

The Holocaust Through Primary Sources

Introduction

Gripping primary source accounts from Holocaust victims, some who survived, and some who did not, as well as from bystanders and perpetrators, offer readers an emotional, in-depth look at major events of the Holocaust. Individual experiences by ordinary people make for engaging text that keeps readers interested. Each book in *The Holocaust Through Primary Sources* series contains accounts from men, women, and children, interspersed with vivid color photos of primary source items and black-and-white period photos. As students read, they will use critical-thinking skills, such as comparing and contrasting, identifying sequence, and making inferences.

National Standards

This series supports [Social Studies](#), and [Language Arts](#). Go to www.enslowclassroom.com and/or www.enslow.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Included in this teacher's guide are activities linking to Reading/Language Arts, Social Studies, and the Arts. The activities, and a reproducible handout, require readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be reworked to use with any book in the series. The last page of this guide offers a reproducible assessment tool covering comprehension, vocabulary, and inference.

ATOS Reading Level: 6.3

Reproducible for Educational Use Only

This guide is reproducible for educational use only and is not for resale. © Enslow Publishers, Inc.

Where to Find More Information About Titles in this Series:

Visit www.enslowclassroom.com and/or www.enslow.com to search for other titles and series, as well as download the teacher's guides for other titles in this series:

<u>Titles in this series</u>	<u>Library Edition ISBN</u>	<u>Paperback Edition ISBN</u>
Auschwitz <i>Voices From the Death Camp</i>	978-0-7660-3322-1	978-1-59845-346-1
Kristallnacht <i>The Nazi Terror That Began the Holocaust</i>	978-0-7660-3324-5	978-1-59845-345-4
Liberation <i>Stories of Survival From the Holocaust</i>	978-0-7660-3319-1	978-1-59845-348-5
Rescuing the Danish Jews <i>A Heroic Story From the Holocaust</i>	978-0-7660-3321-4	978-1-59845-343-0
Saving Children From the Holocaust <i>The Kindertransport</i>	978-0-7660-3323-8	978-1-59845-344-7
The Warsaw Ghetto Uprising <i>Striking a Blow Against the Nazis</i>	978-0-7660-3320-7	978-1-59845-347-8

Titles in this series can be purchased through all major vendors or directly from:

Enslow Classroom, an imprint of Enslow Publishers, Inc.
40 Industrial Road, Box 398 Berkeley Heights, NJ 07922-0398
Phone: 1-800-398-2504 E-mail: customerservice@enslow.com
Web Page: www.enslowclassroom.com and/or www.enslow.com

Teacher's Guide for

[Rescuing the Danish Jews: A Heroic Story From the Holocaust](#)

In the midst of World War II and the slaughter of millions in the Holocaust, the Danes resisted Nazi brutality and saved thousands of people from death. In this book, readers find firsthand accounts from many people involved, the rescued, and the rescuers, of how thousands of Jews were saved from Nazis annihilation.

Before Reading

Have students preview the book to find out what they might learn and what they already know about the subject. Allow time for them to read the title, study the cover photo, and note the chapter headings, primary source photos, captions, sidebars, map, Timeline, Chapter Notes, Glossary, and Index. Then ask students to make **KWL** charts, writing in the **K** column what they already know about the Holocaust and Danish Jews, and in the **W** column, questions they want answered. After reading, students will add what they learned in the **L** column.

During Reading Review with students the process of visualizing. When you read, you look for words that describe people, places, and events. You try to picture them in your head. Forming the mental images helps you better understand what you read. Suggest that students write or sketch what they “see” on sticky notes by the corresponding text.

As students read, ask them to look for the following:

- How the Danish resistance used sabotage
- How a German attaché became a Danish hero
- How a Danish scientist helped build the bomb that ended World War II
- How a young college girl became a good smuggler
- A map of escape routes
- Myths about the Danish king
- The truth about Theresienstadt, Hitler’s “model” concentration camp

After Reading

Have each student complete the **L** column of the **KWL** chart and share it with a partner. To elicit personal responses to the book, encourage students to share their sticky notes/sketches. Did everyone visualize the same things? Discuss how making mental images helps when reading. Then prompt discussion with questions, such as: *What elements do you think a nation’s leader should consider when deciding whether to surrender or fight? Why do you think so many young people were involved in helping save the Danish Jews? If you had been there, what do you think you might have done to help? Which part of the book did you enjoy most?* Invite students to read their favorite passages aloud.

Use the Reading/Language Arts, Social Studies, and Arts activities on the next page. Make copies of the Handout and Assessment pages that follow for students to do in class or as homework. **Answers: Handout Across**—1. sanctuary, 3. open, 5. Scandinavia, 6. boat, 8. resistance, 11. out, 12. mediator, 14. coast, 15. kroner, 18. Gestapo, 21. underground, 23. spy, 24. Sweden. **Down**—1. synagogue, 2. cantor, 4. protectorate, 5. sabotage, 7. Hitler, 9. blitzkrieg, 10. atomic, 13. king, 16. convoy, 17. sound, 19. ally, 20. hull, 22. day..

Assessment—1. C, 2. D, 3. B, 4. C, 5. D, 6. A, 7. B, 8. D, 9. A, 10. C.

Curriculum Links

SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

Reading/Language Arts Activities

1. Remind students that in nonfiction, a book's title often states the **main idea**, or what the book is mostly about, and the text gives details that support that main idea. Have student work in pairs to make concept webs with *Rescuing Danish Jews* in a center circle and details about how they were rescued and by whom in smaller circles around it. Invite partners to share and compare their finished webs.
2. Ask students to imagine that they are trying to helping people threatened by the Nazis to escape, but need more volunteers. Have students work in pairs or small groups to plan a persuasive presentation to a group of citizens, asking for help in paying for and carrying our rescue attempts. The presentation might be a brochure created with a word processing template or a PowerPoint™ presentation with a few important facts on each side of each slide. Presentations should include persuasive language plus pertinent visuals, researched on the Internet, along with proper citing.
3. Use a part of this book to introduce interested students to the works of William Shakespeare. Explain that Shakespeare's *The Tragedy of Hamlet, Prince of Denmark* is set in Elsinore. Either show a video of the play or invite those who are interested to read excerpts of the play and summarize it for the class.

Social Studies Activities

1. Revisit and discuss the map and map key on page 56. Ask: *What is the largest populated area?* (Copenhagen) *What sea lies south of Sweden?* (Baltic) *Which place of departure in Denmark is closest to a place of entry in Sweden?* (Elsinore, Denmark to Helsingborg, Sweden) *What is the northernmost place of entry in Sweden ?* (Angelholm) *the most southern place of departure?* (Stubbekobing)
2. Let students work in pairs or small groups. Have them use the Internet to research life in Denmark today, especially the ethnic breakdown of the population and any laws regarding discrimination. Invite students to present their results as:
 - a Web page with well–organized information, appropriate images, and cited sources.
 - a photo essay of 10–15 photos arranged on a poster, with a brief caption for each photo to explain the image, put it in context, and cite its source.
 - a blog, detailing their search, facts and photos about the country and its inhabitants, and proper citing of sources.

Arts Activity

Review with students what a monologue is: one character speaking his or her thoughts aloud, either to the audience as a whole or directly to another character. Have each student choose one person described in the book, then write a monologue based on that person. Allow time for students to perfect the piece do that it can be performed “off-book.” Videotape the “author/actor” performances so students can see their work. Give feedback on both writing and acting. Share the tape with other teachers whose classes are studying World War II.

Handout

Crossword

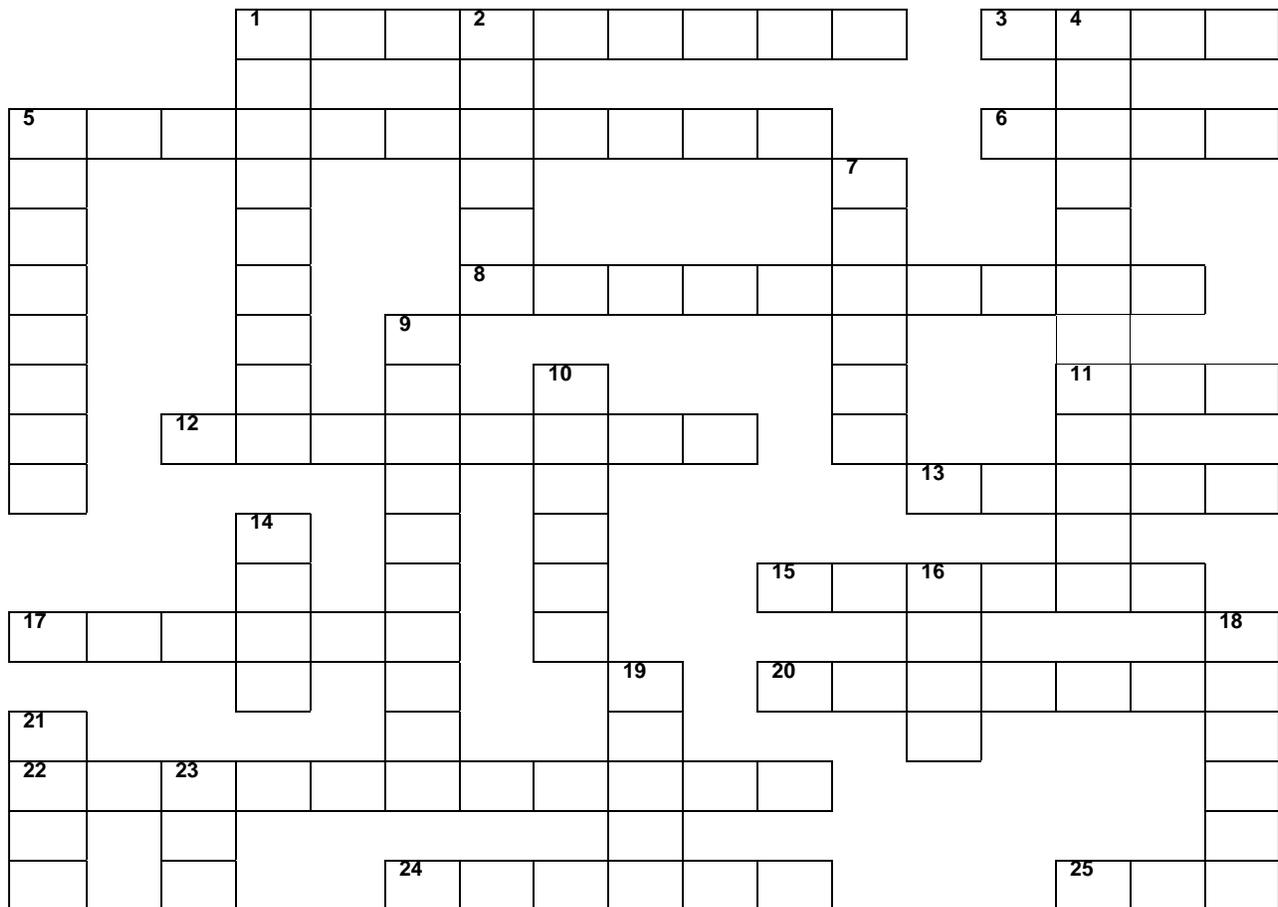
Read each clue. Write the answer in the puzzle grid.

Across

1. place of refuge
3. opposite of closed
5. region that includes Denmark
6. ship
8. opposition
11. opposite of in
12. arbitrator
13. shoreline
15. partners in war
17. Danish money
20. Nazi State Secret Police
22. Illegal activities done in secret
24. a neutral, safe nation near Denmark
25. secret agent

Down

1. Jewish house of worship
2. sings during Jewish ceremonies
4. country under the protection of another
5. deliberately damage goods or plans
7. leader of the Nazis
9. lightning war
10. kind of bomb Bohr helped build
14. Christian X was one
16. opposite of first
18. group of vehicles carrying supplies
19. narrow body of water
21. main body of a ship
23. opposite of night



Rescuing the Danish Jews

Assessment

Circle the letter that best completes the statement or answers the question.

1. When Germany invaded Denmark, the Danish government _____.
A. fought for two years before the Germans left, defeated
B. invaded Germany in retaliation
C. surrendered in less than two hours
D. shut down and its leader was killed
2. The Germans did not attack Sweden because it _____.
A. was too cold
B. had too strong an army
C. was willing to help Germany
D. had declared itself neutral
3. Germany was under attack from the Soviets in the west and the Allies in the east.
A. True
B. False
4. The Danish resistance group *Holger Danske* was named for _____.
A. a Danish folk dance
B. a fierce tiger
C. a Danish hero of legend
D. a legendary sailor
5. Which is **NOT** a synonym of *sabotage*?
A. disrupt
B. damage
C. incapacitate
D. facilitate
6. Which is the meaning of *sound* as used in this book?
A. channel
B. watertight
C. sturdy
D. noise
7. A protectorate is a country that looks after, or protects, another country.
A. True
B. False
8. The author suggests all of these characteristics about Ebba Lund **EXCEPT** _____.
A. she studied chemical engineering
B. she was a smuggler
C. she was “the girl in the red cap”
D. she died in a concentration camp
9. The Danes believe that all people are created equal.
A. True
B. False
10. Which could you use to describe the woman in the fishing village of Gilleleje who caused the tragedy?
A. an aide
B. a pal
C. a snitch
D. a hero