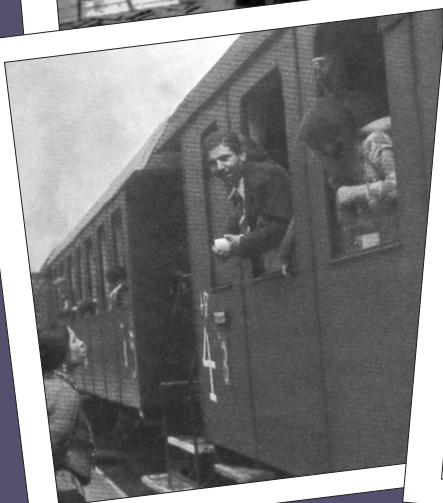


THE HOLOCAUST

■ A TEACHER'S GUIDE ■ TO DISCUSSING THE HOLOCAUST

For use with students in Grades 5 up



■ THE HOLOCAUST ■

*“We cannot change what happened anymore.
The only thing we can do is to learn from the past
and to realize what discrimination and persecution of innocent people means.
I believe that it’s everyone’s responsibility to fight prejudice.” —Otto Frank*

■ INTRODUCTION ■

The Holocaust is typically taught in the social studies curriculum when students study World War II. They learn about Hitler, concentration camps, stolen children and “The Final Solution.” Older students already know about Anne Frank and her diary. Some know the poignant stories of Jewish survivors—those brave men, women and children who were lucky enough to escape the lethal hands of Hitler and his Nazi party. A few may know about the courageous Gentiles who helped their Jewish friends into hiding, across borders, and into new and safer lives. They rarely learn about the bystanders, or the horror of being forced into the Hitler Youth Organization as a young child. Can a short unit about one of the greatest tragedies of the 20th century really help students understand the terror experienced by the Jews as Hitler made his way across Europe in an attempt to wipe out their entire population? How can we help students understand the horror and brutality of such discrimination and persecution? What lessons can be learned from this dark period in World History? How can schools lead students toward making a connection between the devastating horror of the Holocaust and the disturbing and potentially explosive conflicts between nations in the world today?

Social studies textbooks provide a quick overview of the Holocaust. Current events make students aware of present world conflicts, and sometimes point out, and even promote continued prejudices against entire races and cultures. But, the only way to truly understand the horrific details of the Holocaust is to read the memoirs of those who survived, the stories of those who perished, and fiction based on bits and pieces of information left behind. Books like *Witnesses to War* by Michael Leapman, *Malka* by Mirjam Pressler, *Dreaming in Black & White* by Reinhardt Jung, *Play to the Angel* by Maurine F. Dahlberg, *Soldier X* by Don Wulffson, and *Who Was the Woman Who Wore the Hat?* by Nancy Patz offer heroic role models of men, women and children who survived and perished in Europe from 1933-1945. These books, and the many books suggested in the bibliography of this guide, go beyond facts. They take readers into the hearts and minds of the Holocaust victims, and point out the strength of the human spirit. This guide offers discussion questions that challenge students ages 10-up to learn more about the people, and their families who were destroyed because of the hatred of one powerful man. They are encouraged to think about the distressing reality that discrimination and persecution continue to threaten world peace, and their responsibility as world citizens in reversing such hatred. Classroom activities offer connections to other areas of the curriculum so that students may gain a deeper understanding of the Holocaust and its effect on the world. Though specific books are referenced in this guide, the discussion questions and activities may easily be applied to other books about the Holocaust that children and young adults may discover and wish to read.

■ PRE-READING ■

Ask the class to define Holocaust. Then take the students on a virtual field trip of the United States Holocaust Memorial Museum (www.ushmm.org). Ask them to share in class the things they learned about the Holocaust after visiting the online exhibitions.

■ CLASSROOM DISCUSSION ■

- Seventeen-year-old Jacob Todd, the main character in *Postcards from No Man's Land* by Aidan Chambers says that his favorite book is *The Diary of Anne Frank*. Discuss why Anne Frank's diary touches the hearts of so many teenagers. How are her adolescent thoughts and feelings timeless? Compare her courage to the courage of the young main characters in *Malka*, *Play to the Angel*, *Hide and Seek* by Ida Vos, *When Hitler Stole Pink Rabbit* by Judith Kerr, and *The Final Journey* by Gundrun Pausewang.
- In *Malka*, Hannah wonders why her children don't talk about their fears. Discuss whether the sheer act of survival kept them from expressing their fears. Hannah says, "My fear would bring me down if I gave it a chance." (p. 62) Discuss how women like Hannah dealt with fear. What were the greatest fears expressed by the children in *Witnesses to War*? How did writing in her diary help Anne Frank deal with her fears? Discuss how characters in *A Pocket Full of Seeds* by Marilyn Sachs and *Waiting for Anya* by Michael Morpurgo deal with their fears. How did Hitler use fear to recruit soldiers?
- In *Dreaming in Black & White*, Reinhardt Jung writes about Hannes Keller, a disabled boy, whose dreams take him back to Germany during the Holocaust. He explores important questions about his country's past and begins making connections to current issues related to euthanasia and genetic testing. Debate what Hannes means when he says, "I'm not sure I could be born today." (p. 94) What are the issues related to euthanasia in the United States today? How do people who support euthanasia justify their beliefs? How do those who oppose it defend their beliefs? How are the issues today different from Hitler's criminal "euthanasia?"
- Discuss what Otto Frank, Anne Frank's father, would say to Hannes' father when he threatens to ask his son's school why "they have to go unloading that dark chapter in our history on the children." (*Dreaming in Black & White*, p. 31) How is not knowing about the Holocaust more dangerous to humanity than knowing about it?
- In *Malka*, Hannah says that she didn't know how to explain to her children that they didn't have a home anymore. Read *Witnesses to War* and discuss how these survivors were told as children that they no longer had a home. In *Play to the Angel*, Greta Radky and her mother leave their homeland when the Germans take over Austria. What was it like for Greta to establish a new life in a different country?
- In *Soldier X*, Elena Novik says, "I refuse to believe that all Germans are like the ones who killed my Gunter." (p. 179) Cite evidence in *Malka* and *Play to the Angel* that Elena Novik is right in her assumption. Discuss the meaning of profiling. How is profiling related to prejudice and discrimination? What can we learn from Elena Novik as we deal with the aftermath of September 11, 2001?
- Discuss the meaning of propaganda. How were Hitler's youth made victims of propaganda in *Soldier X*? Engage the class in a discussion about how governments use propaganda today. How does one recognize propaganda? Why is propaganda so dangerous?

- In most stories about the Holocaust, characters lose their identity. For example, in *Malka*, Hannah feels as though she has lost a part of herself when she is forced to leave her daughter behind. The woman never has an identity in *Who Was the Woman Who Wore the Hat?* Erik in *Soldier X* loses his identity when he becomes a member of the German army. And, Hannes wonders about his place in the world in *Dreaming in Black & White*. Compare and contrast the lost identities in these books, or in other novels set during the Holocaust. How did rescuers like Herr Hummel, Greta's piano teacher in *Play to the Angel*, give up their identity in an effort to help the Jewish people?
- Childhood is often considered an "age of innocence." In *Witnesses to War*, Beate Green talks of a lost childhood. Green feels that she recovered her childhood years when as an adult, she was reunited with her parents. Engage the class in a discussion about whether a person can truly and totally recover from a lost childhood. In *Soldier X*, Erik Brandt, the sixteen-year-old main character, is robbed of his childhood when he is sent to the "killing fields" as a member of Hitler's Youth Organization. How did Hitler capitalize on the "innocence" of Germany's children? Discuss whether Erik Brandt feels that he "recovered his childhood years."

■ CURRICULUM CONNECTIONS ■

Language Arts

- Look at "Dachau," a sculpture by Glid Nandor, (<http://fcit.coedu.usf.edu/holocaust/GALLFR2/DACB03.htm>) and discuss the symbolism of the piece. Ask students to write an essay about the sculpture that might have appeared in an art journal in 1968 when the work was completed and placed on the site.
- Ask students to create a glossary of at least 20 words related to the Holocaust. Such words may include *Bund*, *crematoriums*, *euthanasia*, *Final Solution*, *resettlement*, and *propaganda*. How does this glossary represent the true horror of the Holocaust?
- "To honor the dead and warn the living" is the inscription on "Dachau," a statue by Fritz Koelle (<http://fcit/coedu.usf.edu/holocaust/GALLFR2/DACB12.htm>). What is the warning? Ask students to consider the terror in the world today, and write a guest editorial for a newspaper titled "A Warning to the Living."

Social Studies

- Ask students to read about lawsuits related to profiling of other races and cultures in America (www.aclu.org). Instruct students to watch the national news for one week or research past newspaper articles, and identify specific stories about profiling. Then have them write a persuasive speech titled "Profiling is Un-American."
- Oskar Schindler, a factory owner, is credited with saving the lives of many Jews during the Holocaust. His workers presented him with a gold ring made from the dental bridgework of a prisoner. "He who saves a single life saves the entire world" was inscribed on the ring. Have students research the life of Oskar Schindler. Why is he considered a controversial figure? *Schindler's List*, a 1993 film by Stephen Spielberg, has been censored in public schools and libraries throughout the nation. Encourage students to find out why the film has been censored, and ask them to write a rationale for using the film in the social studies curriculum.
- Send students to the library to research the Gestapo and the SS, the two main instruments of Hitler's reign of terror. Ask them to draw a parallel between Hitler's groups to current terror organizations. Have the class brainstorm ways the world is trying to combat terrorism.

- Erik Brandt, the main character in *Soldier X*, became a member of the Hitler Youth Organization in 1939, the year Hitler made membership mandatory for boys and girls ages 10-18. Have students research the purpose of the organization, the activities of the membership, the various divisions, and why the organization was so successful. Then have them write an illustrated booklet called “The Hitler Youth Organization: A Day in the Life of a Child.”

Science / Health

- Dr. Josef Mengele conducted medical experiments on Gypsies during the Holocaust in an effort to find scientific evidence to support Nazi Theories of racial supremacy. Discuss the human rights issues related to such experiments. Find out some of the human rights issues related to science today and debate them in class.
- Malka became too ill to travel with her mother and sister. She was lucky to have someone to take care of her. People in the Jewish ghettos weren’t so lucky. They had numerous health problems, and some died because of poor medical care. Many of their problems were related to malnutrition. Ask students to research the conditions of the Jewish ghettos. What did they eat? Identify specific health problems related to poor diet. Sometimes an epidemic like typhoid threatened the lives of those in the ghettos. Find out the causes of typhoid. What are the symptoms and the treatment? Ask students to find out whether typhoid is still a problem in the world today.

The Arts: Art, Music and Drama

- In *Dreaming in Black & White*, Hannes says, “I can’t seem to see back then in color.” (p. 34) Why is it symbolic that the Holocaust be remembered in black and white? View the drawings and paintings of Holocaust artist David Olère (<http://fcit.coedu.usf.edu/holocaust/resource/gallery/olere.htm>). Print the images and use them to make a collage that Hannes might create for a school project.
- Select a photograph from *Witnesses to War* and employing Nancy Patz’s technique described in the author’s note of *Who Was the Woman Who Wore the Hat?*, sketch a drawing that either completes or copies a photograph. Write a poem about what the person might have been doing when the picture was taken or about the significance of the object in the picture.
- In *Soldier X*, Erik and Tamara play a recording of Tchaikovsky for the people in the hospital, and they notice, “For a moment there was peace. For a moment there was beauty.” (p. 130) Ask students to listen to various works of Tchaikovsky and select a piece to dedicate to each of the following characters: Malka, Hannah, Hannes, Greta, Anne Frank, and the woman who wore the hat.
- Watch the film “The Sound of Music.” Compare Greta’s story in *Play to the Angel* to the story of the von Trapp family. How does music play an important role in both stories? Identify at least three songs sung in the film that are also appropriate for *Play to the Angel*. Share the lyrics with the class and state where in the novel the three songs might be sung.
- Have the class stage a talk show where the seven survivors of the Holocaust featured in *Witnesses to War* meet Erik Brandt, the main character in *Soldier X*. What will they say to one another? Allow the students in the audience to ask pertinent questions about survival, fear, lost childhoods, and human rights.

Books Related to the Holocaust & Issues of Human Rights

■ NONFICTION TITLES ■

AGES 10 & UP

ANNE FRANK: BEYOND THE DIARY

A Photographic Remembrance

Ruud van der Rol & Rian Verhoeven

In over one hundred photographs, many which have never been published, this poignant memoir brings to life the harrowing story of one young Jewish woman's struggle to survive during a period of history which must never be forgotten. "All libraries will want this: for classroom units studying the Holocaust, for kids reading the diary, for everyone who remembers it."—*Booklist* ★

0-14-036926-0 • 128 pp. • \$10.99 pb

0-670-84932-4 • 112 pp. • \$18.99 hc

**ALA, ALA-MBA, ALA-QP, ALA-YA, BEC, CA,
IRA-TC, NCSS**

BEHIND THE SECRET WINDOW

A Memoir of a Hidden Childhood During World War Two

Nelly S. Toll

Hidden in the bedroom of a Gentile couple in Poland for over a year, Nelly lives in fear of discovery, writing in her diary and painting pictures of a fantasy world filled with open skies and happy families. Using her original watercolors as illustrations, "Toll writes of her experiences in a thoughtful manner that serves to emphasize the horrors she experienced...A fine addition." (*Booklist*)

0-14-230241-4 • 176 pp. • \$5.99 pb

IRA-CC

I AM A STAR

Child of the Holocaust

Inge Auerbacher

In 1942, seven-year-old Inge Auerbacher's Jewish family was sent to a concentration camp in Czechoslovakia. The Auerbachers defied death for three years, until they were freed in 1945. Without stressing the horrors she lived through, Inge's story allows even the youngest middle grade reader to understand the Holocaust.

0-14-036401-3 • 96 pp. • \$5.99 pb

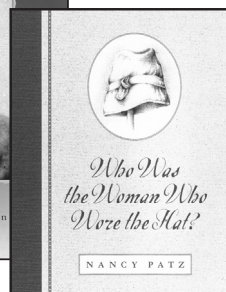
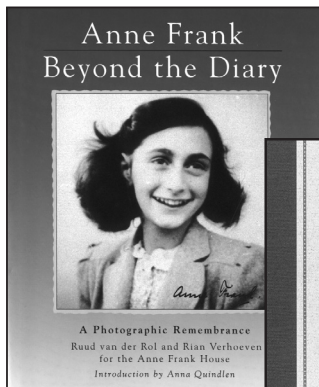
WHO WAS THE WOMAN WHO WORE THE HAT?

Nancy Patz

Who was the woman who wore the hat I saw in the Jewish Museum? When did she buy it, and where did she wear it? I wonder if she wore it the day she left home the last time, that cold, cold day when the Jews were arrested in the Square. This book, a meditation on a woman's hat on display in the Jewish Historical Museum in Amsterdam, combines a pensive prose poem with arresting collage artwork. "A fine picture book to spark discussion among older readers."

—*Kirkus Reviews*

0-525-46999-0 • 48 pp. • \$14.99 hc



UPON THE HEAD OF THE GOAT

A Childhood in Hungary 1939-1944

Aranka Siegal

"With 9-year-old Piri Davidowitz, we witness the effects of Hitler's regime on the Jews of Hungary. We experience the gradual day-to-day changes that lead to the destruction of a family we have come to know and care about . . . Then, in despair, we watch Piri's family board the train for Auschwitz . . . Seen through the eyes of an innocent child, the devastation of the Holocaust is unforgettable."

—*Boston Sunday Globe*

0-14-036966-X • 224 pp. • \$5.99 pb

BG, NH, SLJ

WITNESSES TO WAR

Eight True-Life Stories of Nazi Persecution

Michael Leapman

This book tells the true stories of eight children who lived through World War II. Each tale is different—living in the Warsaw Ghetto, being sent to concentration camps, being selected for "Germanization"—but each represents the story of millions of other innocent victims whose lives were cut short or changed irrevocably by the Holocaust. "An authoritative, informative and attractive work. The narrative is riveting."—*Voice of Youth Advocates*

0-14-130841-9 • 128 pp. • \$7.99 pb

IRA-TC, NCSS

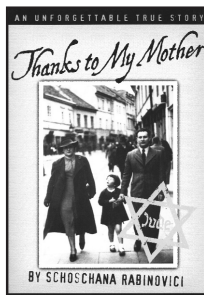
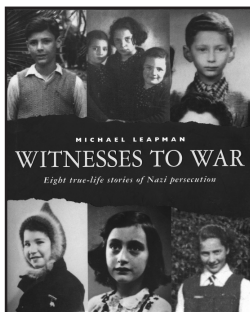
AGES 12 & UP

ANNE FRANK: A HIDDEN LIFE

Mirjam Pressler

Consider Anne Frank's life from a different vantage point. Here, surviving friends and neighbors describe Anne as a child, and the people who protected her during the war describe the Secret Annex. "With balance and poignancy, *Anne Frank: A Hidden Life* succeeds in conveying both the individuality of the most famous Holocaust victim and the enormity of the tragedy that consumed her."—*The Horn Book*

0-14-131226-2 • 192 pp. • \$7.99 pb



AGES 14 & UP

THANKS TO MY MOTHER

Schoschana Rabinovici

Translated by James Skofield

"Rabinovici recounts in exacting detail how the Holocaust decimated her large, extended Lithuanian family . . . The book is clearly one of the most moving memoirs that have emerged from the Holocaust. It is both a living testament to the incomprehensible reality of the Holocaust and the author's tribute to her heroic mother."

—*School Library Journal*

0-14-130596-7 • 256 pp. • \$8.99 pb

ALA, ALA-MBA, NCSS

■ NOVELS ■

AGES 9-12

ANNA IS STILL HERE

Ida Vos

Translated by Terese Edelstein & Idez Smidt

Anna may have survived the war, but her life is far from back to normal. "[Scenes] depicting the prejudice still rife in Holland and the sometimes callous lack of sympathy for Jewish survivors, as well as the bitterness toward collaborators and the legal support available against racism, are vividly authentic."—*Kirkus Reviews*

0-698-11973-8 • 144 pp. • \$6.99 pb

HIDE AND SEEK

Ida Vos

Translated by Terese Edelstein and Inez Smidt

An eight-year-old Jewish girl relates her experience of the Nazi occupation of Holland during World War II—the separation, the hiding, and the fear both during and after the war. "The experiences described in *Anne Frank: The Diary of a Young Girl* are made accessible to a younger audience."

—*The Horn Book*

0-14-036908-2 • 144 pp. • \$4.99 pb

LISETTE'S ANGEL

Amy Littlesugar

Illustrated by Max Ginsburg

German soldiers have invaded Lisette's home of Normandy, France. Now, she and her family are hungry, cold, and always scared. She prays for an angel to help them. And on a moonlit night in 1944, help arrives. "The exciting GI rescue will have special meaning for kids whose own service veteran family members—like the author's father-in-law—were there."—*Booklist*

0-8037-2435-7 • 32 pp. • \$15.99 hc

TWENTY AND TEN

Claire Huchet Bishop

Illustrated by William Pene du Bois

An exciting tale, based on a true story of courage and kindness, in which twenty French schoolchildren shelter ten Jewish children in Nazi-occupied France.

0-14-031076-2 • 96 pp. • \$4.99 pb

SLJ

WHEN HITLER STOLE PINK RABBIT

Judith Kerr

Anna was only nine years old in 1933, when her father unaccountably, frighteningly went missing. Soon after, she and her brother, Max, were hurried out of Germany by their mother with alarming secrecy. "This book is an exploration of family solidarity in a time of personal crisis. An engrossing and sensitive narrative."—*The Horn Book*

0-698-11589-9 • 192 pp. • \$5.99 pb

ALA, HB

AGES 10 & UP

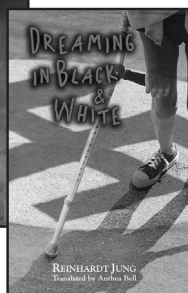
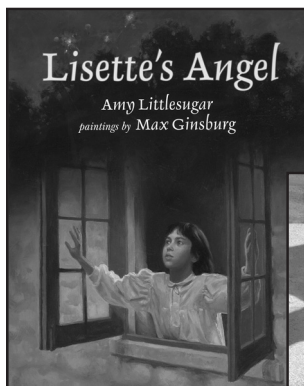
THE DEVIL IN VIENNA

Doris Orgel

The friendship of two thirteen-year-old Austrian girls is put to a great test in 1937. Inge is Jewish and Lieselotte, at the insistence of her father, is in the Hitler Youth. As the situation of the Jews becomes more desperate, the girls struggle to keep their friendship alive. "A poignant story of love and loss."—*Booklist* ★

0-14-032500-X • 246 pp. • \$5.99 pb

ALA, NCSS



DREAMING IN BLACK & WHITE

Reinhardt Jung

Translated by Anthea Bell

Following a school history assignment, Hannes, a German boy, is disturbed by dreams that transport him back to the 1930's. There, he is persecuted by fellow students and teachers because Hannes is disabled, and like the Jews and "social misfits," the Nazi regime has labeled him "not worth living." Will Hannes escape this nightmarish world in time to save himself?

0-8037-2811-5 • 112 pp. • \$15.99 hc

THE FINAL JOURNEY

Gudrun Pausewang

It is wartime. Eleven-year-old Alice is on a train with no seats, no lights, no sanitary facilities. As the train rolls on, Alice begins to realize that just when you think things can't possibly get any worse, they do. "No reader will be immune to the plight of these people, powerless in the face of overwhelming evil."—*Kirkus Reviews*

0-14-130104-X • 154 pp. • \$5.99 pb

ALA-YA, BB, NCSS

FRIEDRICH

Hans Peter Richter

Learn the tragic story of Friedrich, a Jewish boy in Germany during the 1930s, who may have been spared during Nazi round-ups but bears emotional scars all the same. This award-winning novel is "superb, sensitive, honest, and compelling, symbolizing juvenile fiction at its best."

(*The New York Times*)

0-14-032205-1 • 152 pp. • \$4.99 pb

ALA, ALA-MBA

THE MAN FROM THE OTHER SIDE

Uri Orlev

Follow the story of a teenager's experiences in the Warsaw Ghetto during World War II, as he discovers his own heritage and finds himself caught up in the war through underground dealings. "Subtle, beautifully crafted, altogether compelling."—*Kirkus Reviews* ◆

0-14-037088-9 • 192 pp. • \$4.99 pb

ALA, ALA-MBA, ALA-YA, NCSS, National Jewish Book Award

PLAY TO THE ANGEL

Maurine F. Dahlberg

Austria in 1938 is under the shadow of the Nazis, but twelve-year-old Greta doesn't notice—she cares only for her piano lessons with their new neighbor, a teacher with a mysterious past. Then the Nazis invade, and Greta discovers her teacher's secret. His life is in danger, and she may be the only one who can help him. "Unforgettable writing from a first novelist."—*Kirkus Reviews*

0-14-230145-0 • 192 pp. • \$5.99 pb

A POCKET FULL OF SEEDS

Marilyn Sachs

Nicole Nieman's parents, Jews in unoccupied France, decide to take a chance and wait out the war. Then one awful day Nicole comes home from school to find her entire family gone. The Nazis who have taken them are still looking for her. Where can she hide? "The author has told the story with sensitivity, taste, even humor . . . and without a trace of sentimentality."—*The Horn Book*

0-14-036593-1 • 144 pp. • \$5.99 pb

ALA

STONES IN WATER

Donna Jo Napoli

When German soldiers raid an Italian village, round up the boys and pack them onto a train, the boys have no idea of their fate. After a terrifying journey, Roberto and his best friend Samuele find themselves in a brutal work camp, where horror is everywhere. Samuele has a dangerous secret, which, if discovered, could get them both killed. "An intense, gripping tale."—*School Library Journal* ★

0-14-130600-9 • 224 pp. • \$5.99 pb

ALA, ALA-YA, NCSS

SUMMER OF MY GERMAN SOLDIER

Bette Greene

When 12-year-old Patty Bergen's small hometown in Arkansas becomes the site of a camp housing German prisoners during World War II, Patty learns what it means to open her heart. Even though she's Jewish, she begins to see a prison escapee, Anton, not as a Nazi, but as a lonely, frightened young man with feelings not unlike her own. Patty is willing to risk losing family, friends—even her freedom—for what has quickly become the most important part of her life.

0-14-130636-X • 208 pp. • \$6.99 pb

0-8037-2869-7 • 256 pp. • \$16.99 hc

30th Anniversary Edition

ALA

WAITING FOR ANYA

Michael Morpurgo

Jo has stumbled onto a dangerous secret. A reclusive widow's farm has become a haven for a growing band of Jewish children hiding from the Nazis. As Jo knows all too well, the penalty for helping Jews escape is death. "Action-packed . . . gripping. . . Morpurgo's characters rise above the two-dimensional, giving young people much to ponder in the areas of good versus evil and hero versus villain."

—*The Horn Book*

0-14-038431-6 • 176 pp. • \$5.99 pb

ALA-YA, NCSS, SLJ

WHEN THE SOLDIERS WERE GONE

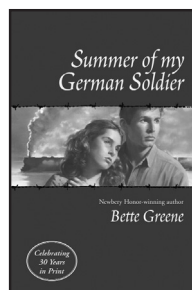
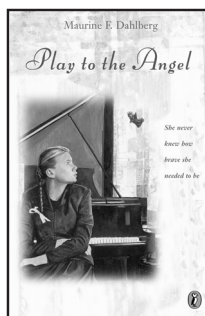
Vera Propp

"Eight-year-old Henk is stunned when he discovers that the family he has been living with are not his blood relatives. After reuniting with his biological parents, who are Jewish, Henk learns . . . that he was sent to live with a Christian family during the war . . . Historical facts are successfully integrated into the narrative, and Henk's first-person telling makes the effects of the war tangible to readers . . . A moving, well-written novel."—*School Library Journal* ★

0-698-11881-2 • 112 pp. • \$4.99 pb

0-399-23325-3 • 112 pp. • \$14.99 hc

BEC, CCBC, NCSS



AGES 12 & UP

ANNE FRANK AND ME

Cherie Bennett & Jeff Gottesfeld

"As Nicole Burns' tenth-grade class is touring the Anne Frank in the World exhibit . . . [she is] catapulted into World War II France . . . [as] the daughter of a prominent Jewish doctor . . . Her world becomes one in which she must endure the early indignities of being Jewish . . . and the eventual horrors of a Nazi concentration camp . . . this novel is strongest as Nicole gradually forgets her twenty-first-century existence and becomes totally a Jewish teen of the 1940s." —*Booklist*

0-698-11973-8 • 352 pp. • \$6.99 pb

0-399-23329-6 • 352 pp. • \$18.99 hc

IRA-CC

THE DEVIL'S ARITHMETIC

Jane Yolen

Hannah is tired of hearing about the Nazis during the Holocaust, but when she opens the door for Elijah at the Passover Seder, she is transported in time to 1940s Poland, where she is captured and put in a death camp. A girl named Rivka befriends her, teaching her how to fight the dehumanization of the camp and hold onto her identity. "Yolen does a fine job of illustrating the importance of remembering."

—*School Library Journal* ★

0-14-034535-3 • 160 pp. • \$5.99 pb

0-670-81027-4 • 160 pp. • \$15.99 hc

NCSS, National Jewish Book Award

MALKA

Mirjam Pressler

When the round-ups start in the Polish village, Malka's mother knows she must get her daughters across the Hungarian border to safety. When little Malka falls very ill during the escape, she must be left behind to be brought across when the threat has passed. But the threat doesn't pass and Malka finds herself in a terrifying world full of strangers, starvation, and constant fear of Nazi round-ups.

0-399-23984-7 • 246 pp. • \$18.99 hc

SOLDIER X

Don Wulffson

Trained as an interpreter and not a soldier, Erik Brandt manages to survive the combat on the Eastern Front, but only by slipping into a dead enemy's uniform, and posing as a wounded Russian. Now the young German must keep up his charade. "[A] powerful book." —*Booklist*

0-14-250073-9 • 240 pp. • \$6.99 pb

0-670-88863-X • 240 pp. • \$16.99 hc

BB, CA, NCSS

TO CROSS A LINE

Karen Ray

A rain-slick street. A moment of misjudgment. And 17-year-old Egon Katz has a traffic accident that changes his life. For Egon is a Jew in Nazi Germany. Soon the Blackshirts are on his trail, and Egon faces almost certain death. Only quick thinking and courage will get him across the border—if he is lucky enough to trust the right people. "A thrilling, sparsely written story of a teenager's struggle for survival. . . Effectively personalizes [the Holocaust] for young-adult readers." —*Booklist*

0-14-037587-2 • 160 pp. • \$5.99 pb

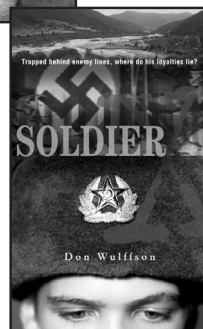
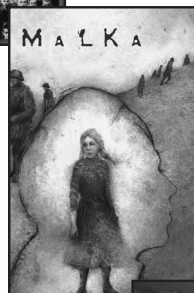
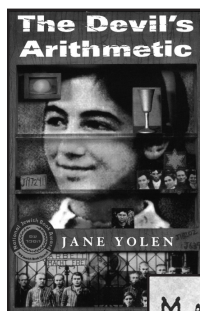
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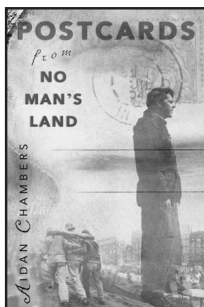
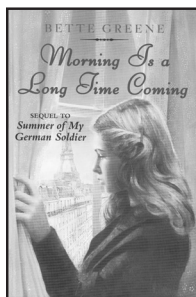
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