

94 Maidens

a novel inspired by true events



RHONDA FINK-WHITMAN

Teacher's Guide

Rhonda Fink-Whitman

Michele Machles

Shannon Christine

***“The one who does not remember history is bound
to live through it again.”***

~ George Santayana (as posted at the Auschwitz-Birkenau Museum) ~

Dear Fellow Educator,

Thank you for choosing to bring *94 Maidens* into your classroom, as part of a unit of study on the Holocaust. Author, Rhonda Fink Whitman, has woven together the story of her mother's struggle to survive, with those of resistance fighters, and other key individuals. Your students will follow along with Rhonda and her family, as they seek to uncover key events and moments that occurred in her mother's life. All the while, your students will engage in powerful discussions about the Holocaust, while relating to the characters and themes contained within this story.

This study guide has been created as a way for you to utilize *94 Maidens* in your curriculum, while customizing your unit for your own students' needs. The first half of this guide presents a structured, traditional approach to the text, to support students as they begin their studies. The activities will help you dive into the book immediately, while getting students oriented to the main events, characters and vocabulary. They can engage in powerful journal writing all along the way. The second half of the study guide is a way for you, as an educator, to individualize your lessons and go deeper into the text. Perhaps your students are getting into some heated debates about ethics. Then you may choose to engage them in research activities. Or you may have some students who really latch onto the themes of identity, culture and family history. There are opportunities here for you to capitalize on their interests and curiosities, and turn them into teachable moments.

We wish you the best as you start on this journey with Sarah, Rosa, Regina, Manfred, Tania, and Rhonda and her family. Hopefully this study guide will aid your preparations in building meaningful units on all aspects of Holocaust education. Feel free to tweak the work as you plan and teach, and as a result your students will learn in their own unique styles. This is sure to be a unit of study that you and your students won't soon forget, and you will most definitely keep the discussions going, long after you all read the final pages of *94 Maidens*.

Because of the grave subject matter (Holocaust/genocide,) *94 Maidens* is recommended for students in grades 7 and up, although some advanced readers in 5th and 6th grade have also successfully completed the book.

*Note: There is one “F-word” expletive on page 170. It is spoken by the main character out of sadness and despair and used appropriately.

Once again, thank you for choosing *94 Maidens!*

TABLE OF CONTENTS

TIMELINE	4
GLOSSARY	5
ACADEMIC TERMS/ELA STANDARDS	6
PROLOGUE-CHAPTER 39	7
CHAPTER 40-EPILOGUE	66
COMPREHENSION SUMMARIES	66
GUIDED QUESTIONS	66
VOCABULARY	67
JOURNAL WRITING	71
RESEARCH TOPICS	71
THEMES	72
ELEMENTS OF LITERATURE	73
GRAPHIC ORGANIZERS	74
ADDITIONAL QUESTIONS CHAPTERS 1-5	81
ESSAY STARTERS	82
EXTENSION ACTIVITIES/NOTES	84
LINKS	85
MATCH QUIZZES	86
FEEDBACK	94

Timeline of Events

1918 thru 1933	Germany left in economic depression after WWI
Jan. 30, 1933	Hitler named Chancellor of Germany; Nazi propaganda emerges
Mar. 20, 1933	Dachau (the first of over 45,000 concentration camps) opens
Sept. 15, 1935	Passage of Nuremberg Laws
Mar. 12, 1938	Germany annexes Austria
Sept. 29, 1938	Rhonda's mom born a Jew in Berlin
Nov. 9-10, 1938	Kristallnacht pogrom begins throughout Germany, "The beginning of the end of European Jewry"
May 13, 1939	MS St. Louis leaves from Hamburg, Germany with 937 Jewish passengers on board
Sept. 1, 1939	Germany invades Poland, Start of WWII, Polish Jews forced to live in ghettos
June 22, 1941	German forces invade the Soviet Union
July 6, 1941	Einsatzgruppen begin mass killings of 3,000 Jews outside Kovno, Russia
Sept. 29-30, 1941	Babi Yar massacres (largest single massacre of Jews)
Jan. 20, 1942	Wannsee Conference occurs to create Hitler's "Final Solution of the Jewish problem"
April 19, 1943	Warsaw Ghetto uprising begins
May 15, 1944	Start of mass deportation of the Hungarian Jews
June 23, 1944	Red Cross visits model concentration camp Theresienstadt
January 27, 1945	Auschwitz Concentration Camp liberated by Soviet forces
April 11, 1945	Buchenwald prisoners storm watchtower prior to U.S. troops arriving later that day to begin liberation
April 15, 1945	Bergen Belsen Concentration Camp liberated by British forces
May 9, 1945	Germany surrenders to Allies
Nov. 20, 1945	Beginning of the famous Nuremberg Trials

Glossary of Terms

Holocaust

Scapegoat

Jewish people

Nuremberg

Kristallnacht

International Red Cross

Der Fuehrer

Nazi party

Adolf Hitler

Yad Vashem Memorial

Atrocities

Perpetrators

Victims

Bystanders

Executed

Ghetto

WWI

WWII

Concentration Camps

Swastika

International Tracing Service

Righteous Gentiles

Academic Terms

- **Aligned to English Language Arts Standards: Reading Informational Text, included, but not limited to:**

Key Ideas and Details:

1. **CCSS.ELA-LITERACY.RI.8.1**
 - **Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**
2. **CCSS.ELA-LITERACY.RI.8.2**
 - **Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**
3. **CCSS.ELA-LITERACY.RI.8.3**
 - **Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**

Craft and Structure:

1. **CCSS.ELA-LITERACY.RI.8.4**
 - **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**
2. **CCSS.ELA-LITERACY.RI.8.5**
 - **Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**
3. **CCSS.ELA-LITERACY.RI.8.6**
 - **Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**

- **94 Maidens can be connected to other curricular areas, as well as serve as a key text in Interdisciplinary Units.**

Prologue

Summary:

Setting, Nazi occupied Poland in 1942. Nazis had confiscated the valuable items from a wealthy home. A group of school girls age 14-22 and their teacher are in the home, seated around a large table, each holds a glass in her hand. They are linked arm in arm ready to drink down a capsule mixed with water. The youngest child begins to sob.

Journaling: Has your home ever been robbed? Did anyone ever steal something from you? Did anyone ever cheat you out of something you had earned? How did you feel?

Comprehension Questions:

Q: What do you think is happening in this scene?

A: *The girls have a suicide pact.*

Q: What is in the capsules?

A: *Poison.*

Q: Who are the “Masters?”

A: *Classic Art Masters: Pierre-Auguste Renoir, Claude Monet, Edgar Degas.*

Q: Why do the girls link arms with their teacher?

A: *For support.*

Q: Why does the little one begin to sob?

A: *She and her friends are about to die.*

Q: Do you think it’s significant that one of the empty capsules missed the collection bag and landed on the table?

A: *It is significant because it could be a sign that something may go amiss.*

Q: What could be the significance?

A: *They could get caught and their plan thwarted if a Nazi spots it and realizes what they are about to do.*

Vocabulary:

azure – a light purplish blue, **pique** – a fabric decorated with inlay, **flute** – tall, thin fancy drinking glass, **Bohemian** – from Bohemia of Czech origin, **heirloom** – a family possession handed down from generation to generation, **buffet** – a sideboard or cabinet for holding china, table linen, etc. (p. xi)

transparent – see through, **imperceptible** – not something capable of being perceived by the senses, **remnants** – fragments or scraps, **fusion** – the act of melting together, **petite** – small (p. xii)

Chapter 1

Summary:

The narrator has two children. Josh is seventeen, thoughtful, and affectionate. Shayna is 14, impressionable, with long straight blond hair who buys name brand products from the mall. Their mother, our narrator, feels they possess a sense of entitlement that she's hoping they will outgrow. Mike, their father, and Rhonda's supportive husband, is in his late 40's. They'd been married for 23 years. The narrator is friendly, sincere, and pleasant looking enough that strangers find her easily approachable. When the family meal is over, grandmother Bubbie asks for a box to take home her leftovers. Her grandchildren roll their eyes and chuckle. Their father explains that there's not much left. Protective of her mother, our narrator explains, "You know she can't throw out food." Our narrator, Rhonda, feels frustrated by the lack of her family's understanding and is challenged by her husband when he questions her ability to know all that Bubbie has been through. It is then that Rhonda realizes that, like her mother, she too wants to know the truth. Evidence is turning to dust. But what Rhonda could not realize was how her life was about to be changed forever by this incredible journey she was about to take.

Journaling: Do you ever feel that you are entitled to things like Rhonda's children? What sort of things do you feel you are entitled to? Like Bubbie, do you know anyone close to you that may have an odd habit that other people might not understand?

Comprehension Questions:

Q: What is the significance of the empty capsule?

A: *It provides a repetitious literary transition from the empty capsules in the Prologue.*

Q: Bubbie says it's for pain, could the empty capsules in the Prologue signify pain as well?

A: Yes, emotional pain.

Q: Why does Rhonda admonish her children for rolling their eyes and chuckling when Bubbie asks the waitress for a box?

A: Rhonda is protecting her mother.

Q: How are Josh and Shayna feeling about the request for the box?

A: Annoyed. They have seen this before.

Q: What is the frustration about?

A: They don't think it's worth it to get a box for such a small amount of food.

Q: What about Bubbie's past do you think the fork-full of veggie lasagna represents?

A: Starvation and the possibility that it could come again. A person doesn't throw away food when they don't know where their next meal is coming from.

Q: What do you think Rhonda intends to do at the end of Chapter 1?

A: Search for answers as to why her mother still suffers from such scars left by the Holocaust.

Vocabulary:

vigorously - forcefully, **arthritically** – afflicted with arthritis, **elixir** - remedy (p. 1)

temperamentally – having to do with mood or behavior, **impressionable** - easily influenced, **luminous** – shining/bright, **contrary** – in opposition to, **entitlement** – have something coming to you or owed to you, **steadfast** - unwavering, **yin and yang** – Chinese principals for opposite interactions, **IT** – abbreviation for Information Technology (p. 2)

hoisted – lifted with gusto, **contorted** - twisted, **baubles** - trinkets, **Riesling** – a German wine, **abbreviated** - shortened, **timid** - shy, **sarled** - growled, **admonished** - scolded (p. 3)

feigned - faked, **tirade** - outburst, **repertoire** – familiar performance, **gall** - audacity (p. 4)

vexed - irritated, **befuddled** - confused (p. 5)

Jewish terms:

Boray p'ree hagafen, Creator of the fruit of the vine – Traditional Hebrew blessing over wine (p. 3)

chutzpah – gumption (p. 4)

Chapter 2

Summary:

Rhonda is from Philadelphia. She works for the Shop at Home Television Network as a product spokesperson. Her pitch is always passionate and sincere. She is a veteran broadcaster. At the end of her workday, Valerie, the person who is responsible for scheduling her airings, helps her to breakdown the set. Rhonda rejects Valerie's invitation to go out for an after-work drink, explaining that she's got an early class tomorrow. Rhonda also works as a Religious school teacher at a synagogue. Valerie wants to know what lesson she'll be teaching. Rhonda tells her she will be teaching about the Holocaust. Val winces. Rhonda says, "For me it's not a job, it's a responsibility." Just before Rhonda leaves the TV studio for the night, she notices that she is still holding a photograph in her hand from a page in her scrapbook. The caption reads, "Hitler's Berlin." Rhonda's eyes fill up.

Journaling: Rhonda has two very different jobs. She works as a product spokesperson on the Shop at Home TV Network and as a Religious school Teacher. What do you see yourself doing after you graduate?

Comprehension Questions:

Q: Rhonda says her pitch was always passionate but sincere. What does that mean?

A: She sells her products with gusto and from the heart because she believes in them. She is strong and committed.

Q: How do you think that will help her get to the bottom of Bubbie's story?

A: If she believes in what she is doing, she can successfully pursue anything.

Q: What does it tell you about Rhonda's personality that she kept selling her product even after they were all sold out?

A: She doesn't give up.

Q: What does Valerie mean when she says to Rhonda, "Maybe you're a born closer?"

A: She naturally finishes the job.

Q: How will that help Rhonda achieve her goals?

A: She won't stop until she gets the answers she needs to help her mother heal her wounded soul.

Vocabulary:

bustling – busy with energy and activity, **scurried** – moved quickly, **Gibson stand** - table top book or picture stand (p. 7)

retort – reply sharply (p. 8)

meticulously – precisely, **liaison** - person who acts as a go-between or a middle man (p. 9)

effervescent - bubbly, **sepia** – a brown pigment photograph, **dapper** – neat and trim and smart looking (p.10)

Chapter 3

Summary:

Rhonda emails the International Tracing Service to ask them to help her to fill in the details of what had happened to her family members during the Holocaust. They respond six months later explaining her signature is needed. Six more months go by and still no word. Rhonda decides to pay them a visit. She believes it to be her duty to bear witness to what had been done to her family, and the six million Jews that were murdered under Hitler's Nazi regime. Rhonda phones the U.S. Holocaust Memorial Museum Archives Department in Washington, D.C. She explains that she had requested family records from the International Tracing Service, in Germany, and that she still hadn't heard back from them. The USHMM responds that it is no surprise; that the ITS is backlogged with 400,000 requests for information. The archivist continues that they, along with the Yad VaShem Memorial in Jerusalem, have been putting pressure on the ITS to make the records available to the public. But first everything must be translated and digitized, and it might be awhile before one can learn something about their family. Rhonda challenges, "What happens if I just go?" The archivist explains, "No one gets in." Not satisfied with that answer, Rhonda is still ready to travel with her family and has an idea to contact the chief archivist of the ITS directly. After a bit of research she sends him an email. He responds positively. Rhonda phones her husband, "We're in!"

Journaling: America is considered a "melting pot." Do you have cultural ties in your family to which you feel bound? Explain these ties and their significance to your family.

Comprehension Questions:

Q: What was the Holocaust?

A: The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators. Holocaust is a word of Greek origin meaning "sacrifice by fire" (credit: USHMM), a total destruction by fire.

Q: What is the ITS?

A: Originally run by the International Red Cross, the International Tracing Service in Bad Arolsen, Germany documents the fate of the victims of Nazi persecution. The archival holdings encompass a total of about 30 million documents on concentration camps, Gestapo prisons, ghettos as well as on forced labor and displaced persons and Nazi perpetrators themselves. (credit: ITS).

Q: Who were the Allies?

A: The four main allies were the US, Britain, Russia, and France.

Q: Why did Rhonda feel it was her "duty" not only to find out what happened to her family members during the Holocaust, but to go to Europe and "see it."

A: She felt that she came out of those ashes and owed it to fallen family members to bear witness.

Q: What does it mean to "bear witness?"

A: Prove that it was true. Provide evidence for.

Q: Who were the "six million?"

A: Jews killed by the Nazis during the Holocaust.

Q: How many others were murdered by Hitler including homosexuals, disabled, political dissidents, Gypsies, and more?

A: Approximately 5 million. Over 11 million people, including the Jews, were murdered by the Nazis.

Q: Where is the United States Holocaust Memorial Museum?

A: Washington, DC

Q: What is Yad Vashem?

A: World renowned Holocaust Memorial in Jerusalem, Israel.

Q: Why is Rhonda so determined even though the archivist at the USHMM tells her she won't get in at the ITS?

A: Duty calls. This is something she feels she must do. She is driven by a passion for knowledge and the truth.

Vocabulary:

mortals - human beings subjected to death (p. 12)

unrequited - unsatisfied (p. 13)

archivist - professional record-keeper who organizes and preserves important documents (p. 14)

Chapter 4

Summary:

Rhonda, her husband, and son arrive at the International Tracing Service in Bad Arolsen, Germany. Rolf, a tall German tour guide, accompanies them. They wait to be greeted in the sparse lobby. Frau Weisz, approaches and welcomes them. Josh questions his father as to how his mother was able to get them into this important place. The father explains, “She asked nicely.” The walls were lined with floor to ceiling vaults, alphabetically labeled. Each vault contained drawers packed with handwritten original papers that the Nazis had documented. Rhonda learns that if the papers in this room were laid out, and walked from beginning to end, one would travel 16 miles. The files contain information on 17 million people, most of them victims of Nazi atrocities. Otto, the chief archivist, joins them. He explains that the files contained information on the concentration camps and other crimes committed by the Nazis. He randomly pulls one document out of a folder. It details how 300 Jews were executed every 2 minutes for Hitler’s birthday. Rolf doesn’t think the concentration camp victims were all murdered. He thinks some just died on their own. Otto explains that if they weren’t gassed or shot, they died of disease or starvation and that the Nazis put them in those fatal situations. Rolf discloses that he was never taught that in school. The search begins - for the next 13 days they use these files as a blueprint to tell them where to go to find more information about their family. Rhonda opens a folder and realizes that everything is written in German. Just as Rhonda begins to feel overwhelmed she recognizes a signature. Otto offers to translate.

Journaling: Do you know your family tree? From where did your ancestors come? Do you ever feel like a survivor? Did you ever go through a challenging time? Write about it. Were you alone? Did someone help you?

Comprehension Questions:

Q: What is a concentration camp?

A: *Concentration camps were an integral feature of the regime in Nazi Germany between 1933 and 1945. The term concentration camp refers to a camp in which people are detained*

or confined, usually under harsh conditions and without regard to legal norms of arrest and imprisonment that are acceptable in a constitutional democracy. (credit: USHMM)

Vocabulary:

aloof – indifferent, not friendly, detached, **ominous** – indicating that something unpleasant is going to happen, **foreboding** – implying that something bad is going to happen, **vulnerable** – open to being hurt (p. 17)

somber – of a gloomy, and depressing character, **beckoned** – a hand gesture indicating someone should move closer or follow, **mementoes** – souvenir keepsakes (p. 18)

alcoves - small recessed areas in a room, **meticulously** – taking care to tend to every detail, precise (p. 19)

atrocities – extremely violent cruel acts, **perpetrators** – people who committed an illegal act (p. 20)

executed - carried out a death sentence, **ledger** - a record of transactions, **discrepancy** – a disagreement or difference in the facts (p. 21)

gingerly – carefully and cautiously, **itinerary** – a planned schedule for a journey, **metaphorically** – suggesting a likeness between two things, **idle** – to spend one’s time doing nothing (p. 22)

precariously – unstable, insecure (p. 23)

German terms:

bitte - please, **Deutschland Unter der Hitler-Diktatur 1933-1945** - Germany under the Hitler Dictatorship 1933-1945 (p. 18)

scheisse – an expletive (shit) (p. 19)

der Fuehrer - the leader (p. 21)

Chapter 5

Summary:

On a rainy day in Berlin, Mike, Josh, and Rhonda all gather under Rolf’s umbrella. They were starting “at the beginning.” Rolf took them to visit the courtyard at Humboldt University. He showed them an Israeli rendering of what took place there. It felt good to Rhonda to hear the word “Israeli,” while in Germany, and to see streets named after Israeli dignitaries. They peeked through a Plexiglass window in the ground and saw bare

bookshelves. The rain was coming down hard now upon the memorial. “She used to love to read,” Rhonda remembered out loud.

Journaling: Do you think it’s possible to right a wrong? If so, for you, what might that involve? Have you ever had to begin an important journey? How did it feel to take the first step?

Comprehension Questions:

Q: Where is Humboldt University?

A: *Berlin, Germany*

Q: What is Plexiglas?

A: *A thick transparent plastic or acrylic glass.*

Q: Why was Rhonda surprised to learn that the memorial was designed by an Israeli and why was she surprised to hear that some streets in Germany were named after Israeli dignitaries?

A: *It seemed odd to her that a country once determined to wipe out the Jewish people was now honoring them in such a public way.*

Q: Who were David Ben Gurion and Yitzhak Rabin?

A: *Former Prime Ministers of Israel*

Q: Why do you think the book shelves were bare? What might that represent?

A: *They were bare because the Nazis burned all of the books from Humboldt University in that square. The empty book shelves represent the book burning that had once taken place there.*

Vocabulary:

caboose - the last railcar attached to a train (p. 24)

vindicated – freed from accusation or blame, **dignitaries** – people considered to be important, usually of high rank in the government, **veneer** - a thin finish (p.25)

German terms:

Opernplatz – a courtyard or square (p. 25)

strasse - street (p. 25)

Chapter 6

Summary:

High ranking Nazi Stormtroopers burned books outside Humbolt University. A young couple, Manfred and Regina, watched in horror from a safe distance as publications written by Freud, Hemingway, and even the writings of Helen Keller went up in flames. Regina had been holding onto a book. Its back cover read: “Where they burn books, so too will they in the end burn human beings. – Heinrich Heine, 1821”

Journaling: Do you think books are important? Why or why not? What happens when we have limited access to ideas? How does that affect society?

Comprehension Questions:

Q: Who were the “Brownshirts”?

A: High ranking Nazi Stormtroopers.

Q: Why were the Brownshirts burning books?

A: To show that the ideas expressed in the books were forbidden. Free thinking under Nazi rule was over.

Q: The quote on Regina’s book, “Where they burn books, so too will they in the end burn human beings,” was written by Heinrich Heine in 1821. How might this quote foretell the future for Regina and Manfred? How about for European Jewry under the Nazi regime?

A: First they burned the books, later the Nazis would burn synagogues and Jewish owned properties, and eventually they would burn the Jews themselves.

Vocabulary:

rhetoric – language full of exaggerations and propaganda, **vast**- immense, **petite** – short with a small, trim figure (p.26)

sneering - with a look of scorn or contempt (p.27)

German term:

Opernplatz – a courtyard or square (p. 26)

Chapter 7

Summary:

Berlin, 1938. Manfred, now 28 years-old, a lean man with a muscular build, draws a swastika with his finger in dust he'd collected from the floor, onto his punching bag, as he works out at a local gym. In his mind he recalls several disturbing events he had witnessed within the past month; a group of well-dressed families, carrying stuffed luggage waiting to board the Berlin train as the German authorities emptied their pockets of gold and family antiques to pay for their passage out of Germany, a third generation store owner being escorted by SA thugs from his shop, as they changed the sign on his shop from Schwartz's to Schmidt's and took over the longtime family establishment, Nazis pointed to a sign on the courthouse, "No Entrance For Jewish Lawyers," as they refused to let a couple of men in suits enter the building. Finally, Manfred recalled the details of a conversation he shared with his old school chum, Dr. Werner Huber, an OB/GYN who was made to refuse to treat a pregnant farmer's wife, who sought his treatment with her husband and children. When the family asked why, he showed them the red Star of David crudely painted on the window of his office, stating that it was illegal for him to treat Jews. Deep in thought, Manfred, punching the bag hard imagining he was hitting Hitler, is interrupted when he notices 17 year-old Erich appear at the gym. Manfred had taken Erich under his wing when Erich's elderly parents had been able to secure safe and early passage to America, promising to send for their son as soon as they settled. The unthinkable reality of parents being separated from their children soon became the truth for many Jewish families trying to stay together under Hitler's regime. When Erich saw Manfred taking out his frustration with his fists onto the bag, he announced, "Not by might nor by power, but by My spirit says the Lord." Manfred smiled as his young protégé explained, "It's time." He threw on his old worn jacket and they both prepared to leave the gym. They closed and locked the door to the gym with a key that Manfred's old friend, who happened to own the gym, had hidden for him. When the swinging sign on the door finally settled, it read: "Jews and Dogs Unwelcome."

Journaling: Have you ever been singled out and excluded from a place, club, activity, or party? Has anyone ever tried to prevent you from doing something you wanted to do? Have you ever seen it happen to someone else? Do/did you have faith that things will/would somehow work out? Tell your story.

Comprehension Questions:

Q: How are the things Manfred had seen going on in the town: Jewish IDs stamped with a big red "J," Jewish families fleeing; Jewish business owners losing their livelihoods; Jewish

lawyers and doctors prohibited from practicing; indicative of what was happening in Germany at the time?

A: The Nazis were implementing and enforcing the Nuremberg Laws.

Q: What are the Nuremberg Laws?

A: Passed on Sept. 15, 1935, they denied Jews many of the same civil rights of other German citizens, which prohibited them from daily activities like going to school, shopping in certain stores, owning businesses, practicing their trades, using public transportation and more.

Q: “Not by might nor by power, but by My spirit, says the Lord,” quotes Erich. Why does Manfred think this is the key to the survival of the Jewish people?

A: He has faith that G-d will protect the Jewish people, maybe not all of them, but as a people, in the end.

Q: Why did Manfred have to practice his boxing after hours?

A: Jews were being banned from many establishments as the Nazis wielded their power. Many Germans agreed with the Nuremberg laws and others complied out of fear of reprisal.

Vocabulary:

deliberate – intentional, done on purpose, **lackluster** – lacking enthusiasm (p,28)

gaggle – noisy disorderly group, **chaotic** – confused or disordered, **patriarchs** – fathers or male heads of the family, **broods** – family, offspring, **bespectacled** – wearing eye glasses, **silhouette** – a dark image outlined against a lighter background, **burly** – large in body size, stout, sturdy (p.29)

unequivocally – in a way that is clear, **lanky** - ungracefully thin and bony (p.30)

pummeled – pounded with a fist (p.31)

scant- meager, **protégé-** a person under the care of someone interested in their welfare (p.32)

German terms:

Sturmabteilungen (SA) – Nazi thugs (p. 29)

schmatta – fabric (p. 29)

Kinder – children (p. 30)

swastika – symbol of the Nazi party (p.30)

Third Reich – The name given to the German state by Adolf Hitler and the Nazi party from 1933-1945. **Reich** is German for “empire.” Hitler believed that he was creating a **third**

German empire, a successor to the Holy Roman Empire and the German empire formed by Chancellor Bismarck in the nineteenth century. (p. 31)

Herr – Form of address for a German man, like “Mr.” (p.32)

Chapter 8

Summary:

The next stop on the ITS “blueprint” was Poland. Rhonda, Mike and Josh had waited on an extended layover in Copenhagen, until finally arriving in Krakow in the late afternoon under the warm bright sun. Memel, their tour guide greeted them. He grabbed their luggage and escorted them to a minivan stating, “I have your itinerary here and I see we are going to be very busy.” He loaded the pieces of their luggage into the back of his van and Rhonda instructed, without hesitation, where she wanted to visit first, “The Beth Jacob School for Girls.” Realizing it wasn’t listed on the itinerary, and having driven many tourists from every country around the world all over Krakow, he seemed surprised and stated that no one had ever asked him about.... (Rhonda flashed back to an earlier conversation she had with Otto in which he had read from the file “Beth Jacob.”) She explained to Memel that it was a school for Jewish girls in Krakow. Mike shot Rhonda a knowing look. Memel had been hired on a need to know basis. Protective of Rhonda, Mike told Memel, “She’s a teacher.” Memel’s questions were placated. He shrugged and began the drive.

Journaling: Have you ever been excited to learn something? Have you ever wondered about your family’s past? Would you leave your comfort zone to find answers to your burning questions? Is family history important to you?

Comprehension Questions:

Q: Why was Memel surprised that the family wanted to go to the Beth Jacob School for Girls?

A: *Because it was not a popular tourist attraction.*

Q: Why might Rhonda be protective of her itinerary and her reasons for wanting to see the school?

A: *She didn’t know yet if she could trust Memel with her personal information. She wasn’t ready to share her family’s history with anyone. She was still in the discovery phase of her trip.*

Vocabulary:

cumbersome - unwieldy, clumsy, **haphazardly** - in a random manner, **satchel** - small bag with a shoulder strap (p. 34)

stoically - calmly, without emotion, **placated** - appeased, pacified (p. 35)

Danish term:

dik diks – Danish form of currency, Danish kroner (p. 33)

Polish term:

Hallo – hello (p. 34)

Chapter 9**Summary:**

Beth Jacob School for Girls, 1938. In the tiny dorm room, a newly graduated schoolteacher, 40 year-old, Sarah, hung her diploma on the wall. She exuded gentle beauty and quiet confidence. From her doorway, Sarah witnessed the grimacing headmistress, Yetta Seweryna, engaged in an inaudible conversation with one of the young female students. It was obvious that she was berating the girl. Sarah watched helplessly in horror, as Yetta slapped the young girl across the face and slammed her door shut. Sarah watched on as the young girl stood in the hallway for another moment. Sarah followed her gaze down toward the floor and noticed drops of blood on the hardwood between her smooth bare feet. Sarah followed secretly through the hall and knocked quietly on the girl's bedroom door. She could hear the young girl crying inside. Sarah let herself in. She entered the room full of beds with sleeping girls lining both sides. She saw a figure move under the blanket and approached, careful not to awaken the other girls. She asked, "Can I help?" The young girl replied, "Who are you?" Sarah introduced herself and inquired the age of the young girl. "I am the youngest one here. We just had a celebration for my fourteenth birthday," she answered, remembering a happier time. On the bed next to the girl, Sarah felt something wet and explained, "It looks as if the child has become a woman. Mazel tov! This is a happy occasion for a daughter of Jacob, not an unfortunate one. What is your name?" Hesitating, the girl replied, "Chaya." "Well, how about we get washed up?" Sarah asked. Chaya blushed in agreement. "While you're in the lavatory, I'll change your sheets. Meet you here in a few minutes," Sarah instructed. Sarah scoured the supply closet for sanitary items, then met Chaya in the washroom to teach her new wary young pupil what to do. Sarah tucked Chaya

into her fresh clean new bed sheets, gave her a gentle goodnight kiss on the cheek, and at Chaya's request, remained with her until the girl had fallen fast asleep.

Journaling: Were you ever in an embarrassing situation in which you were afraid to ask for help? Did someone come to your rescue? Was it someone you didn't expect? Other than your parents, do you have any mother or father figures in your life? Are you grateful for them? What have they helped you with?

Comprehension Questions:

Q: Why did the Headmistress slap the girl across the face?

A: It is an old European Jewish custom among the religious to slap a young girl across the face when she menstruates for the first time.

Q: Why did Sarah step in?

A: She felt sorry for the girl who received no help from the Headmistress.

Q: Do you think Chaya was grateful?

A: Yes. It was the beginning of a very special bond between Sarah and Chaya.

Q: What role besides teacher did Sarah play in instructing Chaya on how to take care of her feminine needs?

A: Mother

Vocabulary:

unassuming - modest (p.36),

grimacing – contorted facial expression indicating disapproval, **berating** – scolding, rebuking, **dejected** - disheartened, **covertly** – secretly (p.37)

scoured – searched rapidly and energetically, **maternal** – motherly (p. 39)

Jewish term:

Mazel tov –Literally “good luck” but also used as “congratulations” (p. 38)

Chapter 10

Summary:

Manfred and Erich raced to the hospital where Manfred's 30 year old wife, Regina, was in labor. Beside her was their trusted housekeeper and confidant, Frau Tietze. Forty-three year old Frau Tietze was tending to Regina. Regina had been refused assistance at the main hospital, after having shown her identification card which identified her as a Jew. The staff there explained that they didn't deliver "rats." She was instructed to go to see a veterinarian instead. After hearing this, Manfred's blood began to boil. Meanwhile, Erich perused the waiting room's materials on Nazi propaganda, until he heard the newborn baby's cries at which time he rushed into Regina's room. The couple had given birth to a baby girl. The Nazis had provided a list of state-approved names for the newborn Jews upon check-in. Manfred refused to allow Hitler to name their daughter. Regina instructed her husband to select a name from the list that sounded the least Jewish as their safest option. They selected the name "Tania." It was a pretty sounding name and they were pleased that they wouldn't be arrested over it. However, to them, their daughter would be called what her father wanted to name her "Faigele," which is the Yiddish word for "little bird." They hoped that one day she might fly away from this place and taste true freedom.

Journaling: Were you ever forced to do something you didn't want to do? How did that make you feel? Names are important. What does your name mean? Do you like it? Did you ever think about changing it? If so, to what? Nazis used a daily barrage propaganda to drive their agenda. Is there anything in the media that you think we are being forced to swallow that you believe to be incorrect and untrue? Write about it.

Comprehension Questions:

Q: Why was Regina not permitted to give birth to her baby at the main hospital?

A: *Because they were Jews.*

Q: Why did the administrators at the main hospital say they don't treat "rats" and that the Joels should go to a veterinarian?

A: *It was a Nazi driven anti-Semitic tactic to compare Jews to rats, as a way to dehumanize them.*

Q: Why did Manfred and Regina have to choose a name for their baby from a state approved list? Why do you think that angered Manfred?

A: *To comply with another law handed down from the Nazis aimed at discriminating against Jews. The special names allowed the Nazis to track Jews more easily. He felt it was unfair.*

Q: Why did Manfred want to name his new daughter “Little Bird”?

A: *With the hopes that one day she would “fly” away from Nazi oppression and taste true freedom.*

Vocabulary:

sinisterly – evil based, **propaganda** - misinformation deliberately spread to help harm a group or person (p. 42)

layette – bedding and/or clothing for a newborn baby (p. 43)

German terms:

Frau – Form of address for a married or widowed German woman, like “Mrs.” (p.40)

ja – Yes (p. 41)

tierarzt – Veterinarian (p.41)

dein Kind – your child (p. 41)

Volkische Beobachter – Nazi Germany’s leading propaganda newspaper in 1938 (p.42)

Jewish terms:

Mazel tov - –Literally “good luck” but also used as “congratulations” (p. 42)

Faigle – Yiddish for “little bird” (p.43)

Chapter 11

Summary:

Beth Jacob’s headmistress was frazzled as she spoke on the phone with Mr. Meir Schenkolewski. He reassured her not to worry, that the new teacher he’d sent over was very good. He reasoned, “I am the secretary of the World Beth Jacob’s Movement. Would I steer you wrong?” Sarah entered the small meeting room where Yetta was seated at a long table. Also at the table were about a dozen women of all shapes and sizes. Yetta introduced Sarah, the new Torah teacher, to the rest of the staff. In German and Polish, the staff spoke various greetings of welcome, to their newest addition. It was 6:00 a.m. and Yetta was about to begin the meeting. She began explaining rules and procedures. Being prompt was important, as was raising the girls through discipline and devotion to God, so that they may

one day become great matriarchs of their Jewish descendants, and be able to pass on the lessons of loving kindness and devotion to Torah. Sarah struggled to keep up. She was determined to be well prepared for her classes that were scheduled to begin later that morning.

Journaling: In this chapter, the young students begin their day with a Jewish prayer service. Have you ever attended a prayer service? Where? What was your experience? What, if anything, did you get out of it?

Comprehension Questions:

Q: Who was Meir Schenkolewski?

A: The secretary of the World Beth Jacob Movement. He placed Sarah as the new teacher at the Beth Jacob school in Krakow.

Q: What was the World Beth Jacob Movement?

A: An effort to educate Orthodox Jewish girls.

Q: Why was Yetta so strict with Sarah?

A: She had high expectations for her teachers and she ran a tight ship. Rules, regulations, and schedules were part of her “by the book” approach to education.

Q: Was Sarah rattled by the looks from the other teachers or the instruction guide being in a foreign language?

A: No, she was determined to do her best for the students no matter what. No obstacle would deter her from her mission to educate.

Vocabulary:

frazzled - fatigued, **vigor** – active strength or force (p. 45)

rhetorically – not requiring a real answer, **prompt** – punctual, **eternal** - everlasting, **cacophony** – harsh discordance of sound (p. 46)

pious – with religious devotion, **matriarchs** – female leaders or mothers, **descendants** - offspring, **indiscretion** - imprudence (p. 47)

Jewish term:

Torah – the entire body of Jewish religious literature, law, and teaching as contained chiefly in the Old Testament and the Talmud (p. 47)

Chapter 12

Summary:

The girls at the Beth Jacob School had returned from their summer vacations and were settling into their new routines at school. Sarah's classroom was drab and sparse with just the basics: desks, chairs, and a blackboard. The girls entered the classroom. Their ages were 14-22. Sarah overheard their comments of disappointment on having been sent another new German instructor. Sarah introduced herself and turned to write the word, "German," on the blackboard, and secretly placed a googly eyed pair of glasses on her face. When she turned to face the girls and explain that she was "born and raised in Germany and everything I see and experience is through a German lens" the girls giggled with the uncertainty of where she was going with this lesson. Sarah questioned, "Is anyone here from Poland?" Most of the girls raised their hands. Sarah explained, "You girls see and experience the world through Polish lenses." Chaya inquired as to what she meant by that. Sarah asked her what she would be having for lunch. Chaya responded, "Pierogis." Sarah explained, "I will be eating Kreplach." Realizing it was the same food, in two different languages, two Czechoslovakian girls said, "We eat Knedliky." Everyone roared with laughter. Devorah, the eldest student, also from Germany, desiring to teach someday, as well, wasn't quite as welcoming. Sarah realized this student would require greater time and nurturing. Sarah removed the funny glasses and inquired, "So, what bonds us together? What do we all have in common that allows us to see, learn, and feel in the same way?" The girls thought about it. Chaya responded, "A Jewish lens. Our culture, language, prayer traditions, Torah, living Jewishly, this is our common connection." Sarah caught Devorah gazing out the window and asked, "Are you with us?" Devorah responded, "Yes, but soon the summer will be over and it was a shame to waste a warm beautiful day inside the classroom. Who knows how many more we have left?" Devorah asked. Sarah agreed and urged everyone outside.

Journaling: Think about your American lens. What daily rituals do we have as Americans? What are your America's values? How do you see the world through an American lens? Is there anything we take for granted? What are your personal lenses from which you view the world? What has influenced your values? People? Culture? Films? TV shows? The media?

Comprehension Questions:

Q: Why did the students seem disappointed to meet their new teacher from Germany?

A: *Perhaps they didn't think she would have anything in common with them. Sarah would have to prove herself.*

Q: Why did Sarah begin her lesson with a demonstration on how they each see things through a different lens?

A: To make the point that although they are different people, from different countries, they still have a common bond.

Q: What was the common bond?

A: Judaism.

Vocabulary:

sparse – scant/meager, **methodically** - systematic, **privileged** - favored (p. 48)

Deutschland - Germany, **exuberantly** - enthusiastically (p. 49)

begrudgingly - reluctantly, **sarcastic** - cynical (p. 51)

Chapter 13

Summary:

Memel drove Rhonda, and her family, to the grounds of the old Beth Jacob School. Rhonda felt honored and excited to be on this holy ground, where so much Jewish learning had taken place. The thought of a progressive movement, in which Jewish women educated other Jewish women, at a time when only men were expected to study Torah, fascinated her. She anxiously waited to feel their presence. The grey four-story concrete building that was wedged between similar buildings reminded her of her home in Northeast Philadelphia. She was disappointed that it lacked the old world charm she'd been expecting. However, she was relieved that the old monastery that loomed nearby was a testament of its time. She thought, "If only this decaying street in Krakow could talk." There was a plaque on the building that was written in Hebrew, English, and in Polish stating that the building had been dedicated in 1927. The seminary originally had been founded in 1917. The plaque also explained that the daughters of Israel came from many corners of Central and Eastern Europe to study Torah. This spark of Torah continued to illuminate the hearts and minds of Jewish girls throughout the world. The writing left Rhonda speechless upon realizing that she, herself, was one of those Jewish girls. Mike and Josh fell silent sensing her awe. Memel's words brought them back to the present when he stated the obvious, "So this is the Beth Jacob School." They peered through the window, until the special needs students, who currently occupied the building, exited through the front door right in front of their eyes.

Journaling: L’Dor V’dor (From Generation to Generation) is a Jewish value. In most cultures it is customary to pass values on to the next generation. What are some values that your family’s culture has passed on to you? (customs, rituals, celebrating holidays, traditions, etc.)

Comprehension Questions:

Q: Why do you think Rhonda was in awe of the building that once housed the Beth Jacob School for Girls?

A: *She had read and studied about it and it was an honor and a privilege to see it in person. The lessons that were taught here inspired her as a teacher.*

Q: Was Memel sensitive to Rhonda’s feelings?

A: *No*

Vocabulary:

hallowed - sacred, **sages** – wise forefathers, **progressive** - favoring reform or improvement (p. 53)

sterile - barren, **façade** – front of a building, **decaying** - deteriorating, **tranquil** – peaceful (p. 54)

gaggle – noisy or disorderly group (p. 55)

Chapter 14

Summary:

Sarah and the girls poured out through the front doors of the school into the lovely garden. Devorah questioned Sarah, “When did you decide to become a teacher?” Sarah thoughtfully shared, “My desire to learn and to teach goes back as far as I can remember.” Sarah reflected back to a time, years prior, when she was only twenty years-old and living in her parent’s home. She was with her sisters and her parents in the kitchen when her father, Yichiel, declared, “It’s been decided that you should leave the books to your brothers and help momma prepare for the Shabbat.” Sarah protested, “Don’t tell me you still think it’s only important for Jewish boys to study Torah, while girls are supposed to learn how to keep a Jewish home and raise a Jewish family.” Sarah’s father explained the biblical story of the [*Binding of Isaac*](#), which interpreted meant that to be willing to make sacrifices in God’s name was all she needed to know. Sarah was then snapped out of her memory by Devorah’s voice,

who remarked, "I also have a desire to learn and to teach." One of the students asked Sarah to put the funny glasses back on. Sarah complied just as a handsome young courier rode by on a bicycle. Sarah smiled at him, but became embarrassed, when she realized that she still had on the silly glasses.

Journaling: How would you feel if someone made your life career choice for you? Sarah and Devorah were certain of their career choices from the time they were young. Do you have a career choice for yourself that you are certain you'd like to follow? How far would you go to in order to pursue your personal or religious beliefs? Is there ever an instance when it would not be acceptable to do something, even if you thought (or were told) it would be religiously correct to do?

Comprehension Questions:

Q: Why did Sarah's father think it was only important for boys to study and get an education, and that girls should concentrate on the home?

A: *This was an old fashioned way of thinking that Yichiel learned, while he was growing up.*

Q: Why didn't Sarah subscribe to this way of thinking?

A: *She thought it was equally important for girls to be educated, as well. Her thinking was progressive.*

Q: What was the important lesson a young Sarah learned from her father?

A: *As long as her decisions sanctify G-d's name, they will be the right ones for her.*

Q: Do you think that this particular life lesson will be something Sarah will have to remember one day?

A: *Yes.*

Q: Is Devorah starting to warm up to Sarah?

A: *Yes.*

Q: Why do you think Sarah was embarrassed to have the funny glasses on, when the courier came by?

A: *She found him attractive and didn't want him to think she was silly.*

Vocabulary:

placid - calm, **catapulted** – hurled (p. 56)

sanctify – make holy, **modicum** – small amount (p. 58)

Chapter 15

Summary:

Sarah answered the door at the Beth Jacob School. Mordechai, a handsome young man delivering a package, stood in the doorway. Sarah recognized that he was the man on the bicycle. He was there to deliver books to the Headmistress. Just then, Effie the cat darted out from the building and coiled behind Mordechai's legs. Sarah explained that Effie was a stray that followed her to the door of the Beth Jacob school, on the night that she arrived. Mordechai realized that Sarah was the new teacher, whom he'd heard about. Disproving of gossip, Sarah asked him what he meant by "heard about?" Innocently, Mordechai revealed that Krakow was a small town where news traveled fast. Mordechai assured her of his fine reputation. She was charmed by his enterprising personality, as he handed her his business card and read her name out loud, after having her sign for the package. "Sarah, nice to make your acquaintance," he said. With a big smile, Mordechai told Sarah that, "he'd be seeing her around," and with his fingers he curled a pair of "glasses" around his eyes, indicating that he had also seen her in the garden with the girls. Sarah closed the door, and once again she was completely mortified.

Journaling: In Jewish culture, it is a very important value to have "a good name." What does it mean to have "a good name?" What do people say about you? Sarah made Mordechai feel like smiling. Have you ever had a special feeling about someone who was able to make you smile? Do you have that effect on anyone? How does it make you feel? How important is humor in a relationship?

Comprehension Question:

Q: What is going on between Mordechai and Sarah besides a package delivery and an introduction?

A: *A mutual attraction and some innocent flirting. These two were made for each other.*

Vocabulary:

flushed – blushing with a rosy glow (p. 59)

mascot – an animal/person/thing adopted by a group as its representative symbol and supposed to bring good luck, **miffed** – angry (p. 60)

mortified – embarrassed (p. 61)

Chapter 16

Summary:

Sarah entered the bustling cafeteria full of students and staff. Headmistress Yetta explained to Sarah the frequent ritual that was taking place there. It was “Tikkun Olam, repairing the world, showing love and kindness in doing for others,” she said. “Our Beth Jacob girls are woven from the fabric of mitzvot, God’s commandments. It’s part of what we do here,” explained Yetta. “Doing good deeds for fellow Jews?” Sarah asked. Yetta clarified, “Doing good deeds for whoever needs help at the moment. A person in need is a person in need. Jew, Pole, German, it is all the same to a Beth Jacob girl. In and around Krakow, as long as we can reach them by foot or by train, we’re here to help.” Yetta continued filling the girls’ baskets with basic necessities, such as small glass bottles of alcohol, wads of cotton bandages, eggs, fruit, and more. Sarah happily joined in the effort to help make their world a better place.

Journaling: *Tikkun Olam* is a Jewish value. It means to “Repair the World.” We are God’s partners in creating a beautiful and kind world. What can you do to improve the world? At home? At school? In your neighborhood? In your community? What have you done?

Comprehension Questions:

Q: What was the Beth Jacob mission for Tikkun Olam?

A: To repair the world by bringing food, medical supplies, and other necessities to those in need.

Q: Who did the girls try to help?

A: Anyone in their community that needed it regardless of their race or religion.

Vocabulary:

bustling – thriving with energetic activity, **queuing** – standing in line (p. 62)

Jewish Terms:

Tikkun Olam – Hebrew for a Jewish value to repair the world (p. 62)

mitzvot – Hebrew for “God’s commandments,” **shayna maidels** – Yiddish for “pretty girls” (p. 63)

Chapter 17

Summary:

Manfred knocked at the door of an impressive synagogue in Berlin. Built in 1866, it was a place for worship, teaching, learning, socializing, and community gathering for some 3,200 Jews. The synagogue was once a place for Berlin's elite, including Albert Einstein. However, with the inception of the Nuremberg Laws, many Jews felt pressured to leave Germany, and the congregation had dwindled. Manfred entered and was greeted by chief Rabbi Felix Luxembourg. A learned man in his sixties, Rabbi Luxembourg invited Manfred into his study and Manfred, happy to see a friendly face, sat contently in the large comfortable chair across from the rabbi's desk. Manfred released his heavy toolbox onto the floor next to the chair. Rabbi Luxembourg, who was very familiar with his congregants' lifecycle events, quickly assessed the reason for Manfred's visit. He wanted to schedule a baby naming for his newborn daughter. Manfred explained his aspirations were for this coming Shabbos (Sabbath) and the rabbi complied. The family would be called to the Torah, for an Aliyah (an honor) for Tania, to receive her Hebrew name, which was "Faigele." With the date set, Manfred prepared to leave and the rabbi escorted him to the door. As they approached, they heard a loud crash and hooting and hollering coming from the other side. They rushed out into the lavish hallway and looked over the majestic balcony at the opulent sanctuary below, where plainclothes storm troopers, wielding pipes, were destroying everything in sight: stained-glass windows, prayer books, and ritual objects. Anything combustible was being tossed into piles and set on fire. Unbeknownst to Manfred and the rabbi, "Kristallnacht," The Night of Broken Glass, had begun. Together they watched in horror, as their beautiful synagogue was being destroyed. They sped down the steps and demanded that the thugs stop what they were doing. One SA thug grabbed hold of the rabbi, by the neck, and challenged him as to what he was going to do about it. Manfred snuck up behind the thug and sucker-punched him, knocking him out cold. Manfred and the rabbi ducked out a side door, and once on the street, they could see hordes of thugs creating the same damage to Jewish shops and residences, in every direction that they looked. Windows were smashed and stores were looted. The word "JUDE" (JEW) was being painted on buildings. Well-dressed Jewish men were being beaten and arrested. Manfred hurried home to his family, in order to make sure they were safe, while the rabbi telephoned the police. Manfred had wanted to stay and fight, but the rabbi insisted that he go home to check on his loved ones. In his work clothes, Manfred blended in with the crowd and escaped unnoticed. The rabbi telephoned Police Chief Wilhelm Krutzfeld, and told him that the synagogue was burning. A filthy finger pressed the receiver, terminating the call. The finger belonged to a thug, who hit the rabbi over the head with a lead pipe. The police chief took his job seriously and charged through the main entry doors to the synagogue. He demanded that the thugs stop immediately. The thugs retorted they had orders to burn the synagogue to the ground

and all other ones like it and added, “It’s the beginning of the end for the Jews in the Fatherland! Heil Hitler!” The chief did not respond well. The chief ordered them to cease and desist immediately and warned that he would use his pistol if they didn’t comply. The thugs left the synagogue, taking their pipes and sledgehammers with them. The chief ordered his men to do what they could to put out the flames. The chief spotted the rabbi on the floor. He cradled the injured rabbi’s head and telephoned the local fire company for help, explaining to the person on the other end of the receiver that he didn’t care who he had orders from to let the synagogues of Germany burn, and that they better come immediately and put out the fire or he would start shooting! He looked down at the bleeding rabbi and ordered that an ambulance be sent. Fast!

Journaling: *The Night of Broken Glass* was a turning point in the Holocaust because it brought all of the quiet hatred for the Jewish community, out into the open in Germany. It was government-sanctioned racism. Have you ever experienced a tragedy, in which one day everything is fine and then, after an unsettling event, nothing would ever be the same for you again?

Comprehension Questions:

Q: What was “The Night of Broken Glass?”

A: It was the beginning of the end for European Jewry. Also known as Kristallnacht, it was the government sanctioned pogrom in which Nazi storm troopers ran through the streets of Germany, breaking windows of Jewish owned shops, looting their stores, burning synagogues and rounding up innocent Jewish men for arrest. It occurred on Nov. 9-10 1938. For more info: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005201>

Q: Who was Wilhelm Krutzfeld?

A: He was the precinct police chief, who did not agree with Hitler’s theories against the Jews. He rescued the New Synagogue in Berlin from total destruction on Kristallnacht.

Vocabulary:

consecration – dedication, **Moorish** – in the style of the Moors, **gilded** – covered in gold, **ornate** – decoratively embellished, **immense** - huge, **inception** -beginning (p. 64)

dwindled - shrink, **stout** – husky (p. 65)

lavish - expended, **opulent** – richly supplied, **combustible** - flammable (p. 66)

hordes – large groups, **looted** - robbed (p. 67)

heeding – paying attention to (p. 68)

mayhem – random or deliberate violence or disorder, **desist** – stop, **marauding** – plundering (p. 69)

Jewish Terms:

Rosh Hashanah – Jewish New Year (p. 64)

baby naming – A Jewish ceremony in which a baby girl gets her Hebrew name and it is announced publicly for the first time. (p. 65)

Baruch Hashem – Thank God (p. 65)

Shabbos – Sabbath (p. 65)

Aliyah – honor, **yads** – Torah pointers, **Havdalah** – “separation”/the concluding service of Shabbat, **Ner Tamid** – eternal flame which hangs over the Holy Ark (p. 66, 67)

German Terms:

Klempnerinnen - plumbers (p. 65)

Sturmabteilungen (SA) – German Stormtroopers (p. 66)

Kristallnacht – The Night of Broken Glass, **Jude** – Jew (p. 67)

bitte - please, **hilf** - help, **gute nacht** – good night (p. 68)

raus - out, **ja** – yes (p. 69)

schnell – hurry (p. 70)

Chapter 18

Summary:

Rhonda, Mike, and Josh stood before the remains of Berlin’s New Synagogue and stared at the crumbled reminder of the beauty and the sanctity that once was. Nothing remained on the first level of the synagogue’s original sanctuary but a wide open space. Josh took notice of a sudden plethora of green yarmulkes, identical to the ones that he and his father had brought with them, and were currently wearing. He laughed. Mom had donated the leftovers from Josh’s Bar Mitzvah, on their way into the building. Josh was relieved and proud all at once. Rhonda prodded him with a book, that she had picked up from the gift shop, entitled “Jews in Kreuzberg.” It was written in German, but Rhonda instructed them to check out a

list on page 27. “144 Oranienstrasse,” Mike shrieked. To which Josh exclaimed, “Their Berlin address!” Rhonda was delighted about finding this crucial missing piece of information. The family continued touring up the winding staircase. A photograph of an Aryan looking policeman caught Rhonda’s eye. In bold writing, it gratefully acknowledged and briefly told the story of one very brave Captain Wilhelm Krutzfeld.

Journaling: Josh, his father, and the men visiting the remains of the old synagogue were all wearing yarmulkes, skull cap coverings, in an effort to cover their heads to honor God. Is there anything that your culture does to honor or remember God or to invite holiness? How do you invite holiness? How do you make something special or create a sense of specialness?

Comprehension Questions:

Q: Why was Rhonda so excited about the book she found in the gift shop?

A: It listed the former address of the Joel Family, so now she had more information with which to track down their story.

Q: Why was there a plaque honoring Wilhelm Krutzfeld?

A: He rescued the synagogue during Kristallnacht.

Vocabulary:

sanctuary – an especially holy place in a temple or church (p. 71)

avid – ardent, **plethora** – excess, **chortled** - gleefully chuckled (p. 72)

Jewish Terms:

yarmulkes – skull caps, **bimah** – platform in a synagogue on which the Rabbi leads a service (p. 71)

Chapter 19

Summary:

It was spring of 1939. Sarah sat peacefully teaching a lesson, by the greening bank of Krakow’s Vistula River, early in the afternoon on this warm sunny day. The birds chirped a song of welcome in the background. Sarah explained, “The rabbis tell us that in order for a day to be considered and counted as a day of life, it must be filled with Torah and good

deeds.” The girls understood that in order to make each day count, it must include more than merely existing. Unexpectedly, Mordechai rode up to the girls on his old bicycle. His awkwardness upon almost dropping an oversized package endeared him to Sarah. Sarah was pleased to see him but tried not to appear overly interested. The large package was for Devorah, Sarah’s oldest student. Mordechai offered to carry it up to her room for her. Devorah thanked him, and the other girls joined in unison, also offering their thanks in a youthful, teasing sort of way. Sarah and Mordechai exchanged a parting glance. Sarah blushed a bit this time and Mordechai did too. A mutual attraction was forming. Yetta, disrupted from her paperwork by all of the outside noise, peeked out of her office window to see what the commotion was about. She mumbled under her breath and then quickly drew her heavy brown curtains.

Journaling: Do you agree that in order to make each day count one should do more than simply eat and sleep? Why or why not? If so, how do *you* make every day count?

Comprehension Questions:

Q: How is the relationship between Sarah and her students progressing?

A: The girls are learning from Sarah and beginning to trust her and enjoy her lessons.

Q: What is happening between Sarah and Mordechai?

A: They are starting to get more attracted to each other and a relationship is blossoming.

Q: Why is Yetta annoyed?

A: She is a no nonsense type of person, who doesn’t mix business with pleasure. Sarah’s gentle way of teaching and connecting with the girls seems frivolous to her.

Vocabulary:

cumbersome – unwieldy/clumsy, **endear** - to make dear/loved, **cordial** - gracious, **enticing** - attracting, **chivalry** – gallant/gentlemanly, **unison** – in perfect accord, **charges** – those needing supervision (p. 75)

Chapter 20

Summary:

Rhonda, Mike and Josh experienced a huge disappointment when they stumbled out of Rolf’s car, onto Berlin’s busy Oranienstrasse. They stood on what appeared to be a used car lot

surrounded by a cyclone fence. Rolf checked the map again and clarified that yes, this was indeed the right address; 143-144 Oranienstrasse should be right where they were standing. Only it wasn't. Rolf explained regretfully that the building they were hoping to find must not have survived the war. Staring wistfully through the fence, the Whitman family could only imagine the pre-war stone architecture that had once occupied this now long-forgotten, severely neglected piece of ground.

Journaling: Things change over time. Have you ever witnessed changes to a neighborhood, in which you may have grown up or one that you used to visit? Have you ever hoped for something and then been disappointed when it didn't go as you expected or had planned?

Comprehension Questions:

Q: What were the Whitmans hoping to find at this location?

A: *The former home of the Joel family.*

Q: Why was it an empty lot, which was being used to park cars?

A: *During the war, the Allies bombed Berlin and this particular location must have taken a hit because the structure that used to house the Joel family was no more.*

Vocabulary:

wistfully – with longing (p. 76)

Chapter 21

Summary:

Six month-old Tania chattered to herself, mid-afternoon, as she played with her doll inside the cozy Joel flat at number one forty-four Oranienstrasse. The home filled with the aroma of chicken noodle soup and fresh dill as Frau Tietze stood at the stove, pouring the hot soup from a tall cast iron pot into a large ceramic serving dish. Manfred, home from work for lunch, sat with his wife, Regina, at the small dining room table listening to the radio's broadcast of a political speech by German Propaganda Minister Josef Goebbels. The harsh realities consuming the world were becoming clearer to Manfred as he realized the noose was tightening around the necks of German Jews. Regina, trying to subdue her fear, asked her husband if he thought they should leave Germany or to stay and wait it out. Manfred considered the difficulty of obtaining papers and questioned, who would help them if they

were to stay. Regina reached for her husband's hand and asked, "Who can we trust?" Frau Tietze, placing the soup upon the table emphatically declared, "You can trust me."

Journaling: Have you ever considered moving from your home or experienced moving from your home? Have you ever had a friend move from your neighborhood? What was that like? Write about it.

Comprehension Questions:

Q: What were Manfred and Regina debating?

A: *Whether or not to leave Germany.*

Q: What arguments might they have had for staying? For leaving? What obstacles did they have to overcome?

A: *For staying – hard to leave one's home, worldly possessions, family, and all that is familiar like community and language. For leaving – German laws were making things uncomfortable and unsafe for Jews, maybe better to find refuge someplace else. Obstacles – German rules and regulations which might prohibit leaving or taking their belongings with them, finding a country that would accept them.*

Q: Who was Josef Goebbels?

A: *Germany's Propaganda Minister.*

Q: What is propaganda?

A: *Information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.*

Vocabulary:

albeit - although, **wafting** – floated through the air, **stoically** - impassively, calmly (p. 77)

subdue - repress , **tureen** - large, deep covered dish for serving (p. 78)

Greater concept:

Righteous Gentiles – Non-Jews who risked their own lives, and sometimes the lives of their families, in order to save Jews from the Nazis.

<http://www.myjewishlearning.com/article/righteous-gentiles-and-holocaust-rescuers/>

Q: According to this definition, was Frau Tietze about to become a righteous gentile? Have we seen any other righteous gentiles in *94 Maidens* so far? If so, who? See how many more you can find by the time you finish reading the book. List them after the final chapter.

Chapter 22

Summary:

The Beth Jacob students were concluding their play of the Jewish holiday of Purim on the makeshift stage in the school's cafeteria. Purim recalls a time in Persian history when the Jewish Queen Esther rescued her people from certain annihilation at the hands of an evil man called Haman. Students and teachers enjoyed the holiday's festivities. The teachers were a supportive audience. Meir Schenkolewski was also in attendance, seated in the front row, beaming like a proud grandfather. The students each played the roles of the various characters in the reenactment of the story and the teachers burst into a standing ovation at the end of the performance. Sarah rushed the stage to congratulate each girl individually with hugs and kisses. Chaya tugged on Sarah's shoulder and asked, "May we call you *Mother Sarah*?" A flattered Sarah gave her approval. Yetta and Jewish ethics teacher, Miss Aviva Gorski, sat watching from the other side of the room. Yetta questioned, "Why do you think the girls respond to her so?" Aviva shrugged in awe. Schenkolewski approached from behind having overheard the conversation and explained, "Because she respects and empowers them. She truly loves them, and they know it. They respond to her because the feeling is mutual. They are returning the love." Aviva and Yetta shrank away in embarrassment. Schenkolewski made his way toward Sarah and the girls, who thanked him for attending the performance, and explained that they looked forward to his visits. Schenkolewski assured them that it was his pleasure to be there and since God hadn't blessed him with grandchildren of his own, they were it! After having received a hug from student Chaya, Schenkolewski informed the girls that he had to return to America the next day. The girls understood and Sarah thanked him again for recommending her for the job at Beth Jacob. Schenkolewski winked at Sarah, told her she was welcome, and asked her to give his regards to her family. Sarah nodded and led the girls in the blessing over the fruit of the vine. Schenkolewski looked back on Yetta, who was scowling.

Journaling: In this chapter, Schenkolewski explains that the girls at the Beth Jacob School appreciate Sarah because she respects and empowers them. Sarah truly loves her students. The students reciprocate that love. The feeling between them is mutual. Have you ever had a favorite teacher? Why was that particular teacher your favorite? Write about it.

Comprehension Questions:

Q: What Jewish holiday were the girls and teachers celebrating?

A: *Purim.*

Q: Why was Meir Schenkolewski there?

A: *As Secretary of the Beth Jacob movement, he was visiting the girls, which he did from time to time.*

Q: How did Meir feel about the girls?

A: *He loved them like they were his grandchildren.*

Q: Was the feeling mutual?

A: *Yes.*

Q: Why did Meir chuckle at the sight of Yetta scowling?

A: *He found her usual disposition amusing.*

Q: What was Sarah thanking Meir for?

A: *Recommending her for the job as the new teacher of the school.*

Q: Why did he recommend her?

A: *He was an old family friend.*

Vocabulary:

annihilation – extinction, **revelry** - festivity, **abundance** - plentiful, **yarmulke** – skull cap worn by Jewish men (p. 79)

regalia – clothes and decorations of royalty, **scepter** – a rod in the hand bearing the emblem of regal or imperial power, **accolades** - honors, (p. 80)

scowling – having a gloomy or threatening look, **jubilantly** - joyfully (p. 81)

Jewish term:

Purim – A Jewish holiday, which marks an event in ancient Persia, in which an evil man named Haman convinced the King to kill the Jews. However, Queen Esther, who was Jewish, saved her people, and Haman was hung instead. It is customary for children to dress up in costume for this holiday, and for the adults to drink celebratory wine.

http://www.chabad.org/holidays/purim/article_cdo/aid/645309/jewish/What-Is-Purim.htm

Chapter 23

Summary:

Free time in the dormitory found Yetta flipping through a picture book of the early Jewish pioneers planting trees in Palestine, while the students washed, rested, caught up on letter writing to family members, and prepared for supper. Yetta overheard an unfamiliar noise through the thin walls of Devorah's dorm room. She pressed her ear against the closed door, heard a German voice, and burst into the room where the girls were gathered around the bed listening to a shortwave radio. They were so engrossed in the activity that no one noticed that Yetta had entered the room. Adolf Hitler's voice came out of the radio, "Any Polish Jew living in Germany must leave immediately. Jews are not welcome here." Yetta questioned the girls as to where they had gotten the radio, because radios were not permitted on the Beth Jacob school grounds. Silence filled the room, until Devorah confessed that her father in Germany, had sent it in his last care package. He had thought it would be helpful for her to keep track of what was going on in Germany, but instead she had really found it all quite frightening. Yetta explained that's precisely why the school doesn't permit radios, so that students don't get upset from listening to the Nazi propaganda. Devorah voiced her concerns about the Jews of Germany being arrested and chased from their homes. Yetta, the Headmistress clarified sternly, "We are not in Germany. We are in Poland. This does not affect us." The girls were uncertain as to who the Headmistress was trying to convince more, them or herself. Devorah was worried about her family. Yetta assured her that they could take care of themselves, and that she and the other girls need only concentrate on their Torah studies and prayers. The Headmistress demanded that the girls hand over the radio. Just then, Sarah, standing in the doorway, chimed in, "I'll take the radio for safekeeping. That's if you don't mind, Madam Headmistress." Devorah reluctantly relinquished her radio to Sarah, and as she did, Yetta stormed out of the room. The girls voiced their concerns to Sarah, and Sarah told them to leave the worrying to the grown-ups. Then Sarah said they'd phone Devorah's family in Germany that night to put her mind at ease. Devorah replied, "Yes, *Mother* Sarah." This was the first time Devorah had called her teacher, "Mother Sarah," and there wasn't a soul in the room, who didn't notice. Sarah was pleased. The rest of the girls felt comforted. Sarah instructed the girls to wash up for supper, and she promised to keep them informed. Once the girls had left the room, Sarah's barely audible voice prayed for strength.

Journaling: In this chapter, the girls are just becoming aware of the terrible situation for the Jews in Germany. They heard the horrible news broadcast over the radio. Have you ever listened to the news and become frightened by what you heard? What frightened you? How did you deal with it? At the end of the chapter, the girls' teacher,

Sarah, after hearing the news herself, prays for strength. What do you do when you receive bad news?

Comprehension Questions:

Q: Why did Yetta tell the girls not to be concerned with what they were hearing on the radio?

A: *She didn't want them to worry. She wanted them to concentrate on the task at hand – their studies.*

Q: Why did Yetta say, “We are not in Germany.” “We are in Poland. This does not affect us?”

A: *The Germans had not yet invaded Poland. It was common for many Jews, throughout Europe, to have a false sense of security, and the misconception that what the Nazis were doing did not involve them. That is, until the Nazis were actually at their own doorsteps and it affected them personally.*

Q: Why do you think Sarah intervened?

A: *In an attempt to calm the situation and keep the girls from worrying.*

Vocabulary:

dormitory – a room containing a number of beds and serving as a communal sleeping quarters, **pioneers** – people who first enter and settle a region, **irrigating** – supplying land with water by artificial means, **infrastructure** – the fundamental facilities and systems serving a country, **shortwave** – a radio wave used for long distance transmission or reception (p. 82)

melee – confusion/turmoil, **discerning** – showing judgement (p. 84)

German terms:

“Juden sind hier nicht erwünscht!” - Jews are not welcome here!

Geography:

Palestine: Palestine was a common name used, until 1948, to describe the geographic region between the Mediterranean Sea and the Jordan River. In its history, the Assyrian, Babylonian, Roman, Byzantine, and Ottoman empires have controlled Palestine at one time

or another. After World War I, Palestine was administered by the United Kingdom, under a Mandate received in 1922 from the League of Nations. The modern history of Palestine begins with the termination of the British Mandate, the Partition of Palestine and the creation of Israel, and the ensuing Israeli-Palestinian conflict. (p. 82)

Source: <http://www.dummies.com/how-to/content/a-brief-history-of-palestine.html>

Chapter 24

Summary:

The next morning, Chaya, Frida, and Hannah were eating breakfast together, but Devorah sat alone. She wasn't eating the food in front of her. Chaya questioned what happened the night before, when Sarah and Devorah tried to reach Devorah's family by phone. Frida explained that Devorah had spoken briefly with her mother, who had told her that the family was going into hiding from the Nazis. Chaya questioned if Devorah will ever see her family again, and how she would find them if they were hiding? Unfortunately, there were no answers. Devorah sat in despair. Upon noticing this, Sarah went over to Devorah, sat with her, and gave her a big hug. Sarah spoke privately to Devorah. The girls felt badly for their friend. They felt powerless and helpless. A wave of depression swelled over each and every one of them.

Journaling: Friendships are important. When we care about someone, we often experience what they are experiencing. In this instance, the girls felt sympathy and compassion for their friend, Devorah, who did not know whether or not her parents and brother were going to be safe. Can you think of a time when you experienced sympathy and/or compassion for a friend who was going through a difficult time? Write about it.

Comprehension Questions:

Q: Why was Devorah's family going into hiding in Germany?

A: *To escape mounting Nazi persecution against Jews.*

Q: Why were there no answers to Chaya's questions?

A: *Too many unknowns.*

Q: What did it mean that "Reality was creeping ever closer to home?"

A: *The situation in Germany was indeed starting to affect the girls in Poland.*

Vocabulary:

poached – cooked in a hot liquid and kept just below the boiling point (p. 86)

cloaking – concealing (p. 87)

Chapter 25**Summary:**

It was a calm, peaceful morning at the Joel residence. Erich was assisting Manfred as he was lying on his back repairing a leak from the kitchen sink while Regina happily attended to the feeding of her almost one-year-old daughter. Frau Tietze busied herself with household chores. Suddenly the door buzzer sounded. Manfred and Erich hurriedly hid in the back of the flat. Frau Tietze cautiously opened the door, keeping the safety chain engaged. Regina gave a sigh of relief when Frau Tietze announced that it was Regina's older sister with her son at the door. Rosa and her ten-year-old son, Josef, were quickly ushered inside and welcomed into the apartment. Regina called to Manfred and Erich, and they emerged from their hiding place in the back room. Rosa informed the family that they had come so that Josef could say his goodbyes to them before boarding the Kindertransport to Belgium where he would then take the boat to Harwich, England, where their sister Hanni would pick him up. The plan was for Hanni to care for him in England until the Hitler nightmare was over and then, God-willing, mother and son would be reunited. Manfred remarked that he appreciated Rosa's tenacity and inquired as to how she had accomplished this. Rosa explained that she had "registered him as an orphan at the Jewish orphanage." Regina found this to be extreme and thought that perhaps Frau Tietze could help them figure out an alternative. Regina questioned Rosa asking, "If she believed shipping Josef to Britain was really necessary?" Rosa assured her sister that there was no other choice and that he would have to take the journey with thousands of other Jewish children because things were getting much worse for German Jews. Manfred agreed, adding, "It's true, Regina. We've already been ordered to relinquish our valuables to the city pawnbroker and are subject to a Jewish Council." Erich voiced, "Soon we will be ordered to wear a yellow star, 'a Jew badge,' with the word 'JUDE' on our clothing." He'd seen the textile factory preparing them. Rosa informed them that Josef's bags were packed and waiting downstairs and that her son would leave in one hour's time. Regina and Manfred were aghast. They said their goodbyes to their nephew and with that, Josef ran to his mother's side and wept. They offered to accompany Rosa and Josef to the train. Rosa politely turned them down explaining that this was something between a mother and son. Josef finally spoke. "See you again one day," he said optimistically.

Journaling: In this chapter, Josef had to say goodbye to his family and board the Kindertransport for his safety. Saying goodbye is tough, whether you move from your home, someone leaves you, you are separated from someone you love, or a situation changes. Who or what did you need to say goodbye to in your life? Did you keep in touch? Did you ever see that person or go back to that place again? How did saying goodbye make you feel? Write about it.

Comprehension Questions:

Q: Why did Regina order Manfred and Erich into the back room when the doorbell rang?

A: Nazis were now randomly rounding up Jewish men and sending them off to prisons and concentration camps. She wanted to hide them.

Q: Why did Rosa lie to the Germans and tell them that her son, Josef, was an orphan?

A: That was the only way to get him on the Kindertransport.

Q: Why did Rosa put Josef on the Kindertransport?

A: To get him out of Germany, where Jews were being oppressed, and safely into the care of her sister, Hanni, in London, England where he would be free.

Q: Why did Josef weep?

A: At age 10, he was leaving his mother and his home, to go on a long journey with thousands of other children he did not know. He was naturally afraid and uncertain.

Vocabulary:

torque wrench – a wrench having a dial or other indicator showing how much torque is being applied (p. 88)

optimist – a person who always tries to see the best in any situation, **tussled** – messed up (p. 89)

palpably – tangibly, **somber** – extremely serious, **tenacity** - persistent (p. 90)

relinquish – turn over/give up, **pawnbroker** – a person who trades in property for cash (p. 91)

aghast – struck with sudden fright or horror, **resolutely** - determined (p. 92)

German terms:

Guten tag! - Good day, **und** – and (p. 89)

Kindertransport – (Children’s Transport) was the informal name of a series of rescue efforts, which brought thousands of refugee Jewish children to Great Britain, from Nazi Germany, between 1938 and 1940.

Source: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005260> (p. 90)

Jude – Jew, **Tante** – aunt (p. 91)

Aryan – (in Nazi doctrine) a non-Jewish Caucasian, especially of Nordic stock (p. 92)

History:

Jewish Council – (called “Judenrat” in German) a body heading a Jewish community, appointed by the German occupying authorities during WWII, which was responsible for the enforcement of Nazi orders, affecting the Jews, and for the administration of the affairs of the Jewish community. (p. 91)

Source: http://www.jewishvirtuallibrary.org/jsource/judaica/ejud_0002_0011_0_10457.html

Yellow Star – A “Jew badge” that Jews were forced to wear in Nazi-occupied Europe, in order to identify them as Jews, and set them apart from the non-Jewish population. (p. 91)

Source: http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%205953.pdf

Testimonial video: <https://www.youtube.com/watch?v=y2NA8Ag7WfQ>

Chapter 26

Summary:

In a busy train station, parents boarded their children onto trains, while Nazis checked papers and barked out orders. Children and parents wept. Josef Tymberg, and about 10,000 other European Jewish children, began their difficult traumatic separation from their families, and embarked on a confusing journey, as they boarded the Kindertransport to safety. Josef’s mother gave her son some final reminders: to keep his eyes on his belongings, and that she packed food for when he would get hungry; to keep his shoes on his feet, so they wouldn’t walk away without him; and then she gave him money, in case he had an emergency. Josef’s eyes welled up and Rosa told her son to smile, and that Tante (Aunt) Hanni would take good care of him. She promised him they’d see each other again soon. Rosa watched as her son boarded. A Nazi guard kicked him hard onto the train. As the train departed, Rosa could not deny her feelings any longer and she broke down in tears. Inside the train, the Nazis looted the children taking food and valuables from their rucksacks and fleecing their pockets of

money. The Nazi guard that had kicked Josef onto the train appeared. He found the meat in Josef's sack, opened it, and immediately devoured it in front of Josef with a sadistic ugly grin on his face. Josef quietly took it like a man.

Journaling: In this chapter, Josef is the victim of a cruel Nazi guard who kicks him then loots his bag and steals his money and food. Do you know anyone who has ever been a victim/bullied or have you ever been victimized/bullied by anyone? Has anything ever been stolen from you? Write about it.

Comprehension Questions:

Q: How do you think Rosa felt putting her only son on that train full of children, supervised by Nazis, which was ultimately destined for England?

A: *Afraid of the unknown. Would she ever see him again? Would he be safe? Would he make it to his final destination? Would he find his Aunt Hanni? There were no guarantees.*

Q: Do you think Rosa had a choice?

A: *She didn't believe so.*

Q: How hard do you think that was for Rosa to do?

A: *Unbearably hard. Like tearing her heart out of her chest.*

Q: How do you think 10 year-old Josef felt about being separated from his mother for the unforeseeable future and maybe forever?

A: *Frightened beyond belief.*

Q: Do you think Josef was upset that the Nazi ate his meat and stole his valuables on the train?

A: *Yes.*

Q: What do you think it meant that "Josef quietly took it like a man?"

A: *He didn't cry. He tried to act like an adult and keep his emotions to himself.*

Vocabulary:

frantically - frenzied, **rucksacks** – knapsacks used for travel, **truncheons** – clubs carried by police officers, **traumatic** – psychologically painful, **solemnly** - somberly (p. 93)

lingering – reluctant to part, **looting** – taken dishonestly by force, **fleeing** - swindling, **trek** - journey, **carnivorous** – meat eating, **devouring** – swallowing up, **sadistic** – deriving pleasure from extreme cruelty (p. 94)

German terms:

liebchen - sweetheart, **tante** - aunt, **schnell** - fast (p. 94)

Chapter 27

Summary:

Sarah closed her publication of *Growing the Beth Jacob Movement: Making the Jerusalem Dream a Reality*, by Meir Schenkowlewski, and placed it on the night table beside her bed. She was having difficulty concentrating on her routine bedtime reading. After having trouble trying to fall asleep she quietly slipped out of bed and walked over to the closet where she retrieved Devorah's shortwave radio. She turned it on softly and listened. When she finally was able to tune in a station she heard a broadcast of Hitler. He was ranting about "the annihilation of the Jewish race of Europe." Enraged by what she heard, she threw the radio across the room and it broke into several pieces. The Nazi beast was moving closer, like a plague spreading through all of Europe.

Journaling: What do you do when you have trouble sleeping? What helps you to fall asleep? Write about it.

Comprehension Questions:

Q: Why do you think Meir Schenkowlewski published a work about growing the Beth Jacob movement and bringing it to Jerusalem?

A: *The goal was to have schools at which Orthodox Jewish girls could study all over the world, and that included what was then called "Palestine," and is now Israel. Jews living in the diaspora (outside of the Holy Land) had long held a dream of returning to the land promised to them by G-d and once again making Jerusalem their capitol. This would become a reality when the Jewish state of Israel was established on May 14, 1948.*

Q: Why do you think Sarah couldn't sleep?

A: *She was too worried about the worsening situation for the Jews of Europe.*

Q: Why did she get angry and throw the radio against the wall?

A: *Hearing Hitler's rants on the radio confirmed her worst fears for the safety and well-being of all of the Jews living in Europe, including her family in Germany, her students in Poland, and herself as well.*

Vocabulary:

delicate - dainty, **rickety** - wobbly, **static** – atmospheric electricity interfering with radar, which prohibits the sending and receiving of radio messages (p. 95)

annihilation - total destruction, **enraged** – severely angered, **plague** – an epidemic disease that causes high mortality (p. 96)

History:

Beth Jacob Movement – Also known as Beit Yaakov, Beth Jacob, or Beis Yaakov – literally “House (of) Jacob” in Hebrew, is a common name for Orthodox full-time, Jewish elementary and secondary schools, throughout the world, for Jewish girls from religious families. While these schools share the Bais Yaacov name, they are not necessarily affiliated, though some are, for other reasons. The name comes from a verse in Exodus 19:3, in which the term “House of Jacob” is traditionally understood, in Judaism, to refer to the female segment of the Jewish nation.

Source: Wikipedia: https://en.wikipedia.org/wiki/Bais_Yaakov

Chapter 28

Summary:

Manfred, Regina, and Tania visited a photographer’s studio apartment, just a few floors above their own flat. All were dressed in their best attire for their family portrait. Hans, the photographer, was the son of an old acquaintance and a longtime neighbor. He was in his early twenties, affable, and personable. Regina reminded her husband how much taking this photograph meant to her. She explained that no matter what would befall them, that their family would always have this one last perfect moment together. Manfred put his arms around his family and kissed both of his girls on their cheeks. The photographer’s flash went off and the Joel family was immortalized on film, for eternity.

Journaling: In this chapter, the Joel family has their family portrait taken. Do you have a photograph that you treasure and that is special to you? Why is this photograph special to you? If not, do you have a favorite photograph of someone or of yourself? Why is this your favorite? Write about it.

Comprehension Questions:

Q: Why do you think this family photo was so important to Regina?

A: *She knew that this might be their last happy moment together.*

Q: What makes this photo bittersweet?

A: *Regina enjoyed getting her family photo, but knew it might be the very last one.*

Q: Have you seen this photo?

A: *Yes! It's on the cover of the book.*

Vocabulary:

flat - apartment, **auburn** – a reddish brown color, **chastised** - scolded (p. 97)

ensemble - outfit, **mimicked** - imitated, **oblivious** - unknowing, **frisky** - playful, **priming** – grooming carefully, **attire** - wardrobe, **acquaintance** – a person known to one but usually not a close friend, **affable** - friendly, **monochrome** – all in one color tone, **tripod** – three legged stand for a camera, **immortalized** - perpetuated, **eternity** - forever (p. 98)

German terms:

mit Vati – with daddy, **gut** - good (p. 98)

Chapter 29

Summary:

Regina was awakened in the middle of the night by an incessant ringing of the phone. She quickly rushed out of bed, worried that the sound might wake up their daughter. Half asleep, she answered the call. Manfred joined his wife in the parlor. Initially, he was unconcerned until he noticed that Regina's hands were shaking. Regina placed down the receiver and with anguish in her eyes announced to Manfred, "We have to go."

Journaling: Regina is awakened in the middle of the night, by an unexpected phone call and receives bad news. Regina's news obviously shatters her, but news doesn't always have to be bad. Write about a time when you received unexpected news. Someone may have called, written, or told you something that was surprising to you.

Comprehension Questions:

Q: It may not seem like it, but this is a short, but important, chapter. In the middle of the night, Regina obviously received some terrible news on the phone. From her response to Manfred, "We have to go," what do you think it was?

A: Something critical had happened and the Nazis were closing in on them. She knew it was time for her family to go into hiding. Their lives were at risk!

Q: Who do you think was on the phone?

A: Something to think about. That will be revealed later in the story.

Q: Is this a turning point for the Joel family?

A: Indeed it is.

Vocabulary:

incessant - ceaseless, **parlor** – a room used for reception and entertainment of visitors, **anguished** – with acute distress or pain (p. 99)

German term:

hallo – hello (p. 99)

Chapter 30

Summary:

September 1939, Hitler invades Poland, Polish army folds.

Yetta barged into Sarah's busy classroom, which was now decorated with student artwork and noticeably filled with learning. Her face was beet red and she could barely speak. She was holding an official Nazi document. Seeing the Headmistress was upset, Sarah requested that they speak about the issue, whatever it was, privately in the hallway. But the students insisted that it was most likely something that was going to affect them anyway and they'd prefer to hear it sooner rather than later. Sarah agreed, and the girls braced themselves for the news. Yetta informed them of the new Nazi decree that, "Jews cannot use public transportation, without permits; they must stay on certain streets and obey a curfew; and they cannot sit on certain benches in the park, or they risk being arrested." Also, Yetta cited that all Jewish shops, offices, apartments, and establishments must be marked as "Jewish" with a Star of David. Yetta paused as if the worst was yet to come. Sarah was shocked. "There's more?" Sarah asked. Yetta cried as she continued, "Every Jewish school must close its doors immediately." The girls gasped and Sarah became angry. Sarah was unshaken as she announced, "Girls, the Nazis may be able to empty our beloved building of students and books, but they will never empty our minds of Jewish learning. Whoever can be reunited with their families will be, and the rest of us will find a way to stay together," she declared.

Journaling: Prejudice is a terrible thing. In this chapter, the Jewish people are experiencing prejudice, or the unreasonable feelings, opinions, and/or attitudes regarding an ethnic, racial, social, or religious group, by the Nazis of Germany. The Nazis were making it so that the Jewish people were no longer able to participate in their own communities or conduct themselves as regular, free citizens. They could no longer do everyday activities such as ride public transportation, or visit certain areas of public parks or they would be arrested. Have you ever witnessed or been a victim of someone else's prejudice? Write about it.

Comprehension Questions:

Q: How does Sarah's classroom differ from when she first began the year teaching?

A: It's more colorful and busy. The walls are decorated with student artwork and the students are happily working on their studies.

Q: What does that tell you about the climate Sarah has created in her classroom.

A: The girls are comfortable and Sarah's lessons have been well-received.

Q: Why did Sarah decide Yetta should speak to her in the hallway?

A: From the look on Yetta's face, Sarah could tell that Yetta had bad news, and Sarah wanted to process it before disseminating the news to the girls, and possibly upsetting them.

Q: Yetta's news was bad for Polish Jews: the marking of Jewish shops and establishments, permits, curfews, and the mandatory wearing of armbands, among other regulations. Which new German law was going to affect the girls the most?

A: The forced closing of all Jewish schools, including theirs.

Q: Did Sarah give up?

A: No, she got angry and more determined than ever to resist the oncoming tyranny.

Q: Is this a turning point for Sarah and the girls?

A: Yes it is.

Vocabulary:

adorned - decorated, **toiled** - worked, **furiously** – with determination, **speculate** - guess (p. 100)

decree – official order, **curfew** – an order that no one may be outdoors after a specific time in the evening, **resolve** – an earnest decision (p. 101)

German term:

Blitzkrieg – A German term for “lightning war,” **blitzkrieg** is a military tactic designed to create disorganization among enemy forces through the use of mobile forces and locally concentrated firepower. Its successful execution results in short military campaigns, which preserves human lives and limits the expenditure of artillery.

Source: The History Channel: <http://www.history.com/topics/world-war-ii/blitzkrieg>

History:

Hitler invaded Poland on September 1, 1939, an act which historians consider the start of WWII.

Chapter 31**Summary:**

It was 3:00 p.m. when Sarah, Miss Aviva, and about a dozen girls arrived at the Krakow train station. It was packed with people heading east to flee the Germans, some trying to unite with other family members in other nearby towns. Everyone was waiting for passage out of town. Families with all of their belongings were struggling to stay together. All of the Beth Jacob teachers were able to locate their families. Aviva’s train finally arrived and she squeezed onto the cramped car. The students followed her on. Aviva had made room for them. The smallest one, young Bracha, was hoisted to an open window and Aviva secured her from inside. Sarah pushed Bracha’s bag thru also. Sarah bid farewell to her friend and dear students. She prayed, “Find your families and your way to safety. God be with you.” Bracha inquired of Sarah, “How many of us are left?” Sarah lifted her voice to respond over all of the loud noise, “94,” she answered. Aviva and the girls waved sadly as the train departed. Sarah yelled after them, “I’ll say a blessing for you.” Bracha shouted back, “Mother Sarah, you *are* the blessing.” The girls watched Sarah as she got smaller and smaller in the distance until ultimately, she disappeared from their view.

Journaling: In this chapter, the student Bracha refers to Sarah as “a blessing.” Can people be blessings? What do you think Bracha meant when she called Sarah a blessing? Have you ever felt someone to be a blessing for you in your life? Why?

Comprehension Questions:

Q: When Miss Aviva and the girls get on the crowded train, where are they going?

A: *To their homes to be reunited with their families.*

Q: Why isn't Sarah going?

A: *She feels a duty to stay back and care for the girls who cannot find, or be reunited, with their families.*

Q: How many girls are left for Sarah to look after?

A: 94

Vocabulary:

huddled – gathered close together, **congested** - crowded (p. 102)

hoisted – lifted with force, **beseeked** – implored urgently, **cacophonous** – noisy with harsh sound (p. 103)

Chapter 32

Summary:

Rhonda reflected on her readings about the Old Jewish District of Krakow and how it was liquidated by the Nazis in March 1941. Memel showed them that there was nothing left of the Plashow Concentration Camp except for a single monument to mark the spot. Memel pointed out further down the road at the entrance to the camp the villa that once belonged to Amon Goeth, the monster who ran the camp. Rhonda and her family were shocked to see that the current owner had spray painted in dark blue letters on the front gate, "No Kikes." Next stop, was a small Jewish cemetery behind a black wrought iron fence adorned with menorahs on every panel. Behind the gate was a Jewish cemetery. The family found themselves in the old Jewish quarter. But it seemed to be a facade. Shops and restaurants had Jewish names but were owned and operated by Poles. Rhonda felt that it was a set-up, a tourist trap. She called it, "Poland's Jewish Epcot." She felt disappointed and offended. Especially when she spotted a vendor in the square selling "Jew dolls," each with a Polish coin in his hand.

Journaling: Have you ever seen a deliberate act of racism and/or intolerance? How did that make you feel? Did you ever think that a person or group of people had not learned an important lesson(s) from the past? Write about it. Have you ever visited a

cemetery? If so, did what kind of feelings did being there stir in you? Did you see a name or a religious symbol there that you recognized? Did you feel scared, peaceful, sad, connected? Why?

Comprehension Questions:

Q: What was so shocking about the former villa, owned by the Nazi, who ran the Plashow Concentration Camp?

A: *The words, “No Kikes,” were painted on the front gate.*

Q: What message did that send to Rhonda and her family?

A: *That Anti-Semitism is still alive and well in Poland today.*

Q: What movie featured the Plashow Concentration Camp?

A: *Schindler’s List.*

Q: What did the Whitmans discover about the former Plashow Concentration Camp?

A: *It was virtually erased except for a lone monument, and the former villa of the Nazi, who ran the camp.*

Q: What was Kazimierz?

A: *“The Jewish Quarter” of Krakow.*

Q: How was Kazimierz different from when Sarah and the girls were living there?

A: *Everything was rebuilt after the war to resemble its former appearance and there were no Jews living in what still appeared to be a “Jewish Quarter.”*

Q: Why were Rhonda and her family so disappointed by current day Kazimierz?

A: *Because it was a fake. It was made to look “Jewish,” but it was actually operated by non-Jewish Poles, in order to appease tourists in search of their heritage and history.*

Q: Why was Rhonda so offended by the “Jew” dolls being sold at the kiosk?

A: *They were all made to hold zlotys (Polish pennies) which perpetuates the age-old stereotype of Jews being cheap or overly concerned with money.*

Q: Did Memel seem to understand this?

A: *No.*

Vocabulary:

liquidated – emptied by killing, **adorned** - decorated, **villa** - residence (p. 105)

Kikes – a contemptuous term used to describe people of Jewish descent, **encased** - surrounded, **thriving** – flourishing, **defunct** – no longer functioning, **troughs** – vessels for feeding horses, **defecated** - to have a bowel movement, **sacred** - holy, **lavish** - fancy , **consecrated** - sacred, **irony** – an outcome of events contrary to what would have been expected (p. 106)

authentic - real, **kiosk** – a small, open stand used to sell merchandise, **marionettes** – puppets controlled by strings (p. 107)

Historical terms:

Ghetto - Formerly in most European countries a section of a city in which all Jews were required to live (p. 105)

More on Ghettos from the USHMM -

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005059>

Jewish terms:

Judaica – things pertaining to Jewish life and customs, especially when of a historical, literary, or artistic nature, as books or ritual objects. (p. 106)

Bimahs – platforms in a synagogue which hold the reading table used when chanting or reading portions of the Torah and the Prophets. (p. 106)

Holy Arks – a cabinet in a synagogue set into or against the wall that faces eastward toward Jerusalem, for keeping the scrolls of the Torah. (p. 106)

Polish terms:

zloty – Polish currency equal to a penny, **Zyd** – Jew (p. 107)

Chapter 33

Summary:

Sarah heard loud Nazi trucks, tanks, and motorcycles drive through Kazimierz's main square. She found this to be a sharp contrast with the neighborhood's typical serenity. The motorcade was headed toward Wawel Castle, which was to become the new Nazi Headquarters and where, in a matter of hours, Nazi Generals would rule. Sarah put her bags down in front of the cemetery and spoke to her cat, Effie, as he peered out from the holes in

his carry sack. She inhaled and said aloud, “Smells like mama’s kitchen. So far so good, Effie. It’s not against the law to make kugel. Not yet, anyway.” Beyond Sarah, residents were trying to go about their lives as usual. Armed German officers surveyed the land, measuring building circumferences. Sarah continued on her way.

Journaling: In this chapter, loud Nazi officers drive through the main square in Kazimierz in trucks, tanks, and motorcycles disrupting the quiet of the neighborhood. How do you feel when you hear people drive through your neighborhood with loud cars or rumbling music? What are you thinking and feeling when your serenity is disrupted?

Comprehension Questions:

Q: What was changing in Kazimierz?

A: The Nazis had arrived and were taking over. They now ruled from the ancient Wawel Castle, and they were surveying the area and making changes for their own evil purposes.

Q: What were the Jews of Kazimierz doing?

A: Trying to continue to live their lives as normally as possible, despite the changes that were taking place around them in their neighborhood.

Q: Why were the Nazis painting a Star of David, and the words “Jewish owned,” on a kosher butcher shop?

A: To identify the owners as Jewish, so that they could be discriminated against.

Q: Why would Sarah think that was a redundant act?

*A: Because if it’s a **kosher** butcher shop, it would obviously be owned and operated by Jews.*

Vocabulary:

serenity - serenity, **ominous** - threatening, **monarchs** – kings and queens, **vaulted** –made with an arched structure forming a ceiling over a large hall (p. 109)

copious – plentiful (p. 110)

Jewish term:

kugel – a baked Jewish noodle-based side dish or casserole (p. 109)

Chapter 34

Summary:

At Sosia's parent's house in Kazimierz, the remaining girls who were already unpacked were settling in; reading, studying, or chatting. Devorah softly strummed the guitar. Sarah thanked Sosia's mother again for taking everyone in. Ruchul smiled and said, "Of course, what else would I do?" Suddenly, an unexpected knock at the door caused everyone to freeze. Sarah insisted that she answer it. Sarah questioned the old destitute looking woman standing outside the doorway, "Are you here for food?" She replied, "No, I am looking for Hannah Weiss. Is she here?" Sarah suspiciously questioned, "Who wants to know?" The woman responded, "I am an old family friend. Hannah's Aunt Sophie has taken ill and she needs her." Sarah, hesitant to let Hannah go and worried that she might not find her way back to the group, questioned, "What if we were no longer in this house?" Hannah interrupted and insisted that she would nurse her aunt back to health and then she would return. Hannah assured Sarah, "Krakow is my city. I will be able to find you." Chaya was able to quickly pack Hannah's bags and bring them to her because there wasn't much to pack. Hannah hugged Chaya and Sarah and added, "God be with you, God be with all of you."

Journaling: Have you ever had to care for someone in your family? Maybe someone had taken ill or a younger sibling needed to be watched? How did it feel to have to take on that responsibility?

Comprehension Questions:

Q: Why were Sarah and the girls staying in Sosia's parent's house in Kazimierz?

A: Kazimierz was inside the ghetto where all Jews, including Sarah and the girls, were being forced to live by their Nazi occupiers. Sosia's parents happened to already live there, so they kindly took in Sarah and the rest of the girls. People had to make room and take in strangers in the ghetto. Multiple families ended up sharing living quarters. The ghetto soon became overcrowded.

Q: Why was Ruchul sorting food?

A: To distribute to the less fortunate inside the ghetto. The Nazis overcrowded the ghetto, and limited access to food so many people inside the ghetto were dying of starvation, including many young children whose starved bodies soon lined the streets.

Q: Why was Hannah called away from her schoolmates?

A: She got word that her aunt was sick, so she left to care for her, but promised to return as soon as possible.

Q: Was Hannah confident that she would be able to find Sarah and the girls when she returned?

A: Yes.

Q: Why did the mysterious woman, looking for Hannah, speak with disdain?

A: She was insulted that because of her poor appearance, Sarah had thought that she had come looking for food.

Q: Why did Sarah insist on answering the door, and then responded suspiciously, when the strange woman appeared?

A: Things were getting worse for the Jews by the minute and Sarah was being protective of both her hosts and her charges.

Vocabulary:

wryly – disdainfully (p. 114)

Chapter 35

Summary:

Regina and Manfred brought their baby daughter, Tania, to an unknown apartment. Inside were a man and his wife. They were arguing. The plan was for this German couple to take the child and pass her off as their own while Regina and Manfred went into hiding from the Nazis. The couple would then return the girl to her parents, should they survive, after the war. The husband, fearful of the risk involved, was hesitant, but the wife was prepared to make the transaction. Suddenly, not understanding what was going on and unable to be separated from her mother and father, little Tania began to cry, calling attention to what was transpiring, endangering all, and forcing the cancellation of the temporary “adoption.”

Journaling: In this chapter, Regina and Manfred must put their trust in God when they risk everything for survival. Have you ever had an experience where you had to put your faith and trust in God or a higher power? On the American dollar bill, it says,

“In God we trust.” What does that mean to you? Why do you think the words “In God we trust” are written on the American dollar bill?

Comprehension Questions:

Q: What were Regina and Manfred trying to do?

A: *Give their daughter over to a non-Jewish couple to raise as “their own,” until after the war.*

Q: Why did Regina and Manfred feel this was necessary to do?

A: *They were out of options and this seemed the safest bet for Tania. All of their lives were at stake. Some Jewish parents did this during the Holocaust. Few parents were able to return for their children. Sadly, most perished and could not.*

Q: Why were the man and the woman arguing when the Joel family arrived?

A: *The husband didn’t want to take the child; he thought it was too risky. But the wife wanted to try to save her.*

Q: Why didn’t it work out?

A: *Tania was too young to understand what was happening and did not want to be separated from her parents. The noise that she made, while refusing to go, alerted the neighbors. The attempt to leave her had to be aborted. The couple could have been killed for hiding a Jewish child from the authorities.*

Vocabulary:

permeated - penetrated, **abrupt** - suddenly, **muted** - quieted, **discern** - recognize (p. 113)

modest – simple, **perplexed** - confused, **anxiously** – panicking, **coincidentally** – by chance, **agitated** – extremely upset, **tsunami** – giant wave (p. 114)

tirade –a long angry speech (p. 115)

German terms:

ja - yes (p. 113)

Hupfen, hupfen, reiter (from a nursery rhyme) Hop, hop goes the horse rider - (p. 114)

Aryan – a Nordic looking non-Jewish Caucasian, the Nazi ideal of a perfect human being (p. 114)

More on Nazi Racial Ideology:

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007457>

mutti - mommy, **vatti** - daddy, **hallo** - hello (p. 115)

Chapter 36

Summary:

Due to the fact that the plan to place Tania with another family had failed, “Plan B” was now in motion. Manfred was leaving his family to go into hiding by himself. Regina and Tania would be leaving, soon after, to hide where Frau Tietze could place them together. Manfred was forced to say a tearful, heart breaking goodbye to his wife and daughter. Forever? Only God knows. He stayed strong. While Tania slept nearby, Regina sobbed uncontrollably.

Journaling: In this chapter, Manfred must separate from Regina and Tania. In life, people experience separation. Sometimes people make a choice to separate, like when a couple decides to split up or friends choose to no longer hang out together. Sometimes people experience forced separation due to a parent’s divorce or someone’s death. Have you ever experienced separation from someone you loved or cared for? Write about it.

Comprehension Questions:

Q: What was “Plan B?”

A: For the family to go into hiding, separately.

Q: Why was Regina so despondent?

A: Her family was splitting up. She feared this would be the last time she would ever see her husband.

Q: Manfred said that “somehow, some way” he would find his way back to his wife, and daughter. Could there be some foreshadowing here?

A: Yes.

Q What did Regina give Manfred to take with him into hiding?

A: A copy of the Joel Family photo, which is on the cover of the book.

Vocabulary:

slumbering - sleeping, **fedora** – a soft felt hat with a curled brim, worn with the crown creased lengthwise, **scalloped** – with a series of curves around the edges (p. 117)

embroidered – done by needlework, **catapulted** - hurled, **wistfully** - longingly (p. 118)

German terms:

Mutti – Mommy, **meine** – my, **Tochter** – daughter (p. 117)

Chapter 37

Summary:

Frau Tietze brought Regina and Tania to a meager one-room flat somewhere in Berlin. Inside the flat was a sewing machine. Tietze told Regina that she would have to sew in exchange for her stay, and that the owner of the flat would stop by occasionally to bring them food and necessities. Regina had lots of questions about her new benefactors, but Frau Tietze told her not to ask too many questions. The less she knew, the better off they would all be. Frau Tietze left them with a basket of supplies to start them off. Regina asked Frau Tietze to keep an envelope, containing a few family photographs for her until after the war. (Copies of the actual photos can be found at the end of the book.) One of the photographs was the family portrait, which graces the cover of *94 Maidens*. Regina took out some Deutschmarks and tried to pay Frau Tietze for her kindness and generosity. Frau Tietze felt that she hadn't done enough to help because she was unable to hide all three family members together and Manfred had to go into hiding separately. She tried to refuse the money, but Regina insisted. Tietze asked Regina if after the war she would tell anyone who listened that throughout all of the horror, there remained a few good Germans.

Journaling: This chapter speaks about people known as “Righteous Gentiles.” Righteous Gentiles are non-Jews who risked their own lives, and often the lives of their family members as well, to save Jews. They did this because they knew that what Hitler and the Nazis were doing to the Jews was wrong and their consciences gave them strength to stand up to the bad behavior around them, even when doing so often meant risking imprisonment or even death. Sometimes in life, we are called upon to stand up for someone who isn't able to stand up for him/herself. The person who does this is called an “upstander.” Have you ever been an “upstander?” What made you do it? Write about it.

Comprehension Questions:

Q: Why do you think Frau Tietze said it is best not to ask too many questions?

A: Because the less Regina and Tania knew about their rescuers, the more likely everyone would stay safe. The rescuers were risking their lives to help them and anonymity was key.

Q: Do you think Frau Tietze felt good about leaving Tania and Regina in that flat? Why or why not?

A: No, she was sorry she couldn't find more a suitable arrangement so that the entire Joel family could stay together.

Q: Why did Regina offer money to Frau Tietze?

A: Regina was trying to compensate Tietze with whatever she had to show appreciation for her kindness and generosity.

Q: Something to think about: How do you compensate someone for being a decent human being?

A: Written responses can be recorded in students' journal entries. Options for class discussion here, as well.

Q: Why do you think Frau Tietze asked Regina to tell anyone, who would listen, that there remained a few good Germans?

A: To show that some humanity still existed despite the predominance of bigotry and hatred.

Q: Do you think that happened?

A: Yes. In this book!

Vocabulary:

meager - inadequate (p. 119)

regal – splendid, **feigned** – pretended (p. 120)

German terms:

Reich - empire (The German state during the Nazi period) (p. 119)

Deutschmarks - German currency (p. 120)

Chapter 38

Summary:

A week after Frau Tietze had left Regina and Tania in the apartment, the apartment owner finally showed up. Mother and daughter were nearly out of food and supplies. They were hungry. The owner refused to tell Regina her name. She didn't want to be identified. She was very detached and didn't care much about Regina and Tania, nor their predicament. She dropped a pile of coats on the floor and demanded that Regina repair them. Regina noticed that the coats were of all colors, styles, and sizes, and looked like they once belonged to men, women, and even children. When Regina questioned to whom the coats had once belonged, the owner of the flat refused to answer. Impatiently, she said that since Regina had given all of her money to the Reich, and couldn't pay, she had to sew for her keep. Regina corrected her; her money and valuables were STOLEN from the Reich. She didn't willingly *give* anything away. None of the Jews had. The woman didn't care. Regina begged for food. The woman demanded Tania's heirloom ruby stud earrings in exchange for food that she promised to bring later. Regina did not want to hand over her dear departed mother's earrings but she relented after the woman callously pointed out, "You can't eat them." Later the woman brought back two pieces of crusty bread and watered down "coffee." Regina couldn't believe her eyes. That was all they got in exchange for her mother's ruby earrings?

Journaling: In this chapter, Regina is upset because the Nazis had stolen everything from her and her family. Has your home ever been robbed? Did you ever have anything stolen from you? Was someone ever given something that you had worked hard for? Did you ever feel that you got the short end of a bad deal? How did that make you feel? How did you handle it? What did you do about it?

Comprehension Questions:

Q: Why did the woman say, "It doesn't matter who I am?"

A: *To keep her identity a secret. It was illegal to hide Jews.*

Q: To whom do you think the coats had once belonged?

A: *The coats belonged to Jews, who had been sent to their deaths at concentration camps.*

Q: Do you think the woman knew that the coats belonged to Jews, who were murdered by the Nazis, and that was why they would not be needing their coats again?

A: *Yes. She knew.*

Q: Why did the woman have Regina fix the coats?

A: The German government was going to repurpose them for the German people and for Nazi soldiers. Nothing went to waste.

Q: Why did Regina insist on correcting the woman, that money and property was *stolen* from the Jews, not *given* to the authorities, as the woman had stated?

A: To let her know that everything was taken from them against their will. "Given" implies consent. They had consented to nothing.

Q: Did the woman appear to care?

A: No.

Q: Why did the woman treat Regina and Tania so cold-heartedly?

A: For her, it was a business transaction. She wasn't hiding them out of the goodness of her heart. She was profiting by doing so.

Q: Do you think two crusts of bread and muddy water was the best she could deliver in exchange for Regina's mother's ruby earrings?

A: Probably not. She more than likely kept the extra profits for herself. She didn't seem to be the most honorable person.

Q: What could Regina do about that?

A: Nothing. Unfortunately, Regina and Tania were at the woman's mercy.

Vocabulary:

symmetrically – regular in form or arrangement, **disquieted** - uneasy, **quipped** – with a cutting jest, **sarcastically** – biting (p. 123)

sallow – a sickly, yellow color, **relented** – softened and gave in (p. 124)

callously – harshly, **irrepressibly** – uncontrollable (p. 124)

Chapter 39

Summary:

Memel brought the Whitman family to Zgoda Square. This was the place where the Nazis had forced the town's Jews to gather before boarding the trains to the concentration camps. The square was filled with these odd looking, oversized, steel chair sculptures. Memel explained that they were "empty" chairs and that they represented the people who were no longer there to sit in them. Then he pointed out the last remaining portion of the ghetto wall a short distance away from where they were standing. It was arched to resemble a giant

headstone like you would find in a cemetery. Suddenly, Mike, usually the “rock” of the family, couldn’t breathe. He was having a panic attack. The rock was beginning to crumble. Once again, Memel’s youthful insensitivity to the situation revealed itself.

Journaling: What is the symbolism of the “empty chair?” How do you think it would make you feel to see an empty chair reserved for someone who is no longer around to sit in it? In this chapter, Mike, who is usually the strong one both physically and emotionally, the rock of the family, has a panic attack. Have you ever “hit the wall” with your feelings? Did you ever feel extremely anxious, like you were having a panic attack? What did you do to resolve it?

Comprehension Questions:

Q: What did the empty chairs represent?

A: The empty chairs were representative of seats that could no longer be filled by the innocent Jewish people who used to live there because they were sent to their deaths by the Nazis.

Q: Did Memel mean to be insensitive?

A: Rhonda did not think it was intentional. She attributed his lack of compassion to his youth and inexperience.

Q: What happened to Mike?

A: He had a panic attack. We all have our breaking points. This was his.

Vocabulary:

sporadically – scattered and isolated, **presupposed** – assumed beforehand (p. 125)

trepidation – fear, **archived** – documented or recorded, **staccato** – disconnected,

claustrophobic – fear of being closed into a narrow space, **conceal** – hide, **desolate** – empty (p. 126)

Chapters 40-76 & the Epilogue

As you start into the second half of *94 Maidens*, your students should have the foundation they need, in order to spend more time in higher thinking activities. You may wish to continue with guided questions, vocabulary and journal writing in this portion, as well. There are some suggestions below for tackling that, while also prompting your students to critically think and interact with the text. Choose one or more of the activities below, in order to complete the unit, while keeping students emotionally connected to this powerful story.

Comprehension Summaries of Main Events

While some students may need the structure of main events, in order to help them stay on track, others may grasp the story more immediately. If your students need to record main events in their notebooks, feel free to have them do so. A strategy that may work well with this method is to have students make predictions based on specific text details, such as character developments, and/or major plot points. Have students track specific pages and details that illustrate the prediction proving to be true, or the events or characters heading in a different direction. Students may use quotes with this, as well. You can also work elements of foreshadowing and drawing conclusions into this activity.

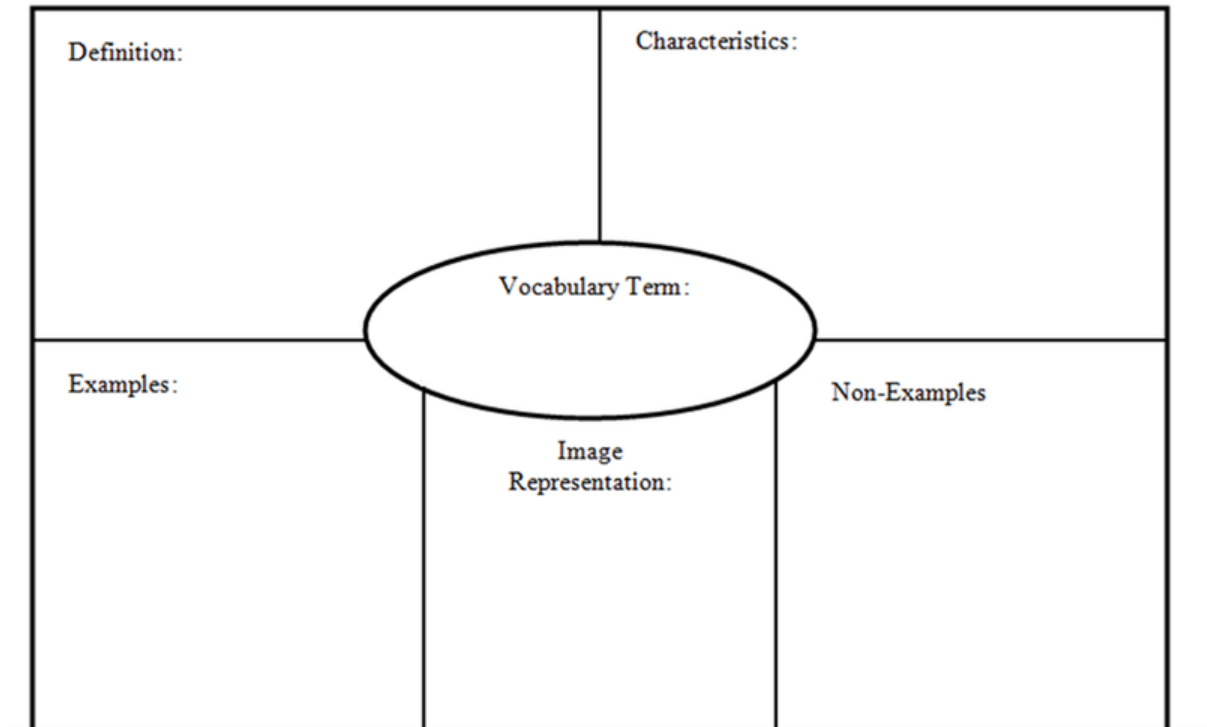
Guided Questions

- In the first half of the unit, students were given questions to answer, as they read the story.
- In the second half of the unit, introduce your students to writing their own higher level thinking questions. Given stems, derived from Bloom’s Taxonomy, you can assist your students in “talking to the text” and making their own inquiries.
- You can choose the appropriate level of questions for your students, while scaffolding them in reaching for higher levels of thoughts.
- Higher Level Question Stems can be found at:
 - Bloom’s Taxonomy Site
 - <http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>
 - Higher Order Thinking Site
 - <https://www.smores.com/27sh-higher-order-thinking>

Vocabulary

Much of the vocabulary words from the first half of the book, will recur throughout. This is an excellent opportunity to reteach and extend students' knowledge. At this point, once the words have been taught, students should apply these words to demonstrate competency with them. Some strategy ideas are included below.

- Students may write sentences, using the vocabulary word, as well as specific details from *94 Maidens*, as the context clues.
- Explore the roots, derivations, and etymologies of the vocabulary words.
- Students may create their own personal dictionaries, as they find additional unfamiliar words in the story.
- You might have students research online for current events articles, which contain some of the vocabulary words.
- Frayer's Model (chart below) is also an excellent way to assess students' vocabulary knowledge, and/or reteach or extend their vocabulary knowledge.



Additional Vocabulary

Eventually some of the new vocabulary near the beginning of the book will repeat. Here are additional words that may require a closer look. Suggestions: Encourage students to look up their meanings and practice using them in a sentence. Words and page numbers are provided for Chapters 40 through 64. For Chapters 65 through the Epilogue, challenge students to find their own new words and define them.

Chapter 40 - inconspicuous 127, queue 128, deportation 128, camouflaged 128, diversion 128, commotion 129, smoldering 129, engulfed 129, conceal 129, monastery 129, alcove 130, inconspicuous 130, devour 132, agony 134, interfere 134, infuriated 134, hyperventilating 135, charred 135, henchmen 135

Chapter 41 - duvet 136, diligently 136, massacre 137, urgency 137, perimeter 137, distressed 137, smuggling 137, sabotaging 137, installations 137, barricaded 137, infirm 137, underground 137

Chapter 42 - habitually 139, revealed 139, rituals 139, intently 139

Chapter 43 - stipends 143

Chapter 44 - tormentors 144, vacant 144,

Chapter 45 - trepidation 145, barren 145, remnants 145

Chapter 46 - instituted 146, policy 147, unwavering 147, unanimous 147, hastily 147

Chapter 47 - queasy 148, fledged 148, façade 149, reveal 149, ruddy 149, crimson 149, foyer 149

Chapter 48 - unassuming 150, protruding 150, meticulously 150, tepid 150, compassion 150, nonchalantly 151, protocol 151, complected 151, escorted 151, pried 151, teetering 151, cavernous 151, acquaintance 152, protracted 153, jeopardy 153, taunting 153, burdened 153, crescendo 154, partisans 154, permeate 154, barricades 154

Chapter 49 - sprawling 155, outskirts 155, stocky 155, Frau 155, instinctively 155, albino 156, approvingly 156, transaction 156, interjected 156

Chapter 50 - convoy 157, hastily 157, vicious 157, unassuming 157, decaying 157, indicated 157, permeated 158, reemerged 158, dignified 158, informer 158, filthy 158, retreated 158, neglected 158, insipidly 158, impatient 158, comply 158, proclaimed 158, urgently 159, frigid 159, vigilant 159, inexplicable 159, undeniably 159, premonition 159, caressed 159, pacify 159, precious 159, convince 159, dainty 159, billowy 159, ascend 159

Chapter 51 - erupting 160, colossal 160, extermination camp 160, gait 161

Chapter 52 - Schindler's List 162, literally 162, decoratively 163, reluctant 163, insisted 163, pleading 163, fraying 163, compulsion 163, preservation 163, muted 163, demeanor

164, survivor 164, curator 164, impressed 164, instincts 164, sensed 164, purgatory 164, ineffective 164, Allies 164, gypped 167, relieved 166, appreciation 166, denial 166, debris 168, incredulously 168, Commandant 168, scaly 168, annihilated 168, tutelage 169, slinked 169, subterranean 169, abyss 169, hermetically 169, enormity 170, vile 170, vortex 170

Chapter 53 - disguised 171, crematorium 171, fiercely 171, spewing 171, unholy 171, consumption 171, corridor 171, perched 172, loomed 172, retrieve 172, stealthily 172, intently 172, descent 172, unison 172, winced 173, memorial 173, grim 173, exhibits 173, inhumane 173, famished 173, allegedly 174, barracks 174, shorn 174, meticulously 174, conscientious 174, precious 174, possessions 174, resembling 174, utensils 174, ritual 174, blurted 174, inexplicably 174, fixated 174, emaciated 175, swollen 175, carcasses 175, autopsy 176, furnace 176, grief 176, admonish 177, sternly 177, engrossed 177, skulked 177, cavalierly 178, urn 179, pedestal 179, glib 179, naïve 179, static 179, bawling 179, rummaging 179, treading 180

Chapter 54 - deplorable 181, clandestine 181, makeshift 181, Hagaddah 181, Seder Plate 182, symbolic 182, simultaneous 182, epiphany 182, collective 182, sigh 182, culprits 182

Chapter 55 - illuminating 184, iridescent 184, predominant 184, diminutive 184, spade 184, sickle 184, rickety 185, impact 185, assess 185, resurface 185, smoldering 185, devastation 185, thriving 185, tufts 185, charred 185

Chapter 56 - inconspicuously 186, linger 186, disembark 187, cue 187, battalion 187, bounty 187, partisan 187

Chapter 57 - opaque 188, inquisitively 188, ditch 188, reassurance 188, adage 188, hovered 189, sheltering 189, hatchling 189, weary 189

Chapter 58 - deteriorating 190, parlor 190, conducting 190, gaunt 190, fluttering 191, discerning 191, relished 192, meandering 192, contours 193, chiseled 193, cascade 193, palpated 194,

Chapter 59 - meandered 196

Chapter 60 - dilapidated 197

Chapter 61 - itinerary 198, spry 198, extinct 199, lamenting 200, pixie 200, throngs 200, exasperation 201, sentinels 201, brayed 201, erratic 201, apprehensive 202

Chapter 62 - International Red Cross 203, delegates 204, serene 204, facades 204, distinguished 205, unsanitary 206, ventilation 206, catacomb 206, liquidated 207, collapsing 207, plunderers 208, accomplices 208, monument 208, waded 208, cavorted 208, berated 208, frolic 209, irreverently 209

Chapter 63 - devastation 210, encountered 210, strewn 210, hurtled 211, stench 211, ammunitions 211, crouching 211, darted 211, navigated 211, corridor 211, saluted 212,

virtually 213, reassurance 213, tension 213, prey 213, dissipated 213, gnarling 214,
subsisting 214

Chapter 64 - blighted 215, timorously 216

Chapters 65 through the Epilogue - Have the students identify unfamiliar words on their own, then define them and use them in sentences.

Journal Writing - The Big Picture

Broader topics for journal writing may include:

Resistance - What does it mean to resist? What acts of resistance did you observe throughout the book? What does it take to be a resistor?

Heroism - Who were some of the heroes that emerged in *94 Maidens*? Why do you consider them heroes? What qualities must a hero possess?

Martyrdom - What is an act of martyrdom? What type of circumstance would drive a person to become a martyr? Could you ever imagine an instance in which martyrdom would be the right choice for you?

Survival - Early in the book, on page 31, Manfred tells Erich, "Survival comes in many forms, my boy." What are some forms of survival? Besides a life, what else can survive? What does it take for someone/something to survive? What are the benefits of surviving?

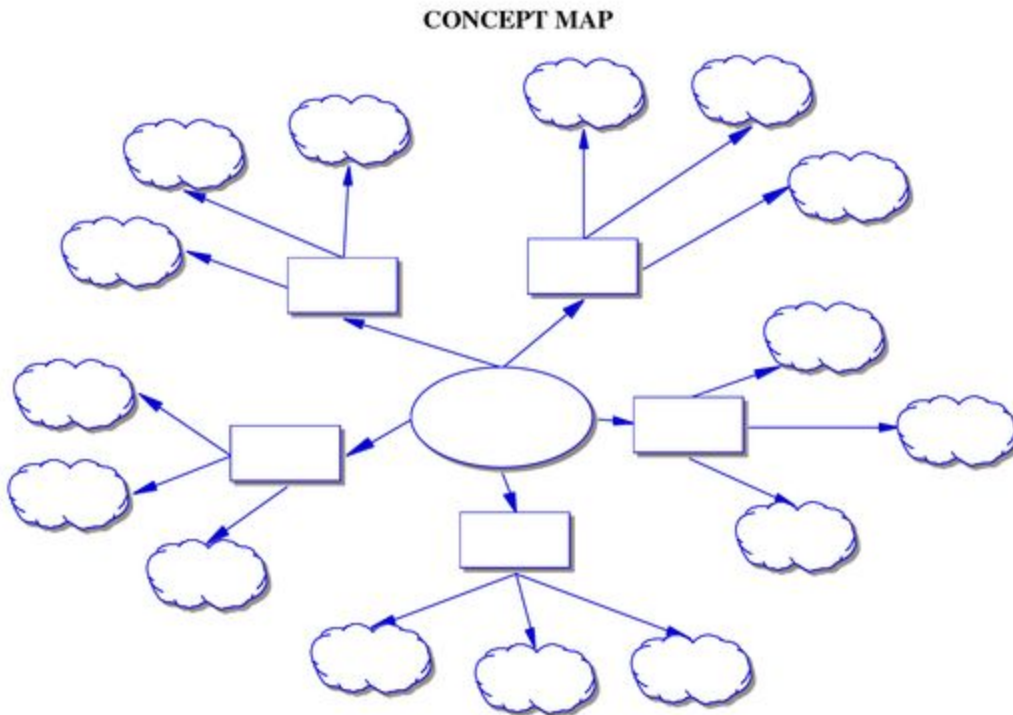
Research Topic Options

1. Develop a family tree.
2. Write some folklore about a special family keepsake, heirloom, or item.
3. Share a family recipe and tell about its origin.
4. Discuss a family tradition and the story behind it.
5. Research a Holocaust hero; a righteous gentile, Hannah Senesh, Oscar Schindler, Mordechai Anielewicz, Janusz Korczak, Irena Sendler, Captain Wilhelm Krutzfeld, Captain Gustav Schroeder, Father Maximilian Kolbe.
 - What did they do to help improve the situation? Why are they considered a Holocaust hero?

Themes Study

Potential themes for class discussion may include, but are not limited to: Importance and Influence of Family & Family History; Emotional and Physical Struggles to Survive; Effects of Relationships on People; Power of One Person to Make a Difference; Value of Human Rights; Responsibilities and Duties of Citizens Today; Ethics and Moral Dilemmas; The Problem with Silence and Indifference.

You may wish to have students create their own concept maps (blank sample below) that show the major themes in *94 Maidens*, as well as the story details that reveal these themes to readers. Students should seek to connect themes together, and in addition, they should recognize the effects that these themes have on characters and on the readers themselves.



Connections to Elements of Literature

As your students study *94 Maidens* as a work of literature, you may wish to discuss and teach the following concepts: plot, character developments, setting, foreshadowing, predictions, drawing conclusions, and symbolism, to name a few. At times, an effective way to introduce, teach, reteach and assess your students' ability to apply these concepts is through the use of graphic organizers. Some samples are included below under each heading that features a major element of literature. This is meant to be a jumping off point, as your students' and/or school districts may be specific.

Checklist:

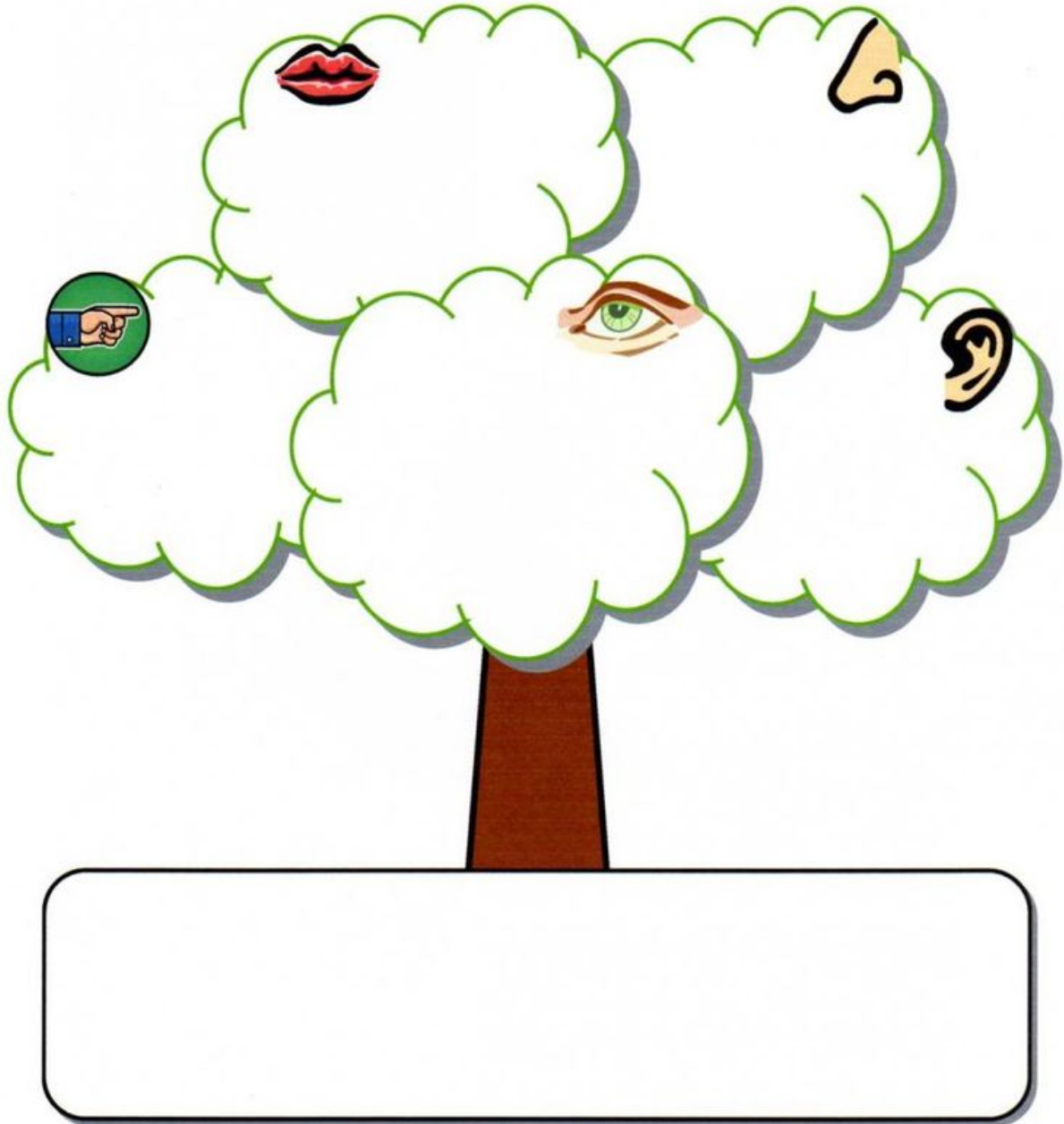
- ✓Imagery
- ✓Characters
- ✓Story
- ✓Foreshadowing
- ✓Cause and Effect

Imagery - Record Observations & Textual Evidence - Utilizing Five Senses

Name: _____ Date: _____

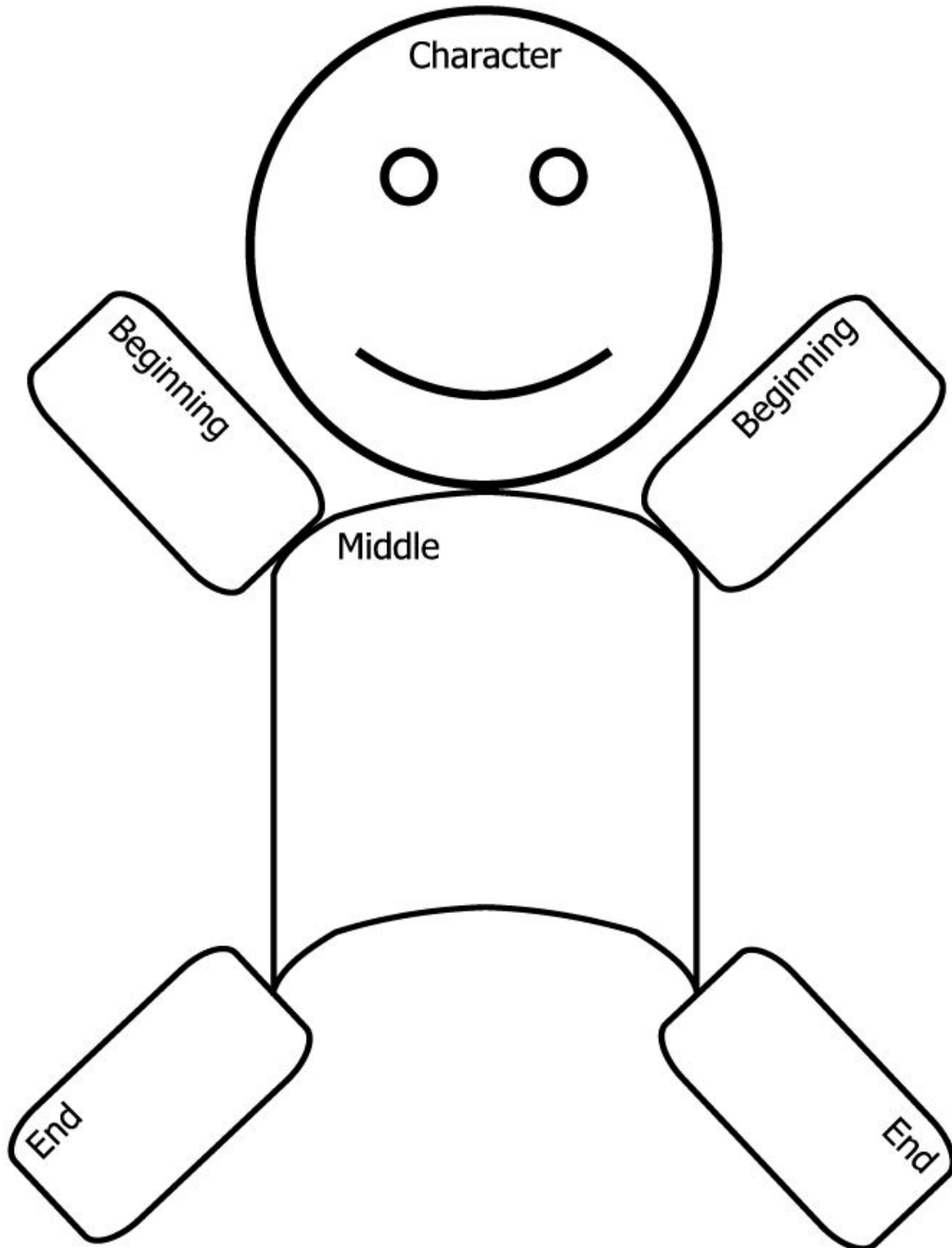
Imagery Tree

Directions: Record your observations for each of the five senses.



© Freeology.com - Free School Stuff

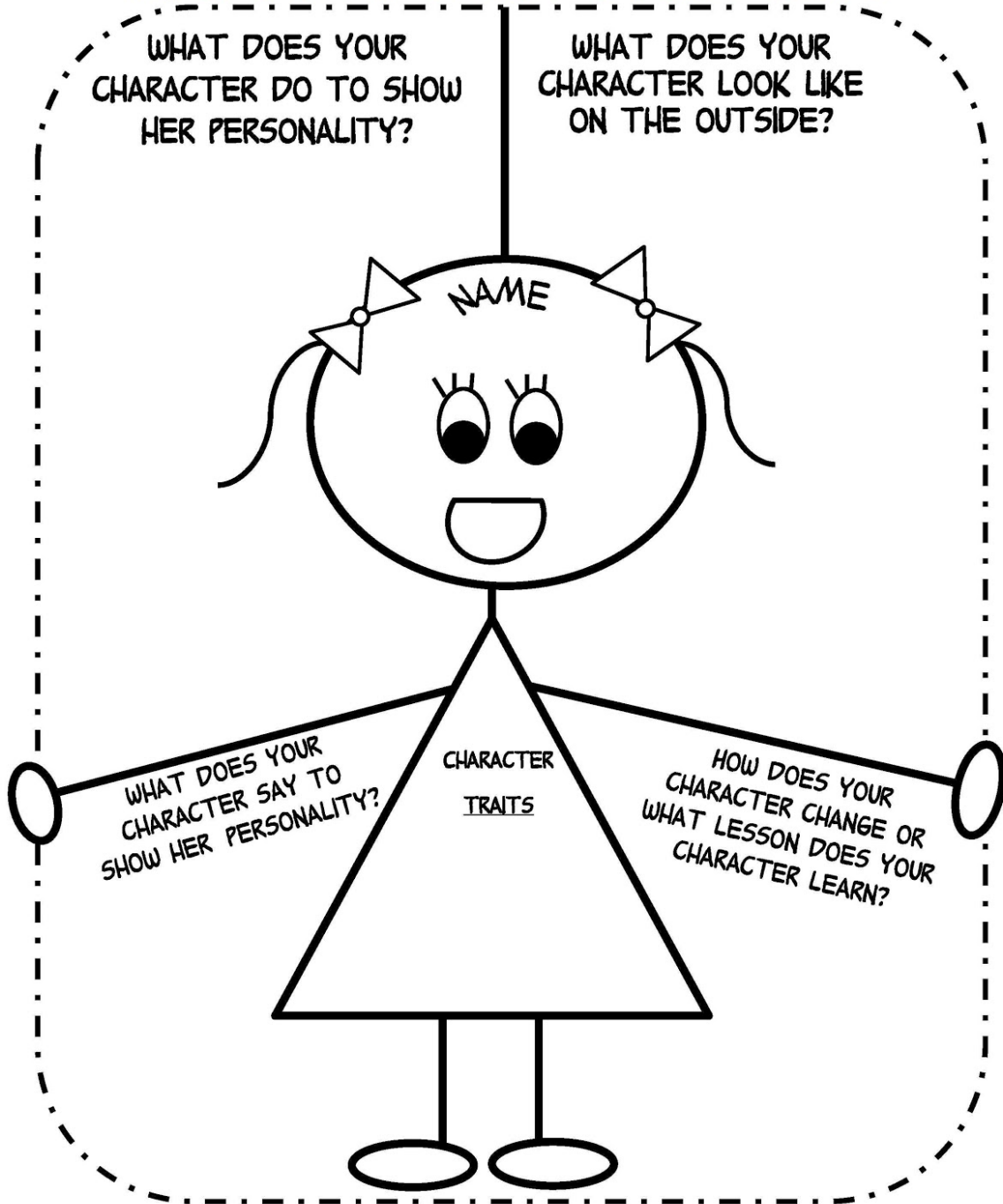
Character Developments - Pick a character from *94 Maidens*. How does his/her personality change from the beginning of the book to the end. What event(s) shape his/her character arc?



CHARACTER PROFILE

WHAT DOES YOUR CHARACTER DO TO SHOW HER PERSONALITY?

WHAT DOES YOUR CHARACTER LOOK LIKE ON THE OUTSIDE?



CHARACTER PROFILE

WHAT DOES YOUR CHARACTER DO TO SHOW HIS PERSONALITY?

WHAT DOES YOUR CHARACTER LOOK LIKE ON THE OUTSIDE?

NAME

CHARACTER TRAITS

WHAT DOES YOUR CHARACTER SAY TO SHOW HIS PERSONALITY?

HOW DOES YOUR CHARACTER CHANGE, OR WHAT LESSON DOES YOUR CHARACTER LEARN?

The form is enclosed in a dashed-line border. A stick figure is drawn in the center, with a line from the top-left question pointing to its head, a line from the top-right question pointing to its body, and lines from the bottom-left and bottom-right questions pointing to its arms. The figure's head is labeled 'NAME', its shirt is labeled 'CHARACTER TRAITS', and its arms are labeled with the bottom two questions.

Elements of Plot - Structure of Story - Connections Between Elements

Name _____ Date _____

Story Building Blocks

Fill in the blocks with information that builds your story.

Plot

Main Character

Supporting Characters

Setting

Title

Author

Created by Rachel Lynette Copyright© 2011

Foreshadowing



TITLE: _____ AUTHOR: _____

EVENT	CLUE IT WOULD HAPPEN	PAGE # OF CLUE

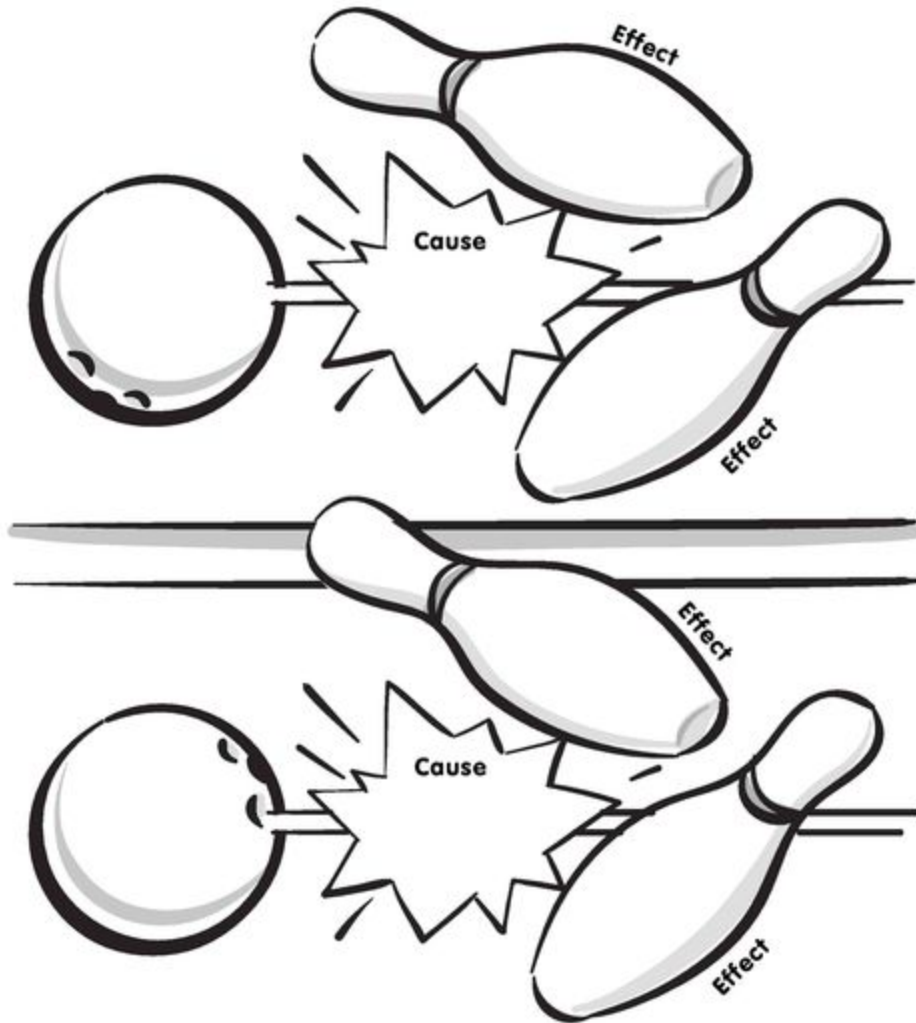
<http://www.kimskorner4teachertalk.com>

Relationship Between Cause and Effect - Conflicts, Consequences, Making Inferences and Drawing Conclusions

Name _____ Date _____

Cause and Effect

Fill in this organizer to help you identify causes and effects in a text or story.



page 27

Additional Questions for Chapters 1-5 - Discussions and Writing Opportunities

1. Describe the setting in the prologue. When and where does the story take place? Why did the younger schoolgirl sob? What exactly do you think will happen to the schoolgirls and their teacher who drink the mixture?

Answers: Nazi occupied Poland, 1942. Nazis had confiscated the valuable items from a wealthy home. A group of schoolgirls age 14-22 and their teacher are in the home, seated around a large table, each holds a glass in their hand. They are about to drink the mixture that most likely contains poison that will kill them. The youngest child begins to sob because she is frightened.

2. At the end of Chapter 1, Rhonda is about to embark on a journey. Where do you think she will go? What do you think she is looking for? Why?

Answers: At this point we don't know where Rhonda will go. Perhaps she will travel to Poland where the prologue takes place. Rhonda was searching for evidence that seemed to be disappearing with time. She is searching for her mother's history so that she can learn more about herself by studying what happened to her ancestors.

3. Who is the narrator, the person telling us this story? What do we know about her?

Answers: The narrator of this story is Rhonda. She is the wife of Mike, and the mother of Shayna and Josh. Rhonda feels protective of her mother. Rhonda has two jobs; one working as a product spokesperson for the "Shop at Home Network" and the other teaching Jewish religious school.

4. In Chapter 3 (p. 13) Rhonda explains, "I had always known that I had come out of the ashes of the Holocaust." What does this mean?

Answer: The word "Holocaust" means a complete and total destruction by fire. Rhonda's mother and grandmother had been Holocaust survivors. When Rhonda says she had come out of the ashes of the Holocaust she means that all her mother's and grandparents property, all of their things were destroyed in the flames and many of their family members had most

likely perished. The word “ashes” is a metaphor for all that had been left from the destructive experience.

5. In Chapter 4 (p. 22) Rhonda says, “I was filled with excitement and anticipation. Could the long-awaited answers really be in here, finally, right in front of my fingertips?” What do you think Rhonda was hoping to find?

Answer: Rhonda was seeking information about her ancestors. She wanted to learn what exactly had happened to her relatives. She was looking for the complete story.

Discussion Questions: Essay Starters

Have students use quotes and textual evidence, in order to back up their thesis statements and main points.

1. (Chapter 1, p. 2) In Rhonda’s description of her children she expresses her feelings about her children’s attitudes. “Despite my best efforts to the contrary, Josh and Shayna both possessed an air of teenage entitlement. I could only hope they’d outgrow it. Soon.” What did she mean by this? Do you ever display the same attitudes as Rhonda’s children? When? Why?

Possible Responses: Teenagers often feel a sense of entitlement. They think because they see other children have something that they should too. Some students your age may feel that they want and should have the same shoes, sneakers, or clothes that other students are wearing, or maybe an expensive cell phone or video game that other teens have, even when it may be difficult for their parents to afford it.

2. (Chapter 1, p. 3) Rhonda explains, “My family responded with the obligatory what-she-said, “Amen.” What does “Amen” mean? Who says it and why?

Possible Responses: The word “Amen” means “so be it” or “what he/she said.” People say amen after they hear a prayer. You can say amen whether you said the prayer or not. By saying amen after hearing a prayer, it is considered as good as if you yourself had said the entire prayer.

3. Chapter 3 mentions “Survivors.” Who are the survivors and what did they survive?

Possible Responses: The survivors are the people who, despite all the odds, lived through the Holocaust. Most of European Jewry did not survive the Holocaust. However, many did and each person has a different story of survival. Some people

survived by luck, by chance, by timing, some by faith, and some because they were hidden by righteous gentiles.

4. “Rhonda learns that if the papers in this room were laid out and walked from beginning to end you would travel 16 miles. The files contain information on 17 million people, most of them victims of Nazi atrocities. Rolf, their tour guide, explains that he and his generation were not taught this information in school.” Chapter 4 (p. 19) Why do you think Rolf and his classmates were not taught this information in German schools at the time? Do you think it is important to learn all about the Holocaust in school? Why?

Possible Responses: For a long time after the war Germans didn't want to discuss (or even admit) the crimes they had committed let alone teach about it in school. That has changed over time and currently Holocaust education is mandated in Germany. The author of “94 Maidens,” Rhonda Fink-Whitman, was instrumental in getting Holocaust education required in school districts in her home state of Pennsylvania. She created a [viral video](#) which proved a deficit in learning and fought hard to get [Act 70](#), a Holocaust, Genocide and Human Rights Violations education bill passed in PA in 2014. As a domino effect, and a direct result of her efforts, Michigan and Rhode Island passed similar bills in 2016. Her advocacy continues. As George Santayana said, “If we don't know our past we are doomed to repeat it.”

5. What the world lost: Realize that the 6 million Jews, an estimated 11 million people in all, who did not survive WWII could not contribute their gifts to the world. There may have been doctors who perished who might have found a cure for cancer, artists and musicians who may have created beauty that will never be seen or heard. How does that make you feel? How might this historical loss of human lives still have a negative effect on the world and its citizens today?

Possible Responses: This is a values answer that creates a bond with all of humanity. Some people are angry, others are so sadly disappointed by how terribly members of the human race behaved. In the end, everyone lost. Civilization loses when humans hurt one another. Countries go to war to fight against genocide and human rights violations. No one wins when hatred and bigotry go unchecked.

Extension Activities for Continued Studies

1. Write a letter to the patriarch or matriarch in your family to learn more about your own personal family history. You may be surprised by some of the historical things you learn!
2. [Martin Niemöller](#) (1892–1984) was a prominent Protestant pastor who emerged as an outspoken public foe of Adolf Hitler and spent the last seven years of Nazi rule in concentration camps. He wrote these famous lines:

First they came for the Socialists, and I did not speak out—

Because I was not a Socialist.

Then they came for the Trade Unionists, and I did not speak out—

Because I was not a Trade Unionist.

Then they came for the Jews, and I did not speak out—

Because I was not a Jew.

Then they came for me—and there was no one left to speak for me.

- How does this famous prose pertain to the Holocaust? What would you do?

Notes:

Links & Related Resources: Additional Activities, Exhibits, Historical Context, Updates, and Contact information

94 Maidens website: www.94maidens.com

Email author Rhonda Fink-Whitman: rhonda@94maidens.com or 94maidens@gmail.com

Subscribe, view, and use our free, short, classroom-friendly video clips interviewing Holocaust survivors and WWII liberators - 94 Maidens on YouTube: <http://bit.ly/1IzDAh0>

Like 94 Maidens on Facebook: <https://www.facebook.com/94Maidens/>

Follow 94 Maidens on Twitter: <https://twitter.com/94Maidens>

Read the 5-star reviews on Amazon: <http://amzn.to/2aGS2pM>

And on Goodreads: <http://bit.ly/2dntAf5>

For more facts about the Holocaust -

Holocaust Awareness Museum and Education Center: <http://www.hamec.org/>

United States Holocaust Memorial Museum: <http://www.ushmm.org>

Holocaust Museum Houston: <https://www.hmh.org/>

Yad Vashem: <https://www.yadvashem.org/>

The next few pages offer matching vocabulary quizzes for Chapters 1 through 5. Feel free to copy and distribute them to your students and also please use them as a model for making your own vocabulary quizzes with the rest of the vocabulary in the remainder of the book.

94 Maidens
Unit Assessments

Name : _____

Date : _____

Section: _____

Vocabulary Quiz (Prologue)
Word Match

Directions: Match the definition with its correct word.

- A. tall, thin fancy drinking glass
- B. not something capable of being perceived by the senses
- C. from Bohemia of Czech origin
- D. the act of melting together
- E. a light purplish blue
- F. small
- G. see through
- H. a family possession handed down from generation to generation
- I. fragments or scraps
- J. a fabric decorated with inlay
- K. a sideboard or cabinet for holding china, table linen, etc.

- 1. _____ **azure**
- 2. _____ **pique**
- 3. _____ **flute**
- 4. _____ **Bohemian**
- 5. _____ **heirloom**
- 6. _____ **buffet**

- 7. _____ transparent
- 8. _____ imperceptible
- 9. _____ remnants
- 10. _____ fusion
- 11. _____ petite

Extra Credit: Select five words from the vocabulary list. Write a complete sentence for each word.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

Name : _____

Date : _____

Section: _____

Vocabulary Quiz (Chapter 1) Word Match

Directions: Match the definition with its correct word.

- A. familiar performance
- B. confused
- C. faked
- D. have something coming to you or owed to you
- E. scolded
- F. in opposition to
- G. audacity
- H. remedy
- I. forcefully
- J. growled

- 1. _____ vigorously
- 2. _____ contrary
- 3. _____ snarled
- 4. _____ admonished
- 5. _____ feigned
- 6. _____ repertoire
- 7. _____ gall
- 8. _____ befuddled
- 9. _____ entitlement
- 10. _____ elixir

Select one vocabulary word from the list. Write a complete sentence for your selected word.

Name : _____

Date : _____

Section: _____

Vocabulary Quiz (Chapters 2 and 3) Word Match

Directions: Match the definition with its correct word.

- A. a brown pigment photograph
- B. unsatisfied
- C. reply sharply
- D. busy with energy and activity
- E. human beings subjected to death
- F. tabletop book or picture stand
- G. neat and trim and smart looking
- H. bubbly
- I. precisely
- J. moved quickly
- K. person who acts as a go-between or a middle man
- L. professional record-keeper who organizes and preserves important documents

1. _____ **bustling**
2. _____ **scurried**
3. _____ **Gibson stand**
4. _____ **retort**
5. _____ **meticulously**
6. _____ **liaison**
7. _____ **effervescent**
8. _____ **sepia**
9. _____ **dapper**
10. _____ **mortals**

11. _____ unrequited

12. _____ archivist

Select three vocabulary words from the list. Write a complete sentence for each of your selected words.

1. _____

2. _____

3. _____

Name : _____

Date : _____

Section: _____

Vocabulary Quiz (Chapters 4 and 5)

Word Match

Directions: Match the definition with its correct word.

- A. of a gloomy, and depressing character
- B. suggesting a likeness between two things
- C. indifferent, not friendly, detached
- D. a record of transactions
- E. small recessed areas in a room
- F. a hand gesture indicating someone should move closer or follow
- G. implying that something bad is going to happen
- H. to spend one's time doing nothing
- I. indicating that something unpleasant is going to happen
- J. extremely violent cruel acts
- K. someone who committed an illegal act
- L. open to being hurt
- M. souvenir keepsakes
- N. carefully and cautiously
- O. to carry out a death sentence
- P. taking care to tend to every detail, precisely
- Q. the last railcar attached to a train
- R. a disagreement or difference in the facts
- S. unstable, insecure
- T. a planned schedule for a journey

1. _____ aloof
2. _____ ominous
3. _____ foreboding
4. _____ vulnerable
5. _____ somber

6. _____ beckoned
7. _____ mementoes
8. _____ alcoves
9. _____ meticulously
10. _____ atrocities
11. _____ perpetrators
12. _____ executed
13. _____ ledger
14. _____ discrepancy
15. _____ gingerly
16. _____ itinerary
17. _____ metaphorically
18. _____ idle
19. _____ precariously
20. _____ caboose

Select two vocabulary words from the list. Write a complete sentence for each of your selected words.

1. _____

2. _____

THANK YOU FOR CHOOSING *94 MAIDENS*.

WE HOPE THIS TEACHER'S GUIDE WAS HELPFUL!

Feedback is always welcome at 94maidens@gmail.com

If you have a moment, please tell us how you are using
94 Maidens in your classroom.

Your comments may be shared on our website and social
media. (Links provided on page 85.)

~ Educate yourself, teach others. ~

Rhonda, Michele, and Shannon