

LITERATURE LESSONS

from Teacher's Pet Publications

What Was The Holocaust?

By Gail Herman

A Student Workbook To Go With The Text



This Workbook Belongs To _____

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Based On The Book

What Was The Holocaust?

By Gail Herman

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www.tpet.com

ISBN 978-1-60249-833-4

Literature Lessons: What Was The Holocaust?

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Literature Lessons: What Was The Holocaust?

Introduction

This workbook is intended to be a study guide for the non-fiction book *What Was the Holocaust?* by Gail Herman.

This workbook is recommended for use in grades 6-12, though advanced students in lower grades may be able to handle the assignments.

The reading assignments are broken down into roughly two-chapter segments. Each segment has vocabulary work, fill in the blanks, multiple choice, critical thinking, writing skills, and a review puzzle.

The goals of this workbook are: to help students understand what they read, think about what they read, and remember the important facts about the Holocaust.

This book and workbook can be used as a stand-alone study of the Holocaust, especially in the lower grades.

In the upper grades, this book and workbook would be an excellent extra project to assign students who are reading another book about the Holocaust (such as *Anne Frank: The Diary of a Young Girl* or *Night* by Elie Wiesel, for example). The reading level of the text is about on a 4th-5th grade level, so older students should be able to easily read the text. The point in doing this book in the upper grades would be to give students a concise non-fiction account of the Holocaust as background knowledge.

The Vocabulary section is intended to familiarize students with words from the text that they may not know.

The Fill in the Blanks section is intended to encourage close reading and reinforce important facts.

The Multiple Choice section is intended as a self-quiz, so students can see what they have retained from their reading, as well as another review of important ideas.

The Critical Thinking section is intended to make students think about what they have read and to encourage higher level thinking skills.

The Writing Skills section is also intended to make students think more about what they have read as well as to practice important writing skills.

The Crossword Review puzzles for each section is, again, meant to reinforce important names or ideas from the text.

At the end of the reading of the book, there are some Whole Book Review materials to help students remember important people, places, events, and ideas about the Holocaust.

Along the way, in the unit of study, we've tried to educate students with some good life lessons as well—practical and helpful tips, things to think about, and so on.

To Our Readers --- Anti-Semitism Vocabulary

You may be familiar with some of these words or phrases, but some may be new to you. Review this list prior to reading, so you will be familiar with these words when you come upon them in the book. The page numbers on which the words appear are in () after the sentences from the text.

Word/Phrase	Definition	Sentence From The Text
invading	entering to take control	The German army was <i>invading</i> Poland. (2)
Nazi	German political party from 1933-1945	Many local people waved <i>Nazi</i> flags. (3)
concentration camp	prison where many people are kept in terrible living conditions	... Gerda was moved from one <i>concentration camp</i> to another. (4)
Holocaust	the killing of millions of people by the Nazis; also means destruction by fire	That was rare for the millions who suffered during the <i>Holocaust</i> . (7)
anti-Semitism	hatred of the Jewish people	<i>Anti-Semitism</i> ... goes back thousands of years to ancient Rome. (8)
kaiser	title of the ruler of Germany from 1871-1918	Then, in 1914, the <i>kaiser</i> (emperor) of Germany started a world war in Europe. (9)
Reichstag	elected representatives in the German government	The group of elected representatives was called the <i>Reichstag</i> . (9)
chancellor	highest government official in Germany and Austria under the President	The president, in turn, chose a <i>chancellor</i> . (10)
marks	German dollars	When he ordered a second cup, the price had shot up to 9,000 <i>marks</i> ! (10)

After you have read this section of the book, come back and write a paragraph below, using 7 of your 9 vocabulary words.

To Our Readers --- Anti-Semitism Fill In The Blanks

After you read this section of the book, fill in the blanks below.

1. On September 1, 1939, German planes roared over Gerda's home in _____,
_____.
2. It was the start of World War II, which lasted in Europe until May of _____.
3. After a while, all _____ in Bielsko were rounded up.
4. The word _____ means a "sacrifice by fire." But it also means any great destruction and loss of _____.
5. _____ is the hatred of Jews.
6. Then, in 1914 the _____ of Germany started a world war in Europe.
7. In 1918, a _____ was signed with very harsh terms for _____.
8. In 1919, Germany tried to set up a democracy in which the group of representatives was called the _____.
9. German marks became worthless because the government printed too much money. People carried _____ around in _____.
10. Germans turned to the worst person possible---_____.

WORD BANK

1945

Bielsko, Poland

Adolf Hitler

anti-Semitism

cash

Germany

holocaust

Jews

kaiser

life

Reichstag

treaty

wheelbarrows

To Our Readers --- Anti-Semitism

Multiple Choice Questions

- _____ 1. Why does the editor think it is important to write and teach about the holocaust?
- The editor thinks the holocaust should not be taught in school because it is about so much evil.
 - The editor thinks every historical event should be written about.
 - The editor thinks the holocaust should be written about because it is an interesting event in history.
 - The editor thinks it is important because all those who survived the holocaust will soon no longer be alive and it will be up to books to tell their painful story.
- _____ 2. Who was Gerda Weissmann?
- Gerda Weissmann was an elderly, white haired Jew, born in Germany.
 - Gerda Weissmann was a German born in Volary, a small town in what is now the Czech Republic, formerly Czechoslovakia.
 - Gerda Weissmann was a Jew, born in Bielsko, Poland. She spent six years in Nazi concentration camps.
 - Gerda Weissmann was a Polish Jew paid to work in Nazi-run factories.
- _____ 3. When was World War II?
- WWII began in 1916 and ended in 1918.
 - WWII began in 1939 and ended in 1945.
 - WWII began in 1939 and ended in 1946.
 - WWII began in 1942 and ended in 1945.
- _____ 4. How many Jews were killed by the Nazis? Were they the only victims?
- Six thousand Jews were killed by the Nazis and about five thousand others were killed: gay people, gypsies, and those who opposed the Nazis.
 - Six million Jews were killed by the Nazis. Also about six million others were killed: gay people, the Roma, disabled people and certain religious and political groups.
 - Five million Jews were killed by Nazis. About two million non-Jews were killed who opposed the Nazis.
 - Ten million people were killed by the Nazis. Seven million Jews and three million gays, the Roma, disabled, religious and political people.

- ___ 5. Why was Gerda one of the more fortunate Jews?
- a. Gerda survived the concentration camps and married Kurt Klein, one of the U.S. soldiers who helped liberate the concentration camp in Volary.
 - b. Gerda was fortunate because the Nazis gave her a job in the camps and treated her well.
 - c. Gerda was more fortunate because she escaped from a camp and managed to hide until the war ended.
 - d. Gerda was more fortunate than most Jews because she wasn't gassed, starved or shot.
- ___ 6. What is anti-Semitism?
- a. Anti-Semitism is hatred of Nazis.
 - b. Anti-Semitism is hatred of Muslims.
 - c. Anti-Semitism is hatred of Jews.
 - d. Anti-Semitism is hatred of Americans.
- ___ 7. When Germany surrendered in 1918 after World War I, why is the treaty that was signed considered too harsh?
- a. The treaty was too harsh because Germany had to pay billions of dollars to the countries they fought against and Germany had to put up with a president chosen by their former enemies.
 - b. The treaty was too harsh because it did not allow Germany to borrow money to return to prosperity after the war.
 - c. The treaty was too harsh because it did not allow Germany to trade with other countries which made it impossible to recover from war's devastation.
 - d. The treaty was too harsh because Germany lost land, it had to disband its army, and it had to pay billions of dollars to the countries it had fought against.
- ___ 8. What kind of government did Germany try to set up?
- a. Germany tried to set up a democracy with elected representatives called the Reichstag, an elected president, and a chancellor chosen by the president.
 - b. Germany chose to set up a dictatorship with a person elected for life, who would choose the members of the courts and the representatives of the people.
 - c. The Germans tried to set up an authoritarian government with a king.
 - d. The Germans tried to set up a democracy with a president and elected congress.

To Our Readers — Anti-Semitism

Critical Thinking

1. Six million Jewish people were killed by the Nazis in concentration camps.

To put that into perspective, if all 30 major league baseball stadiums in the USA were filled with people and all the people in all those stadiums were killed, you would have to fill them all up again and kill all those people and fill them up again and kill all those people and fill them all up again and kill all those people to equal the six million Jews who were killed by the Nazis.

Think of another way to show six million and write it down here:

2. The government gets its money by collecting taxes (a percentage of income) from the people.

When people have work and are making money, the government makes more money and has more money to spend. When people don't have work, the government collects less in taxes and has less money to spend on providing services.

In Germany after World War I, the people had no work and the government had no money, so they simply printed more money. Printing more money made the money worth less.

What do you think it would be like to have to have a wheelbarrow full of money to buy a cup of coffee? What problems would an average person face in these circumstances?

3. Why did the German people want a change in their country?

To Our Readers — Anti-Semitism

Writing Skills

Rewrite the sentences in these passages by combining and/or rearranging them. You may add words to make the sentences smooth but not to change the ideas.

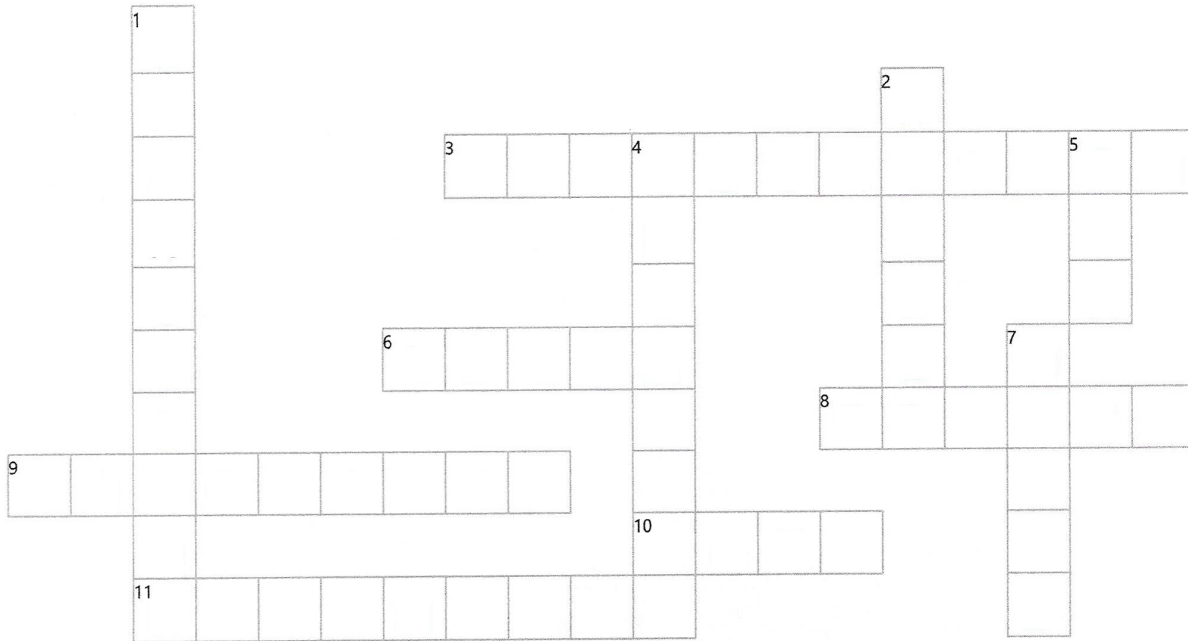
1. *Inside the empty building, dozens of women lay on straw. Most were sick. Many were dying. Like Gerda, they were all Jewish. For many years they had suffered under the rule of Nazi Germany.*

2. *It was late summer. [Gerda] was fifteen years old. And she had just come home from vacation. Suddenly German airplanes blocked the sun. They roared over Gerda's home in Bielska, Poland. Tanks rolled down the streets. The German army was invading Poland.*

3. *Many people waved Nazi flags. They cheered for their new leader. Their new leader was Adolf Hitler. They were glad Hitler had taken over Poland. Hitler hoped to take over all of Europe.*

Hints: Words like then, when, although, however, but, and, because, who, and also will help you, but you are not limited to these words; they are just some ideas to help you get started. Changing the ending of verbs like cheered to cheering & reorganizing the sentences accordingly is also a way to rewrite. :-)

To Our Readers — Anti-Semitism Crossword Review



ACROSS

- 3. Hatred of the Jewish people
- 6. She spent 6 years in a Nazi concentration camp.
- 8. Agreement made among nations
- 9. The killing of millions of people by the Nazis
- 10. German political party from 1933-1945
- 11. Elected representatives in the German government

DOWN

- 1. Official who had to answer only to the president and the Reichstag.
- 2. He found success in the army in WWI.
- 4. Entering to take control
- 5. How many millions of Jews were killed by Hitler?
- 7. German dollars

INVADING
HITLER
MARKS

TREATY
CHANCELLOR

ANTISEMITISM
REICHSTAG

NAZI
HOLOCAUST

SIX
GERDA