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A STUDY OF BOOKS INCLUDED IN THE STATE OF NEW JERSEY'S  
HOLOCAUST AND GENOCIDE 5-8<sup>TH</sup> GRADE CURRICULUM

by  
Christin M. Robey

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree  
of  
The Graduate School  
at  
Rowan University  
May 10, 2007

Approved by  
(Advisor)

Date Approved May 10, 2007

## ABSTRACT

Christin M. Robey

### A STUDY OF BOOKS INCLUDED IN THE STATE OF NEW JERSEY'S HOLOCAUST AND GENOCIDE 5-8<sup>TH</sup> GRADE CURRICULUM

2006/2007

Dr. Marilyn Shontz

Master of Arts in School and Public Librarianship

The purpose of this study was to evaluate the books suggested by the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* in order to create a diverse curriculum. Through the use of suggested materials by New Jersey, it is intended that students be exposed to a well rounded and balanced educational experience. In order for this curriculum to be diverse, it needs include many ethnic racial/ethnic groups and other topics relevant to holocaust and genocide study. The curriculum guide also needs to be updated to include books that have a recent publication date and are still available to purchase.

In order to complete this study, spreadsheets were created based on the topics designated by the state of New Jersey. Within the seven topics, the following variables were retrieved from the state's curriculum: type of book, recommended reading level, recommended interest level, state recommended grade level, publication date and race and ethnicity. As a result of this study, the researcher recommends that the curriculum be updated to include books that are not out of print and cover a more diverse range of genocides as well as newer titles to keep students' interested.

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## CHAPTER 1

### STATEMENT OF THE PROBLEM

#### Introduction

In today's turbulent society, it is imperative for students to learn about the world around them. They need to be conscious of the differences in race, religion and ethnicity. As a result of increasing multiculturalism, students need to be aware of the destruction that prejudices, biases, and discrimination can cause. Students desire knowledge, therefore it is up to the school library to constantly provide them with the tools necessary to learn about the world, also people and religions that surround them. According to the American Library Association "Library Bill of Rights,"

books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation (American Library Association, 1996).

School library media specialists need to accept the responsibility to carefully represent each and every holocaust and genocide that has happened in the past or is currently taking place in the world. In order for students to fully understand the world around them, they need access to this information. The *State of New Jersey's Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8,"* provides teachers and librarians with materials students should be exposed to and the best books that are

published. This list should help create well informed students that will become well educated adults.

### Significance of the Topic

It is very important for students using school library media centers to have a wealth of information on holocausts and genocides. This information should be available in a variety of viewpoints and formats to best serve the students. Students need to better understand that there is not just the Jewish Holocaust, but there are others, both historical genocides and some genocides taking place in the world at the current moment. The responsibility of a school media specialist is to ensure that all holocaust and/or genocide events are given representation in the school library media center's collection. To facilitate this, the state of New Jersey issued a Holocaust Curriculum for all grades ranging from kindergarten all the way to twelfth grade. These guides contain lists of books and other materials that teachers and students can use when learning and studying about holocausts and genocides. Through the use of suggested materials by the state of New Jersey, it is intended that students be exposed to a well rounded and balanced educational experience. However, if the lists are not accurate, are incomplete or non-representative they become ineffective.

### Purpose of the Study

This study surveyed the books recommended by the state in *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* according to the following categories: fiction, non-fiction, biography, reading level/grade level, interest level, year of publication, ethnic group topic and whether or not the books were still in-print.



## Research Questions

- Did the holocaust and/or genocide books included in the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8."* list represent a true diversity of racial/ethnic groups and other topics?
- How accurate were the state of New Jersey recommended interest levels?
- How available were the books?
- How current were the titles?
- What holocaust or genocide topics needed to be added to the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*?

## Definition of Terms

Biography: "a carefully researched, relatively full narrative account of the life of a specific person or closely related group of people, written by another" (Reitz, 2004).

Diversity: "Inclusiveness with regard to differences in age, gender, sexual orientation, religious belief, and ethnic, racial, or cultural background within a given population" (Reitz, 2004).

Fiction: "portraying characters and events created in the imagination of the writer, intended to entertain, enlighten, and vicariously expand the reader's experience of life" (Reitz, 2004).

Genocide: "the deliberate and systematic destruction of a racial, political, or cultural group or to destroy the language, religion or culture of a group" (*Websters*, 1986).

Holocaust: "a complete or thorough sacrifice or destruction especially by fire" (*Websters*, 1986).

Interest level: For the purpose of this study, interest level is something that concerns, involves, draws the attention of, or arouses the curiosity of a person.

In-print: " A book currently available from the publisher, either as a frontlist or backlist title, as opposed to a title no longer available" (Reitz, 2004).

Jewish Holocaust: "the systematic, bureaucratic, state-sponsored persecution of approximately six million Jews by the Nazi regime and its collaborators" (Holocaust Encyclopedia, n.d.).

Library collection: For the purpose of this study, school library media center collections are the collections of materials located in the school media center and are available for use by students and teachers.

Non-fiction: "Prose literary works describing events that actually occurred and characters or phenomena that actually exist or existed in the past. In a more general sense, any piece of prose writing in which the content is not imagined by the author" (Reitz, 2004).

Reading level: "one of several degrees of proficiency in reading usually defined in reference to a specific academic grade level or stage of reading development, applicable to both reader and reading material. Factors determining reading level include vocabulary, sentence structure, length of text, and difficulty of content" (Reitz, 2004).

School library media specialist: "A librarian trained to deliver library services to students in a school library media center on a walk-in basis or at the request of the classroom teacher" (Reitz, 2004).

Young adult book: "A book intended to be read and enjoyed by adolescents 12 to 18 years of age. Also refers to a book intended for adults but considered suitable by reviewers and librarians for mature ninth- to twelfth-grade readers" (Reitz, 2004).

## Assumptions and Limitations

The assumptions of this study were that the New Jersey Holocaust and Genocide Curriculum recommended reading lists were originally created to be unbiased and to represent all ethnic groups. It was also assumed that these lists included the best books written to cover the topics necessary to fully teach the New Jersey Holocaust and Genocide Curriculum. This study was limited to the books listed in the *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children Grades 5-8"*.

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## CHAPTER 2

### REVIEW OF LITERATURE

#### Introduction

A review of the literature relevant to holocaust/genocide studies revealed a severe lack of information pertaining to genocides other than the Jewish Holocaust during World War II. The literature that was found did not provide a comprehensive list of genocides, so as a result a list was compiled by cross referencing information about those that could be found.

The literature also revealed the there were constant arguments among world leaders about numbers of deaths and what constitutes a genocide. However, after review of the literature it was determined that this was an area that needed to be addressed by teachers and school library media specialists to help students overcome and shatter stereotypes. They also needed to be aware of the injustices that ignorance and discrimination created in the past and in present times.

#### The History of the Holocaust/Genocide Mandate in New Jersey

The New Jersey Holocaust/Genocide Mandate began in 1974, when coordinated efforts began to acknowledge the need for a state wide curriculum. Individuals from two school districts, one in Northern New Jersey and one in Southern New Jersey, met at a conference and discussed exploring the area of Holocaust Education. Through their combined efforts, they approached the State of New Jersey Department of Education and

were able to obtain a few thousand dollars of grant money to develop and implement a curriculum. In 1981, these efforts were backed up by Governor Thomas Kean who took Holocaust Education to legislation, and a Holocaust Council was created by an executive order. The Council created the following statement,

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state. (New Jersey Holocaust Commission, n.d.)

In 1990 the Council initiated efforts to make itself a permanent part of the New Jersey educational curriculum. In June 1991, Governor Florio signed legislation establishing under New Jersey law a Commission on Holocaust Education. In 1994, Governor Christine Todd Whitman signed the Holocaust /Genocide Mandate bill into a law (New Jersey Holocaust Commission, n.d.).

#### Holocaust/Genocide Mandate Curriculum

The New Jersey Commission on Holocaust Education developed a curriculum which outlined the subjects and topics that should be covered during the kindergarten through twelfth grades. The Holocaust Commission created two distinct curriculums to facilitate the different age and grade ranges. The curriculum for kindergarten through fourth grade is titled, "*Caring Makes a Difference*" and for grades fifth through eighth grade is titled, "*To Honor All Children*". These Curriculums offer a variety of formats,

including books, poetry, artwork, music, photographs and audio-visual materials to help educators teach lessons on the Holocaust, prejudice, discrimination and genocide.

### Genocide

Genocides have been taking place in this world since the beginning of time. However, the actual term Genocide was not used until the 1940s when Raphael Lemkin combined Greek word *genos*, meaning race, with the Latin word *cide*, meaning killing (Chalk and Jonasohn, 1991). On December 9, 1948, the General Assembly of the United Nations adopted the official definition for Genocide. Article 2 of the Convention on the Prevention and Punishment of the Crime of Genocide defines Genocide as:

In the present Convention genocide means any of the following acts committed with intent to destroy in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group. (United Nations High Commissioner for Human Rights, 1948)

Despite the United Nations' efforts, genocides are still an ongoing problem in modern times. The international community has not been quick to aid those being persecuted and therefore, the perpetrators may not be held accountable and the victims are left to try and rebuild their lives. Since World War II, genocides have occurred in

Indonesia, East Timor, Bangladesh, Burundi, Cambodia, Rwanda, Bosnia-Herzegovina (Totten, 1999).

Determining what events qualify both historical and modern day genocides is not an easy task. Massive killings and crimes against humanity are very hard to categorize numerically due to the regimes that carry them out and their ability to destroy all records. The following table, Table 1, was created by the researcher as a result of numerous readings on the topic. However, it is not to be considered comprehensive, as this topic will always be one of extreme controversy. Table 1, "Genocides from the 1400s to 2006", was compiled using several sources. The Web site, Religious Tolerance offered much information on the topic of genocide (Robinson, 2006). The information that was provided was cross referenced with the United States Holocaust Memorial Museum's Holocaust Encyclopedia (Holocaust Encyclopedia, n.d.).



Table 1 Genocides from the 1400s to 2006

TIME	LOCATION	PERPETRATORS	VICTIMS	NUMBER OF VICTIMS
1450 to 1792	Europe, New England, S. America	Christians	Satan worshipers and other heretics	50,000 to 100,000
1492 to Present	Western Hemishpere	Western European Christians	Native Americans	Ten Millions
1770 to Present	Australia	British Invaders	Native peoples	720 thousand
1885 to early1900s	Democratic Republic of the Congo	King Leopold II of Belgium and his colonial administration	Congo people	30 million
1904 to 1907	Namibia	German Government	Animists	105,000
1915 to 1922	Turkey	Muslim Government	Armenians and other Christians	Over 1.5 million
1928 to 1953	U.S.S.R	Communist Government	General Public	24 million
1937	Nanking, China	Japanese Army	Chinese Public	320,000
1940 to 1945	Poland-Europe	German Army	Jews, Gypsies, homosexuals, Jehovah's Witnesses, Disabled persons, dissenters	11 to 15 million
1949 to 1987	China	Communist Government	Chinese Public	40 million
1975 to 1979	Cambodia	Khmer Rouge	General Public	1.7 to 2 million
1975 to 1999	East Timor	Muslims	Roman Catholic	200,000
1985	Sudan	Muslims and Mailitia government	Animists, Christians, muslims	200,000 deaths millions dislocated
1994	Rwanda	Hutu Government	Tutsis and some moderate Hutus	About 800,000
1995 to 1999	Bosnia Herzegovina	Serbian Orthodox Christians	Muslims	200,000
1998 to 1999	Kosovo	Mainly Serbian Orthodox Christians	Muslims	400,000 displaced
1997 to present	Democratic Republic of the Congo	Government, army, army irregulars and rebels	General Public	1.7 million
2001 to present	Darfur, Sudan	Janjaweed militias with government support	Native African settled Peasant tribes	2,000,000 killed and 4,000,000 displaced

Today it is very hard for societies to think that in civilized times these horrific events are still a problem. However, some of the worst acts of genocide have in fact taken place during the twentieth and twenty first centuries. Over three times as many people have lost their lives as victims of genocidal acts from 1900 to the present year. Since World War II, over 119 million people have died as a result of acts relating to genocide (Totten and Kleg, 1989).

Jeanne Buckley, a teacher-librarian in Toronto-Ontario, describes the educator's role in Holocaust/Genocide studies as, "we have an important duty to instill in our students the common values and attitudes that make a society, wonderful, safe and peaceful place for all to live. These values, and attitudes include empathy, acceptance of difference and tolerance" (Buckley, 2004). The role of teachers and school library media specialists in exposing students to these events is very important. However, most teachers and librarians focus mainly on the Jewish Holocaust. According to Samuel Totten, "this is partially due to the plethora of books, essays, first-person accounts, films, curricula, teacher guides and other adjunct material that are available for use by teachers (Totten, 1999)." The state of New Jersey has addressed this need by creating the Holocaust and Genocide Mandate, but the overall inclusion of all genocides may not be equally represented.

### Summary

The importance of school libraries in creating strong genocide and holocaust collections for both students and teachers is crucial. Without a well balanced exposure to these catastrophic events, students will never be able to learn of the damage that prejudices and discrimination can cause.

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## CHAPTER 3

### METHODOLOGY

This study was based on the books included in the state of *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*. The results of this study offer a look at the need for this curriculum to be updated to include a wider spectrum of ethnic groups, in-print items, appropriate interest level, as well as recently published items. Librarians as well as other educators need to have accurate and updated information about books and resources available, therefore identifying any weaknesses in this curriculum can allow for better selection sources to be used in addition to the state curriculum suggested materials.

#### Purpose and Research Questions

This study surveyed the books recommended by the state of *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* according to the following categories: fiction, non-fiction, reading level/grade level, interest level, year of publication, ethnic group topic and availability of the books. This study was based on the following research questions concerning the state of *New Jersey's Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*:

- Did the holocaust and/or genocide books included in the *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8:"* list represent a true diversity of racial/ethnic groups and other topics?

- How accurate were the state of New Jersey recommended interest levels?
- How available were the books?
- How current were the titles?
- What holocaust or genocide topics needed to be added to the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*?

#### Sample and Population

The sample used in this study was the list of books suggested for use in the publication by the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*.

#### Variables

The variables in this study were the books suggested for use by *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*. The books listed in the curriculum were suggested for use in grades five through eight. The items included were listed by the state of New Jersey according to the following seven topics: Prejudice and Discrimination; The World Changes Nazism on the Rise; Hiding, Escape and Rescue; Resistance; Ghettos and Camps; Picture Books; and And Still It Continues: Lessons Not Learned. The variables for comparison within each topic were the following: type of book, recommended interest level, print status, publication date and race and ethnicity.

#### Data Collection

Data collection for this study consisted of creating a spreadsheet of the books listed in the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*. There were seven spreadsheets created in accordance with the

ways in which the state curriculum classified the topics of the books. The seven spreadsheets were: Prejudice and Discrimination; The World Changes Nazism on the Rise; Hiding, Escape and Rescue; Resistance; Ghettos and Camps; Picture Books; and And Still It Continues: Lessons Not Learned. Within the seven topics, some of the data for the following variables were retrieved from the state's curriculum: type of book, recommended reading level, recommended interest level, state recommended grade level, publication date and race and ethnicity.

Additional information was obtained from Follett Library Resource Titlewave and Bowker's Books in Print Database. This information included the status of print, interest level, subjects the book included and publication date. These sources were used to verify the suggestions made by the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8."* Titlewave is a Web site which allows registered users to search Follett's inventory of K-12 books, and audiovisual materials. It also provides a way to verify publication date and interest levels. Currently, Follett Library Resources is the largest supplier of books, eBooks, and audiovisual materials to K-12 schools. Bowker's Books In Print is a searchable database of over 14.8 million English and Spanish language books, audio books, and video titles to verify in-print status.

## References

State of New Jersey Commission on Holocaust Education. (n.d.). *State of New Jersey holocaust and genocide curriculum: To honor all children for grades 5-8*". Trenton, NJ: State of New Jersey.

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## CHAPTER 4

### ANALYSIS OF DATA

#### Results

##### Research Question 1 and Question 5

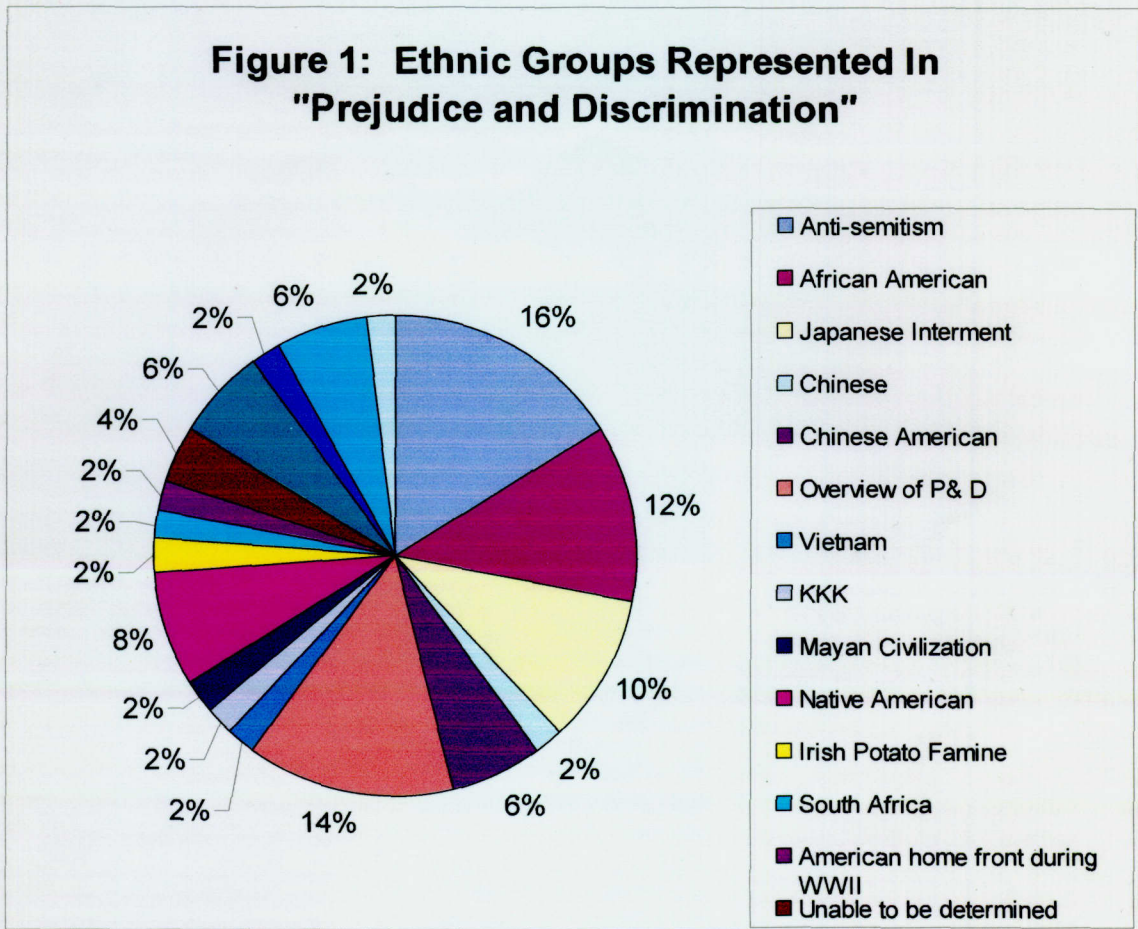
Research question number 1 stated, “Did the holocaust and/or genocide books included in the *State of New Jersey Holocaust and Genocide Curriculum: “To Honor All Children for Grades 5-8”* list represent a true diversity of racial/ethnic groups and other topics?” Research question number 5 stated, “What holocaust or genocide topics needed to be added to the *State of New Jersey Holocaust and Genocide Curriculum: “To Honor All Children for Grades 5-8”*” In answering these questions, the two topic lists titled *Prejudice and Discrimination* and *And Still it Continues: Lessons Not Learned* were used, since these were the only two lists that contained books about ethnic groups or topics other than the Jewish Holocaust. Figures 1 and 2 represent the results.

The large majority of topics listed in the category, *Prejudice and Discrimination*, were about anti-Semitism (16%) or an over view of *Prejudice and Discrimination* (14%) (see Figure 1). The next groups or topics that were widely represented were African-Americans (12%) and Japanese Internment during World War II (10%). Native American Discrimination made up 8%, Japanese involvement in World War II and Chinese Americans both made up 6% of books. Chinese, Vietnam, Klu Klux Klan, Mayan Civilization, Irish Potato Famine, American home front during World War II,



Transcontinental Railroad workers, Korean, Mexican Labor Camps each represented 2% of the books. The topics of 4% of the books could not be determined.

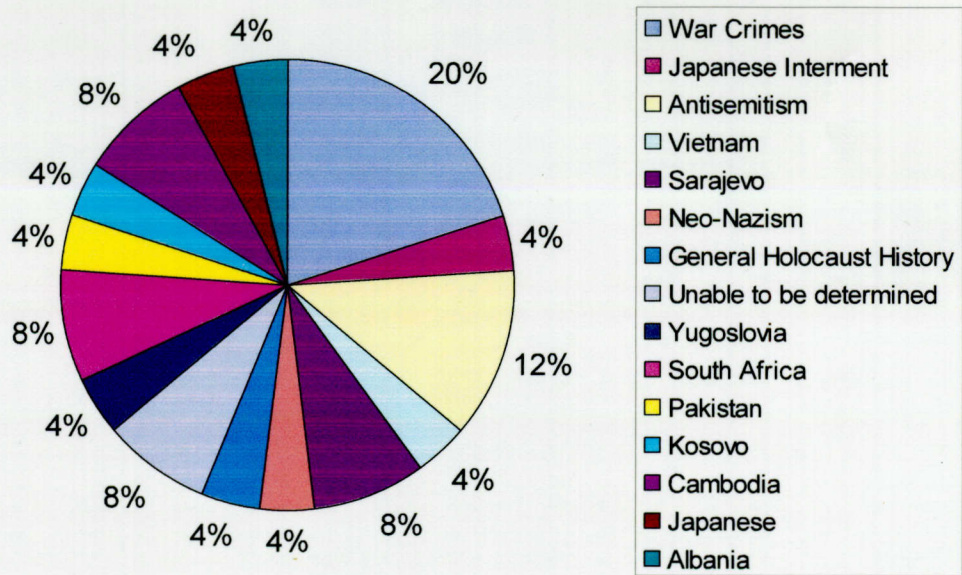
**Figure 1: Ethnic Groups Represented In "Prejudice and Discrimination"**



The large majority of topics listed in topic, And Still It Continues: Lessons Not Learned, were about war crimes (20%) or Anti-Semitism (12%) (see Figure 2). The next groups that were widely represented making up 8% of books were Japanese Interment, and South Africa. In addition, topics of 8% of the books could not be determined.

Table 1, which can be found in Chapter 2, shows a list of genocides that are considered by historians to be the most significant. The table tells the time period, location, the perpetrator, the victims and an approximate number of deaths.

**Figure 2: Ethnic Groups Represented In "And Still It Continues"**



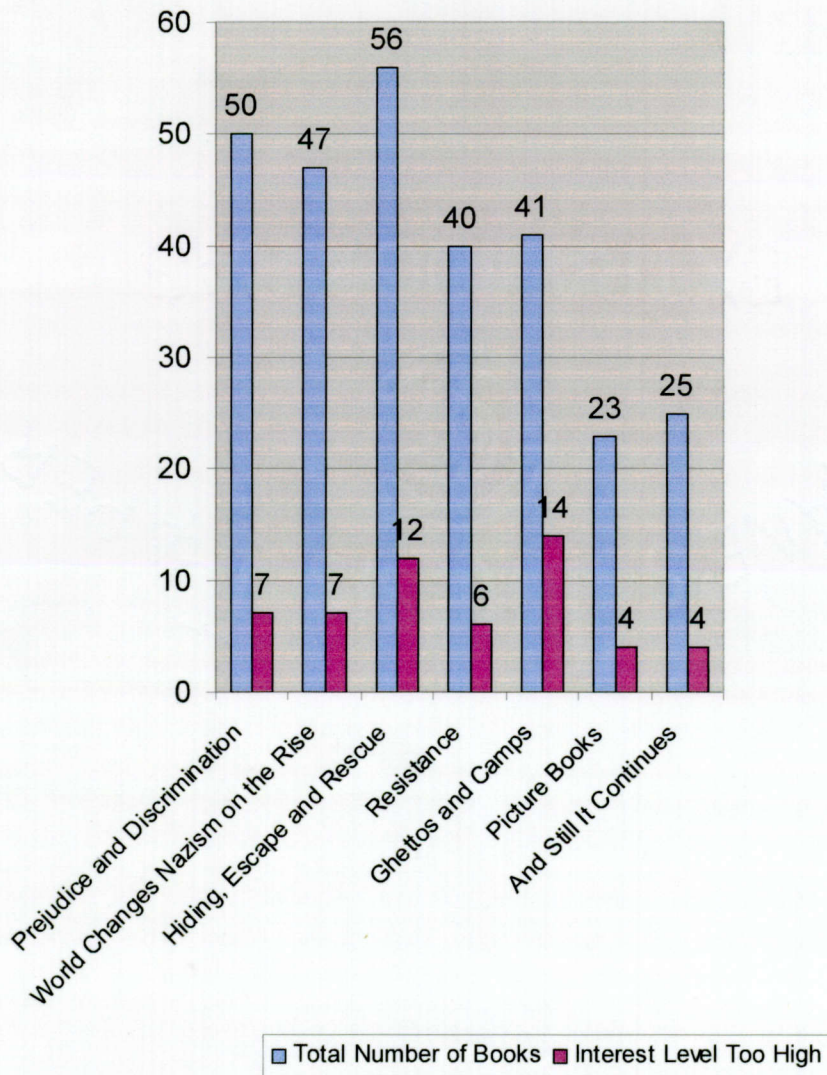
## Research Question 2

The State of New Jersey also listed an interest level for each of the suggested titles. Research question number 2 stated, "How accurate were the state of New Jersey recommended interest levels?" The interest levels of all the books listed in all seven categories were analyzed. This was analyzed and established by using Follett's Titlewave Database. Each book title was entered into the database to determine whether or not the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* had assigned each title an accurate interest level.

The numbers reflected in Figure 3 show the numbers in each of the seven categories where the book interest levels were too high for the grade levels, 5-8. Prejudice and Discrimination had a total of 50 titles, 7 were too high; The World Changes: Nazism on the Rise had a total of 47 titles, 7 were too high; Hiding, Escape and Rescue had a total of 56 titles, 12 were too high; Resistance had a total of 40 titles, 6 were too high; Ghettos and Camps had a total of 41 titles, 14 were too high; Picture Books had a total of 23 titles 4 were too high; and And Still It Continues: Lessons Not Learned had a total of 25 titles, 4 were too high.

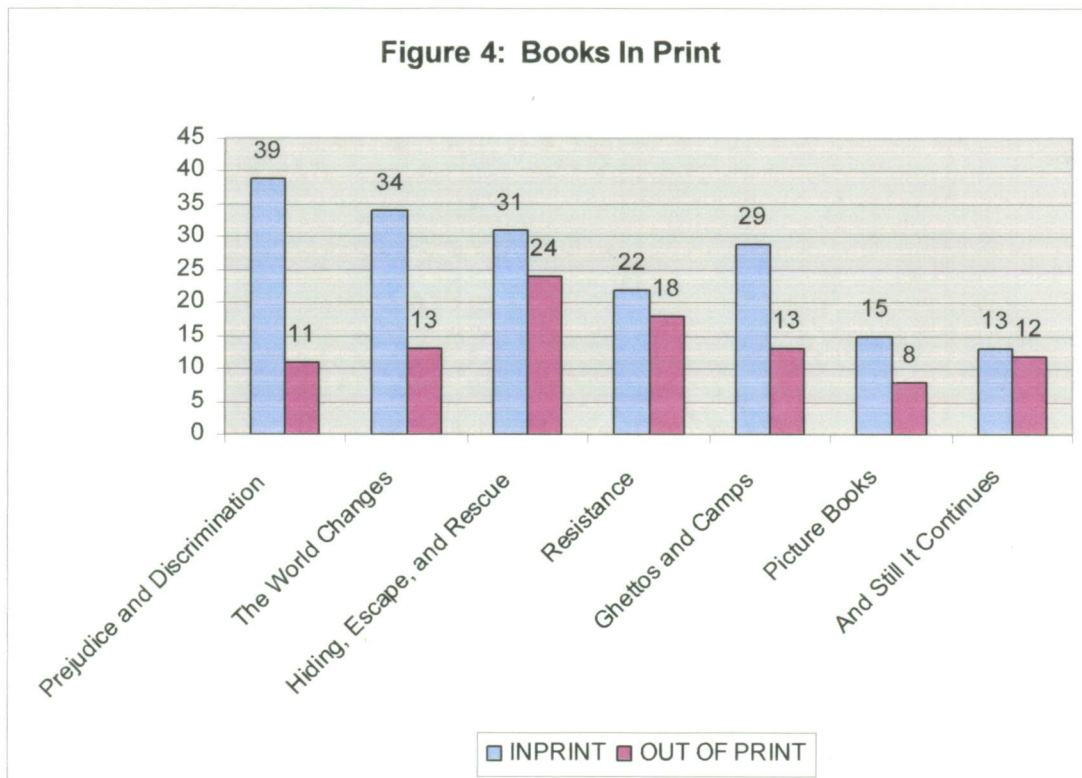


**Figure 3: Interest Levels That Are Too High**



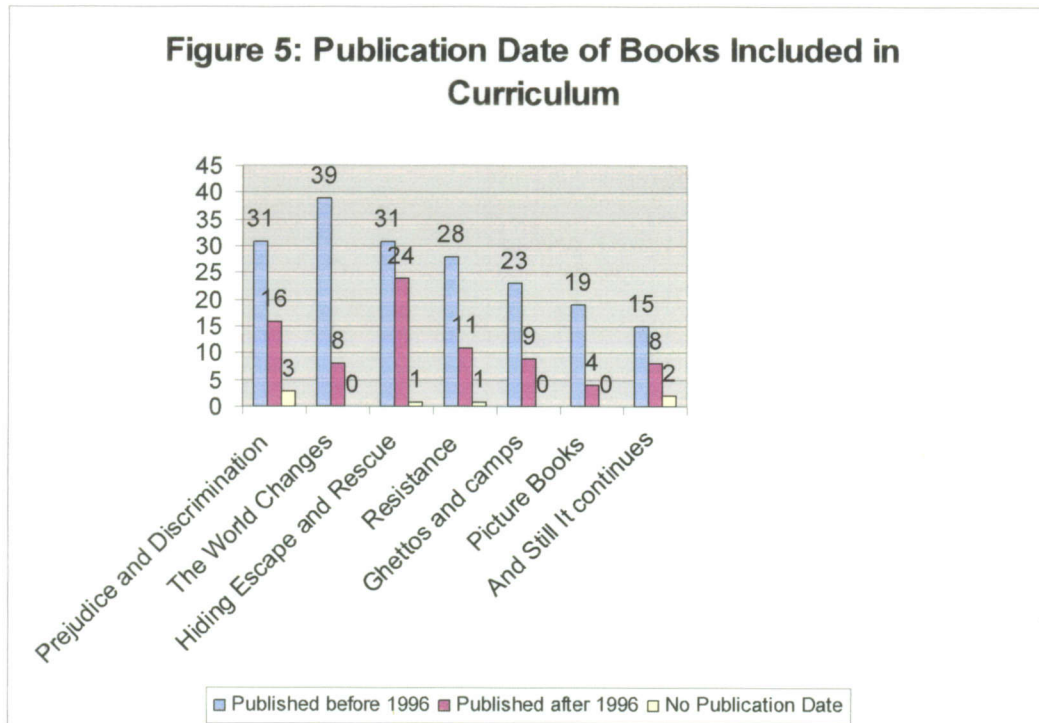
### Research Question 3

Research question number 3 stated, "How available were the books?" In answering this question, Figure 4 was created. Figure 4, shows the availability of the books included in the curriculum. For each of the titles listed in the seven categories, the in-print or out of print status was established. Figure 4, shows the numbers of books that were both in-print and out of print.



## Research Question 4

Research question number 4 stated, "How current are the titles?" The publication date of each of the titles was analyzed for question 4. The books were divided in two categories using the year 1996. Figure 5 reflects the number of books that were no more than ten years old versus those published before 1996 and were over 10 years old.



## Summary

When analyzing the books included in the *New Jersey Holocaust and Genocide Curriculum: "To Honor All Children Grades 5-8,"* the ethnic group or religion covered, topic covered, age of the book, interest level, and print status were carefully analyzed. It is necessary for students to be provided with accurate, unbiased and diverse information about holocausts and genocides. In doing this, students must be provided with current material to foster this need.



## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### Summary

Through the use of suggested materials by the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8,"* it is intended that students be exposed to a well rounded and balanced educational experience. In order for this curriculum to be diverse, it needs include many racial/ethnic groups and other topics relevant to holocaust and genocide study. The curriculum guide also needs to be updated to include books that have a recent publication date and are still available to purchase.

In order to complete this study, spreadsheets were created based on the topics designated by the state of New Jersey. Within the seven topics, the following variables were retrieved from the state's curriculum: type of book, recommended interest level, state recommended grade level, publication date and race and ethnicity. As a result of this study, the researcher recommends that the curriculum be updated to include books that are not out of print and cover a more diverse range of genocides as well as newer titles to keep students interested.

#### Research Questions 1 and 5

The first and last research questions of this study asked about representation of ethnic groups. Research question number 1 stated, "Did the

holocaust and/or genocide books included on the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* list represent a true diversity of racial/ethnic groups and other topics and research question 5 asked what groups or religions should be added to the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8 ?"* Therefore when answering the two questions, results from Figure 1 and Figure 2 were combined for a better understanding of the results (see table 2).

When analyzing the results, it was necessary to document the ethnic groups covered in the categories of Prejudice and Discrimination and And Still It Continues: Lessons Not Learned, as shown in Table 2. It was clear that a true diversity of topics was not reflected in the curriculum. Table 3 shows the genocides that have been documented as being significant both in the past and currently happening that have no representation in the state curriculum.

The state did offer at least one title on the following genocides: the Holocaust of World War II, the Chinese Government, and Kosovo. However the overall diversity of the materials was not significant. There was no information included in the curriculum on two of the genocides which are presently happening in the world right now. The Democratic Republic of Congo and Darfur, Sudan have no representation in the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*.

**Table 2:** Combined List of Ethnic Group/Topic Included in Prejudice and Discrimination and And Still It Continues

<b>Ethnicity/Topic</b>	<b>Number of Titles</b>
War Crimes	5
Japanese Interment	6
Anti-Semitism	11
Vietnam	2
Sarajevo	2
Neo-Nazism	1
General Holocaust History	1
Not Able to be Determined	4
Yugoslavia	1
South Africa	3
Pakistan	1
Kosovo	1
Cambodia	2
Japanese	4
Albania	1
Chinese America	3
Chinese	1
Overview of Prejudice and Discrimination	7
Klu Klux Klan	1
Mayan Civilization	1
Native American	4
Irish Potato Famine	1
American Home Front During World War II	1
Transcontinental Railroad Workers	1
Korean	3
Mexican Labor Camp	1

**Table 3: Genocides Given No Representation in the Curriculum**

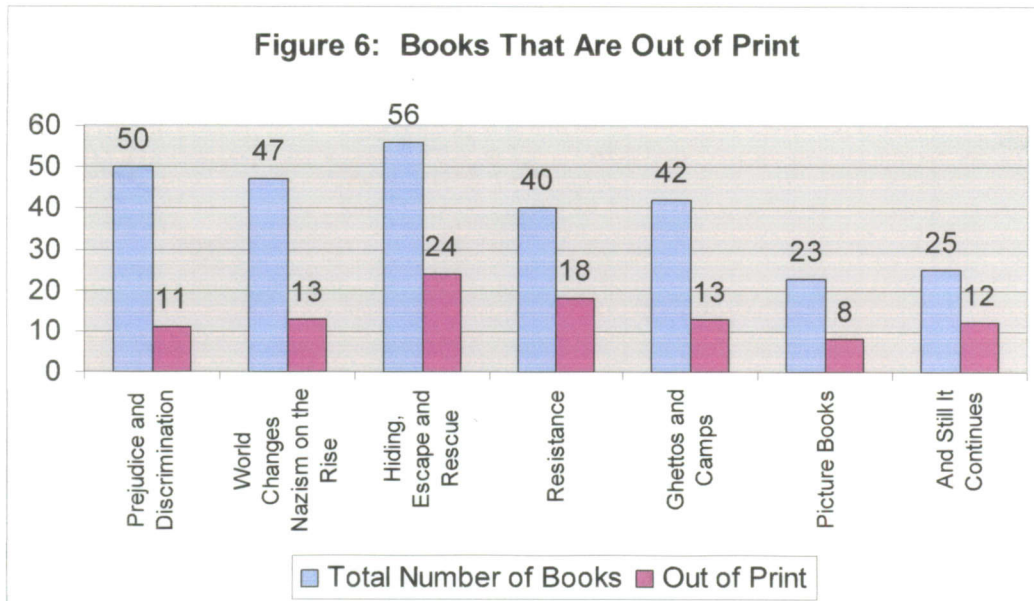
TIME	LOCATION	PERPETRATORS	VICTIMS
1450 to 1792	Europe, New England, S. America	Christians	Satan worshipers and other heretics
1492 to Present	Western Hemisphere	Western European Christians	Native Americans
1770 to Present	Australia	British Invaders	Native peoples
1885 to early 1900s	Democratic Republic of the Congo	King Leopold II of Belgium and his colonial administration	Congo people
1904 to 1907	Namibia	German Government	Animists
1915 to 1922	Turkey	Muslim Government	Armenians and other Christians
1928 to 1953	U.S.S.R	Communist Government	General Public
1937	Nanking, China	Japanese Army	Chinese Public
1949 to 1987	China	Communist Government	Chinese Public
1975 to 1999	East Timor	Muslims	Roman Catholic
1985	Sudan	Muslims and Militia government	Animists, christians, Muslims
1994	Rwanda	Hutu Government	Tutsis and some moderate Hutus
1995 to 1999	Bosnia Herzegovina	Serbian Orthodox Christians	Muslims
1997 to present	Democratic Republic of the Congo	Government, army, army irregulars and rebels	General Public
2001 to present	Darfur, Sudan	Janjaweed militias with government support	Native African settled Peasant tribes

## Research Question 2

Research question number 2 stated, "How accurate were the state of New Jersey recommended interest levels?" In order to fully examine this question, the interest levels of all the 5-8th grade level books listed in all of the seven categories were analyzed (see figure 3). As a result, in order for a school media specialist or a classroom teacher to build an adequate lesson on holocaust and genocide material, the interest levels must fit the ages of the students. Students need to be exposed to holocaust and genocide material, but they need to have this exposure at a level that is both appropriate and relevant to their level of understanding. Exposing students in 5<sup>th</sup> through 8<sup>th</sup> grade to material that is intended for adults or older teens will most likely not meet the objectives that the teacher or school media specialist wishes to achieve.

## Research Question 3

This research question asked about the availability of the books listed in the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"*. This category produced the most drastic results. In four of the seven categories almost 25% of the titles were out of print. In the remaining three categories close to half of the titles suggested for use by the state were no longer in-print. Figure 6 shows the percentage of books in each category that are no longer in-print.



As publication needs change, it is understandable that one or two titles must be dropped from print. This also shows that the material chosen by the state was not of the best caliber. If a book was one of the best written on a particular subject, there is no way that it would no longer be in-print, instead there would be a rather large demand for the book.

The state of New Jersey must update this curriculum to include titles that are in-print. How are classroom teachers and school library media specialists supposed to use these materials if they are no longer available? This is a startling realization. In order for the use of this curriculum to be successful, it needs to be updated to include a broader range of topics, as well as books that are available.

#### Research Question 4

Research question number 4 stated, "How current were the titles?" The books were divided based on a ten year span. In all of the seven categories, there

were more books published before 1996, than after. This makes over half of all the books over ten years old. These numbers also help when analyzing research from question 3. Since many of the books are over ten years old they are no longer in-print. Updating this curriculum would help to alleviate this problem, and add new titles to the curriculum.

### Conclusions

There is a definite need for the state of New Jersey to update the holocaust/genocide curriculum. There needs to be a much broader range of topics to include both events from the past as well as current times. The curriculum guide also needs to be updated to include books that have a recent publication date and are still available to purchase. In addition, the interest levels must match the grade and age level of the students that are reading the books.

### Significance of the Results

The results of this study were significant, because they show how incomplete the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* was in creating a diverse curriculum to include many ethnic racial/ethnic groups and other topics relevant to holocaust and genocide study. It also showed how the curriculum needs to be updated to include books that are not out of print as well as newer titles to keep students interested. If teachers and school media specialists are expected to expose students to holocaust and genocide literature, they must be able to identify and easily obtain the materials to successfully do so.

### Recommendations for Further Study

To further extend this study it would be interesting to see if the other resources listed in the *State of New Jersey Holocaust and Genocide Curriculum: "To Honor All Children for Grades 5-8"* were as out of date and not diverse as the print resources recommended. The curriculum offers a guide of non-print materials including video titles, web sites and music titles. The study of non-print material could repeat some of the aspects of this study to see if the materials possessed the same elements exposed in this study of literature.



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APPENDIX A

Spreadsheets of Books

*State of New Jersey Holocaust and Genocide Curriculum: “To Honor All*

*Children for Grades 5-8”*





TITLE	AUTHOR	F/NL	REC	RECO	GRADE LEVEL	TOPIC COVERED	RACE/ETHNICITY	IN PRINT	YEAR PUBLISHED		
					STATE RECOM						
The Night Crossing	Ackerman, Karen	F	5.9	3-6	5th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1994		
I am Fifteen and I Don't Want to Die	Arnoldy, Christine	NF	YA	YA	6th	Hiding, Escape and Rescue	NA	Y	1956		Fleeing Nazi Persecution 12
They Called Me Frau Anna	Banet, Hannah Marcus	NA	NA	NA	8th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1991		Hiding Jewish Individuals 21
Sheltering Rebecca	Baylis-White, Mary	F	6.1	5-8	5th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1989		Nazi Persecution 13
Along the Tracks	Bergman, Tamar	F	YA	YA	5th-6th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1991		Russian Labor Camp 1
I Have Lived a Thousand Years	Bliton-Jackson, Livia	NF	YA	YA	8th	Hiding, Escape and Rescue	Nazi Persecution	Y	1997		War in England 1
Rescuers: Portraits of Moral Courage in the Holocaust	Block, Gay and Malka Drucker	NF	AD	AD	7th-8th	Hiding, Escape and Rescue	Nazi Persecution	N	1992		Japanese Saving Jewish 3
We Are Witnesses	Boas, Jacob	NF	AD	AD	7th and Up	Hiding, Escape and Rescue	Nazi Persecution	Y	1992		NA 4
Tell No One Who You Are	Buchignani, Walter	NF	YA	YA	7th and Up	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y			War in England 1
Dawn of Fear	Cooper, Susan	NA	NA	NA	5th-6th	Hiding, Escape and Rescue	War in England	Y	1970		
Your Name is Renee: Ruth Kapp Hartz's Story As a Hidden	Croftmeyer, Stacy	NF	YA	YA	7th and Up	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1999		
Jacob's Rescue: A Holocaust Story	Drucker, Meika and Michael Halperin	F	5.3	5-6	5th-6th	Hiding, Escape and Rescue	Hiding Jewish Individuals	N	1994		
Genya	Finkestein, Genya	NA	NA	NA	8th	Hiding, Escape and Rescue	Nazi Persecution	N	1994		
Ten Thousand Children	Fox, Anne L. and Eva Abraham Podietz	NF	4.2	5-8	5th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1999		
A Good Man in Evil Times	Falon, Jose-Alain	NF	AD	AD	7th and Up	Hiding, Escape and Rescue	NA	Y	1994		56
The Untold Story of the Japanese and the Jews During World	Tokayer, Marvin and Mary Swartz	NF	AD	AD	7th-8th	Hiding, Escape and Rescue	Japanese saving Jewish	N	2000		
The Other Victims: First Person Stories of Non-Jews Persecu	Friedman, Ina R.	NF	8.1	5-6	8th	Hiding, Escape and Rescue	Nazi Persecution	Y	1990		
Escape or Die: True Stories of Young People Who Survived t	Friedman, Ina R.	NA	NA	NA	7th-8th	Hiding, Escape and Rescue	Nazi Persecution	N	1982		
Assignment Rescue	Fry, Varian	NF	YA	YA	8th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1968		
Gandino Blooms in Israel	Galizzi, Silvana	NA	NA	NA	No Grade	Hiding, Escape and Rescue	Hiding Jewish Individuals	N	1995		
Memories of Anne Frank	Gold, Alison Leslie	NF	5.5	3-6	5th and Up	Hiding, Escape and Rescue	Nazi Persecution	Y	1997		
A Special Fate: The Story of Chiune Sugihara	Gold, Alison Leslie	NF	NA	3-6	7th	Hiding, Escape and Rescue	Japanese saving Jewish	N	2000		
The Hidden Children	Greenfield, Howard	NF	6.4	5-8	5th and Up	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1993		
Into the Arms of Strangers: Stories of the Kindertransport	Harris, Mark Jonathan	NF	AD	AD	5th and Up	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	2000		
The Endless Steppe	Hautzig, Esther	NF	YA	YA	7th and Up	Hiding, Escape and Rescue	NA	Y	1968		
Children in the Holocaust and World War II: Their Secrets	Holiday, Lauren	NF	YA	YA	7th and Up	Hiding, Escape and Rescue	Nazi Persecution	Y	1995		
Anne Frank: Life in Hiding	Hurwitz, Johanna	NF	5.7	5-8	6th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1988		
The Hidden Children of the Holocaust	Kustanowitz, Esther	NF	YA	YA	6th-7th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1999		
Greek Jews Went From Hiding Place to Hiding Place	Lindsey, Alberta	NA	NA	NA	8th and Up	Hiding, Escape and Rescue	Fleeing Nazi Persecution	N	1997		
Journey to America	Livitin, Sonia	F	5.7	5-8	5th-6th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1970		
Darkness Over Denmark	Luvine, Ellen	NF	5.6	5-6	6th-7th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	2000		
No Fretful Pictures: A Child of War	Lobel, Anita	NF	4.8	5-8	8th	Hiding, Escape and Rescue	Nazi Persecution	Y	1998		
Au Revoir Les Enfants	Malle, Louis	NF	AD	AD	8th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1998		
The Hidden Children: The Secret Survivors of the Holocaust	Marke, Jane	NF	AD	AD	7th and Up	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1995		
In My Enemy's House	Matze, Carol	F	YA	YA	8th	Hiding, Escape and Rescue	Nazi Persecution	Y	1999		
Passage to Freedom	Mochizuki, Ken	NF	4.2	3-6	4th-6th	Hiding, Escape and Rescue	Japanese saving Jewish	Y	1997		
Waiting for Anya	Morpurgo, Michael	F	7.1	5-8	5th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1997		
Never to Be Forgotten-A Young Girl's Memoir	Muchman, Beatrice	NA	NA	NA	7th-8th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1997		
Raoul Wallenberg	Nicholson, Michael and David Winner	NA	NA	NA	6th-8th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	N	1995		
The Butterfly	Polacco, Patricia	F	3.2	K-3	5th-6th	Hiding, Escape and Rescue	Nazi Persecution	Y	2000		
Four Perfect Pebbles	Peri, Lily and Marion Blumental Lazar	NF	6.2	5-8	5th	Hiding, Escape and Rescue	Nazi Persecution	Y	1996		
A Place to Hide	Petit, Jayne	NF	6.8	5-8	5th-6th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1993		
The Upstairs Room	Reiss, Johanna	NF	5.9	5-8	6th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1972		
Hiding to Survive	Rosenberg, Maxine	NF	6.1	5-8	6th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1998		
Touch Wood: A Girlhood in Occupied France	Nicholson, Michael and David Winner	NF	AD	AD	6th-7th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1998		
Ghetto Shanghai	Rubin, Evelyn Pike	NF	AD	AD	8th and Up	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1993		
Escape to Shanghai, China 1939-1949	Seiden, Norbert	NA	NA	NA	7th and Up	Hiding, Escape and Rescue	Fleeing Nazi Persecution	N	2001		
In Honor of My Righteous Rescuers	Seiden, Cecile	NA	NA	NA	6th-8th	Hiding, Escape and Rescue	NA	N	2001		
Escape From Warsaw	Serallier, Ian	F	YA	YA	5th-6th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	1970		
A Pocket Full of Seeds	Sachs, Marilyn	NA	NA	NA	5th-6th	Hiding, Escape and Rescue	Nazi Persecution	Y	1973		
Forging Freedom: A True Story of Heroism During the Holoca	Talbot, Hudson	NF	5	3-6	7th-8th	Hiding, Escape and Rescue	Fleeing Nazi Persecution	Y	2000		
Dry Tears: The Story of a Lost Childhood	Tech, Nechama	NF	AD	AD	7th-8th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1984		
Anne Frank: Beyond the Diary, A Photographic Remembrance	Van Der Rul, Rudd and Rian Verhoeven	NF	6.4	5-8	7th-8th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1993		
Hide and Seek	Vos, Ida	F	5.3	5-6	5th	Hiding, Escape and Rescue	Hiding Jewish Individuals	Y	1981		
Hostage to War: A True Story	Wasiljewa, Tatjana	NF	4.2	5-6	5th-6th	Hiding, Escape and Rescue	Russian Labor Camp	Y	1997		
In the Mouth of the Wolf	Zar, Rose	NA			6th and Up	Hiding, Escape and Rescue	Hiding Jewish Individuals	N	1983		
	TOTAL		58				INPRINT	44		Published	31
	FICTION		10				OUT OF PRINT	12		Published	24
	NON-FICTION		34							No Publication	1
	NA		12								
							Off Level (too high)	12			
							Insufficient information to make purchase	4			

TITLE	AUTHOR	F/NF	RECOMMENDED R.L.	REC GRADE LEVEL	TOPIC COVERED	RACE/ETHNICITY	IN PRINT	YEAR PUBLISHED
The Children We Remember	Abeiss, Chana Byers	NF	3.5	3-6	5th	Ghettos and Camps	Y	1986
Child of the Warsaw Ghetto	Adler, David	NF	3.5	3-6	5th	Ghettos and Camps	Y	1995
I am a Star: Child of the Holocaust	Auerbacher, Inge	NF	6	3-6	7th-8th	Ghettos and Camps	Y	1986
The Warsaw Ghetto: a Christian's Testimony	Bartoszewski, Wladyslaw	NA	NA	NA	7th and Up	Ghettos and Camps	NO	1987
Father of the Orphans	Berheim, Mark	NF	7.5	5-8	6th	Ghettos and Camps	NO	1989
We Are Witnesses: The Diaries of Five Teenagers	Boas, Jacob	NF	YA	YA	8th	Ghettos and Camps	NO	1995
The Old Brown Suitcase: A Teenager's Story	Borkas-Nemetz, Lillian	F	YA	YA	5th-10th	Ghettos and Camps	NO	1994
A Nightmare in History	Chalikin, Miriam	NF	7.3	5-8	8th	Ghettos and Camps	NO	1987
Hasidic Tales of the Holocaust	Eliaich, Yafia	NF	AD	AD	7th and Up	Ghettos and Camps	Y	1983
The Other Victims: First Person Stories of the Holocaust	Friedman, Ina R.	NF	8.1	5-8	6th-8th	Ghettos and Camps	Y	1990
The Endless Steppe: Growing Up in Siberia	Hautzig, Esther	NF	YA	YA	5th-8th	Ghettos and Camps	Y	1987
Children in the Holocaust and World War II	Holliday, Laurel	NF	YA	AD	6th-8th	Ghettos and Camps	Y	1996 *
The Children of Izieu:	Klarsfeld, Serge	NF	AD	AD	8th	Ghettos and Camps	NO	1984
All But My Life	Klein, Gerda Weissmann	NF	YA	YA	8th	Ghettos and Camps	Y	1971
We Are the Children Just the Same	Krizkoba, Marie Rut	NF	AD	AD	7th and Up	Ghettos and Camps	Y	1997 *
Shadows of the Wall	Laird, Christa	NA	NA	NA	6th	Ghettos and Camps	NO	1990
Fragments of Isabella	Leitner, Isabella	NF	YA	YA	8th	Ghettos and Camps	NO	1978
Witness to War	Leapman, Michael	NA	NA	NA	7th-8th	Ghettos and Camps	NO	2000 *
I am Rosemarie	Moskin, Marietta	NA	NA	NA	7th-8th	Ghettos and Camps	Y	1988
Stones in Water	Napoli, Donna Jo	F	6.5	5-8	6th and Up	Ghettos and Camps	Y	1997 *
Kinderlager: An Oral History of Young Holocaust Survivors	Nieuwsma, Milton J	NF	6.7	5-8	6th-8th	Ghettos and Camps	NO	1998 *
If I Should Die Before I Wake	Nolen, Han	F	YA	YA	8th	Ghettos and Camps	Y	1994
The Island on Bird Street	Orlev, Uri	F	5.0	5-8	6th-7th	Ghettos and Camps	Y	1984
The Man on the Other Side	Orlev, Uri	NA	NA	NA	6th-7th	Ghettos and Camps	NO	1991
Four Perfect Pebbles	Perl, Lila and Marion Blum	NF	6.2	5-8	4-8th	Ghettos and Camps	Y	1996 *
Fireflies in the Dark	Rubin, Susan Goldman	NF	4.5	3-6	4-8th	Ghettos and Camps	Y	2001 *
Smoke and Ashes	Rogasky, Barbra	NF	YA	YA	5th-8th	Ghettos and Camps	Y	1988
And the Violins Stopped Playing	Ramati, Alexander	NF	YA	YA	8th	Ghettos and Camps	Y	1986
Dawn After Dachau	Sack, Joel	NF	AD	AD	8th and Up	Ghettos and Camps	Y	1990
God Does Play Dice	Samuels, Klara	NF	AD	AD	8th and Up	Ghettos and Camps	Y	1999 *
The Cage	Sender, Ruth Minsky	NF	YA	YA	7th-8th	Ghettos and Camps	Y	1986
To Life	Sender, Ruth Minsky	NA	NA	NA	6th	Ghettos and Camps	Y	1986
The Holocaust Lady	Sender, Ruth Minsky	NF	YA	YA	6th and Up	Ghettos and Camps	NO	1992
Upon the Head of a Goat	Sender, Ruth Minsky	NF	YA	YA	8th Grade	Ghettos and Camps	Y	1981
Lisa Calls	Stadtler, Bea	NA	NA	NA	6th-8th	Ghettos and Camps	NO	1976
They Fought Back	Suhl, Yuri	NF	AD	AD	7th	Ghettos and Camps	Y	1975
Behind the Secret Window	Toil, Nelly S.	NF	5.5	5-8	7th-8th	Ghettos and Camps	Y	1993
Surviving Hitler: A Boy in the Nazi Death Camp	Warren, Andrea	NF	6.3	5-8	6th-7th	Ghettos and Camps	Y	2001 *
Night	Wiesel, Elie	NF	YA	YA	8th	Ghettos and Camps	Y	1960
The Devil's Arithmetic	Yolen, Jane	F	5.2	5-8		Ghettos and Camps	Y	1988
Briar Rose	Yolen, Jane	NF	AD	AD	8th	Ghettos and Camps	Y	1992
The Cigarette Sellers of Three Crosses Square	Ziemian, Joesph	NF	AD	AD	6th and Up	Ghettos and Camps	Y	1975
	In Print		29					
	Out of Print		13					
	Pub b/f 1996		23					
	Pub after 1996		9					
	Off Level		14					
	insuff. Info		7					
	Fiction		5					
	Non-Fiction		29					
	NA		7					
	Total		42					









