

2013

## A selective annotated bibliography of materials recommended for junior high classrooms regarding resistance during the Holocaust

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## A selective annotated bibliography of materials recommended for junior high classrooms regarding resistance during the Holocaust

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### Abstract

The Holocaust is a topic that is regularly taught in schools around the country, yet teachers are not necessarily instructed about what to teach regarding this time in history. The purpose of this project was to create a selective annotated bibliography of recommended resources for junior high school teachers to use when teaching about resistance during the Holocaust. The researcher questioned the appropriate role of historical fiction among teaching resources for a junior high school unit about resistance during the Holocaust, and she considered what resources were available for teaching junior high school students about resistance during the Holocaust. The project was completed by selecting resources from the following: the United States Holocaust Memorial Museum's website, Yad Vashem's website, Western Illinois University's Leibovitz Collection Holocaust Curriculum Cases, and Wilson's Middle and Junior High Core Collection. The selected resources were analyzed using an analysis tool developed by the researcher. An annotated bibliography was then constructed which included a citation, setting, summary, and suggestion for use for each resource.

A SELECTIVE ANNOTATED BIBLIOGRAPHY OF MATERIALS RECOMMENDED FOR  
JUNIOR HIGH CLASSROOMS REGARDING RESISTANCE DURING THE HOLOCAUST

A Graduate Research Project  
Submitted to the  
Division of School Library Studies  
Department of Curriculum and Instruction  
In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts  
UNIVERSITY OF NORTHERN IOWA

by  
Katharine Mulfinger  
May 2013

This Research Project by: Katharine Mulfinger

Titled: A SELECTIVE ANNOTATED BIBLIOGRAPHY OF MATERIALS  
RECOMMENDED FOR JUNIOR HIGH CLASSROOMS REGARDING RESISTANCE  
DURING THE HOLOCAUST

has been approved as meeting the research requirement for the  
Degree of Master of Arts.

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Head, Department of Curriculum and Instruction

## ABSTRACT

The Holocaust is a topic that is regularly taught in schools around the country, yet teachers are not necessarily instructed about what to teach regarding this time in history. The purpose of this project was to create a selective annotated bibliography of recommended resources for junior high school teachers to use when teaching about resistance during the Holocaust. The researcher questioned the appropriate role of historical fiction among teaching resources for a junior high school unit about resistance during the Holocaust, and she considered what resources were available for teaching junior high school students about resistance during the Holocaust.

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## CHAPTER 1

### INTRODUCTION

*“Resistance does not have to be with a gun and a bullet...”*

-Roman Kent  
Jewish Survivor

The Holocaust is a topic that is taught around the country in middle and high school classrooms. “Five states have enacted laws requiring the teaching of the Holocaust” while “Ten other states have regulations encouraging or recommending the teaching of the Holocaust” (“Task Force,” n.d.). Furthermore, “...the Holocaust is explicitly named in 24 state standards...” (“Task Force,” n.d.). While resistance is not specifically mentioned in these standards, resistance that took place during the Holocaust needs to be taught explicitly. Shiman and Fernekes (1999) state, “Students need to encounter stories from the Holocaust dealing with rescuers and resistance...In this way, educators can contribute to the development of informed and empathic learners who might act on behalf of others when the need arises” (p. 60).

#### **Justification**

##### **Deficiencies**

Teachers and librarians have access to a great number of resources, but this does not mean the resources are up-to-date or relevant. A search of “Holocaust” using WorldCat.org (the world’s largest library catalog) returns 102,250 results. A search of “Holocaust and resistance” reduces the number of results to 4,994 – still a substantial number of results. Wilson’s Middle and Junior High Core Collection generates 390 entries for the search term “Holocaust.” Often, teachers use resources readily available to them and may not be aware of other better resources. Also, teachers are not required to have extensive knowledge about the Holocaust to teach it. For example, “...a person who receives a degree in anthropology... can be certified to teach a social



studies course-wherein the Holocaust is traditionally covered-even though that teacher may lack adequate training in the subject” (“Task Force,” n.d.). A selective annotated bibliography of suggested resources to use when teaching about resistance during the Holocaust is needed for teachers so they utilize the best available resources.

The specific topic of Holocaust resistance needs to be taught so that students understand that victims did fight back and that others came to their aid. Shiman and Fernekes (1999) claim that, “Despite the limited percentage of the population in occupied Europe that actually took steps to resist Nazi policies of genocide and offer assistance to victims, stories of those individuals shed light on important qualities of defenders of human rights” (p. 59).

### **Significance**

Teachers who seek to improve their understanding and teaching of the Holocaust in general – and resistance during the Holocaust specifically – will benefit from a selective annotated bibliography of suggested resources. This annotated bibliography will include resources that have been analyzed and recommended by credible sources.

### **Problem Statement**

The Holocaust is a broad topic that is often addressed at a surface level in junior high. Students might walk away understanding that the Holocaust took place, but they often leave the classroom with one question still in mind – Why did the victims not fight back? Resistance needs to be addressed at the junior high level so that students understand that there were many forms of resistance, not just armed resistance. If teachers are not aware of the resistance that took place during the Holocaust, they are not capable of teaching about that resistance.

### **Purpose Statement**

The purpose of this project is to create a selective annotated bibliography of recommended resources for junior high school teachers to use when teaching about resistance during the Holocaust. Teachers often address the Holocaust in middle and high school, and “...the following books are frequently used by both social studies and English teachers in the United States to teach about the Holocaust: *The Diary of Anne Frank*, *Night* (Elie Wiesel), *Survival in Auschwitz* (Primo Levi)” (“Task Force,” n.d.). While *The Diary of Anne Frank*, for example, can be a powerful diary, by focusing on only one text, students are not exposed to the plethora of other diaries and memoirs that illustrate what the Holocaust meant for different people in different places. Students might walk away believing the only way people resisted during the Holocaust was by hiding and that this was always an ineffective means of survival since Anne and her family were eventually captured and placed in a concentration camp. Some teachers might want to include other texts but are unsure of where to look or if certain texts are appropriate.

### **Research Questions**

1. What is the appropriate role of historical fiction among teaching resources for a junior high school unit about resistance during the Holocaust?
2. What resources are available for junior high students that will enhance their learning about resistance and the complexity of the Holocaust?

### **Definitions**

Armed resistance – “Acts of opposition, defiance, or sabotage using weapons or including typical battles, attacks, or guerrilla strikes” (*Echoes and Reflections*, 2005)

Cultural resistance, cultural/spiritual resistance – “Acts of opposition that are usually related to cultural traditions and the preservation of human dignity, intended to undermine an oppressor and inspire hope within the ranks of the resisters. During the Holocaust, cultural/spiritual resistance was often the only possible way to oppose Nazi tyranny. Examples of cultural resistance include defying Nazi directives by creating schools in the ghettos, maintaining religious customs, writing poems and songs, drawing, painting, or keeping journals and other records of ghetto or camp life” (*Echoes and Reflections*, 2005)

Holocaust – “The murder of approximately six million Jews by the Nazis and their collaborators. Sinti-Roma, Poles, people with physical and mental disabilities, homosexuals, Jehovah’s Witnesses, Soviet prisoners of war, and political dissidents were among other victims of Hitler’s regime” (*Echoes and Reflections*, 2005)

Kindertransport – “Referring to a rescue operation carried out primarily by British organizations for Jewish children from Greater Germany, following the *Kristallnacht Pogrom*, and the British government’s allowing 10,000 children to enter Great Britain” (*Echoes and Reflections*, 2005)

Partisans – “Forces that use guerrilla tactics when operating in enemy-occupied territory. Throughout occupied Europe, partisans banded together to engage in guerrilla warfare against the Germans. Jewish partisans played a prominent role in parts of the Soviet Union where the geographical conditions permitted such warfare. In southern European countries such as Yugoslavia and Greece, Jews joined general partisan units as they did in Slovakia. In western European countries, such as

Belgium and France, resistance was characterized mainly by underground movements, where Jews played a significant role” (*Echoes and Reflection*, 2005)

Resistance – “A group’s action in opposition to those in power; during the Holocaust, Jews exhibited cultural, spiritual, and armed resistance to the Nazi regime” (*Echoes and Reflection*, 2005)

Spiritual resistance – “Resistance that includes maintaining human dignity in the dehumanizing conditions of the ghettos and camps” (*Echoes and Reflections*, 2005)

Warsaw ghetto – “Established in November 1940, the ghetto was surrounded by a wall and contained approximately 450,000 Jews. About 45,000 Jews died there in 1941 alone, as a result of overcrowding, hard labor, poor sanitation, insufficient food, starvation, and disease. All told, one out of five ghetto residents died in the ghetto itself. During 1942, most of the ghetto residents were deported to Treblinka, leaving about 60,000 Jews in the ghetto until it was liquidated in May 1943” (*Echoes and Reflections*, 2005)

Warsaw ghetto uprising – “A revolt that took place in April 1943 in the Warsaw ghetto when the Germans attempted to deport the remaining inhabitants to Treblinka. The defense forces (the Z.O.B. and Z.Z.W.), commanded by Mordecai Anielewicz, fought the Germans for twenty-seven days, before the ghetto was destroyed” (*Echoes and Reflections*, 2005)

### **Assumptions**

Teachers need resources to support their teaching of the Holocaust and are able to access new resources. Teachers and librarians are continuously searching for texts to enhance their curriculum. Teachers understand the need for explicit instruction regarding resistance during the Holocaust.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The purpose of this project is to create a selective annotated bibliography of recommended resources for junior high school teachers to use when teaching about resistance during the Holocaust. In order to determine the types of resources needed, the researcher explored research already completed. The researcher focused on three areas. First, the researcher explored the teaching of the Holocaust in general. Next, the researcher narrowed the focus to research regarding the teaching of resistance during the Holocaust. Finally, the researcher explored the use of historical fiction in the classroom. Because of variations with vocabulary, the terms “Holocaust” and “Shoah” are used interchangeably.

#### **Teaching the Holocaust in General**

The teaching of the Holocaust varies by classroom, state, and even country. Shiman and Fernekes (1999) focused on teaching human rights through teaching about the Holocaust. Their purpose was to “...show how studies of the Holocaust, genocide, and human rights are inseparable and offer suggestions...for designing classroom instruction around themes that support a broadly defined vision of democratic citizenship, with human rights at the center of that vision” (p. 53). Shiman and Fernekes pointed out that it was because of the Holocaust that the United Nations developed declarations for human rights. They argued that human rights should be explicitly taught in schools because the issue causes students to recognize differing perspectives and think critically about the world around them.

Friedlander, as cited by Shiman and Fernekes (1999), contributed three rationales for teaching the Holocaust: one can learn about the past in order to help explain the future; one can connect learning about human nature to literature, the social studies, and technology; and one can

learn how to become a global citizen. Shiman and Fernekes found that states with curricula regarding the Holocaust tended to link teaching about the Holocaust and teaching about human rights in general.

Shiman and Fernekes (1999) developed three overarching themes that could be used in order to teach the Holocaust and human rights. The first was “Constructing the Other.” This theme explored the concept of a group in power scapegoating a minority group. In terms of the Holocaust, the Nazis chose to target Jews and progress the anti-Semitism that was already present in the society. The second theme was “Rationalizing Injustice.” Once a group had been established as the “other,” the dominant group would seek to rationalize the intolerance/injustice of the marginalized group. In terms of the Holocaust, the Nazis sought to legitimize their human rights abuse perpetrations. The third and final theme was “Courage and Resistance to Patterns of Oppression.” This theme sought to encourage students to become morally responsible in regard to the injustices happening around them. Rescue and resistance occurred during the Holocaust by individuals and governments.

Shiman and Fernekes (1999) concluded that students need to become concerned, caring individuals who recognize that, even though we might be different, as human beings, we are all connected. They propose schools engage students by, “Creating caring communities...within the classroom and through action learning projects within the community” (p. 61). Students should take what they learn from studying the Holocaust and apply it to abuses of human rights in the present.

Clements (2006) focused her study not on what teachers chose to teach regarding the Holocaust; instead, she focused on what students took away from the unit, if anything. Clements found little research “...which addresses issues of the learning process...” when teaching about

the Holocaust, and she was curious about how teachers assessed students' learning processes (p. 39). Therefore, she created a study that looked at lessons and students' reactions to them "...in the hope that a theory, or theories, could be constructed to explain what exactly was happening and, perhaps, suggest why" (pp. 41-42).

Two different groups were selected to participate in Clements' (2006) study: a group of teachers from the United States who were attending a conference in New Jersey and a group of students in the United Kingdom who chose an elective day –course over the Holocaust. There were ten participants in all. Clements asked each participant specific questions, and the questions differed for teachers and students.

When Clements (2006) first analyzed responses, she noticed two factors that stood out. First, she found "...the shared perception that emotional engagement with the topic was a necessity" (p. 42). Second, she discovered that the teachers could not state exactly what students took away from Holocaust education; teachers could only say for certain what lessons they thought students could learn. Some questions led students to display a sense of moral ambiguity; they could not say for certain whether people they saw or read about were good or evil, including prison guards in extermination camps.

Clements (2006) concluded, "...it is impossible to say precisely what will be 'taught' and what will be learnt" (p. 46). The more students study the Holocaust, the more unanswerable questions arise. Teachers had control over what was presented to students, but they did not control students' reactions or thought processes.

Martin (2007) took a different approach when teaching the Holocaust. She taught the Holocaust to college freshmen in a Western Civilization course. She believed that, "...coming to grips with the *Shoah* can help students reach a deeper understanding, not just of the twentieth



century, but also of the world in which they live today” (pp. 493-494). Martin presented four approaches to effectively teaching the Holocaust. The first approach was student presentations of known survivors. Students volunteered to interview survivors they knew personally and then presented their interviews to the class. Martin suggested inviting a survivor to speak to the class if students have not personally known survivors. The second approach was showing documentary films of ghettos and camp life. Martin preferred using documentaries because they “...drive home the reality of the *Shoah*” (p. 497). The third approach was holding student debates. Students read three articles and then chose the one they think enveloped the “why” of the Holocaust happening. The students then debated their opinions in class. The fourth approach was addressing Holocaust denial.

Martin (2007) found that at the end of her semester, many students chose to write about the Holocaust and how learning about it affected their lives. She stated, “They write about how it has made them think about the cruelty of which mankind is capable, about scapegoats, about how people can be influenced to do wrong, about government propaganda, about how people rationalize evil” (p. 501).

As stated above, the teaching of the Holocaust can differ from country to country. In Israel, Gil (2009) believed much had been written about teaching the Holocaust but not much had been written about the resources used to teach the Holocaust; therefore, he examined “...curricula, textbooks, educational materials, and final exams of high school students in all the sectors of state education” (p. 2). Specifically, Gil focused on “...16 textbooks and notes for teachers, 17 programs for teaching history, 59 final exams, and nine clusters of summaries” (2009, p. 2).

Gil (2009) described three main stages of Shoah education that have taken place in Israel: the 'Zionist stage,' the 'Humanist approach,' and the 'Democratic stage' (p. 3). His focus was on the 'Democratic stage' as that is the stage that is taking place now. During this stage, "...the Shoah has become the most significant single subject in the high school history curriculum" (p. 4). One change that occurred throughout these stages was the idea of teaching the Shoah as a part of history as opposed to teaching it as a form of collective memory.

Resistance was addressed in Israeli Holocaust curriculum. Since 2000, "Fighting back has been expanded to include partisans in the forests; revolts in the extermination camps; Treblinka, Sobibor, and Auschwitz; and Jews fighting in the allied forces" (Gil, 2009, p. 6). Armed resistance was presented clearly in textbooks and was found on exams, but resistance in extermination camps was found to be lacking in both. Students in Israel were also expected to have knowledge about passive resistance. One area that was surprisingly lacking in Israeli textbooks was the teaching of the 'final solution.' Gil found that "...while questions on the ghettos appear in almost every exam in the religious sector and one in every two or three in the secular sector, questions on the 'Final Solution' are rare" (p. 9).

Gil (2009) then looked at topics that have been recently researched, one being work completed by Jews during the Holocaust. He found that, "...despite new research, forced labor is ignored in programs and exams, and hardly dealt with in textbooks" (p. 9). The economic policy of Germany was not addressed. Another topic that was addressed was the concept of 'others.' Gil found that, "Gypsies, women, and euthanasia...are included for the first time in the textbooks of Keren and Gutman" (p. 10).

While in the past textbooks addressed Germans and Nazis as people (albeit murderous ones), Gil (2009) found a change in current textbook literature – "There are German or Nazi

policies but rarely Germans or Nazis” (p. 13). The focus was then kept on the victims. Gil also found that, “In the current textbooks, the tendency is to blame Hitler and the German ideology, thus detracting from the responsibility of the German people...[and]...responsibility is transferred from the Germans to one person” (p. 14). Another change in Israeli state programs and exams was that, “The Shoah is taught alongside Nazism and WWII” (p. 14). Before 2000, the Holocaust was taught separately. However, the exams tend to divide questions into two parts: one relating to the war and the other to the Holocaust. Gil also examined the teaching of Nazi ideology. He found that, “Since 2000, nearly every exam asks about Nazi ideology, perceived as the most important cause for the Shoah” (p. 16).

Finally, Gil (2009) explored the broader aspects of teaching the Holocaust in Israeli classrooms. In regard to how programs were organized, he found that, “...official programs and textbooks present the Shoah as a process of three main stages: Nazi activities against German Jews (1933-1939), the expulsions and ghettos in Eastern Europe (1939-1942), and the systematic destruction through to the ‘final Solution’ (1942-1945)” (p. 18). In regard to the use of primary source documents, Gil found that while primary source documents were common in textbooks, students were not expected to read nor analyze documents on a state exam.

Gil (2009) concluded that there was a gap between “curricula and textbooks and teaching” because of a discrepancy in what the textbooks contain and what questions the exams pose (p. 19). He determined that exams should raise questions addressed in classrooms using updated curricula. Gil also concluded that studying the Holocaust was important, and would continue to be so, as curricula and resources became further improved.

### **Teaching Resistance during the Holocaust**

Teaching specifically about resistance during the Holocaust was addressed within articles relating to the teaching of the Holocaust in general. No articles were found that discussed teaching about resistance during the Holocaust exclusively. The United States Holocaust Memorial Museum identified Jewish resistance and non-Jewish resistance as two essential topics that should be taught, if even briefly. Shiman and Fernekes (1999) believed that "...educators can contribute to the development of informed and empathic learners who might act on behalf of others when the need arises" if resistance during the Holocaust, along with human rights violations, was taught in the classroom (p. 60).

Gil (2009) evaluated textbooks used in Israel, and one subject of his focus was resistance. He found that, since 2000, "Fighting back has been expanded to include partisans in the forests; revolts in the extermination camps...and Jews fighting in the allied forces" (6). Gil also noted that one subject on the Israeli exams was resistance. Under this topic, students "...are asked about daily existence in the ghettos, revolts, and other armed resistance" (8). Students did have a choice of which question to choose, but choosing the question about resistance required them to have knowledge about both passive and active resistance. Resistance during the Holocaust was mentioned as one topic among many that should be taught when teaching about the Holocaust in general.

### **Using Historical Fiction in the Classroom**

In an action research study by Hicks and Martin (1997), "...the potential for combining the teaching of English and history using historical fiction" is examined (p. 52). Hicks and Martin described the Each Project, a program that encouraged the use of historical fiction in both the English and history classrooms simultaneously. This particular study focused on 11-12 year-

olds from Wareham Middle School in the United Kingdom. Hicks and Martin acknowledged that many history teachers stay away from using historical fiction because the novels are just that – fiction, and English teachers view it as a “minor genre” and one that is not particularly of interest to students. Also, many history teachers do not have time for students to read historical fiction, English teachers do not have time to teach the appropriate historical context. The Each Project combined students’ reading of historical fiction with their writing of historical fiction pieces.

Hicks and Martin (1997) had students read *A Little Lower than the Angels* by Geraldine McCaughrean; the students read the novel in English class and then studied the time period in history. This helped solve the time issue mentioned above; the history and English teachers worked together to address different aspects of the novel and the historical time period. *A Little Lower than the Angels* was chosen because it was still in print, it was appropriate for the age and level of students, and it was engaging. While students read this novel, they also researched questions brought forth by classmates, studied the historical fiction genre, and read sources and documents which enhanced their understanding of the time period. The students then went on to produce their own historical fiction stories.

Hicks and Martin (1997) believed the Each Project worked for two reasons. First, “...the quality of [students’] historical thinking and their view of the medieval world were well advanced” (p. 55). Hicks and Martin found that students had a better understanding of historical fiction as a genre and had a deeper understanding of the medieval worldview than those peers who did not participate in the Each Project. Second, Hicks and Martin found that, “...the value of reading historical fiction is evident in the pupils’ own writing within the genre” (p. 56). Students spent three weeks writing historical fiction pieces which allowed them to explore the time period and develop situations that were appropriate to medieval time. Hicks and Martin

concluded that students gained a strong understanding of historical fiction as a genre and the medieval time period through the combination of reading and writing.

However, not everyone agrees historical fiction has a place in all historical units. Relying on two previous studies as well as analyzing specific texts, Short (1997) cautioned teachers about using historical fiction in the classroom. The purpose of Short's study was to argue against the commonly-held belief that the Holocaust should be taught using literature regarding Jews and their treatment during the reign of the Nazi party.

Short (1997) actually completed two studies prior to this one. In his first study, Short looked at "teachers' attitudes and practices with regard to the Holocaust" (p. 181). He found that teachers tended to overlook teaching anti-Semitism, which could lead to students believing anti-Semitism was a new phenomenon. Textbooks stereotyped Jews as being a wealthy, religious group. Short also found that both teachers and textbooks failed to address Jewish resistance and the persecution of other groups of people under Nazi reign. Finally, Short found that both teachers and textbooks separated the terms "Germans" and "Jews," therefore suggesting that Jews were not citizens of Germany.

Short's (1997) second study focused on forty-three 14-15 year-olds and what they "had learned about citizenship as a result of studying the Holocaust as history" (p. 181). He found that, in general, students were unaware of the role of anti-Semitism in history, its effect on the course Germany took after World War I, and its effect on Jews trying to leave Germany and seek refuge in other countries.

Short (1997) analyzed two texts suggested by Martin Goldberg as being valuable when teaching the Holocaust: *Friedrich* by Hans Peter Richter and *Mischling Second Degree* by Ilse Koehn. He found fault with both of these texts for various reasons. *Friedrich* does not address

the scapegoating of the Jews by the Nazi party. It also gives the reader the false impression that all Jews were religious. *Mischling Second Degree* barely mentions Jews being murdered, and it never mentions extermination camps. Short even went so far as to state that, "...the book seems more concerned to generate sympathy for the German victims of the war than to consider the crimes of the Nazi government" (p. 187).

Short (1997) concluded that "teachers cannot rely on apparently germane literature either to plug gaps in their pupils' knowledge or to challenge their false beliefs" (p. 189). He believed the best thing teachers could do to help students understand the Holocaust was become knowledgeable of their content and raise the issues that should be addressed. Short sought to "demonstrate that in relation to the Holocaust the benefits of historical literature cannot be guaranteed. Some books recommended as relevant to the topic can obscure, distort, and deny the truth as easily as they can shed light on it" (p. 188).

Baer (2012) took a different approach and looked at pairing a fiction text with a non-fiction text in order to increase understanding. She had a conversation with students in her classroom who were reading *The Book Thief* by Marcus Zusak; they came to the conclusion that they should have read *Hitler Youth: Growing Up in Hitler's Shadow* by Susan Campbell Bartoletti first in order to understand the Hitler Youth references in *The Book Thief*. This led her to question the use of fiction and informational texts in the classroom. The purpose of Baer's study was to "...present an annotated bibliography of paired books – one fiction and one informational – about multiple topics in history and social studies that, when read together, can help support students' learning through experiencing the topic from multiple perspectives and voices" (p. 284).

Baer's (2012) study resulted in "an annotated bibliography of text pairs" – one fiction and one informational (p. 286). Baer argued for the use of literature in the classroom because it allowed students to view multiple perspectives, engage in critical thinking, and gain further understanding by discussing ideas with their peers. Baer also argued that using informational texts with fictional texts lent itself to comparing the two text structures and how to approach them differently.

### **Summary**

Few educators would deny the importance of teaching students about the Holocaust. They would, however, debate how best to present the information and what students take away from it. Each teacher, state, and, especially, country teaches about the Holocaust in different ways. Some focus on the factual information students should acquire while others focus on the emotional reactions of students.

Educators also debate the use of historical fiction within the classroom. Hicks and Martin (1997) believed historical fiction could be a useful tool within the classroom if students studied the historical period around which the story was written. Short (1997) focused his study specifically on two historical fiction texts about the Holocaust. He concluded that teachers were better off acquiring knowledge of the Holocaust and teaching students what was deemed to be important. Historical fiction texts were not guaranteed to be accurate nor reliable. Baer (2012) argued that pairing a historical fiction text with a non-fiction text would allow students to gain information from two different types of sources and would allow them to notice the differences between the structures.

No literature could be found regarding teaching about resistance during the Holocaust exclusively. Educators might be able to find information on the importance of teaching about



resistance, but the researcher did not find any texts that solely spoke of the importance of teaching resistance in the classroom, nor did the researcher find texts containing specific resources for teachers to use relating to teaching about resistance during the Holocaust. A selective annotated bibliography of recommended resources for junior high school teachers would help fill that gap.

## **CHAPTER 3**

### **METHODOLOGY**

#### **Procedures**

Resistance during the Holocaust is a topic that can be overlooked in the classroom because it is just one aspect of the Holocaust in general. Resistance needs to be addressed at the junior high level so that students understand that resistance did take place and that there were many forms of resistance, not just armed resistance. Teachers must be aware that resistance did take place by Jews and non-Jews alike. The purpose of this project was to create a selective annotated bibliography of recommended resources for junior high school teachers to use when teaching about resistance during the Holocaust. There is an abundance of texts and other resources available, so locating reputable and reliable texts can be difficult. A search in I-Share, Western Illinois University's library catalog, for "Holocaust" generates 1,403 entries. However, a search for "Jeff Leibovitz Special Collection" (the University's Holocaust collection) using "these words as a phrase" generates 673 entries. An advanced search of "Jeff Leibovitz Special Collection" using "these words as a phrase" and adding "resistance" still generates 68 titles. A selective annotated bibliography of resources regarding resistance during the Holocaust is needed in order to make manageable the resources teachers can use when teaching this topic.

#### **Description of Project**

The project will serve as a resource for junior high school teachers who are looking to teach more about resistance during the Holocaust. A selective annotated bibliography of recommended resources was compiled in order to provide teachers with reliable and valid resources. Both print and non-print resources were considered in order to provide a well-rounded bibliography.

Historical fiction texts were considered for the annotated bibliography. When studying the use of historical fiction in the classroom, Short (1997) found that both teachers and textbooks failed to address Jewish resistance and cautioned against using historical fiction as texts are not guaranteed to be reliable. However, Baer (2012) argued that by pairing historical fiction texts with informational texts, students engaged in critical thinking and considered multiple perspectives. Because the annotated bibliography is focused on resistance during the Holocaust and the researcher used an analysis tool for resource selection, it was appropriate to consider historical fiction texts for the annotated bibliography.

### **Resource Selection**

The researcher consulted the following sources in order to locate potential resources to include in the selective annotated bibliography:

1. United States Holocaust Memorial Museum website
2. Yad Vashem website
3. Western Illinois University's Leibovitz Collection Holocaust Curriculum Cases (see Appendix A)
4. Wilson's Middle and Junior High Core Collection (see Appendix B)

### **Resource Analysis**

An analysis tool that was constructed based on information provided in the literature review above was used (see Appendix C for analysis tool). Information regarding each resource in general was documented. The setting was noted in order to ensure various regions were included. Because the United States Holocaust Memorial Museum (n.d.) identified Jewish resistance and non-Jewish resistance as two essential topics that should be taught and because armed resistance was not the only form of resistance, types of resistance was documented to

ensure various forms were represented. Also, documentation was kept regarding whether the focus was kept on the victims. Especially in regard to resistance during the Holocaust, recommended resources center on the victims and give their stories a voice rather than focusing too much on the perpetrators and what they did (or did not do). Students need to understand that resistance did take place and that there were many forms of resistance; resources that keep the concentration on the victim will help students to understand this. In the end, it was the researcher's decision whether a material was inevitably recommended for the selective annotated bibliography based on information gathered using the analysis tool.

### **Procedure**

Research began with the researcher conducting a preliminary browse of the list of sources in the Leibovitz Collection Holocaust Curriculum Cases in order to determine whether the focus of each piece of material was on resistance during the Holocaust. If not, the resource was eliminated from consideration. If so, the resource was marked and viewed in more detail at a later time.

The researcher then conducted an advanced search of Wilson's Middle and Junior High Core Collection. This collection is a reliable guide that helps teacher librarians to select highly recommended materials. The researcher used the search term "Holocaust AND resistance." Limiters used included "Publication Type: Book" and "Category: Fiction, Nonfiction, Biography." The researcher then completed another search using the search term "Holocaust AND rescue." Limiters used included "Publication Type: Book" and "Category: Fiction, Nonfiction, Biography." All recommendation levels were included.

The United States Holocaust Memorial Museum website was then accessed. The researcher went to the "Education" tab and chose "For teachers." The section "Essential Topics

to Teach” was chosen, and then the researcher browsed the “Jewish Resistance” and “Non-Jewish Resistance” categories along with the “Rescue” category. Materials were chosen for further review based on an initial browse.

The researcher then accessed the website of Yad Vashem. “Education & E-Learning” was selected followed by “Educational Materials.” The researcher then browsed the collection, choosing materials that related to resistance during the Holocaust. Those materials that connect to resistance during the Holocaust were documented for further review.

The analysis tool (Appendix C) was then used for each source documented. Using the analysis tool, the researcher read/viewed each source at least once. When each source had been analyzed, the researcher constructed a selective annotated bibliography using Microsoft Word and organized this document by format. Only sources that met all criteria on the analysis tool were considered for the selective annotated bibliography. Each source presented in the bibliography contains citation information (so teachers will know where and how to access each resource) as well as a summary. Also included is a suggestion of how to use the source in a junior high classroom.

### **Limitations**

Only works that benefit students directly were consulted; resources that would assist teachers’ understanding but would not be used by students were not included. The researcher accessed two credible Holocaust museum websites as well as a collection of highly recommended materials and cases from a local university. *Wilson’s Middle and Junior High Core Collection*, accessed via Rod Library at the University of Northern Iowa, had a number of sources that were recommended and would be easily accessible to teachers. The cases had been

accessed and utilized by the researcher in prior educational settings. Only titles that were available from these sources were reviewed.

## **CHAPTER 4**

### **PROJECT**

The project is an annotated bibliography of recommended resources for junior high school teachers to use when teaching about resistance during the Holocaust. Books selected for inclusion in the annotated bibliography were analyzed using an established analysis tool. The analysis consisted of a summary of the resource, the reading and interest levels, the types of resistance included, and the focus of the text. Resources are categorized by type. In addition to the resource analyses, the annotated bibliography includes recommendations for student use.

## **A SELECTIVE ANNOTATED BIBLIOGRAPHY OF MATERIALS RECOMMENDED FOR JUNIOR HIGH CLASSROOMS REGARDING RESISTANCE DURING THE HOLOCAUST**

Created by Katharine Mulfinger

This annotated bibliography was created to be used by junior high school teachers who are looking for resources regarding resistance during the Holocaust. The purpose of this project was to develop an annotated bibliography which, after analysis by the researcher, provided effective resources for junior high school teachers to use when teaching about resistance during the Holocaust. The project was completed by selecting resources – meeting selection criteria – from the Leibovitz Collection Holocaust Curriculum Cases, Wilson’s Middle and Junior High Core Collection, the United States Holocaust Memorial Museum website, and the Yad Vashem website. Selection criteria included the reading level, type and prevalence of resistance, and focus of the resource.

### **Children’s Books**

Millman, I. (2005). *Hidden child*. New York: Farrar, Straus and Giroux.

Non-Fiction

Setting: France

Isaac’s parents emigrated from Poland to France in order to escape Nazi persecution. However, the Nazis invaded France and Isaac’s parents were both sent to concentration camps; they both died at Auschwitz. Isaac was hidden and survived the Holocaust. He was later adopted by a family in the United States. The text is told from Isaac’s point of view.

Teachers can use this text in order to introduce the fact that not all people were sent to concentration camps; some people, children in particular, were hidden by others. Millman explains how rights were taken away from Jews, how children were hidden, and why it was dangerous to hide Jewish children, especially boys.



Mochizuki, K. (1997). *Passage to freedom: The Sugihara story*. New York: Lee & Low Books, Inc.  
 Non-Fiction  
 Setting: Lithuania

Chiune Sugihara worked for the Japanese government and became a diplomat in Lithuania. He wrote thousands of visas (against the instruction of his government) for Jews living in Lithuania. Sugihara was eventually forced out of the country by his own government and lost his job after the war. However, he was named a “Righteous among Nations” by Yad Vashem.

This text can be used when teachers introduce resistance during the Holocaust. This text displays two important facts: the Holocaust affected people in numerous countries, and resistance was carried out by non-Jews. This would be a strong text to use with the whole class. If students are interested in learning more about Sugihara and his experience, they can read *A Special Fate – Chiune Sugihara: Hero of the Holocaust*.

Taylor, P. L. (2007). *The secret of priest’s grotto: A Holocaust survival story*. Minneapolis, MN: Kar-Ben Publishing.  
 Non-Fiction  
 Setting: Ukraine

Thirty-eight people took fate into their own hands and hid in a cave during the Nazi occupation of Ukraine. They had to deal with the dampness and coldness of the cave as well as with a lack of supplies. They survived by working together and holding out, living underground until the Nazis were defeated in Ukraine. They created the tools they needed and stole supplies from nearby fields.

This story is unique. The author shows one example of unarmed resistance and makes connections to present times and circumstances. The focus is kept almost entirely on the victims. While the overall tone of the text lacks emotion, the story is important. Teachers can read the text to the entire class or they can introduce the text and allow students to read it on their own.

## Novels

Bartoletti, S.C. (2008). *The boy who dared*. New York: Scholastic.  
 Fiction  
 Setting: Germany

Set during the Nazi rise to power, Helmuth becomes aware of Nazi policies when he sees his friends and neighbors stripped of their rights and physically abused. *The Boy who Dared* is told from the perspective of Helmuth Hubener, a German teen who resists the Nazis by listening to foreign radio and the distributing pamphlets containing the truth about Germany and the war. Helmuth and his friends – Rudi, Karl, and Duwer – get

caught, so Helmuth takes the blame. While the others are sentenced to serve prison time, Helmuth is put to death.

*The Boy who Dared* is based on a true story. Helmuth Hubener was a real person who resisted the Nazis by listening to foreign radio and writing and distributing pamphlets. However, this is historical fiction because the author took liberties with descriptions, dialogue, and situations. From this text, students can get an understanding of what life was like in Germany for people living under the Nazi regime who were not Jewish. In the end, students can discuss if Helmuth's resistance made a difference.

Cretzmeyer, S. (1999). *Your name is Renee*. New York: Oxford University Press.

Non-Fiction

Setting: France

Ruth Kapp is a Jewish child living in France in 1941. Her name is changed to Renee in order to hide her identity. After being assisted by the French resistance, her parents eventually send her to a Catholic orphanage in order to keep her safe. While there, Ruth must pretend she is an orphan and must forget her Jewish heritage. After the war, Ruth is reunited with her family.

Students who read this text will obtain a better understanding of what life was like in France for Jews during the Holocaust. France is often left unexplored as educators tend to focus on what life was like in German or Polish ghettos and camps. *Your Name is Renee* provides the perspective of a hidden child, one that, again, is often unexplored because it is not directly related to ghettos or concentration camps.

Gold, A. (2000). *A special fate – Chiune Sugihara: Hero of the Holocaust*. New York:

Scholastic.

Non-Fiction

Setting: Lithuania

Chiune Sugihara, a diplomat from Japan working in Lithuania, forged thousands of visas for Jews trying to leave the country. He did this in direct violation of orders from the Japanese government. The story is interwoven with two stories of Jewish children who were saved because of Sugihara: Masha and Solly.

The message of *A Special Fate – Chiune Sugihara: Hero of the Holocaust* is one students need to hear. Sugihara went against his own government and did what he thought was right, saving thousands of lives. Students can discuss Sugihara's actions and, as an extension activity, visit the United States Holocaust Memorial Museum website. By searching under "Rescue," students can view a personal testimony, artifacts, and a photograph.

Levine, E. (2000). *Darkness over Denmark*. New York: Scholastic.  
 Non-Fiction  
 Setting: Denmark

After Denmark became occupied by Nazi Germany, the Danish government fought to keep the occupation peaceful while still upholding the Danish constitution. The Danish government strived to save its Jewish population even as the Nazis became more forceful. Citizens helped Jews hide and escape to neutral Sweden, and when some of Denmark's Jewish population was sent to Theresienstadt, the Danish government sent packages and checked on the situation regularly.

*Darkness over Denmark* provides a comprehensive look at Denmark's role in World War II and its struggle to save its Jewish population. This text also shows that non-Jewish Danish citizens were willing to risk their lives and resist Nazi control and demands. Teachers can pair this text with *Rescuing the Danish Jews: a heroic story from the Holocaust*.

McClafferty, C.K. (2008). *In defiance of Hitler: The secret mission of Varian Fry*. New York: Farrar, Straus and Giroux.  
 Non-Fiction  
 Setting: France

Varian Fry goes to Berlin, Germany, in 1935 and witnesses the changing atmosphere for Jews. He later goes to Marseilles, France, in order to assist refugees and get some prominent people out of Nazi-occupied France. The United States government calls back Varian, but he stays to help Jews and non-Jews get out of France until he is expelled from the country.

Varian Fry is the focus of this text, and he did everything he could to help those trying to escape Nazi-occupied France. Students reading this text will learn more about how Varian ended up in France and what he did for the thirteen months he was there. As an extension activity, students can visit the United States Holocaust Memorial Museum website. By searching under "Rescue," students can view photographs of Varian Fry.

Roy, J. (2006). *Yellow star*. New York: Marshall Cavendish.  
 Fiction  
 Setting: Poland

Syvia's family tries to escape Lodz, Poland, because the city is unsafe, but her parents cannot find work in Warsaw and must return home. Soon after, a ghetto is established in Lodz and Syvia and her family must move into it. At one point, the Nazis round up all of the children; only twelve children survive, and that is because they are hidden by people living in the ghetto. Through luck and determination, Syvia and her family are able to survive in the ghetto for five and one-half years.

This text is written in poetic form. While there is no large act of resistance in this text, by focusing students on resistance, they will see that often people who survived were those who did not follow the rules; people who survived were those who used circumstances to their benefit and disobeyed orders.

## Reference Resources

Altman, L.J. (2012). *The Warsaw ghetto uprising: Striking a blow against the Nazis*. Berkeley Heights, NJ: Enslow Publishers, Inc.  
 Non-Fiction  
 Setting: Poland

In April 1943, a few hundred Jews still living in the Warsaw ghetto began an armed uprising against the Nazis. The uprising lasted twenty-eight days. These Jews, mostly younger individuals, knew the ghetto was going to be liquidated and decided to fight back. Shorter chapters profile some of those who were involved in the Warsaw ghetto uprising, while the last chapter focuses on Jurgen Stroop, who was an SS general assigned to the Warsaw ghetto.

This text can be used as part of a jigsaw activity, with students in small groups each reading about a different person involved in the Warsaw ghetto uprising. Maps and excerpts provided in each chapter should help provide perspective for students. The resisters did not expect to win against the Nazis; instead, they wanted to stand up for themselves. Students can engage in critical thinking by discussing this idea.

Borden, L. (2012). *His name was Raoul Wallenberg: Courage, rescue, and mystery during World War II*. Boston: Houghton Mifflin.  
 Non-Fiction  
 Setting: Hungary

Raoul Wallenberg went to Hungary during the Holocaust in order to save as many Jews as possible by printing schutzpasses that would allow people into different countries. He also rented apartments in order for people to have a place to stay or hide. Wallenberg was working for the Swedish government. He stayed in Hungary and risked his life writing schutzpasses in order to help as many people as he could.

The focus of this text is on Wallenberg and the assistance he provided for others. Borden describes the situation in an engaging way – through verse. Pictures and maps are interspersed to continuously engage the reader. Information is also provided regarding what happened to Wallenberg. This text does not sugar-coat the details; the author describes how difficult Wallenberg’s work was and how the situation started to dwindle because of lack of food and medicine.

Byers, A. (2010). *Courageous teen resisters: Primary sources from the Holocaust*. Berkeley Heights, NJ: Enslow Publishers, Inc.

Non-Fiction

Setting: Various countries

*Courageous Teen Resisters: Primary Sources from the Holocaust* includes numerous examples and explanations of acts of resistance that took place during the Holocaust. Some of these acts of resistance include: the White Rose, the Warsaw ghetto uprising, uprisings in death camps, and partisans in the forest. Small acts of resistance, such as tearing up currency so that the Nazis could not use it, are also included.

Teachers could provide students with excerpts from this text and do a jigsaw activity. Students can be placed in groups, and each group member can read information about a different act of resistance. These acts of resistance can then be compared. Background information is provided at the beginning of each chapter.

Byers, A. (2012). *Rescuing the Danish Jews: A heroic story from the Holocaust*. Berkeley Heights, NJ: Enslow Publishers, Inc.

Non-Fiction

Setting: Denmark

*Rescuing the Danish Jews: A Heroic Story from the Holocaust* focuses on the role the Danish government and citizens took in saving its Jewish population. Many Danes resisted the Nazi occupation of Denmark, but they also resisted their own government's cooperation with the Nazis. Various people and groups are profiled in this text, including Georg Ferdinand Duckwitz, Niels Bohr, and Jorgen Kieler. Many of the profiles focus on people who wanted to save their neighbors; however, there is mention of the Churchill Club, which was a group of young boys who sabotaged the Nazis by doing things such as burning freight train loads.

With this text, students will be able to learn about how one country stood up for its people during the Holocaust. Teachers can use this text for a jigsaw activity, providing each student in the group with a profile and then having group members share with each other. Teachers can also pair this text with *Darkness over Denmark*.

Byers, A. (2012). *Saving children from the Holocaust: The Kindertransport*. Berkeley Heights, NJ: Enslow Publishers, Inc.

Non-Fiction

Setting: Various countries

*Saving Children from the Holocaust: The Kindertransport* focuses on two aspects of the Kindertransport: the children saved by the Kindertransport and the adults who worked to get children out of Germany, Austria, and Czechoslovakia. Each chapter focuses on a different person who either saved children or was a child on the Kindertransport.

This text provides various aspects of the Kindertransport process. Students are able to see how much work it took to get children out of the Nazi-occupied areas. They are also exposed to what conditions were like for children who went to England on the Kindertransport; every child's experience was different. Teachers can use this text alongside *Ten Thousand Children: True Stories Told by Children who Escaped the Holocaust on the Kindertransport*.

DeSaix, D. D. & Ruelle, K. G. (2007). *Hidden on the mountain: Stories of children sheltered from the Nazis in Le Chambon*. New York: Holiday House.  
Non-Fiction  
Setting: France

The town of Le Chambon, France, played a part in the resistance efforts to save Jews in France. *Hidden on the Mountain: Stories of Children Sheltered from the Nazis in Le Chambon* contains profiles of various people who were sheltered and protected in Le Chambon. All information in each profile comes from the person him/herself or from documents produced by that person. There is a small section with background information as well as a timeline provided at the beginning.

Not many students know about resistance in France during the Holocaust, and this text provides information on a human level by focusing on children who were saved. The profiles of different people make this a strong source to use in a jigsaw activity. Each student can learn about a different child who was saved and then share in his/her group.

*Echoes and reflections: A multimedia curriculum on the holocaust*. (2005). USA: Anti-Defamation League, USC Shoah Foundation Institute, Yad Vashem.

The *Echoes and Reflections* binder contains ten lessons, with each lesson focusing on a different aspect of the Holocaust. Lesson seven focuses on Jewish resistance while lesson eight focuses on rescuers and non-Jewish resistance. Other lessons include: anti-Semitism, Nazi Germany, the ghettos, and survivors and liberators. Visual history testimonies are included at the beginning of each lesson. Lessons also include primary source documents such as letters, excerpts of diaries, and photographs.

This source not only addresses Jewish resistance and rescuers as well as non-Jewish resistance, but it includes information about various other important topics for teaching about the Holocaust. Teachers can utilize lessons as-is, or they can select certain aspects that they want to make use of and create their own lessons. The visual history testimonies and primary source documents will enhance student understanding.

Fox, A. L. & Abraham-Podietz, E. (1999). *Ten thousand children: True stories told by children who escaped the Holocaust on the Kindertransport*. West Orange, NJ: Behrman House, Inc.  
Non-Fiction  
Setting: Germany and England

This text is a collection of entries about children who left Germany for England as part of the Kindertransport. Entries focus on one specific part of the Kindertransport experience, such as children leaving their parents, the train ride, or what life was like with new families. Each entry also contains an update of what happened to that particular child after the war. Kindertransport can be considered resistance because parents were sending their children to another country in order for them to escape hardship and potential death. While the Nazi Party agreed to let the children leave, it was British citizens who asked their government to allow children to be transported. By reading about specific experiences, students can get a small sense of the emotions that would have gone into parents' decisions to send their children to another country.

Students probably would not read this book cover-to-cover. Rather, this is a resource for students to use in order to discover aspects of the Kindertransport for themselves. Students can consider what life would be like living with a new family in another country and how difficult it would be for parents to give up their children. Teachers can have each student read a different profile, and then students can share with small groups or the entire class. This text can be used alongside *Saving Children from the Holocaust: the Kindertransport*.

Rappaport, D. (2012). *Beyond courage: The untold story of Jewish resistance during the Holocaust*. Somerville, MA: Candlewick Press.

Non-Fiction

Setting: Various countries

This text focuses on acts of Jewish resistance during the Holocaust. Rappaport includes uprisings and resistance from various places, showing that resistance took place in cities, ghettos, camps, and in the forests. The author also includes information at the beginning of each chapter in order to provide context. Each entry focuses on one act of resistance.

This is an excellent source from which students can gain further understanding after being introduced to the idea of resistance during the Holocaust. Students can also explore acts of resistance with which they are not familiar.

### **Non-Print Resources**

*Composers of the Holocaust: Ghetto songs from Warsaw, Vilna, and Terezin* [CD]. 2000. New York: Leonarda Productions, Inc.

This CD contains music that was written during the Holocaust by people living in the Warsaw, Vilna, and Terezin ghettos. The music was later recorded for this CD. The jacket contains information about each of the composers, the lyrics (translated), and information about each of the musicians.

Teachers can use this CD in various ways. Students can find information about each of the composers, or teachers can play one of the songs each day and have students respond

to the tone. Teachers can also have students look at the lyrics of some of the songs (some songs are instrumental).

Stolbova, M., & Minac, M. (2007). *Nicholas Winton: The power of good*. USA: Gelman Education Foundation.

In 1938, Nicholas Winton goes on vacation to Prague, Czechoslovakia, where he learns about children whose lives are in danger. He organizes a rescue operation that eventually saves 669 children. Nicholas Winton does not tell anyone about his role in saving children during the Holocaust. It is only after his wife discovers information in their attic that he talks about what he did for others.

This documentary focuses on the individuals who were saved by Nicholas Winton. There were children in camps who had no one to take care of them, so Winton knew he had to do something. He had to find families to take the children, and sometimes Winton had to create fake papers/passports in order to get children out of the country quickly. Teachers can show this documentary to their classes and then have students write and discuss their responses. As an extension activity, students can visit the United States Holocaust Memorial Museum website. By searching under “Rescue,” students can listen to an interview of Nicholas Winton. Students can also compare the children’s experiences who were saved by Nicholas Winton to that of the children saved by the Kindertransport.

United States Holocaust Memorial Museum. (2012). Jewish Resistance. Retrieved from <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005213>

This webpage contains information about both acts of violent and non-violent resistance. Acts of armed resistance include the Warsaw ghetto uprising and uprisings at death camps, such as Treblinka and Sobibor. Also mentioned are the partisan fighters in the forests. The concept of spiritual resistance is also raised.

There are personal testimonies and photographs that students can explore in order to learn more from a human perspective. Also, students can delve into music that was written during the Holocaust, and they can discover poets and musicians who generated works while living in ghettos. Teachers can pair this information with the CD *Composers of the Holocaust: ghetto songs from Warsaw, Vilna, and Terezin*.

United States Holocaust Memorial Museum. (2012). Rescue. Retrieved from <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005185>

Acts of resistance occurred on both large and small scales. There were those living in occupied countries who saved Jews by hiding them for short and long periods of time. There were also those who left their home countries and went to Europe in order to assist refugees. People risked their own lives in order to save others during the Holocaust. Some people sent aid, some housed Jews and took care of them, and some worked to get Jews and others out of Europe altogether.



There is a plethora of information provided on this webpage. Students have the opportunity to extend their learning through viewing artifacts, maps, and by exploring related links. Students can learn more about specific individuals by using the active links.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

The Holocaust is generally taught at the junior high school level, but that does not mean teachers have received instruction of what to cover. Resistance during the Holocaust needs to be taught explicitly to ensure students understand the complexity of the situation. When searching for resources, a plethora of information is available, and it can be difficult for teachers to decide what materials to utilize. The purpose of this project was to create a selective annotated bibliography of recommended resources for junior high school teachers to use when teaching about resistance during the Holocaust.

#### Summary

Forty-eight resources, both print and non-print, were analyzed using a constructed analysis tool. The researcher focused on the type(s) of resistance portrayed, where the resistance took place, and on whom the resource centered. After analysis, twenty-two resources which met established criteria were compiled to create the selective annotated bibliography. The bibliography was organized by format in order to make it easier to navigate and utilize.

Two questions were posed in the research process. The first considered what the appropriate role of historical fiction was among teaching resources for a junior high school unit about resistance during the Holocaust. Hicks and Martin (1997) believed historical fiction could be a useful tool within the classroom if the historical period around which the story was written was studied, and Baer (2012) argued for the inclusion of historical fiction texts by pairing them with non-fiction texts. Historical fiction texts were considered by the researcher. It is suggested that students learn about resistance during the Holocaust through the use of the recommended reference and non-print resources while they are reading the novels. Of the six recommended

novels, two of them are catalogued as works of fiction, but both are actually based on real experiences.

The second question posed in the research process considered what resources were available for junior high students that would enhance their learning about resistance and the complexity of the Holocaust. After completing an initial search of the United States Holocaust Memorial Museum website, Yad Vashem's website, Western Illinois University's Leibovitz Collection Holocaust Curriculum Cases, and Wilson's Middle and Junior High Core Collection, the researcher compiled forty-eight potential resources. Those resources were then analyzed using an analysis tool. The researcher compiled an initial list of recommended titles; resources not included were deemed to be inappropriate for the focus of the bibliography based on one or more of the criteria. Next, the researcher organized the resources based on format. Finally, the researcher considered the reading level and setting of each resource in order to create a varied bibliography. Twenty-two resources were included in the selective annotated bibliography.

While completing the project, adjustments were made to the selective annotated bibliography. Included in each entry is the type of resource (fiction or non-fiction) and the setting. This draws attention to the setting and allows the teacher to pull resources based on format, type, and setting.

### **Conclusions**

The annotated bibliography created is for use by junior high school classroom teachers. The intended use of this bibliography is to assist junior high school teachers in selecting appropriate, high-quality resources for use when teaching about resistance during the Holocaust. When selected titles are purchased and/or available, teachers can make use of the annotated bibliography for selection based on their curricular needs.

### **Recommendations**

Annotated bibliographies can be a good way of pulling together and organizing resources for curricular units. Librarians can create multiple annotated bibliographies for curricular units within a district, which can assist with vertical integration discussions. Librarians can also create annotated bibliographies to inform new teachers of the resources available for curricular units, and they can update those bibliographies to inform experienced teachers of newly-added resources.

The researcher intends to use the selective annotative bibliography when teaching about resistance during the Holocaust in her own district. She plans on sharing this bibliography with her colleagues and encouraging them to utilize the suggested resources.

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## APPENDIX A

**Inventory List for Holocaust Curriculum Cases  
Western Illinois University's Leibovitz Collection**

Contents are contained in two cases

**Multiple Copies**

Ten Thousand Children (Fox) (30 copies)  
 Assignment: Rescue: An Autobiography (Fry) (6 copies)  
 Boy Who Dared (Bartoletti) (6 copies)  
 Daniel's Story (Matas) (6 copies)  
 Hana's Suitcase (Levine) (6 copies)  
 Memories of Anne Frank (Gold) (6 copies)  
 Yellow Star (Roy) (6 copies)

**Single Copies (32)**

Anne Frank: Beyond the Diary (Van der Rol)  
 Boy in the Striped Pajamas: a Fable (Boyne)  
 Cats in Krasinski Square (Hesse)  
 Doll with the Yellow Star (McDonough)  
 Elly (Gross)  
 Family Secret (graphic novel) (Heuvel)  
 Four Perfect Pebbles (Perl)  
 Hero and the Holocaust (Adler)  
 Hidden Child (Millman)  
 Hitler Youth (Bartoletti)  
 Holocaust: A Primary Source History (Bartel)  
 I Promised I Would Tell (Weitz)  
 Journey that Saved Curious George (Borden)  
 Luba: the Angel of Bergen-Belsen (McCann)  
 Memories of Survival (Krinitz)  
 Milkweed: a Novel (Spinelli)  
 October '45: Childhood Memories of War (Besson)  
 Parallel Journeys (Ayer)  
 Passage to Freedom: The Sugihara Story (Mochizuki)  
 Remember World War II: Kids Who Survived... (Nicholson)  
 Run Boy Run (Orlev)  
 Searching for Anne Frank: Letters from... (Rubin)  
 Secret of Priest's Grotto (Taylor)  
 Shadow Life (Denenberg)  
 Smoke and Ashes: Story of the Holocaust (Rogasky)  
 Surviving Hitler: A Boy in the Nazi Death Camps (Warren)  
 Tell Them We Remember (Bachrach)  
 Terrible Things: An Allegory... (Bunting)  
 We are Witnesses: Five Diaries of Teenagers... (Boas)  
 Who Was the Woman Who Wore the Hat? (Patz)

Witnesses to War (Leapman)  
Your Name is Rene (Cretzmeyer)

**Media**

Assignment: Rescue (VIDEO)  
Assignment: Rescue (Pamphlet)  
Auschwitz: If You Cried, You Died (DVD)  
Composers of the Holocaust (CD)  
Echoes and Reflection (Curriculum Notebook + DVD)  
Local Survivors (POSTERS)  
Nicholas Winton: Power of Good (DVD)  
One Survivor Remembers (KIT)



## APPENDIX B

**Generated Titles from Wilson’s Middle and Junior High Core Collection****Search: “Holocaust AND Resistance”**

*Beyond Courage: The Untold Story of Jewish Resistance during the Holocaust* (Rappaport)  
*The Warsaw Ghetto Uprising: Striking a Blow against the Nazis* (Altman)  
*Storming the Tulips* (Voyles; Sanders)  
*Escape—Teens on the Run: Primary Sources from the Holocaust* (Altman)  
*Courageous Teen Resisters: Primary Sources from the Holocaust* (Byers)  
*Raoul Wallenberg: Rescuing Thousands from the Nazis’ Grasp* (McArthur)  
*Resistance to the Nazis* (Shuter)  
*The Holocaust* (George)  
*Darkness over Denmark: The Danish Resistance and the Rescue of the Jews* (Levine)  
*Rescue and Resistance: Portraits of the Holocaust*  
*Inferno: June 1943-May 1945* (Ayer)

**Search: “Holocaust AND Rescue”**

*His Name was Raoul Wallenberg* (Borden)  
*Beyond Courage: The Untold Story of Jewish Resistance during the Holocaust* (Rappaport)  
*Saving Children from the Holocaust: The Kindertransport* (Byers)  
*Rescuing the Danish Jews: A Heroic Story from the Holocaust* (Byers)  
*Heroes of the Holocaust* (Fishkin)  
*Then* (Gleitzman)  
*Brave Deeds: How one Family Saved many from the Nazis* (Alma)  
*In Defiance of Hitler: The Secret Mission of Varian Fry* (McClafferty)  
*Hidden on the Mountain: Stories of Children Sheltered from the Nazis in Le Chambon* (Ruelle)  
*Heroes of the Holocaust* (Alcorn)  
*A Special Fate: Chiune Sugihara, Hero of the Holocaust* (Gold)  
*Darkness over Denmark: The Danish Resistance and the Rescue of the Jews* (Levine)  
*Forging Freedom: A True Story of Heroism during the Holocaust* (Talbot)  
*In my Hands: Memories of a Holocaust Rescuer* (Opdyke)  
*Rescue and Resistance: Portraits of the Holocaust*  
*Ten Thousand Children: True Stories Told by Children who Escaped the Holocaust on the Kindertransport* (Abraham-Podietz; Fox)  
*Inferno: June 1943-May 1945* (Ayer)  
*The Hidden Children of the Holocaust: Teens who Hid from the Nazis* (Kustanowitz)  
*The Righteous Gentiles* (Sherrow)  
*Jacob’s Rescue: A Holocaust Story* (Halperin)  
*Rescue: The Story of how Gentiles Saved Jews in the Holocaust* (Meltzer)

## APPENDIX C

**Resistance during the Holocaust  
Review Form**

**Title:****Author:****Publisher:****Copyright date:****Reading level:**

easy

at grade level

above grade level

**Interest level:****Setting: (country, etc)****Summary:**\_\_\_\_\_ **Fiction**\_\_\_\_\_ **Non-fiction****Forms of resistance? \_\_\_\_\_ **Armed****\_\_\_\_\_ **Passive (Cultural/Spiritual)****Explanation:**\_\_\_\_\_ **Jewish**\_\_\_\_\_ **non-Jewish****Is the focus kept on the victims?****Yes****No****Explanation:****Notes:****Recommend for teachers' use?****Yes****No****Explanation:**