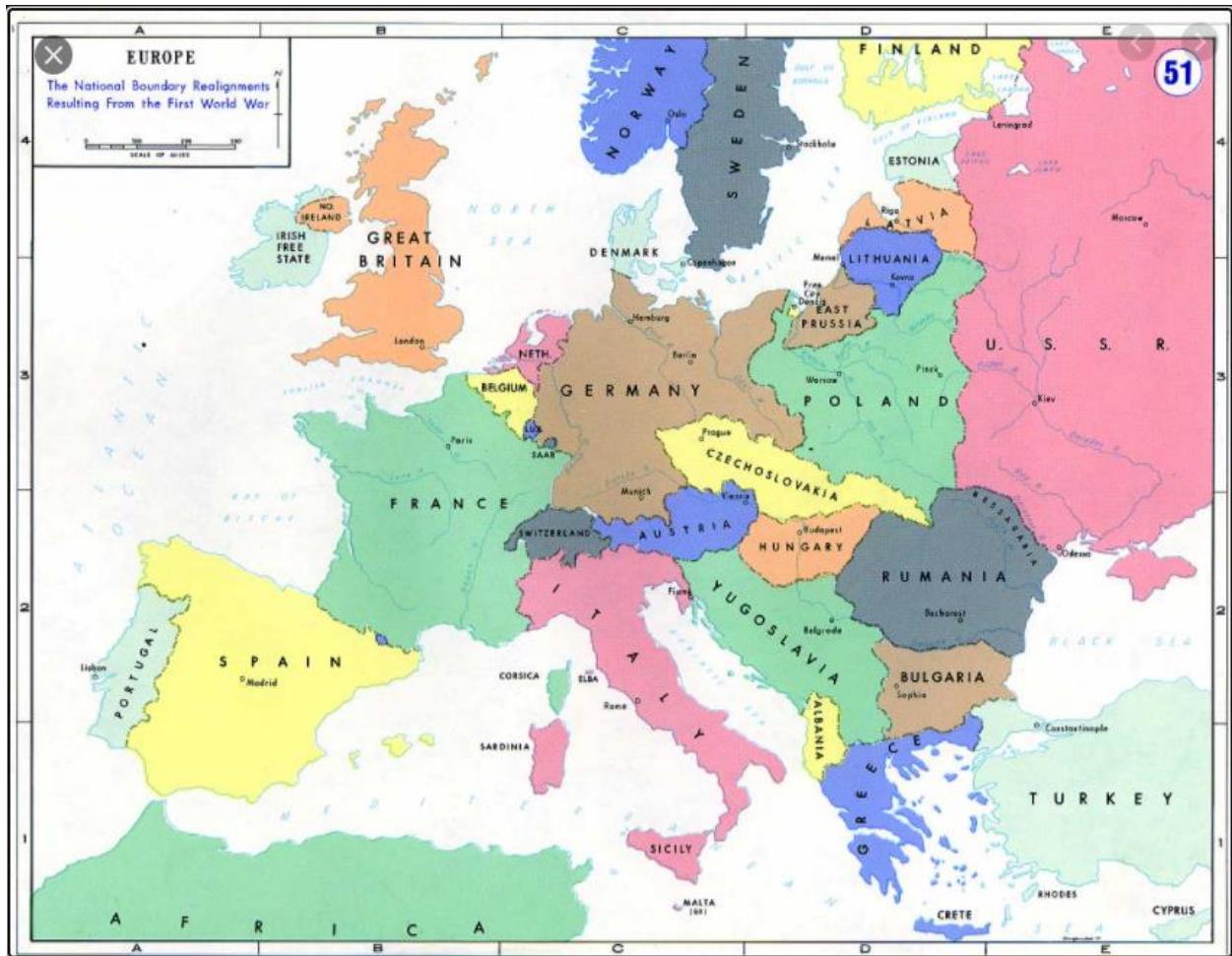
Activity 2: Define the Term “Antisemitism”

1. Christianity
2. Unwilling to accept the word of God; agents of the devil; murderers of God
3. Rumors included: Jews poisoned the wells of Europe, causing the Black Plague; illustrations portrayed Jews as the devil with horns and cloven feet; Jews accused of using the blood of Christian children in ritual sacrifices
4. Martin Luther
5. That Jews conspired to dominate the world
6. Murderous rampages against Jews
7. Possible answers include: Jews were not merely a religious group, but a separate race; Jews were said to be threatening and dangerous because of their “Jewish blood”
8. Source of all evil, disease, social injustice, cultural decline, capitalism, Marxism (especially communism)
9. Antisemitism
10. Holocaust denial

Activity 3: Historical Background of the Holocaust

1. "War to end all wars"
2. Humiliation of Germany's defeat and the peace settlement that followed in 1919
3. Betrayed by subversives at home and by the government who accepted the armistice
4. Communism
5. National Socialist German Workers Party
6. They favored order and security; felt new hope and confidence in the future of their country with the prospect of a bold and charismatic leader
7. Fuhrer and Reich Chancellor
8. Armed forces; all civil servants, including teachers, police, members of parliament and the judiciary
9. Treaty of Versailles
10. Jews, Blacks, Roma (also called Gypsies)
11. People with mental or physical disabilities
12. November 9, 1938; Night of Broken Glass; outbreak of anti-Jewish violence throughout greater Germany
13. Stamped with the letter "J"
14. September 1, 1939
15. Soviet Union
16. Ghettos; imprisoned behind brick walls and barbed wire
17. At least 2 million
18. Auschwitz-Birkenau
19. Those whom the SS judged unable to work
20. Genocide

Activity 4: Map of Nazi-Occupied Countries in Europe During WWII



Activity 5: Guided Reading Questions

Chapter 1 - 3

1. Answers will vary.
2. To make sure that it never happens again; must listen to and respect one another's views; cannot allow violence or hate simply because we disagree or because someone is different from us; must speak up if we see something happening; tolerance is important.
3. To provide an opportunity for students to develop a relationship with a Holocaust survivor and learn that individual's life story; to use the story of an individual's life to make the study of the Holocaust more personal.

Chapter 4 -6

1. Orthodox Jews devote themselves to studying the Torah, synagogue attendance, observance of the Sabbath, religious festivals, holy days, and dietary laws.
2. A language that combines elements of German and Hebrew
3. Overall, a friendly relationship between neighbors, adults, and children in the town.
4. Answers will vary. Normal small town, little conflict between Jews and non-Jews, grew up in an average family where parents worked, children had chores, friends, attended school, and played sports.
5. Antisemitism became widespread. Specific examples: name-calling, throwing rocks, insults, Jewish children could not play sports, beatings.
6. When walking home from religious school, Max and Jewish friends had to cross a bridge. When they got onto the bridge, non-Jewish youth blocked both sides of the bridge. To avoid being beaten, Max and his friends often jumped off the bridge into the river.

7. Romania, Hungary. Economic situation for Jews worsened; Jewish students could not attend public schools and universities; antisemitic environment worsened.
8. Zionist: someone who advocated for a Jewish independent state in the Land of Israel.

Palestine: the Roman term for what is now Israel; the name used by the British during World War II to denote the area they held under a League of Nations mandate.

9. The situation for Jews in Târgu Lăpuș continued to worsen.
10. In their view, the town and townspeople would never allow this to happen. They saw the townspeople and their neighbors as friends.
11. They were forced out of their home and imprisoned in the Szaszregen Ghetto.
12. Neighbors broke into Max's home and took whatever they wanted.
13. That this was a passing phase that would not last long; that they were being moved out of the way of advancing armies; that they were being "resettled" to different areas to do agricultural work until the war ended.
14. Deplorable. Jews were housed in buildings with only a roof and no walls; no separate apartments or rooms; overcrowding; no running water or toilet facilities; very little food and water; extreme filth.
15. They were assigned to do slave labor outside the ghetto; worked on highways, cleaned roads, carried cement bags, hauled rocks, cut hay.
16. Ghetto inhabitants were lined up, marched to the railroad station, and put on boxcars.
17. Auschwitz-Birkenau

Chapter 7-9

1. Answers will vary.
2. Approximately 3 days
3. selection: a euphemism for the process carried out by German physicians to select victims for extermination or forced labor.

Josef Mengele: SS physician assigned to Auschwitz; notorious for conducting so-called medical experiments on inmates, especially twins and dwarfs.

4. They were lined up five abreast. As they came up to Mengele and other German officers, Max and his brother were ordered to go to the right, while his parents and sister were sent to the left. They were all marched away from each other very quickly.
5. The Auschwitz main camp (Auschwitz I) was established in 1940. In 1942, a killing center was established at Auschwitz-Birkenau (Auschwitz II). In 1941, Auschwitz-Monowitz (Auschwitz III) was established as a forced-labor camp. More than 100 subcamps and labor detachments were administratively connected to Auschwitz III.
6. Death in the gas chambers or forced labor
7. Prisoners were told they would soon receive food and water, but first had to be processed into the camp by undergoing disinfection and taking a shower.
8. There was a labor shortage in Germany. Hungarian Jews were to be used as slave laborers in German armament industries.
9. Capo: a concentration camp prisoner selected to oversee other prisoners on labor details. The term is often used generically for any concentration camp prisoner to whom the SS gave authority over other prisoners.
10. Another prisoner in the camp told Max about the gas chambers and crematoria.

11. Approximately 2 weeks. Dachau.
12. 10- 30 percent
13. Kaddish: Jewish prayer of mourning

Chapter 10-13

1. Dachau: a concentration camp located near Munich, Bavaria. The opening of Dachau was announced at a press conference by Heinrich Himmler on March 20, 1933. During World War II, Dachau and its system of subcamps was principally responsible for furnishing slave labor to the armament industries. Over 200,000 prisoners were incarcerated at Dachau during its existence. American forces liberated Dachau on April 29, 1945.
2. Jewish prisoners would be utilized as slave labor to build underground bunkers in which fighter planes would be assembled.
3. Max – 72041; Henry - 72042
4. Overall, Kaufering III was much smaller than Auschwitz-Birkenau.
5. Concrete bags
6. Answers will vary.
7. 6-7 months
8. It was a photograph of a memorial of the mass grave where Max's brother, Henry, had been buried more than 70 years ago.
9. Dachau concentration camp served as a slave labor camp, a training ground for the SS, and a model for other concentration camps.
10. They were both on the verge of starvation. Max estimates that he weighed around 80 pounds.

11. When Max returned from work, Henry was not in the barrack or the hospital. The doctor would not tell Max what actually happened to Henry.
12. This was the mass grave where Henry was buried. Max sent a candle with the author, which she lit in memory of Henry.
13. It brought back many memories; it was very important to him and brought him closure.

Chapter 14-16

1. Max and other prisoners liked working at the Munich train station because people gave them food.
2. Instead of following orders and giving Max 25 lashes, he only hit him once.
3. As the Allies quickly approached, the SS leadership ordered that no prisoners were to fall alive into enemy hands.
4. Prisoners were asked whether they wanted to go with the healthy group or sick group. Max chose to go with the healthy group. As a result, he was sent out of the camp on a death march.
5. He was frozen, had a high fever, and was hallucinating. He saw a light and a house in the distance and walked towards it.
6. He left the column of prisoners, walked to the house, and knocked on the door. A young boy answered the door. The mother brought Max in and began to care for him.
7. Max felt that the couple had ulterior motives and only helped him because they would need him to tell the American soldiers that they were good people.
8. American soldiers who had entered the town
9. An American officer began speaking to Max in Yiddish. This was when Max realized that he was free.

10. Max was suffering from walking tuberculosis, high fever, exhaustion, starvation.
11. He wishes he had gotten the American soldier's name who liberated him. He also regrets that he did not go back to visit and thank Mrs. Schmidt.

Chapter 17-20

1. Displaced Persons' Camp (DP Camp): Camps set up after World War II in Austria, Germany, and Italy as temporary living quarters for the tens of thousands of homeless people created by the war. Many survivors of the Holocaust who had no home or country to which they could return were among the displaced persons.
2. Effects of malnutrition, double pneumonia, pleurisy, recurring high fever
3. How and where to search for family members; whether to go back to his hometown; possible destinations; future plans
4. Affidavit: a written statement confirmed by oath or affirmation, for use as evidence in court. Someone in the US had to get an affidavit confirming that they would assume financial responsibility for Max and guarantee that he would not become a financial burden to the US government.
5. The Hebrew Immigrant Aid Society paid for half of his passage. Max worked in the ship's kitchen to pay the other half.
6. Learning English, finding a job, finding a place to live
7. Because of difficulties with learning English; became frustrated and depressed because they couldn't communicate effectively.
8. Denver, Colorado; Albuquerque, New Mexico; Birmingham, Alabama
9. He was deprived of the opportunity for a high school and college education when he was younger.
10. Max's daughter, Lisa, encouraged him and insisted that he begin to share his story with family.

11. Has helped him deal with his past and feel stronger; makes him feel that he is doing something that needs to be done and that he doing the right thing.
12. Nightmares, lung complications
13. Answers will vary; “There is nothing in this world as precious as your own family. If you lose that, you have lost everything.”

Chapter 21-22

1. Write him a letter.
2. Answers will vary; thanks, respect, courage, equality, tolerance, freedom

Chapter 23-25

1. To escape Allied bombings, the underground bunker was used as a place to assemble German fighter planes. It is currently used as a German Air Force repair station.
2. The SS wanted to avoid as many German witnesses as possible.
3. It represented the place of Max’s liberation.
4. Very complicated topic; deeply emotional; at times wanted to return to the place where he was born; other times did not want to return because of the betrayal, pain, memories.

Chapter 26-29

1. Through a Târgu Lăpuş community Facebook page. One of the first people to respond on Facebook was a teacher in Târgu Lăpuş.
2. Max’s grandparents are buried there.
3. The only thing that remains there now is an empty field.

4. Romanian students asked questions about the Jewish cemetery in their town, concentration camps, ghettos, Auschwitz.
5. Sadness, appreciation, courage, disbelief

Chapter 30-32

1. Small pots made from rocks from the Lăpuș River.
2. Answers will vary; messages of strength, tolerance, respect, family, 'Never Again.'
3. Answers will vary.