

Pre-Quiz: Holocaust Visual(s)

Interpret the visuals included in *A Rebel in Auschwitz* before completing the reading assignments. Choose one or two visuals and write a paragraph (7 sentences or more) describing what the visual(s) is attempting to convey.

What details do you notice are in the visual? What can you gather from the visual about people and landscapes? How accurate do you believe the visuals to be? You can include one question in your paragraph that formed while analyzing the photographs. State how helpful you think the visuals will be for understanding the text. Give a legitimate reason for why you believe they may or may not be helpful. Really think about why you may find visuals helpful and don't just say "Yes they will be helpful", "I think they will help" or anything to this extent.

A Rebel in Auschwitz Handout Part 2

1. Aside from Witold, which three characters do you believe were the most important in the book? Use evidence from the text to support your answer. (Hint: Reference pg. 225 for a list of character bios to refresh your memory!)
2. Using Freytag's Pyramid, sequence the plot of the book
3. Throughout the book, readers learn of heartbreaking statistics and deplorable acts inflicted on the prisoners of Auschwitz. What was the lowest point of the book that resonated the most with you? Use specific examples in the book to complete your answer.
4. Though much of the book focuses on depressing content, were there any moments that inspired hope for readers? Use specific examples in the book to complete your answer.

Writing Activity: Moments

The following song was written by the Polish poet Mordecai Gebirtig. This Yiddish song was written in the Krakow Ghetto in Poland. The translation, "Moments of Confidence" is argued to be "Moments of Certainty." Remember, this is just one song of many that was written during the time of the Holocaust. Determine how this song creates a greater understanding of the Holocaust. Find whether it's useful, biased, effective, or serves no real purpose. State your argument using what you already know about the Holocaust from the required textbook. The secondary source, if completed, may also help construct an argument. Using knowledge learned from outside the classroom is also acceptable. You may want to determine the differences you've noticed in documentaries, movies, or other texts you have encountered before taking this World History class.

MOMENTS OF CONFIDENCE/CERTAINTY

ORIGINAL TITLE: "*Minutn fun Bitokhn*"

Jews, let us be cheerful!
It won't be long, I hope --
The war will soon be over,
And soon their end will come.
Be cheerful and don't worry!
Don't carry on in grief;
Have patience and have confidence --
Take hard times in your stride.

Remember: patience, confidence --
Don't let slip away
Those ancient weapons that unite
Our people to this day!
Revel, dance, you hangmen!
It won't be long, I hope,
Once there was a Haman,
His fate awaits you, too.

Revel, dance, you hangmen,
Jews know what suffering means;
The most demanding labor
Won't tire us in the least.
"Sweep!" you tell us? So we'll sweep!
But as long as you remain,

There is no point to sweeping --
This place will not come clean!

"Wash!" you tell us? So we'll wash!
But Cain's red mark,
And the blood from Abel's heart,
Cannot be washed away.
Drive us from our homes!
Cut away our beards!
Jews, let us be cheerful --
We'll see them go to hell!